EDUC 520 Wellness Approaches for Effectively Assisting Today's Student Athletes
2 Credits
C. Stankovich

This interactive course will prepare teachers, coaches, administrators, school counselors, school psychologists, and social workers to understand the unique lifestyle and related issues of today’s student athletes (a population of students who regularly comprise more than half of the student body at most schools) and with interventions for successful treatment with this particular population. Specific emotional, behavioral, and cognitive aspects will be examined, as well as unique issues (i.e. youth sport burnout, performance supplement use/abuse, eating disorders, performance anxiety, hazing, unhealthy training and related complications, captain/leadership “role modeling” issues, plus much more) will be discussed, particularly how these issues are often antecedents and/or contributory variables to bigger, more severe psychological disorders, including anxiety and depression. Attendees will learn how to identify individual symptoms, as well as school-cultural conditions, that may exacerbate issues, as well as ways how to intervene in a timely and professional manner. Furthermore, attendees will learn about specific counseling techniques that work well with student athletes, as well as learn successful ways to work with school administrators, coaches, and parents in order to offer holistic support to student athletes dealing with challenging times.

EDUC 510 Words & Actions that Hurt: Learn how students bully face-to-face and online
2 Credits
C. Stankovich

Bullying is an issue that touches almost every person, family, school, business or community at one time or another regardless of age, gender, race, religion or socio-economic status. Bullying is not just a school issue, bullying is a broader community health and wellness issue. This course will address bullying through a bio-psycho-social approach. Overall this course will explore practical instructional strategies for preventing, responding and breaking the cycle of bullying in schools and communities, including the escalating problem of cyberbullying using e-mail, text messaging, social networking websites and cell phones to bully and harass peers.

EDUC 520 Diverse Learners – How Do I Meet their Needs?
2 Credits
A. McGuffey

It can be an overwhelming task meeting the needs of diverse learners in all classroom settings. This class will focus on creating a positive classroom environment with learning opportunities for all students. We will review the laws of special education, expectations set forth by the state, and delve into the content standards and how we can create lessons from which all students will learn. This class will offer ideas that work with all
students to intervene, reteach, and challenge students to make the gains deemed necessary for educational success.

EDUC 530 Earth Science
2 Credits
J. Ritter and B. Austin

Opportunities for problem-based learning related to local watersheds, streams, and wetlands will be explored with a focus on the Buck Creek watershed and stream system. We will explore its hydrology, including the relation between rainfall, runoff, and streamflow, source, fate, and transport of sediment and nutrients, and water quality as well as human impacts on the system and critical problems of study. Fundamental content will be introduced, but the focus will be on learning from our experiences with the instrumentation, methods, and available real-time data that scientists use to study water-related phenomena. Teachers in all science domain areas and mathematics will be provided with support to adapt the content taught in this course for use in their classroom. Included in this course is time to develop multiple, classroom-ready problem-based lessons appropriate for each teacher’s subject area and grade level.

EDUC 520 Teaching Problem-based Mathematics
2 Credits
S. Anderson-Cook

Problem-based Mathematics is focused and experiential learning organized around the investigation and resolution of messy, real-world problems. This course is designed to develop an understanding of problem-based Mathematics as both a curriculum and a process. Problem-based Mathematics, a constructivist teaching and learning strategy, engages students in a problem situation and creates a learning environment in which teachers “coach” student thinking and guide student inquiry, facilitating deeper levels of understanding. During the course, learners will engage in mathematics problems, and explore strategies and tools designed to help organize and promote mathematical reasoning.

EDUC 530 Visual Organizers for Teaching and Learning
2 credits
B. Austin

Visual organizers provide a jump-start to the learning process. They are fun and effective for teachers and students in all content areas and at all grade levels and require minds-on learning. This course will take a workshop approach to implementing the use of visual organizers for planning, teaching, and assessing content. Teachers will be expected to bring in multiple lessons that they currently teach for the purpose of designing visual organizers to use with these lessons. The first week of the course will focus on the use of paper and pencil visual organizers. The second week of the course will move into the use of technology-based visual organizers. Teachers will create and share visual organizer templates for computer and iPad use and web-based organizers that facilitate synchronous and asynchronous collaboration.
EDUC 595  Planning and Implementing Teacher Research  
2 Credits  
G. Post  

The major purpose of this course is to help participants continue in the research process. The course will review components of the action research process and further inform students regarding data collection and analysis. Participants will learn how to select and create data collection instruments and to analyze qualitative and quantitative data. By the end of the course, students will have completed rough drafts of the first three chapters of the thesis and be prepared to implement their studies. Prerequisite: EDUC 590.

EDUC 600  Directed Research  
1-4 Credits  
G. Post  

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 520  English/Language Arts in the Upper Elementary Grades  
2 Credits  
R. Linder  

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 304 or current teaching license.

EDUC 520  Mathematics in Upper Elementary Grades  
2 Credits  
G. Post  

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 304 or a current teaching license.

**EDUC 520 Science in the Upper Elementary Grades**  
2 Credits  
B. Yontz

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 304 or current teaching license.

**EDUC 520 Social Studies in the Upper Elementary Grades**  
2 Credits  
A. McGuffey

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 304 or current teaching license.

**EDUC 520 Principles, Practices, and Learning in Grades 4 – 6**  
2 Credits  
B. Moore

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.  
A 15-hour field experience in grades 4 or 5 (early childhood generalist endorsement) or in grades 4, 5, or 6 (middle childhood generalist endorsement) provides opportunities to observe, practice and reflect upon teaching and learning in grades 4-6. Prerequisites: EDUC 303 (early childhood); EDUC 304 and 305 (middle childhood); or current teaching license.