

DEPARTMENT OF TEACHER EDUCATION

Dr. Marcia Matanin, Chairperson

Office: BCOE 2405

Office Phone: (330) 941-3251

Administrative Assistant: Jean Berger

Email Address: jhberger@ysu.edu

Mission

The mission of the Department of Teacher Education is to provide baccalaureate degree programs aimed at fostering excellence in the preparation of teachers for a global society while promoting a climate of respect for the diversity of individuals encountered in educational settings.

Programs

Early Childhood Education (ECE) Grades P-3

- For teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs in the general education classroom.

Early Childhood Intervention Specialist (ECIS) Birth-Grade 3 (available Fall, 2016)

- For teaching children with physical, cognitive, behavioral or communication delays. Early intervention specialists can work inside a P-3 classroom, provide individual services to children within their homes, work with regionally based programs, medical providers or private education companies.

Middle Childhood Education (MCE) Grades 4-9

- For teaching learners in at least two of four curriculum concentration areas named on the teaching license. Students choose two areas from the following four: language arts, mathematics, science, and social studies.

Adolescent/Young Adult Education (AYA) Grades 7-12

- For teaching learners in a curriculum area named on the teaching license. Students may choose from: Integrated Sciences Education, Integrated Language Arts Education, Integrated Mathematics Education, or Integrated Social Studies Education.

Multi-Age Education (MULT) Grades PK-12

- For teaching in a curriculum area named on the teaching license. Students may choose from: Health Education, Italian Education, Music Education (please refer to the Dana School of Music (<http://web.yosu.edu/ccac/music>) for this program area), Physical Education, Spanish Education, or Visual Arts Education.

Endorsements (Endorsements may be added to a teaching license)

- Adapted Physical Education Endorsement
- Early Childhood Generalist Endorsement Grades 4-5
- Middle Childhood Generalist Endorsement (additional content areas)
- Teaching English to Speakers of Other Languages (TESOL) Endorsement

Minors

- Coaching Minor: For teaching knowledge, skills and understanding to effectively develop age appropriate practices; plan age appropriate training programs; understand and plan events, tournaments, budgeting and management of coaching personnel.
- Education Minor: Students majoring in a program other than education may select an Education minor. This minor is currently under review and

will be available Spring, 2017. Please contact a BCOE academic advisor for more information

Learning Outcomes

The learning outcomes for the Department of Teacher Education are to prepare 21st century classroom-ready teacher-candidates with the knowledge, skills, and dispositions to:

- Know and understand the content for which they have instructional responsibility
- Plan and deliver instruction that impacts the learning of all PK-12 students
- Use varied assessments to inform instruction
- Establish and maintain learning environments that ensure learning for all PK-12 students
- Collaborate and communicate with all stakeholders
- Accept the responsibility for professional growth, performance, and involvement as an individual and as a member or a learning community
- Expect that all teacher candidates will learn while modeling respect for PK-12 students' diverse cultures

Accreditation

The Teacher Education programs was accredited nationally by the National Council for the Accreditation of Teacher Education (NCATE) in 2010. Our next accreditation will take place in 2016-2017 by the Council for the Accreditation of Educator Preparation (<http://www.caepnet.org>) (CAEP). Additionally, Youngstown State University Teacher Education programs are fully approved by Ohio Department of Education and their respective Specialized Professional Associations (SPAs).

Chair

Marcia Matanin, Ph.D., Chair

Professors

Jeffrey M. Buchanan, Ph.D., Professor

M. Kathleen L. Cripe, Ph.D., Associate Professor

Lauren Cummins, Ed.D., Professor

Mary Lou DiPillo, Ph.D., Associate Professor

Theresa Duncko, Ph.D., Assistant Professor

Stacy Graber, Ph.D., Assistant Professor

Daniel Keown, Ph.D., Assistant Professor

Mary E. LaVine, Ph.D., Assistant Professor

Lillian L. Lewis, Ph.D., Assistant Professor

Megan List, Ph.D., Assistant Professor

J. Paul Louth, Ph.D., Associate Professor

Marcia Matanin, Ph.D., Professor

Anita C. O'Mellan, Ph.D., Professor

Crystal L. Ratican, Ph.D., Assistant Professor

Gail Saunders-Smith, Ph.D., Associate Professor

James P. Tressel, M.A., Professor

Abel Waitaha, Ph.D., Assistant Professor

Instructor

Betty L. Greene, M.Ed., Instructor

Majors

- Early Childhood Education (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/early-childhood-education>)
- Middle Childhood Education, (4-9) (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education-middle-childhood-4-9>)
- Middle Childhood Education, (4-9), Math/LA (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-math-la>)
- Middle Childhood Education, (4-9), Science/LA (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-science-la>)
- Middle Childhood Education, (4-9), SS/LA (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-ss-la>)
- Middle Childhood Education, (4-9), Math/Science (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-math-science>)
- Middle Childhood Education, (4-9) Math/SS (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-math-ss>)
- Middle Childhood Education, (4-9), Science/SS (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-science-ss>)
- Health Education (P-12) - Multi-Age License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/health-education-p-12-multi-age-license>)
- Adolescent/Young Adult Education (7-12) (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education-aya-education-7-to-12>)
- Integrated Language Arts (7-12) - Adolescent License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-language-arts-7-12-adolescent-license>)
- Integrated Mathematics (7-12) - Adolescent License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-mathematics-7-12-adolescent-license>)
- Integrated Sciences (7-12) - Adolescent License, Biology Concentration (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-biology-concentration>)
- Integrated Sciences (7-12) - Adolescent License, Chemistry Concentration (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-chemistry-concentration>)
- Integrated Sciences (7-12) - Adolescent License, Physics Concentration (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-physics-concentration>)
- Integrated Sciences (7-12) - Adolescent License, Earth/Space Science Concentration (<http://catalog.yсу.edu/archives/2016-2017/>

[undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-earth-space-science-concentration](http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-earth-space-science-concentration))

- Integrated Social Studies (7-12) - Adolescent License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-social-studies-7-12-adolescent-license>)
- Italian (P-12) - Multi-Age License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/italian-p-12-multi-age-license>)
- Physical Education (P-12) - Multi-Age License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/physical-education-7-12-multi-age-license>)
- Spanish (P-12) - Multi-Age License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/spanish-7-12-multi-age-license>)
- Visual Arts (P-12) - Multi-Age License (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/visual-arts-p-12-multi-age-license>)

Minors

- Coaching Education P-16 Minor (<http://catalog.yсу.edu/archives/2016-2017/undergraduate/colleges-programs/college-education/department-teacher-education/coaching-education-p-16-minor>)

Early Childhood Education**ECE 2629 Teaching Young Children: Best Practices in Early Childhood Education 3 s.h.**

Gives teacher candidates a research-based inquiry into early childhood education and promotes the acquisition of knowledge, skills, and dispositions that will facilitate best practices within the field. 10 field/clinical hours.

ECE 3713 Teaching of Mathematics: Early Years 3 s.h.

Using NCTM/NAEYC/NCATE and Ohio Model guidelines as the framework, focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood mathematics. Learning to use mathematical connections to stimulate diverse students' development of math concepts and skills and create learning environment combining mathematics pedagogy/methodology in an early grades classroom.

Prereq.: BCQE upper-division status and approval of chair.

Coreq.: ECE 3715, ECE 3780, and ECE 4814.

ECE 3715 Teaching Science: Early Years 3 s.h.

Using NSTA/NCATE and Ohio Model guidelines as the framework, focus on establishing and maintaining learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Topics include teaching for meaningful science understanding, planning and providing an effective and supportive learning environment, planning and implementing curriculum and lessons appropriate for children in their early years, selection and use of instructional aids and resources, assessment, and professional development. Experiences that promote the use of science processes and problem-solving skills for life-long learning. Field experience combining science pedagogy/methodology in an early childhood setting.

Prereq.: BCQE upper-division status and approval of chair.

Coreq.: ECE 3713, ECE 3780, and ECE 4814.

ECE 3760 Cross-Curricular Applications and Classroom Management/ Guidance 3 s.h.

Synthesis and application of developmental theories and appropriate practices and methods in classrooms for young children, including curriculum integration, quality classroom environments, and classroom management/guidance. (10 hours of focused field placement.)

Prereq.: BCQE upper-division status.

ECE 3780 Social Studies for Young Children 3 s.h.

Methods of teaching social studies to young learners (PreK-3) including exploration of a variety of effective teaching and assessment behaviors related to diverse learner needs. Use of key concepts, application of tools of social studies to foster social development and encourage independent problem solving, investigate the use of technology, create instructional resources; collaboratively plan, teach, and evaluate lessons in inclusive instructional settings; keep a reflective learning log.

Prereq.: BCOE upper-division status and approval of chair.

Coreq.: ECE 3713, ECE 3715, and ECE 4814.

ECE 3790 Assessing Learning in Early Childhood Education P3 3 s.h.

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a P-3 classroom. Candidates will explore a variety of informal, formal, formative and summative classroom assessment strategies and critically investigate standardized assessments used in the current national and state movements toward accountability and "high-stakes" assessment. This course is a required part of the TEC experience to provide candidates with an authentic classroom assessment experience.

Prereq.: ECE 3760.

ECE 4811 Supervised Student Teaching: Pre-Kindergarten 1-12 s.h.

Student teaching consists of a 10-week assignment in a preschool. Grading is CR/NC.

Prereq.: CHFM 2664, ECE 2630, SPED 2631.

Gen Ed: Capstone.

ECE 4814 Language Arts Methods in the Early Years (Ages 3-8) 3 s.h.

Teaching oral and written communication through consideration of listening, speaking, reading, viewing, and related skill areas in the elementary school.

Prereq.: BCOE upper-division status and approval of chair.

Coreq.: ECE 3713, ECE 3715, and ECE 3780.

ECE 4841 Supervised Student Teaching: Early Childhood 1-10 s.h.

A 16-week assignment in a kindergarten-grade 3 setting. Grading is CR/NC.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of early childhood program excluding student teaching and student teaching seminar.

Coreq.: ECE 4842.

Gen Ed: Capstone.

ECE 4842 Student Teaching Seminar in Early Childhood Education 2 s.h.

Development of an effective and developmentally appropriate K-3 classroom environment including: teacher work sample, daily lessons, classroom management, reflective teaching and growing as a professional in the field of early childhood education.

Coreq.: ECE 4841.

ECE 4859 Pre-Kindergarten Teaching Methods and Materials 3 s.h.

Methods and techniques used to implement the pre-kindergarten curriculum with emphasis on communication and creative arts, social, emotional, and physical development, and concept formation. Required for prekindergarten validation of other teaching certificates.

Prereq.: SPED 2631, ECE 3759.

ECE 6910 Curriculum, Theories, and Methods in Early Childhood Education, Pre-K-Grade 3 3 s.h.

Investigation of curriculum, theories, and assessment and how they relate to children's learning. Attention given to the role of parents as teachers.

ECE 6911 Early Childhood Pedagogy in Math and Science 4 s.h.

By exploring math and science teaching practice for grades K-3, the candidates will review teaching methods of math and science, find and design math and science programs and lessons, incorporate national and state standards in teaching math and science, and strengthen the assessment methods for classroom instruction. This course is linked to ECE 6921 in terms of an action research to solve real problems in teaching math and science for the participating teachers.

ECE 6920 Current Social Issues in Early Childhood Education 3 s.h.

Analysis of contemporary issues, trends, and current educational policies that impact classroom practices. Includes service-learning component.

Prereq.: ECE 6910 or ECE 6911.

ECE 6921 Action Research in Early Childhood Education, Pre-K-Grade 3 3 s.h.

Designed as a culminating experience. Direct participation is required for the successful completion of a field study, onsite project, or other classroom-based experience deemed suitable by the student's major faculty advisor.

Prereq.: ECE 6911 and FOUN 6904.

Early and Middle Childhood Education

EMCE 4815 Seminar in Elementary School Science 2 s.h.

Critical study of current developments in objectives, methods, materials, and evaluation in science education as they affect the elementary science program. Includes discussions, field trips, demonstrations and laboratory work.

Prereq.: Admission to COE upper-division status.

EMCE 5811 Early Childhood Generalist: Math and Science 3 s.h.

By exploring math and science teaching practice for grades 4-5, the candidates will review teaching methods of math and science, master the contents stated in the Ohio Academic Standards, find and design math and science programs and lessons and strengthen the assessment methods for the classroom instruction.

Prereq.: Upper division status.

EMCE 5812 Integrated Language Arts and Social Studies for 4th and 5th Grades 3 s.h.

Candidates will learn language arts and social studies teaching methods, design integrated lessons, incorporate state and national standards, and utilize assessment methods for grades 4-5.

Prereq.: Upper division status.

EMCE 5816 Diagnosis and Remediation of Elementary School Mathematics 2 s.h.

In-depth study of diagnosis and remediation as they affect the elementary school mathematics program. Includes discussions, field trips, demonstrations and laboratory work.

Prereq.: Admission to COE upper-division status.

EMCE 5854 Middle School Theory and Practice 3 s.h.

Students will analyze and reflect on major concepts, research, and theories about the physical, cognitive, emotional, moral, and social development of students in grades 4-9 and research information concerning the historic, philosophical, and organizational components of middle level schools, including program assessment and evaluation of learning environments.

EMCE 5900 Early/Middle Childhood Education Workshop 1-4 s.h.

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5901 Early/Middle Childhood Education Workshop 1-4 s.h.

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5902 Early/Middle Childhood Education Workshop 1-4 s.h.

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5903 Early/Middle Childhood Education Workshop 1-4 s.h.

Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 6918 Elementary School Mathematics Programs 3 s.h.

An analysis of past and present programs of elementary school mathematics; evaluation of programs, including a consideration of adequacy of content, recognition of mathematics as a system, and provision of number experiences for the learner.

EMCE 6919 Social Studies Programs in the Elementary School 3 s.h.

Objectives of elementary school social studies programs in terms of current needs; adaptation of materials of instruction in terms of the social science skills; evaluation of student progress; critical analysis of methods of improving instruction in social studies.

EMCE 6920 Elementary School Science Programs 3 s.h.

Focus on the objectives for science education in the elementary school; the elementary school science curriculum; process and inquiry in the elementary school science curriculum; process and inquiry in the elementary school science program; teacher education; educational media; and the evaluation of science teaching.

EMCE 6921 Issues, Problems, Developments, and Curriculum in Elementary Education 3 s.h.

A study of recent trends in elementary school organization and instruction (non-graded units, team teaching, middle schools, etc.) Developing an understanding of the meaning of curriculum at the elementary level, evidence of need for curricular changes, influences of society on curriculums, exploration of current status and trends; and the role of teacher and administrator in curriculum appraisal and development.

EMCE 6990 Independent Study 1-4 s.h.**EMCE 7042 Professional Development for Classroom Teacher Educators 2 s.h.**

A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation, and supervision skills based on scientific knowledge and theoretical constructs.

Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator.

Cross-listed: SPED 7042 and SED 7042.

Health Education Physical Education

HEPE 1567 Performance and Analysis of Invasion Games 3 s.h.

Analysis, practice in performance, strategy development, and assessment for invasion games, such as basketball, football, soccer, team handball, rugby, ultimate frisbee, field hockey, floor hockey, and lacrosse. Two hour lecture, two hour lab.

Prereq.: Education major.

HEPE 1573L Tactical Approach to Teaching Team Sports 1 s.h.

Analysis and practice in performance and strategy development, for teaching team sports using a concept-based model. Two hours lab per week.

Prereq.: Physical Education major.

HEPE 1574 Performance and Analysis of Target and Fielding Games 3 s.h.

Analysis, practice in performing and strategies for teaching and assessing activities such as golf, bowling, softball, cricket and other lifetime activities. Two hour lecture, two hour lab.

Prereq.: Education major.

HEPE 1575 Performance and Analysis of Net and Wall Games 2 s.h.

Analysis and practice in performing and teaching tennis, racquetball, badminton, volleyball and other net/wall games. One hour lecture, two hours lab.

Prereq.: Education major.

HEPE 1577 Performance and Analysis of Aquatic Activities 1 s.h.

Analysis and practice in performing and teaching swimming, diving, water safety skills, and aquatic exercise. Two hours lab.

Prereq.: Physical education major.

HEPE 1579 Rhythmic Movement for Children 1 s.h.

Content and teaching strategies related to rhythmic movement for children grades PreK-4. Rhythmic movement skills and concepts explored to provide successful dance experiences for children. One hour lecture, one hour lab.

Prereq.: Physical education major.

HEPE 2610 Introduction to Outdoor Pursuits 3 s.h.

Introduction to outdoor education including participation in initiatives, cooperative, orienteering, hiking, high and low ropes, and water based outdoor pursuits. Focus on activities to challenge by choice. One hour lecture, two hour lab.

HEPE 2624 Physical Education for Children in Early Childhood Settings 3 s.h.

Principles, methods, materials, and organization of activities for preschool-grade 3 children. Active participation, approximately 15-20 hours field work in area preschools/schools.

Prereq.: 30 hours.

HEPE 2628 Movement for Early Childhood 3 s.h.

Laban's movement approach to teaching fundamental movement patterns, educational dance, gymnastics, games, and creative activities for grades PreK-3. Two hours lecture, two hours lab. Active participation, approximately 15-20 hours field experience.

Prereq.: Physical Education major.

HEPE 2650 Ethics in Sport and Coaching 2 s.h.

An introduction to the study of ethics in sport, specifically exploring ethical issues in relation to coaching students age K-12. The students will develop their knowledge in identifying ethical dilemmas while acquiring skills to enhance their ethical decision making within the coaching environment. The course will provide students with intellectual and interpersonal opportunities to enhance their awareness and understanding of ethical decision making. Students will also be introduced to the requirements set in policies by school districts, athletic conferences, state high school athletic associations, state and federal law and the National Collegiate Athletic Association (NCAA).

Prereq.: HEPE 2689.

HEPE 2661 Games Analysis 3 s.h.

Analysis, adaptation and creation of games for varying developmental levels and environmental situations in grades 3-12. Large and small group, coeducational, field day events, self-challenging, multicultural activities, and developmentally appropriate lead-up games. Two hours lecture, two hour lab.

Prereq.: 4 s.h. from among HEPE 1567, HEPE 1574, HEPE 1575 and HEPE 1577.

HEPE 2672 Mechanical Principles of Movement 3 s.h.

Knowledge and methods of mechanical concepts as they relate and apply to the structure and function of human movement. Muscular structure and function in relation to physical movement, analysis of fundamental human movements. Includes the physical characteristics of the human body and applicable principles of mechanical physics. Two hours lecture. Two hours lab.

Prereq.: BIOL 1552, BIOL 1552L or BIOL 1545, BIOL 1545L.

HEPE 2689 Scientific Basis of Fitness 3 s.h.

Introduction to components of fitness and their physiological basis. Role of exercise and physical activity in the life of the P-12 learner. Application of training principles and participation in a variety of fitness activities. Introduction to physical fitness assessment. Two hour lecture, two hour lab.

Prereq.: Physical Education major and PHLT 1568.

HEPE 3702 Health Education Theory and Methods 4 s.h.

Overview of health education theory, history, ethics, and methods for the community, school, workplace and health care setting. Provides a foundation in teaching methods. Three hour lecture, two hour lab. Must be taken concurrently with HEPE 3767.

Prereq.: PHLT 1568.

HEPE 3715 Health Education for Middle School 3 s.h.

Comprehensive School Health Education curricula, methods and materials for teaching pre-kindergarten through sixth grade students. Two hour lecture/two hour lab. 3 s.h.

Prereq.: HEPE 3702, BIOL 1545, and upper division status in BCOE.

HEPE 3716 Health Education for High School 3 s.h.

Comprehensive School Health Education curricula, methods and materials for teaching nine through twelfth grade students. Two hour lecture, two hour lab.

Prereq.: HEPE 3702, BIOL 1545 and upper division status in BCOE.

HEPE 3740 Coaching the Young Athlete 3 s.h.

This course will address the pedagogy and practice of coaching sports with emphasis on youth sport development. The course will include coaching techniques, responsibilities, interaction with students and parents, injury prevention and sport psychology utilizing discussion, case method study, and practical application. The intent of the course is to help the student develop a coaching philosophy to positively affect youth sport development.

Prereq.: HEPE 2689.

HEPE 3750 Organization and Management of Sport Programs and Events 2 s.h.

The purpose of the course is to provide students with an understanding of the responsibilities of administrators and coaches involved in K-12 athletics. Content will focus on sport team scheduling, athletic facility requirements, fundraising, budgeting, event planning, career networking/advancement, coaching acquisition and termination, and increasing sport programs of an athletic program. Students will be introduced to the requirements of set policies by the school district, athletic conferences, state athletic associations, state and federal law and the National Collegiate Athletic Association (NCAA).

Prereq.: Junior standing.

HEPE 3766 Principles and Analysis of Motor Development 3 s.h.

Application of a lifespan motor development approach to critically analyzing movement patterns. Emphasis on motor development beyond biomechanical aspects of movement, and on teaching applications. Two hours lecture, two hours lab.

Prereq.: HEPE 2672.

HEPE 3767 Pedagogy in P-12 Physical Education 3 s.h.

Effective teaching practices and development of skills including classroom management, lesson planning, and selection of appropriate methods of instruction. Liability issues. Clinical experiences (observation and peer teaching). Two hours lecture, two hours lab.

Prereq.: 20 s.h. in major and HEPE 2661, and HEPE 3766.

HEPE 3768 Advocacy and Best Practices in Health and Physical Education 2 s.h.

Emphasizes the advocacy role of the health and physical educator. Includes use of research and best practices documents to advocate for the inclusion of health and physical education for all P-12 learners. One hour lecture, two hour lab.

Prereq.: 20 s.h. in Physical Education major or Health Education major and HEPE 3767.

HEPE 3780 Methods of Teaching Dance 2 s.h.

Rhythm and movement fundamentals and forms: folk, square, social and aerobic. Methods and materials of teaching dance culminating in clinical or field experiences. One hour lecture, two hours lab.

Prereq.: HEPE 3767.

HEPE 4808 Assessment Instruments and Strategies in Health and Physical Education 3 s.h.

Theory, purposes, procedures, uses, and limitations of standards-based assessment for teaching P-12 health and physical education including cognitive, motor, and affective domains. Practical experience in designing and implementing performance-based assessment.

Prereq.: Physical Education and Health Education major and junior standing.

HEPE 4851 Cultural Aspects of Physical Education and Sport 3 s.h.

Survey of major historical, psychosocial developments, and philosophical issues in physical education and sport from ancient times to the present.

Prereq.: Junior standing.

HEPE 4852 Psychosocial Aspects of Physical Education and Sport 2 s.h.

Survey of major psychosocial principles, developments and concerns as they relate to the participant in physical activity and sport.

Prereq.: 20 s.h. in major.

HEPE 4860 Internship for Coaching Education 3 s.h.

The internship will consist of 180-220 field hours. The field experience will be in a youth sport and/or P-12 youth sport program. Examination of issues related to the coaching early childhood, middle childhood, special education, or adolescents/young adults program.

Prereq.: HEPE 3740, HEPE 3750, and HEPE 3767.

HEPE 4876 Teaching of Elementary Physical Education 3 s.h.

Curriculum principles, methods and materials for teaching elementary physical education. Includes development of a portfolio and field work in area schools. Two hours lecture, two hours lab.

Prereq.: HEPE 3767 and UDS COE.

HEPE 4878 Teaching of Middle/Secondary Physical Education 3 s.h.

Curriculum, principles, methods and materials for teaching secondary physical education. Includes the development of a reflective teaching journal and portfolio, and field work in area schools. Two hours lecture, two hours lab.

Prereq.: HEPE 3767.

HEPE 4889 Selected Topics in Health and Physical Education 2 s.h.

In depth study of special topics/subject matter within the field of Physical Education and Health. Topics announced each time the course is offered. May be repeated for maximum of 6 s.h. with change of topic. Two hour lecture.

Prereq.: HEPE 3768, concurrent with HEPE 3702.

HEPE 4895 Introduction to Adapted Physical Education 4 s.h.

Introduction to developmentally appropriate, inclusive physical education for P-12 learners. Emphasis on acquiring a basic understanding of planning, delivering, and assessing appropriate inclusive physical education experiences for all children. Approximately 20 hours of field work. Three hour lecture, two hour lab.

Prereq.: HEPE 3766.

HEPE 4899 Physiological Effects of Exercise on Children and Adolescents 3 s.h.

Examining the body's response to physical activity in relation to the P-12 learner. Study of how physical activity influences the body's systems. Primary focus is application in a physical education setting.

Prereq.: HEPE 3766.

HEPE 6900 Pedagogical Analysis 3 s.h.

Description and analysis of pedagogical theories, models, and practices in physical education with emphasis on teaching methodology, the improvement of teaching skills, and planning for maximum student learning.

HEPE 6901 Sport in Society 3 s.h.

Sport studied as a social system interdependent with culture and society and as a social institution which is related to, or a part of, other basic institutions, such as the family, education, religion, the economy, politics, and the mass media.

Prereq.: HEPE 4851.

HEPE 6903 Curriculum Development 3 s.h.

Progressive development of the physical education curriculum for P-12 based on an analysis of contemporary curriculum theories and models in physical education. Emphasis on program planning and theory to practice.

HEPE 6905 Contemporary Issues in Sport Pedagogy 3 s.h.

A critical investigation and analysis of contemporary sport pedagogy issues, trends, problems, and concerns.

HEPE 6910 Teaching of Motor Skills 3 s.h.

Analysis of research on motor learning and its application to the acquisition, the teaching, and the coaching of movement skills.

HEPE 6920 Mechanical Analysis of Motor Movements 3 s.h.

Scientific basis for teaching correct form for the exact execution of movement skills through the fundamental laws of physics pertaining to motion. Analysis of various motor activities to determine the proper mechanics for obtaining the most effective and efficient results.

HEPE 6945 Technological Integration in Physical Education 2 s.h.

An analysis of the instructional design process and technology integration applied to physical education. Includes step-by-step process of designing, implementing, and evaluating the effectiveness of technological instructions into both existing and new units of instruction.

Prereq.: CSIS 1500 Computer Literacy or equivalent.

HEPE 6955 Physical Activity Principles for Children and Adolescents 3 s.h.

Scientific basis of physical fitness and its physiological basis. The role of health-related and performance-related physical fitness in physical activity and the lifespan. Analysis of acute responses and chronic adaptations of the body to the physiological demands of physical activity. A primary focus of the practical application to the teaching of physical education and sport coaching.

Prereq.: HEPE 4899 or equivalent.

Secondary Education

SED 3704 Classrm Management Ethics Law 3 s.h.**SED 3706 Principles of Teaching Adolescents 3-5 s.h.**

Lesson/unit planning using instructional strategies that motivate diverse students. Integrates content knowledge, pedagogy, technology, and cross-disciplinary curriculum exploration. Critical reflection and analysis of teaching experiences through peer teaching and classroom teaching in local secondary schools.

Prereq.: BCOE upper-division status and approval of chairperson.

Coreq.: TERG 3711, FOUN 3710 and one of SED 4800B, SED 4800C, SED 4800E, SED 4800, SED 4800M, SED 4800S or HMEC 4800 or FNLG 4801 or PHLT 3703, PHLT 3704 and PHLT 3705.

SED 3706L Principles Teaching Adol Lab 0 s.h.**SED 4800B Special Methods: Integrated Business 3 s.h.**

Techniques used in teaching integrated business subjects. Observation of teaching in a vocational setting, presentation of a lesson in a secondary or vocational school, unit development, reflective writing. Organization, administration, implementation, and evaluation of vocational business education programs at the secondary and adult education levels.

Prereq.: BCOE upper-division status and approval of chairperson.

Coreq.: SED 3706, TERG 3711 and FOUN 3710.

SED 4800C Special Methods: Science 3 s.h.

Using NSTA/NCATE and Ohio content standards, candidates establish and maintain learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Background for teaching science, instructional strategies, classroom management, planning instruction, assessment, professional development, integration of content with inquiry emphasized. Field experience combining pedagogy/methodology in a middle grades or adolescent classroom required.

Prereq.: BCOE upper-division status, 24 s.h. science, and approval of chairperson.

SED 4800E Special Methods: English 3 s.h.

Exploring and demonstrating reflective teaching methods for adolescent learning of English: planning instruction, execution of teaching/learning activities, representations of English concepts, authentic assessment, English communication, purposeful use of instructional technology, classroom management for effective teaching.

Prereq.: BCOE upper-division status and approval of chairperson.

Coreq.: SED 3706 and FOUN 3710.

SED 4800I Tech Tch Elec Info 3 s.h.**SED 4800M Special Methods: Mathematics 3 s.h.**

Exploring and demonstrating reflective teaching methods for adolescent learning of mathematics: planning instruction, execution of teaching/learning activities, multiple representations of mathematical concepts, problem-solving strategies, authentic assessment, manipulative materials, mathematical communication, purposeful use of instructional technology, classroom management for effective teaching.

Prereq.: BCOE upper-division status and approval of chairperson.

Coreq.: SED 3706, TERG 3711 and FOUN 3710.

SED 4800S Special Methods: Social Studies 3 s.h.

Theory and practice in learning how to plan, execute, and evaluate social studies lessons that are empowering, interesting, and reflective. Topics include: creating thematic unit plans; interpreting academic standards; writing instructional objectives; creating authentic learning activities; authentic assessment; classroom management and democratic discipline.

Prereq.: BCOE upper-division status and approval of chairperson.

Coreq.: SED 3706, TERG 3711 and FOUN 3710.

SED 4827 Supervised Student Teaching: Language (K-12) 1-10 s.h.

Grading is CR/NC. See requirements for student teaching under COE.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of foreign language program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

Gen Ed: Capstone.

SED 4837 Super Stud Tch Comp Sci K 12 1-10 s.h.**SED 4838 Super Stud Tch Drama Thtr K 12 1-10 s.h.****SED 4842 Supervised Student Teaching: High School 1-10 s.h.**

Full-time 16-week student teaching in grades 7-12 supervised by University faculty and experienced AYA practitioners licensed in the teaching subject of the candidate. To be taken concurrently with SED 4842A. Grading is CR/NC.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of adolescent/young adult or career/technical program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

Gen Ed: Capstone.

SED 4842A Student Teaching Seminar for Secondary Education 1-2 s.h.

Seminar topics are based on pedagogy, knowledge and application of professional practice and standards, critical theory, and knowledge of the adolescent and young adult learner. Completion of the Teacher Work Sample is required.

Coreq.: One of SED 4827, SED 4842, SED 4843, SED 4844, SED 4845, or SED 4846.

SED 4843 Supervised Student Teaching: Visual Art (K-12) 1-10 s.h.

Grading is CR/NC. See requirements for student teaching under COE.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of visual art program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

Gen Ed: Capstone.

SED 4844 Supervised Student Teaching: Music (K-12) 1-10 s.h.

Grading is CR/NC. See requirements for student teaching under COE.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of music program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

Gen Ed: Capstone.

SED 4845 Supervised Student Teaching: Health (K-12) 1-10 s.h.

Grading is CR/NC. See requirements for student teaching under COE.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of health program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

Gen Ed: Capstone.

SED 4846 Supervised Student Teaching: Physical Education (K-12) 1-10 s.h.

Grading is CR/NC. See requirements for student teaching under COE.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of physical education program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

SED 4850 Supervised Student Teaching: Career/Technical 1-10 s.h.

Full-time 16 week student teaching in grades 4-adult supervised by University faculty and experienced career/technical practitioners licensed in the teaching subject of the candidate. Grading is CR/NC.

Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT test, criminal background check, and completion of adolescent/young adult or career/technical program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

SED 4891 Seminar in Secondary Educ 1-4 s.h.**SED 4892 Seminar in Secondary Educ 1-4 s.h.****SED 4893 Seminar in Secondary Educ 1-4 s.h.****SED 5991 Seminar in Secondary Educ 1-5 s.h.****SED 5991L Sem Mean Tech Standards SS 2 1-5 s.h.****SED 5992 Seminar in Secondary Education 1-5 s.h.****SED 5992L Cyberschool Webquests 1-5 s.h.****SED 5993 Seminar in Secondary Education 1-5 s.h.****SED 5993L Sem Comp of Texts Gr 4 to 12 1-5 s.h.****SED 6910 Supervision Secondary Schools 2 s.h.****SED 6920 Field Experience Supervision 2 s.h.****SED 6931 The Secondary School Curriculum 3 s.h.**

Historical development of the American secondary school curriculum, present nature, and recent developments. Study of reports, experiments, and typical programs. The roles of supervisors, administrators, teachers, pupils, and public in the development of curriculum.

Prereq.: Admission to the School of Graduate Studies and Research.

SED 6935 Curriculum Development in VBME 2 s.h.**SED 6957 Practicum in Language Arts 2 s.h.****SED 6958 Instructional Supervision for Nonschool Personnel 3 s.h.**

Strategies of teaching and supervision, including the use of media, the evaluation of instruction and pupil performance, and related personnel issues will be covered. The course is designed for personnel in nonschool settings who have teaching or supervisory responsibility in in-service programs.

Prereq.: Permission of instructor.

SED 6965 Supervised Student Teaching: High School 5 s.h.

Full-time 16-week student teaching in grades 7-12 supervised by University faculty and experienced A/YA practitioners licensed in the teaching subject of the candidate. To be taken concurrently with SED 6965A. Grading is S/U.

Prereq.: Completion of all requirements for initial Adolescent/Young Adult licensure and permission of advisor.

SED 6990 Independent Study 1-4 s.h.

Individual investigation of advanced topics under guidance of selected staff.

Prereq.: FOUN 6904.

SED 6999 Thesis 2-6 s.h.

Prereq.: Approval of department graduate faculty and chair.

SED 7025 Seminar in Secondary Education 1-5 s.h.

Study of selected topics chosen by the secondary education staff. May be repeated by non-degree students. See TCED 7032.

Prereq.: Permission of instructor.

SED 7042 Professional Development for Classroom Teacher Educators 2 s.h.

A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation, and supervision skills based on scientific knowledge and theoretical constructs.

Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator.

Cross-listed: EMCE 7042.

Teacher Education Middle Childhood

TEMC 3701 Early Adol Curriculum Instruct 3 s.h.**TEMC 3702 Teaching & Learning in Middle Schools 3 s.h.**

Physical, social, emotional, intellectual, and moral development within social and cultural contexts to uncover implications for developmentally and culturally responsive curriculum and instruction.

Prereq.: BCOE upper-division status.

TEMC 3703 Thematic Instruction and Assessment Methods in Social Studies 3 s.h.

Investigation and application of principles from history, geography, civics, economics, and related fields to create appropriate learning experiences for early adolescents. Exploration of middle grade level group and individual assessment, thematic, problem-solving instructional approaches, and reflective evaluation of learning in a field-based setting.

Prereq.: TEMC 3702, BCOE upper-division status, and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3704, TEMC 3705, or TEMC 3706.

TEMC 3704 Teaching Mathematics in the Middle School 3 s.h.

Focus on identifying and modeling strategies used for problem solving, communicating, and reasoning in mathematics. Learning to use mathematical connections to stimulate diverse students' development of math concepts and skills and creating learning environments in which students feel free to take risks. Field experience combining mathematics pedagogy/methodology in a middle grade classroom.

Prereq.: TEMC 3702, BCOE upper-division status and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3705, or TEMC 3706.

TEMC 3705 The Teaching of Science in the Middle School 3 s.h.

Using NSTA/NCATE and Ohio Model guidelines as a framework, students focus on establishing and maintaining learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Topics include goals formation, planning instruction, instructional strategies, resource selection, assessment procedures. Promotion of the use of science processes and problem-solving skills for life-long learning, the integration of science/technology/society. Field experience combining science pedagogy/methodology in a middle grades classroom.

Prereq.: TEMC 3702, 12 s.h. science, BCOE upper-division status, and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3704, or TEMC 3706.

TEMC 3706 Teaching Language Arts in the Middle School 3 s.h.

Integrated strategies for enabling diverse students to participate successfully in the activities of a literate society through listening, viewing, and communicating orally and in writing. Emphasis on integration of the language arts, higher order thinking skills, flexibility in applying the language arts in meaningful contexts across the curriculum.

Prereq.: TEMC 3702, BCOE upper-division status, and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3704, or TEMC 3705.

TEMC 3707 Science/Technology/Society 3 s.h.

In-depth exploration of science/technology/society connections. A subject matter-problem-solving-learning environment triad provides opportunities for study of real-life, personal, and societal science and technology problems. Field experience in which students assess STS problems, devise solutions, apply and evaluate knowledge for community improvement.

Prereq.: BCOE upper-division status, 12 s.h. science.

TEMC 4801 The Middle School Learning Community 3 s.h.

History, philosophy, and concepts of middle level education, including interdisciplinary instruction, collaborative teams, cooperative learning, classroom management, teacher-based advisory programs, flexible scheduling, cross-age grouping, departmentalized/core curriculum, adapting curriculum to the needs of culturally diverse populations, and working with families, resource persons, and community groups.

Prereq.: TEMC 3702, BCOE upper-division status, and approval of chairperson.

Coreq.: Two of TEMC 3703, TEMC 3704, TEMC 3705, or TEMC 3706.

TEMC 4802 Student Teaching: Middle Childhood 5-10 s.h.

Demonstration of ability to integrate knowledge of early adolescents, learning theory, best-practice and content information in diverse teaching/learning settings. Full-time 16 week student teaching in grades 4-9 supervised by University faculty and experienced middle-level practitioners. CR/NC.

Prereq.: BCOE Upper Division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of middle childhood program excluding student teaching and student teaching seminar.

Coreq.: TEMC 4803.

Concurrent with: TEMC 4803.

Gen Ed: Capstone, Capstone.

TEMC 4802C Student Teach Middle Science 5 s.h.**TEMC 4802E Student Teach Middle Lang Arts 5 s.h.****TEMC 4802M Student Teach Middle Math 5 s.h.****TEMC 4802S Student Teach Middle Soc Stud 5 s.h.****TEMC 4803 Student Teaching Seminar for Middle Childhood Education 1-2 s.h.**

Seminar topics are based on pedagogy, knowledge, and application of professional practice and standards, critical theory, and knowledge of the children/adolescent learners. Completion of the Teacher Work Sample is required. CR/NC.

Coreq.: Concurrent registration in student teaching: two of TEMC 4802C, TEMC 4802E, TEMC 4802M, or TEMC 4802S.

TEMC 4804 Middle Level Instructional Design and Student Outcomes 3 s.h.

Presents teacher candidates with skills in predicting, understanding, and controlling the fundamental principles of learning. Classroom assessment, test administration, construction, scaling, norming, reliability, validity, and interpretation of individual and group tests will be covered. Attention will be paid to how these impact instruction and assessment in middle grades. To be taken concurrently with TEMC 4801.

Prereq.: TEMC 3702, BCOE upper division status, approval of chair.

TEMC 6938 Early Adolescent Characteristics and Educational Program Needs 3 s.h.

Application of research and theories about the physical, cognitive, emotional, moral, and social development of ten- to 15-year-olds to middle grade instructional decisions. Students will reflect upon and analyze policy and program implications based on developmental principles and investigate effective collaboration with family and others involved with the age group. Includes field inquiry.

TEMC 6939 Organizational Components of Middle Level Schools 3 s.h.

Reflection on theory and research information concerning the historic, philosophical, and organizational components of middle-level schools, including program assessment and evaluation of learning environments for appropriateness to early adolescent learners.

Prereq.: TEMC 6938.

TEMC 6940 Inquiry into Current Issues in Middle-Level Education 1-3 s.h.

Application of previously acquired knowledge, critical thinking, inquiry techniques, including Internet searches, and collaborative synthesis strategies to significant middle-level education problems. Cohort inquiry team participants will present a multimedia reform proposal. May be repeated.

Prereq.: TEMC 6938 and TEMC 6939.

TEMC 6941 Pedagogy Appropriate for Early Adolescent Learners 3 s.h.

A course linking the learning needs of early adolescents with a variety of curricular and instructional approaches and assessments. Students will reflect on pedagogical theories and research on ways to integrate middle-level curriculum and promote learning construction by students, participate in professional collaboration, investigate alternative assessment techniques, and design an action research project to apply their understanding.

Prereq.: TEMC 6940.

TEMC 6942 Action Research: Pedagogy Appropriate for Early Adolescent Learners 3 s.h.

A culminating middle-grade-level classroom teacher research project implementing the design of the study organized in TEMC 6941. Students will review authentic assessment literature, collect and analyze evaluation data collaboratively with students, interpret results, and propose improvements.

Prereq.: TEMC 6941.

TEMC 6943 Field Experience: Service Learning and School-Community Collaboration 3 s.h.

Field experience study of middle-grade-level school-community collaboration and opportunities for service learning to promote healthy development of early adolescents. Participants design, administer, and analyze an interview survey and propose a collaborative model for interaction.

TEMC 6950 Pedagogical Content Knowledge in Mathematics for Middle School Teachers 1 3 s.h.

Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry-based experiences with manipulative materials and technology. Develops conceptual foundations through topics of number, number sense, and measurement; operations, functions, patterns, and algebra; and mathematical processes. Field experience in a middle grades learning environment is required.

Prereq.: Middle Childhood Licensure in area(s) other than mathematics.

TEMC 6951 Pedagogical Content Knowledge in Mathematics for Middle School Teachers 2 3 s.h.

Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry-based experiences with manipulative materials and technology. Develops conceptual foundations through topics of geometry, measurement, and spatial sense; data analysis and probability; and mathematical processes.

Prereq.: Middle Childhood Licensure in area(s) other than mathematics, TEMC 6950.

TEMC 6952 Science for Middle School Teachers 1 3 s.h.

Using NSES/NSTA/NCATE and Ohio Standards as the framework, candidates engage in a purposefully integrated in-depth exploration of science content and pedagogy appropriate for middle grades teachers. Topics include content, inquiry, general skills of teaching, curriculum, assessment, safety and welfare, and professional growth. Experiences that integrate science content with processes and problem-solving skills for achieving life-long learning and science literacy will be emphasized. Portions of the course may be offered on-site, on-line, or as a combination of both. Field experience in a middle grades learning environment is required.

Prereq.: Admission to the School of Graduate Studies and Research and Middle Childhood Licensure area(s) other than science.

TEMC 6953 Science for Middle School Teachers 2 3 s.h.

Using NSES/NSTA/NCATE and Ohio Standards as the framework, candidates engage in a purposefully integrated in-depth exploration of science content and pedagogy appropriate for middle grades teachers. Topics include content, nature of science, issues, science in the community, and professional growth. Experiences that integrate science content with processes and problem-solving skills for achieving life-long learning and scientific literacy will be emphasized. Portions of the course may be offered on-site, on-line, or as a combination of both. Field experience in a middle grades learning environment is required.

Prereq.: Admission to the School of Graduate Studies and Research and Middle Childhood Licensure in area(s) other than science.

TEMC 6954 Middle School: Theory, Research, and Practices 3 s.h.

Major concepts, research, and theories about the physical, cognitive, emotional, moral, and social development of students in grades 4-9. Research historical, philosophical, and organizational components of middle grades schools, including program assessment and evaluation of learning environments. Emphasis will be placed on research and position statements from National Middle School Association. Students will design an action research project to apply their understanding.

Prereq.: Admission to School of Graduate Studies and Research.

TEMC 6955 Field Experience: Middle Years School/Community Collaboration 3 s.h.

Field experience study of middle grades level school/community collaboration and opportunities for service learning to promote healthy development of early adolescents. Additional research into current issues and challenges facing middle schools today. Participants design, administer, and analyze an interview and survey instrument and propose a collaborative service learning model.

Prereq.: Admission to School of Graduate Studies and Research.

Teacher Education Reading

TERG 2601 Reading Application in Content Areas, Early Years 3 s.h.

Study of the Ohio Academic Content Area Standards, comprehension skills, word attack skills, pre-reading strategies, and writing development as they relate to early years reading in the content area. The role of early childhood language development and literature in the early childhood content-area classroom. Requires 30 hours of field experience in addition to course responsibilities.

TERG 3701 Phonics in Reading Instruction 3 s.h.

Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literary acquisition. Field Hours: This course includes 30 hours of field experience in a school setting utilizing one-on-one tutoring; each hour of tutoring is worth one point. A log is kept of each session with a description of the materials and activities to be used as well as a reflection of the session. A rubric is used to score the quality of the logs. The logs are worth up to 30 points. 3 s.h.

Prereq.: Completion of 50 course hours.

TERG 3702 Developmental Reading Instruction and Literature Strategies PreK-9 3 s.h.

Theories and related models of reading, various approaches to teaching reading, and creative integrative literature strategies to meet the needs of diverse learners. Field Hours: This course includes 30 hours of field experience in a school setting utilizing one-on-one tutoring; each hour of tutoring is worth one point. A log is kept of each session with a description of the materials and activities to be used as well as a reflection of the session. A rubric is used to score the quality of the logs. The logs are worth up to 30 points.

Prereq.: Completion of 50 hours.

TERG 3703 Assessment and Instruction in Reading Internship, PreK-9 3 s.h.

Application of selected formal and informal assessment tools in the context of reading instruction to identify individual strengths and needs. Strategies for continuing diverse students growth in reading and the related language arts including home/school connections, integration of reading and writing, self-monitoring strategies, and ongoing assessment. Requires 30 hours of field experience in addition to course responsibilities.

Prereq.: TERG 3701, TERG 3702, Upper Division status.

TERG 3704 Assessment and Instruction in Reading Internship 1 s.h.

Required of students seeking licensure in Reading and Language Arts. Practicum experience involving assessment of reading needs of the middle school student, planning and carrying out a program of remedial assistance, reporting results.

Prereq.: TERG 3701 and TERG 3702.

Concurrent with: TERG 3703.

TERG 3705 Advanced Literature Strategies 3 s.h.

Advanced reading and language arts, holistic teaching strategies with emphasis on non-textbook approaches. Field experience.

Prereq.: TERG 3703.

TERG 3706 Reading Practicum 3 s.h.

Supervised experiences in reading assessment and instruction in the elementary, middle, or secondary school setting. Six hours per week in a designated school, two hour seminar.

Prereq.: TERG 3705.

TERG 3707 Special Projects in Reading 3 s.h.**TERG 3710 Reading Application in Content Areas, Middle Years 3 s.h.**

Study of the Ohio Academic Content Area Standards, comprehension skills, word attack skills, pre-reading strategies, and writing development as they relate to middle years, multi-age and special education reading in the content area. The role of literature in the content-area classroom. Requires 30 hours of field experience in addition to course responsibilities.

Prereq.: completion of 50 hours.

TERG 3711 Reading Application in Content Areas, Secondary Years 3 s.h.

Study of the Ohio Academic Content Area Standards, comprehension skills, word attack skills, pre-reading strategies, and writing development as they relate to secondary and career/technical reading in the content area. The role of literature in the content-area classroom. Field Hours: This course includes 30 hours of field experience in a school setting utilizing one-on-one tutoring; each hour of tutoring is worth one point. A log is kept of each session with a description of the materials and activities to be used as well as a reflection of the session. A rubric is used to score the quality of the logs. The logs are worth up to 30 points.

Prereq.: 50 s.h. and concurrent with SED 3706.

TERG 6917 Literacy, Reading, and Language Arts Programs 3 s.h.

A critical appraisal of literacy, reading, and language arts programs in schools and an analysis of contemporary methodological issues.

TERG 6922 Organizing and Managing Diverse Literacy Environments 3 s.h.

Creating a literate environment that fosters student interest in reading and writing by integrating foundational knowledge, use of research-based instructional practices, curriculum materials, and assessment-based decision making to form instructional groups. Emphasis on student interests, reading abilities, and cultural and linguistic backgrounds as foundations for a reading and writing program that incorporates a large supply of books, technology-based information, and non-print materials.

TERG 6923 Literacy and Phonics Instruction: Early Years 3 s.h.

An investigation and research of the philosophy, principles, and practices of reading (including phonemic and phonetic developments) and language arts of the child, birth through age 8. Examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Language learning needs of diverse populations will be addressed.

TERG 6924 Content Literacy Young Adolescent to Adult 3 s.h.

Investigation of research-based philosophies, principles, and best practices for reading to learn and using the language arts in comprehending and meaning-making; using reading and the language arts as tools in learning communication.

TERG 6926 Reading and Language Arts Assessment 1 3 s.h.

An examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Emphasis will be placed on the use of background information and discrete data. Strategies providing for effective appraisal procedures and developmentally appropriate activities will be included.

Prereq.: TERG 6917.

TERG 6927 Practicum: Coaching for Effective Literacy Instruction 3 s.h.

The role of the literacy coach as an instructional leader in assessment-based decision making, research-based instruction, and delivery of high-quality professional development. Emphasis placed on techniques for working with individual teachers in a coaching context and groups of teachers in whole group PD settings.

TERG 6928 Practicum: Case Study in Reading and Language Arts 3 s.h.

Application of previous course content involves supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate strategies and materials for teaching, writing, tutoring log entries, developing a student portfolio, evaluating results of instruction, and writing a case study report.

Prereq.: TERG 6926.

TERG 6929 The Reading and Language Arts Professional 3 s.h.

Investigation of theories and performance-based procedures for creating, analyzing, guiding, and changing school- and system-wide reading and language arts programs.

Prereq.: TERG 6926.

TERG 6970 Coaching in Diverse Classrooms 2 s.h.

The focus of this course is on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice.

TERG 6971 Pedagogy of Effective Literacy Instruction 2 s.h.

Candidates demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment, and evaluation to create literate environments that foster both reading and writing in all students.

Prereq.: TERG 6970.

TERG 6972 Coaching for Effective Assessment Practice 2 s.h.

Designed for reading specialists, this course teaches knowledge, skills, and dispositions in school-based professional development and coaching on K-12 reading assessment concepts and skills.

Prereq.: TERG 6971.

TERG 6973 Professional Development in Literacy 2 s.h.

An introduction to research and knowledge bases related to teacher professional development from a variety of perspectives. Examines coaching as one venue of supporting teacher professional development.

Prereq.: TERG 6972.

TERG 6974 Advanced Action Research in Literacy 2 s.h.

Intro to literacy research as an integral part of professional development. Builds candidate understanding of a variety of literacy research paradigms, supports engagement in inquiry to significantly advance candidates' understanding of literacy, and provides opportunities for candidates to collaborate with other literacy professionals to advance understanding of evidence-based practice.

Prereq.: TERG 6973.

TERG 6975 Internship 1 4 s.h.

Culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).

Prereq.: TERG 6971.

TERG 6976 Internship 2 4 s.h.

Continuation of the culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).

Prereq.: TERG 6975.

Teacher Education, Department of

TCED 1500 Introduction to Becoming a Teacher First Year Experience Course BCOE 3 s.h.

This course will focus on practical and academic preparation to enter the teaching profession, social and emotional wellness and academic support. Students will have an opportunity to explore the teaching profession. This course will examine various facets of preparing to teach in a diverse, 21st century classroom. The First Year Experience course will also teach first year students how to make informed decisions and successfully function in the university setting.

TCED 1501 Approaches to Professional Assessment - Mathematics 1 s.h.

A course designed to prepare students for graduate and professional-level standardized tests. In study groups, students will critically analyze the basic components of the test for which they are preparing, including requirements, test formats, guideline for answering and scoring, and test-taking strategies, in conjunction with effective pedagogical procedures.

TCED 1502 Approaches to Professional Assessment of Writing 1 s.h.

A course designed to prepare students for graduate and professional-level standardized tests. In study groups, students will critically analyze the basic components of the test for which they are preparing, including requirements, test formats, guideline for answering and scoring, and test-taking strategies, in conjunction with effective pedagogical procedures.

TCED 1503 Approaches to Professional Assessment - Reading 1 s.h.

A course designed to prepare students for graduate and professional-level standardized tests. In study groups, students will critically analyze the basic components of the test for which they are preparing, including requirements, test formats, guideline for answering and scoring, and test-taking strategies, in conjunction with effective pedagogical procedures.

TCED 1509 Orientation to On-Line Learning 1 s.h.

This course provides an introduction and orientation to on-line learning, while acquainting students with the platform of BB9, distance education technologies, YSU and BCOE. CR/NC.

Coreq.: DE ECE 2629.

TCED 2650 LGBTQ Issues in History and Popular Culture 3 s.h.

Explores the historical and present day representation of LGBT issues and individuals and their portrayal in popular culture.

Cross-listed: WMST 2650.

TCED 4830 Undergraduate Capstone Course for Education Majors 3 s.h.

Senior Seminar which substitutes for student teaching. This course requires a career/field component and research project. Placement is negotiated by the student with approval from course instructor.

Prereq.: Education major and junior standing.

TCED 5888 Topical Seminar 1-3 s.h.

Examination of issues related to the teaching of early childhood education, middle childhood education, special education, multi-age education, family and consumer vocational education, or adolescent/young adult education not covered in depth of other courses.

Prereq.: Admission to upper-division status in COE or admission to the School of Graduate Studies.