

# Online Enrollment

**Online Enrollment:** All current graduate education students enroll in courses by contacting their Academic Advisor. Students who have not yet taken a course must contact their Enrollment Advisors to enroll. Please read the following information carefully prior to your enrollment to help ensure your success during your program of study.

**Advising:** Current students should contact their Academic Advisor prior to enrollment and to confirm needed coursework. Education students may contact their advisor at 913.344.1224 or [rcolwell@bakerU.edu](mailto:rcolwell@bakerU.edu).

**Dropping/Adding a Course:** To drop a course after enrollment, contact an Academic Advisor. To officially drop a course, students must email their Academic Advisor using their Baker student email account.

**MAEd candidates cannot enroll in more than two courses per term. Please note: the EDU 5997 MAEd Portfolio is the last course in the program and may not be taken with any other course.**

## Important Dates and Policies:

**Books:** Students are required to purchase their own textbooks and course resources. Required text and course material information is available in the Baker Student Portal at least 30 days prior to a course start date. Books may be purchased or rented from the Baker Bookstore online at [www.bakerU.edu](http://www.bakerU.edu). Baker University reserves the right to make revisions to book and course materials information as necessary without incurring obligation.

**Technology Fees:** A \$30 non-refundable technology fee is assessed for each course.

**Tuition:** 2019 - 2020 academic year—\$375 per credit hour\*  
2020 - 2021 academic year—\$386 per credit hour\*  
2021 - 2022 academic year—\$396 per credit hour\*  
\*Each Fall I term, tuition rates are subject to change for the following academic year.

For the most recent tuition fees, visit: <https://www.bakeru.edu/costs/soe-tuition/>

**Early Tuition Deadline:** A discount of \$30 per credit hour is granted for tuition payments received by 5 p.m. on the established deadline date per term. Please see each term's schedule page for the deadline dates. To take advantage of the **Early Tuition Deadline**, student accounts must be paid in full by the **Early Tuition Deadline**.

**Tuition Deadline:** All tuition and fees must be paid in full by the start of a course. If using Financial Aid, all paperwork must be submitted. Students who have not paid their accounts in full can be administratively withdrawn from courses.

Enrollment for 2022 begins  
**Monday, February 15, 2021**  
at 9:00 a.m.

**CURRENT STUDENTS:** Please contact your Academic Advisor at 913.344.1224 or [rcolwell@bakeru.edu](mailto:rcolwell@bakeru.edu) to enroll in courses.

**NEW STUDENTS:** All newly admitted students must contact their Enrollment Advisor at 913.344.1203 to enroll.

**Cancellation of a course:** All scheduled courses are subject to sufficient enrollment. Baker University reserves the right to cancel courses or make other revisions as necessary, including book and course materials information, and to do so without incurring obligation. The information in this schedule is based on conditions at the time of publishing and is subject to change. Consult the online Baker University *Catalog* or *Master Programs Policy and Programs Handbook* for specific details concerning course cancellations, refund policies, and academic requirements.

## **Program Planning Note:**

Baker University cannot guarantee Summer II grades or official transcripts reflecting Summer II grades are prepared for school districts by September 1st. If you need to complete your program before the upcoming school year, please ensure all course work is completed by the end of Summer I.



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# General Information

**Transfer hours:** Degree seeking students in the MAEd program are limited to six (6) total hours of transfer credit, which includes graduate level courses from regionally accredited institutions, Baker University Continuing Education/ Professional Development courses, or a combination of both (not to exceed six semester credit hours). All credits considered for transfer must have been completed prior to entering the degree program and must meet all the requirements stated in the Baker University *Catalog* (available at [www.bakerU.edu](http://www.bakerU.edu)) and *Master Programs Policy and Programs Handbook*.

**Withdrawals and Refunds:** Requests to withdraw from a course must be sent to your Academic Advisor via your Baker student email. The refund schedule for official withdrawal from a course is as follows:

- Prior to the first class meeting (first class for online courses begins at 12:01 a.m. the date the course begins), 100% tuition refunded.
- Prior to the second class meeting (second class for the online begins at 12:01 a.m. 1 week from the date the course begins), 90% tuition refunded.
- After the second class meeting, no tuition refund.

**Financial aid information:** To request information about federal student loan programs, call 913.491.4432 or email [spgsfinancialaid@bakeru.edu](mailto:spgsfinancialaid@bakeru.edu).

**Transcript requests:** Request official transcripts by submitting a request form found in the Student Portal under the "Resources" tab. Transcript requests are processed after the form is received with payment. If a student's account with Baker shows a past due amount, transcript requests are not processed. Allow 3-5 business days for processing.

**Portfolio Requirements:** MAEd students must complete a program portfolio before graduating. MAEd portfolio requirements are addressed in EDU 5997. See page 4 for more information.

**Intent to Graduate Forms:** Graduates are encouraged to file an "Intent to Graduate" form online at <https://www.bakeru.edu/commencement/> and pay the \$125 graduation fee by March 1 for May graduation; by July 1 for August completion; and by October 1 for December completion.

**Technology Assistance:** Technological assistance with Baker resources is available M-TH from 9:00 a.m. - 5:30 p.m. and Friday from 8:30 a.m. to 4:30 p.m. Go to <https://www.bakeru.edu/help-desk/>.

## Locating Books for your classes with MY BAKER PORTAL

Step 1: Choose **Academics**

Step 2: Choose **Your Class Schedule**

Step 3: Select the correct term in the pull-down in the **View by Term**

Step 4: Choose **View by: LIST**

Step 5: Choose the desired course, select **Click for Details**

Step 6: Scroll down to view the book information under **Title**

## Access Baker information online with MY BAKER PORTAL

**You can access the following information online:**

- Schedule and classroom information
- Instructor Contact Information
- Unofficial Transcript
- Required book and course materials
- Update personal contact information

**Accessing MY BAKER PORTAL**

- Go to [www.bakerU.edu](http://www.bakerU.edu)
- Scroll to the bottom of the page
- Under **Shortcuts**, click on **MyBaker Portal**
- Go to **Login** and select **Student Portal Homepage**
- Use login information sent by IT at the beginning of program

Need help? Go to [www.bakerU.edu/helpdesk](http://www.bakerU.edu/helpdesk)

# MAEd Concentrations

**New MAEd candidates must choose one of the four concentrations listed in the matrix below.** Candidates must declare their concentration before enrolling in their first concentration course. Candidates can find the “Concentration and Transfer Request” form in the Resource tab in Moodle, and submit completed forms to their Academic Advisor.

To remain current with emerging trends and best practices in education, additional concentration courses are developed and removed as needed. See the current course schedule for specific course offerings.

\*\* Applies to more than one concentration.

<b>Instructional Technology Concentration (Inst Tech)</b>	<b>Student Diversity Concentration (Div.)</b>	<b>Curriculum and Instruction Concentration (C &amp; I)</b>	<b>Teacher of Distinction Concentration</b>
EDU 5299 Classroom Transformation Through Digital Applications	EDU 5033** Creating School Improvement in the Classroom	EDU 5031 Enhancing Meaningful Learning	<i>Choice of 5 education concentration courses from courses listed in any of the three concentrations.</i>
EDU 5312 The Connected Educator	EDU 5208 Fostering Conscientious, Courageous Global Citizens	EDU 5033** Creating School Improvement in the Classroom	
EDU 5313** Enhancing Instruction with Technology	EDU 5254** Teacher as Counselor	EDU 5254** Teacher as Counselor	
EDU 5322 Issues and Ethics with Technology Integration	EDU 5255 Multicultural Literature for the Adolescent	EDU 5286 Focus on Comprehension Instruction	
EDU 5323** Technology as Intervention	EDU 5258 Teacher and Para Collaboration to Promote Student Learning	EDU 5313** Enhancing Instruction with Technology	
EDU 5325 Google Tools for Educators	EDU 5261 Differentiated Literacies for English Language Learners	EDU 5373 Balanced Literacy: Reading and Writing Instruction	
EDU 5326 Technology Trends, Tools, and Media	EDU 5323** Technology as Intervention	EDU 5506** Classroom Management and Student Engagement	
EDU 5506** Classroom Management and Student Engagement	EDU 5506** Classroom Management and Student Engagement	EDU 5530 Validating Student Achievement	

## Important Dates:

Online tuition and fees must be paid in full by 5:00 p.m. **the day before the first day of class**. Students who have not paid in full can be administratively withdrawn from courses. To Contact Baker's Financial Aid office:

[spgsfinancialaid@bakeru.edu](mailto:spgsfinancialaid@bakeru.edu)

## Early Tuition Deadlines:

To receive the Early Tuition discount, all fees and tuition must be paid **by 5:00 p.m.**, or if using Financial Aid, all paperwork must be completed. To make payments online: <https://bakeruniversity.formstack.com/forms/bakerpay>

- Spring I 2021—**Monday, December 14, 2020**
- Spring II 2021—**Friday, February 5, 2021**
- Summer I 2021—**Friday, April 9, 2021**
- Summer II 2021—**Friday, June 4, 2021**
- Fall I 2021—**Friday, July 23, 2021**
- Fall II 2021—**Friday, September 17, 2021**
  
- Spring I 2022—**Friday, December 10, 2021**
- Spring II 2022—**Friday, February 4, 2022**
- Summer I 2022—**Friday, April 8, 2022**
- Summer II 2022—**Friday, May 27, 2022**
- Fall I 2022—**Friday, July 29, 2022**
- Fall II 2022—**Monday, September 19, 2022**

## Commencement

Check your Baker email account for dates, times, and announcements regarding Commencement.

**Intent to Graduate Forms:** Graduates must file an "Intent to Graduate" form online and pay the \$125 graduation fee\* by:

- March 1 for May graduates
- July 1 for August completion
- October 1 for December completion

Go to <https://www.bakeru.edu/commencement/graduate-resources>. Additional information regarding graduation is emailed to Baker Student Email accounts.

*\*All students must submit this form and pay the associated fee even if they don't plan to attend the commencement ceremony.*

An MAEd candidate enrolled in his or her first core course cannot enroll in an additional core or concentration course. EDU 5111 is completed prior to enrollment in other required core courses.

Due to the work involved for a 3-credit hour course, GSOE recommends MAEd candidates enroll in one 3-credit hour course per term; however, according to policy, an MAEd candidate may choose to enroll in two EDU courses per term.

A program candidate enrolled in a 3-credit hour on-line course must complete a minimum of 16 hours of course work a week. Look carefully at Concentration Course start/end dates as they may overlap with cohort core courses. Students are responsible to keep track of course start dates.

Because of the accelerated nature of Baker's course work, students are not allowed to enroll in a class once it has started. Please work with your Academic Advisor to plan your schedule and enroll in courses.

## **Master of Arts in Education (MAEd) Portfolio Course (EDU 5997)**

MAEd students must contact their Academic Advisor to enroll in EDU 5997.

- To complete your degree by May: enroll in Spring I or Spring II
- To complete your degree by August: enroll in the summer EDU 5997
- To complete your degree by December: enroll in Fall I or Fall II

EDU 5997 is the last course in the MAEd program and may not be taken with any other course. **Attendance is mandatory at the initial meeting for the non-credit, non-fee portfolio course.**

Sign up for your mandatory meeting date in the  
EDU 5997 Moodle course.

The Portfolio course will open on the first date of the course. See the following calendars for Moodle shell opening dates.

## Spring I, 2021 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
1/11/21—2/28/21	EDU5033	C&I/Div.	Creating School Improvement in the Classroom	E. Johnson	canceled
1/11/21—2/28/21	EDU5313	C&I/Inst. Tech	Enhancing Instruction with Technology	B. Teppe	online
1/11/21—2/28/21	EDU5208	Div.	Fostering Conscientious, Courageous Global Citizens	L. Bauman	online
1/11/21—2/28/21	EDU5325	Inst. Tech	Google Tools for Educators	M. Jeans	online
1/11/21—2/28/21	EDU5326	Inst. Tech	Technology Trends, Tools, and Media	J. Jensen	online
1/11/21—2/28/21	EDU 5997	Required	MAEd Portfolio	B. Teppe	See Portfolio note on pg. 5

### Concentration Key

**Div.** = Student Diversity

**C & I** = Curriculum and Instruction

**Inst. Tech** = Instructional Technology

**(Teacher of Distinction—chose any course)**

## Spring II, 2021 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
3/8/21—5/2/21	EDU5373	C&I	Balanced Literacy: Reading and Writing Instruction	T. Reiser	online
3/8/21—5/2/21	EDU5530	C&I	Validating Student Achievement	J. Cannizzo	online
3/8/21—5/2/21	EDU5258	Div.	Teacher and Para Collaboration to Promote Student Learning	B. Clavenna-Deane	online
3/8/21—5/2/21	EDU5286	C&I	Focus on Comprehension Instruction	C. Deolittle	canceled
3/8/21—5/2/21	EDU5322	Inst. Tech	Issues and Ethics with Technology Integration	L. Moyers	online
3/8/21—5/2/21	EDU 5997	Required	MAEd Portfolio	B. Teppe	See Portfolio note on pg. 5

## Summer I, 2021 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
5/10/21—6/27/21	EDU5031	C&I	Enhancing Meaningful Learning	J. Reynolds	online
5/10/21—6/27/21	EDU5323	Div./Inst. Tech	Technology as Intervention	M. Mosher	canceled
5/10/21—6/27/21	EDU5255	Div.	Multicultural Literature for the Adolescent	C. Doolittle	canceled
5/10/21—6/27/21	EDU5299	Inst. Tech	Classroom Transformation Through Digital Applications	J. Jensen	online
5/10/21—6/27/21	EDU5312	Inst. Tech	The Connected Educator	M. Jeans	online
5/10/21—6/27/21	EDU5506	C&I/Div./Inst. Tech	Classroom Management and Student Engagement	J. Wilk	FULL
6/7/21—8/1/21	EDU 5997	Required	MAEd Portfolio	B. Teppe	See Portfolio note on pg. 5

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(**Teacher of Distinction**—chose any course)

## Summer II, 2021 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
7/5/21—8/22/21	EDU5033	C&I/Div.	Creating School Improvement in the Classroom	E. Johnson	online
7/5/21—8/22/21	EDU5254	C&I/Div.	Teacher as Counselor	P. Allred	online
7/5/21—8/22/21	EDU5261	Div.	Differentiated Literacies for English Language Learners	J. Wilk	canceled
7/5/21—8/22/21	EDU5325	Inst. Tech	Google Tools for Educators	M. Jeans	online
7/5/21—8/22/21	EDU5326	Inst. Tech	Technology Trends, Tools, and Media	J. Jensen	online
7/5/21—8/22/21	EDU5506	C&I/Div./Inst. Tech	Classroom Management and Student Engagement	P. Schuckman	FULL
6/7/21—8/1/21	EDU 5997	Required	MAEd Portfolio	B. Teppe	See Portfolio note on pg. 5

## Fall I, 2021 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
8/23/21—10/10/21	EDU5373	C&I	Balanced Literacy: Reading and Writing Instruction	Reiser	canceled
8/23/21—10/10/21	EDU5530	C&I	Validating Student Achievement	Cannizzo	online
8/23/21—10/10/21	EDU5323	Div./Inst. Tech	Technology as Intervention	Mosher	online
8/23/21—10/10/21	EDU5313	C&I/Inst. Tech	Enhancing Instruction with Technology	TBA	canceled
8/23/21—10/10/21	EDU 5997	Required	MAEd Portfolio	S Hill	See Portfolio note on pg. 5

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(Teacher of Distinction—chose any course)

## Fall II, 2021 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
10/18/21—12/12/21	EDU5031	C&I	Enhancing Meaningful Learning	J. Reynolds	online
10/18/21—12/12/21	EDU5286	C&I	Focus on Comprehension Instruction	C. Doolittle	online
10/18/21—12/12/21	EDU5254	C&I/Div.	Teacher as Counselor	P. Allred	online
10/18/21—12/12/21	EDU5299	Inst. Tech	Classroom Transformation Through Digital Applications	J. Jensen	canceled
10/18/21—12/12/21	EDU5312	Inst. Tech	The Connected Educator	M. Jeans	online
10/18/21—12/12/21	EDU 5997	Required	MAEd Portfolio	S Hill	See Portfolio note on pg. 5
No Class 11/22/21—11/28/21 (Thanksgiving week)					



## Spring I, 2022 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
1/10/22—2/27/22	EDU5313	C&I	Enhancing Instruction with Technology	B Teppe	Online
1/10/22—2/27/22	EDU5208	Div.	Fostering Conscientious, Courageous Global Citizens	TBA	Online
1/10/22—2/27/22	EDU5325	Inst. Tech	Google Tools for Educators	M Jeans	Online
1/10/22—2/27/22	EDU5326	Inst. Tech	Technology Trends, Tools, and Media	J Jensen	online
1/10/22—2/27/22	EDU 5997	Required	MAEd Portfolio	S Hill	See Portfolio note on pg. 5

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**(Teacher of Distinction—chose any course)**

## Spring II, 2022 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
3/7/22—5/01/22	EDU5373	C&I	Balanced Literacy: Reading and Writing Instruction	T Reiser	online
3/7/22—5/01/22	EDU5530	C&I	Validating Student Achievement	J Cannizzo	online
3/7/22—5/01/22	EDU5258	Div.	Teacher and Para Collaboration to Promote Student Learning	B Clavenna-Deane	online
3/7/22—5/01/22	EDU5286	C&I	Focus on Comprehension Instruction	C Doolittle	online
3/7/21—5/01/22	EDU5322	Inst. Tech	Issues and Ethics with Technology Integration	L Moyers	online
3/7/22—5/01/22	EDU 5997	Required	MAEd Portfolio	S Hill	See Portfolio note on pg. 5

## Summer I, 2022 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
5/09/22—6/26/22	EDU5031	C&I	Enhancing Meaningful Learning	TBA	Online
5/09/22—6/26/22	EDU5323	Div./Inst. Tech	Technology as Intervention	TBA	online
5/09/22—6/26/22	EDU5255	Div.	Multicultural Literature for the Adolescent	TBA	online
5/09/22—6/26/22	EDU5312	Inst. Tech	The Connected Educator	TBA	online
5/09/22—6/26/22	EDU5506	C&I/Div./Inst. Tech	Classroom Management and Student Engagement	TBA	online
6/07/22—8/01/22	EDU 5997	Required	MAEd Portfolio	S Hill	See Portfolio note on pg. 5

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(Teacher of Distinction—chose any course)

## Summer II, 2022 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
6/27/22—8/21/22	EDU5033	C&I/Div.	Creating School Improvement in the Classroom	TBA	online
6/27/22—8/21/22	EDU5254	C&I/Div.	Teacher as Counselor	TBA	online
6/27/22—8/21/22	EDU5261	Div.	Differentiated Literacies for English Language Learners	TBA	online
6/27/22—8/21/22	EDU5325	Inst. Tech	Google Tools for Educators	TBA	online
6/27/22—8/21/22	EDU5326	Inst. Tech	Technology Trends, Tools, and Media	TBA	canceled
6/27/22—8/21/22	EDU5506	C&I/Div./Inst. Tech	Classroom Management and Student Engagement	TBA	online
6/07/22—8/01/22	EDU 5997	Required	MAEd Portfolio	S Hill	See Portfolio note on pg. 5

## Fall I, 2022 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
8/29/22—10/16/22	EDU5373	C&I	Balanced Literacy: Reading and Writing Instruction	TBA	online
8/29/22—10/16/22	EDU5530	C&I	Validating Student Achievement	TBA	online
8/29/22—10/16/22	EDU5323	Div./Inst. Tech	Technology as Intervention	TBA	online
8/29/22—10/16/22	EDU5313	C&I/Inst. Tech	Enhancing Instruction with Technology	TBA	online
8/29/22—10/16/22	<b>EDU 5997</b>	<b>Required</b>	<b>MAEd Portfolio</b>	<b>S Hill</b>	<b>See Portfolio note on pg. 5</b>

### Concentration Key

**Div.** = Student Diversity

**C & I** = Curriculum and Instruction

**Inst. Tech** = Instructional Technology

**(Teacher of Distinction—chose any course)**

## Fall II, 2022 Schedule of Courses

Dates	Course No.	Concentration	Course Title	Instructor	Time
10/17/22—12/11/22	EDU5031	C&I	Enhancing Meaningful Learning	TBA	online
10/17/22—12/11/22	EDU5286	C&I	Focus on Comprehension Instruction	TBA	online
10/17/22—12/11/22	EDU5254	C&I/Div.	Teacher as Counselor	TBA	online
10/17/22—12/11/22	EDU5299	Inst. Tech	Classroom Transformation Through Digital Applications	TBA	online
10/17/22—12/11/22	<b>EDU 5997</b>	<b>Required</b>	<b>MAEd Portfolio</b>	<b>S Hill</b>	<b>See Portfolio note on pg. 5</b>
<b>No Class 11/21/22—11/27/22 (Thanksgiving week)</b>					

# Course Descriptions

## **EDU 5031 Enhancing Meaningful Learning**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

This course is designed to challenge students to reflect on current strategies, innovations, and philosophies that are impacting education and the classroom today. Participants create learning activities to enhance classroom learning. (3 credits)

## **EDU 5033 School Improvement in the Classroom**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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)

## **EDU5208 Fostering Conscientious, Courageous Global Citizens**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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 5255 Multicultural Literature for the Adolescent**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

Students are introduced to the world of adolescent literature and explore works by authors and about characters from diverse cultures and different ethnicities. Through a multicultural lens, students examine adolescent literacy and its implications in the classroom. Students focus on common themes in multicultural adolescent literature, on adolescent learning theory, on the needs of struggling adolescent readers, and on the latest research of instructional methods in adolescent literacy. (3 credits)

## **EDU 5258 Teacher and Para Collaboration to Promote Student Learning**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

Candidates research teaching and learning in a collaborative classroom environment and examine effective strategies, techniques, and best practice in co-teaching with a para educator. Candidates focus on finding ways to increase access of the general education curriculum to students with disabilities in the regular classroom. The candidate completes the course with a long range plan for initiating a co-teaching model or improving an existing co-teaching model in his/her school building or district. (3 credits)

## **EDU 5261 Differentiated Literacies for English Language Learners**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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 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**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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)

# Course Descriptions

## **EDU 5312 The Connected Educator**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

Candidates exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Candidates use social media and personal learning networks to create, promote, and sustain a dynamic, digital-age learning culture. Candidates use digital tools and resources to enhance their personal productivity, organizations, and professional practice and model lifelong learning. (3 credits)

## **EDU 5313 Enhancing Instruction with Technology**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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 5322 Issues and Ethics with Technology Integration**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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 5326 Technology Trends, Tools, and Media**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

Candidates explore, identify, and implement innovative technology trends, tools, and media that supports pk-12 online learning. Candidates examine the International Society for Technology in Education (ISTE) National Educational Standards and Indicators that will lead to effective online teaching practices and student success. (3 credits)

## **EDU 5373 Balanced Literacy: Reading and Writing in the Classroom**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

Students are introduced to the components of Balanced Literacy for all students. Topics included are the organization of a classroom to facilitate balanced literacy, implementation of reading workshops and writing workshops, and development of reading and writing calendars and units of study. (3 credits)

## **EDU 5506 Classroom Management and Student Engagement**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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 5530 Validating Student Achievement**

Required text: See My Baker Portal for required texts at least 30 days prior to the course start date.

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 5997 MAEd Portfolio**

**Students enroll in the portfolio the term before the intended graduation, completing and submitting the portfolio to TaskStream.** (0 credit) No text required.

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.

