



BAKER
UNIVERSITY

MAEd Getting Started Course Schedule

KEY:

- Core Courses
- Elective Courses
- Off Week

Spring I, 2024

Dates	Course No.	Course Title	Instructor
1/8/24—2/25/24	EDU5208	Fostering Conscientious, Courageous Global Citizens	L Bauman
1/8/24—2/25/24	EDU5325	Google Tools for Educators	M Jeans
Dates	Course No.	Course Title	Instructor
1/8/24—2/25/24	EDU5111	Enhancing Communication and Embracing Understanding	M Branch
1/8/24—2/25/24	EDU5101	Learning Theories and Instruction	J Wilk
1/8/24—2/25/24	EDU5997	MAEd Portfolio	S Hill

Spring II, 2024

Dates	Course No.	Course Title	Instructor
3/4/24—4/28/24	EDU5530	Validating Student Achievement	J Cannizzo
3/4/24—4/28/24	EDU5322	Issues and Ethics with Technology Integration	L Moyers
Dates	Course No.	Course Title	Instructor
3/4/24—4/28/24	EDU5103	Curriculum Development and Design	A Nelson
3/4/24—4/28/24	EDU5997	MAEd Portfolio	S. Hill

No Class 3/18/24—(Spring Break week)



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Summer I, 2024

Dates	Course No.	Course Title	Instructor
5/6/24—6/23/24	EDU5323	Technology as Intervention	E Johnson
5/6/24—6/23/24	EDU5506	Classroom Management and Student Engagement	P. Schuckman
Dates	Course No.	Course Title	Instructor
5/6/24—6/23/24	EDU5102	Assessment Strategies	N Miller
6/3/24—7/28/24	EDU5997	MAEd Portfolio (Summer General)	S. Hill

Summer II, 2024

Dates	Course No.	Course Title	Instructor
6/24/24—8/18/24	EDU5033	Creating School Improvement in the Classroom	E Johnson
6/24/24—8/18/24	EDU5261	Differentiated Literacies for English Language Learners	J Wilk
6/24/24—8/18/24	EDU5325	Google Tools for Educators	M Jeans
Dates	Course No.	Course Title	Instructor
6/24/24—8/18/24	EDU5049	Inclusion: Students with Exceptionalities	TBA
6/24/24—8/18/24	EDU5111	Enhancing Communication and Embracing Understanding	J. Richardson
No Class 7/1/24—(Fourth of July week)			



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Fall I, 2024

Dates	Course No.	Course Title	Instructor
8/26/24—10/13/24	EDU5530	Validating Student Achievement	TBA
8/26/24—10/13/24	EDU5313	Enhancing Instruction with Technology	TBA
Dates	Course No.	Course Title	Instructor
8/26/24—10/13/24	EDU5120	Action Research	TBA
8/26/24—10/13/24	EDU5997	MAEd Portfolio	S. Hill

Fall II, 2024

Dates	Course No.	Course Title	Instructor
10/21/24—12/15/24	EDU5286	Focus on Comprehension Instruction	C. Doolittle
10/21/24—12/15/24	EDU5254	Teacher as Counselor	TBD
Dates	Course No.	Course Title	Instructor
10/21/24—12/15/24	EDU5101	Learning Theories and Instruction	TBD
10/21/24—12/15/24	EDU5102	Assessment Strategies	N. Miller
10/21/24—12/15/24	EDU5997	MAEd Portfolio	S. Hill

No Class 11/25/24—12/1/24 (Thanksgiving week)



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MAEd Getting Started Course Schedule

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Spring I, 2025			
Dates	Course No.	Course Title	Instructor
1/6/25—2/23/25	EDU5531	Today's Learner	TBD
1/6/25—2/23/25	EDU5325	Google Tools for Educators	TBD
Dates	Course No.	Course Title	Instructor
1/6/25—2/23/25	EDU5111	Enhancing Communication and Embracing Understanding	TBD
1/6/25—2/23/25	EDU5997	MAEd Portfolio	S Hill

Spring II, 2025			
Dates	Course No.	Course Title	Instructor
2/24/25—4/20/25	EDU5254	Teacher as Counselor	TBD
2/24/25—4/20/25	EDU5299	Classroom Transformation Through Digital Applications	TBD
Dates	Course No.	Course Title	Instructor
2/24/25—4/20/25	EDU5049	Inclusion: Students with Exceptionalities	TBD
2/24/25—4/20/25	EDU5997	MAEd Portfolio	S. Hill
No Class 3/17/25—3/23/25 (Spring Break week)			



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Summer I, 2025			
Dates	Course No.	Course Title	Instructor
4/21/25—6/15/25	EDU5506	Classroom Management and Student Engagement	TBD
4/21/25—6/15/25	EDU5530	Validating Student Achievement	TBD
4/21/25—6/15/25	EDU5286	Focus on Comprehension Instruction	TBD
Dates	Course No.	Course Title	Instructor
4/21/25—6/15/25	EDU5101	Learning Theories and Instruction	TBD
4/21/25—6/15/25	EDU5997	MAEd Portfolio	S Hill
No Class 5/19/25—5/25/25 (Summer break)			

Summer II, 2025			
Dates	Course No.	Course Title	Instructor
6/16/25—8/10/25	EDU5531	Today's Learner	TBD
6/16/25—8/10/25	EDU5325	Google Tools for Educators	TBD
6/16/25—8/10/25	EDU5323	Technology as Intervention	TBD
Dates	Course No.	Course Title	Instructor
6/16/25—8/10/25	EDU5102	Assessment Strategies	TBD
6/16/25—8/10/25	EDU5997	MAEd Portfolio	S. Hill
No Class 6/30/25—7/6/25 (Fourth of July week)			



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Fall I, 2025

Dates	Course No.	Course Title	Instructor
8/25/25—10/12/25	EDU5254	Teacher as Counselor	TBD
8/25/25—10/12/25	EDU5299	Classroom Transformation Through Digital Applications	TBD
Dates	Course No.	Course Title	Instructor
8/25/25—10/12/25	EDU5120	Action Research	TBD
8/25/25—10/12/25	EDU5997	MAEd Portfolio	S Hill

Fall II, 2025

Dates	Course No.	Course Title	Instructor
10/20/25—12/14/25	EDU5506	Classroom Management and Student Engagement	TBD
10/20/25—12/14/25	EDU5530	Validating Student Achievement	TBD
Dates	Course No.	Course Title	Instructor
10/20/25—12/14/25	EDU5103	Curriculum Development and Design	TBD
10/20/25—12/14/25	EDU5997	MAEd Portfolio	S. Hill

No Class 11/24/25—11/30/25 (Thanksgiving week)

Course Descriptions

Required text(s): See My Baker Portal at least 30 days prior to the course start date.

EDU 5033 School Improvement in the Classroom

Candidates examine school improvement research and relevant educational trends that influence the achievement of all student populations. Candidates turn research into action as they adapt the classroom environment to help PreK-12 students become active participants in their learning. Candidates find ways to increase their students' lifelong ability to think critically and problem solve. (3 credits)

EDU 5049 Inclusion: Students with Exceptionalities

Candidates examine current legislation and litigation of special education services, including least restrictive environment and due process procedures. Candidates identify the essential characteristics of inclusive education and apply theory to practice by examining educational plans and finding ways to modify instruction for students with exceptionalities. (3 credits).

EDU 5101 Learning Theories and Instruction

Program students examine past and present learning theories and expand their awareness in the area of research-based instructional strategies and effective lesson design. Students examine their beliefs about classroom learning and make informed decisions about best teaching practices that increase student success. Program students reflect on their learning and practice of instruction and teaching. (3 credits).

EDU 5102 Assessment Strategies

Program students examine current assessment theory and practice and increase their awareness of multiple and effective ways to assess student progress (formative assessments) and student learning (summative assessments). Students compare and contrast the characteristics of a variety of assessment tasks and interpret standardized and classroom assessment data to improve classroom instruction and increase student achievement. Students design a project that outlines the use of varied modes of assessment. (3 credits).

EDU 5103 Curriculum Development and Design

Program students design a unit of instruction through collaboration with educational professionals in an academic setting and systematically and critically examine their instructional practice through the lens of curriculum development and design, expand the use of differentiated instruction, and use authentic assessment to check for student learning.

EDU 5111 Enhancing Communication and Embracing

Understanding Program candidates complete lessons in both written and oral communication and lessons to increase understanding of student diversity. The course content covers APA standards and provides opportunity to practice pre-writing, writing, editing, and reflection. Candidates confront issues of

diversity that affect student learning. (3 credits).

EDU 5120 Action Research in the Classroom

Program students use best practice resources to reflect on their instructional practices and assess their classroom environment. Through the action research process, teachers make informed decisions to create an environment that improves student motivation and design instruction that increases student learning. (3 credits).

EDU 5208 Fostering Conscientious, Courageous Global Citizens

To build a conscientious citizenry, teachers must encourage each student to see the world through the lens of a global citizen with a responsibility to interact with and react to world events. Twenty-first century teachers must translate current global events of persecution or genocide into relevant lessons for students. Using the Holocaust as a springboard for discussion, students consider the ramifications of prejudice, stereotyping, hatred, and genocide in the past as well as in today's world. Students apply the lessons of the course to their own classrooms, schools, or districts by implementing an outreach project focused on global understanding that may impact the local community. (3 credits)

EDU 5254 Teacher as Counselor

Candidates learn to recognize how the uniqueness of each student's personality style, different life experiences, and physical and emotional development increases or decreases learning in the classroom. Candidates learn to motivate students by improving oral/verbal communication and increasing affirmation skills. Candidates practice counseling techniques such as listening, questioning, and reflecting emotions with feedback from peers and instructor. Candidates examine crisis intervention, policies and procedures for reporting abuse, and when and how to refer students to a professional therapist. (3 credits)

EDU 5261 Differentiated Literacies for English Language

Learners Candidates explore differentiated reading strategies for English Language Learners. Candidates analyze instructional strategies in the areas of phonemic awareness, phonics, vocabulary development, comprehension and fluency. Candidates will investigate the impact of culture and language in reading, writing, and assessment. (3 credits)

EDU 5286 Focus on Comprehension Instruction

This course emphasizes the relationship between reading comprehension and student learning. Readings and discussions focus on effective comprehension strategy instruction across the curriculum. Candidates look loosely at utilizing schema, making inferences, using effective questioning, visualizing for

Course Descriptions

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understanding, prioritizing information, and summarizing main points. Lesson planning, lesson reflection/evaluation, and comprehension assessment are addressed. (3 credits)

EDU 5299 Classroom Transformation Through Digital Applications

Candidates evaluate and use a variety of digital tools and design activities to promote student learning, higher order thinking skills, and communication and collaboration in a digital-age learning environment. Candidates review the ISTE's NETS for Teachers and Students and increase awareness of current research and theories on how 21st century students learn in a digital world. Candidates examine how to empower learners through effective technology integration and design an online portfolio of technology-rich activities and resources for classroom use. (3 credits)

EDU 5322 Issues and Ethics with Technology Integration

Candidates increase awareness of national standards, copyright laws, and district policies governing technology and show understanding of the meaning of digital citizenship and the effect on today's students. Candidates address ethical behavior and etiquette in the integration of technology in their classrooms and show an understanding of safe, legal, and responsible technological social interactions. Candidates use digital tools to create educational activities through technology for a diverse student population and to promote student learning, higher order thinking skills, and communication and collaboration with the larger digital society. (3 credits)

EDU 5323 Technology as Intervention

In this course, the candidate explores various forms of assistive technology, Universal Design for Learning (UDL), differentiated instruction, blended learning, the flipped classroom and educational technology trends to determine the role of technology as intervention. Through teacher guided, student centered learning, candidates integrate technology into instruction based on a student's needs. Candidates research the various levels of assistive technology and use their learning to create lesson-plans and work collaboratively in projects. (3 credits)

EDU 5325 Google Tools for Educators

Today's Google tools can be implemented in meaningful ways in the classroom, increasing curriculum efficiency, collaboration, and student engagement. Candidates learn how to use the following tools and application to research, create, and share a variety of classroom projects: Google Drive, Google Calendar, Google Earth & Maps, Google Sites, Google Search Engine, YouTube, Chrome Browser and more. (3 credits)

EDU 5506 Classroom Management and Student Engagement

Candidates review proactive classroom management strategies that improve student learning. Candidates practice strategies that increase student motivation and student engagement and explore ways to increase student self-control and problem solving skills. (3 credits)

EDU 5313 Enhancing Instruction with Technology

Candidates explore and experiment with multiple types of technologies to facilitate and inspire student learning and creativity. Candidates research and evaluate current trends and tools that can enhance instruction and engage the 21st Century Learner. Candidates develop technology-enriched learning environments that encourage learners to facilitate and take ownership in the learning process. (3 credits)

EDU 5530 Validating Student Achievement

Candidates research common characteristics of high achieving schools, examine truths about the achievement gap, craft assignments for student learning, and validate practice that results in student success. Candidates examine their district's mission and school improvement plan and incorporate understanding of the plan into practice in their classrooms. (3 credits)

EDU 5531 Today's Learner

Program candidates explore the changing face of classroom students through current research and best practice on academic success for all students. Candidates examine how classroom diversity has implications for student learning: curriculum, instruction, classroom management, collaboration, and school climate. Candidates critically examine their practice to deepen knowledge, expand a repertoire of skills, and incorporate new understanding in the following areas to increase students' learning and academic success: create supportive environments, foster student resiliency, and encourage students' social growth.

EDU 5997 MAEd Portfolio

Students enroll in the portfolio the term before the intended graduation. (0 credit) Each MAEd student seeking program completion must submit a professional portfolio that consists of course artifacts and reflections. The MAEd portfolio is a learning resume, documenting each student's personal growth and professional development and addressing program and course objectives and application of course content in PreK-12 classrooms. Students receive guidance on conceptualization and documentation for inclusion in the portfolio in the MAEd orientation, and an explanation of the MAEd portfolio is found on the Baker University web site.