DIVISION OF EDUCATION

Dr. Jean A. DeFazio, Chair

Mission
Guided by the vision of the Brothers of Christian Instruction, the Division of Education develops educators who serve all learners with a willing spirit in a global society.

Vision
The Unit’s vision is coherent with the “theology of education” of the Brothers of Christian Instruction—a calling to educate the whole person for the common good, to make special effort to reach those who might not have the chance, and to strive to be models of virtue—practical, intellectual, moral, and spiritual.

Philosophy
Three principles or intersecting “rings” stand at the core of all Education programs and activities:

• Examine and apply the Judeo-Christian tradition in developing professional roles,
• Embrace diversity, and
• Practice and promote service learning

Student Learning Outcomes
Teacher candidates will:

• demonstrate an understanding of student learning and development and respect diversity
• apply knowledge in the content area for which they have instructional responsibility
• create and apply varied assessments to inform instruction, evaluate, and ensure student learning
• plan and deliver effective instruction that advances the learning of each individual student
• implement learning environments that promote high levels of learning and achievement
• collaborate and communicate with other educators, administrators, students, and parents and the community to support student learning

Educator Early Credentialing Program: BA/BS to MAED
The Educator Early Credentialing Program is available to qualified seniors who meet the Division of Education graduate admissions requirements for graduate endorsement courses. Qualifying students must meet admissions requirements and be accepted prior to the semester in which they intend to begin endorsement classes. Qualifying students who meet the following criteria will be able to enroll in graduate endorsements courses:

• Completion of 96 credit hours, including transfer credits.
• Minimum 3.0 Undergraduate GPA for admission and continuation in endorsement programs.
• Prior acceptance into the Walsh University Teacher Preparation Program

• Written approval of the student’s undergraduate academic advisor and Division Chair
• Seniors must submit the following application materials to the Graduate Education Program Director for admission to the Educator Early Credentialing Program:
  • A completed Graduate Education application form signed by Division Chair and student’s current academic advisor;
  • Graduate Education Program writing sample,
  • Copy of Walsh University unofficial transcript for review
• Complete successful interview with Graduate Education Program Director
• Seniors must maintain a 3.0 average in the Endorsement coursework. Upon completion of the Bachelor’s degree, the student must complete an Official Change of Status form to move from undergraduate to graduate status.

• Adolescence to Young Adult - Integrated Language Arts Licensure Program (B.A., B.S.E.)
• Adolescence to Young Adult - Integrated Mathematics Licensure Program (B.S., B.S.E.)
• Adolescence to Young Adult - Integrated Science Licensure Program (B.S., B.S.E.)
• Adolescence to Young Adult - Integrated Social Studies Licensure Program (B.A., B.S.E.)
• Early Childhood Administration (B.S.)
• Early Childhood Intervention Specialist Licensure Program (ECIS) (B.S.E.)
• Elementary P-5 Education Program (B.S.E.)
• Intervention Specialist - Licensure Program - Mild/Moderate Intervention Program
• Intervention Specialist - Licensure Program - Moderate/Intensive Intervention Program
• LEAD Program (Licensure in Education for Adults with Degrees)
• Middle Childhood Education Licensure Program (B.A., B.S.E.)
• Professional Education Program (B.S. or B.A.)
• Teacher Preparation Program

AYA 437 Professionalism and Practice 2 sem. hrs.
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. NCTM, NCSS, NSTA, NCTE standards, Ohio Educator Standards, and Ohio’s New Learning 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.
ECE 210 Intro to P-5 Elem Educ 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.

ECE 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.

ECE 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.

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.

ECE 319 ECE-Curr/Intervention Strat 3 sem. hrs.
Study of curriculum development and intervention practices for young children with moderate-intensive disabilities. Course emphasizes collaborative partnership of professional disciplines and the child’s family in planning and implementing curricula and interventions. Course presents curriculum models and intervention methodologies based on developmentally and individually appropriate practices for the young child. Field experience required. Offered fall and spring semesters.

ECE 410 Elem Educ Profession in Practic 3 sem. hrs.
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. CAEP Elementary Standards, Ohio Educator Standards, INTASCC Standards, Ohio Early Learning and Development 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 107 School and Society: Intro Educ 2 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 140 Intro to Tech in the Classroom 1 sem. hr.
Students will be introduced to educational technology currently used in schools, and they will explore strategies for maximizing student learning with digital resources. Students will learn the ISTE technology standards and how they guide the selection and implementation of educational technology in the classroom. Special consideration is given to social, ethical, legal and human issues as students discover classroom resources. To be taken concurrently with EDUC 107.

EDUC 206 DV:Except&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.

EDUC 250 Develop 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. Field hours required. Offered fall and spring semesters. Prerequisites: EDUC 107.

EDUC 252 Prin & Pract of Tch 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. Course registration is limited to those students seeking licensure. Field experience required. Offered fall and spring semesters.

EDUC 255 Cognitive & Language Development 3 sem. hrs.
Course focuses on the nature of cognitive development and language acquisition from birth through early childhood. Candidates examine research of Piaget, Vygotsky, Bruner, Bates, and others, and the various language systems, including phonology, semantics, syntax, and pragmatics. Course addresses both typical and atypical development, effects of linguistic diversity, memory and perception in early development. English as a second language, relationships of cognition and language to the development of play and socialization. Candidates examine strategies and activities that facilitate cognitive and language development for typically developing children and children with cognitive or communication delays and a range of specific exceptionalities. This is an On-Site learning course. Students will meet both on site and on campus during the semester. On site visits include 20 hours of an embedded Service Learning component. Field experience required. Offered fall and spring semesters. Prerequisites: EDUC 107, EDUC 206, EDUC 208, ECE 264.
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 H2b: Education Psychology  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 320 AYA/MCE Assess & Instr Plan  2,3 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 340 Instructional Tech in Practice  1 sem. hr.
Students will learn to plan and design interactive learning experiences through technology. Special consideration is given to meeting the needs of a variety of learners through use of technology in planning assessment, evaluations, and productivity. The curriculum and course subjects will be geared toward the license areas of the students. To be taken concurrently with EDUC 345, ECE 315, or ISE 349.

EDUC 345 AYA/MCE: Instructional Methods  2 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 Meth Teach: Develop Reading  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 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. 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 Reading in the 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. 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.
The Professional Education Internship is a supervised work experience which permits the student intern to connect theory with best practices. Topics covered may include, but are not limited to, classroom management and organization in the adolescence to young adult and middle childhood 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: Junior standing.

EDUC 364 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 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 463 Multi-Age Pre-Stud Teach Exp 3 sem. hrs.
The pre-student teaching seminar has two components: a fieldwork component and a seminar component. In fieldwork, candidates are assigned to a school setting (where their student-teaching clinical will be performed) under the supervision of a cooperating teacher. This experience will provide the candidate with the opportunity to become familiar with the role of the physical educator and the dynamics of the gymnasium. The course consists of the completion of 60-hours of field experience including two videotaped lessons and reflections. The candidate will thus gain an understanding of instructional planning, teaching strategies, educational technology, classroom management, diversity and how NASPE and NCATE standards are implemented into the physical education curriculum. The second major component of the pre-student teaching experience will be completion of an "Impact on Student Learning Project" utilizing students at the pre-clinical site. In the seminar component, candidates will have the opportunity to discuss and evaluate with their peers the gymnasium/classroom interaction that they have observed, as well as the interrelationship of teaching/learning theory and practice. Candidates will also be guided through the final stages of developing their professional portfolio. The two components of the course will help candidates learn: (1) gymnasium/classroom observation and lesson planning skills; (2) ways to design, implement, and assess individual, small group, and whole class activities; and (3) how to explore their individual instructional strengths in preparation for their student-teaching clinical experience. All coursework must be successfully completed in order for student-teaching to occur the following semester). Offered fall and spring semesters.

EDUC 464 OAE Preparation Study 1-4 sem. hrs.
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: Student Teaching Seminar 2,3 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.

ISE 243 Positive Learning Environment 3 sem. hrs.
This course presents theories and strategies for identifying, implementing, and assessing effective interpersonal skills in diverse educational and social settings. Content focuses on two major concepts: a) strategies to develop positive and supportive learning environments which value diverse needs of students, and b) behaviors and interventions which may interfere with positive learning and social experiences. Ethical, legal, and social guidelines/implications are presented. Interventions based on cognitive, humanistic, behavioral, and psychological theories are presented and applied through a case study approach. Field experience required. Offered every semester.
Prerequisite: EDUC 107, 206, 264, and sophomore standing.

ISE 245 Family, Schools, and Community 2,3 sem. hrs.
This course examines the dynamics and relationships of family, school, and community structures. Theories and strategies to enhance parent-professional collaboration and communication skills are presented and practiced. Course examines support systems in schools and communities, family networking, and specific skills to increase understanding of the impact of lifelong disabilities on family members. Course emphasizes importance of sensitivity towards differences in cultural/linguistic and social backgrounds in addition to varied family structures and needs. Students meet with parents and professionals to observe and practice collaboration skills in planning individualized intervention programs. Field experience required. Offered every semester.
Prerequisites: EDUC 107, 206, 264, and sophomore standing.

ISE 340 Augment/Assist Technologies 2 sem. hrs.
Course examines assessment, planning, and intervention services for students requiring adaptive systems for communication and daily living needs. Analysis of cognitive-social, sensory, motor abilities and related requirements necessary for development of functional communication skills. Guidelines for assessment, selection, and implementation of communication devices or systems for academic, functional skills, daily living, and vocational skills are presented. Communication systems presented include sign/manual communication, Braille, picture and symbol systems. communication boards and aides, and electronic devices. Assistive technology, including adapted switches, keyboards, environmental controls, and training devices are studied and applied. Course applies principles of positioning/handling and adaptive equipment. Offered fall and spring semesters.

ISE 341 Elem Educ Assess/Plan 3 sem. hrs.
This course examines general and specific components of assessment and planning for P-5 elementary students with exceptionalities and their families. Assessment issues related to typical and atypical development, identification of exceptionalities and at-risk characteristics, interpretation of information, development and planning of individualized intervention programs and family service plans, program evaluation, and student monitoring will be included. Formal and informal assessments, including standardized testing, observation, family-centered, curriculum-based, play-based, and ecological inventories will be examined. The course includes hands-on experiences in assessment administration, program planning/strategy development based on assessment data, and communication strategies in reporting and interpreting information to family and professional team members. Structured field experience required. Offered fall and spring semesters.
ISE 342 Assessment/Planning:Inter Spec  3 sem. hrs.
Course examines components of assessment and planning for students with exceptionalities and their families. Assessment issues related to definitions/identification, interpretation of information, development and planning of individualized intervention programs, program evaluation, and student monitoring will be included. Formal and informal procedures, including academic domains and environmental inventories, will be examined. Course includes hands-on experiences in assessment, program plans, and communication strategies for family and team members. Current trends and issues, including curriculum-based measurement and evaluation, inter- and trans-disciplinary team collaboration, cultural-linguistic differences, and legal-ethical implications will be emphasized. Field experience required. Offered every spring semester.

ISE 344 Curri/Interv Strat:Mod/Intens  3 sem. hrs.
Study of curriculum development and intervention practices for individuals with moderate/intensive disabilities. Emphasis is on individualized decision-making for selection, development and sequence of instruction for persons with significant cognitive, social-emotional, motoric, health, sensory, communicative, cultural/linguistic differences, or multiple needs. Course will present curriculum models, instructional and intervention strategies which are focused toward socially valued, community based, life span approaches. Task analysis, systematic planning, and program implementation based on team-based, functional and ecological assessments will be examined and practiced through extensive practicum experience using case study analysis. Field experience required. Offered every spring semester.

ISE 345 Tran: Planning/Intervention  2 sem. hrs.
Course examines issues of assessment and development of community-based, life span programs for persons with disabilities. Issues covered include transitions from school to work/community needs, career/vocational planning and objectives, advocacy roles, collaboration with family members, educators, and community agencies for planning and delivery of services, parent-professional communication skills. Course includes application of environmental/ecological approach using domestic, vocational, recreational leisure, and community needs. Assessment and programming issues for transitions are practiced. Participation in community-based programs will be completed. Field experience required. Offered every fall semester.

ISE 346 FuncLifeSkillsStud w/Spec Nds  3 sem. hrs.
Practicum-based course focuses on development of materials, accommodations, instructional strategies, and individualized intervention plans for teaching functional academics, social-communication skills, and independent community-based life skills for the K-12 range of students with moderate-intensive disabilities. Candidates apply current best practice assessment and intervention approaches, including team-based, systematic planning and program implementation, assistive technologies, sensory aids, functional behavioral assessments, ecological inventories, and a range of positive behavior supports in extensive practicum experiences. Candidates develop and implement database intervention plans in school and community-based settings. Field experience required. Offered every spring semester.

ISE 347 Sens/Motor/Hlth Intervent  3 sem. hrs.
Course examines range of service needs and programs for students with significant sensory and/or physical impairments, using a transdisciplinary team approach. Problem-solving approaches and decision-making models for use of adaptive materials, equipment, and intervention techniques are examined for assessment, planning, and service delivery. Approaches, devices, and systems for social, communicative, educational, and functional daily living skills are presented. Guidelines and techniques for adaptive equipment, positioning, oral-motor eating skills, recreational-leisure activities, academic functioning, and social communication are introduced. Field-based experience with therapist/educator teams required. Offered every semester.

ISE 348 LA & SS MethodforStudw/Spec Nd  3 sem. hrs.
Course explores instructional strategies and material adaptations for students with mild to moderate disabilities. Candidates will be shown how to teach students language arts and social studies through the learning-discovery process of the subject matter to be taught. Candidates will learn how to create, develop and teach lessons to meet the individualized needs of all students. Candidates will learn how to make accommodations in the general curriculum to provide differentiated instruction using language arts and social studies state content standards. There is a field experience component to the course where candidates will apply course content in instructional settings. Field experience required. Offered every fall semester.

Course explores instructional strategies and material adaptations for students with mild to moderate disabilities. Candidates will be shown how to teach students mathematics and science through the learning-discovery process of the subject matter to be taught. Candidates will learn how to create, develop and teach lessons to meet the individualized needs of all students. Candidates will learn how to make accommodations in the general curriculum to provide differentiated instruction using mathematics and science state content standards. There is a field experience component to the course where candidates will apply course content in instructional settings. Field experience required. Offered every spring semester.

ISE 441 ISE:Pro Prac:Pre-Stud Teach  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.

MCE 437 Professionalism and Practice  2 sem. hrs.
Seminar and guided practice experience directly prior to student teaching semester. Best practice instruction/resources/strategies are refined. AMLE Standards along with NCTM, NCSS, NSTA, NCTE standards, Ohio Educator Standards, and Ohio’s New Learning 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.