

# EDUCATION (EDUC)

## **EDUC 107 School and Society: Intro Educ 3 sem. hrs.**

Course includes studying characteristic features of education and orienting students to the realities of being a teacher. History of education, nature of educational organizations, school administration, and relationships between school and society are examined. Field experience required. Required for all subsequent Education courses. Offered fall and spring semesters.

## **EDUC 206 TH1:SL:Ex&MultiCultGlobSoci 3 sem. hrs.**

This course heightens awareness and increases understanding of those individuals in our communities and schools who may learn differently or demonstrate cultural differences. An overview of major disabilities, legislative and ethical issues, and educational approaches is included. The course provides a knowledge base, introduction to attitudes and values, and opportunities to interact with individuals with various special needs. The course also introduces and reinforces collaboration and interdisciplinary team skills for effective planning intervention. Field experience required. Offered fall and spring semesters. Prerequisites: EDUC 107.

## **EDUC 208 Instructional Technology 3 sem. hrs.**

This course provides an introduction to instructional technology for educators. The main emphasis is to assist educators in the development of the knowledge and skills needed to effectively use technology as an instructional tool in a variety of educational settings. The focus is on practical knowledge that will help educators develop an awareness of current and potential applications of technology in education and how to integrate that knowledge in lesson development.

## **EDUC 210 Intro to P-5 Elem Education 3 sem. hrs.**

Candidates examine theories in action in classroom models in elementary education. Special relevance focuses on investigating of and aligning standards to child care and teaching infants, toddlers, preschoolers, and early and late primary grade children. Candidates develop a personal philosophy in education while visiting preschool, multi-age, diverse quality and differing elementary education programs and practices using Ohio's Early Learning and Development Standards and Learning Standards for English Language Arts, Mathematics, Social Studies and Science, grades K-2 and 3-5. Field experience required. Offered fall and spring semesters. Prerequisites: EDUC 107.

## **EDUC 211 Child Devel Birth to Grade 5 3 sem. hrs.**

Evaluation of child development, growth, and assessment of physical, cognitive, social and emotional, language, and personal development of infants, toddlers, preschoolers, and early and late primary children is examined. Developmentally appropriate practices are investigated with typically and atypically developing children in birth through grade 5 using Ohio's Early Learning and Development Standards and Learning Standards for English Language Arts, Mathematics, Social Studies and Science, grades K-2 and 3-5. Field experience required. Offered fall and spring semesters. Prerequisites: EDUC 107.

## **EDUC 250 Foundation of 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. Field hours required. Offered fall and spring semesters. Prerequisites: EDUC 107.

## **EDUC 252 Prin/Prac of Tch Phon Aw & Pho 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. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

## **EDUC 257 AYA/MCE Best Prac Class Mgmt 3 sem. hrs.**

Classroom management and organization in the adolescence to young adult and middle childhood classroom will be developed. Best practices and a variety of teaching strategies will be examined as they relate to each of the content areas. An emphasis on current research on effective classroom practices will be featured. Field hours required. Prerequisites: EDUC 107 and sophomore standing. Offered Fall and Spring semesters.

## **EDUC 264 TH1:H2b:TH3:EducationPsych 3 sem. hrs.**

Learning theories and instructional models are examined from a practical classroom-based perspective. Emphasis is on interpreting and integrating educational concepts to address various learning situations in the classroom setting. Cognitive, social, and personal development are included as are concepts of motivation, instructional design and approaches, individual learning style and needs, and classroom decision-making processes. Developmentally and culturally responsive instruction is emphasized. Required for 300/400-level classes. Offered fall and spring semesters.

Prerequisite: EDUC 107.

## **EDUC 313 P-5 Elem Educ Lang Art/SS Meth 3 sem. hrs.**

Pre-service teachers will learn various instructional delivery strategies for P-5 elementary. The social studies curriculum will be explored. Literacy methods and materials for reading, writing, language, speaking and listening skills are shared. An Ohio History Learning Module will be completed. Planning and the implementation of integrative activities are stressed; adaptive lesson planning is investigated. Collaborative teaching models are explored. Structured field experience required. Offered fall and spring semesters.

## **EDUC 315 Methods Teach: Math/Science 3 sem. hrs.**

This course shows how to teach P-5 elementary mathematics and science and takes the pre-service teacher through the learning-discovery process of the subject matter to be taught. Developmentally appropriate lesson planning is based on knowledge of individual children, the community, and curriculum goals and content. Structured field experience required. Offered fall and spring semesters.

## **EDUC 320 AYA/MCE Assess & Instr Plan 3 sem. hrs.**

Emphasis on the design, implementation and assessment of teaching and learning approaches appropriate for young adolescents. Focus on various teaching and learning strategies and assessment alternatives that promote the learning of young adolescents. This is an online course. Field experience required. Offered Fall and Spring semesters. Prerequisites: EDUC 107.

**EDUC 345 AYA/MCE: Instructional Methods 3 sem. hrs.**

Course designed for those seeking licensure at the adolescence and young adult level and middle childhood level in Integrated Mathematics, Integrated Science, Integrated Social Studies and Integrated Language Arts. Focus is on methods of instruction appropriate to learners at this level, and an overview of the methods used at the adolescent and young adult level, as well as issues associated with teaching each of these content areas. Various instructional strategies, assessment alternatives, and management techniques appropriate to adolescents learning are addressed, along with the provision of alternative techniques for individualizing learning activities. Includes an examination of technological applications in the classroom and of how NCTM, NSTA, NCTE, NCSS, AMLE and the Ohio Learning Standards have impacted curriculum, day-to-day activities, and assessment approaches. Field experience in the classroom is required. Course to be taken semester prior to pre-student teaching. Offered Fall and Spring semesters.

**EDUC 351 Methods of Teaching Devel Lit 3 sem. hrs.**

Students examine a wide variety of instructional methods for teaching reading and writing from early childhood to middle school level. Reading, writing, listening, speaking, and visualizing are viewed as interrelated literacy skills. Emphasis is placed on phonemic awareness, phonics, vocabulary, comprehension, and fluency. Students explore a broad spectrum of reading and writing materials, strategies, and literature, including electronic texts. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

**EDUC 353 Literacy 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. Course registration is limited to those students seeking licensure or practicing educators seeking to add an endorsement to a current teaching license. Field experience required. Prerequisites: EDUC 250; EDUC 351; and EDUC 252.

**EDUC 354 Disciplinary Literacy 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. Emphasis on elementary, middle, and high school education strategies. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

**EDUC 362 Special Topics 1-4 sem. hrs.**

An opportunity to present various special courses in education. Offered every semester.

**EDUC 362-A LEAD Student Teach Experience 3 sem. hrs.**

Theory is implemented along with actual teaching in schools. Developing skills in methods, procedures, technique is emphasized. Individual and group conferences are held with the University's supervisor of student teaching and with cooperating teachers. Praxis II content test(s) must be successfully completed for licensure. Taken concurrently with The Student Teaching Seminar Course. Designated only for those students enrolled in the LEAD program. Offered fall and spring semesters. Prerequisite: all courses leading to licensure.

**EDUC 437 Preclinical General Methods 1.5 sem. hrs.****EDUC 440 Applied Tech in Clinical Exp 1 sem. hr.**

Students will design and create technology resources that will be implemented within their clinical experience. Students will apply teaching strategies that integrate digital resources to maximize student learning. Special consideration is given to productivity and professionalism. This course will also include the creation of an electronic portfolio. To be taken concurrently with EDUC 468.

**EDUC 450 Preclinical:ProfesInPractice 3 sem. hrs.**

Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. CEC standards, Ohio Educator Standards, and Common Core State Standards are addressed. Field experience offsite in subsequent student teaching setting with weekly meetings. Course is to be taken the semester directly prior to student teaching, may be taken concurrently with 300-400 level courses. All coursework must be successfully completed in order for student teaching to occur the following semester. Offered fall and spring semesters.

**EDUC 460 H3:Education Internship 3,6 sem. hrs.**

The Professional Education Internship is a supervised work experience which permits the student intern to connect theory with best practices. Skills learned must be transferable to a variety of professional education employer settings. Student interns receive practical learning experience outside of the academic setting by becoming involved in day-to-day practices at the internship site. This internship provides for the integration of experience in the liberal arts tradition in response to contemporary challenges of the 21st century. An on-site supervisor and faculty member monitor and assess intern performance. The internship may be paid or unpaid. Students may obtain this experience through local employers, national or state organizations, or global internship programs. Offered every fall and spring semester.

Prerequisites: Junior standing.

**EDUC 464 OAE Preparation Study 1 sem. hr.**

The course provides a focus of study for support in understanding and mastering the knowledge, skills, & dispositions necessary for taking licensure content area assessments. By recommendation only.

**EDUC 467 Student Teaching Experience 6,9 sem. hrs.**

Culminating field-based experience designed to provide pre-service teachers daily experiences in classrooms and/or community based environments. Student teachers are placed in educational settings for supervised, guided practice experiences to implement theory with practice. Experiences include collaborations with professionals and families, observation and participation in assignments, planning meetings, and instruction for students. Experience is 14 weeks, daily supervised practice with weekly meetings with university supervisor and cooperating teacher(s). Praxis II content test(s) must be successfully completed for licensure. Taken concurrently with EDUC 468. Offered fall and spring semesters.

Prerequisites: all courses leading to licensure.

**EDUC 468 H3:TH1:CIT:StudentTeachSem 3 sem. hrs.**

This capstone seminar accompanies the clinical practice and serves as the Heritage III requirement for Education students. The seminar provides for the integration of experience in the liberal arts tradition which enables students to respond to the contemporary challenges of the 21st century posed by the teaching profession today. Course to be taken concurrently with student teaching (EDUC 467). Offered fall and spring semesters.

Prerequisites: all coursework leading to Multi-Age licensure.

**EDUC 469 Student Teaching-LEAD 3 sem. hrs.**

Culminating field-based experience designed to provide pre-service teachers daily experiences in classrooms and/or community-based environments. Student teachers are placed in educational settings for supervised, guided practice experiences to implement theory with practice. Experiences include collaborations with professionals and families, observation, and participation in assignments, planning meetings, and instruction for students. Experience is 14 weeks, daily supervised practice with weekly meetings with university supervisor and cooperating teacher(s). OAE professional knowledge and content test(s) must be successfully completed for licensure. Taken concurrently with EDUC 468. Offered fall and spring semesters.

Prerequisites: all courses leading to licensure.