

2009 Mary Baldwin College
Summer Institute
Course Descriptions for Graduate Courses

IN 609 Inquiry in the Arts

(3 semester hours)

Students use formal and contextual analysis to understand and interpret works of art, including the visual arts, music, theatre, and dance. Participants seek to understand and appreciate works of art (1) as formal constructions in which meaning resides in selection and arrangement of materials and in processes particular to the art form, and (2) as the expressions of cultures, eras and makers with distinctive qualities of mind and spirit, and distinctive interpretations of the nature and experience of humankind. Secondary attention is given to the nature of creativity, goals of arts education, arts resources and activities for children, and incorporating arts study in elementary classrooms discretely and in coordination with language arts, history, social studies, and other areas. Students manifest their learning in oral presentations, papers, and demonstration lessons.

IN 620 Inquiry into the Legal Issues of Exceptionality

(3 semester hours)

This course provides historical insight to the laws and other legal mandates that have influenced development of educational programs for students with a wide range of exceptionalities. Special topics will address The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and The Javits Act. In addition, this course will include study of international perspectives on political processes surrounding exceptionality as organizational systems that support educational programs. This course will also address important qualities and skills that are essential for leadership. Students will examine and develop leadership skills in conflict resolution/mediation, leadership styles, decision-making, and professional ethics. Further, students will meaningfully participate in numerous activities designed to develop and enhance their leadership abilities in order to become effective advocates and committed, ethical, and persuasive leaders in the field of special education.

IN 629 Leadership in Education

(3 semester hours)

This course is designed to prepare students to be effective teacher leaders in their schools. It will focus on leadership styles, funding strategies, mediation strategies and other issues related to empowering teachers to become school leaders.

ED 603 Thoughtful Assessment

(3 semester hours)

With an awareness of currently developed standards of learning, curriculum criteria, and scoring rubrics, students will focus on getting children interested in tasks leading to good citizenship, allowing children some choice, and help them learn to set their own goals and assess their own progress. Students will focus on the children's work, developing criteria, assessments and tests appropriate to the children's interests and levels of development. Students will get an historical understanding of the development of tests and assessments and the different functions they can serve, as well as undergoing a variety of tests and assessments themselves and reflecting on their uses and limitations. Students will have a working knowledge of the norm and criterion referenced tests currently used in the school systems. They also will be aware of how these tests are used to place students, and how classroom assessments should be geared to individual differences.