EDUC 595: Planning and Implementing Teacher Research (3 credits)
This second research course in the master’s program is designed to develop a deep understanding of research methodology that includes case studies, interviews, observations, surveys, pre-post testing, as well as quantitative and qualitative analysis. Participants will select, adapt, and create data collection instruments, as well as learn about the regulations and policies of the National Institute of Health with regard to conducting research with human subjects. By the end of the course, all participants will have completed a thesis proposal that includes data collection and analysis instruments, an IRB proposal, a paper that details all aspects of the research methodology for the thesis, and be prepared to implement their studies. Prerequisite: EDUC 590
Tuesdays beginning August 23  4:15 – 6:45 pm    Instructor: K. Barker    Blair 115

EDUC 560: The Sociology of Educational Change and School Renewal (3 credits)
This course provides participants with the sociological and historical background for examining school reform/renewal models. In analyzing these models, participants will consider current research about assessment, outcomes, and implementation processes. Connections will be made to personal and local circumstances and to the institutional cultures that support personal and building-wide educational change. The course ideally builds upon EDUC 550 since that course explored the philosophical foundations vital for teaching and personal growth. This course explores the social context for the same goals. This course will also help participants begin to think about specific topics for research and provide a strong theoretical foundation for potential research questions.
Tuesdays beginning August 23  7:00 – 9:30 pm    Instructor: B. Yontz    Blair 208

EDUC 526 Supervision and Instructional Leadership (3 credits)
The course serves as one of the professional studies courses for the graduate program’s leadership degree-seeking cohort. The literature in teacher development strongly supports the need for regular and ongoing opportunities for observation and reflection. With changes in licensure levels and teacher evaluation methods, the intent and scope of quality teacher supervision is critically important. This course will help candidates examine leadership characteristics with regard to the skills/procedures the literature suggests are central to supervision, observation, and evaluation. The course is also open to interested graduate students who are not part of the principal licensure program. Candidates will engage in activities that will require them to articulate their perceptions of educational supervision, learn about teacher evaluation and the Ohio Standards for the Teaching Profession, examine professional development, and review an area of curriculum.
Tuesdays beginning August 23  7:00 – 9:30 pm    Instructor: staff    Blair 115

EDUC 537: Community Relations (3 credits)
The course serves as one of the professional studies courses for the graduate program’s teacher leader degree-seeking cohort. The course provides opportunities for participants to prepare communication for
internal and external stakeholders for a variety of media (television, newspaper, and the internet). Participants will evaluate school publications and develop a communication plan designed to promote community relations. The course will address effective communication with internal and external stakeholders and will prepare school leaders to communicate in a variety of situations (promoting student learning, seeking support, responding to the media, and managing a crisis).
The course is also open to interested graduate students who are not part of the teacher-leader cohort.

Tuesdays beginning August 23 4:15 – 6:45 pm Instructor: staff Blair 208

4/5 Endorsements

Fall 2016 courses for graduate credit

**EDUC 545 Principles, Practices, and Learning in Grades 4-6 (2 credits)**
The developmental, socio-cultural, and pedagogical foundations related to schooling in grades 4-6 are explored in relationship to the specific needs and characteristics of students ages 8-12. The course expands early childhood and middle childhood candidates’ understanding of the teaching and learning processes specific to the upper elementary grades. Requires field experience time in a 4/5 context. Prerequisites: valid P-3 teaching license

Wednesdays beginning August 24 4:30 – 7:00 p.m. first half of the semester Instructor: staff

**EDUC 541 English/Language Arts in the Upper Elementary Grades (2 credits)**
This course provides an overview of the English/Language Arts content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include the foundations of reading, language in writing, and communication skills. Special attention is focused on developmentally appropriate pedagogy. Prerequisites: valid P-3 teaching license

Wednesdays beginning August 24 4:30 – 7:00 p.m. second half of the semester Instructor: staff