

Graduate Studies in Education License Renewal & Elective Courses

EDUC 5070 Hands-on Science

This course will help teachers effectively use hands-on, inquiry-based integrative activities to lead students in grades 2 through 8 in *doing* science, rather than just reading about it. Includes: doing science activities (fun ones!), reflecting on the science behind the activities, and creating concrete plans for using this hands-on approach to science in the classroom. *Three credit hours*

EDUC 5090 Thematic Instruction...Creating a Learning Environment

A “make it-take it” course with focus on thematic instruction through a cooperative classroom environment. During this course, each participant will design a multidisciplinary learning unit for use in his/her own classroom. To enhance the understanding and development of thematic instruction, essential concepts explored will include multiple intelligences, inquiry learning, integrated learning, brain-compatible elements, and authentic assessment. Learning will be personalized, active and memorable. *Three credit hours*

EDUC 5160 Classroom Management: Tools for Success

This course will explore research-based strategies which contribute to successful classroom organization and management. The focus will be on building a positive environment for learning and its connection to mutual respect and dignity among staff, students, parents and community members. Course topics include applying brain research to classroom management, fostering mutual respect between students and teachers, creating a sense of community within a school and classroom, involving students in decisions regarding curriculum and class guidelines, engaging students in curriculum, and activities which support self-discipline and recognizing emotional intelligence as a key to success. This course will be helpful to teachers of all grade levels. *Three credit hours*

EDUC 5700 Seminar in Character Education: 2008 Overcoming Barriers

This course is designed to provide educators with an introduction to the theoretical and practical knowledge and skills to begin Character Education initiative, and to serve as resource providers for Character Education in schools, school districts and the greater community. A framework for beginning a comprehensive character education initiative containing the essential elements of effective programming in schools/district/community will be explored: consensus, expectations, outcomes, leadership/vision, standards, training, resources, partnerships and assessment. Participants in the course will attend the Midwest Healthy Choices for Youth Conference, an energized three-day intensive Conference with leading National clinicians, and presenters. This course will be helpful to teachers of all grades. *Three credit hours*

EDUC 5600 Creating a Writing Friendly Classroom

Participants will examine how writing can fit into any of classroom, create and implement engaging lesson plans targeting diverse writers, examine the role of assessment, and reflect upon methods of best practice. *Three credit hours • Taught by Anna Shults, 2007 Indiana Teacher of the Year*

EDUC 5600 Differentiated Instruction

This course focuses on the ever-increasing need for educators to focus their teaching methods on the various learning styles and multiple intelligences of their students by differentiating their classroom instruction. In a society where special-needs students are being identified at increasing levels, and where schools are cutting back on special education assistance, teachers need to have the tools and skills to expand their teaching past the middle ability students to the entire class. This course will focus on very practical answers to the why, when, where, and how to differentiate instruction in a multi-ability classroom. *Three credit hours*

Revised 4/1/2008

EDUC 5600 Integrating Science/Social Studies

Using the workshop method, this course emphasizes the current Indiana social studies and science curriculum. This hands-on workshop provides teachers with integrative methods for planning, implementing and evaluating social studies and science. Teachers will develop useful material for their classroom use. In addition, teachers will be introduced to the National Board of Professional Teaching Standards, the Five Core Propositions, and the standards of various areas of certification. *Three credit hours*

EDUC 5600 Leadership in Character Education

This course is designed to provide master teachers with an introduction to the theoretical and practical knowledge and skills to begin a CC! Character Education initiative, and to serve as resource providers for Character Education in schools, school districts and the greater community. A framework for beginning a comprehensive character education initiative including the Six Pillars of Character, and the essential elements of effective programming in schools/district/community will be explored: consensus, expectations, outcomes, leadership/vision, standards, training, resources, partnerships, and assessments. *Three credit hours*

EDUC 5600 Teaching and Learning in a Changing World – internet course

This course examines key issues that modern society has brought to the classroom door. Changing demographics and a global economy have created serious challenges for teachers and school leaders including increased numbers of ESL students, gender equity issues, the achievement gap for minority and low income students, increased numbers of students identified with disabilities in inclusive classrooms, generational differences created by changes in society, opportunities for school reform funded by the Gates Foundation, and pressures to send more students to college in Friedman's "flat world." This course is entirely on-line with students responding to hypothetical situations in their school using research based data and theory. Students will also conduct on-line discussions to gain different perspectives. *Three credit hours • Online Course*

EDUC 5600 Seminar: Critical Issues for School Leaders***Administrative License Renewal***

This course explores issues which most impact school leaders and administrators today. A seminar style will be used to infuse the administrator's experiences with research to examine those issues and to process solutions, looking at future implications in a practical, real-life setting, and in light of the needs and expectations of today's schools.