

LEBRON JAMES FAMILY FOUNDATION SCHOOL OF EDUCATION

School Requirements

Selection, Admission, Retention, and Teacher Licensure

The LeBron James Family Foundation School of Education has selective admission, retention, and graduation requirements for the completion of a program at The University of Akron.

For all students applying to a School of Education Professional Education program, the admission and degree requirements outlined in the current UA Undergraduate Bulletin will be used to determine admission (or readmission) and degree requirements for all programs.

From admission through graduation, all decisions are made following the School's or department's approved criteria. Prior to admission to a program, Ohio requires all colleges and universities preparing teachers and educational personnel to assess students in the areas of verbal communication and academic achievement. The University of Akron's School of Education admission procedures are designed to establish admission criteria, provide for assessments, allow for skills enhancement, reassessment and reapplication where appropriate.

General Education Requirements: To be admitted to the LeBron James Family Foundation School of Education teacher education programs, all students must be able to meet the following criteria: A student must have completed at least 29 semester hours of coursework. This coursework must include a minimum of three (3) semester hours in each of the required courses in mathematics, natural science, social science, and public/oral communications, and six (6) semester hours in English composition. Appropriate General Education equivalencies for transfer students will be determined by the Transfer and Adult Student Enrollment Center. The remaining 10 semester hours must consist of general education coursework that meets the requirements of the University and the admission requirements of the department's program studies area.

Grade-Point Average: For admission, a grade point average of 2.5 or better overall and 2.5 or better overall in prerequisite credit hours from specific courses identified by the School.

Academic Achievement: Competency in math skills as evidenced by: a composite score of 21 or higher on the ACT; 980 (Math and Verbal) on the SAT; a grade of "B" or better in a minimum of 3 credits of mathematics that meets the University's General Education mathematics requirement. Competency in reading comprehension and writing as evidenced by: a composite score of 21 or higher on the ACT; 980 (Math and Verbal) on the SAT or a grade of "B" or better in a course that meets the University's General Education English Composition I requirement.

Bureau of Criminal Investigation Clearance: A signed Criminal Background Check Acknowledgement Form must be submitted and is included in the School of Education Application. Current Ohio Bureau of Criminal Identification and Investigation (BCII) and Federal Bureau of Investigation (FBI) background checks are required before you may participate in coursework with field experience.

School of Education Application: All students must complete the School of Education application (<https://www.uakron.edu/education/>

[academic-programs/how-to-apply.dot](https://www.uakron.edu/education/academic-programs/how-to-apply.dot)). Responses to the questions on the application will help School of Education advisors offer the most effective and efficient advisement. It will also help advisors know students as individuals with unique backgrounds and experiences. **Undergraduate** students should apply during the semester in which all School of Education pre-admission requirements will be met.

Admission Timeline: Admission to a School of Education Professional Education program is in effect for five years from the date of admission. All criteria and procedures regarding selective admission and retention are available in

The LeBron James Family Foundation School of Education
Zook Hall 002

The University of Akron

Akron, OH 44325-4201

(330) 972-7750

www.uakron.edu/education (<http://www.uakron.edu/education/>)

Application for Admission to Professional Education Programs

All students are required to have completed the application process no less than six weeks prior to the semester in which they wish to begin coursework in the School of Education. Additional information and applications are available on the LeBron James Family Foundation School of Education website at <https://www.uakron.edu/education/academic-programs/how-to-apply.dot>

Program Area of Study: All students are expected to comply with requirements specified by the program to which they are applying. These are available in the Student Services Office.

Advisement: All students will be assigned an advisor and will need to complete an individualized Program Course Distribution (PCD) with their advisor. This PCD must be completed during the first semester of admission. Students are encouraged to see their program advisor when necessary to assure they are maintaining progress in their program.

Retention: Retention of students in each program will be evaluation based. Students will have opportunities to upgrade their skills and achievement in areas where such needs may exist. Completion of program requirements will be reviewed by the student and faculty advisor. Approval to student teach is contingent on the student's progress through the program of study with satisfactory grades. Graduation is contingent on completion of coursework, student teaching, GPA of 2.50 overall, 2.50 in education classes, and 2.50 in the student's major.

Licensure: After graduation, students may apply for licensure through the Ohio Department of Education. The State of Ohio requires all applicants for licensure to submit a current BCII/FBI Clearance. A BCII/FBI Clearance is valid for 12 months from the date of issue. Ohio also requires all applicants for licensure to pass appropriate examination(s) for intended area(s) of licensure. Information about specific licenses can be obtained from the School of Education.

Transfer Students: Transfer students will be expected to meet the same admission standards as University of Akron students.

Post-Baccalaureate Students: Qualified post-baccalaureate students seeking licensure will be admitted to the LeBron James Family Foundation School of Education and to the appropriate program once they meet all admission requirements.

Bachelor's Degrees

The Professional Education Program prepares students to teach in one or more of the following areas/fields: primary inclusive teacher preparation (age 3 through grade 5); middle childhood (grades 4 through 9) dual licensure with intervention specialist; the conventional academic fields found in programs for adolescent to young adult students (grades 7 through 12); in special education as an intervention specialist for early childhood (P-3 mild/moderate/intensive); mild/moderate (K-12); or moderate/intensive (K-12); and multi-age (grades PK through 12). To qualify for the bachelor's degree, the minimum credits as required by the student's degree program at the time of admission with a grade-point average of 2.50 overall, 2.50 in education classes, and 2.50 in the student's major must be completed.

The specific subjects required for degrees in certain fields are set forth in subsequent pages. In all cases, the requirements include courses in general education, professional education and content areas.

The Bachelor of Arts in Education degree is granted to those whose major is in one of the academic fields. The Bachelor of Science in Education is granted to those whose major is in the other special fields or in early childhood inclusive or middle childhood education.

Professional Education Programs

The conceptual framework theme, "Educator as Decision Maker," is central to The University of Akron's Professional Education Program. This was chosen because the complexity of teaching is increasing and the professional knowledge base is growing. Decision-making is stressed in the standards-based programs that prepare teachers and other school personnel for professional practice. Initial professional education programs are aligned with the Ohio Standards for the Teaching Profession, and Specialized Professional Association Standards. Advanced Programs for practicing teachers are aligned with the Ohio Standards for the Teaching Profession. For more complete information about the professional education program, consult the School of Education at (330)972-7750.

Students must complete appropriate professional education courses with grades of 'C' or better before progressing through the program.

Professional Preparation

Throughout their program, teacher candidates take a combination of core courses, field experiences, and courses in their program studies area. Students should note the sequence of core and program courses. The core courses cover the knowledge base that is common for all teachers, regardless of their teaching field. The field experiences provide teacher candidates with experience in schools from the beginning of their program. Additionally during their field and clinical experiences, teacher candidates learn to apply what they are learning in courses.

Program content area courses are related to teacher candidates' intended area of licensure. In addition, teacher candidates have a faculty advisor to help plan what to study and to review what has been accomplished.

The culminating experience for teacher candidates is student teaching. Under the supervision of a team of college faculty and a classroom teacher, each student teacher begins to put newly-developed competencies into practice.

For candidates seeking to graduate without licensure, substitute courses for this culminating experience of student teaching and colloquium will be determined with recommendation by the advisor and subject to approval by the Dean to assure that candidates meet an equivalent

number of Education course hours for the program. Candidates must meet all other program requirements. If the student wishes to seek licensure after graduation, the student would need to apply to be admitted to the appropriate program. The student will be required to complete all necessary requirements for licensure in place at the time admission.

Clinical and Field-Based Experiences

All teacher candidates are required to participate satisfactorily in clinical and field-based experiences prior to recommendation for licensure to teach in Ohio. These clinical and field-based experiences are designed to provide teacher candidates with the opportunity to apply theory and skills related to their areas of licensure in diverse clinical and field-based settings. Clinical experiences are those planned activities in which professional education students apply the principles of teaching.

Student Teaching

Student teaching is an all-day, full-time, planned teaching experience for 16 weeks in an approved public or private school. Placements are made in schools selected and supervised by the School of Education in collaboration with school districts and faculty.

All teacher candidates must have an approved student teaching application on file to be considered for placement.

To qualify for student teaching, teacher candidates must have a 2.50 average overall, a "C" or better in professional education classes, a minimum of a 2.50 and/or a "C" or better in the teacher candidate's major, and in methods courses as defined by departments. Satisfactory completion of field and pre-clinical experience is also required before student teaching.

Licensure

Every teacher in Ohio public schools is required to have a teaching license covering the fields in which teaching is being done. This license is issued by the Ohio Department of Education upon recommendation of the School of Education. The teacher candidate must provide evidence of a current BCII/FBI Clearance, must pass appropriate examination(s) required in Ohio, complete the appropriate program requirements successfully, and be recommended for a teaching license.

Endorsements

TESOL Endorsement (Teaching English to Speakers of Other Languages)

This program introduces teacher candidates to the key issues in teaching English to non-native speakers through coursework in linguistics, second language theory and methods, and related disciplines.

Teacher candidates seeking this endorsement must have studied a foreign language at some time during their academic career.

Students who do not have English as a native language must demonstrate adequate proficiency in English with a valid TOEFL score of 580 or above and a score of 240 or above on the TSE (Test of Spoken English).

- AYA Chemistry Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-chemistry-ba/>)
- AYA Chemistry/Earth Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-chemistry-earth-ba/>)

- AYA Chemistry/Physics Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-chemistry-physics-ba/>)
- AYA Earth Science Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-earth-science-ba/>)
- AYA Earth Science/Physics Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-earth-science-physics-ba/>)
- AYA Integrated Language Arts, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/integrated-language-arts-ba/>)
- AYA Integrated Mathematics, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/integrated-mathematics-ba/>)
- AYA Integrated Science Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-life-biology-earth-ba/>)
- AYA Integrated Social Studies, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/integrated-social-studies-ba/>)
- AYA Life Science Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-life-science-ba/>)
- AYA Life/Biology-Chemistry Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-life-biology-chemistry-ba/>)
- AYA Life/Biology-Physics Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-life-biology-physics-ba/>)
- AYA Physics Licensure, BA (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/aya-physics-ba/>)
- Early Childhood Inclusive Teacher Preparation, BS (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/early-childhood-inclusive-teacher-preparation-bs/>)
- Early Childhood Intervention Specialist, BS (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/early-childhood-intervention-specialist-bs/>)
- Middle Level Education, BS (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/middle-level-education/>)
- Middle Level Education, Dual Licensure, BS (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/middle-level-education-dual-licensure/>)
- Mild/Moderate Intervention Specialist, BS (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/mild-moderate-intervention-specialist-bs/>)
- Moderate/Intensive Intervention Specialist, BS (<https://bulletin.uakron.edu/undergraduate/colleges-programs/arts-sciences/education/moderate-intensive-intervention-specialist-bs/>)

Cooperative Education (5000)

5000:301 Cooperative Education (0 Credits)

(May be repeated) For cooperative education students only. Work experience in business, industry or governmental agency. Comprehensive performance evaluation and written report required.

Educational Foundations and Leadership (5100)

5100:150 Democracy & Education (3 Credits)

Based on an interdisciplinary inquiry, this course examines varied theories and practices of democratic education.

5100:200 Introduction to Education (3 Credits)

Prerequisite: 13-15 sem. hrs. of specific GenEd courses; FBI/BCI background checks. Introduction to the teaching profession designed to explore the purposes of schools in society and what is required to be an effective teacher today. This course will include 10 field hours of field observation in an urban setting.

5100:205 Fundamental Educational Computer Skills (1 Credit)

Elective Course: Computer skills for education majors with little or no computer experience. Includes word processing, databases, graphics and communications. Cannot substitute for any required course.

5100:210 Characteristics of Learners (3 Credits)

Prerequisite: Completion of all LBJFF School of Education program admission requirements; Corequisite: 5100:211. Describe cognitive, psychosocial, physical, language, and moral development of learners Pre-K through adult. Identifies learner needs, roles of teachers and schools in fostering optimal development. (10 hours of field experience included.)

5100:211 Teaching & Learning Strategies (3 Credits)

Prerequisite: Completion of all LBJFF School of Education admission requirements. Corequisite: 5100:210. From course content and activities, students will recognize, select, and practice various instructional models. Students will acquire and apply appropriate learning and motivational strategies. (10 hours of field experience included.)

5100:220 Educational Psychology (3 Credits)

Prerequisite: 13-15 sem. hrs. of specific GenEd courses; 5100:200 (may be taken as prerequisite or corequisite); FBI/BCI background checks. Focuses on the developmental influences and characteristics of learners, and psychological principles pertaining to teaching and learning processes, motivation and self-regulation in learners.

5100:300 Educational Equity and Excellence in a Culturally Pluralistic Society (3 Credits)

Prerequisites: 5100:200, 220, 5500:230, 5610:225. Corequisite with or prerequisite to 5500:360. Engages teacher candidates in inquiry-based seminars and service learning that facilitate their developing pedagogical competence implementing equity and excellence in education.

5100:330 Early Adolescent Learner (3 Credits)

Study of issues in adolescent development, particularly as it relates to educational settings. Physical, cognitive, language, emotional, social, and moral development in learners 8-14 years old.

5100:410 Professional Issues in Education (3 Credits)

Prerequisites: 5500:310, 5500:311, 5500:320, 5500:330, and admission to the LBJFF School of Education. Course work applies social and philosophical foundations of education to current and historical issues in education with attention to roles and responsibilities of contemporary teachers.

5100:420 Introduction to Instructional Computing (3 Credits)

Prepares the student in the use of instructional technologies in educational and business settings. Segments of the course are offered in an online format.

5100:430 Senior Honors Project: Foundations (1-6 Credits)

(May be repeated for a total of six credits) Prerequisites: senior standing in Honors Program and permission of student's preceptor. Carefully defined individual study demonstrating originality and sustained inquiry.

5100:480 Special Topics: Educational Foundations (1-4 Credits)

(May be repeated with a change in topic) Prerequisite: Permission of instructor. Group study of special topics of critical, contemporary concern in professional education.

5100:490 Workshop: Educational Foundations & Leadership (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

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Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5100:492 Workshop: Educational Foundations & Leadership (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5100:494 Educational Institutes in Educational Foundations & Leadership (1-4 Credits)

Special course designed as in-service upgrading programs.

5100:497 Independent Study (1-3 Credits)

(May be repeated for a total of six credits) Prerequisites: Permission of department head and instructor. Specific area of study determined in accordance with program and professional goals.

5700:480 Special Topics: Educational Administration (1-4 Credits)

(May be repeated with a change in topic) Prerequisite: Permission of instructor. Group study of special topics of critical, contemporary concern in professional education.

5700:492 Workshop: Educational Foundations & Leadership (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5700:493 Workshop: Educational Foundations & Leadership (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5700:494 Educational Institutes: Education Foundations & Leadership (1-4 Credits)

Special courses designed as in-service upgrading programs, frequently provided with the support of national foundations.

Early Childhood Education (5200)

5200:100 Orientation to Early Childhood Specialist (0 Credits)

Corequisite: 5100:200. Orientation to the information and strategies necessary for a student to be successful in the program, including portfolio development.

5200:200 Pre-Kindergarten Participation I (1 Credit)

Prerequisite: 3760:265, 2200:245. Planned field experience in a pre-kindergarten infant/toddler classroom where students work with children age birth to 3 years both individually and in small groups.

5200:215 The Child, the Family, and the School (3 Credits)

Prerequisites: 5100:220, 5610:225. The purpose of this course is to learn about why we create reciprocal working relationships with parents, and methods of creating these types of relationships. (10 field/clinical hours).

5200:220 Visual Arts Culture in Early Childhood (1 Credit)

Prerequisite: admission to Teacher Education Program. Art education concepts, structures, and knowledge base to provide curricular opportunities for education majors to develop as creative problem solvers in an elementary school setting. First offered Fall 1993.

5200:250 Developing Processes of Investigation (3 Credits)

Prerequisites: 5100:210, 5100:211, and admission to Teacher Education Program. This course will enable students to identify and acquire those investigative and discovery processes and skills that are common in mathematics, science, and social studies.

5200:300 Pre-Kindergarten Participation II (1 Credit)

Prerequisites: 5200:200, 5610:450 and admission to Teacher Education Program. Planned field experience in pre-kindergarten early intervention program where student works in both small and large group settings and with individual children.

5200:319 Integrated Expressive Arts in Primary Grades (3 Credits)

Prerequisites: 3760:265, [7500:201 or 7100:210 or 7800:301], and admission to teacher education program. This course focuses on creative expression and play as primary activities to support the physical, intellectual, social, emotional and aesthetic development of children from birth through fifth grade. Theory and practice of play, child study, environmental planning, creativity and arts-based expression are foundational in this course. Students learn how to teach with the arts, within and across the academic content curriculum.

5200:320 Visual Arts Application in the Elementary School (3 Credits)

Prerequisite: 5200:220. Exploration of materials, methods, processes and visual techniques relating two and three-dimensional art experiences for the teacher of elementary children.

5200:321 Instructional Techniques: Modern Languages K-8 (3 Credits)

Prerequisite: admission to the LBJFF School of Education. Focus on theories of language acquisition, models of instruction suited to teaching foreign languages and cultures in the elementary school (K-8), and strategies that promote appropriate levels of language proficiency and competency for young learners.

5200:325 Early Childhood Inclusive Practicum (3 Credits)

Prerequisite: 5500:240. Corequisite: 5500:241. Prerequisite or Corequisite: 5500:308. This field-based course emphasizes developmental domains of preschool children. Candidates design appropriate activities for culturally and linguistically diverse population of typically and atypically developing children.

5200:331 Kindergarten Methods & Material (4 Credits)

Prerequisites: 5200:330 and 3760:265. Scope and sequence of kindergarten curricula, with emphasis on developmentally appropriate methods and materials. This course is not part of the new teacher licensure program.

5200:333 Science for Primary Teachers (3 Credits)

Prerequisite: Admission to teacher education program. Teachers of children from Pre-K through Grade 5 must be well versed in the essential science content knowledge and they should demonstrate the understanding of central concepts, academic language, and the structure of science content areas needed to provide appropriate environments that support integrated and authentic learning for ALL children. Well prepared candidates use their knowledge, appropriate Ohio New Learning Science standards, and other resources to design, implement, and evaluate meaningful, challenging standards-based curriculum for each child.

5200:334 Teaching Art in the Elementary School (3 Credits)

Prerequisite: Admission to Teacher Education Program, Art K-12.
Visual arts in elementary schools. Art education concepts with studio orientation including history of art education, developmental stages, curriculum and organization, methods, evaluation and research, and practical participation.

5200:338 Social Studies for Primary Teachers (3 Credits)

Prerequisite: Admission to the School of Education. This course equips primary grade teachers with content knowledge, skills, and dispositions necessary to teach grades Pk-5 students to be informed and active citizens in classrooms, their community, country, and world. Students will learn critical content related to the guidelines of the Ohio Department of Education and the National Council for the Social Studies standards in social studies education. They will make decisions about what to teach (standards and themes), how to teach (strategies), and which materials best serve the needs of their students (resources).

5200:340 Developmental Writing and Digital Literacies in Inclusive Early (3 Credits)

Prerequisite: 5500:240. Prerequisite or corequisite: 5500:241, 5500:308, and 5610:448. This course focuses on theoretically grounded developmental writing and communication using digital literacy in the information age specifically for children age 3 to third grade.

5200:342 Teaching Math to Young Children (3 Credits)

Prerequisites: 3450:140, 3450:240. Prerequisite or corequisite: 5500:370. Trends in mathematics instruction in early childhood/middle level classrooms. Procedures for the development of mathematics concepts and skills.

5200:352 Teaching Mathematics in Inclusive Primary Settings (3 Credits)

Prerequisite: 5500:308. To examine and know the standards-based mathematics curriculum and the instruction appropriate for inclusive primary setting. (10 hours of Field Work)

5200:395 Field Experience (1-3 Credits)

Prerequisites: Permission of advisor and department head. Independent field work in area selected by student's adviser, based on student's needs.

5200:420 Integrated Primary Curriculum (4 Credits)

Prerequisite or corequisite: 5500:370. Course models an inquiry-based format that integrates math, science, social studies, and technology standards where students learn how to create, implement, manage, and evaluate student-centered learning environments. (25 hours field and 35 clinical hours).

5200:425 Advanced Integrated Primary Curriculum (4 Credits)

Prerequisites: 5200:420 and admission to teacher education program. This course further explores an inquiry-based format that integrates math, science, social studies, and technology standards by having the students implement, manage, and evaluate their own and their students' learning. (25 field and 35 clinical hours).

5200:430 Honors Research Project: Early Childhood (1-6 Credits)

Prerequisite: Permission of student's preceptor. Carefully defined individual study demonstrating originality and sustained inquiry. (May be repeated for a total of six credits).

5200:453 Building Understanding in Early Childhood Settings (3 Credits)

Prerequisite: 5500:240. Corequisite: 5500:241 and 5610:448. Prerequisite or corequisite: 5500:308. This course prepares teachers to work in inclusive programs, able to meet the needs of children; exceptional, cultural and linguistic diverse, and typically.

5200:454 Inquiry Learning in Primary Inclusive Settings (3 Credits)

Prerequisites: 5500:241 and 5500:308. Corequisite: 5610:450. Pre/ Corequisites: 5200:333 and 5200:338. Anchored in the authentic work of teacher and students, this field-based capstone methods class utilizes action research strategies in primary inclusive settings. By using inquiry-based methods that focus on reflective teaching and student learning, pre-service teachers learn to analyze and resolve their own teaching / learning challenges. They learn how to ask focusing questions, define terms, collect relevant data, analyze findings and communicate process that informs their professional practice. 35 field hours.

5200:480 Special Topics: Elementary Education (1-4 Credits)

(May be repeated with a change in topic) Prerequisite: Permission of instructor. Group study of special topics of critical, contemporary concern in professional education.

5200:490 Workshop: Elementary Education (1-3 Credits)

Elective workshop for elementary education major who would pursue further refinement of teaching skills. Emphasizes demonstrations of teaching techniques and development of suitable teaching devices.

5200:491 Workshop: Elementary Education (1-3 Credits)

Elective workshop for elementary education major who would pursue further refinement of teaching skills. Emphasizes demonstrations of teaching techniques and development of suitable teaching devices.

5200:492 Workshop: Elementary Education (1-3 Credits)

Elective workshop for elementary education major who would pursue further refinement of teaching skills. Emphasizes demonstrations of teaching techniques and development of suitable teaching devices.

5200:493 Workshop: Elementary Education (1-3 Credits)

Elective workshop for elementary education major who would pursue further refinement of teaching skills. Emphasizes demonstrations of teaching techniques and development of suitable teaching devices.

5200:495 Student Teaching (Pre K through K) (5 Credits)

Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisite: 5200:498. Planned teaching experience in schools selected and supervised by Office of Field Experience.

5200:496 Student Teaching (Grades 1-3) (6 Credits)

Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisite: 5200:498. Planned teaching experience in schools selected and supervised by Office of Field Experience.

5200:497 Independent Study: Elementary Education (1-3 Credits)

Prerequisites: permission of advisor and department head. Specific area of curriculum investigation pertinent to elementary education as determined by student's academic needs.

5200:498 Student Teaching Colloquium (1 Credit)

Prepares students for the final phase of becoming decision makers. The colloquium will explore problems encountered in classrooms, initiate reflective practice and concepts of action research, and focus on preparation of unit outlines with emphasis on applied decision making.

5200:499 Student Teaching in Inclusive Early Childhood Settings (9 Credits)

Prerequisite: Approval of the Student Teaching Committee, based upon approved application to student teaching, passing at least one of Ohio Assessments for Educators subject-specific tests. Corequisite: 5610:470. Planned 16-week experience in schools selected and supervised by the Office of Field Experiences. 322 Clinical Hours.

Middle Level Education (5250)**5250:100 Orientation to Middle Level Education (0 Credits)**

Prerequisite: Admission to Middle Level Education Program. Corequisite: 5100:200. Orientation to the information and strategies necessary for a student to be successful in the program, including portfolio development.

5250:300 Middle Level Education (3 Credits)

Prerequisite or corequisite: 5500:308. Reviews nature/needs of early adolescents; developmentally appropriate middle schooling; philosophy of school organizations; curriculum, pedagogy, and assessment; cultural and community contexts. 15 field hours.

5250:333 Teaching Science to Middle Level Learners (4 Credits)

Prerequisite: 5500:308. A methods course for the prospective teacher to develop a point of view toward science teaching and strategies for effective standards-based science teaching. (15 field hours)

5250:338 Teaching Social Studies to Middle Childhood (3 Credits)

Prerequisite: 5500:308. A methods course to examine the school social studies curriculum and strategies for effective teaching. (15 field hours)

5250:342 Teaching Math to Middle Level Learners (3 Credits)

Prerequisite: 5500:308. Modern strategies of psychology and methodology in middle childhood mathematics on exploratory, structural and mastery levels of learning. (15 field hours)

5250:350 Teaching Language Arts & Media to Middle Level Learners (3 Credits)

Prerequisites: 5500:240, 5500:241, and 5500:308. This course provides preservice middle grade teachers with strategies for integrating the language arts in the areas of reading, writing, speaking, listening, media and drama. (15 Field Hours)

5250:351 Modes of Writing for the Middle Grades (3 Credits)

Prerequisite: Admission to the Teacher Education Program. This course will provide middle school languages arts teachers the understandings and skills necessary to teach writing in varieties of forms and modes including newswriting.

5250:430 Honors Research Project: Middle Level Education (1-6 Credits)

(May be repeated for a total of six credits.) Prerequisites: Permission of student's preceptor. Carefully defined individual study demonstrating originality and sustained inquiry.

5250:480 Special Topics: Middle School (1-3 Credits)

Prerequisite: Permission of instructor. (May be repeated with change of topic) Group study of special topics in middle childhood of critical contemporary concern in professional education.

5250:490 Workshop: Middle Level (1-3 Credits)

Elective workshop for Middle Childhood majors who would like to pursue further refinement of teaching skills. Emphasis in demonstrations of teaching techniques and development.

5250:495 Student Teaching: Grades 4-6 (5 Credits)

Planned teaching experience in schools selected and supervised by the Office of Field Experience.

5250:496 Student Teaching: Grades 7-9 (6 Credits)

Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio; senior status. Corequisite: 498. Planned teaching experience in schools selected and supervised by the Office of Field Experiences.

5250:497 Independent Study (1-3 Credits)

Prerequisites: Permission of advisor and department head. Specific area of curriculum investigation pertinent to middle level education as determined by student's academic needs.

5250:498 Student Teaching Colloquium: Middle Grades (1 Credit)

Corequisite: 5250:499. Prepares learner for final phase of becoming a decision maker. Explores problems encountered in the classroom, initiates reflective practice and concepts of other research.

5250:499 Student Teaching: Middle Level Education (11 Credits)

Corequisite: 5250:498. 322 Field Hours. Planned teaching experience in schools selected and supervised by the Office of Field Experiences.

Secondary Education (5300)**5300:100 Orientation to the AYA/P-12 Multi-Age Programs (0 Credits)**

Prerequisite: admission to the Teacher Education Program. Corequisite: 5100:200. Orientation to the information and strategies necessary for a student to be successful in the program, including portfolio development.

5300:303 Global Education & Technology (3 Credits)

This course focuses on theories, materials, and methods for teaching global education through e-learning and web-based tools.

5300:316 Methods in Teaching Art (3 Credits)

Prerequisites: Completion of required course for art teachers and grade-point average of 2.50 in the field. Study of trends and procedures in teaching and supervision; relation of art to home, school and community; observation in selected schools required.

5300:317 Instructional Techniques: Modern Languages-Secondary (3 Credits)

Focus on theories of language acquisition, models of instruction for teaching foreign languages/cultures and strategies that promote levels of proficiency/competency for adolescent learners.

5300:320 Introduction to Teaching in the Content Area (3 Credits)

Prerequisite: 5500:308. This course introduces secondary teacher candidates to trends, issues, and challenges as it relates specifically to curriculum and instruction in the content areas in secondary schools.

5300:325 Content Reading in Secondary Schools (3 Credits)

Instructional principles and practices for helping secondary school youth and adults learn subject matter through application of reading and study skills.

5300:330 Teaching Adolescent/Middle Level Literature (3 Credits)

Student develops skills for selection of literature that is well-suited for adolescent/middle level children. Student develops, uses, and experiences methods for teaching adolescent/middle level literature in the classroom. (30 clinical experience hours)

5300:335 Language Learning in Secondary Schools (3 Credits)

Prerequisite: Admission to the Teacher Education program. Introduces English teachers to the issues of language learning and techniques required to teach language skills.

5300:395 Field Experience: Secondary Education (1-3 Credits)

Supervised work with youngsters, individually and in groups in school and/or community settings.

5300:420 Instructional Techniques in Secondary Education (3 Credits)

Prerequisite: 5500:308. Corequisite: 5300:421. Open to student who has completed certification requirements in all content fields. Techniques of planning, instruction and evaluation in various secondary teaching fields.

5300:421 Instructional Techniques in Secondary Education - II (3 Credits)

Prerequisites: 5300:420 and 5500:430. Corequisite: 5500:431. Continuation of teaching strategy and assessment implementation based on research and theory.

5300:430 Honors Research Project: Secondary Education (1-6 Credits)

(May be repeated for a total of six credits) Prerequisite: Permission of student's preceptor. Carefully defined individual study demonstrating originality and sustained inquiry.

5300:480 Special Topics: Secondary Education (1-4 Credits)

(May be repeated with a change in topic) Prerequisite: Permission of instructor. Group study of special topics of critical, contemporary concern in professional education.

5300:490 Workshop: Secondary Education (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5300:491 Workshop: Secondary Education (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5300:492 Workshop: Secondary Education (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5300:493 Workshop: Secondary Education (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units.

5300:494 Educational Institutes: Secondary Education (1-4 Credits)

Special courses designed as in-service upgrading programs, frequently provided with the support of national foundations.

5300:495 Student Teaching: Secondary Education (6-11 Credits)

Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, and passing state licensure exam(s). Planned teaching experience in schools selected and supervised by the Office of Field Experiences. Co-requisite: 5300:496.

5300:496 Student Teaching Colloquium in Secondary Education (1 Credit)

Concurrent with Student Teaching; emphasis on applied decision making, group problem solving, and commitment to life-long learning.

5300:497 Independent Study (1-3 Credits)

Specific area of curriculum investigation pertinent to secondary education as determined by student's academic needs.

Technical Education (5400)

5400:400 Adult Learning (3 Credits)

Describes characteristics of the adult learner and examines issues, factors, and strategies pertinent to successful facilitation of learning in a variety of training environments.

5400:401 Learning with Technology (3 Credits)

Application of learning technologies to situations encountered by academic and professional learners. Addresses foundational concepts of computer literacy, ethics, security, collaboration, and learning design.

5400:413 Instructional Design Profession (3 Credits)

Examination of the Instructional Design profession, its history, trends, issues and impact on Instruction Design's future. Research on best practice in the field are explored.

5400:415 Talent Development and Training (3 Credits)

Prerequisites: 5400:401 or permission from instructor. Examine the training function within talent development from a global perspective. Explore best practices for today's workforce. Identify emerging trends and training solutions.

5400:420 eLearning by Design (3 Credits)

Experiences in using, developing and evaluating learning technologies and media used for instructional design and training.

5400:430 Program Planning (3 Credits)

Process of program planning and evaluation for instructional design and training for a variety of adult learning organizations.

5400:435 Systematic Instructional Design in Postsecondary Education (3 Credits)

Prerequisites or corequisites: 5400:401, 5400:420, 5400:430, admission to program, or permission of instructor. Examination of instructional design models with particular emphasis of the ADDIE model. Study of applications to Instructional Design Technology.

5400:475 Instructional Delivery (3 Credits)

Prerequisite: Permission of department. Implementation of instructional design principals in the proposal, design, development, implementation, assessment and evaluation (ADDIE) of eLearning and other delivery of training courses.

5400:480 Globally Diverse Workforce (3 Credits)

Study of cultural pluralism and disability in the workplace and the best practices, as related to training in adult learning organizations.

5400:481 Special Topics: Technical Education (1-4 Credits)

See department for course description.

5400:490 Workshop: Technical Education (1-3 Credits)

Individual work under staff guidance on curriculum problems, utilization of community resources, planning of curriculum units. Delivered in a totally on-line format and face to face format with web enhancements.

5400:495 Postsecondary Education Practicum (3 Credits)

Prerequisites: 5400:400, 5400:401, 5400:405, 5400:415, 5400:420, 5400:430, 5400:435, and admission to the Postsecondary Technical Education program with a "C" or better in each 5400 course and a 2.5 or better overall GPA in 5400 courses, and an overall GPA of 2.5 or better. Directed instruction under the supervision of directing instructor and university supervisor, and development of instructional portfolio.

5400:497 Independent Study: Technical Education (1-3 Credits)

Area of study determined by student's need.

Curricular and Instructional Studies (5500)

5500:223 Urban Youth Mentoring (3 Credits)

Urban youth mentoring and mentorship theory and practice in school-based settings; including the completion of 30 hours of urban mentorship field experience.

Gen Ed: Tier 3 - Complex Systems

5500:230 Educational Technology (3 Credits)

Prerequisite: 13-15 sem. hrs. with a 'C' or better in specific GenEd courses; 5100:200 (may be taken as prerequisite or corequisite); FBI/BCI background checks. Effectively identifying, locating, evaluating, designing, preparing, and efficiently using educational technology as instructional resource in the classroom to support learning and teaching.

5500:240 Foundations of Literacy (3 Credits)

Focus on building blocks of teaching children how to read with an emphasis on literacy development and an emphasis on research-based components of reading instruction.

5500:241 Word Study, Phonics & Spelling (3 Credits)

Prerequisite: 5500:240. Candidates will explore a variety of genres, types of texts, resources, and instructional strategies to maximize students' comprehension, fluency, and vocabulary growth.

5500:245 Understanding Literacy Development & Phonics (3 Credits)

Prerequisite: admission to Teacher Preparation Program. Children's literacy development is explored through an integrated instructional model, with emphasis on the role of comprehension, phonics, and functional spelling in language learning. (10 hours of service learning)

5500:251 Teaching Personal Finance in the PK-12 Classroom (3 Credits)

Teacher candidates learn best practices in planning and implementing standards-based personal finance and economic instruction.

5500:286 Teaching Multiple Texts (3 Credits)

Prerequisite: 5500:240. Candidates will explore a variety of genres, types of texts, resources, and instructional strategies to maximize students' comprehension, fluency, and vocabulary growth. 10 field hours.

5500:308 Instructional Design and Assessment (6 Credits)

Prerequisites: 5100:220 and 5610:225. Theoretical and practical foundations for standards-based instruction and assessment; including instructional design, assessment development, and classroom practice for all learners in diverse and inclusive settings. 30 Field Hours.

5500:310 Instructional Design (3 Credits)

Prerequisites: 5100:210, 5100:211, and admission to LBJFF School of Education. Corequisite: 5500:311. Design and teach lessons using instructional models, strategies, and resources for students with different characteristics and design appropriate assessments to measure content mastery.

5500:311 Instructional Resources (3 Credits)

Prerequisites: 5100:210, 5100:211; Corequisite: 5500:310. Examines existing and developing media, technological, human and environmental resources as they relate to learning. Includes identifying, locating, evaluating, using, designing, and preparing educational resources.

5500:320 Diversity in Learners (3 Credits)

Prerequisites: 5100:210, 5100:211. Students learn to appreciate common core culture, the diversity in the student population and the democratic ideal of equal access to educational opportunity. (10 hours of field experience included.)

5500:330 Classroom Management (3 Credits)

Prerequisites: 5100:210, 5100:211. Content regarding effective organization of the classroom as well as procedures and models for mediation of student behaviors will be presented.

5500:341 Laboratory Practicum in Reading (3 Credits)

Prerequisite: 5500:445. Laboratory experience with classroom, small groups and individual situations. A student diagnoses, implements procedures and follows prescribed reading improvement practices. (25.5 field hours)

5500:360 Educational Planning: Instruction, Assessment and Classroom Management (3 Credits)

Prerequisites: 5500:230, 5100:200, 5100:220; 5610:225; prerequisite or corequisite: 5100:300. Theoretical foundations for standards-based thematic units and lesson plans, classroom assessment and organization, including procedures and models for mediating student behavior and classroom management.

5500:370 Educational Implementation: Instruction, Assessment and Classroom Management (3 Credits)

Prerequisites: 5500:360, 5100:300. Interpretation and application of standards-based thematic units and lesson plans; classroom assessment and organization, including mediation of student behaviors and classroom management.

5500:430 Clinical Teaching I (3 Credits)

Prerequisite: 5500:308. Corequisite: 5300:420. Observe and apply education methodologies and theories in a school/classroom field-based environment. (50 clinical hours)

5500:431 Clinical Teaching II (3 Credits)

Prerequisites: 5300:420 and 5500:430. Corequisite: 5300:421. Course following Clinical Teaching I - Apply education methodologies and theories in a classroom environment in a full-time school environment. (640 clinical hours)

5500:439 Engineering for Educators (3 Credits)

Prerequisite: 5500:308. Engineering design concepts and their applications course for teachers/teacher candidates. Students will engage in engineering problem solving activities and design lesson plans that address science and engineering practices. (Next Generation Science Standards)

5500:440 Literacy in the Content Areas (3 Credits)

Prerequisite: 5500:308. Prepare candidates to understand issues and use methods and materials to promote disciplinary literacy in middle and secondary classrooms (20 hours clinical).

5500:442 Teaching Reading to Culturally Diverse Learners (3 Credits)

Prerequisites: 5500:245, 5500:286. The course is designed to provide students with knowledge, skills, and attitudes that will enable employment of effective methods of teaching reading to culturally different learners and/or learners whose language patterns are nonstandard.

5500:445 Assessment and Instruction in Literacy (3 Credits)

Prerequisites: 5500:240, 5500:241, and 5500:286. This course explores the assessment of students' progress in language literacy. Formal and informal instruments identifying progress in reading, writing, speaking, and listening are examined implemented. There are 30 hours of field experience included in this course.

5500:450 Nature, History, and Philosophy of Science (3 Credits)

(May be repeated with a change in topic). Provides opportunities to examine the historical and philosophical perspectives of science in an online medium and the impact of science and technology on society.

5500:455 Literacy for Multiage Licensure (3 Credits)

Prerequisite: Admission to Teacher Education Program. Organizing instruction, use of oral language development protocols, strategies for word skill development, comprehension and assessment as they relate to content areas.

5500:456 Scaffolding Language and Content Learning for English Learners (3 Credits)

Prerequisite: 3300:473. This course prepares students to use quality, research-based sheltered instruction for improving teaching effectiveness and accelerating academic achievement for English learners.

5500:458 Inclusive Field Experience (1 Credit)

Corequisite: 5610:457. In this inclusive field experience, teacher candidates explore the challenges and best practices in providing quality educational services for all learners. (20 field hours)

5500:475 Instructional Technology Applications (3 Credits)

Prerequisite: 5500:230 and 5500:360. Focus on developing learner competencies in the use of instructional technologies to enhance both the instructor's personal and professional productivity.

5500:480 Special Topics: Curriculum & Instruction (1-6 Credits)

Group study of special topics of critical, contemporary concern in professional education. (May be repeated with a change in topic)

5500:484 Principles of Bilingual/Multicultural Education (3 Credits)

An introduction to the theoretic, cultural, sociolinguistic bases of bilingual/multicultural education. Legislation, court decisions, program implementation included.

5500:485 Teaching Literacy to English Learners (3 Credits)

Prerequisite: Admission to the LBJFF School of Education. Course applies methodologies for teaching literacy to English learners, assessment of literacy skills and development of materials. 12 field hours of field experience are required.

5500:486 Teaching Mathematics, Social Studies & Science to Bilingual Students (3 Credits)

Prerequisites: Completion of all age-appropriate methods courses. Course applies methodologies for teaching mathematics, science, social studies in the bilingual/multicultural classroom. The bilingual student's native language stressed.

5500:487 Techniques of Teaching English as a Second Language (3 Credits)

Course includes teaching language skills to Limited English Proficient students in grades K-12, administration of language assessment tests, selection and evaluation of materials. (10 field hours)

5500:488 Practicum: Teaching English as a Second Language (2 Credits)

Prerequisites: 5500:485 and 5500:487. A practical experience in which teacher candidates observe, participate, and practice teaching in an ESL classroom under the supervision of an experienced, certified/licensed teacher.

5500:490 Workshop: Curriculum & Instruction (1-3 Credits)

Emphasizes development of teaching devices and/or curriculum units, demonstration of teaching techniques.

5500:491 Workshop: Curriculum & Instruction (1-3 Credits)

Emphasizes development of teaching devices and/or curriculum units, demonstration of teaching techniques.

5500:492 Workshop: Curriculum & Instruction (1-3 Credits)

Emphasizes development of teaching devices and/or curriculum units, demonstration of teaching techniques.

5500:497 Independent Study (1-3 Credits)

Prerequisite: Permission of advisor and department chair. Specific area of curriculum investigation pertinent to the general curriculum and instruction area as determined by student's academic needs.

Special Education (5610)

5610:100 Orientation to Intervention Specialist (0 Credits)

Prerequisite: admission to Intervention Specialist teacher education program; corequisite: 5100:200. Orientation to the information and strategies necessary for a student to be successful in the program, including portfolio development.

5610:206 Special Problems: Gifted (1 Credit)**5610:225 Introduction to Exceptionalities (3 Credits)**

Prerequisite: 13-15 sem. hrs. with a 'C' or better in specific GenEd courses; 5100:200 (may be taken as prerequisite or corequisite); FBI/BCI background checks. Survey course covering the identification, developmental characteristics and intervention strategies for children and youth with exceptionalities across educational and community settings.

5610:380 Math Methods: Special Education (3 Credits)

Prerequisite: Admission to the Teacher Education Program. Ensure the understanding of mathematics and to promote the prospective special education teacher's confidence in his/her own ability to teach mathematics.

5610:395 Field Experience: Special Education (1-3 Credits)

Supervised work with youngsters, individually and in groups in school and/or community settings.

5610:403 Student Teaching Colloquium: Special Education (1 Credit)

An examination of problems, issues, and practices encountered during the student teaching experience.

5610:430 Honors Research Project: Special Education (1-6 Credits)

(May be repeated for a total of six credits) Prerequisite: Permission of student's preceptor. Carefully defined individual study demonstrating originality and sustained inquiry.

5610:439 Collaboration with Families and Professionals in Early Childhood (3 Credits)

This course prepares early childhood professionals for engaging in collaborative home/school consultation and teamwork in serving the educational needs of young children.

5610:440 Developmental Characteristics of Exceptional Individuals (3 Credits)

Prerequisite: Admission to a School of Education Teacher Preparation Program or permission of the instructor. A survey course covering the identification, developmental characteristics, and intervention strategies for exceptional children and youth across education and community settings. (1 field hour)

5610:444 Developmental Characteristics of Intellectually Gifted Individuals (3 Credits)

See department for course description.

5610:447 Individuals with Mild/Moderate Educational Needs: Characteristics and Implications (4 Credits)

Prerequisite: 5610:225. Survey of the etiology, identification, classification, developmental characteristics of, and intervention strategies for individuals with mild/moderate educational needs.

5610:448 Individuals with Moderate/Intensive Educational Needs: Characteristics and Implications (3 Credits)

Prerequisites: 5610:225 and admission to a teaching education program. Survey of the etiology, identification, classification, and developmental characteristics of individuals with moderate/intensive educational needs. 10 Field Hours.

5610:450 Special Education Programming for Primary Teachers (3 Credits)

Prerequisites: 5610:225 and admission to Teacher Preparation Program. Corequisite: 5200:454. The focus of this course is on students with disabilities from preschool through grade 5. The course combines detailed information about specific disability categories with evidenced-based practices for instruction and behavioral support. The course prepares teacher candidates with the knowledge, skills and dispositions to incorporate best practices to create and maintain productive PK-5 learning environments for diverse populations of students including those with special education needs (40 hours field).

5610:451 Special Education Programming: Mild/Moderate I (3 Credits)

Prerequisites: 5610:225, 5610:447. Educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs. (20 field hours)

5610:452 Special Education Programming: Secondary/Transition (3 Credits)

Study of diagnostic prescriptive service delivery systems designed to accommodate developmental patterns of secondary-level students with exceptionalities. (20 field hours)

5610:453 Special Education Programming: Moderate/Intensive I (3 Credits)

Prerequisite: 5610:448. Development of the programming strategies including assessment, inter/transdisciplinary models, family involvement, IFSP/IEP/IP development, instructional practices based upon legal/ethical principles for individuals with moderate/intensive educational needs.

5610:454 Special Education Programming: Moderate/Intensive II (3 Credits)

Prerequisites: 5610:448 and 5610:453. Advanced program for providing educational planning and intervention for individuals with moderate to intensive educational needs. Focus is on developing a comprehensive educational program which will facilitate optimum functioning and independence. (20 field hours)

5610:456 Inclusive Field Experience: Moderate/Intensive (1 Credit)

Corequisite: 5610:454. In this 50-hour inclusive field experience, teacher candidates explore the challenges and best practices in providing quality educational services for all learners.

5610:457 Special Education Programming: Mild/Moderate II (4 Credits)

Corequisite: 5500:458. Special educational implications regarding assessment, teaching strategies, and adaptive materials necessary to meet the needs of school age students with mild/moderate educational needs.

5610:459 Collaboration & Consultation in Schools & Community (3 Credits)

Prerequisite: 5610:225. Provides professional educators/intervention specialists with skills in collaboration and consultation for working with parents of exceptional individuals and other professionals within school/community settings.

5610:460 Family Dynamics & Communication in the Educational Process (3 Credits)

Prerequisite: 5610:225. A study of family theory and structure along with beginning techniques for working with families of students with exceptionalities, in educational and community settings.

5610:461 Special Education Programming: Early Childhood Moderate/Intensive (3 Credits)

Prerequisites: 5610:440, 5610:448. Developmental patterns of young children with moderate/intensive needs (ages 3-8) and developmentally appropriate practices in programming and adaptations. (20 field hours)

5610:462 Collaboration with Families and Professionals (3 Credits)

Prerequisite: 5610:225. This course provides pre-service teacher candidates with the knowledge, skills, and dispositions in communication, collaboration and team processes that facilitate a collaborative culture in schools.

5610:463 Assessment in Special Education (3 Credits)

Prerequisite: 5610:225. Prepares student to select, administer and interpret formal and informal assessment procedures and use resulting data in planning educational programs for exceptional individuals.

5610:464 Assessment & Evaluation in Early Childhood Special Education (3 Credits)

Prerequisites: 5610:225, 5610:448. The assessment of children three to eight and their environment who are at risk for disabilities or currently in special education.

5610:467 Management Strategies in Special Education (3 Credits)

Prerequisite: 5610:225. Content emphasizing the development of application strategies with a variety of behavior management models to mediation of behaviors with exceptional individuals.

5610:469 Inclusive Education for English Learners (2 Credits)

This class prepares teachers to use evidence based strategies, accommodations, and instruction to enhance the curriculum for the English Learners with special education needs.

5610:470 Clinical Practicum in Special Education (3 Credits)

Prerequisite: Permission; Corequisites: 5610:403 and [5610:486 or 5610:487]. Provides a pre-student teaching experience for students in the areas of assessment, program planning, instructional planning and presentation, classroom management, adaptations, and collaboration with parents and other educational professionals.

5610:479 Seminar: Invitational Studies in Special Education (1-2 Credits)

(May be repeated for a total of four credits) Topical study with a varied array of disciplinary input. Staffing will be invited members of allied and contributing professions active in management of exceptional children.

5610:485 Student Teaching: Early Childhood Intervention Specialist (11 Credits)

Prerequisites: Approval of the Student Teaching Committee, based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisite: 5610:403. Planned teaching experience in schools selected and supervised by the Office of Field Experience.

5610:486 Student Teaching: Mild/Moderate Educational Needs (9 Credits)

Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, passing Ohio Assessment For Educators (OAE) subject test, and approved portfolio. Corequisite: 5610:403. Planned teaching experience in schools selected and supervised by the Office of Field Experience.

5610:487 Student Teaching: Moderate/Intensive Educational Needs (11 Credits)

Prerequisites: Approval of the Student Teaching Committee, considered based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisites: 5610:403 and 5610:470. Planning teaching experience in schools selected and supervised by the office of Field Experience.

5610:488 Student Teaching: Early Child/Early Child Interven. Spec (6 Credits)

Approval of the Student Teaching Committee, based upon approved application to student teaching, passing PRAXIS II subject test, and approved portfolio. Corequisites: 5200:495, 5610:403, 5610:470. Planned teaching experience in schools selected and supervised by the Office of Field Experience.

5610:490 Workshop: Special Education (1-3 Credits)

(May be repeated for a total of six credits) Designed to explore special topics in in-service or preservice education on a needs basis.

5610:491 Workshop: Special Education (1-3 Credits)

(May be repeated for a total of six credits) Designed to explore special topics in in-service or preservice education on a needs basis.

5610:492 Workshop: Special Education (1-3 Credits)

(May be repeated for a total of six credits) Designed to explore special topics in in-service or preservice education on a needs basis.

5610:493 Workshop: Special Education (1-3 Credits)

(May be repeated for a total of six credits) Designed to explore special topics in in-service or preservice education on a needs basis.

5610:497 Independent Study: Special Education (1-3 Credits)

Specific area of investigation determined in accordance with student's needs.

Special Educational Programs (5800)

5800:492 Workshop in Reading (1-3 Credits)

Individual work under staff guidance on curriculum problems; utilization of community resources; planning of curriculum units.

5800:493 Workshop on Exceptional Children (1-3 Credits)

Individual work under staff guidance on curriculum problems; utilization of community resources; planning of curriculum units.

5800:494 International School Study (3-6 Credits)

On-the-scene study of education in foreign countries, usually by concentrating on the study of schools in one restricted geographical area.