

EDUCATION & TEACHING (EDT)

EDT 601 Information and Communications 3 sem. hrs.

This course provides an introduction to the roles of information and communication technologies in teaching and learning. Participants will evaluate software and study various techniques for integrating technology into the instructional process. The focus is on practical knowledge that will help educators develop an awareness of current and potential application of technology in education or training settings. 5 hours of field experience required. Offered every spring and summer.

EDT 602 Implementing Content Area Curr 3 sem. hrs.

One of a teacher's responsibilities beyond classroom instruction is serving on curriculum committees. Yet curriculum study and curriculum construction are not included in most pre-service teacher education programs. Curriculum theory, theorists, methods of curriculum development, and features of curricular change processes are addressed. Offered every fall and spring.

EDT 603 Mentoring and Supervision 3 sem. hrs.

This course is one of four courses that leads to a Teacher Leader Endorsement. Candidates will learn mentoring, coaching, and supervision skills and examine current research about other educators through professional development to increase student learning. Planning, implementing, reflecting and evaluation professional development models will be used. Candidates will learn how to create a positive climate and establish structures that support professional development and collaboration. Candidates Individualizing Instruction learning, ensures that educators are able to collaborate with colleagues to improve student achievement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

EDT 605 School-Community Relations 3 sem. hrs.

A study of how school and community relations and effective communications impact the student's learning, the teacher/staff roles in serving the community, and community support and perceptions of the learning environment while building a professional learning community. Identification of appropriate resources and practical strategies for enhancing collaboration with all stakeholders involved in the professional learning community are evaluated/utilized. Candidates plan and model collaborative professional learning experiences for educators, families and communities. Current models of school and community relations are utilized. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every fall.

EDT 614 Instructional Leadership 3 sem. hrs.

This course is designed to provide an introduction to instructional leadership. Candidates will know and demonstrate skill in evidence-based principles of effective leadership and teacher learning; promote the use of data-based decisions and evidence-based practice to enhance student learning outcomes; and participate in developing and supporting a shared vision and clear goals for their schools to sustain school renewal and improvement. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered spring and summer.

EDT 616 Learning & Design Technologies 3 sem. hrs.

This course orients graduate students to learning design and technology integration, including 21st century teaching and learning paradigms and best practices. Critical Information and Communication Technologies (ICT) will be evaluated including surveys of hardware, software, and web-based tools. Students will further explore the National Educational Technology Standards for Teachers, Students and Administrators, as well as TPACK, Technical Infrastructure, and Technology Integration. 10 hours of field experience required. Offered every fall and spring.

EDT 617 App Instruc Des and Developmen 3 sem. hrs.

Graduate students will explore instructional design theory and best practices for the design, development, and delivery of eLearning activities and multimedia production. Particular emphasis will be placed upon deliverables, online presence, evaluation, quality, integrity, and rigor. 10 hours of field experience required. Offered every fall.

EDT 618 Design,Develop/Deliv of elearn 3 sem. hrs.

Graduate students will explore instructional design theory and best practices for the design, development and delivery of eLearning activities. Particular emphasis will be placed upon deliverables, quality, integrity, and rigor. 5 hours of field experience required. Offered every spring.

EDT 619 Learn Des & Tech Practicum 3 sem. hrs.

Students will demonstrate competency in applying Information and Communication Technologies (ICT) skills through a comprehensive action-research project. Students will conduct a literature review, identify a problem/research question, and then design, develop, and implement an instructional intervention/deliverable as part of an action-research project. They will collect, analyze, and disseminate data on the impact and efficacy of their intervention/deliverable. 20 hours of field experience required. Offered every spring.

EDT 640 END:Dyslexia:TheoryMeths&Prac 3 sem. hrs.

EDT 640 is an introduction to the study of literacy instruction for students with dyslexia and related disorders. Specifically, the course focuses on the characteristics of dyslexia and related disorders, definitions, basic terminology, and research-based components of instruction. The course provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. (Note: EDT 640 & EDT 641 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM).

EDT 641 END:Dys.Prac:AssessInt&Strat 3 sem. hrs.

EDT 641 is an extension of EDT 640 in the study of literacy instruction for students with dyslexia and related disorders. Specifically, the course reinforces theory and the practice of research-based components of therapy instruction. The course provides practical application of the theoretical underpinnings of reading development to inform instructional decisions for students with dyslexia and related disorders. (Note: EDT 640 & EDT 641 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM).

EDT 642 Internl:MultiGramWritExprsInst 3 sem. hrs.

EDT 642 provides instruction of multi-sensory grammar instruction and research-based written expression instruction for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires observations of students who are participating in a dyslexia specialist internship program. Sequence: Year 1, Fall 1.

EDT 643A Internship 2A:Reading Acc&Flu 1.5 sem. hrs.

This course provides instruction of research-based multisensory reading instruction for building accuracy and fluency for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia Specialist internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 1).

EDT 643B Internship 2B:Reading Acc&Flu 1.5 sem. hrs.

This course provides instruction of research-based multisensory reading instruction for building accuracy and fluency for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia Specialist internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 1).

EDT 644 Internship 3: Dev Meta Cog Ski 3 sem. hrs.

EDT 644 provides information about and implementation of research-based vocabulary and reading comprehension instruction for students with dyslexia. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia specialist internship program. Sequence: Year 1, Spring 2.

EDT 645 Dyslexia Spec Adv: Plan&Applic 3 sem. hrs.

EDT 645 is an advanced study of dyslexia therapy for students with dyslexia. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components of Orton- Gillingham based instruction and provides practical planning and implementation of dyslexia therapy for students with dyslexia. . (Note: EDT 645 & EDT 646 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM in Summer, Year 2).

EDT 646 Dyslexia Spec Adv: Assess&Eval 3 sem. hrs.

EDT 646 is a continuation of EDT 645, an advanced study of dyslexia therapy for students with dyslexia. Specifically, the course offers instruction in the instruments used for assessment and evaluation of dyslexia, as well as the interpretation of an evaluation report. The course continues to provide an in-depth study of the theoretical underpinnings of research-based components of Orton- Gillingham based instruction and provides practical implementation of dyslexia therapy for students with dyslexia. (Note: EDT 645 & EDT 646 are part of an intensive two-week July study either taught on ground or online: M-F 8:00 AM to 3:30 PM in Summer, Year 2).

EDT 647 Intern 4: Basic Lang Skills 3 sem. hrs.

EDT 647 provides information of research-based multisensory instruction for teaching word learning strategies to students who are participating in a dyslexia therapy internship program. The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program. Sequence: Year 2, Fall 1.

EDT 648A Intern 5A: Basic Lang Skills 2 1.5 sem. hrs.

EDT 648 A & B provides additional layers of information using a comprehensive structured literacy approach, Basic Language Skills (Book 2). The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 2).

EDT 648B Intern 5B: Basic Lang Skills 2 1.5 sem. hrs.

EDT 648 A & B provides additional layers of information using a comprehensive structured literacy approach, Basic Language Skills (Book 2). The course sets professional guidelines for delivering dyslexia therapy and requires therapy observations of students who are participating in a dyslexia therapy internship program. (1.5 credit hours in Fall 2 and continues with 1.5 credit hours in Spring 1 of Year 2).

EDT 649 Intern 6: Multi Sens Bas Skill 3 sem. hrs.

EDT649 is an overview of Basic Language Skills Book 3, an advanced study of dyslexia therapy for students with dyslexia. Specifically, the course is an in-depth study of the theoretical underpinnings of research-based components using a comprehensive structured literacy approach to instruction and providing practical implementation of dyslexia therapy for students with dyslexia. Sequence: Year 2, Spring 2.

EDT 650 Dev Language/Literacy 3 sem. hrs.

Students learn how children acquire language and how their early language is related to early literacy skills. Students explore a wide variety of methods for teaching early reading including teaching in the content areas. 10 hours of field experience required. Offered every fall, spring, and summer.

EDT 651 Meth Teach Dev Reading 3 sem. hrs.

Students are taught skills involved in reading. Wide variety of instructional strategies for teaching developmental reading from basal to whole language is explored. 20 hours field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

EDT 652 Prin/Pract of Teach Phonics 3 sem. hrs.

The nature and role of phonics and phonemic awareness within the meaning-centered reading and writing process are explored, as well as current research regarding phonics instruction. Lessons are designed which demonstrate skill in teaching word study at the early and middle childhood levels. 10 hours of field experience required. Offered fall, spring, and summer.

EDT 653 Reading Assess/Intervention 3 sem. hrs.

The course focuses on assessment and intervention as part of ongoing instruction. Case study required. Students work with individuals in need of reading intervention. 20 hours of field experience required for licensure-seeking or endorsement-seeking students. Offered every fall, spring, and summer.

EDT 654 Reading in Content Area 3 sem. hrs.

Survey of principles, strategies and practical techniques used to assist students to deal effectively with reading/study materials in the content areas in MCE and AYA levels. 20 hours of field experience required. Offered every fall, spring, and summer.

EDT 655 Literacy/Writing Connections 3 sem. hrs.

Application of previous courses, including supervised assessment/ Intervention reading work with individuals in need of special reading instruction. Case studies are required. Students arrange to work with individuals with special reading instruction. 30 hours field experience required for licensure-seeking or endorsement-seeking students. Offered fall, spring, and summer.

Prerequisites: Completion of all reading courses.

EDT 6557 Dyslexia:Theory,Methods, Pract 3 sem. hrs.

This course will provide professional educators with explicit, systematic, intensive reading and writing strategies for individuals with dyslexia or related language learning differences. The student will gain an in-depth theoretical framework for literacy development through the study of major theories, strategies and practices for working with extending comprehension and developing fluent readers. (Walsh campus summer offering through Neuhaus Education)

EDT 6558 Dyslexia Prac:Assess,Int,Strat 3 sem. hrs.

This course includes diagnostic and prescriptive teaching practices for individuals with dyslexia or related language learning differences. The course examines reading within the framework of literacy development with a focus on strategies for developing decoding, fluency, oral language, and comprehension, as well as, the facets of domains of language. (Walsh campus summer offering through Neuhaus Education)

EDT 662 Independent Study in Educ 1-3 sem. hrs.

Individually tailored library research, laboratory research, or field research undertaken by the student under supervision of an appropriate faculty member. It is intended for the student whose research interests are so specialized as to warrant a separate course specifically oriented around these interests, or the student who requires additional work in a particular area, or, in special circumstances, to supplant another course in the program. Offered as needed.

EDT 670 Positive Strat in Discipline 3 sem. hrs.

Discipline or classroom management is best done in such a way that the activities are a part of and extend from instruction and learning. At the same time, the self-esteem and positive attitudes of students must be nurtured and enhanced while maintaining useful structure in the learning setting. 10 hours field experience for LEAD students. Offered every spring.

EDT 6752 Future of Learning & Technology 3 sem. hrs.

The course is designed to equip participants with the necessary knowledge, skills, and competencies to understand the impact of technology on industry, education, and life over the next 50 years. These changes in technology will directly influence the skills students will need to compete. Participants will investigate the areas of transportation, robotics, medicine, and currency and their projected growth and evolution. In addition, participants will discuss the changing landscape of learning and education while learning about current and future technology and websites that can directly begin to impact learning in their classrooms. Participants will leave with numerous resources and tools designed to motivate and accelerate engagement and learning.

EDT 681 Soc Stud Content/Meth grd 4-5 3 sem. hrs.

This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Social Studies content, young adolescent development, pedagogy, the Ohio Academic Standards for Social Studies, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 682 Math Content/Methods grd 4-5 3 sem. hrs.

This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Mathematics content, young adolescent development, pedagogy, the Ohio Academic Standards for Mathematics, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 683 Science Content/Method grd 4-5 3 sem. hrs.

This course is one in a series of three graduate level courses designed to lead to the addition of a 4-5 Generalist Endorsement in the Early Childhood teaching license. Students will demonstrate their knowledge of Science content, young adolescent development, pedagogy, the Ohio Academic Standards for Science, the Ohio Standards for the Teaching Profession (OES), and preparation for the Ohio Elementary Education Subtest #1 (018) and Ohio Elementary Education Subtest #2 (019). 17 hours of field experience required. Offered every fall, spring, and summer.

EDT 6935 The Digital Student 3 sem. hrs.

This graduate course helps educators develop lifelong character traits in today's digital students using digital tools. This course examines important character traits that lead to healthy adulthood and technology tools and applications that improve learning and support these traits. Participants will also develop strategies to develop, grow, and maintain technology skills while developing important character traits that maximize student learning, engagement, and lifelong success.

EDT 6941 Google, Now! 3 sem. hrs.

This course is designed for current educators eager to integrate the latest Google tools into their teaching practices to foster collaboration, creativity, and efficiency in the classroom. Participants will explore innovative applications like Google Slides, Maps, Productivity and many more advanced features. The course also showcases and demonstrates the use of AI in education. The course provides hands-on training in utilizing these tools to streamline lesson planning, improve student engagement, and assess learning outcomes effectively. Educators will leave equipped with practical strategies and digital resources to create a more connected and technology-driven learning environment.

EDT 6942 Inquiry-Based Approaches 3 sem. hrs.

This course introduces educators to the 5E Instructional Model, a research-based, inquiry-driven approach to teaching and learning. The 5E model—comprising the phases Engage, Explore, Explain, Elaborate, and Evaluate—supports a constructivist approach that encourages students to build understanding through active involvement in the learning process.

EDT 6945 Healthy Pathways to Auth Learn 3 sem. hrs.

Educators, students, parents, and the community all share a common goal in that each child maximizes his/her potential for academic and personal success. To date, most of the emphasis has been placed on academic achievement with a myriad of excellent methodologies being available for schools and staff. This course will offer another vital avenue for student success and that is total student health. The Common Core standards demands deeper teaching so all students are college or career ready upon graduation. This requires a healthy mind and body coupled with mental wellness. Many schools today have reduced physical education and health classes to a bare minimum; coupled with increased school stress, and a lack of basic executive function skills, a student's ability to meet the rigorous demands are greatly diminished. Educators will learn classroom implementation methods to promote the essential health mind, body, and spirit required to meet the rigorous demands places upon students today. This course is based on the latest research demonstrating that total student health will enhance and promote student achievement.

EDT 6954 Reach & Teach Gifted Learners 3 sem. hrs.

This course will offer a new and different avenue for the teacher to pursue with the gifted students within their regular classroom. Teachers will develop an understanding that they do not have to teach all standards to all students. For the gifted learner, often documentation that the required standards have been mastered will suffice. This opens a pathway for gifted learners to learn something new and challenging daily. The differentiation and teaching strategies offered in this course, geared specifically to gifted learners, will facilitate this new approach. With successful strategies in place for the gifted learner in the regular education classroom, an enthusiastic lifelong learner will be developed. This is arguably one of the most important characteristics for success in the 21st century.

EDT 6958 Assessing for Achievement 3 sem. hrs.

This course seeks to empower educators in their perceptions of student improvement and achievement, and their communication of that progress to parents, peers, and colleagues. Teachers will develop an understanding of types of assessment including formative, summative and project based as well as other topics including data analysis, growth mindset and Universal Design for Learning. Participants will leave class with an understanding of the purpose of each type of assessment, ideas for how to address a wide range of needs with varied assessments and how to use assessment results to plan instruction that includes both enrichment and intervention. We will explore what makes a good question and how to align assessments to learning targets and standards. Finally, teachers will examine the topic of grading and the purpose of grading and whether current practices align with assessments and achievement. The concepts presented in this class are based on the best practices of Dr. Robert Marzano, Dr. John Hattie, Carol Ann Tomlinson, Connie M. Moss, Susan M. Brookhart, Myron Duek, Erik Francis, Rick Stiggins and others.

EDT 6961 Fost.Impro. for Disadvan. Stud 3 sem. hrs.

This course contains four units that will offer practical strategies for educators that work with students from underserved populations (students from poverty or disadvantaged students). The first unit will focus on the foundations of poverty as participants examine their own mental maps and biases that surround the issue of poverty. The second unit will explore school culture and ways to promote equity for all students. Classroom environment and engagement strategies will be examined in unit 3. The fourth and final unit will explore strategies to boost academic achievement and optimism in students from poverty.

EDT 710 Assess Student Performance 3 sem. hrs.

Educators must work to ensure high levels of achievement for all students. To accomplish this goal, they must have an excellent command of the relationship among curriculum, instruction and assessment. This course focuses on the pivotal role that assessment plays in informing instruction and determining if curricular goals are being met. Students will develop a facility in analyzing assessment data as one means of determining if instructional practices are effective and meet the needs of all students. In analyzing assessment data, students will identify areas in either instructional practice or the curricular program that may need improvement and will be able to access and use appropriate research to facilitate this improvement. Students will develop appropriate and meaningful research-based professional development for either individuals or staff to effect change. They will explore how to use technology effectively to assist them in collecting, analyzing, and reporting assessment data. 13 hours of field experience required. This course is one of four required for a Teacher Leader Endorsement which also requires four years of teaching experience. Offered every spring.

EDT 711 Educ Pol & Issues in TESOL 3 sem. hrs.

This course introduces licensed, generalist PreK-12 teachers to the educational public policies governing the education of English Language Learners and the ways school districts meet these obligations. The course also explores topics and issues regarding English Language Learners (ELLs) that are critical to the profession. Practical, comprehensive case study assignments enable teachers to present their research to our professional learning community, as well as analyze their effectiveness in applying it to their own ELLs. Note: This is the first course in the TESOL endorsement sequence. 10 hours of clinical experience required.

EDT 712 TESOL Second Lang & Tech 3 sem. hrs.

This course provides a strong theoretical basis for second language acquisition (SLA) theory and technology with respect to developing effective classroom practice for teaching English to speakers of other languages (TESOL). This course examines principal theories of first and second language acquisition, affective factors, interlanguage, key concepts, historical/contemporary research, and discourse analysis. Teachers explore the primary systems of language, psycholinguistics, sociolinguistics, comparative phonology, and innovative technologies to address the needs of their English Language Learners (ELLs) and their essential role in the development of their ELLs' language. Note: This is the second course in the TESOL endorsement sequence. 10 hours of clinical experience required.

EDT 713 TESOL Instructional Methods 3 sem. hrs.

The course develops techniques, strategies, and methodologies of teaching English Language Learners (ELLs) using sheltered instruction, specifically the Sheltered Instruction Observation Protocol (SIOP) and the Specifically Designed Academic Instruction in English (SDAIE) models. The course also provides PreK-12 teachers with language proficiency and content pedagogical theories and practices that will help them better evaluate the progress of ELLs. Practical, comprehensive pedagogical assignments enable teachers to reformulate their teaching and cultural understandings to create a culturally responsive and equitable environment for ELLs in their classrooms. 20 hours of clinical experience required. This is one of the four courses for the TESOL Endorsement. Note: This is the third course in the TESOL endorsement sequence. 20 hours of clinical experience required.

EDT 714 TESOL Assess & Prof Practice 3 sem. hrs.

This course emphasizes standardized and customized evaluation measures, assessment-driven instructional approaches, data interpretation, and evaluating resources and tools for learners and educators. Building from a strong clinical experience component, teachers focus on tools, approaches, resources, technologies, and techniques for the formative and summative assessment of English Language Learners (ELLs). Note: This is the fourth course in the TESOL endorsement sequence. 20 hours of clinical experience required.

EDT 725 Special Topics in Educ 1-3 sem. hrs.

This course is designed in response to timely developments in the education profession. Scholarly research, critical analysis, and field-based applications characterize the course content. Topic, requirements, and schedule are subject to instructor's syllabus. Next offering TBA.

EDT 730 Sec Lang Aquisition & Tech 3 sem. hrs.

Examines principle theories of first and second language acquisition, affective factors, interlanguage, historical/contemporary research, and discourse analysis. Teachers explore the primary systems of language, psycholinguistics, sociolinguistics, comparative phonology, and innovative technologies to address the needs of their English Language Learners (ELLs). 10 hours of clinical experience required. Note: This is the second course in the TESOL endorsement sequence.

EDT 731 TESOL Instructional Methods 3 sem. hrs.

Develops techniques, strategies, and methodologies of teaching English Language Learners (ELLs) using the Sheltered Instruction Observation Protocol (SIOP) and the Specifically Designed Academic Instruction of English (SDAIE) models to create culturally responsive and equitable environments for ELLs. 20 hours of clinical experience required. Note: This is the third course in the TESOL endorsement sequence.

EDT 732 Educ Policies & Iss in TESOL 3 sem. hrs.

Introduces teachers to the public policies governing the education of English Language Learners (ELLs) and ways school districts meet these obligations. The course also explores topics and issues regarding ELLs that are critical to the profession. 10 hours of clinical experience required. Note: This is the first course in the TESOL endorsement sequence.

EDT 733 TESOL Assess & Prof Practice 3 sem. hrs.

Emphasizes standardized and customized evaluation measures, assessment-driven instructional approaches, data interpretation, and evaluation of resources and tools. Building from a strong clinical experience component, teachers focus on techniques for the formative and summative assessment of English Language Learners (ELLs). 20 hours of clinical experience required. Note: This is the fourth course in the TESOL endorsement sequence.