

DEPARTMENT OF TEACHER EDUCATION AND LEADERSHIP STUDIES

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Mission

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

The Department of Teacher Education and Leadership Studies offers teaching licenses in the following areas:

- **Primary/Primary Intervention Specialist Education** (Pre-kindergarten through grade five). The successful candidate will teach children who are typically developing, at-risk, gifted, or who have mild/moderate educational needs in the P-5 classroom. This classroom can be a general education, full inclusion, or special education classroom, or a resource room.
- **Middle Childhood Education** - (Grades four through nine). The successful candidate will teach learners in at least two of four curriculum concentration areas named on the teaching license including:
 - Language Arts
 - Mathematics
 - Science
 - Social Studies
- **Adolescent Education** - (Grades seven through twelve). The successful candidate will teach learners in one of the following curriculum areas named on the teaching license including:
 - Integrated Sciences Education
 - Integrated Language Arts Education
 - Integrated Mathematics Education
 - Integrated Social Studies Education
- **Multi-age Education** - (Pre-kindergarten through grade twelve). The successful candidate will teach learners in one of the following curriculum areas named on the teaching license including:
 - Spanish Education (See Department of English and World Languages for more information)
 - Music Education (See Department of Music for more information)
 - Visual Arts Education (See Department of Art for more information)
- **Special Education** - (Intervention specialist, kindergarten through grade twelve). For teaching learners with Mild/Moderate Disabilities.

Requirements for Admission to Teacher Education Licensure Programs

Neither admission to the University nor declaration of a major related to a teaching field guarantees admission to the teacher education programs or candidacy for a teaching license. *Formal admission to teacher education is required before students are allowed to enroll in junior and senior level courses in their major.*

After candidates have completed a minimum of 50 semester hours and fulfilled all other admission requirements, they must submit an application for

admission to the teacher education program (Upper Division). The application for Upper Division must be completed and submitted by:

- September 1st to register for Upper Division courses for Spring;
- February 1st to register for Upper Division courses for Summer and Fall.

Students who submit an application after the deadline are NOT guaranteed acceptance in time to register for Upper Division courses.

Each completed application will be reviewed and approved by the Upper Division Admission and Retention Committee. If all requirements are met, student will be allowed to register for Upper Division courses the following semester.

Admission to the Teacher Education Program (upper division) is obtained upon satisfactory completion of the following requirements:

- Minimum completion of 50 semester hours
- Minimum 2.75 overall GPA
- ENGL 1550 Writing 1 and ENGL 1551 Writing 2 "B" average or better OR ENGL 2601 Intermediate Writing for Teachers "B" or better
- EDFN 1501 Introduction to Education, CMST 1545 Communication Foundations, SPED 2630 Individuals with Exceptionalities in Society and a content course (see curriculum sheet for content area course) "B" average or above
- Completion of Good Moral Character Statement
- Current BCI/FBI check (taken within the last year)
- Writing Assessment

Candidates for degrees outside of the Department of Teacher Education and Leadership Studies (Music and Art) are enrolled in the college awarding the particular degree, however these students must meet the above requirements and be admitted to upper division in Department of Teacher Education and Leadership Studies (TELS) in order to enter the junior and senior level courses leading to a teaching license.

Students should meet the requirements for admission to teacher education by the end of their sophomore year. Later qualification does not justify waiving any course prerequisites or planned sequences, and usually results in prolonging the period of study beyond the usual four years.

Graduation and/or Licensure Evaluation

A Request for Graduation and/or Licensure Evaluation form should be completed and submitted in Banner one year prior to student teaching and/or application for licensure. This form generates a program evaluation to assure that the student meets graduation and/or licensure requirements.

Requirements for Student Teaching

Application for a student teaching must be filed with the Education Advisement Office, Beeghly Hall Room 2101 during the preceding semester in which student teaching is to be completed. Teacher candidates must register for 10 hours of student teaching and two hours for the student teaching seminar in their licensure area. Students anticipating more than one teaching license should seek advisement in Beeghly Hall Room 2101. To qualify for a student teaching assignment, the student must have satisfied the following requirements:

1. BCLASSE Upper Division Status
2. A minimum overall G.P.A. of a 2.75
3. Completion of the program prerequisites
4. An average of 2.67 in the major/teaching area and professional education courses (each computed separately with no grade less than a C)
5. A passing score on the Ohio Assessment for Educators (OAE) tests and/or the equivalent as required by the Ohio Department of Education
6. Completion of a criminal background check

No additional courses may be taken with student teaching. The Administrator of Student Field Experiences must be notified in writing prior to a student's attempt to register for course(s) outside of student teaching. Student teachers are required to complete, submit for national scoring, and pass the edTPA, Teacher Performance Assessment. The Department of TELS requires the passage of the edTPA with a minimum score of 39 (34 for Foreign Language) as one of the requirements for licensure. Student teaching may deviate from the University calendar depending on the academic calendar of the assigned school.

Requirements for Licensure

Initial Licensure

The Dean of BCLASSE has the authority to recommend to the Ohio State Board of Education, and other licensure agencies, those Youngstown State University graduates who qualify for licensure in any teacher education program offered by the University. Students earning degrees through other colleges must complete all requirements of the teacher education program in order to be licensed. All candidates for any teaching license must meet the requirements for program admission in TELS, but the degree earned may be conferred by any of the University colleges in accordance with the specific requirements for the degree desired.

However an overall undergraduate grade point average of 2.75 and 2.67 in the major field(s) and professional-education courses must have been earned if the student is to be recommended for licensure by Youngstown State University, irrespective of the type of degree received. **In addition, each candidate for licensure must pass the State of Ohio prescribed licensing examination(s) Ohio Assessments for Educators, ACTFL (foreign language) and the Teacher Performance Assessment (edTPA) prior to receiving YSU's recommendation for licensure.**

For more information regarding additional fields, or endorsements, consult the academic advisors in Beeghly Hall Room 2101.

Post-Baccalaureate Licensure

Post-baccalaureate students desiring Youngstown State University's recommendation for licensure in Ohio and any other state must be admitted to the University. Post-baccalaureate students are advised in the undergraduate student advisement office (Beeghly Hall Room 2101) and are advised in the same manner as undergraduate students. They must meet the standard set of requirements for admission and upper-division status in BCLASSE. They must satisfy the teaching field, and professional education requirements comparable to the undergraduate program. Post-baccalaureate students may use approved, documented program equivalency to satisfy appropriate parts of the licensure program.

Licensure in a Second Teaching Field

Post-baccalaureate and undergraduate students seeking licensure in a second teaching field will need to satisfy the approved academic program as stated in the catalog under the section "Teaching Fields." The same quality point requirements apply to second teaching fields as those for initial licensure. A passing score on the specialty exam of the State of Ohio for the second teaching field is required prior to YSU's recommendation for the second teaching field.

Advisement

All prospective teachers are advised by the academic advisors in Beeghly Hall. Secondary students, middle childhood students, and multi-age students are also advised in the department in which their major or areas of concentration are located. To be eligible for licensure, candidates for education degrees must satisfy the catalog requirements in effect on the date of admission to upper division.

Title II, Higher Education Act

The United States Department of Education maintains data on pass rates on licensure exams for all institutions of Higher Education. The most recent data on the pass rate for Youngstown State University and other Ohio institutions is available on the Department of Education (<https://title2.ed.gov/Public/Home.aspx>) website. Please click here for the Institutional Report on the Quality of Teacher Preparation, Title II, Higher Education Act.

Curricula and Courses of Instruction

Each curriculum leads to an Ohio resident educator license. Minimum requirements for teachers' licenses are determined by the Ohio Department of Education; if those requirements change, they become effective immediately at Youngstown State University. State department minimal requirements may be, and usually are, exceeded by University requirements.

Disclaimer: Educator Licensure tests and qualifying scores listed in the ODE charts and on the ODE website are subject to change by the Ohio State Board of Education.

For more information, visit The Beeghly Co (<http://www.yzu.edu/academics/beeghly-college-education/>) College of Liberal Arts, Social Sciences and Education.

Chair

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

Professor

Jane Beese, Ed.D., Professor

Jeffrey M. Buchanan, Ph.D., Professor

Charles Howell, Ph.D., Professor

Daniel Keown, Ph.D., Associate Professor

Karen H. Larwin, Ph.D., Professor

Nathan Myers, Ph.D., Associate Professor

Crystal L. Ratican, Ph.D., Professor

Patrick T. Spearman, Ph.D., Professor

Associate Degrees

- Early Childhood Associate Pre-K (<https://catalog.yzu.edu/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/early-childhood-associate-pre-k/>)
- Associate of Arts in Teacher Education (<https://catalog.yzu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/aa-teacher-education/>)

Bachelor of Science in Education Degrees

- Special Education: Intervention Specialist
- Primary/Primary Intervention Specialist (<https://catalog.yzu.edu/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education/primary-primary-intervention-specialist/>)
- Middle Childhood Education, (4-9) (<https://catalog.yzu.edu/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education-middle-childhood-4-9/>)
- Adolescent/Young Adult Education (7-12) (<https://catalog.yzu.edu/undergraduate/colleges-programs/college-liberal-arts-social-sciences-education/department-teacher-education-aya-education-7-to-12/>)

Minors

- Minor in Education (<https://catalog.ysu.edu/undergraduate/colleges-programs/college-education/department-teacher-education/minor-in-education/>)

Early Childhood Education

ECE 3713 Teaching of Mathematics: Early Years 3 s.h.

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

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

Coreq.: ECE 3715, ECE 3780, and ECE 4814.

ECE 3715 Teaching Science: Early Years 3 s.h.

Using NSTA/NCATE and Ohio Model guidelines as the framework, focus on establishing and maintaining learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Topics include teaching for meaningful science understanding, planning and providing an effective and supportive learning environment, planning and implementing curriculum and lessons appropriate for children in their early years, selection and use of instructional aids and resources, assessment, and professional development. Experiences that promote the use of science processes and problem-solving skills for life-long learning. Field experience combining science pedagogy/methodology in an early childhood setting.

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

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

ECE 3780 Social Studies for Young Children 3 s.h.

Methods of teaching social studies to young learners (PreK-3) including exploration of a variety of effective teaching and assessment behaviors related to diverse learner needs. Use of key concepts, application of tools of social studies to foster social development and encourage independent problem solving, investigate the use of technology, create instructional resources; collaboratively plan, teach, and evaluate lessons in inclusive instructional settings; keep a reflective learning log.

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

Coreq.: ECE 3713, ECE 3715, and ECE 4814.

ECE 3790 Assessing Learning in Early Childhood Education P3 3 s.h.

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a P-3 classroom. Candidates will explore a variety of informal, formal, formative and summative classroom assessment strategies and critically investigate standardized assessments used in the current national and state movements toward accountability and "high-stakes" assessment. This course is a required part of the TEC experience to provide candidates with an authentic classroom assessment experience.

Prereq.: ECE 3760.

ECE 4814 Language Arts Methods in the Early Years (Ages 3-8) 3 s.h.

Teaching oral and written communication through consideration of listening, speaking, reading, viewing, and related skill areas in the elementary school.

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

Coreq.: ECE 3713, ECE 3715, and ECE 3780.

ECE 4841 Supervised Student Teaching: Early Childhood 1-10 s.h.

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

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

Coreq.: ECE 4842 and/or ECIS 4842.

Gen Ed: Capstone 2024.

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

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

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

Coreq.: ECE 4841 and/or ECIS 4841.

Early Childhood Intervention Specialist

ECIS 2600 Educating the Whole Child 3 s.h.

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

ECIS 2629 Best Practices in ECIS 3 s.h.

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

Coreq.: TCED 1509.

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

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

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

Coreq.: CHFM 3733L.

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

This course examines the theoretical foundations and developmentally appropriate assessment strategies in a PK-3 classroom. Candidates will explore a variety of informal, formal, formative and summative classroom assessment strategies and critically investigate standardized assessments used in the current national and state movements toward accountability and "high-stakes" assessment. This course is a required part of the preclinical experience to provide candidates with an authentic classroom assessment experience. Field hours required.

Prereq.: TELS Upper-Division Status.

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

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

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

Coreq.: ECIS 4802, ECIS 3790.

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

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

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

Coreq.: ECIS 4801, ECIS 3790.

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

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

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

Coreq.: ECIS 4842, ECE 4841.

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

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

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

Coreq.: ECE 4841, ECIS 4841.

Early and Middle Childhood Education

EMCE 5801 Early Childhood Generalist Science 2 s.h.

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

EMCE 5802 Early Childhood Generalist Math 2 s.h.

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

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

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

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

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

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

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

Educational Foundations

EDFN 1501 Introduction to Education 3 s.h.

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

EDFN 3708 Education and Society 3 s.h.

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

Prereq.: Fifty semester hours.

EDFN 3710 Educational Assessment 3 s.h.

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

Prereq.: Upper Division.

Health Education Physical Education

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

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

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

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

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

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

HEPE 1579 Rhythmic Movement for Children 1 s.h.

Content and teaching strategies related to rhythmic movement for children grades PreK-4. Rhythmic movement skills and concepts explored to provide successful dance experiences for children. One hour lecture, one hour lab.

Prereq.: Physical education major.

HEPE 2610 Introduction to Outdoor Pursuits 3 s.h.

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

HEPE 2624 Physical Education for Children in Early Childhood Settings 3 s.h.

Principles, methods, materials, and organization of activities for preschool-grade 3 children. Active participation, approximately 15-20 hours field work in area preschools/schools.

HEPE 2628 Movement for Early Childhood 3 s.h.

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

Prereq.: Physical Education major.

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

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

HEPE 2672 Mechanical Principles of Movement 3 s.h.

Knowledge and methods of mechanical concepts as they relate and apply to the structure and function of human movement. Muscular structure and function in relation to physical movement, analysis of fundamental human movements. Includes the physical characteristics of the human body and applicable principles of mechanical physics. Two hours lecture. Two hours lab.

Prereq.: BIOL 1552, BIOL 1552L or BIOL 1545, BIOL 1545L.

HEPE 2689 Scientific Basis of Fitness 3 s.h.

Introduction to components of fitness and their physiological basis. Role of exercise and physical activity in the life of the P-12 learner. Application of training principles and participation in a variety of fitness activities. Introduction to physical fitness assessment. Two hour lecture, two hour lab.
Prereq.: Physical Education major and PHLT 1568.

HEPE 3702 Health Education Theory and Methods 4 s.h.

Theory, curriculum and methods for teaching health education in P-12 classroom. Provides both content and pedagogical knowledge. 3 hour lecture and 2 hour lab. 20 hours of field experience required. Concurrent with: HEPE 3767.
Prereq.: PHLT 1568.

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

Curriculum, methods and materials for teaching middle school health education. Two hour lecture, Two hour lab. 60 field hours required.
Prereq.: HEPE 3702, BIOL 1545 and TELS Upper Division Status.

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

Curriculum, methods and materials for teaching high school health education. Two hour lecture and two hour lab. 60 field hours required.
Prereq.: HEPE 3702, BIOL 1545 and TELS Upper Division Status.

HEPE 3740 Coaching the Young Athlete 3 s.h.

This course will address the pedagogy and practice of coaching sports with emphasis on youth sport development. The course will include coaching techniques, responsibilities, interaction with students and parents, injury prevention and sport psychology utilizing discussion, case method study, and practical application. The intent of the course is to help the student develop a coaching philosophy to positively affect youth sport development.
Prereq.: HEPE 2689.

HEPE 3750 Organization and Management of Sport Programs and Events 2 s.h.

The purpose of the course is to provide students with an understanding of the responsibilities of administrators and coaches involved in K-12 athletics. Content will focus on sport team scheduling, athletic facility requirements, fundraising, budgeting, event planning, career networking/advancement, coaching acquisition and termination, and increasing sport programs of an athletic program. Students will be introduced to the requirements of set policies by the school district, athletic conferences, state athletic associations, state and federal law and the National Collegiate Athletic Association (NCAA).
Prereq.: Junior standing.

HEPE 3766 Principles and Analysis of Motor Development 3 s.h.

Application of a lifespan motor development approach to critically analyzing movement patterns. Emphasis on motor development including biomechanical aspects of movement, and on teaching applications. Two hours lecture, two hours lab. 8 hours field experience required.
Prereq.: BIOL 1545 and BIOL 1545L.

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

Effective teaching practices and development of skills including classroom management, lesson planning, and selection of appropriate methods of instruction. Peer teaching and reflection. Two hours lecture, two hours lab. 20 hours of field experience required.
Prereq.: 20 s.h. in major and HEPE 3766.

HEPE 3768 Advocacy and Best Practices in Health and Physical Education 2 s.h.

Emphasizes the advocacy role of the health and physical educator. Includes use of research and best practices documents to advocate for the inclusion of health and physical education for all P-12 learners. One hour lecture, two hour lab.
Prereq.: 20 s.h. in Physical Education major or Health Education major and HEPE 3767.

HEPE 3780 Methods of Teaching Dance 3 s.h.

Movement skills and music concepts will be explored through rhythmic movement for all P-12 grade student learners. Rhythm and movement fundamentals and forms: creative expression, exploration, folk, square, contra, line, social and aerobic. Teacher candidates will learn how develop, plan, teach and assess dance for all student learners. Two hour lecture, two hour lab.
Prereq.: HEPE 3767.

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

Theory, purposes, procedures, and uses of standards-based assessment for teaching P-12 health and physical education settings including cognitive, motor, and affective domains. Limitations of traditional assessment. Practical experience in designing assessments, collecting and analyzing data. Three hours lecture.
Prereq.: Physical Education or Health Education major and admission to TELS Upper Division Status.

HEPE 4851 Cultural Aspects of Physical Education and Sport 3 s.h.

Survey of major historical, psychosocial developments, and philosophical issues in physical education and sport from ancient times to the present.
Prereq.: Junior standing.

HEPE 4852 Psychosocial Aspects of Physical Education and Sport 2 s.h.

Survey of major psychosocial principles, developments and concerns as they relate to the participant in physical activity and sport.
Prereq.: 20 s.h. in major.

HEPE 4860 Internship for Coaching Education 3 s.h.

The internship will consist of 180-220 field hours. The field experience will be in a youth sport and/or P-12 youth sport program. Examination of issues related to the coaching early childhood, middle childhood, special education, or adolescents/young adults program.
Prereq.: HEPE 3740, HEPE 3750, and HEPE 3767.

HEPE 4876 Teaching of Elementary Physical Education 3 s.h.

Curriculum, methods and materials for teaching elementary physical education. Critical task includes completion of a learning segment in area schools. Two hours lecture, two hours lab. 60 hours field experience required.
Prereq.: HEPE 3767 and TELS Upper Division Status.

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

Curriculum, methods and materials for teaching secondary physical education. Critical task includes completion of a learning segment in area schools. Two hours lecture, two hours lab. 60 hours field experience.
Prereq.: HEPE 3767 and TELS Upper Division Status.

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

In depth study of special topics in Health and/or Physical Education. Topics to be determined. Two hour lecture. 30 hours field experience required. Concurrent with: HEPE 3702.
Prereq.: HEPE 3768.

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.

Reading & Study Skills

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

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

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

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

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

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

Prereq.: ENGL 1540 and RSS 1510A.

RSS 1570 Approaches to Professional Assessments 2 s.h.

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

RSS 1571 Approaches to Professional Assessments/Applications 1 s.h.

A course designed to prepare students for graduate and professional-level standardized tests. In study groups, students will critically analyze the basic components of the test for which they are preparing, including requirements, test formats, guideline for answering and scoring, and test-taking strategies, in conjunction with effective pedagogical procedures.

Secondary Education

SED 3706 Principles of Teaching Adolescents 3 s.h.

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

Prereq.: TELS Upper Division Status.

Coreq.: TERG 3711.

SED 4800C Science Methods for Adolescent and Young Adult Learners 3 s.h.

Using NSTA/NCATE and Ohio content standards, candidates establish and maintain learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Background for teaching science, instructional strategies, classroom management, planning instruction, assessment, professional development, integration of content with inquiry emphasized. Field hours required.

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

Coreq.: EDFN 3710.

SED 4800E English Methods for Adolescent and Young Adult Learners 3 s.h.

Exploring and demonstrating reflective teaching methods for adolescent learning of English: planning instruction, execution of teaching/learning activities, representations of English concepts, authentic assessment, English communication, purposeful use of instructional technology, classroom management for effective teaching. Field hours required.

Prereq.: TELS Upper Division Status, SED 3706.

Coreq.: EDFN 3710.

SED 4800M Mathematics Methods for Adolescent and Young Adult Learners 3 s.h.

Exploring and demonstrating reflective teaching methods for adolescent learning of mathematics: planning instruction, execution of teaching/learning activities, multiple representations of mathematical concepts, problem-solving strategies, authentic assessment, manipulative materials, mathematical communication, purposeful use of instructional technology, classroom management for effective teaching. Field hours required.

Prereq.: TELS Upper Division Status and SED 3706.

Coreq.: EDFN 3710.

SED 4800S Social Studies Methods for Adolescent and Young Adult Learners 3 s.h.

Theory and practice in learning how to plan, execute, and evaluate social studies lessons that are empowering, interesting, and reflective. Topics include: creating thematic unit plans; interpreting academic standards; writing instructional objectives; creating authentic learning activities; authentic assessment; classroom management and democratic discipline. Field hours required.

Prereq.: TELS Upper Division Status and SED 3706.

Coreq.: EDFN 3710.

SED 4827 Supervised Student Teaching: Language (K-12) 1-10 s.h.

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

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

Gen Ed: Capstone 2024.

SED 4842 Supervised Student Teaching: High School 1-10 s.h.

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

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

Gen Ed: Capstone 2024.

SED 4842A Student Teaching Seminar for Secondary Education 2 s.h.

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

Prereq.: TELS Upper Division Status; Admission to Student Teaching in AYA licensure program.

Coreq.: SED 4827, SED 4842, SED 4843, SED 4844, SED 4845, SED 4846 or 4850.

SED 4843 Supervised Student Teaching: Art (K-12) 1-10 s.h.

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

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

Coreq.: SED 4842A.

Gen Ed: Capstone 2024.

SED 4844 Supervised Student Teaching: Music (K-12) 1-10 s.h.

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

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

Coreq.: SED 4842A.

Gen Ed: Capstone 2024.

SED 4845 Supervised Student Teaching: Health (K-12) 1-10 s.h.

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

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

Coreq.: SED 4842A.

Gen Ed: Capstone 2024.

SED 4846 Supervised Student Teaching: Physical Education (K-12) 1-10 s.h.

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

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

Coreq.: SED 4842A.

Gen Ed: Capstone 2024.

SED 4850 Supervised Student Teaching: Career/Technical 1-10 s.h.

Full-time 16 week student teaching in grades 4-adult supervised by University faculty and experienced career/technical practitioners licensed in the teaching subject of the candidate. Grading is CR/NC.

Prereq.: TELS Upper Division Status, passing scores on PRAXIS II content and PLT test, criminal background check, and completion of adolescent/young adult or career/technical program excluding student teaching and student teaching seminar.

Coreq.: SED 4842A.

SED 7042 Professional Development for Classroom Teacher Educators 2 s.h.

A restricted professional development course for classroom teacher educators invited to supervise the instructional program of student teachers and field experience students. The course concentrates on developing analytical observation, conferencing, evaluation, and supervision skills based on scientific knowledge and theoretical constructs.

Prereq.: Invitation from YSU and endorsement from home school district to serve as a classroom teacher educator.

Cross-Listed: EMCE 7042.

Special Education

SPED 2630 Individuals with Exceptionalities in Society 3 s.h.

Characteristics, adjustment problems, special needs with emphasis on educational solutions, co-teaching, and inclusionary practices. The laws and implementation; placement, programming, due process, resources recommended for accommodation of exceptional learners in diverse settings. Field hours required.

Coreq.: SPED 2630L.

SPED 2630L Individuals with Exceptionalities in Society Laboratory Experience 0 s.h.

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

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

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

Prereq.: SPED 2630.

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

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

Prereq.: TELS Upper Division Status.

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

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

Prereq.: TELS Upper Division Status.

SPED 4836 Educational Teaching Strategies for Students with Exceptionalities: K -12 Moderate to Severe 4 s.h.

Field application of principles of all content areas and organization, and implementation of cross-curricular content areas across grades K - 12 for students with moderate to severe disabilities. This course is part of eight-week intensive pre-clinical field work.

Prereq.: Admission to BCLASSE upper division status; SPED 2630, SPED 2630L, SPED 4867.

Coreq.: SPED 4837, SPED 4838, SPED 4860.

SPED 4837 Behavior and Classroom Management for Students with Exceptionalities: K-12 Moderate to Severe 4 s.h.

This course is designed to increase the candidate's effectiveness as an educator by providing the candidate with an understanding of the theoretical framework for and practical applications of behavior and classroom management for exceptional children. Candidates will develop a working knowledge of the developmental theories of behavior and legal issues of classroom management as well as functional behavior assessment/analysis, and development, implementation and evaluation of individual and classroom-wide positive behavior intervention support plans for students with exceptionalities in the K-12 classroom environment.

Prereq.: Admission to BCLASSE upper division status; SPED 2630, SPED 2630L, SPED 4867.

Coreq.: SPED 4836, SPED 4838, SPED 4860.

SPED 4838 Collaboration & IEP Writing for Students w/Exceptionalities: K - 12 Moderate to Severe 4 s.h.

This course is designed to develop knowledge, skills and abilities related to collaboration, teamwork and writing an Individual Educational Plan (IEP). It provides pre-service teacher candidates with the information and skills necessary to collaborate and consult with other school professionals, families, and support agencies regarding the design and implementation of educational programs for students with moderate to severe disabilities in grades K-12. This course is part of an eight-week intensive pre-clinical field experience.

Prereq.: Admission to BCLASSE upper division status; SPED 2630, SPED 2630L, SPED 4867.

Coreq.: SPED 4836, SPED 4837, SPED 4860.

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

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

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

Coreq.: SPED 4869.

Gen Ed: Capstone 2024.

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

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

Prereq.: TELS Upper Division Status.

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

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

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

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

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

Prereq.: TELS Upper Division Status.

SPED 4854 Cross-Curricular Interventions 4 s.h.

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

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

SPED 4858 Educational Teaching Strategies for Students with Exceptionalities: Grades 6-12 4 s.h.

Field application of principles of reading in the content areas and organization, and implementation of cross-curricular content areas across grades 6 - 12. This course is part of an eight-week intensive pre-clinical field experience.

Admission to BCLASSE upper division status required.

Prereq.: SPED 2630, SPED 4867.

Coreq.: SPED 4859, SPED 4860, TCED 4800L.

SPED 4859 Behavior and Classroom Management for Students with Exceptionalities, 6-12 4 s.h.

This course is designed to increase the candidate's effectiveness as an educator by providing the candidate with an understanding of the theoretical framework for and practical applications of behavior and classroom management for exceptional children. Candidates will develop a working knowledge of the developmental theories of behavior and legal issues of classroom management as well as functional behavior assessment/analysis, and development, implementation and evaluation of individual and classroom-wide positive behavior intervention support plans for students with exceptionalities in the 6-12 classroom environment. Admission to BCLASSE upper division status required.

Prereq.: SPED 2630, SPED 4867.

Coreq.: SPED 4858, SPED 4860; TCED 4800L.

SPED 4860 Transition, Collaboration & IEP Writing for Students w/ Exceptionalities: 6-12 4 s.h.

This course is designed to develop knowledge, skills and abilities related to collaboration, teamwork and writing an Individual Educational Plan (IEP). It provides pre-service teacher candidates with the information and skills necessary to collaborate and consult with other school professionals, families, and support agencies regarding the design and implementation of educational programs for students with disabilities in grades 6 - 12. This course is part of an eight-week intensive pre-clinical field experience.

Prereq.: Admission to BCLASSE upper division status; SPED 2630, SPED 2630L, SPED 4867.

Coreq.: SPED 4858, SPED 4859, SPED 4836, SPED 4837, SPED 4838.

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

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

Prereq.: TELS Upper Division Status.

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

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

Prereq.: TELS Upper Division Status.

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

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

Prereq.: TELS Upper Division Status.

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

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

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

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

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

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

Coreq.: SPED 4839 and/or SPED 4849.

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

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

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

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

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

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

SPED 6916 IEP Planning and Accommodations for Learners with Exceptional Needs 3 s.h.

This course is designed to provide the candidate with an exploratory study of the IEP process. Candidates will understand how to write an IEP as well as collaborate with families and fellow staff members regarding learners with exceptionalities on this process.

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

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

SPED 6928 Transition to Adult Life 3 s.h.

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

SPED 6929 Assessment of Exceptional Learners 3 s.h.

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

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

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

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

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

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

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

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

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

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

Teacher Education Middle Childhood

TEMC 3702 Teaching & Learning in Middle Schools 3 s.h.

Physical, social, emotional, intellectual, and moral development within social and cultural contexts to uncover implications for developmentally and culturally responsive curriculum and instruction.

Prereq.: TELS Upper Division Status.

TEMC 3703 Thematic Instruction and Assessment Methods in Social Studies 3 s.h.

Investigation and application of principles from history, geography, civics, economics, and related fields to create appropriate learning experiences for early adolescents. Exploration of middle grade level group and individual assessment, thematic, problem-solving instructional approaches, and reflective evaluation of learning in a field-based setting.

Prereq.: TEMC 3702, TELS Upper Division Status, and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3704, TEMC 3705, or TEMC 3706.

TEMC 3704 Teaching Mathematics in the Middle School 3 s.h.

Focus on identifying and modeling strategies used for problem solving, communicating, and reasoning in mathematics. Learning to use mathematical connections to stimulate diverse students' development of math concepts and skills and creating learning environments in which students feel free to take risks. Field experience combining mathematics pedagogy/methodology in a middle grade classroom.

Prereq.: TEMC 3702, TELS Upper Division Status and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3705, or TEMC 3706.

TEMC 3705 The Teaching of Science in the Middle School 3 s.h.

Using NSTA/NCATE and Ohio Model guidelines as a framework, students focus on establishing and maintaining learning environments that provide diverse students with a holistic, interdisciplinary understanding of science. Topics include goals formation, planning instruction, instructional strategies, resource selection, assessment procedures. Promotion of the use of science processes and problem-solving skills for life-long learning, the integration of science/technology/society. Field experience combining science pedagogy/methodology in a middle grades classroom.

Prereq.: TEMC 3702, 12 s.h. science, TELS Upper Division Status, and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3704, or TEMC 3706.

TEMC 3706 Teaching Language Arts in the Middle School 3 s.h.

Integrated strategies for enabling diverse students to participate successfully in the activities of a literate society through listening, viewing, and communicating orally and in writing. Emphasis on integration of the language arts, higher order thinking skills, flexibility in applying the language arts in meaningful contexts across the curriculum.

Prereq.: TEMC 3702, TELS Upper Division Status, and approval of chairperson.

Coreq.: TEMC 4801 and one of TEMC 3703, TEMC 3704, or TEMC 3705.

TEMC 3707 Science/Technology/Society 3 s.h.

In-depth exploration of science/technology/society connections. A subject matter-problem-solving-learning environment triad provides opportunities for study of real-life, personal, and societal science and technology problems. Field experience in which students assess STS problems, devise solutions, apply and evaluate knowledge for community improvement.

Prereq.: TELS Upper Division Status, 12 s.h. science.

TEMC 4801 The Middle School Learning Community 3 s.h.

History, philosophy, and concepts of middle level education, including interdisciplinary instruction, collaborative teams, cooperative learning, classroom management, teacher-based advisory programs, flexible scheduling, cross-age grouping, departmentalized/core curriculum, adapting curriculum to the needs of culturally diverse populations, and working with families, resource persons, and community groups.

Prereq.: TEMC 3702, TELS Upper Division Status, and approval of chairperson.

Coreq.: Two of TEMC 3703, TEMC 3704, TEMC 3705, or TEMC 3706.

TEMC 4801C CE 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 1-10 s.h.

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

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

Coreq.: TEMC 4803.

Gen Ed: Capstone 2024.

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

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

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

Coreq.: TEMC 4802.

TEMC 4804 Middle Level Instructional Design and Student Outcomes 3 s.h.

Presents teacher candidates with skills in predicting, understanding, and controlling the fundamental principles of learning. Classroom assessment, test administration, construction, scaling, norming, reliability, validity, and interpretation of individual and group tests will be covered. Attention will be paid to how these impact instruction and assessment in middle grades. To be taken concurrently with TEMC 4801.

Prereq.: TEMC 3702, TELS Upper Division Status, approval of chair.

Teacher Education Reading

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

A study of the development of Ohio Academic Content Area Standards, comprehension skills, work attack skills, pre-reading strategies, study skills, and writing development as they relate to reading in the content area. The role of oral language and content literature in the early, middle, secondary, multi-age, and special education content area classroom is included. Foundational skills aligned to the scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development are provided. Topics in the course include understanding foundational literacy skills, strategies for building rich background knowledge, relating lessons to research and best practices, and identifying how to address individualized literacy needs across content areas. 20 field hours required.

Prereq.: Education major.

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

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

Prereq.: 20 semester hours completed.

TERG 3700 Phonological Awareness and Phonics 3 s.h.

Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literacy acquisition. 20 field hours required.

Prereq.: TERG 2605 with a minimum grade of "C".

TERG 3700C CE Phonological Awareness and Phonics 3 s.h.

Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literacy acquisition. 20 field hours required.

Prereq.: TERG 2605 with a minimum grade of "C".

TERG 3701 Phonics in Reading Instruction 3 s.h.

Phonics subject matter, instructional strategies and applications, and planning for intensive, phonic-based word analysis in the early and middle stages of literacy acquisition. Field hours required.

Prereq.: TERG 2601 or TERG 2610.

TERG 3702 Developmental Reading Instruction 3 s.h.

The principles of teaching developmental reading in the elementary school. Theories and related models of reading, various approaches to teaching reading and creative, integrative literature strategies to meet the needs of diverse learners. Field hours required.

Prereq.: TERG 2601 or TERG 2610.

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

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

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

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

Study of Ohio's Learning Standards for English Language Arts, comprehension skills, word attack skills, study skills, pre-reading strategies, and writing development as they relate to content area reading in secondary years. The role of literature in the content-area classroom. 25 field hours required.

Prereq.: 50 semester hours completed.

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

An exploration of developmental and instructional implications related to reading in the elementary and middle grades, including vocabulary acquisition, comprehension, and writing instruction. Principles of explicit and systematic instruction and using evidence-based strategies to meet the diverse learning needs of all students are studied and practiced. 20 field hours are required.

Prereq.: TERG 2605 with a minimum grade of "C", TERG 3700 with a minimum grade of "C".

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

An exploration of developmental and instructional implications related to reading in the elementary and middle grades, including vocabulary acquisition, comprehension, and writing instruction. Principles of explicit and systematic instruction and using evidence-based strategies to meet the diverse learning needs of all students are studied and practiced. 20 field hours are required.

Prereq.: TERG 2605 with a minimum grade of "C" and TERG 3700 with a minimum grade of "C".

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

Administration and interpretation of selected formal and informal assessment measures. Strategies for ensuring diverse students' growth in literacy through ongoing assessment and progress monitoring. 20 field hours required.

Prereq.: TERG 2605 with a minimum of grade C; TERG 3700 with a minimum of grade C; and TERG 3720 with a minimum of grade C; and BCOE upper-division status.

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

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

Prereq.: TERG 2605 with a minimum of grade "C" and TERG 3700 with a minimum of grade "C" and TERG 3720 with a minimum of grade "C".

TERG 6922 Organizing and Managing Diverse Literacy Environments 3 s.h.

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

TERG 6923 Literacy and Phonics Instruction 3 s.h.

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

TERG 6924 Content Literacy 3 s.h.

Teachers will engage in reflective practice—exploring various modes such as technical, intuitive, critical, and ethical reflection—as they develop instructional approaches that connect students with texts and enhance their teaching strategies.

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

Through data analysis instructional plans that include evidence-based strategies, and a structured literacy approach will be developed to meet the needs of diverse learners, including those with dyslexia, within a MTSS framework.

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

Students will critically examine the role of literacy coaches, explore the impact of leadership and school culture on coaching success, and evaluate the effectiveness of student-centered and alternative coaching models. Emphasis is placed on designing and implementing evidence-based strategies to enhance literacy instruction, support teacher professional growth, and improve student literacy outcomes. Practicum Hours Required.

Prereq.: TERG 6923, TERG 6924, TERG 6926.

TERG 6928 Practicum: Case Study in Reading and Language Arts 3 s.h.

Field/Clinical Experience Required: 30 hours.

Prereq.: TERG 6923, TERG 6926.

Teacher Education, Department of

TCED 1509 Orientation to On-Line Learning 1 s.h.

This course provides an introduction and orientation to on-line learning, while acquainting students with the platform of BB9, distance education technologies, YSU and TELS. CR/NC.

Coreq.: DE ECE 2629.

TCED 2600 Becoming an Education Professional 1 s.h.

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

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

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

Prereq.: Education major.

Coreq.: TCED 2600.

TCED 2602 Classroom Management Urban, Suburban, and Rural 1 s.h.

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 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. The course also helps the pre-service teacher develop classroom rules, consequences, classroom procedures, develop proactive and reactive strategies and create a classroom layout and behavior plan for their classroom.

Prereq.: None.

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 2024, Social and Pers Awareness 2024.

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

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

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

TCED 4830 Undergraduate Capstone Course for Education Majors 3 s.h.

Senior Seminar which substitutes for student teaching. This course requires a career/field component and research project. Placement is negotiated by the student with approval from course instructor.

Prereq.: Education major and junior standing.

Gen Ed: Capstone 2024.

TCED 5888 Topical Seminar 1-3 s.h.

Examination of issues related to the teaching of early childhood education, middle childhood education, special education, multi-age education, family and consumer vocational education, or adolescent/young adult education not covered in depth of other courses.

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

TCED 5991 Seminar in Teacher Education 1-5 s.h.

Various topics of current value in teacher education as selected by faculty. Grading is S/U.

Prereq.: Admission to College of Graduate Studies.

TCED 6905 Introduction to Digital Teaching and Learning 3 s.h.

Digital teaching and learning is much more than knowing some great apps for the smart board or iPad. It is understanding a new paradigm that promotes a new pedagogy. It takes educators beyond the formal traditional classroom of lecture and paper/pencil into an interactive, student-centered environment. This course will introduce students to the paradigm of digital teaching and learning and provide the framework and foundation for change within districts and classrooms to meet 21st century learning.

TCED 6906 Designing Curriculum for the 21st Century Learner 3 s.h.

What does curriculum in the 21st century look like? How does the thinking paradigm differ from the traditional curriculum model? This course will build on the Introduction to Digital Teaching and Learning by introducing students to models of digital teaching that transform curriculum into the 21st century digital learning. Students will explore the process of unlearning traditional teaching methods and explore the shift to personalized, entrepreneur learning.

Prereq.: TCED 6905.

TCED 6907 Literacy for Digital Teaching and Learning 3 s.h.

Technology takes us out of a traditional form of literacy. Today, students are bombarded with tons of information and resources that effectively builds knowledge and skill for endless topics through the Internet. This course will explore the topic of digital literacy and support a knowledge-base that helps students in k-12 classrooms develop an ability to use digital technology to find information and critically evaluate that information's authority and relevance.

TCED 6908 Digital Learning Environments 3 s.h.

This course will provide students with learning experiences that explore what a classroom for digital learning looks and feels like. Students will be able to understand and be able to develop a variety of digital learning environments including: flipped class-times, blended learning environments, and online, distance education.

TCED 6910 Leadership for the 21st-Century 3 s.h.

This course will provide students with the knowledge and skills to provide leadership, developing the skills needed to become agents of change. The student will learn to lead and create classrooms, schools, and community organization where innovation, creativity, and technology is used to support learning environments that are engaging, supportive, and transformational.

TCED 6911 Coding for Educators 3 s.h.

Participants in this course will learn computational thinking, introductory computer programming, and technology integration for content courses. Participants will design three apps from start to finish, and leave the course with an instructional segment they can then implement into their curriculum.

TCED 6912 Gaming for Educators 3 s.h.

Participants in this course will develop instructional practices that rely on video games, and gaming techniques. Video games will be evaluated for inquiry skills, narrative potential, and content delivery. Video games are uniquely positioned to support student learning, as they serve multiple purposes and can be very engaging.

TCED 6932 Action Research in Urban and Rural Education 3 s.h.

This course focuses on action research as it applies to urban and rural education. Topics include reflecting to identify a problem, reviewing literature, planning and implementing interventions, data collection and analysis strategies, and sharing outcomes with others. Course may be offered onsite, online, or as a combination of both. Field experience in an appropriate educational setting is required.

Prereq.: Admission to School of Graduate Studies and Research.

TCED 6933 Brain Based Teaching and Learning 3 s.h.

This course is a critical appraisal of learning and teaching. Each learner constructs his/her brain as learning occurs. Teachers reconsider their practices in light of the science of learning research provided by education, neuroscience and socio-psychology. Course may be offered onsite, online, or as a combination of both.

Prereq.: Admission to School of Graduate Studies and Research.

TCED 6936 Curriculum, Assessment, and Instruction to Improve Learning 3 s.h.

Focus on the instructional design process from a practical perspective. Emphasis on planning the curriculum to include content analysis, learning objectives, instructional strategies, and measurement of student achievement.

TCED 6940 Foundations of STEM Education Theory to Practice 3 s.h.

Introduction to STEM education. Study of the history, foundation, and underlying principles of STEM education. Additional topics include: an inclusive mission engaging diversity in STEM education, STEM careers, and STEM as a part of the P-12 curriculum.

TCED 6941 Engineering and Technology Inquiry 3 s.h.

Introduction to principles of engineering and technology. Inquiry-based instruction using projects to solve engineering related problems with focus on implementation in the P-12 classroom.

Prereq.: TCED 6940.

TCED 6942 Environmental Inquiry 3 s.h.

The topics will include energy and material balances, ecosystems, sustainability, water quality regulations and standards, stream hydraulics, introduction to water supply and treatment and wastewater treatment and techniques of solid waste and hazardous waste management.

Prereq.: TCED 6940.

TCED 6943 STEM Integration in the P-12 Classroom 3 s.h.

Study of integration of STEM into the P-12 classroom through an innovative, integrated curriculum with multiple opportunities for P-12 students to engage in authentic, inquiry-based learning and design thinking.

TCED 6944 A Global Perspective 3 s.h.

Understanding of skills needed to compete in the global economy, and how STEM contributes to this. Focus on 21st century skills, persistence, inquiry, communication, creativity, and collaboration. P-12 STEM project development.

TCED 6945 STEM Leadership 3 s.h.

Focus on implementation of a STEM program to prepare students with STEM skills for college and career success. Physical environment, necessary resources, administrative and community buy-in and support. Grant writing for STEM education.

TCED 6946 Supervision of Instruction 3 s.h.

A course dealing with the supervision of classroom teachers and other personnel for those aspiring to be principals or supervisors. Classroom observation systems, professional development programs, accountability models, and common staff relationship problems are examined.

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