DEPARTMENT OF TEACHER EDUCATION

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

Programs
Early Childhood Education (ECE) Grades P-3 (This program is no longer accepting applicants. All applicants interested in teaching in the P-3 classroom will complete the new ECE/ECIS program listed below)

Early Childhood Education/Early Childhood Intervention Specialist (ECIS) Grades P-3 (available Fall, 2017)
- 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. Early intervention specialists can work inside a P-3 classroom, provide individual services to children within their homes, work with regionally based programs, medical providers or private education companies.

Middle Childhood Education (MCE) Grades 4-9
- For teaching learners in at least two of four curriculum concentration areas named on the teaching license. Students choose two areas from the following four: language arts, mathematics, science, and social studies.

Adolescent/Young Adult Education (AYA) Grades 7-12
- For teaching learners in a curriculum area named on the teaching license. Students may choose from: Integrated Sciences Education, Integrated Language Arts Education, Integrated Mathematics Education, or Integrated Social Studies Education.

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: Health Education, Italian Education, Music Education (please refer to the Dana School of Music (http://www.ysu.edu/academics/college-creative-arts-and-communication/dana-school-of-music) for this program area), Physical Education, Spanish Education, or Visual Arts Education.

Endorsements (Endorsements may be added to a teaching license)
- Middle Childhood Generalist Endorsement (additional content areas)
- Teaching English to Speakers of Other Languages (TESOL) Endorsement
- Coaching Minor: For teaching knowledge, skills and understanding to effectively develop age appropriate programs; plan age appropriate training programs; understand and plan events, tournaments, budgeting and management of coaching personnel.
- Education Minor: Students majoring in a program other than education may select an Education minor. Please contact a BCOE academic advisor for more information

Accreditation
The Teacher Education programs were accredited nationally by the Council for Accreditation for Educator Preparation (CAEP) in Spring 2017. Additionally, Youngstown State University Teacher Education programs are fully approved by Ohio Department of Education and their respective Specialized Professional Associations (SPAs).

Chair
Marcia Matanin, Ph.D., Professor, Chair

Professor
Margaret L. Briley, Ph.D., Assistant Professor
Jeffrey M. Buchanan, Ph.D., Professor
M. Kathleen L. Cripe, Ph.D., Associate Professor
Lauren Cummins, Ed.D., Professor
Mary Lou DiPillo, Ph.D., Associate Professor
Pam Epler, Ph.D., Assistant Professor
Stacy Graber, Ph.D., Associate Professor
Charles Howell, Ph.D., Professor
Daniel Keown, Ph.D., Assistant Professor
Mary E. LaVine, Ph.D., Associate Professor
Lillian L. Lewis, Ph.D., Assistant Professor
Megan List, Ph.D., Assistant Professor
J. Paul Louth, Ph.D., Associate Professor
Nathan Myers, Ph.D., Associate Professor
Anita C. O’Mellan, Ph.D., Professor
Crystal L. Ratican, Ph.D., Associate Professor
Gail Saunders-Smith, Ph.D., Associate Professor
Patrick T. Spearman, Ph.D., Associate Professor
James P. Tressel, M.A., Professor
Abel Waithaka, Ph.D., Associate Professor

Lecturer
Courtney Cruz, M.S., Lecturer
Betty L. Greene, M.Ed., Senior Lecturer
Majors

- Early Childhood Education/Early Childhood Intervention Specialist (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/early-childhood-education)
- Middle Childhood Education, (4-9) (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-middle-childhood-4-9)
- Middle Childhood Education, (4-9), Math/LA (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-math-la)
- Middle Childhood Education, (4-9), Science/LA (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-science-la)
- Middle Childhood Education, (4-9), SS/LA (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-ss-la)
- Middle Childhood Education, (4-9), Math/Science (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/middle-childhood-education-math-science)
- Health Education (P-12) - Multi-Age License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/health-education-p-12-multi-age-license)
- Adolescent/Young Adult Education (7-12) (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education-aya-education-7-to-12)
- Integrated Language Arts (7-12) - Adolescent License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-language-arts-7-12-adolescent-license)
- Integrated Mathematics (7-12) - Adolescent License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-mathematics-7-12-adolescent-license)
- Integrated Sciences (7-12) - Adolescent License, Biology Concentration (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-biology-concentration)
- Integrated Sciences (7-12) - Adolescent License, Chemistry Concentration (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-chemistry-concentration)
- Integrated Sciences (7-12) - Adolescent License, Physics Concentration (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-physics-concentration)
- Integrated Sciences (7-12) - Adolescent License, Earth/Space Science Concentration (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-sciences-7-12-adolescent-license-earth-space-science-concentration)
- Integrated Social Studies (7-12) - Adolescent License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/integrated-social-studies-7-12-adolescent-license)
- Italian (P-12) - Multi-Age License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/italian-p-12-multi-age-license)
- Physical Education (P-12) - Multi-Age License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/physical-education-7-12-multi-age-license)
- Spanish (P-12) - Multi-Age License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/spanish-7-12-multi-age-license)
- Visual Arts (P-12) - Multi-Age License (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/visual-arts-p-12-multi-age-license)
- Special Education: Mild/Moderate Licensure (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/special-education-mild-moderate-licensure)
- Special Education: Moderate/Intensive Licensure (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/special-education-intensive-licensure) (This program is no longer accepting new students and is in the process of being deactivated. The department recommends that students enter the Special Education: Mild/Moderate Licensure program. For more information, please contact Dr. Marcia Matanin, Chairperson, (330) 941-3251 or mjmatanin@ysu.edu.

Minors

- Coaching Education P-16 Minor (http://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/coaching-education-p-16-minor)

Early Childhood Education

ECE 2629  Best Practices in Early Childhood Intervention Specialist  3 s.h. Gives teacher candidates a research-based inquiry into early childhood education and promotes the acquisition of knowledge, skills, and dispositions that will facilitate best practices within the field. 10 field/clinical hours.

ECE 3713  Teaching of Mathematics: Early Years  3 s.h. Using NCTM/NAEYC/NCATE and Ohio Model guidelines as the framework, focus on identifying and modeling developmentally appropriate strategies used for problem solving, communicating, and reasoning in early childhood mathematics. Learning to use mathematical connections to stimulate diverse students’ development of math concepts and skills and create learning environment combining mathematics pedagogy/methodology in an early grades classroom.

Prereq.: BCOE 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.: BCOE upper-division status and approval of chair.
Coreq.: ECE 3713, ECE 3780, and ECE 4814.

ECE 3760  Cross-Curricular Applications and Classroom Management/ Guidance  3 s.h. Synthesis and application of developmental theories and appropriate practices and methods in classrooms for young children, including curriculum integration, quality classroom environments, and classroom management/guidance. (10 hours of focused field placement.)

Prereq.: BCOE upper-division status.
ECE 3780 Social Studies for Young Children 3 s.h.
Methods of teaching social studies to young learners (PreK-3) including exploration of a variety of effective teaching and assessment behaviors related to diverse learner needs. Use of key concepts, application of tools of social studies to foster social development and encourage independent problem solving, investigate the use of technology, create instructional resources; collaboratively plan, teach, and evaluate lessons in inclusive instructional settings; keep a reflective learning log.
Prereq.: BCOE upper-division status and approval of chair.
Coreq.: ECIS 4842, ECIS 3790, and ECIS 4841.

ECE 3790 Assessing Learning in Early Childhood Education P3 3 s.h.
This course examines the theoretical foundations and developmentally appropriate assessment strategies in a P-3 classroom. Candidates will explore a variety of informal, formal, formative and summative classroom assessment strategies and critically investigate standardized assessments used in the current national and state movements toward accountability and “high-stakes” assessment. This course is a required part of the TEC experience to provide candidates with an authentic classroom assessment experience.
Prereq.: ECE 3760.

ECE 4811 Supervised Student Teaching: Pre-Kindergarten 1-12 s.h.
Student teaching consists of a 10-week assignment in a preschool. Grading is CR/NC.
Prereq.: CHFM 2664, ECE 2630, SPED 2631.
Gen Ed: Capstone.

ECE 4814 Language Arts Methods in the Early Years (Ages 3-8) 3 s.h.
Teaching oral and written communication through consideration of listening, speaking, reading, viewing, and related skill areas in the elementary school.
Prereq.: BCOE upper-division status and approval of chair.
Coreq.: ECE 3761, ECE 3715, and ECE 3780.

ECE 4841 Supervised Student Teaching: Early Childhood 1-10 s.h.
A 16-week assignment in a kindergarten-grade 3 setting. Grading is CR/NC.
Prereq.: BCOE upper-division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of early childhood program excluding student teaching and student teaching seminar.
Coreq.: ECE 4842.
Gen Ed: Capstone.

ECE 4842 Student Teaching Seminar in Early Childhood Education 2 s.h.
Development of an effective and developmentally appropriate K-3 classroom environment including: teacher work sample, daily lessons, classroom management, reflective teaching and growing as a professional in the field of early childhood education.
Coreq.: ECE 4841.

ECE 4859 Pre-Kindergarten Teaching Methods and Materials 3 s.h.
Methods and techniques used to implement the pre-kindergarten curriculum with emphasis on communication and creative arts, social, emotional, and physical development, and concept formation. Required for prekindergarten validation of other teaching certificates.
Prereq.: SPED 2631, ECE 3759.

ECE 6910 Curriculum, Theories, and Methods in Early Childhood Education, Pre-K-Grade 3 3 s.h.
Investigation of curriculum, theories, and assessment and how they relate to children’s learning. Attention given to the role of parents as teachers.

ECE 6911 Early Childhood Pedagogy in Math and Science 4 s.h.
By exploring math and science teaching practice for grades K-3, the candidates will review teaching methods of math and science, find and design math and science programs and lessons, incorporate national and state standards in teaching math and science, and strengthen the assessment methods for classroom instruction. This course is linked to ECE 6921 in terms of an action research to solve real problems in teaching math and science for the participating teachers.

ECE 6920 Current Social Issues in Early Childhood Education 3 s.h.
Analysis of contemporary issues, trends, and current educational policies that impact classroom practices. Includes service-learning component.
Prereq.: ECE 6910 or ECE 6911.

ECE 6921 Action Research in Early Childhood Education, Pre-K-Grade 3 3 s.h.
Designed as a culminating experience. Direct participation is required for the successful completion of a field study, onsite project, or other classroom-based experience deemed suitable by the student’s major faculty advisor.
Prereq.: ECE 6911 and FOUN 6904.

**Early 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 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. Requires 10 hours of field experience.
Prereq.: Upper-division status in BCOE.

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. Requires 65 hours of field experience.
Prereq.: Upper-division status in BCOE.

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. Requires 65 hours of field experience.
Prereq.: Upper-division status in BCOE, ECIS 3700, TERG 3703.
Coreq.: ECIS 4802, ECIS 3790, SPED 5866.

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. Requires 65 hours of field experience.
Prereq.: Upper-division status in BCOE, ECIS 3700, TERG 3703, MATH 2652.
Coreq.: ECIS 4801, ECIS 3790, SPED 5866.

ECIS 4841 Supervised Student Teaching: ECE/ECIS 10 s.h.
Sixteen week supervised clinical teaching experience which provides the candidate an opportunity to apply knowledge, skills and dispositions needed to effectively teach in diverse early childhood classroom. CR/NC. Co-req.: ECIS 4842.
Prereq.: Upper-division status in BCOE, FOUN 3702, PSYC 3709, successful completion of pre-clinical experience.
EMCE 4815 Seminar in Elementary School Science 2 s.h.
Critical study of current developments in objectives, methods, materials, and evaluation in science education as they affect the elementary science program. Includes discussions, field trips, demonstrations and laboratory work.
Prereq.: Admission to COE upper-division status.

EMCE 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 5816 Diagnosis and Remediation of Elementary School Mathematics 2 s.h.
In-depth study of diagnosis and remediation as they affect the elementary school mathematics program. Includes discussions, field trips, demonstrations and laboratory work.
Prereq.: Admission to COE upper-division status.

EMCE 5900 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5901 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5902 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5903 Early/Middle Childhood Education Workshop 1-4 s.h.
Intensive study of selected topics, issues, or problems of current interest in early and/or middle childhood education. Grading is S/U. May be repeated.

EMCE 5918 Elementary School Mathematics Programs 3 s.h.
An analysis of past and present programs of elementary school mathematics; evaluation of programs, including a consideration of adequacy of content, recognition of mathematics as a system, and provision of number experiences for the learner.

EMCE 6919 Social Studies Programs in the Elementary School 3 s.h.
Objectives of elementary school social studies programs in terms of current needs; adaptation of materials of instruction in terms of the social science skills; evaluation of student progress; critical analysis of methods of improving instruction in social studies.

EMCE 6920 Elementary School Science Programs 3 s.h.
Focus on the objectives for science education in the elementary school; the elementary school science curriculum; process and inquiry in the elementary school science curriculum; process and inquiry in the elementary school science program; teacher education; educational media; and the evaluation of science teaching.

EMCE 6921 Issues, Problems, Developments, and Curriculum in Elementary Education 3 s.h.
A study of recent trends in elementary school organization and instruction (non-graded units, team teaching, middle schools, etc.) Developing an understanding of the meaning of curriculum at the elementary level, evidence of need for curricular changes, influences of society on curriculums, exploration of current status and trends; and the role of teacher and administrator in curriculum appraisal and development.

EMCE 7042 Professional Development for Classroom Teacher Educators 2 s.h.
A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation, and supervision skills based on scientific knowledge and theoretical constructs.
Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator.
Cross-listed: SPED 7042 and SED 7042.

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. Twenty-five hours of field work, orienting students to classrooms and to the organization and governance of school districts.

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. Twenty-five hours of field research.
Prereq.: Admission to the College of Education or permission of chairperson.

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.
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 (tennis, raquetball, volleyball, badminton). Two hour lecture, two hour lab.
Prereq.: Physical Education major.

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 3 s.h.
Analysis, performance, content and strategy development, teaching, and assessing of net/wall games (tennis, raquetball, volleyball, badminton). One hour lecture, two hours lab.

HEPE 1577 Performance and Analysis of Aquatic Activities 1 s.h.
Analysis and practice in performing and teaching swimming, diving, water safety skills, and aquatic exercise. Two hours lab.
Prereq.: Physical education major.

HEPE 1579 Rhythmic Movement for Children 1 s.h.
Content and teaching strategies related to rhythmic movement for children grades PreK-4. Rhythmic movement skills and concepts explored to provide successful dance experiences for children. One hour lecture, one hour lab.
Prereq.: Physical education major.

HEPE 2610 Introduction to Outdoor Pursuits 3 s.h.
Introduction to outdoor education including participation in initiatives, cooperative, orienteering, hiking, high and low ropes, and water based outdoor pursuits. Focus on activities to challenge by choice. One hour lecture, two hour lab.

HEPE 2624 Physical Education for Children in Early Childhood Settings 3 s.h.
Principles, methods, materials, and organization of activities for preschool-grade 3 children. Active participation, approximately 15-20 hours field work in area preschools/schools.
Prereq.: 30 hours.

HEPE 2628 Movement for Early Childhood 3 s.h.
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 K12 student athletes. Skills related to exploring ethical dilemmas and ethical decision making. Discussion of District, State and National policies related to ethics.

HEPE 2661 Games Analysis 3 s.h.
Analysis, adaptation and creation of games for varying developmental levels and environmental situations in grades 3-12. Large and small group, coeducational, field day events, self-challenging, multicultural activities, and developmentally appropriate lead-up games. Two hours lecture, two hour lab.
Prereq.: 4 s.h. from among HEPE 1567, HEPE 1574, HEPE 1575 and HEPE 1577.
HEPE 3768  Advocacy and Best Practices in Health and Physical Education  2 s.h.
Emphasizes the advocacy role of the health and physical educator. Includes use of research and best practices documents to advocate for the inclusion of health and physical education for all P-12 learners. One hour lecture, two hour lab.
Prereq.: 20 s.h. in Physical Education major or Health Education major and HEPE 3767.

HEPE 3780  Methods of Teaching Dance  2 s.h.
Rhythm and movement fundamentals and forms: folk, square, social and aerobic. Methods and materials of teaching dance culminating in clinical or field experiences. One hour lecture, two hours lab.
Prereq.: HEPE 3767.

HEPE 4808  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, 10 hours field experience required.
Prereq.: Physical Education or Health Education major and admission to BCOE 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 BCOE 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 BCOE 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 6945  Technological Integration in Physical Education  2 s.h.
An analysis of the instructional design process and technology integration applied to physical education. Includes step-by-step process of designing, implementing, and evaluating the effectiveness of technological instructions into both existing and new units of instruction.
Prereq.: CSIS 1500 Computer Literacy or equivalent.

HEPE 6955  Physical Activity Principles for Children and Adolescents  3 s.h.
Scientific basis of physical fitness and its physiological basis. The role of health-related and performance-related physical fitness in physical activity and the lifespan. Analysis of acute responses and chronic adaptations of the body to the physiological demands of physical activity. A primary focus of the practical application to the teaching of physical education and sport coaching.
Prereq.: HEPE 4899 or equivalent.

Secondary Education

SED 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. 30 hours of field experience required.
Prereq.: BCOE 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.: BCOE 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. 80 hours field experience required.  
**Prereq.:** BCOE upper-division status, SED 3706, 24 s.h. science.  
**Concurrent with:** SED 4800L.

**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. 80 hours field experience required.  
**Prereq.:** BCOE upper-division status, SED 3706.  
**Concurrent with:** SED 4800L.

**SED 4800L Laboratory Experience for Teaching Adolescent and Young Adult 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.:** One of SED 4800C, SED 4800S, SED 4800M, SED 4800E.

**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. 80 hours field experience required.  
**Prereq.:** BCOE upper-division status and SED 3706.  
**Concurrent with:** SED 4800L.

**SED 4800S Social Studies Methods for Adolescent and Young Adult Learners** 3 s.h.
Theory and practice in learning how to plan, and execute, and evaluate social studies lessons that are empowering, interesting, and reflective. Topics include: creating thematic unit plans; interpreting academic standards; writing instructional objectives; creating authentic learning activities; authentic assessment; classroom management and democratic discipline.  
**Prereq.:** BCOE upper-division status and approval of chairperson.  
**Coreq.:** SED 3706, TERG 3711 and FOUN 3710.

**SED 4827 Supervised Student Teaching: Language (K-12)** 1-10 s.h.
Sixteen weeks supervised student teaching experience in foreign language education.  
**Prereq.:** passing scores on OAE exams, BCI/FBI background check, BCOE upper-division status.  
**Concurrent with:** student teaching seminar.  
**Gen Ed:** Capstone.

**SED 4842 Supervised Student Teaching: High School** 1-10 s.h.
Sixteen weeks supervised student teaching experience in adolescent/young adult education.  
**Prereq.:** BCOE upper-division status, passing scores on OAE exams, BCI/FBI background check.  
**Concurrent with:** student teaching seminar.  
**Gen Ed:** Capstone.

**SED 4842A Student Teaching Seminar for Secondary Education** 2 s.h.
Seminar topics are based on research and theory related to pedagogy, classroom management, cultural bias, academic language, differentiation, collaboration, and reflection. Examination of OSTP standards and professional ethics. Completion of the edTPA is required.  
**Coreq.:** One of SED 4827, SED 4842, SED 4843, SED 4844, SED 4845, or SED 4846.

**SED 4843 Supervised Student Teaching: Art (K-12)** 1-10 s.h.
Sixteen weeks supervised student teaching experience in visual arts education.  
**Prereq.:** passing scores on OAE exams, BCI/FBI background check, BCOE upper-division status.  
**Concurrent with:** student teaching seminar.  
**Gen Ed:** Capstone.

**SED 4844 Supervised Student Teaching: Music (K-12)** 1-10 s.h.
Sixteen weeks supervised student teaching experience in music education.  
**Prereq.:** passing score on OAE exams, BCI/FBI background check, upper division admission. Grading is CR/NC.  
**Prereq.:** Passage of OAE exams, BCI/FBI background check, BCOE upper-division status.  
**Coreq.:** SED 4842A.  
**Concurrent with:** student teaching seminar.  
**Gen Ed:** Capstone.

**SED 4845 Supervised Student Teaching: Health (K-12)** 1-10 s.h.
Sixteen weeks supervised student teaching experience in health education.  
**Prereq.:** passing score on OAE exams, BCI/FBI background check, BCOE upper-division status.  
**Concurrent with:** student teaching seminar.  
**Gen Ed:** Capstone.

**SED 4846 Supervised Student Teaching: Physical Education (K-12)** 1-10 s.h.
Sixteen weeks supervised student teaching experience in physical education.  
**Prereq.:** passing score on the OAE exams, BCI/FBI background check, BCOE upper-division status.  
**Concurrent with:** student teaching seminar.

**SED 4850 Supervised Student Teaching: Career/Technical** 1-10 s.h.
Full-time 16 week student teaching in grades 4-adult supervised by University faculty and experienced career/technical practitioners licensed in the teaching subject of the candidate. Grading is CR/NC.  
**Prereq.:** BCOE upper-division status, passing scores on PRAXIS II content and PLT test, criminal background check, and completion of adolescent/young adult or career/technical program excluding student teaching and student teaching seminar.  
**Coreq.:** SED 4842A.

**SED 6910 Supervision Secondary Schools** 2 s.h.

**SED 6920 Field Experience Supervision** 2 s.h.

**SED 6931 The Secondary School Curriculum** 3 s.h.
Historical development of the American secondary school curriculum, present nature, and recent developments. Study of reports, experiments, and typical programs. The roles of supervisors, administrators, teachers, pupils, and public in the development of curriculum.  
**Prereq.:** Admission to the School of Graduate Studies and Research.

**SED 6935 Curriculum Development in VBME** 2 s.h.

**SED 6957 Practicum in Language Arts** 2 s.h.

**SED 6958 Instructional Supervision for Nonschool Personnel** 3 s.h.
Strategies of teaching and supervision, including the use of media, the evaluation of instruction and pupil performance, and related personnel issues will be covered. The course is designed for personnel in nonschool settings who have teaching or supervisory responsibility in in-service programs.  
**Prereq.:** Permission of instructor.
SED 6965  Supervised Student Teaching: High School 5 s.h.
Full-time 16-week student teaching in grades 7-12 supervised by University faculty and experienced A/YA practitioners licensed in the teaching subject of the candidate. To be taken concurrently with SED 6965A. Grading is S/U.
Prereq.: Completion of all requirements for initial Adolescent/Young Adult licensure and permission of advisor.

SED 6990  Independent Study 1-4 s.h.
Individual investigation of advanced topics under guidance of selected staff.
Prereq.: FOUN 6904.

SED 6999  Thesis 2-6 s.h.
Prereq.: Approval of department graduate faculty and chair.

SED 7025  Seminar in Secondary Education 1-5 s.h.
Study of selected topics chosen by the secondary education staff. May be repeated by non-degree students. See TCED 7032.
Prereq.: Permission of instructor.

SED 7042  Professional Development for Classroom Teacher Educators 2 s.h.
A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation, and supervision skills based on scientific knowledge and theoretical constructs.
Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator.
Cross-listed: EMCE 7042.

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.

SPED 2631  Intervention Strategies with Special Needs Children in Early Childhood 3 s.h.
Development of teaching skills of the regular early childhood educator in meeting the intervention needs of young children with special needs (disabilities, at-risk, and/or gifted) in inclusive classrooms and programs. Emphasis on classroom support for IEP/IFSP goals and objectives.
Prereq.: PSYC 3755.

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 Requirement of 15 hours.
Prereq.: SPED 2630.

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 4839  Supervised Student Teaching: Moderate/Intensive Intervention Specialist 4-12 s.h.
Grading is CR/NC. FOUN 1501 OR EDFN 1501; FOUN 3708, OR EDFN 3708; PSYC 3709; SPED 2630 or SPED 2631, SPED 4854, SPED 5828, SPED 5833, SPED 5835, SPED 5851, SPED 5853,SPED 5864, SPED 5866, SPED 5867; senior status and approval of the chair.
Gen Ed: Capstone.

SPED 4849  Supervised Student Teaching: Mild Moderate/Disabilities 4-12 s.h.
Must be taken with SPED 4869. Grading is CR/NC.
Prereq.: FOUN 3708 OR EDFN 3708; TERG 2610 OR TERG 3710, TERG 3701, TERG 3702, TERG 3703 and STEP block (SPED 4854, SPED 5835, SPED 5864, SPED 5851), SPED 2630 or SPED 2631, SPED 5853, SPED 5866, senior status, and approval of the chairperson.
Gen Ed: Capstone.

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; part of a ten-week intensive field experience entitled STEP (Special Teacher Education Program).
Prereq.: SPED 5828, SPED 5834, or SPED 5868.

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 4869  Student Teaching Seminar for Special Education 2 s.h.
Applied behavior management and classroom environment, reflective teaching techniques. Daily lessons, the student teacher’s interactions with children and youth, teachers and administrators. Grading is CR/NC.
Prereq.: Concurrent with: SPED 4839 or SPED 4849.
Concurrent with student teaching.

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.
Prereq.: Special approval.

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. Successful completion of 30-hour field experience is required.
Prereq.: BCOE 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. Part of the STEM block (field requirement).
Prereq.: Upper-division status in BCOE and special approval.
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 BCOE Upper Division, 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.: Admission to BCOE Upper Division and special approval.

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. Part of the STEP block (field requirement).
Prereq.: Upper-division status in BCOE and special approval.

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.: Upper-division status in COE.

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.
Prereq.: Upper-division status in COE, 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 BCOE 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 BCOE Upper Division Status.

SPED 5874 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 & Foundations in Special Education 3 s.h.
Exploratory study of the issues, trends, and foundations in special education. Evidence-based principles, laws and policies, diverse and historical points of view, and human issues that focus on the education of individuals with mild or intensive exceptional learning needs are examined. The relationship of special education to the organizations and functions of schools/agencies is explored.
Prereq.: Admission into the program and approval of the department chair.

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  Characteristics and Behaviors of Learners with Mild/Moderate and Moderate/Intensive Exceptional Learning Needs 3 s.h.
Course focuses on federal and state laws and initiatives that influence the operations and decisions of educational opportunities for students with mild/moderate/intensive exceptionalities (learners with disabilities as well as gifts and talents). Topics include categories of disabilities, current trends and best practices for instruction and assessment. Also, recommended collaboration strategies for educators, administrators and families.
Prereq.: Successful completion or concurrent enrollment in SPED 6900.

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  Behavior Management for Educators 3 s.h.
Classroom application consistent with the study of behavior management with a focus on ethical strategies and implementation of intervention techniques for learners with mild/intensive exceptional learning needs. Successful completion of a 30-hour field experience is required.
Prereq.: Successful completion of SPED 6906 or concurrent enrollment in SPED 6906.

SPED 6915  Classroom Management and Crisis Intervention for Learners with Severe Emotional and Behavior Disorder 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 6927  Curriculum Design, Adaptations and Resources for Learners with Mild/Moderate Exceptional Learning Needs 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 and Life Skill Supports for Learners with Moderate/Intensive Exceptional Learning Needs 3 s.h.
Course focuses on best practices of the professional collaboration process with regard to the transition process for students with moderate/intensive exceptional learning needs. Learner’s individual strengths and characteristics will be considered to facilitate social, vocational and daily living skills for all learners. Successful completion of a two-hour field experience is required.
Prereq.: Successful completion of SPED 6906.

SPED 6929  Assessment of Gifted and Exceptional Learners 3 s.h.
Course focuses on the educational assessment process as it applies to exceptionalities (learners with disabilities as well as gifts and talents). Topics include a review of state and federal regulations, data collection techniques including both formal and informal methods, appropriate test preparation and interpretation, design of identification and placement procedures.
Prereq.: Successful completion of SPED 6906.

SPED 6930  Instructional Methodologies for Learners with Mild/Moderate and Moderate/Intensive Exceptional Learning Needs 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  Clinical Experience-Learners with Exceptional Learning Needs 1-3 s.h.
Supervised clinical experience incorporation theory, planning and implementation of services for students with mild/moderate learning needs. Weekly seminars will connect theory to practice.
Prereq.: SPED 6906, SPED 6927, SPED 6928, SPED 6929, SPED 6930 or taken concurrently with SPED 6930 and passage of state licensure exam.

SPED 6932  Clinical Experience-Learners with Exceptional Learning Needs 2-3 s.h.
Supervised clinical experience incorporation theory, planning and implementation of services for students with mild/moderate learning needs. Weekly seminars will connect theory to practice.
Prereq.: SPED 6906, SPED 6927, SPED 6928, SPED 6929, SPED 6930, SPED 6931 and passage of state licensure exam.

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 6980  Topical Seminar in Special Education 1-4 s.h.
Selected topics in special education. May be repeated for different content.

SPED 6981  Seminar in Special Education 3 s.h.
This course details current issues in the field of special education involving research, pedagogy, methodologies, and application. Emphasis is on the intervention and remediation of receptive/expressive language dysfunctions, as well as other issues related to children and youth with disabilities.
Prereq.: SPED 6983.
SPED 6982 Educational Assessment in Gifted and Special Education 3 s.h.
The course focuses on the educational assessment process as it applies to students with exceptionalities. Topics include a review of state and federal regulations; data collection techniques, including both formal and informal methods; appropriate test preparation and interpretations; and design of identification and placement procedures.
Prereq.: SPED 5871.

SPED 6984 Major Concepts and Program Design for Students in Special Education 3 s.h.
Major concepts, program development, and program evaluation involving youth with special needs are parts of this course. Programs related to the transition process will be studied and reviewed.

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 6994 Field Experiences in Early Childhood Special Education 4-8 s.h.
Supervised field experiences incorporating theory, planning, and implementation of services for young children with special needs.
Prereq.: SPED 5858, SPED 6991, SPED 6992, SPED 6993.

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 6966 and PSYC 6960 or PSYC 6990.

SPED 6999 Field Experiences Autism/Related Disorders 3-6 s.h.
Supervised clinical field experiences incorporating theory, planning, and implementation of services for children with autism spectrum disorders. Weekly seminars connect theory to practice. May be repeated once for a maximum of 6 s.h.
Prereq.: SPED 6996, SPED 6998, and PSYC 6960 or PSYC 6990.

SPED 7021 Field Experience 1 3 s.h.

SPED 7040 Field Experience in Gifted and Talented Education 2 s.h.
Supervised field experience that incorporates theory, planning, and implementation of curriculum for gifted and talented students. Individual conferences and completion of contracted assignments.
Prereq.: SPED 5871, SPED 5878, SPED 6982, SPED 6983 and COUN 5879.

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 7043 Instructional Leadership in Special Education 3 s.h.
Implementation, coordination, and evaluation of quality instructional programs for exceptional, at-risk, and other students experiencing learning problems. Administrative roles and strategies related to instructional leadership, school climate, collaborative decision making, and restructuring.
Prereq.: COUN 6961 and SPED 7977.

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, lease 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.: BCOE upper-division status.

TEMC 3703 Thematic Instruction and Assessment Methods in Social Studies 3 s.h.
Investigation and application of principles from history, geography, civics, economics, and related fields to create appropriate learning experiences for early adolescents. Exploration of middle grade level group and individual assessment, thematic, problem-solving instructional approaches, and reflective evaluation of learning in a field-based setting.
Prereq.: TEMC 3702, BCOE upper-division status, and approval of chairperson.
Coreq.: TEMC 4801 and one of TEMC 3704, TEMC 3705, or TEMC 3706.

TEMC 3704 Teaching Mathematics in the Middle School 3 s.h.
Focus on identifying and modeling strategies used for problem solving, communicating, and reasoning in mathematics. Learning to use mathematical connections to stimulate diverse students’ development of math concepts and skills and creating learning environments in which students feel free to take risks. Field experience combining mathematics pedagogy/methodology in a middle grade classroom.
Prereq.: TEMC 3702, BCOE upper-division status and approval of chairperson.
Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3705, or TEMC 3706.
TEMC 3705 The Teaching of Science in the Middle School 3 s.h.
Using NSTA/NCATE and Ohio Model guidelines as a framework, students focus on establishing and maintaining learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Topics include goals formation, planning instruction, instructional strategies, resource selection, assessment procedures. Promotion of the use of science processes and problem-solving skills for life-long learning, the integration of science/technology/society. Field experience combining science pedagogy/methodology in a middle grades classroom.
Prereq.: TEMC 3702, 12 s.h. science, BCOE upper-division status, and approval of chairperson.
Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3704, or TEMC 3706.

TEMC 3706 Teaching Language Arts in the Middle School 3 s.h.
Integrated strategies for enabling diverse students to participate successfully in the activities of a literate society through listening, viewing, and communicating orally and in writing. Emphasis on integration of the language arts, higher order thinking skills, flexibility in applying the language arts in meaningful contexts across the curriculum.
Prereq.: TEMC 3702, BCOE upper-division status, and approval of chairperson.
Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3704, or TEMC 3705.

TEMC 3707 Science/Technology/Society 3 s.h.
In-depth exploration of science/technology/society connections. A subject matter-problem-solving-learning environment triad provides opportunities for study of real-life, personal, and societal science and technology problems. Field experience in which students assess STS problems, devise solutions, apply and evaluate knowledge for community improvement.
Prereq.: BCOE upper-division status, 12 s.h. science.

TEMC 4801 The Middle School Learning Community 3 s.h.
History, philosophy, and concepts of middle level education, including interdisciplinary instruction, collaborative teams, cooperative learning, classroom management, teacher-based advisory programs, flexible scheduling, cross-age grouping, departmentalized/core curriculum, adapting curriculum to the needs of culturally diverse populations, and working with families, resource persons, and community groups.
Prereq.: TEMC 3702, BCOE upper-division status, and approval of chairperson.
Coreq.: Two of TEMC 3703, TEMC 3704, TEMC 3705, or TEMC 3706.

TEMC 4802 Student Teaching: Middle Childhood 5-10 s.h.
Demonstration of ability to integrate knowledge of early adolescents, learning theory, best-practice and content information in diverse teaching/learning settings. Full-time 16 week student teaching in grades 4-9 supervised by University faculty and experienced middle-level practitioners. CR/NC.
Prereq.: BCOE Upper Division status, passing scores on PRAXIS II content and PLT tests, criminal background check, and completion of middle childhood program excluding student teaching and student teaching seminar.
Coreq.: TEMC 4803.
Concurrent with: TEMC 4803.

Gen Ed: Capstone.

TEMC 4803 Student Teaching Seminar for Middle Childhood Education 1-2 s.h.
Seminar topics are based on pedagogy, knowledge, and application of professional practice and standards, critical theory, and knowledge of the children/adolescent learners. Completion of the Teacher Work Sample is required. CR/NC.
Coreq.: Concurrent registration in student teaching: two of TEMC 4802C, TEMC 4802E, TEMC 4802M, or TEMC 4802S.

TEMC 4804 Middle Level Instructional Design and Student Outcomes 3 s.h.
Presents teacher candidates with skills in predicting, understanding, and controlling the fundamental principles of learning. Classroom assessment, test administration, construction, scaling, norming, reliability, validity, and interpretation of individual and group tests will be covered. Attention will be paid to how these impact instruction and assessment in middle grades. To be taken concurrently with TEMC 4801.
Prereq.: TEMC 3702, BCOE upper division status, approval of chair.

TEMC 6938 Early Adolescent Characteristics and Educational Program Needs 3 s.h.
Application of research and theories about the physical, cognitive, emotional, moral, and social development of ten- to 15-year-olds to middle grade instructional decisions. Students will reflect upon and analyze policy and program implications based on developmental principles and investigate effective collaboration with family and others involved with the age group. Includes field inquiry.

TEMC 6939 Organizational Components of Middle Level Schools 3 s.h.
Reflection on theory and research information concerning the historic, philosophical, and organizational components of middle-level schools, including program assessment and evaluation of learning environments for appropriateness to early adolescent learners.
Prereq.: TEMC 6938.

TEMC 6940 Inquiry into Current Issues in Middle-Level Education 1-3 s.h.
Application of previously acquired knowledge, critical thinking, inquiry techniques, including Internet searches, and collaborative synthesis strategies to significant middle-level education problems. Cohort inquiry team participants will present a multimedia reform proposal. May be repeated.
Prereq.: TEMC 6938 and TEMC 6939.

TEMC 6941 Pedagogy Appropriate for Early Adolescent Learners 3 s.h.
A course linking the learning needs of early adolescents with a variety of curricular and instructional approaches and assessments. Students will reflect on pedagogical theories and research on ways to integrate middle-level curriculum and promote learning construction by students, participate in professional collaboration, investigate alternative assessment techniques, and design an action research project to apply their understanding.
Prereq.: TEMC 6940.

TEMC 6942 Action Research: Pedagogy Appropriate for Early Adolescent Learners 3 s.h.
A culminating middle-grade-level classroom teacher research project implementing the design of the study organized in TEMC 6941. Students will review authentic assessment literature, collect and analyze evaluation data collaboratively with students, interpret results, and propose improvements.
Prereq.: TEMC 6941.

TEMC 6943 Field Experience: Service Learning and School-Community Collaboration 3 s.h.
Field experience study of middle-grade-level school-community collaboration and opportunities for service learning to promote healthy development of early adolescents. Participants design, administer, and analyze an interview survey and propose a collaborative model for interaction.

TEMC 6950 Pedagogical Content Knowledge in Mathematics for Middle School Teachers 1 3 s.h.
Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry-based experiences with manipulative materials and technology. Develops conceptual foundations through topics of number, number sense, and measurement; operations, functions, patterns, and algebra; and mathematical processes. Field experience in a middle grades learning environment is required.
Prereq.: Middle Childhood Licensure in area(s) other than mathematics.

TEMC 6951 Pedagogical Content Knowledge in Mathematics for Middle School Teachers 2 3 s.h.
Integrates mathematics content, mathematics pedagogy, and results from mathematics education research through direct instruction and inquiry-based experiences with manipulative materials and technology. Develops conceptual foundations through topics of geometry, measurement, and spatial sense; data analysis and probability; and mathematical processes.
Prereq.: Middle Childhood Licensure in area(s) other than mathematics, TEMC 6950.
TERG 6924 Literacy, Reading, and Language Arts Programs 3 s.h.
A critical appraisal of literacy, reading, and language arts programs in schools and an analysis of contemporary methodological issues.

TERG 6922 Organizing and Managing Diverse Literacy Environments 3 s.h.
Creating a literate environment that fosters student interest in reading and writing by integrating foundational knowledge, use of research-based instructional practices, curriculum materials, and assessment-based decision making to form instructional groups. Emphasis on student interests, reading abilities, and cultural and linguistic backgrounds as foundations for a reading and writing program that incorporates a large supply of books, technology-based information, and non-print materials.

TERG 6923 Literacy and Phonics Instruction: Early Years 3 s.h.
An investigation and research of the philosophy, principles, and practices of reading (including phonemic and phonetic developments) and language arts of the child, birth through age 8. Examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Language learning needs of diverse populations will be addressed.

TERG 6924 Content Literacy Young Adolescent to Adult 3 s.h.
Investigation of research-based philosophies, principles, and best practices for reading to learn and using the language arts in comprehending and meaning-making; using reading and the language arts as tools in learning communication.

TERG 6926 Reading and Language Arts Assessment 1 3 s.h.
An examination and application of formal and informal assessment procedures in the context of reading and language arts instruction. Emphasis will be placed on the use of background information and discrete data. Strategies providing for effective appraisal procedures and developmentally appropriate activities will be included.

Prereq.: TERG 6917.

TERG 3702 Developmental Reading Instruction 3 s.h.
Theories and related models of reading, various approaches to teaching reading, and creative integrative literature strategies to meet the needs of diverse learners. 30 hours of Field Experience required.
Prereq.: TERG 2601 or TERG 2610 and TERG 3701.

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’ reading and the related language arts with ongoing assessment. 30 Hours of Field Experience required.
Prereq.: TERG 2601 or TERG 2610 and TERG 3701 and TERG 3702.

TERG 3704 Assessment and Instruction in Reading Internship 1 s.h.
Required of students seeking licensure in Reading and Language Arts. Practicum experience involving assessment of reading needs of the middle school student, planning and carrying out a program of remedial assistance, reporting results.
Prereq.: TERG 3701 and TERG 3702.
Concurrent with: TERG 3703.

TERG 3705 Advanced Literature Strategies 3 s.h.
Advanced reading and language arts, holistic teaching strategies with emphasis on non-textbook approaches. Field experience.
Prereq.: TERG 3703.

TERG 3706 Reading Practicum 3 s.h.
Supervised experiences in reading assessment and instruction in the elementary, middle, or secondary school setting. Six hours per week in a designated school, two hour seminar.
Prereq.: TERG 3705.

TERG 3711 Reading Application in Content Areas, Secondary Years 3 s.h.
Study of the Ohio Academic Content Area Standards, comprehension skills, word attack skills, pre-reading strategies, and writing development as they relate to secondary and career/technical reading in the content area. The role of literature in the content-area classroom. 30 Field Hours is required.
Prereq.: 50 s.h. completed and concurrent with SED 3706.

TERG 6917 Literacy, Reading, and Language Arts Programs 3 s.h.
A critical appraisal of literacy, reading, and language arts programs in schools and an analysis of contemporary methodological issues.

TERG 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. 30 hours of Field Experience required.
Prereq.: TERG 2601 or TERG 2610.
TERG 6927 Practicum: Coaching for Effective Literacy Instruction 3 s.h.
The role of the literacy coach as an instructional leader in assessment-based decision making, research-based instruction, and delivery of high-quality professional development. Emphasis placed on techniques for working with individual teachers in a coaching context and groups of teachers in whole group PD settings.

TERG 6928 Practicum: Case Study in Reading and Language Arts 3 s.h.
Application of previous course content involves supervised formal and informal assessment of school-age pupils, developing an individualized reading plan, selecting appropriate strategies and materials for teaching, writing, tutoring log entries, developing a student portfolio, evaluating results of instruction, and writing a case study report.
Prereq.: TERG 6926.

TERG 6929 The Reading and Language Arts Professional 3 s.h.
Investigation of theories and performance-based procedures for creating, analyzing, guiding, and changing school- and system-wide reading and language arts programs.
Prereq.: TERG 6926.

TERG 6970 Coaching in Diverse Classrooms 2 s.h.
The focus of this course is on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice.

TERG 6971 Pedagogy of Effective Literacy Instruction 2 s.h.
Candidates demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment, and evaluation to create literate environments that foster both reading and writing in all students.
Prereq.: TERG 6970.

TERG 6972 Coaching for Effective Assessment Practice 2 s.h.
Designed for reading specialists, this course teaches knowledge, skills, and dispositions in school-based professional development and coaching on K-12 reading assessment concepts and skills.
Prereq.: TERG 6971.

TERG 6973 Professional Development in Literacy 2 s.h.
An introduction to research and knowledge bases related to teacher professional development from a variety of perspectives. Examines coaching as one venue of supporting teacher professional development.
Prereq.: TERG 6972.

TERG 6974 Advanced Action Research in Literacy 2 s.h.
Intro to literacy research as an integral part of professional development. Builds candidate understanding of a variety of literacy research paradigms, supports engagement in inquiry to significantly advance candidates’ understanding of literacy, and provides opportunities for candidates to collaborate with other literacy professionals to advance understanding of evidence-based practice.
Prereq.: TERG 6973.

TERG 6975 Internship 1 4 s.h.
Culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).
Prereq.: TERG 6971.

TERG 6976 Internship 2 4 s.h.
Continuation of the culminating activity supporting and integrating accomplishment of the Literacy Specialist Endorsement Standards I-VII. School-based practicum providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data-based decision making to inform professional development provided in both group and individual settings (coaching).
Prereq.: TERG 6975.

Teacher Education, Department of

TCED 1500 Introduction to Becoming a Teacher First Year Experience Course 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 BCOE. CR/NC.
Coreq.: DE ECE 2629.

TCED 2650 LGBTQ Issues in History and Popular Culture 3 s.h.
Explores the historical and present day representation of LGBT issues and individuals and their portrayal in popular culture.
Cross-listed: WMST 2650.
Gen Ed: Domestic Diversity, Social and Personal Awareness.

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.
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