The Department of Curricular and Instructional Studies includes the areas of early childhood inclusive, middle childhood, secondary (adolescent to young adult), preschool to grades 12 (P-12) education and the areas of special education as an intervention specialist for mild to moderate (K-12) or moderate to intensive (K-12). Initial Professional Education programs are available at the undergraduate, post-baccalaureate and master’s degree levels.

- The early childhood inclusive program prepares teachers to work in inclusive educational settings, serving needs of three to eight year old typically developing children and/or with mild/moderate/intensive educational needs.
- The middle childhood program prepares teachers to teach grades four through nine with specialization in each of two areas selected from reading/language arts, mathematics, science and social studies.
- The secondary program prepares teachers of grades seven to twelve to teach language arts, mathematics, science, or social studies.
- The P-12 program prepares teachers of music, drama, or visual arts.
- The special education options prepare undergraduates as intervention specialists/teachers for children with special needs and graduate students to be master teachers.
- Endorsements are available in reading and teaching English as a second language.

### Departments

#### 5200: Early Childhood Education

Courses and experiences prepare our teacher candidates to work in preschools, childcare centers, or to teach in primary schools. Various techniques to establish positive learning environments are taught as students learn to plan, implement, and evaluate instructional programs, and to select, develop and implement methods and materials for the introduction of science, language arts, math and social sciences to children in an integrated curriculum which stresses critical thinking and problem solving.

Upon receipt of an initial teaching license, a student may be eligible to return for additional licensure, based on additional coursework.

Endorsements such as Teaching English to Speakers of Other Languages (TESOL) and Reading can be added to licenses.

For additional information, teacher candidates should contact The LeBron James Family Foundation College of Education in Zook Hall 002, call (330) 972-7750 or at www.uakron.edu/education.

#### 5250: Middle Childhood Education

These Education majors work toward licensure in Middle Childhood Education. All teacher candidates in Middle Childhood Education are also required to have two areas of concentration from outside the College of Education. Teacher candidates may choose from natural sciences, social studies, mathematics, and language arts and reading.

Prior to admission, teacher candidates must complete a minimum of 28 credit hours of coursework with a 3.00 GPA or better overall and 2.50 GPA or better overall in pre-req credit hours from specific courses identified by the College. These requirements provide Middle Childhood Education majors with the breadth of knowledge (science, written and oral communication, math and social studies) they will need to make decisions in the Middle Childhood setting. Teacher candidates admitted to Middle Childhood Education must achieve a grade of “C” or higher in all professional education courses to be eligible to student teach and graduate from the College of Education.

Courses and experiences prepare teacher candidates to work in elementary, middle and junior high schools. Various techniques to establish positive learning environments are taught as teacher candidates learn, plan, implement and evaluate instructional programs, and select, develop and implement methods and materials for the introduction of science, language arts, math and social sciences to children in an integrated curriculum that stresses critical thinking and problem solving.

Upon receipt of an initial teaching license, a student may be eligible to return for additional licensure, based on additional coursework. Endorsements such as the 4-6 Generalist, Teaching English to Speakers of Other Languages (TESOL) and Reading (Graduate only) can be added to licenses.

For additional information, teacher candidates should contact The LeBron James Family Foundation College of Education in Zook Hall 002, call (330) 972-7750 or at www.uakron.edu/education.

#### 5300: Secondary (Adolescence to Young Adult) Education

Prior to admission, students must complete a minimum of 27 credit hours of coursework with a 3.00 GPA or better overall and 2.5 GPA or better overall in pre-req credit hours from specific courses identified by the College. These requirements provide Adolescence to Young Adult Education, P-12 and Specialty Program majors with the breadth of knowledge they will need to make decisions in the secondary school setting. Students admitted to Secondary Education must achieve a grade of “C” or higher in all professional education courses to be eligible to student teach and graduate from the College of Education.

The program mandates an expert knowledge in a specific content area. This knowledge prepares and encourages teachers to be decision-makers by adapting and applying content knowledge to the needs and interests of a diverse student population. Upon graduation, teacher candidates are ready to teach in school settings appropriate to their licensure.

The Department offers teacher licensure in the following areas: Language Arts (7-12), Math (7-12), Science (7-12), Social Studies (7-12), and Drama/Theatre (P-12). Licensure is also available in Visual Arts (P-12), Music (P-12).

For additional information, students should contact The LeBron James Family Foundation College of Education in Zook Hall 002, call (330) 972-7750 or at www.uakron.edu/education.

#### 5610: Special Education

Prior to admission, teacher candidates must complete a minimum of 25 credit hours of coursework with a 3.00 GPA or better overall and a 2.50 GPA or better overall in pre-req credit hours from specific courses identified by the College. This program is designed to prepare educators to meet the needs of children and adolescents with exceptionalities. The College of Education offers four licensure options: Early Childhood Intervention Teacher Preparation (P-3); Intervention Specialist Early
Childhood (P-3); Intervention Specialist Mild to Moderate (K-12); and Intervention Specialist Moderate to Intensive (K-12).

These programs prepare teacher candidates to work effectively with pupils who experience physical, learning, and/or emotional special education needs. Graduates of these programs are trained to put theory into practice by providing instruction for students with special needs in a variety of educational settings. These settings include the classroom setting, individual and small group tutoring, and special classes.

For additional information, teacher candidates should contact The LeBron James Family Foundation College of Education in Zook Hall, (330) 972-7750 or at www.uakron.edu/education.

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

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: 5200:200. 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 Early Childhood (3 Credits)
Prerequisites: [7100:210 or 7500:201] and admission to teacher education program. Use of expressive arts as a means for young children to represent their thinking and to enhance their learning of curriculum content.

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 College 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.

5200:334 Teaching Art in the Elementary School (3 Credits)
Prerequisite: Admission to Teacher Education Program, Art K12. 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.

5200:340 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)

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 Early Childhood Inclusive Settings (3 Credits)
Prerequisites: 5200:453, 5500:241, 5500:308, and 5610:448. Anchored in the authentic work of teacher and students, this capstone methods class utilizes action research strategies in field based settings to inform teaching practice. 30 field hours and 5 clinical 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 adviser 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 College of Education’s 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 (Adolescence to Young Adult) Education (5300)

5300:100 Orientation to the AYA/P-12 Multi-Age Programs (0 Credits)
Prerequisite: admission to the College of Education’s 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 Field Experience in Instructional Techniques in Secondary Education (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.

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 College 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)
Prerequisite: 5610:225. Survey of the etiology, identification, classification, and developmental characteristics of individuals with moderate/intensive educational needs.

5610:450 Special Education Programming: Early Childhood (3 Credits)
Prerequisite: 5610:225. Developmental patterns of young children with disabilities and developmentally/exceptionally appropriate practices with respect to programming and adaptations. (50 field hours)

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. Planned 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)
Prerequisites: 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.