Graduate Course Descriptions – 2014-15

EDUC 510: Topics in Human Development and Learning Theory (1-3 credits)
Specified study in the field of human development and learning theory as it relates to classroom practice and the academic and social needs of P-12 students. Emphasis will be placed on the social, moral, and psychological development issues affecting instruction. All courses have a research and practice component, but specific prerequisites vary by section. Students enrolled in Wittenberg University's Master of Arts in Education program are required to take a minimum of four hours of course work from this area.

EDUC 512: Leadership for Student Learning and Development (3 credits)
The course serves as one of the professional studies courses for the graduate program’s teacher leader degree-seeking cohort. The course is designed for participants to articulate a school-wide vision for student learning and achievement. Participants will acquire the knowledge, skills and understanding to provide purpose and direction to the articulation of a school vision for learning and achievement. Attention will be paid to the development a plan for school-wide change. The course will address research based instructional/behavioral strategies, data-driven decision making, and professional development in relation to student learning and development. The course is also open to interested graduate students who are not part of the teacher-leader cohort.

EDUC 520: Topics in Effective Pedagogical Practices (1-3 credits)
Designed to facilitate the application of theory to practice in instructional design. Emphasis will be placed on teacher decision making, instructional effectiveness, student interaction, and evaluative processes. All courses have a research and practice component but specific prerequisites vary by section. Students enrolled in Wittenberg University's master of arts program are required to take a minimum of four hours of course work from this area.

EDUC 525: Reading Development and Strategies across the Content Areas (4 credits)
This course is designed to provide endorsement candidates with an overview of the development of language arts and reading skills and curriculum in elementary and secondary schools. Instructional strategies that enhance students’ literacy learning across the content areas will be studied and implemented and/or analyzed in classroom settings. Strategies for teaching linguistically and culturally diverse students will be explored. Field work will involve 30 hours of classroom instruction involving the implementation of before, during, and after reading strategies with informational text to be documented on field work time log.

EDUC 526: Supervision and Instructional Leadership (3 credits)
The course serves as one the professional studies courses for the graduate program’s teacher leader 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 students examine their strengths/weaknesses 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 teacher-leader cohort.
EDUC 530: Topics in Curriculum (1-3 credits)
Specified study in the development, organization, and assessment of curriculum and materials. Emphasizes leadership skills as related to the responsibilities of teachers as curriculum planners. All courses have a research and practice component but specific prerequisites vary by section. Students enrolled in the master of arts in Education program are required to take a minimum of four hours of course work from this area.

EDUC 535: Assessment and Strategies for Students with Literacy Difficulties (3 credits)
This course examines theories and recent research concerning reading and writing assessment and instruction with a focus on the diverse needs of learners. Teachers will engage in designing instruction for individuals and small groups that utilizes current best practices related to oral language, concepts of print, phonologicalphonemic awareness, alphabetic principle, phonics and decoding, fluency, vocabulary, comprehension, spelling, or writing. The clinical component will provide practice using principles of authentic assessment, interpretation of results, planning interest-based and strengths-focused lessons, explicit and inductive instruction, and on-going evaluation of the progress of learners. The course culminates in an assessment report that includes the results of literacy assessments administered, areas of need for instruction and student responses to instruction, and recommendations for teachers and parents. The course includes a 25-hour field experience.

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.

EDUC 550: Professional and Ethical Issues in Education (3 credits)
Designed to inform practice in P-12 classrooms, this course explores philosophical and pragmatic issues affecting teacher leadership. By the end of the course, participants will have the opportunity to analyze case histories, examine the philosophy and history of teacher professionalization efforts, critique and analyze research articles, develop basic strategies for research review, and formulate initial professional development plans. A major outcome of the course is personal assessment and planning of professional development goals. As the introductory course in the Master of Arts program, this course must be taken prior to any of the other required core courses (560 and 570).

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.

**EDUC 570: Approaches to Working with Diverse Communities** (3 credits)
This course will focus on examining diversity in personal and local contexts and on analyzing how diversity is reflected in curriculum and instruction. Diversity applies to teachers, students, administrators and staff within the school as well as the various populations in the larger school community. Teachers will develop plans and strategies about parental partnering, tolerance, conflict resolution, curriculum sequencing and presentation, assessment, and community building.

**EDUC 581: School Leader Internship** (3 credits)
This capstone experience of the graduate program’s teacher leader degree-seeking cohort allows students to synthesize and apply skills and knowledge gained during their graduate studies and from their wisdom of practice. Students will be expected to spend 105 clock hours in a variety of settings (approx. 10 hours per week for an entire semester). In many cases students will work with the administrators (or certified school leader) of the schools in which they teach and will be supervised by a Wittenberg University faculty member. Over the internship, the students will assume increasingly complex leadership responsibilities according to the key experiences needed for a school-based leader. The internship will include opportunities for reflection and personal growth through interaction with peers, faculty and site supervisors.

**EDUC 585: Research and Advanced Study of Language Arts and Reading** (4 credits)
This course is designed to provide endorsement candidates the opportunity to deepen and extend their knowledge of the theory, practices, and principles underlying effective language arts and reading instruction. Candidates will select a research topic, conduct a critical review of the relevant literature, write their findings in an academic paper, and make a public presentation to other educators. Field work will involve 30 hours of classroom instructional time related to the topic of the research paper, to be documented on a field work time log and supervised by Wittenberg faculty and school principal.

**EDUC 590: Reading and Synthesizing Teacher Research** (3 credits)
This course provides participants with an introduction to teacher research, APA format, and teacher research. Participants will identify a research interest, conduct reviews of appropriate bodies of research literature, write a problem statement, and develop a research question. This preliminary work will result in a written introduction to the participant’s Master’s Thesis, a paper that will constitute a large portion of the Thesis Proposal and Chapter One of the Thesis. Participants will also be introduced to various research methodologies in order to begin to formulate a research plan. **Prerequisite:** any of the core courses (EDUC 550, 560, or 570)

**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
EDUC 600: Directed Research (1-4 credits)
Directed Research serves as the capstone experience in the Master of Arts in Education degree. Candidates will work with their Thesis Committee to craft and complete a substantial, high-quality research project. Although the completed projects will differ, all must include a written review of the literature pertaining to the candidate(s)’s research topic. The candidate(s) must document the research process and address the project's relevance, value, and significance. See the Thesis Project Preparation Guide for details on the completion of the project. This course entails completion of a project proposal, the successful completion of the research project, and an oral defense before the Thesis Committee. Initial registration for EDUC 600 requires enrollment for 4 semester credits. Subsequent registrations for variable credit (1-4) are required if needed to successfully complete the research project. EDUC 600 is offered every semester. Prerequisites: 550, 560, 570, 590, and 595.

EDUC 605: Practicum in Reading (4 credits)
In this course, the endorsement candidates will learn about and apply knowledge of informal and formal evaluation instruments for diagnosing reading ability and disability with students and learn to plan appropriate intervention experiences for those students. Each candidate will assess and teach an individual student. The candidate will be responsible for assessing, analyzing assessment data, planning and implementing appropriate lessons, and producing an authentic document that can provide additional information relevant to the future reading instruction of the student. Field work will involve classroom instruction covering the topics listed above. Field work will involve 40 hours of one-on-one tutoring with students to be documented on field work time log and submitted tutoring plans.

Early and Middle Childhood Generalist Endorsement Course Descriptions

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: EDUC 311 or current teaching license or submit undergraduate transcripts to Director of Graduate Studies

EDUC 542 Mathematics in the Upper Elementary Grades (2 credits)
This course provides an overview of the Mathematics content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include, mathematical processes, number sense and numeration, algebraic concepts, informal geometry and measurement, and data organization and interpretation. Special attention is focused on developmentally appropriate pedagogy. Prerequisites: EDUC 327 or current teaching license or submit undergraduate transcripts to Director of Graduate Studies

EDUC 543 Science in the Upper Elementary Grades (2 credits)
This course provides an overview of the Science content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include, Earth science, life science, physical science, science in personal and social perspectives, and science as inquiry and science processes Special
attention is focused on developmentally appropriate pedagogy. Prerequisites: EDUC 328 or current teaching license or submit transcript to Director of Graduate Studies

EDUC 544 Social Studies in the Upper Elementary Grades (2 credits)
This course provides an overview of the Social Studies content and curriculum found in Ohio’s 4th-6th grade classrooms. Specific topics will include, geography, world history, United States history, Ohio history, government, citizenship, and democracy, economics, and social studies as inquiry and processes Special attention is focused on developmentally appropriate pedagogy. Prerequisites: EDUC 329 or current teaching license or submit transcript to Director of Graduate Studies

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. Prerequisites: Current teaching license or submit a transcript to the Director of Graduate Studies