

DEPARTMENT OF TEACHER EDUCATION AND LEADERSHIP STUDIES

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Mission

The mission of the Department of Teacher Education and Leadership Studies is to prepare teachers and administrators who provide quality instruction and leadership in an environment designed to meet the needs of diverse learners, and to assist them in developing 21st century skills.

Programs

Primary/Primary Intervention Specialist Education Grades P-5

- For teaching children who are typically developing, at-risk, gifted, and who have mild/moderate educational needs in the general education classroom.
- For teaching children with physical, cognitive, behavioral or communication delays. Primary intervention specialists can work inside a P-5 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 Education, Mathematics Education, Science Education, and Social Studies Education

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

Intervention Specialist Grades K-12

- For teaching learners with mild/moderate disabilities, grades K-12

Multi-Age Education (MULT) Grades PK-12

- For teaching in a curriculum area named on the teaching license. Students may choose from: Music Education, Visual Arts Education (please refer to The Cliffe College of Creative Arts (<http://catalog.yosu.edu/archives/2021-2022/undergraduate/colleges-programs/college-creative-arts-communication/>) for these program areas), Italian Education and Spanish Education

Early Childhood Associate Pre-K

- For teaching children in the pre-K classroom. Curriculum includes early childhood development, classroom management and building parent/professional relations. This program leads towards licensure to teach in daycare and preschool programs.

Endorsements (Endorsements may be added to a teaching license)

- Early Childhood Generalist Endorsement Grades 4-5
- Middle Childhood Generalist Endorsement (Language Arts, Mathematics, Science)
- Teaching English to Speakers of Other Languages (TESOL) Endorsement

Minors

- Education Minor: Students majoring in a program other than Education may select an Education minor. Please contact a Education Academic Advisor for more information.

Reading and Study Skills

The Department offers undergraduate Reading and Study Skills courses for students who are interested in improving reading and skills.

Course List

- RSS 1510A Advanced College Success Skills 3 semester hours
- RSS 1510B Basic College Success Skills 3 semester hours
- RSS 1510C STEM Advanced College Success Skills 4 semester hours

Accreditation

Youngstown State University Teacher Education programs are accredited by the Council for the Accreditation of Educator Preparation (CAEP) for Initial and Advance Programs through 2024. Youngstown State University Teacher Education licensure and endorsement programs are fully approved by the Ohio Department of Higher Education (ODHE). Additional information regarding current accreditation status and CAEP Annual Reporting Measures can be found at Education Accreditation (<https://ysu.edu/academics/beeghly-college-liberal-arts-social-sciences-education/education-accreditation/#measure8>).

Chair

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

Professor

Margaret L. Briley, Ph.D., Assistant Professor

Jeffrey M. Buchanan, Ph.D., Professor

Lauren Cummins, Ed.D., Professor

Pam Epler, Ph.D., Assistant Professor

Stacy Graber, Ph.D., Associate Professor

Charles Howell, Ph.D., Professor

Daniel Keown, Ph.D., Associate Professor

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

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

Marcia Matanin, Ph.D., Professor

Nathan Myers, Ph.D., Associate Professor

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

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

Patrick T. Spearman, Ph.D., Associate Professor

James P. Tressel, M.A., Professor

Mandy Wallace, D.Ed., Assistant Professor

Lecturer

Courtney Cruz, M.S., Lecturer

Betty L. Greene, M.Ed., Senior Lecturer

Majors

- Early Childhood Associate Pre-K (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/early-childhood-associate-pre-k/>)
- Primary/Primary Intervention Specialist (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/primary-primary-intervention-specialist/>)
- Middle Childhood Education, (4-9) (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education-middle-childhood-4-9/>)
- Middle Childhood Education, (4-9), Math/LA (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/middle-childhood-liberal-arts-social-sciences-education-math-la/>)
- Middle Childhood Education, (4-9), Science/LA (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/middle-childhood-liberal-arts-social-sciences-education-science-la/>)
- Middle Childhood Education, (4-9), SS/LA (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/middle-childhood-liberal-arts-social-sciences-education-ss-la/>)
- Middle Childhood Education, (4-9), Math/Science (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/middle-childhood-liberal-arts-social-sciences-education-math-science/>)
- Middle Childhood Education, (4-9) Math/SS (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/middle-childhood-liberal-arts-social-sciences-education-math-ss/>)
- Middle Childhood Education, (4-9), Science/SS (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/middle-childhood-liberal-arts-social-sciences-education-science-ss/>)
- Adolescent/Young Adult Education (7-12) (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education-aya-education-7-to-12/>)
- Integrated Language Arts (7-12) - Adolescent License (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-language-arts-7-12-adolescent-license/>)
- Integrated Mathematics (7-12) - Adolescent License (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-mathematics-7-12-adolescent-license/>)
- Integrated Sciences (7-12) - Adolescent License, Biology Concentration (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-biology-concentration/>)
- Integrated Sciences (7-12) - Adolescent License, Chemistry Concentration (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-chemistry-concentration/>)
- Integrated Sciences (7-12) - Adolescent License, Physics Concentration (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-physics-concentration/>)

programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-physics-concentration/)

- Integrated Sciences (7-12) - Adolescent License, Earth/Space Science Concentration (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-earth-space-science-concentration/>)
- Integrated Social Studies (7-12) - Adolescent License (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/integrated-social-studies-7-12-adolescent-license/>)
- Italian (P-12) - Multi-Age License (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/italian-p-12-multi-age-license/>)
- Spanish (P-12) - Multi-Age License (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/spanish-7-12-multi-age-license/>)
- Visual Arts (P-12) - Multi-Age License (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-creative-arts-communication/department-art/bsed-visual-arts-pre-k-12/>)
- Special Education: Mild/Moderate Licensure (<http://catalog.ysu.edu/archives/2021-2022/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/special-liberal-arts-social-sciences-education-mild-moderate-licensure/>)

Early Childhood Education

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.: TELS 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.: TELS Upper Division Status and approval of chair.

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

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.: TELS 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 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.: TELS 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.

Sixteen week supervised clinical teaching experience in licensure area.

Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. Grading is CR/NC.

Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.

Coreq.: ECE 4842 and/or ECIS 4842.

Gen Ed: Capstone.

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

Student Teaching seminar provides an opportunity to study relevant topics related to teaching and learning, application of professional and ethical practice and OSTP standards, research and theory, knowledge of learners, and reflection on practice. Completion of edTPA is required. CR/NC.

Prereq.: TELS Upper-Division Status; Admission to Student Teaching in Early Childhood Education or Early Childhood/Early Childhood Intervention Specialist.

Coreq.: ECE 4841 and/or ECIS 4841.

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 Childhood Intervention Specialist

ECIS 2600 Educating the Whole Child 3 s.h.

This course is designed to provide teacher candidates with the knowledge and skills needed to educate the whole child. A balanced approach is studied which includes a strong foundation in core subjects in addition to the whole child tenets of: healthy, safe, engaged, supported, and challenged.

ECIS 2629 Best Practices in ECIS 3 s.h.

This course provides teacher candidates with a research-based inquiry into early childhood education and promotes the acquisition of knowledge, skills, and dispositions in candidates that will facilitate best practices within the field. Field Hours Required.

Coreq.: TCED 1509.

ECIS 3700 Integrated Strategies in ECE/ECIS Inclusive Environments 4 s.h.

This course examines developmentally appropriate teaching practices in a PK-3 inclusive classroom. Candidates will explore the concepts of differentiation, integration, universal design, IEPs and classroom designs, along with schedules that support learning for all students. Field Hours Required.

Prereq.: TELS Upper Division Status, ECIS 2629, SPED 3715.

Coreq.: CHFM 3733L.

ECIS 3790 Assessing Learning in Early Childhood Education PK3 3 s.h.

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a PK-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 preclinical experience to provide candidates with an authentic classroom assessment experience. Field hours required.

Prereq.: TELS Upper-Division Status.

ECIS 4801 Teaching of Language Arts and Social Studies: The Early Years 4 s.h.

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood language arts and social studies. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students’ development of language arts and social studies concepts and skills in a diverse PK-3 classroom. Field Hours Required.

Prereq.: TELS Upper-Division Status, ECIS 3700, TERG 3703, MATH 2652.

Coreq.: ECIS 4802, ECIS 3790.

ECIS 4802 Teaching of Mathematics and Science: The Early Years 4 s.h.

Candidates focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood math and science. Candidates create effective learning environments using content-specific pedagogy to make connections to stimulate students’ development of math and science concepts and skills in a diverse PK-3 classroom. Field hours required.

Prereq.: TELS Upper-Division Status, ECIS 3700, TERG 3703, MATH 2652.

Coreq.: ECIS 4801, ECIS 3790.

ECIS 4841 Supervised Student Teaching: ECE/ECIS 1-10 s.h.

Sixteen week supervised clinical teaching experience in licensure area.

Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.

Prereq.: TELS Upper Division Status with a minimum overall GPA 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of preclinical experience with minimum content of GPA 2.67, and professional education GPA of 2.67.

Coreq.: ECIS 4842, ECE 4841.

ECIS 4842 Student Teaching Seminar in ECE/ECIS 2 s.h.

Student teaching seminar provides an opportunity to study relevant topics related to teaching and learning, application of professional and ethical practice and OSTP standards, research and theory, knowledge of learners, and reflection on practice. Completion of the edTPA is required. CR/NC.

Prereq.: TELS Upper Division Status; Admission to Student Teaching in Early Childhood/Early Childhood Intervention Specialist Program.

Coreq.: ECE 4841, ECIS 4841.

Early and Middle Childhood Education

EMCE 5801 Early Childhood Generalist Science 2 s.h.

By exploring science teaching practices and technologies for grades 4-5, the candidates will review teaching methods of science, master the content stated in the Ohio Academic Learning Standards, find and design science programs and lessons, incorporate the national and state standards in teaching science, and strengthen the assessment methods for the science classroom instruction.

EMCE 5802 Early Childhood Generalist Math 2 s.h.

By exploring math teaching practices and technologies for grades 4-5, the candidates will review instruction and assessment methods of mathematics, and master the content stated in the Ohio 2017 Learning Standards for Mathematics, and the Common Core Standards for Mathematics.

EMCE 5803 Early Childhood Generalist Language Arts 2 s.h.

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

EMCE 5804 Early Childhood Generalist the Arts, Health and Fitness 1 s.h.

Knowledge and application of the Arts, Health, and Fitness related to teaching practice for grades 4-5. Candidates will review content and methods of teaching the Arts, Health, and Fitness content as stated in the Ohio Academic Content Standards. Instruction on pedagogical strategies to include these content areas in the 4-5 curriculum.

EMCE 5805 Early Childhood Generalist Social Studies 2 s.h.

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

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 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 6990 Independent Study 1-4 s.h.

Educational Foundations

EDFN 1501 Introduction to Education 3 s.h.

Historical, political, legal, cultural and ethical perspectives on the work and roles of teachers and schooling. Issues confronting educators, voters, parents and children. Observe the organization and governance of school districts. Field hours required.

EDFN 3708 Education and Society 3 s.h.

School as a dynamic social institution. An analysis of how schools interact with diverse communities and with social, political, and cultural institutions and traditions. Field hours required.

Prereq.: Fifty semester hours.

EDFN 3710 Educational Assessment 3 s.h.

Critical review of types, purposes, procedures, uses, and limitations of assessment strategies and techniques including authentic assessment, value-added assessment, and alternate assessment. Standardized testing and implications for current practice.

Prereq.: Upper Division.

Foundations of Education

FOUN 5875 Seminar in Foundations of Education 1-3 s.h.

Selected topics for a focused study on problems, issues, or concerns to be addressed by a sociological, historical, philosophical, assessment, or research perspective.

Prereq.: Permission of chairperson.

FOUN 5880 Special Topics in Foundations of Education 1-3 s.h.

An advanced study of sociological, historical, and/or philosophically based research which provides analysis of a particular educational issue with special emphasis on implications for diverse populations and/or diverse school settings.

Prereq.: Permission of chairperson.

Health Education Physical Education

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

Analysis, performance, content and strategy development, teaching, and assessing of invasion games (basketball, football, soccer, team handball, rugby, ultimate frisbee, field hockey, floor hockey, and lacrosse). Two hour lecture, two hour lab.

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

Analysis, performance, content and strategy development, teaching, and assessing of target and field games (golf, bowling, softball, cricket and other lifetime activities). Two hour lecture, two hour lab.

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

Performance and Analysis of performing and strategies for teaching/coaching and assessing net/wall games (badminton, pickleball, tennis, racketball, volleyball and other net/wall games). One hour lecture, two hours lab.

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.

Movement education approach to teaching fundamental movement patterns, educational dance, gymnastics, games, and creative activities for grades PreK-3. Two hours lecture, two hours lab. 20 hours field experience required.

Prereq.: Physical Education major.

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

An introduction to ethics in sport, exploring ethical issues in relation to coaching K-12 student athletes. Skills related to exploring ethical dilemmas and ethical decision making. Discussion of District, State and National policies related to ethics.

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.

Theory, curriculum and methods for teaching health education in P-12 classroom. Provides both content and pedagogical knowledge. 3 hour lecture and 2 hour lab. 20 hours of field experience required.

Prereq.: PHLT 1568.

Concurrent with: HEPE 3767.

HEPE 3715 Teaching of Middle School Health Education 3 s.h.

Curriculum, methods and materials for teaching middle school health education. Two hour lecture, Two hour lab. 60 field hours required.

Prereq.: HEPE 3702, BIOL 1545 and TELS Upper Division Status.

HEPE 3716 Teaching of High School Health Education 3 s.h.

Curriculum, methods and materials for teaching high school health education. Two hour lecture and two hour lab. 60 field hours required.

Prereq.: HEPE 3702, BIOL 1545 and TELS Upper Division Status.

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 including biomechanical aspects of movement, and on teaching applications. Two hours lecture, two hours lab. 8 hours field experience required.

Prereq.: BIOL 1545 and BIOL 1545L.

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

Effective teaching practices and development of skills including classroom management, lesson planning, and selection of appropriate methods of instruction. Peer teaching and reflection. Two hours lecture, two hours lab. 20 hours of field experience required.

Prereq.: 20 s.h. in major 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 3 s.h.

Movement skills and music concepts will be explored through rhythmic movement for all P-12 grade student learners. Rhythm and movement fundamentals and forms: creative expression, exploration, folk, square, contra, line, social and aerobic. Teacher candidates will learn how develop, plan, teach and assess dance for all student learners. Two hour lecture, two hour lab.

Prereq.: HEPE 3767.

HEPE 4808 Standards Based Assessment in Health and Physical Education 3 s.h.

Theory, purposes, procedures, and uses of standards-based assessment for teaching P-12 health and physical education settings including cognitive, motor, and affective domains. Limitations of traditional assessment. Practical experience in designing assessments, collecting and analyzing data. Three hours lecture.

Prereq.: Physical Education or Health Education major and admission to TELS Upper Division Status.

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, methods and materials for teaching elementary physical education. Critical task includes completion of a learning segment in area schools. Two hours lecture, two hours lab. 60 hours field experience required.

Prereq.: HEPE 3767 and TELS Upper Division Status.

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

Curriculum, methods and materials for teaching secondary physical education. Critical task includes completion of a learning segment in area schools. Two hours lecture, two hours lab. 60 hours field experience.

Prereq.: HEPE 3767 and TELS Upper Division Status.

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

In depth study of special topics in Health and/or Physical Education. Topics to be determined. Two hour lecture. 30 hours field experience required.

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 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.

Reading & Study Skills

RSS 1510A Advanced College Success Skills 3 s.h.

A course designed to develop students' skills essential for college studying. The primary focus is improving the comprehension and retention of college textbooks. Major topics include reading rate flexibility, vocabulary growth, learning style preferences, and critical reading skills. Students meet for classroom instruction, computer-aided instruction, and small group tutoring sessions to discuss and practice strategies. Open to students based on Composition and Reading Placement Test (CRPT). Grading is A, B, C, NC. Does not count toward a degree.

RSS 1510B Basic College Success Skills 3 s.h.

A course designed to acquaint and assist students in their transition to studying at the college level. Course content stresses development of skills in word recognition, vocabulary, and reading to find main ideas, supporting evidence and conclusions in college textbooks. Students meet for classroom instruction and small group tutoring sessions to discuss and practice various thinking, listening, and reading strategies to improve college performance. Open to students based on Composition and Reading Placement Test (CRPT). Grading is A, B, C, NC. Does not count toward a degree.

RSS 1510C STEM Advanced College Success Skills 4 s.h.

Develops study skills in STEM disciplines by improving comprehension and retention of textbook and lecture materials. Covers reading rate flexibility, vocabulary growth, learning style preferences, critical reading, and problem solving. Uses classroom instruction, computer-aided instruction, and small-group tutoring sessions to apply strategies, including STEM-based lecture applications. Grading: A, B, C, N/C. Does not count toward a degree. **Prereq.:** ENGL 1540 and RSS 1510A.

RSS 1570 Approaches to Professional Assessments 2 s.h.

A course designed to assist students in preparation for graduate and professional-level standardized tests. Students will critically analyze the basic components of such tests. Emphasis will be placed on test requirements, test formats, guidelines for answering and scoring, and test-taking strategies.

RSS 1571 Approaches to Professional Assessments/Applications 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.

Secondary Education

SED 3706 Principles of Teaching Adolescents 3 s.h.

Classroom management, instructional strategies, and technology integration for diverse learners in the high school classroom. Cross-disciplinary curriculum exploration. Reflection and analysis of peer and classroom teaching experience. Field hours required.

Prereq.: TELS Upper Division Status.

Coreq.: TERG 3711.

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.: TELS Upper Division Status and approval of chairperson.

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

SED 4800C Science Methods for Adolescent and Young Adult Learners 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 hours required.

Prereq.: TELS Upper Division Status, SED 3706, TEMC 3707, 24 s.h. science.

Coreq.: EDFN 3710.

SED 4800E English Methods for Adolescent and Young Adult Learners 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. Field hours required.

Prereq.: TELS Upper Division Status, SED 3706.

Coreq.: EDFN 3710.

SED 4800M Mathematics Methods for Adolescent and Young Adult Learners 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. Field hours required.

Prereq.: TELS Upper Division Status and SED 3706.

Coreq.: EDFN 3710.

SED 4800S Social Studies Methods for Adolescent and Young Adult Learners 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. Field hours required.

Prereq.: TELS Upper Division Status and SED 3706.

Coreq.: EDFN 3710.

SED 4827 Supervised Student Teaching: Language (K-12) 1-10 s.h.
Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.
Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.
Gen Ed: Capstone.

SED 4842 Supervised Student Teaching: High School 1-10 s.h.
Sixteen week supervised student clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.
Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester (to include ACTFL for foreign language majors), criminal background check, and successful completion of respective preclinical experience with minimum content GPA of 2.67 and professional education GPA of 2.67.
Gen Ed: Capstone.

SED 4842A Student Teaching Seminar for Secondary Education 2 s.h.
Student Teaching seminar provides an opportunity to study relevant topics related to teaching and learning, application of professional and ethical practice and OSTP standards, research and theory, knowledge of learners, and reflection on practice. Completion of edTPA is required. CR/NC.
Prereq.: TELS Upper Division Status; Admission to Student Teaching in AYA licensure program.
Coreq.: SED 4827, SED 4842, SED 4843, SED 4844, SED 4845, SED 4846 or 4850.

SED 4843 Supervised Student Teaching: Art (K-12) 1-10 s.h.
Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.
Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.
Coreq.: SED 4842A.
Gen Ed: Capstone.

SED 4844 Supervised Student Teaching: Music (K-12) 1-10 s.h.
Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. Grading is CR/NC.
Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.
Coreq.: SED 4842A.
Gen Ed: Capstone.

SED 4845 Supervised Student Teaching: Health (K-12) 1-10 s.h.
Sixteen week supervised clinical student teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. Grading is CR/NC.
Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.
Coreq.: SED 4842A.
Gen Ed: Capstone.

SED 4846 Supervised Student Teaching: Physical Education (K-12) 1-10 s.h.
Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.
Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.
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.: TELS 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 6920 Field Experience Supervision 2 s.h.

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 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.

Special Education

SPED 2630 Individuals with Exceptionalities in Society 3 s.h.
Characteristics, adjustment problems, special needs with emphasis on educational solutions, co-teaching, and inclusionary practices. The laws and implementation; placement, programming, due process, resources recommended for accommodation of exceptional learners in diverse settings. Field hours required.
Coreq.: SPED 2630L.

SPED 2630L Individuals with Exceptionalities in Society Laboratory Experience 0 s.h.
Laboratory experience for creating effective classroom environments for learners with special needs. Integrating the use technology to positively impact learning. Exercises designed to assist the student in better understanding the needs of all learners. Coreq: SPED 2630.

SPED 3715 Characteristics and Needs of Children and Youth with Mild/Moderate Disabilities 3 s.h.

Description and classification of students with mild/moderate disabilities and the impact on academic, social and emotional development. Relationship to the contributions of diverse disciplines to theory and practice. A developmental approach to motor, perceptual, cognitive, language and social-emotional functioning within inclusive educational settings. Use of Universal Design for Learning as a framework for accessible and varied learning opportunities for individuals with exceptionalities. Field hours required.

Prereq.: SPED 2630.

SPED 4828 Education for Children and Youth with Emotional Behavior Needs 4 s.h.

Instruction, curriculum and program development for youth who are identified with emotional disturbance and as a result are often in conflict with educational and social systems. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 4831 Assessment and Referral in Early Childhood 3 s.h.

Development of skills in referral and assessment techniques for the regular early childhood educator with emphasis on both formal and informal methods such as observation, authentic assessment, standardized measures and interviewing. Attention to children with disabilities and/or gifts and talents.

Prereq.: Upper-division status.

SPED 4833 Characteristics and Needs of Exceptional Children and Youth with Moderate/Intensive Disabilities 3 s.h.

Identification and intervention in critical areas of development for individuals with moderate/intensive disabilities including autism. Developing objectives, planning and implementing adapted curriculum in consultation with interdisciplinary specialists.

Prereq.: TELS Upper Division Status and SPED 3715.

SPED 4834 Educational Strategies and Methods for Children and Youth with Moderate/Intensive Disabilities 4 s.h.

Curriculum planning, teaching methods, habilitation and rehabilitation for persons with multiple and/or severe developmental disabilities. Field hours required.

Prereq.: TELS Upper Division Status and SPED 4833.

SPED 4835 Classroom Management for Exceptional Children and Youth 4 s.h.

Development, implementation and evaluation of behavior management plans and strategies for students with exceptionalities in the classroom environment. Behavior management techniques to facilitate learning, self-management, and the development of social skills. Communicating effective management programs to parents, caregivers, teachers, and stakeholders. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 4839 Supervised Student Teaching: Moderate/Intensive Intervention Specialist 1-10 s.h.

Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.

Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA 2.67.

Coreq.: SPED 4869.

Gen Ed: Capstone.

SPED 4849 Supervised Student Teaching: Mild Moderate/Disabilities 1-10 s.h.

Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.

Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA 2.67.

Coreq.: SPED 4869.

Gen Ed: Capstone.

SPED 4851 Transition Planning, Social Skill Development and Health-Related Issues 3 s.h.

Emphasis on lifelong career orientation and the development and implementation of a K-12 prevocational/vocational curriculum. Effective teaching of interpersonal communication and social skills. Classroom climate, self-esteem, health-related issues. Integration of practical experiences in the classroom, home, and community. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 4852 Prog Development Instructional Strategies for Learners with Moderate to Intensive Except Learn Needs 3 s.h.

This course is designed to expand technical terminology and applied practices for candidates working towards licensure for students with moderate to intensive exceptional learning needs. Candidates will create individualized objectives, apply evidence-based practices, and report progress. Field hours required.

Prereq.: TELS Upper-Division Status and SPED 4834.

SPED 4853 Diagnosis and Intervention in Mathematics for Special Education 3 s.h.

Principles, practices, materials, and aids for teaching mathematics in special education, including diagnosis and evaluative procedures, individualized instructional techniques. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 4854 Cross-Curricular Interventions 4 s.h.

Field application of principles of reading in the content areas, organization and implementation of cross-curricular content areas across grade levels. Includes management of special education/inclusionary classrooms. Field hours required.

Prereq.: TELS Upper Division Status, SPED 4828, SPED 4834, or SPED 4868.

SPED 4857 Applied Technology in the Education of Children and Youth with Disabilities 4 s.h.

Explores various concepts related to the use of applied technology for children and youth with disabilities. Includes assistive technology and alternative modes of communication as well as the use of appropriate software.

Prereq.: Admission to upper-division COE status.

SPED 4864 Service Coordination, Collaboration, and Consultation for Students with Special Needs 3 s.h.

Methods and strategies for the cooperation and involvement of related services professionals, parents, and children in the coordination of comprehensive educational and service plans. Collaboration, communication skills and sensitivity to individual and cultural differences are stressed. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 4866 Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist 3 s.h.

Development of skills in referral and assessment techniques in the areas of mild/moderate and moderate/intensive disabilities. Informal and formal methods including observation, authentic assessments, standardized measures and sensitivity to individual and cultural differences are stressed. Referral, initial and subsequent evaluation, annual review concerns.

Prereq.: TELS Upper Division Status.

SPED 4867 Intervention and Remediation of Receptive/Expressive Language Dysfunction 3 s.h.

Theory and practice of intervention and remediation of basic cognitive processes especially in the areas of receptive and expressive language and cognitive skills for the intervention specialist. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 4868 Mild/Moderate Disabilities Practicum 4 s.h.

Diagnostic procedures used to develop a comprehensive assessment of a child's current functioning. Individualized education program/case study developed and partially implemented. Field hours required.

Prereq.: TELS Upper Division Status, SPED 4866 and SPED 4867.

SPED 4869 Student Teaching Seminar for Special Education 2 s.h.

Student Teaching seminar provides an opportunity to study relevant topics related to teaching and learning, application of professional and ethical practice and OSTP standards, research and theory, knowledge of learners, and reflection on practice. Completion of edTPA is required. CR/NC.

Prereq.: TELS Upper Division Status; Admission to Student Teaching in Special Education.

Coreq.: SPED 4839 and/or SPED 4849.

SPED 4872 Assessment and Referral for Children and Youth with Exceptionalities for the Intervention Specialist 3 s.h.

Development of skills in referral and assessment techniques for the special educator in the areas of moderate/intensive disabilities. Emphasis will be given to informal and formal methods such as observation, authentic assessment, alternate assessment, rubrics, inventories, interviewing, task analysis, functional behavioral analysis, curriculum based measurement and formal standardized measures.

Prereq.: TELS Upper Division Status.

SPED 4873 Communication and Literacy Skills for Learners with Significant Disabilities 3 s.h.

This course focuses on enhancing functional communication and literacy skills of students with severe disabilities. Assessment and strategies to increase communication form, function and literacy are covered. The course addresses aided and non-aided augmentative systems and alternative communication systems with an emphasis on using a multi-modality approach.

Prereq.: TELS Upper Division Status.

SPED 5810 Introduction to Sign Language 3 s.h.

Deaf Culture, ASL, and English Sign Language differences will be discussed. Students will acquire basic proficiency in sign language.

SPED 5828 Education for Children and Youth with Emotional and Behavior Needs 4 s.h.

Instruction, curriculum and program development for youth who are identified with emotional disturbance and as a result are often in conflict with educational and social systems. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 5833 Characteristics and Needs of Exceptional Children and Youth with Moderate/Intensive Disabilities 3 s.h.

Identification and intervention in critical areas of development for individuals with moderate/intensive disabilities including autism. Developing objectives, planning and implementing adapted curriculum in consultation with interdisciplinary specialists.

Prereq.: Upper-division status in COE, SPED 3715.

SPED 5834 Educational Strategies and Methods for Children and Youth with Moderate/Intensive Disabilities 4 s.h.

Curriculum planning, teaching methods, habilitation and rehabilitation for persons with multiple and/or severe developmental disabilities. Practicum included.

Prereq.: Upper-division status in COE, SPED 5833.

SPED 5835 Classroom Management for Exceptional Children and Youth 4 s.h.

Development, implementation and evaluation of behavior management plans and strategies for students with exceptionalities in the classroom environment. Behavior management techniques to facilitate learning, self-management, and the development of social skills. Communicating effective management programs to parents, caregivers, teachers, and stakeholders. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 5851 Transition Planning, Social Skill Development and Health-Related Issues 3 s.h.

Emphasis on lifelong career orientation and the development and implementation of a K-12 prevocational/vocational curriculum. Effective teaching of interpersonal communication and social skills. Classroom climate, self-esteem, health-related issues. Integration of practical experiences in the classroom, home, and community.

Prereq.: Upper-division status in COE.

SPED 5852 Prog Development Instructional Strategies for Learners with Moderate to Intensive Except Learn Needs 3 s.h.

This course is designed to expand technical terminology and applied practices for candidates working towards licensure for students with moderate to intensive exceptional learning needs. Candidates will create individualized objectives, apply evidence-based practices, and report progress. Successful completion of a 30 hour field experience is required.

Prereq.: Admission to TELS Upper Division Status, SPED 5834.

SPED 5853 Diagnosis and Intervention in Mathematics for Special Education 3 s.h.

Principles, practices, materials and aids for teaching mathematics in special education. Diagnostic and evaluation procedures; individualized instructional techniques; observation, tutoring, and participation. Field experience required.

Prereq.: Upper-division status in COE.

SPED 5858 Intervention Concepts and Strategies in Early Childhood Special Education 2 s.h.

Review and analysis of the methods by which young children construct knowledge about their physical, social and intellectual worlds. Study of patterns of normal and atypical development from birth through age eight, as well as the development of appropriate models for effective intervention.

Prereq.: PSYC 3755.

SPED 5864 Service Coordination, Collaboration, and Consultation for Students with Special Needs 3 s.h.

Methods and strategies for the cooperation and involvement of related services professionals, parents, and children in the coordination of comprehensive educational and service plans. Collaboration, communication skills and sensitivity to individual and cultural differences are stressed. Field hours required.

Prereq.: TELS Upper Division Status.

SPED 5865 Workshop in Special Education 1-4 s.h.

Intensive study and related activities in one or more of the following special education curriculum areas: trainable mentally retarded, educable mentally retarded, learning disability/behavior disorder, multi-handicapped. May be repeated if content is different.

Prereq.: Admission to upper-division COE status.

SPED 5866 Assessment and Referral of Exceptional Children and Youth for the Intervention Specialist 3 s.h.

Development of skills in referral and assessment techniques in the areas of mild/moderate and moderate/intensive disabilities. Informal and formal methods including observation, authentic assessments, standardized measures, interviewing. Referral, initial and subsequent evaluation, annual review concerns.

Prereq.: TELS Upper Division Status.

SPED 5867 Intervention and Remediation of Receptive/Expressive Language Dysfunction 3 s.h.

Theory and practice of intervention and remediation of basic cognitive processes especially in the areas of receptive and expressive language and cognitive skills for the intervention specialist.

Prereq.: Upper-division status in COE.

SPED 5868 Mild/Moderate Disabilities Practicum 4 s.h.

Diagnostic procedures used to develop a comprehensive assessment of a child's current functioning. Individualized education program/case study developed and partially implemented. Field hours required.

Prereq.: TELS Upper Division Status, SPED 5866 and SPED 5867.

SPED 5870 Independent Study in Special Education 1-4 s.h.

Individual work under special education staff guidance; curriculum development or special education areas; individual problems in community agencies or school.

Prereq.: Admission to upper-division COE status.

SPED 5871 Characteristics and Needs of Gifted Children 3 s.h.

Introduction to gifted education. Overview of the theoretical and research base for gifted education, including appropriate classroom environments, teacher qualifications, and support services to meet the diverse social, emotional, and intellectual needs of gifted children. Current program standards.

Prereq.: Admission to COE upper-division status.

SPED 5872 Assessment and Referral for Children and Youth with Exceptionalities for the Intervention Specialist 3 s.h.

Development of skills in referral and assessment techniques for the special educator in the areas of moderate/intensive disabilities. Emphasis will be given to informal and formal methods such as observation, authentic assessment, alternate assessment, rubrics, inventories, interviewing, task analysis, functional behavioral analysis, curriculum based measurement, DIBELS/SWIS, and formal standardized measures.

Prereq.: Admission to TELS Upper Division Status.

SPED 5873 Communication and Literacy Skills for Learners with Significant Disabilities 3 s.h.

This course focuses on enhancing functional communication and literacy skills of students with severe disabilities. Assessment and strategies to increase communication form, function and literacy are covered. The course addresses aided and non-aided augmentative systems and alternative communication systems with an emphasis on using a multi-modality approach.

Prereq.: Admission to TELS Upper Division Status.

SPED 5878 Teaching Gifted and Talented Students 4 s.h.

Theory and organization of curriculum with design and integration of content subjects into varying models. Wide range of strategies and identification of resources and materials as well as investigations in educational technology and appropriate applications for gifted children.

Prereq.: Upper division status in COE; SPED 5871 and permission of instructor.

SPED 5965 Special Education Workshop 1-5 s.h.

A workshop designed to examine contemporary topics in the field.

SPED 6900 Issues, Trends & Ethical, Legal and Professional Guidelines in Special Education 3 s.h.

This course is designed to provide the candidate with an exploratory study of the issues, trends, as well as the ethical, legal and professional guidelines in special education. Candidates will become familiar with legal policies and procedures as well as practice ethical guidelines as related to students with exceptionalities. Candidates will understand how to advocate for improved outcomes for learners with exceptionalities and their families as well as design and implement professional learning activities to increase their own practices.

SPED 6901 System-Wide Consultation/Collaboration in the Schools 3 s.h.

Current educational practices have made collaboration an essential way education professionals do their work. This course will cover the theoretical bases and consultation/collaboration skills necessary for affecting change in the educational environment from a system wide perspective. The aim of this course is to prepare Intervention Services students to function as collaborative consultants promoting systematic and planned strategies for use within the public schools and with families with children with disabilities.

SPED 6905 Cultural/Ethnic Issues Relating to Youth and Families 3 s.h.

Introduces pertinent theoretical cultural issues which relate to mental health professionals as they work with diversified populations. In particular, therapeutic skill enhancement of professionals will be advanced, since all counseling may be seen as cross-cultural. Group work and experiential exercises will provide an avenue for the professional and personal cultural growth of each participant. The goal is to also enhance participant's level of cultural sensitivity.

SPED 6906 Understanding and Addressing the Characteristics and Behaviors of Learners with Exceptional Needs 3 s.h.

This course is designed to provide the candidate with the knowledge and understanding of how individuals with exceptionalities grow and develop in an inclusive learning environment. Candidates will understand how multiple influences, including diversity, families, communities and individual differences shape an individual with an exceptionality's development and learning. The candidate will then use this knowledge to develop high-quality learning experiences based on strengths and needs.

SPED 6907 Guidelines for Teaching Children Who are Deafblind With and Without Concomitant Disabilities 4 s.h.

This course focuses on understanding and meeting the needs of children with multiple disabilities and/or concomitant conditions in addition to visual impairment in P-12 settings. In particular, this course will emphasize the needs of the child who has combined hearing-vision loss (i.e., deafblindness or dual sensory impairments). The additional concomitant conditions may include autism, traumatic brain injury, intellectual disability, orthopedic impairments, and/or the impact of various syndromes. There is a supervised 30 field experience associated with the course.

SPED 6908 Practicum in Visual Impairment 2 s.h.

This course represents the clinical practice/practicum portion of the EDVI program. Fifty hours of practicum experience will take place in a variety of instructional and age/grade level setting serving children with VI.

Prereq.: SPED 6907.

SPED 6909 Assessment and Intervention for Students with Low Incidence Disabilities 3 s.h.

Emphasis will be on current most effective practices of the professional collaboration process across three tiers of service to include specific models and strategies for students in general education and especially those with autism and/or a low incidence disability. Candidates will develop a team training model and will evaluate evidence-based practices.

SPED 6911 International Area Study: Project Learning Around the World 3 s.h.

This course is designed to enhance mental health or teacher's professional and personal level of sensitivity and competence via introducing them to innovative and traditional forms of intervention or healing in community and school settings in a developing country. Students will participate in philanthropic activities by helping to gather and deliver educational supplies via Project Learning Around the World (www.platw.org).

SPED 6912 Multilevel Tier Interventions Across General Education and Special Education Programming 3 s.h.

Direct experiences in planned multilevel interventions across the three tiers of services within educational school systems for regular education and children with disabilities. Participation in RTI team meetings, curriculum academic and applied and functional behavioral analysis, progress monitoring, goal attainment scaling and determining effectiveness of intervention plans will be introduced.

SPED 6914 Positive Behavior Supports/Intervention Strategies to Support Social-Emotional Needs of All Learners 3 s.h.

This course is designed to address the social-emotional and behavioral needs of children with mild to intensive needs, including those needing intensive support due to disability or trauma. It provides education candidates with effective routines and procedures consistent with the science of Applied Behavior Analysis (ABA) to create a safe, caring, respectful and productive learning environment as well as a range of preventive and responsive practices. Candidates will apply specific tools grounded in the principles of ABA with ethical strategies being of particular focus. Candidate skills will be grounded in the ability to plan, implement and evaluate behavioral interventions and social skills programs within any special education service delivery model.

SPED 6915 Classroom Management and Crisis Intervention for Learners with Severe Emotional and Behavior Disor 3 s.h.

Behavior analysis, behavior management, instruction, curriculum and program development for youth with severe emotional and/or behavior disorders. Advanced behavior change interventions and a practicum consisting of work in the field with emotionally and/or behaviorally disturbed youth required.

Prereq.: Successful completion of SPED 6909.

SPED 6916 Planning, Teaching, Accommodating and Assessing Learners with Mild-Intensive Exceptional Needs 3 s.h.

This course is designed to provide the candidate with knowledge of general and specialized curricula for students with exceptionalities. Based on each individual's needs, the candidate will understand how to use rigorous content standards to plan, accommodate and assess the curricula across all content area. The candidate will grasp how to modify the general and specialized curricula to make them accessible and in alignment with the rigorous content standards for individuals with an exceptionality.

SPED 6917 Effective Instruction for Learners with Exceptional Needs 3 s.h.

This course is designed to provide the candidate with the knowledge about individuals with an exceptionality development and assessment data to inform decisions about effective instruction. Candidates will understand how to use explicit and systematic instructional strategies including active student engagement and motivation, differentiated instruction, flexible and small groups, specialized individualized instruction, self-regulated learning and meta-cognition strategies. The candidate will then use this knowledge to plan and guide instruction to meet the rigorous content goals for each individual with an exceptionality's academic and social-behavioral needs.

SPED 6927 Curriculum Design, Adaptations and Resources for Learners with Mild/Moderate Exceptional Learning 3 s.h.

Knowledge of curriculum terminology approaches and models, content, and design to provide and enhance access to the general curriculum for students with exceptional learning needs. Course focuses on the skills to select and implement curricular adaptations for learners with exceptional learning needs within the general education classroom.

Prereq.: Successful completion of SPED 6906.

SPED 6928 Transition to Adult Life 3 s.h.

This course is designed to provide candidates with best practices of the professional collaboration process to include specific models and strategies to improve the transition from school to adult life, including career readiness, community, and domestic skills for students with mild to intensive learning needs. Candidates will develop a team training model and evaluate evidence-based practices regarding the transition process for students. Individual strengths and characteristics will be considered to facilitate social, vocational, and daily living skills for all learners. Successful completion of field related assessment project is required.

SPED 6929 Assessment of Exceptional Learners 3 s.h.

This course focuses on the educational assessment process for exceptional learners. Topics include state and federal regulations, data collection techniques, formative and summative assessment, and test interpretation. Importance of instructional alignment between objectives, assessment, and instructional strategies.

SPED 6930 Instructional Methodologies for Learners with Mild/Moderate and Moderate/Intensive Exceptional Lea 4 s.h.

This course is designed to provide candidate with the opportunity to research, study, apply and analyze instructional strategies and delivery systems in the four major content areas. The candidates will use the referenced strategies to both support and promote single subject and cross-curricular high quality instruction for candidates with special needs.

Prereq.: Successful completion of SPED 6914, SPED 6927, SPED 6928, SPED 6929.

SPED 6931 Field-based Practicum with Exceptional Learners in Grades K-6 3 s.h.

Practicum experience, with mild/moderate exceptional learners within grades K-6, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required.

Prereq.: SPED 6900, SPED 6906, SPED 6914, SPED 6916, SPED 6917, SPED 6928, SPED 6929.

SPED 6932 Field-based Practicum on Inclusive Practices with Exceptional Learners in Grades 7-12 3 s.h.

Practicum experience, with mild/moderate exceptional learners in an inclusion classroom within grades 7-12, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth through effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction and identify transition services to meet learners' diverse needs. Field hours required.

SPED 6933 Field-based Practicum with Moderate/Intensive Exceptional Learners in Grades K-6 3 s.h.

Practicum experience, with moderate/intensive exceptional learners within grades K-6, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required.

SPED 6934 Field-based Practicum with Moderate/Intensive Exceptional Learners in Grades 7-12 3 s.h.

Practicum experience, with moderate/intensive exceptional learners within grades 7-12, in which the candidate acquires and demonstrates the knowledge, skills, and dispositions to design and implement data guided standards-based instruction with differentiated methods, assessments that promote learner growth including effective feedback, and collaboratively work with teacher(s), parents/guardians, and related service professional(s) to implement instruction to meet learners' diverse needs. Field hours required.

SPED 6965 Special Topics in Disabilities Education 1-4 s.h.

Workshop will include information on various current topics appropriate to the education of students with disabilities. These include assessment, identification, and instructional processes.

Prereq.: PRAXIS passage.

SPED 6986 Severe Behavior Disorders 3 s.h.

A comprehensive analysis of programs and the description of the delivery of services to a wide range of seriously emotionally disturbed children and youth.

Prereq.: SPED 6906 or SPED 6983.

SPED 6991 Referral and Assessment in Early Childhood Special Education 3 s.h.

Intensive hands-on experience in referral and assessment of young children. Emphasis on philosophies and ethical considerations, as well as techniques, instruments, and the referral process. Participation within the assessment team with parents involved as equal partners in the multidisciplinary process. Written assessment reports are required based upon knowledge of child development and a variety of sources of input.

Prereq.: Admission to College of Education upper division; SPED 5858.

SPED 6992 Teaching Methods in Early Childhood Special Education 3 s.h.

Examines accepted curricular models in early childhood special education, as well as classroom management and motivation strategies as they relate to young children with special needs. Emphasizes the inclusion of parents in planning process. Students will learn to integrate curriculum with individual IEP/IFSP goals and objectives.

Prereq.: SPED 5858.

SPED 6993 Health and Related Issues in Early Childhood Special Education 2 s.h.

A study of curricular experiences focusing on those aspects of early childhood special education dealing with the instructional applications of technology and the use of adaptive equipment and related services as these relate to technologically dependent or chronically ill children.

SPED 6996 Teaching Strategies/Autism 4 s.h.

Application of assessment, curriculum planning, preparation of materials and practice teaching methods for students with autism spectrum disorders and related disabilities. Methodology emphasizes most effective practices for instructing students who need academic and/or life skills curricula.

Prereq.: SPED 6914 or equivalent.

SPED 6998 AAC Strategies 3 s.h.

Assessment and application of methods to increase communication form, function, and literacy for individuals who need alternate and/or augmentative communication (AAC).

Prereq.: SPED 6996 and PSYC 6960 or PSYC 6990.

SPED 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.

SPED 7077 Leadership in Special Education 3 s.h.

The course focuses on leadership, administration, and supervision of a broad range of programs and services for students with exceptionalities (students with disabilities). Topics include review of theoretical foundations, historical and sociological issues as these relate to education for special populations, as well as in-depth study of federal and state legal issues, differentiated programming and procedures, student identification and placement, individualized education plans, due process, least restrictive environment, and program monitoring and evaluation.

Teacher Education Middle Childhood

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.: TELS 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, TELS 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, TELS 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, TELS 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, TELS 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.: TELS 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, TELS 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 1-10 s.h.

Sixteen week supervised clinical teaching experience in licensure area. Provides candidate with opportunities to apply knowledge and skills, and display dispositions needed to effectively teach in diverse classrooms. CR/NC.

Prereq.: TELS Upper Division Status with a minimum overall GPA of 2.75, passing scores on OAE tests prior to the start of the student teaching semester, criminal background check, and successful completion of respective preclinical experience, with minimum content GPA of 2.67 and professional education GPA of 2.67.

Coreq.: TEMC 4803.

Gen Ed: Capstone.

TEMC 4803 Student Teaching Seminar for Middle Childhood Education 2 s.h.

Student Teaching seminar provides an opportunity to study relevant topics related to teaching and learning, application of professional and ethical practice and OSTP standards, research and theory, knowledge of learners, and reflection on practice. Completion of edTPA is required. CR/NC.

Prereq.: TELS Upper Division Status; Admission to Student Teaching in Middle Childhood Education.

Coreq.: TEMC 4802.

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, TELS Upper Division Status, approval of chair.

Teacher Education Reading

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

Study of Ohio's Learning Standards for English Language Arts, 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. Field hours required.

Prereq.: 20 semester hours completed.

TERG 2605 Reading Foundational Skills Across Content Areas Pre-K – 12 3 s.h.

A study of the development of Ohio Academic Content Area Standards, comprehension skills, work attack skills, pre-reading strategies, study skills, and writing development as they relate to reading in the content area. The role of oral language and content literature in the early, middle, secondary, multi-age, and special education content area classroom is included. Foundational skills aligned to the scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development are provided. Topics in the course include understanding foundational literacy skills, strategies for building rich background knowledge, relating lessons to research and best practices, and identifying how to address individualized literacy needs across content areas.

Prereq.: Education major.

TERG 2610 Reading Application in Content Areas Middle Years 3 s.h.

Study of Ohio's Learning Standards for English Language Arts, 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. Field hours required.

Prereq.: 20 semester hours completed.

TERG 3700 Phonological Awareness and Phonics 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 literacy acquisition. Field hours required.

Prereq.: TERG 2605.

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 literacy acquisition. Field hours required.

Prereq.: TERG 2601 or TERG 2610.

TERG 3702 Developmental Reading Instruction 3 s.h.

The principles of teaching developmental reading in the elementary school. 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 required.

Prereq.: TERG 2601 or TERG 2610.

TERG 3703 Assessment and Instruction in Reading 3 s.h.

Application and interpretation of selected formal and informal assessment tools. Strategies for ensuring diverse students' growth in reading and the related language arts through ongoing assessment. Field hours required.

Prereq.: TERG 2601 or TERG 2610 and TERG 3701 and TERG 3702 and admission to TELS Upper Division Status.

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

Study of Ohio's Learning Standards for English Language Arts, comprehension skills, word attack skills, study skills, pre-reading strategies, and writing development as they relate to content area reading in secondary years. The role of literature in the content-area classroom. Field hours required.

Prereq.: 50 semester hours completed.

TERG 3720 Developmental Reading Instruction: Vocabulary, Comprehension, and Writing 3 s.h.

The principles of teaching developmental reading in the elementary and middle grades with emphasis on vocabulary, comprehension, and writing instruction. Evidence-based strategies to meet the diverse learning needs of all students are practiced. Field hours required.

Prereq.: TERG 2605.

TERG 3730 Reading Assessment, Instruction, and Intervention 3 s.h.

Administration and interpretation of selected formal and informal assessment measures. Strategies for ensuring diverse students' growth in literacy through ongoing assessment and progress monitoring. Field hours required.

Prereq.: TERG 2605; TERG 3700; TERG 3720.

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.

An examination of the physical and social contexts of diverse literacy environments that integrate foundational knowledge, cultural and linguistic backgrounds, use of research-based instructional practices, curriculum materials, and assessment-based decision-making.

TERG 6923 Literacy and Phonics Instruction 3 s.h.

An investigation of the philosophy, principles, and practices of reading (including phonemic and phonetic developments) and language arts instruction. An examination and application of formal and informal assessment procedures as well as an investigation of the language learning needs of diverse populations.

TERG 6924 Content Literacy 3 s.h.

An investigational of research-based philosophies, principles, and best practice for applying content-specific concepts, vocabulary, and engagements while using the language arts and study skills in ensure comprehending.

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

An examination and application of formal and informal assessment procedures in reading and language arts including the use of background information and discrete data. Data analysis, interpretation, and translations to instruction are applied.

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

An application of literacy coach practices in assessment-based decision-making, research-based instruction, and preparation and delivery of high-quality professional development using 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 involving supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate instructional practices and materials, maintaining tutoring logs, 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.

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 Preparation for Praxis Core Mathematics 1 s.h.

A course designed to prepare students for professional-level standardized tests. Students will critically analyze the basic components of the Mathematics 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. One hour lecture, one hour lab.

TCED 1502 Preparation for Praxis Core Writing 1 s.h.

A course designed to prepare students for professional-level standardized tests. Students will critically analyze the basic components of the writing 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. One hour lecture, one hour lab.

TCED 1503 Preparation for Praxis Core Reading 1 s.h.

A course designed to prepare students for professional-level standardized tests. Students will critically analyze the basic components of the reading 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. One hour lecture, one hour lab. 1 s. h.

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 TELS. CR/NC.

Coreq.: DE ECE 2629.

TCED 2600 Becoming an Education Professional 1 s.h.

The purpose of this course is to explore professionalism and ethics as they are related to the teaching profession: displaying professionalism, making responsible and ethical decisions, developing a professional identity, becoming a member of a learning community, and investigating contemporary ethical issues in education. Collegiality, professional behavior, use of social media, interpersonal communication skills, cultural bias, respect/rapport with students and families, will be discussed; ethical and professional dilemmas will be introduced. Field Hours Required.

TCED 2601 Diversity and Equity in the Classroom 1 s.h.

This course will examine various facets of preparing to teach in a diverse, 21st century classroom. Course participants will actively engage in understanding theories, research, case studies, and reflective practices that will assist them in developing a firm understanding about culture and its influences on teaching and learning.

Prereq.: Education major.

Coreq.: TCED 2600.

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.

Gen Ed: Domestic Diversity, Social and Personal Awareness.

TCED 4800L Laboratory Experience for Teaching All Learners 0 s.h.

Laboratory Experience for creating effective classroom environments that are developmentally appropriate, engaging, and integrate the use of technology to positively impact learning. Peer and clinical teaching designed to meet needs of all learners.

Coreq.: ECIS 4801 or ECIS 4802 or ECE 3713 or ECE 3715 or ECE 3780 or ECE 4814 or TEMC 3703 or TEMC 3704 or TEMC 3705 or TEMC 3706 or SED 4800C or SED 4800E or SED 4800M or SED 4800S or SPED 4854 or SPED 5835 or SPED 5864 or SPED 5851 or SPED 5868.

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.

TCED 5888E Seminar edTPA Review 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.

TCED 5888N Topical Seminar Learning Abroad 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. 1-3 s.h.

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

TCED 5888P Topical Seminar Science Solar Cookers 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.

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