

# Education

## Adolescence to Young Adult

### **AYA 315 Teaching Social Studies**

Recognizing of the challenges of standards-based instruction this course develops the candidate's skill in teaching social studies as active and student-centered, while being mindful of the need to remember important content. Based on the Bringing Learning Alive approach, the goal is to develop strategies to excite middle and high school students about social studies. Candidates, also, learn effective assessment techniques and methodology used in Advanced Placement courses including free response and data-based questions (DBQ). Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

### **AYA 325 Teaching Language Arts**

Mindful of the challenges of standards-based instruction this course develops the candidate's skill in teaching language arts as active and student centered, while emphasizing many aspects of traditional English instruction. Candidates will learn strategies for teaching the various genres, including writing, literature, grammar, speech arts, journalism, drama and literary criticism. Effective assessment techniques will also be included. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

### **AYA 335 Teaching Science**

Mindful of the challenges of standards-based instruction, this course develops the candidate's skill in teaching science as active and student centered, emphasizing the scientific method. Candidates will learn the importance of collecting and drawing conclusions from data, based on the assumption that good science teachers model independent thinking, research and asking logical questions. Candidates will also learn effective assessment techniques. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

### **AYA 404 Adolescence to Young Adult/Multiage Professional Practices and Research and Preclinical Practice**

Candidates will review Understanding by Design (UbD), lesson planning models and research-based techniques of effective instruction and management. Schema involving behaviorism, as well as the latest brain-compatible teaching strategies, will be explored and practiced. Effective oral presentation skills will be emphasized. Classroom management strategies ranging from "assertive" to "choice theory" to "community building" will be presented. Candidates will spend 90 hours in a diverse or non-diverse secondary school setting, under the guidance of a cooperating teacher and university supervisor, highlighted by the teaching of a two week unit of instruction. The completion of an "Impact on Student Learning" project is required. This course is graded S/U. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

### **AYA 470 Clinical Practice-Adolescence to Young Adult**

The candidate assumes full responsibilities of teaching in a secondary school setting. A special emphasis is on self-reflection, professional development, and a commitment to lifelong learning. This course is graded S/U. Group seminars are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (diverse or nondiverse) will be the opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

## Early Childhood

### **ECH 200 The Foundations and Management of the Early Childhood Classroom**

A further study to the field of early childhood education, based on standards set by the National Association for Education of Young Children (NAEYC), includes: an in-depth study of developmentally appropriate practice (DAP) including how it is informed, implemented, and evaluated, and a review of the Code of Ethical Behavior. It also considers procedures of classroom structure and behavior management, including special education. Behavioral assessment, self-assessment, and self-control skills are emphasized and sensitivity to possible differences between classroom behavioral expectations and the home environment is developed. Field experience is required in order to complete course assignments. Prerequisite: EDU 150 or MUS 150. 4 Semester Hours.

### **ECH 320 Early Childhood Mathematics Practices and Curriculum**

This course includes an exploration of number concepts and problem-solving strategies designed for prospective early childhood teachers. Real number concepts, operations, algebraic, and geometric properties are considered. Candidates will study the goals, content, material, technology, and methods of teaching mathematics to young children between the ages of 3 and 8. Emphasis is placed on the young child's natural mathematical development. Candidates will create lessons based on play-centered activities, student exploration, and ongoing assessment. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

### **ECH 330 Early Childhood Scientific and Social Studies Practices and Curriculum**

This course includes an exploration of national and state standards-based study of objectives, content, materials, technology, and methods of instruction essential to the teaching of science and social studies to young children between the ages of 3 and 8. Emphasis is placed on lesson development based on play-centered activities, exploration, and hands-on experiences. Candidates will focus on the National Council for the Social Studies (NCSS) curriculum standards; these serve as guidelines for interdisciplinary and multicultural lesson design. The incorporation of history, civics, and geographical themes, in addition to appropriate use of children's literature and technological resources in the designing of units, lessons, and assessment to meet the needs of a variety of learners, will also be studied. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

#### **ECH 360 Early Childhood Language Arts Practices and Curriculum**

This course explores the scope, importance, and content of literature for children. Candidates will be exposed to the techniques of evaluating, presenting, and studying literature with children as an emerging process. Candidates will study theories of development of narrative and expository reading and writing. Attention is given to issues, purpose, materials, technology, and processes for teaching emergent and early reading and writing. A firm knowledge base and skills in planning, delivery, and assessment of content will also be emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

#### **ECH 404 Early Childhood Professional Practices, Research and Preclinical Practice**

This course is also designed to initiate work that benefits individuals in an early childhood setting, their families, colleagues, and the professional growth of teacher candidates. Field experience is required in order to complete course assignments. Candidates spend 12-13 hours per week for 7-8 weeks (90 hours) in a preschool, kindergarten, or primary grade setting daily observing and applying theories, principles, and methods of teaching related to Early Childhood Education. The candidate is a teaching assistant and works closely with school personnel in instructional, clinical, and non-instructional activities designed to promote readiness for clinical practice. The completion of an Impact on Student Learning Unit is required. Group seminars are arranged by the field placement coordinator. This course is graded S/U. Prerequisites: ECH 320, ECH 330, ECH 360 and Admission into the Teacher Education Program. 4 Semester Hours.

#### **ECH 440 Early Childhood Assessment and Literacy Practices**

This course explores theories of literacy and multiple forms of current literacy assessment and instruction for the PK-3 classroom and clinical situations. Emphasis is on assisting struggling readers and writers, including English language learners, through a variety of formal and informal assessments and instructional strategies. Candidates will develop an understanding of the following: processes and approaches, procedures useful in reading assessment and diagnosis, the remediation of reading, writing, and language, and the utilization of administration techniques. Special attention is given to the alignment of assessment with curriculum and instruction and the assessment to instruction link will be emphasized. This course provides a variety of strategies to address the literacy needs of a wide range of students. Field experience is required in order to complete course assignments. Prerequisite: ECH 360 and Admission into the Teacher Education Program. 4 Semester Hours.

#### **ECH 470 Clinical Practice-Early Childhood**

The candidate assumes all responsibilities of teaching in a preschool through 3rd grade setting. This course is graded S/U and is required for Ohio State Early Childhood teaching licensure. Group seminars to enable collaboration, evaluation, and reflection are arranged by the field placement coordinator. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

## **Education**

#### **EDU 150 Introduction to Teaching Profession**

This introductory course is designed to familiarize future teachers with the important issues existing in educational theory and practice. Each student is obligated to develop a personal philosophy of education to be able to analyze basic concepts such as ethical and legal issues facing teachers, to understand the meaning of professionalism, and to incorporate appropriate methods of teaching. Successful fieldwork is required in order to complete the course requirements. 200 minutes of class and 100 minutes of lab per week. 4 semester hours.

#### **EDU 215 Multicultural Education**

This course introduces candidates to the conceptual, theoretical, and philosophical issues in multi-cultural education. The underlying theme of the course is that education is a social concept that should be made accessible and equitable to all students. Instructional modalities include lectures, discussions, projects, guest speakers, technology, and site visitations. It addresses the current standards for diversity in education. Theme Cluster 14. Theme prerequisite: completion of all four foundations or Junior standing. Course Prerequisite: A 100 level, introductory course with an AYA, MCH, or EDU prefix or the equivalent, or permission of the instructor. 4 Semester Hours.

#### **EDU 218 Educational Technology**

This course provides an introduction to the application and introduction of emerging educational technologies in teaching and learning using strategies in design, selection, development, integration, assessment, and evaluation. Candidates examine current

trends and gain an understanding of the appropriate integration of technology and instruction. Field experience is required in order to complete course assignments. Prerequisite: A 100 level, introductory course with an AYA, MCH, or EDU prefix or the equivalent, or permission of the instructor. 4 Semester Hours.

**EDU 230 Student Development: Implications for Planning and Teaching. Student Development**

Learning developmentally appropriate practice for young children, preadolescent and adolescent development, and a focus on cognitive, social and behavioral development of all ages are key elements of this course. An understanding of differentiated instruction for teaching students with ELL, and exceptionalities including an emphasis on dyslexia. Other topics developed include lesson planning, writing objectives, standards based decision making, and planning. Successful completion of field experience (minimum of 20 clock hours) is required. This course is required for those individuals seeking adolescent to young adult, multiage, and middle school licenses. Prerequisite: EDU 150 or MUS 150. 4 Semester Hours.

**EDU 234 Interdisciplinary Planning for Diverse Learners and Families**

Candidates develop an understanding of the central concepts of teaching and learning. They learn to organize, integrate cross disciplinary skills, and develop meaning full learning progressions for diverse learners and families including students with exceptionalities and ELL. Prerequisite: ECH 200 or ISP 220. 4 Semester Hours

**EDU 340 Phonics, Process, and the Structures of Language Acquisition**

This course focuses on theories of language acquisition and the nature, role, and elements of phonics and phonemic awareness with the language arts processes. A firm knowledge and skill base in planning, instruction, and assessment is developed. An overview of language, both typical and atypical, emphasizing terminology, acquisition, development, physiological and psychological systems, impact on learning, assessment and intervention strategies including augmentative communication. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 350 Teaching Language Arts and Social Studies to Young Adolescents**

This course focuses on the integration of language arts and social studies at the middle level. Candidates will explore the dynamic context and needs of language arts and social studies classrooms and design engaging lessons that integrate language arts and social studies, including the use of literature and technology to meet the needs of diverse learners. Additionally, the candidates will analyze the alignment of language arts and social studies standards with the development of the young adolescent. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 355 Content Area Literacy**

Emphasis is placed on the development, purpose, methods, materials, technology and processes of teaching reading and writing and study skills, applicable to the content areas in grades 7-12 as well as for Multiage Programs. A firm knowledge base and skills in planning, instruction and assessment, based on the Ohio Department of Education's Competency-Based Language Arts Model curriculum, is developed. The understanding of reading and writing, as well as the other language arts strands as interactive processes influenced by various factors and sensitive to individual differences (e.g., diversity, exceptionality), is emphasized. Special attention is given to unit integration and integrating various types of literature (e.g., multicultural, gender studies) in the content areas. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 360 Teaching Mathematics and Science to Young Adolescents**

This course focuses on the integration of mathematics and science at the middle level. Candidates will explore the dynamic context and needs of mathematics and science classrooms, and design engaging lessons that integrate mathematics and science, including the use of inquiry and technology to meet the needs of diverse learners. Additionally the candidates will analyze the alignment of mathematics and science standards with the development of the young adolescent. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 372 Assessment, Instructional Design, and Evaluation in Education**

Assessment, Instructional Design, and Evaluation in Education: This course focuses on assessment development, student data analysis, growth models, accountability systems, teacher evaluation systems, and current trends in educational policy. Additionally there is a focus on assessing all students including students with dyslexia. Candidates will evaluate and design assessments, analyze student data, and collaborate with one another and in-service professionals. Field experience is required for this course. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**EDU 408 Multiple Licensure Practicum**

This course is designed for teacher candidates seeking multiple teaching licenses, endorsements, and extra field experiences. The candidate assumes responsibilities of teaching various lessons and other teaching requirements for a minimum of 50 clock hours. The course is graded S/U and may be repeated for credit. Prerequisite: Admission into the Teacher Education Program. 2 Semester Hours.

**EDU 470 Clinical Practice-Multiage**

The candidate assumes full responsibilities of teaching in an early, middle or secondary school setting. A special emphasis is on self-reflection, professional development, and a commitment to lifelong learning. This course is graded S/U. Group seminars are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (diverse or non-diverse) will be the opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

#### **EDU 478 Clinical Practice-Multiple Licenses**

The candidate assumes full responsibilities of teaching in two different licensure types. Teaching is equally divided between each experience and the overall course grade is S/U. For completion of the course each clinical practice experience must be successful. Special emphasis in each experience includes planning, teaching, assessing, self-reflection, professional development, and commitment to lifelong learning. Group seminars are arranged by the field placement coordinator. Prerequisite: Admission into Clinical Practice. 14 Semester Hours.

### **Intervention Specialist - Early Childhood**

#### **ISE 320 Intervention Specialist Methods**

This course focuses on the selection, adaptation, and the use of instructional strategies to promote young children's learning. Methods for designing and implementing instruction to assure acquisition and fluency through maintenance and generalization development are emphasized. Individualized Education Programs are developed. Field experience with young children is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

#### **ISE 380 Applied Behavioral Analysis for Intervention Specialist Teachers**

This course considers theories, basic principles and procedures of classroom structure and behavior management in preschool and primary school settings. The principles of applied behavior analysis are emphasized. Candidates gain an understanding of behavioral principles and how to apply that knowledge in the classroom. Field experience with young children is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

#### **ISE 440 Intervention Specialist Assessment and Literacy Practices**

This course focuses on general, specialized, and literacy assessment strategies and the use of multiple types of assessment information for a variety of educational decisions. Legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for young children with educational learning needs. Candidates collaborate with families and other colleagues to assure nonbiased, meaningful assessment and decision making. Field experience with a young child is required in order to complete course assignments. Prerequisite: ISP 220, ISE 320 or ISM 320, EDU 340, ECH 360, and Admission into the Teacher Education Program. 4 Semester Hours.

### **Intervention Specialist – Mild/Moderate**

#### **ISM 320 Intervention Specialist Methods**

This course focuses on the selection, adaptation, and the use of instructional strategies to promote elementary, middle school and high school student learning. Methods for designing and implementing instruction to assure acquisition and fluency through maintenance and generalization development are emphasized. Individualized Education Programs are developed. Field experience with older students is required in order to complete course assignments. Prerequisite: ISP 220 and Admission into the Teacher Education Program. 4 Semester Hours.

#### **ISM 380 Applied Behavioral Analysis for Intervention Specialist Teachers**

This course considers theories, basic principles and procedures of classroom structure and behavior management in elementary, middle and high school settings. The principles of applied behavior analysis are emphasized. Candidates gain an understanding of behavioral principles and how to apply that knowledge in the classroom. Field experience with older students is required in order to complete course assignments. Prerequisite: ISP 220, and Admission into the Teacher Education Program. 4 Semester Hours.

#### **ISM 440 Intervention Specialist Assessment and Literacy Practices**

This course focuses on general, specialized, and literacy assessment strategies and the use of multiple types of assessment information for a variety of educational decisions. Legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for older students with educational learning needs. Candidates collaborate with families and other colleagues to assure nonbiased, meaningful assessment and decision making. Field experience with an older student is required in order to complete course assignments. Prerequisite: ISP 220, ISE 320 or ISM 320, EDU 340, ECH 360, and Admission into the Teacher Education Program. 4 Semester Hours.

### **Intervention Specialist**

#### **ISP 220 Development and Characteristics of Typical and Atypical Learners**

This course based on standards set by the Council for Exceptional Children (CEC), includes a focus on the cognitive, social, and behavioral development of typical and atypical learners. An understanding of the relationship of special education to schools, school systems, and other agencies is emphasized. Field experience is required in order to complete course assignments. Prerequisite: EDU 150 or MUS 150. 4 Semester Hours.

#### **ISP 225 American Sign Language**

This is a course for students with no prior knowledge of American Sign Language (ASL). This course is designed to develop the students' receptive skills, and secondarily to develop their expressive and conversational sign language skills in everyday situations with a focus on vocabulary development, grammatical features, syntax, and structure. American Deaf culture and history are also studied with an emphasis on making comparisons and connections to one's own culture, values, and social norms. ISP 225 and courses in American Sign Language may not be used to meet the foreign language proficiency requirement. Prerequisite: EDU 150 or permission of the instructor. 4 Semester Hours.

#### **ISP 404 Intervention Specialist Professional Practices, Research and Preclinical Practice**

This course focuses on research, ethical and professional practice standards. Candidates engage in professional activities and in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth. Extensive field experience is required in order to complete course assignments. In this course the candidate spends 12-13 hours per week for 7-8 weeks (90 hours) in a special education setting observing and applying theories, principles, and methods of teaching related to the candidate's major field of study. This course is graded S/U. Prerequisite: ISP 220, ISE 320 or ISM 320, ISE 380 or ISM 380, and Admission into the Teacher Education Program. 4 Semester Hours.

#### **ISP 470 Clinical Practice-Intervention Specialist**

The candidate assumes all responsibilities of teaching in a special education setting. This course is graded S/U and is required for the Intervention Specialist teaching licensure. Group seminars to enable collaboration, evaluation, and reflection are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (MRDD or public school), age range, and diverse or non-diverse will be opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.

### **Middle Childhood**

#### **MCH 205 Foundations of Middle Childhood Education**

The course emphasizes the role of the teacher in the middle school and the relationship between the diverse needs of the young adolescent and the curriculum. Field experience is required in order to complete course assignments. Prerequisite: EDU 150 or MUS 150. 2 Semester Hours.

#### **MCH 315 Teaching Social Studies in the Middle School**

This course includes a study of the objectives, content, materials and methods of instruction essential for teaching social studies in the middle school. A focus on Ohio history is emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

#### **MCH 320 Teaching Mathematics in the Middle School**

A national and state standards-based study of the goals, content, materials, technology and methods of teaching mathematics in the middle school is emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

#### **MCH 325 Teaching Language Arts in the Middle School**

This course focuses on the theories, issues, purposes, materials, technology and processes for teaching the language arts with special attention to narrative reading and writing in the middle school. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

#### **MCH 335 Teaching Science in the Middle School**

A national and state standards-based study of objectives, content, materials, technology and methods of teaching science in the middle school is emphasized. Field experience is required in order to complete course assignments. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

#### **MCH 345 Content Area Reading and Writing in Middle School**

Emphasis is placed on the development, purpose, methods, materials, technology, and processes of teaching reading and writing and study skills, applicable to the content areas in the middle school curriculum. A firm knowledge base and skills in planning, instruction, and assessment, based on the Ohio Department of Education's Competency-Based Language Arts Model curriculum and Association of Middle Level Educators (AMLE) Standards, is developed. The understanding of reading and writing, as well as the other language arts strands as interactive processes influenced by various factors and sensitive to individual differences of young adolescents (e.g., diversity, exceptionality), is emphasized. Special attention is devoted to understanding collaboration in designing interdisciplinary teaching units appropriate for a diverse population of young adolescents. Thirty clock hours of field

experience are required. When taken concurrently with another middle school methods courses sixty field experience hours are required. Prerequisite: Admission to the Teacher Education Program. 4 Semester Hours.

**MCH 404 Middle Childhood Professional Practices, Research and Preclinical Practice**

This course focuses on professional, ethical, and professional practice (NMSA) standards, as well as "best practice" research through professional activities, research, and scholarship. The course also focuses on such topics as classroom management, collaborating in teams to create and teach interdisciplinary units appropriate for a diverse population, and advising middle school students. Candidates spend 12-13 hours per week for 7-8 weeks (90 hours) in a middle school grade setting daily observing and applying theories, principles, and methods of teaching related to Middle Childhood Education. This course is graded S/U. Prerequisite: Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 440 Middle Childhood Assessment and Literacy Practices**

This course explores theories of literacy and multiple forms of current literacy assessment and instruction for middle school grades. The field experience includes an intensive case study, which incorporates reading assessment as a function of interdisciplinary content, as well as diagnosis and remediation of a school-aged student. Prerequisite: MCH 325 or MCH 345. Admission into the Teacher Education Program. 4 Semester Hours.

**MCH 470 Clinical Practice-Middle Childhood**

The candidate assumes full responsibilities of teaching in a middle school setting, with placement in two areas of emphasis. A special emphasis is on self-reflection, professional development and a commitment to lifelong learning. This course is graded S/U and is required for the middle childhood licensure. Group seminars are arranged by the field placement coordinator. The clinical practitioner's setting for clinical practice (diverse or nondiverse) will be the opposite of the preclinical choice. Prerequisite: Admission into Clinical Practice. 12 Semester Hours.