MAED (EDUCATION & TEACHING) (EDT)

EDT 600 Creat Approach Individ Instruc 3 sem. hrs.
Techniques for designing and planning instructions for individual children is the major focus. In addition, a significant emphasis is placed on teaching creativity and meeting the creative needs of children as a method of personalizing instruction and adapting to learning-style differences for students P-12. Next offering TBA.

EDT 601 Information and Communications 3 sem. hrs.
This course provides an introduction to the roles of information and communication technologies in teaching and learning. Participants will evaluate software and study various techniques for integrating technology into the instructional process. The focus is on practical knowledge that will help educators develop an awareness of current and potential application of technology in education or training settings. 5 hours of field experience required. Offered every spring and summer.

EDT 602 Implementing Content Area Curr 3 sem. hrs.
One of a teacher's responsibilities beyond classroom instruction is serving on curriculum committees. Yet curriculum study and curriculum construction are not included in most pre-service teacher education programs. Curriculum theory, theorists, methods of curriculum development, and features of curricular change processes are addressed. Offered every fall and spring.

EDT 603 Mentoring and Supervision 3 sem. hrs.
This course is one of four courses that leads to a Teacher Leader Endorsement. Candidates will learn mentoring, coaching, and supervision skills and examine current research about other educators through professional development to increase student learning. Planning, implementing, reflecting and evaluation professional development models will be used. Candidates will learn how to create a positive climate and establish structures that support professional development and collaboration. Candidates Individualizing Instruction learning, ensures that educators are able to collaborate with colleagues to improve student achievement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

EDT 605 School-Community Relations 3 sem. hrs.
A study of how school and community relations and effective communications impact the student’s learning, the teacher/staff roles in serving the community, and community support and perceptions of the learning environment while building a professional learning community. Identification of appropriate resources and practical strategies for enhancing collaboration with all stakeholders involved in the professional learning community are evaluated/utilized. Candidates plan and model collaborative professional learning experiences for educators, families and communities. Current models of school and community relations are utilized. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

EDT 608 Hist Perspectives in Education 3 sem. hrs.
Teachers need to know how the American system of education has evolved in order to make sense of where it is now. An understanding of the forces that have shaped educational policy and practice - religion, politics, technology, economics, philosophy, media - gives educators a broad perspective on schooling. The values of a democratic political community based on the ideals of liberty, equality, justice, and obligation for the public good are contrasted with the realities of racism, sexism, materialism, class bias, and bureaucratic effects. Next offering TBA.

EDT 611 Multicultural Educ: Curr/Instr 3 sem. hrs.
Changing demographic patterns indicate that the United States is becoming more culturally diverse: new family structures are emerging, the number of minority children is increasing, the population is aging, and children have become the poorest segment of society. Teacher preparation programs will need to address such changes if future generations of Americans are to become responsible and responsive citizens. Course is designed to provide educators with essential knowledge, skills, attitudes, and dispositions necessary to educate children to function in a culturally pluralistic society. Specific strategies are offered to enable educators to construct multicultural curriculum designs and implement instruction from a multicultural perspective. Offered every spring in odd years.

EDT 614 Instructional Leadership 3 sem. hrs.
This course is designed to provide an introduction to instructional leadership. Candidates will know and demonstrate skill in evidence-based principles of effective leadership and teacher learning; promote the use of data-based decisions and evidence-based practice to enhance student learning outcomes; and participate in developing and supporting a shared vision and clear goals for their schools to sustain school renewal and improvement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered spring and summer.

EDT 616 Learning & Design Technologies 3 sem. hrs.
This course orients graduate students to learning design and technology integration, including 21st century teaching and learning paradigms and best practices. Critical Information and Communication Technologies (ICT) will be evaluated including surveys of hardware, software, and web-based tools. Students will further explore the National Educational Technology Standards for Teachers, Students and Administrators, as well as TPACK, Technical Infrastructure, and Technology Integration. 10 hours of field experience required. Offered every fall and spring.

EDT 617 App Instruc Des and Developmen 3 sem. hrs.
Graduate students will explore instructional design theory and best practices for the design, development, and delivery of eLearning activities and multimedia production. Particular emphasis will be placed upon deliverables, online presence, evaluation, quality, integrity, and rigor. 10 hours of field experience required. Offered every fall.

EDT 618 Design,Develop/Deliv of elearn 3 sem. hrs.
Graduate students will explore instructional design theory and best practices for the design, development and delivery of eLearning activities. Particular emphasis will be placed upon deliverables, quality, integrity, and rigor. 5 hours of field experience required. Offered every spring.
EDT 619 Learn Des & Tech Practicum 3 sem. hrs.
Students will demonstrate competency in applying Information and Communication Technologies (ICT) skills through a comprehensive action-research project. Students will conduct a literature review, identify a problem/research question, and then design, develop, and implement an instructional intervention/deliverable as part of an action-research project. They will collect, analyze, and disseminate data on the impact and efficacy of their intervention/deliverable. 20 hours of field experience required. Offered every spring.

EDT 650 Dev Language/Literacy 3 sem. hrs.
Students learn how children acquire language and how their early language is related to early literacy skills. Students explore a wide variety of methods for teaching early reading including teaching in the content areas. 10 hours of field experience required. Offered every fall, spring, and summer.

EDT 651 Meth Teach Dev Reading 3 sem. hrs.
Students are taught skills involved in reading. Wide variety of instructional strategies for teaching developmental reading from basal to whole language is explored. 20 hours field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

EDT 652 Prin/Pract of Teach Phonics 3 sem. hrs.
The nature and role of phonics and phonemic awareness within the meaning-centered reading and writing process are explored, as well as current research regarding phonics instruction. Lessons are designed which demonstrate skill in teaching word study at the early and middle childhood levels. 10 hours of field experience required. Offered fall, spring, and summer.

EDT 653 Reading Assess/Intervention 3 sem. hrs.
The course focuses on assessment and intervention as part of ongoing instruction. Case study required. Students work with individuals in need of reading intervention. 20 hours of field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

EDT 654 Reading in Content Area 3 sem. hrs.
Survey of principles, strategies and practical techniques used to assist students to deal effectively with reading/study materials in the content areas in MCE and AYA levels. 20 hours of field experience required. Offered every fall, spring, and summer.

EDT 655 Clinical Practicum in Reading 3 sem. hrs.
Application of previous courses, including supervised assessment/intervention reading work with individuals in need of special reading instruction. Case studies are required. Students arrange to work with individuals with special reading instruction. 30 hours field experience required for licensure-seeking or endorsement-seeking students. Offered fall, spring, and summer.
Prerequisites: Completion of all reading courses.

EDT 662 Independent Study in Educ 1-3 sem. hrs.
Individually tailored library research, laboratory research, or field research undertaken by the student under supervision of an appropriate faculty member. It is intended for the student whose research interests are so specialized as to warrant a separate course specifically oriented around these interests, or the student who requires additional work in a particular area, or, in special circumstances, to supplant another course in the program. Offered as needed.

EDT 670 Positive Strat in Discipline 3 sem. hrs.
Discipline or classroom management is best done in such a way that the activities are a part of and extend from instruction and learning. At the same time, the self-esteem and positive attitudes of students must be nurtured and enhanced while maintaining useful structure in the learning setting. 10 hours field experience for LEAD students. Offered every spring.

EDT 681 Soc Stud Content/Meth grd 4-5 3 sem. hrs.
This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Social Studies content, young adolescent development, pedagogy, the Ohio Academic Standards for Social Studies, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 682 Math Content/Methods grd 4-5 3 sem. hrs.
This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Mathematics content, young adolescent development, pedagogy, the Ohio Academic Standards for Mathematics, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 683 Science Content/Method grd 4-5 3 sem. hrs.
This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Science content, young adolescent development, pedagogy, the Ohio Academic Standards for Science, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 710 Assess Student Performance 3 sem. hrs.
Educators must work to ensure high levels of achievement for all students. To accomplish this goal, they must have an excellent command of the relationship among curriculum, instruction and assessment. This course focuses on the pivotal role that assessment plays in informing instruction and determining if curricular goals are being met. Students will develop a facility in analyzing assessment data as one means of determining if instructional practices are effective and meet the needs of all students. In analyzing assessment data, students will identify areas in either instructional practice or the curricular program that may need improvement and will be able to access and use appropriate research to facilitate this improvement. Students will develop appropriate and meaningful research-based professional development for either individuals or staff to effect change. They will explore how to use technology effectively to assist them in collecting, analyzing, and reporting assessment data. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every spring.

EDT 725 Special Topics in Educ 1-3 sem. hrs.
This course is designed in response to timely developments in the education profession. Scholarly research, critical analysis, and field-based applications characterize the course content. Topic, requirements, and schedule are subject to instructor's syllabus. Next offering TBA.
EDT 6438 IQ-EQ Connections  3 sem. hrs.
This course will explore the connection between cognitive and affective learning. Benjamin Bloom, well known for his hierarchy of thinking skills, also developed a hierarchy of affective skills. His work suggests that in order to help students reach higher levels of “thinking” (IQ), we must also help students reach higher levels of “caring” (EQ). David Sousa’s research (How The Brain Learns) further compels us to help students internalize and personalize the information we want them to learn. His research suggests the brain is a filter, not a sponge. While a student’s brain may accept information into short-term memory (“Remember until the test”), it unconsciously discards much of the information we teach. If information isn’t fully understood, the brain will eventually discard it as ‘untrue’. Equally, if information isn’t useful, the brain will eventually discard as ‘unimportant’. To get into long-term memory, information must make sense, and it must have personal meaning. Participants in this course will work together to translate this research into fun, engaging daily practice. Our goal will be long-term learning, not simply the short-term learning that’s readily assessed in standardized tests. Using dozens of classroom-tested strategies and a variety of learning activities, participants will experience the role that novelty, interaction and choice play in student learning. Participants will also explore practical ways in which our systems for grading, classroom management and discipline can help students learn life lessons while they also learn curriculum lessons. The course is designed to inspire and equip educators to create “teachable moments” for students, so that school content can serve as a springboard for both cognitive and emotional growth.

EDT 6690 Strat Reduc Educ & Stud Stress  3 sem. hrs.
The hectic pace of our society can be very stressful for both students and educators. In this interactive life and stress management course students will have an opportunity to examine stressors and how they effect performance. Students will be exposed to a proven overall life approach for reducing stress as well as learn valuable specific techniques to be proactive and to manage stress. Many of the activities, techniques, and assessments used in this course can be adapted for use with students to help them deal effectively with stress.

EDT 6701 Read/Write Across Curriculum  3 sem. hrs.
When you learn and use the dozens of strategies presented in this course, you can boost your students’ mastery of content. Learn to plan lessons that effectively teach content and nurture greater literacy using writing strategies that deepen students’ understanding of content, strategies that help students learn, retain, and recall important information, and comprehension and vocabulary strategies which will engage your students. This graduate course is designed to help educators learn how to help their students acquire and comprehend content through the purposeful use of reading and writing. It is based on the newest research and practices on literacy instruction for the content areas. Practical applications of research-proven strategies will be a major emphasis of the course.

EDT 6724 Character Education  3 sem. hrs.
With the general decline of responsible behavior in society, more and more school districts throughout the nation are realizing the importance of teaching character. The course is designed for K through 12 educators who wish to learn more about teaching character in their classroom as well as for those who wish to help design a character education program for their district. The major components discussed in this course are based on the "Character Counts!” core pillars of "Trustworthiness, Respect, Responsibility, Fairness, Caring and Citizenship." Participants will obtain many concrete ideas that can be put to use immediately.

EDT 6725 Creativity to Teach Standards  3 sem. hrs.
This course is designed for K-12 educators who wish to energize the curriculum through engaging students in the Four C’s of 21st Century Learning. These include Creativity and Innovation, Critical Thinking and Problem Solving, Communication, and Collaboration. An emphasis on the integration of the arts (music, visual, movement, drama) and classroom technology strategies are presented through motivating activities and authentic projects. Educators will leave with specific strategies aligned with their content that enhance the Core Standards. They will gain a unique perception of the process needed to develop lessons that are “hands on/heads on,” intrinsically meaningful, and cognitively stimulating for the 21st Century Learner. Research studies have concluded that there is a strong positive relationship between the creative arts and academic success. The content of this course is supported by theorists such as Piaget, Eriksen, Maslow, Torrance, Jensen, and Gardner who promote personalized learning as a moral imperative to challenge student thinking and enhance social and intellectual development.

EDT 6747 Res:Strength-Based Int for Stu  3 sem. hrs.
Educators need a practical and effective skill set in order to articulate, plan, and evaluate realistic learning goals and behavior expectations for all students. This graduate course was designed by Christine Raymond to help educators develop confidence and competence when dealing with students (and families) who present behavior and academic challenges. Participants will become familiar with relevant aspect of students’ environments and how these personal challenges and stressors affect learning and behavior. Five distinct research based modules will explore Emotional Intelligence, Resiliency, Students from Addicted Families, Culture in the Classroom, and Reclaiming Youth: The Circle of Courage. Although research based, course emphasis is on practical applications and participants will be actively engaged in their learning. Participants will have an opportunity to collaborate and develop age appropriate classroom interventions for students who are often “school resistant”.

EDT 6748 Hands-On Math K-8  3 sem. hrs.
Re-framed in 2012 to consider new Ohio Core Standards, this course has been developed by Rebecca Zullo for educators of grades K-8. In this graduate-level course, participants will deepen their conceptual understanding of many K-8 mathematics topics including: numbers and operations, geometry, measurement, algebra, and data analysis and probability. We will study these topics with a goal of increased understanding for improved instructional effectiveness. Mathematics lessons and classroom activities that are in alignment with the ODE standards, improving both teacher and student understanding and competency in mathematics, and supporting the mathematics teaching/learning process are the key elements of this course. Participants will experience hands-on mathematics lessons, topic explorations, and collegial discussions. As each standard is investigated, participants will examine the concrete, representational, and abstract levels which students must move through in order to achieve meaningful comprehension.

EDT 6749 Engag 21st Cen Learn Thru Tech  3 sem. hrs.
This graduate course was designed to help educators develop new and varied strategies for meeting the needs of the 21st century student. Participants will examine practical and engaging forms of technology that enhance learning and student engagement. Participants will also develop strategies to enhance overall student engagement in the classroom while also identifying their own strengths and adapting those to the current reality of the 21st century classroom its students. (This course does not require participants to have a strong background in using technology)
EDT 6750 Bringing Out Best in Students  3 sem. hrs.
Research on motivation and talent development shows there are certain character traits students need to achieve excellence in school and in life. In this course, K-12 educators will learn how to help students understand, value, and internalize such performance character traits as perseverance, a strong work ethic, self-discipline, resiliency, and humility. This course will focus on the performance character traits necessary for leading a productive fulfilling life, & bringing out students' best performance character.

EDT 6900 Brain Power  3 sem. hrs.
There has been an explosion of research and information on the brain. In the past, the focus was physiology and psychology. Today, brain research is linking the disciplines of psychology, biology, sociology, psychiatry and pedagogy in a new science referred to as "educational neuroscience." This educational model is often called "brain-based learning". This course is designed to offer educators, administrators and guidance counselors the basics of this new information. Participants will then have the opportunity to explore & develop practical techniques for putting it to work in their current situation.

EDT 6901 Courage for the Discouraged  3 sem. hrs.
The framework of this graduate level course will be the Circle of Courage. This research based model, developed by Reclaiming Youth International, combines the best practices of modern psychology with strength-based Native American family and child centered philosophies and traditions. The current trend in education, mandated by federal law, places emphasis on testing and the resulting data. This trend has resulted in the inclusion of many challenging students into the regular education classroom and curriculum, with maximum expectations and minimal support/training for the classroom teacher. At the same time, the trend in behavior intervention models has shifted from a deficit based system to a positive, strength-based model. These parallel trends have escalated frustrations for educators, administrators, and service providers, as they seek to positively assist and educate all children. Many students at risk of failing in our schools (and in our communities) present with behaviors resulting in multiple discipline referrals, failing grades, and low test scores. Participants in this course will explore a problem based and solution focused framework, and the insight and information that is essential to effectively educate students and empower teachers. Proactive (vs. reactive) strategies will be emphasized and will encourage and support educators to become and remain confident and competent in their chosen profession.

EDT 6915 The Teacher's Toolbox  3 sem. hrs.
This course is designed for classroom teachers who are looking for an equitable relationship between working hard and working smart in the classroom. This interactive process offers teachers the tools needed to "get the job done". Participants will leave with the ability to utilize instructional strategies that increase student achievement and with the ability to implement classroom management strategies that improve student engagement and motivation while maintaining high expectations. The concepts presented in this class are based on the best practices of Dr. Robert Marzano, Dr. Harry Wong, Stephen R. Covey, Dr. John Samara, Charlotte Danielson and other leaders in the field of education as well as information from Align, Assess, Achieve, and The Master Teacher Professional Development Program.

EDT 6916 Succeeding w/Student of Poverty  3 sem. hrs.
Many schools and educators are challenged to meet the accountability demands of state and federal measures with their students of poverty. This graduate course is designed to provide the tools that will equalize opportunities for these students in order to maximize their academic achievement. These children can learn, and are just as capable as their peers, but life so far has not provided them with the necessary advantages for high academic achievement. This course will focus on what educators can actually do to overcome these significant demographic challenges. Succeeding with Students of Poverty is based upon the latest research.

EDT 6932 The Well-Informed Educator  3 sem. hrs.
We work in an age where outside forces impact our teaching and professional lives more than at any time in the past - and this course is meant to help educators grasp this ever changing educational landscape - to really augment their knowledge, so they can be confident in their understanding and communication regarding these forces. This course examines the education opportunities in Ohio, the flow of revenue, and changing evaluation and accountability requirements (testing/report cards), while using data driven decision making and organizational development to promote understanding, collaboration, and a team approach to educating today's students. Participants will also develop strategies to develop, grow, and maintain professional learning teams while utilizing proven organizational development strategies to improve communication throughout their organization.

EDT 6935 The Digital Student  3 sem. hrs.
This graduate course helps educators develop lifelong character traits in today's digital students using digital tools. This course examines important character traits that lead to healthy adulthood and technology tools and applications that improve learning and support these traits. Participants will also develop strategies to develop, grow, and maintain technology skills while developing important character traits that maximize student learning, engagement, and lifelong success.

EDT 6940 Differentiated Teach & Learn  3 sem. hrs.
Differentiated Teaching and Learning Research shows that the single largest factor in improving student success is the effectiveness of that student's teacher. Differentiated instruction is a method of designing and delivering instruction to best reach each student. DTL focuses on assisting teachers to hone their effectiveness in doing just that - designing and delivering instruction to best reach each student. In other words Differentiated Teaching and Learning centers attention on effective research based instruction, allowing teachers to have a laser focus on proven methods of teaching and learning - areas where they have a direct impact. A few of the things you will learn: DTL specifically assists teachers by providing research based strategies and practices that allow teachers to reach and increase the achievement of more students. During this course, teachers will learn how to establish a positive learning environment; develop effective procedures and routines in the classroom; successfully create collaborative work through cooperative learning; design respectful and differentiated lessons; connect content to relevant life experiences and career opportunities; motivate students toward lesson mastery; assess and adjust lesson content to meet students' needs; and motivate students to work productively and assume responsibility for their own learning. The strategies presented are not content specific and therefore, can be applied to any grade level, discipline or classroom situation.
EDT 6945 Healthy Pathways to Auth Learn   3 sem. hrs.
Educators, students, parents, and the community all share a common goal in that each child maximizes his/her potential for academic and personal success. To date, most of the emphasis has been placed on academic achievement with a myriad of excellent methodologies being available for schools and staff. This course will offer another vital avenue for student success and that is total student health. The Common Core standards demands deeper teaching so all students are college or career ready upon graduation. This requires a healthy mind and body coupled with mental wellness. Many schools today have reduced physical education and health classes to a bare minimum; coupled with increased school stress, and a lack of basic executive function skills, a student’s ability to meet the rigorous demands are greatly diminished. Educators will learn classroom implementation methods to promote the essential health mind, body, and spirit required to meet the rigorous demands places upon students today. This course is based on the lastest research demonstrating that total student health will enhance and promote student achievement.

EDT 6950 Google Tools in Education   3 sem. hrs.
Google Tools in Education are truly impacting classrooms around the world. Whether you have never used Google Tools, or if you have already started to integrate Google into your classroom, this course will benefit you. This course is designed to equip participants with the necessary knowledge, skills, and competencies to implement and integrate Google Tools for Education at their own pace and comfort. Participants will learn how to effectively integrate Google Tools with other technology and website into the classroom to encourage student ownership of learning. Course activites will prepare educators to successfully pass the Level 1 Google Certification Test (should they choose to take it).