CI 3400 Foundations of Literacy
[3 credit hours (3, 0, 0)]
An introduction to contemporary literacy instruction to (a) develop a deep understanding of the central role literacy plays in education, (b) understand the theoretical and evidence-based foundations of reading and writing processes and instruction and, (c) develop awareness, understanding, respect, and a valuing of differences in our society as they relate to literacy instruction. Issues related specifically to the needs of English Language Learners and learners with dyslexia introduced.
Term Offered: Spring, Summer, Fall

CI 3430 Phonics And Word Identification For Early Childhood Education
[3 credit hours (3, 0, 0)]
Phonological and morphological underpinnings of English spelling, reading disabilities such as dyslexia, sound awareness in spoken language examined. Instructional approaches for assessing and teaching phonics, word recognition, and vocabulary introduced. Extensive use of case study data included.
Prerequisites: CI 3400 with a minimum grade of D-
Term Offered: Spring, Fall

CI 3440 Phonics And Word Identification For Middle Childhood Education
[3 credit hours (0, 0, 3)]
Phonological and morphological underpinnings of English spelling, reading disabilities such as dyslexia, sound awareness in spoken language examined. Instructional approaches for assessing and teaching phonics, word recognition, and vocabulary introduced. Extensive use of case study data included.
Prerequisites: CI 3400 with a minimum grade of D-
Term Offered: Spring, Summer, Fall

CI 3460 Literacy And Reading Development For Young Children
[3 credit hours (3, 0, 0)]
An examination of professional standards for literacy/language arts with specific attention to diverse learners preK through grade 3. Developmentally-appropriate classroom design and methods including Readers’ and Writers’ Workshop, Guided Reading, Interactive Read Alouds, Interactive Writing, and Integrated Inquiry. Attention to instructional and cognitive strategies as well as reading-writing connections and oral language development.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CI 4050 Teaching Methods in Middle Grades English Language Arts
[3 credit hours (3, 0, 0)]
In-depth study of the methods, standards and materials for teaching middle grades English Language Arts.
Prerequisites: CI 4190 with a minimum grade of C and CI 4320 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring

CI 4060 Teaching Methods in Middle Grades Mathematics
[3 credit hours (0, 0, 0)]
In-depth study of the methods, standards and materials for teaching middle grades mathematics.
Prerequisites: CI 4190 with a minimum grade of C and CI 4320 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring

CI 4070 Teaching Methods in Middle Grades Science
[3 credit hours (3, 0, 0)]
In-depth study of the methods, standards and materials for teaching middle grades science.
Prerequisites: CI 4190 with a minimum grade of D- and CI 4680 with a minimum grade of D- and Upper Division with a score of 1 and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring

CI 4080 Teaching Methods in Middle Grades Social Studies
[3 credit hours (3, 0, 0)]
In-depth study of the methods, standards and materials for teaching middle grades social studies.
Prerequisites: CI 4190 with a minimum grade of C and CI 4720 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring
CI 4110 Developing Instruction for Middle Grades 4-5 Literacy and Social Studies
[3 credit hours (0, 0, 3)]
A course in pedagogy and content for pre-service teachers currently working on Ohio’s Early Childhood PK-3 licensure program and licensed teachers who have completed Ohio’s Early Childhood PK-3 licensure program and are seeking to extend their license to be eligible to teach all content in grades four and five. The course will focus on the English language arts and social studies as outlined in the Ohio Academic Content Standards.
Term Offered: Spring, Fall

CI 4120 Developing Instruction in Mathematics and Science for Grades 4-5
[3 credit hours (0, 0, 3)]
A course in pedagogy and content for pre-service teachers currently working on Ohio’s Early Childhood PK-3 licensure program and licensed teachers who have completed Ohio’s Early Childhood PK-3 licensure program and are seeking to extend their license to be eligible to teach all content in grades four and five. The course will focus on mathematics and science as outlined in the Ohio Academic Content Standards.
Term Offered: Spring, Fall

CI 4140 Teaching Methods For Foreign Languages
[3 credit hours (3, 0, 0)]
Consideration of current theory and practice in teaching foreign languages in elementary and secondary schools. Focus on planning instruction, materials selection and methods for teaching communication skills and culture.
Prerequisites: Upper Division with a score of 1
Term Offered: Fall

CI 4150 Methods of Teaching AYA English Language Arts
[3 credit hours (3, 0, 0)]
In-depth study of the methods, standards and materials for teaching English Language Arts at the secondary level.
Prerequisites: CI 4190 with a minimum grade of C and CI 4320 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring, Fall

CI 4160 Methods of Teaching AYA Mathematics
[3 credit hours (3, 0, 0)]
In-depth study of the methods, standards and materials for teaching mathematics at the secondary level.
Prerequisites: CI 4190 with a minimum grade of C and CI 4550 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring, Fall

CI 4170 Methods of Teaching AYA Science
[3 credit hours (3, 0, 0)]
In-depth study of the methods, standards and materials for teaching science at the secondary level.
Prerequisites: CI 4190 with a minimum grade of C and CI 4680 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring, Fall

CI 4180 Methods of Teaching AYA Social Studies
[3 credit hours (3, 0, 0)]
In-depth study of the methods, standards and materials for teaching social studies at the secondary level.
Prerequisites: CI 4190 with a minimum grade of C and CI 4720 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4290
Term Offered: Spring, Fall

CI 4190 Practicum I
[3 credit hours (0, 0, 3)]
Teacher candidates will be immersed in a classroom studying the student as a learner of content and the classroom as community. Teacher candidate will co-teach lessons and independently teach two or more lessons.
Prerequisites: CI 4320 (may be taken concurrently) or CI 4680 (may be taken concurrently) or CI 4550 (may be taken concurrently) and Upper Division with a score of 1
Term Offered: Spring, Fall

CI 4210 Advanced Teaching Methods in Middle Grades English Language Arts
[3 credit hours (3, 0, 0)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in middle grades English language arts.
Prerequisites: CI 4290 with a minimum grade of C and CI 4050 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Fall

CI 4220 Advanced Teaching Methods in Middle Grades Mathematics
[3 credit hours (3, 0, 0)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in middle mathematics.
Prerequisites: CI 4060 with a minimum grade of C and CI 4290 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Fall

CI 4230 Advanced Teaching Methods in Middle Grades Science
[3 credit hours (3, 0, 0)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in middle science.
Prerequisites: CI 4290 with a minimum grade of C and CI 4070 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Fall

CI 4240 Advanced Teaching Methods in Middle Grades Social Studies
[3 credit hours (3, 0, 0)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in middle grades social studies.
Prerequisites: CI 4290 with a minimum grade of C and CI 4080 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Fall
CI 4250 Advanced Methods of Teaching AYA English Language Arts
[3 credit hours (3, 0, 0)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in secondary English language arts.
Prerequisites: CI 4290 with a minimum grade of C and CI 4150 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Spring, Fall

CI 4260 Advanced Methods of Teaching AYA Mathematics
[3 credit hours (3, 0, 0)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in secondary mathematics.
Prerequisites: CI 4290 with a minimum grade of C and CI 4160 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Spring, Fall

CI 4270 Advanced Methods of Teaching AYA Science
[3 credit hours (0, 0, 3)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in secondary social studies.
Prerequisites: CI 4290 with a minimum grade of C and CI 4170 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Spring, Fall

CI 4280 Advanced Methods of Teaching AYA Social Studies
[3 credit hours (0, 0, 3)]
The focus of this course is advanced planning and methods with special attention placed on the varied needs of students, disciplinary specific assessment, and related current issues in secondary social studies.
Prerequisites: CI 4290 with a minimum grade of C and CI 4180 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4390
Term Offered: Spring, Fall

CI 4290 Practicum II
[3 credit hours (0, 0, 3)]
Teacher candidates will continue field placement studying the role of the teacher and community in learning as well as a variety of students. Teacher candidate will co-teach lessons and independently teach two small units of study.
Prerequisites: CI 4190 with a minimum grade of C and Upper Division with a score of 1 and (CI 4050 (may be taken concurrently) or CI 4060 (may be taken concurrently) or CI 4070 (may be taken concurrently) or CI 4080 (may be taken concurrently) or CI 4150 (may be taken concurrently) or CI 4160 (may be taken concurrently) or CI 4170 (may be taken concurrently) or CI 4180 (may be taken concurrently))
Term Offered: Spring

CI 4300 Literature For Children
[3 credit hours (0, 0, 3)]
Emphasis on all genres of literature for children, including poetry, traditional literature, fantasy, realistic fiction, biography and other information books, particularly for early childhood and middle grades learners. Instructional strategies for engaging learners with children's literature and ways of increasing home-school connections through use of children's literature also introduced.
Term Offered: Spring

CI 4320 Literature For Young Adults
[3 credit hours (3, 0, 0)]
Survey of literature materials written for the junior and senior high school student. Emphasis is placed on all genres, literary elements and the use of literature across the curriculum.
Prerequisites: Upper Division with a score of 1 and CI 4190 (may be taken concurrently)
Term Offered: Spring, Fall

CI 4390 Practicum III
[3 credit hours (0, 0, 3)]
Candidate will be placed in their student teaching site(s) and focus on developing and teaching instructional unit(s) in their licensure area(s) with a focus on the role of assessment throughout the planning-teaching-reflection process.
Prerequisites: CI 4290 with a minimum grade of C and Upper Division with a score of 1 and (CI 4210 (may be taken concurrently) or CI 4220 (may be taken concurrently) or CI 4230 (may be taken concurrently) or CI 4240 (may be taken concurrently) or CI 4250 (may be taken concurrently) or CI 4260 (may be taken concurrently) or CI 4270 (may be taken concurrently) or CI 4280 (may be taken concurrently))
Term Offered: Fall

CI 4400 Reading In Middle Grades
[3 credit hours (0, 0, 3)]
Using various genres of literature, students focus on instructional approaches across the curriculum for supporting middle grades students to become literate in multiple subject domains. Teaching methods to support comprehension of text-based content-area materials and writing across the curriculum emphasized. Attention to instructional and cognitive strategies as well as reading-writing connections and oral language development.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CI 4430 Issues In Second Language Teaching
[3 credit hours (3, 0, 0)]
A critical study of teaching foreign languages and English as a second language in secondary schools including current curriculum, materials, teaching strategies and evaluation.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring
CI 4720 Best Practices for Teaching Social Studies
[3 credit hours (3, 0, 0)]
An introduction to lesson planning, pedagogy, and how these principles relate to the Social Studies classroom.
Prerequisites: Upper Division with a score of 1 and CI 4190 (may be taken concurrently)
Term Offered: Spring, Fall

CI 4730 Seminar Managing the English Language Arts Classroom
[3 credit hours (0, 0, 3)]
A professional teaching and reflection seminar that places internship experience in the context of issues in English language arts education including Ohio mandates for practicing teachers, classroom management, diverse learners and learning environments, and professional portfolio development.
Prerequisites: CI 4390 with a minimum grade of C and CI 4250 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4930
Term Offered: Spring

CI 4740 Seminar: Managing the Mathematics Classroom
[3 credit hours (3, 0, 0)]
A professional teaching and reflection seminar that places internship experience in the context of issues in mathematics education including Ohio mandates for practicing teachers, classroom management, diverse learners and learning environments, and professional portfolio development.
Prerequisites: CI 4290 with a minimum grade of C and CI 4260 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4930
Term Offered: Spring

CI 4750 Teaching Problem Solving In Mathematics
[3 credit hours (3, 0, 0)]
Focuses on the art of problem solving and its implementation in the classroom. Basic problem solving strategies are developed; materials and methods for their integration in mathematics teaching are provided.
Prerequisites: Upper Division with a score of 1 and CI 4190 (may be taken concurrently)
Term Offered: Spring, Fall

CI 4760 Seminar Managing the Science Classroom
[3 credit hours (0, 0, 3)]
A professional teaching and reflection seminar that places internship experience in the context of issues in science education including Ohio mandates for practicing teachers, classroom management, diverse learners and learning environments, and professional portfolio development.
Prerequisites: CI 4390 with a minimum grade of C and CI 4270 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4930
Term Offered: Spring

CI 4770 Seminar Managing the Social Studies Classroom
[3 credit hours (3, 0, 0)]
A professional teaching and reflection seminar that places internship experience in the context of issues in Social Studies education including Ohio mandates for practicing teachers, classroom management, diverse learners and learning environments, and professional portfolio development.
Prerequisites: Upper Division with a score of 1 and CI 4190 with a minimum grade of C and CI 4280 with a minimum grade of C and Upper Division with a score of 1
Corequisites: CI 4930
Term Offered: Spring

CI 4900 Student Teaching Seminar
[2-4 credit hours (0, 0, 0-2)]
Focuses reflectivity on common experiences in Student Teaching. Attention to resume preparation, portfolio use, job interviews.
CI 4930 Internship/Student Teaching
[6-12 credit hours (0, 0, 0-12)]
Full-time supervised classroom teaching for 8-15 weeks.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CI 4950 Workshop In Curriculum And Instruction
[1-5 credit hours (0, 0, 0-4)]
Workshops developed around topics of interest and concern for pre-service and in-service teachers and other education personnel. Practical application of workshop topics will be emphasized.
Term Offered: Spring, Summer

CI 4980 Special Topics In Curriculum And Instruction
[1-5 credit hours (1-5, 0, 0)]
Topics of interest and concern to pre-service, inservice and non-degree teachers within school districts and community agencies. The course may be included in an undergraduate degree program.
Term Offered: Spring, Summer, Fall

CI 4990 Undergraduate Independent Study In Curriculum And Instruction
[1-5 credit hours (0, 0, 0-1)]
Provides student the opportunity to work individually on professional problems under the direction of faculty in Curriculum and Instruction.
Term Offered: Spring, Summer, Fall

CIEC 3200 Early Childhood Education: Philosophy And Practice
[3 credit hours (0, 0, 3)]
The course emphasizes the role, attitude and characteristics of the effective teacher of young children.
Term Offered: Spring, Summer, Fall

CIEC 3250 Public Policy And Advocacy Issues In Early Childhood
[2 credit hours (2, 0, 0)]
Designed to heighten an awareness about the effect of public policy on young children, their educational opportunities and their parents and sensitize students to advocacy and its many manifestations.

CIEC 3310 Curriculum And Methods For Preschool Education
[4 credit hours (4, 0, 0)]
In-depth study of curriculum development, designing learning environments and anti-bias procedures for preschool children. Students will plan and implement learning activities in field placement.

CIEC 3320 Play And Learning
[3 credit hours (3, 0, 0)]
A study of the young child’s play and its relationship to learning. Students will design activities and a socio-dramatic play kit to facilitate play in assigned early childhood settings.

CIEC 3350 Child, Family & Public Policy In Early Childhood
[3 credit hours (3, 0, 0)]
This course is designed to establish awareness of public policy issues and advocacy techniques, knowledge of family systems, effective home/school communication and collaborative procedures.
Term Offered: Spring, Summer, Fall

CIEC 3380 Field Experience: Socio-Cultural Dimensions Of Education
[3 credit hours (0, 2, 3)]
This course is designed to explore the socio-cultural context of the school, family and community as important influences in learning. Students will be assigned to work with a family, gather data and information about their field sites and attend IEP and IFSP conferences.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CIEC 3600 Creating Effective Learning Environments
[9 credit hours (0, 0, 0)]
This 9 semester-hour course is required for the “Fast-Track” non-licensure program in ECE and explores foundational principles and research in curricula for children from infancy to age 5.
Corequisites: CIEC 3610
Term Offered: Spring, Summer, Fall

CIEC 3610 Field: Creating Effective Learning Environments
[7 credit hours (0, 0, 0)]
Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments for young children. This field experience is part of the non-licensure “Fast-Track” ECE program.
Corequisites: CIEC 3600
Term Offered: Spring, Summer, Fall

CIEC 3700 Early Literacy, Language, and Social Studies
[9 credit hours (0, 0, 0)]
This 9 semester-hour course is required for the “Fast-Track” non-licensure program in Early Childhood Education and provides an integrated study of social studies and literacy development and instructional practices in early childhood education.
Prerequisites: CIEC 3600 with a minimum grade of C and CIEC 3610 with a minimum grade of C
Corequisites: CIEC 3710
Term Offered: Spring

CIEC 3710 Field Early Literacy, Language and Social Studies
[7 credit hours (0, 0, 0)]
Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments and activities related to the learning of the literacy and social studies for young children. This field experience is part of the non-licensure “Fast-Track” ECE program.
Prerequisites: CIEC 3600 with a minimum grade of C and CIEC 3610 with a minimum grade of C
Corequisites: CIEC 3700
Term Offered: Spring

CIEC 3900 Ece Linking Seminar III
[1 credit hour (0, 0, 1)]
A culminating reading and discussion seminar that continues and intensifies the activities of earlier seminars (CIEC 1900 and 2900). Emphasis will be on transforming the content of the Humanities, Sciences and Social Sciences into appropriate Early Childhood curriculum.
CIEC 4070 Effective Teaching Practices, Pre-K To 3rd Grade
[3 credit hours (0, 2, 4)]
This course is designed to apply characteristics of best practice to
curriculum development and implementation with adherence to the
national and state curriculum standards as they apply to children, age 3
to 8, with diverse educational needs.
Prerequisites: Upper Division with a score of 1 and CIEC 3200 with
a minimum grade of C and CIEC 4340 with a minimum grade of C
Term Offered: Spring, Fall

CIEC 4150 Setting The Stage For Early Childhood Learning: Inspirations
From Reggio Emilia
[3 credit hours (0, 0, 15)]
This course will explore Reggio's philosophy of early childhood education
and the numerous ways that children explore the "hundred languages."
Reggio uses these languages (art, clay, wire, sculpture, light, shadow, etc.)
as a way to help children represent their world and what they know about
it.
Term Offered: Spring, Summer

CIEC 4340 Infant/Toddler Curriculum
[3 credit hours (0, 0, 3)]
Sequential development of the young child from birth to 3 years. Taken
in conjunction with placement in early childhood setting, permitting
opportunities to participate in the caregiving of infants/toddlers.
Term Offered: Spring, Summer, Fall

CIEC 4460 Science Methods For Early Childhood Education
[3 credit hours (2.5, 0, 0)]
This course is designed to help teachers of science in grades Pre-
Kindergarten through third to understand the concepts, ideas and
applications of science in the real world. Students will learn how
scientific thinking involves collecting data, analyzing data, making
decisions and taking action based on those decisions. Students will
learn how to plan effective science experience for young children that
cause them to explore environments and act upon their discoveries.
Students will learn how to assess the scientific thinking of young children
appropriately, using formal and informal strategies.
Prerequisites: CIEC 4480 (may be taken concurrently) with a minimum
grade of C
Corequisites: CIEC 3380
Term Offered: Spring, Fall

CIEC 4480 Field Experience: Cohort I
[3 credit hours (0, 0, 3)]
This course aligns with all Cohort I coursework in the undergraduate Early
Childhood Teacher Licensure Program.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

CIEC 4550 Teaching Methods For Early Childhood Social Studies
[3 credit hours (3, 0, 0)]
In depth study of methods and materials for teaching social studies from
pre-school to third grade. Implementation of early childhood curriculum
with the context of current technology and the development of critical
thinking skills.
Prerequisites: (CIEC 3200 with a minimum grade of C and EDP 3210 with
a minimum grade of C)
Term Offered: Spring, Fall

CIEC 4600 Supporting ECE Science and Mathematics
[9 credit hours (0, 0, 0)]
This 9 semester-hour course is required for the "Fast-Track" non-licensure
program in Early Childhood Education and explores the study of math and
science teaching practices in preschool education (ages birth to five).
Prerequisites: CIEC 3700 with a minimum grade of C and CIEC 3710 with
a minimum grade of C
Corequisites: CIEC 4610
Term Offered: Fall

CIEC 4610 Field Supporting ECE Science and Mathematics
[7 credit hours (0, 0, 0)]
Students complete 280 clock hours of field experience in their ECE
setting that focuses on their ability to design, manage and evaluate
learning environments and activities related to the learning of
mathematics and science for young children (infants, toddlers, or
preschoolers). This field experience is part of the non-licensure "Fast-
Track" ECE program.
Prerequisites: CIEC 3700 with a minimum grade of C and CIEC 3710 with
a minimum grade of C
Corequisites: CIEC 4600
Term Offered: Fall

CIEC 4750 Developmental Assessment In Early Childhood
[3 credit hours (0, 1.5, 3)]
This course focuses on methods of assessment in early childhood
classrooms. Issues covered include methods of observation, interpreting
formal assessment results and using information gained from
assessment to plan curriculum.
Term Offered: Spring, Fall

CIEC 4770 Practicum: Primary Grades
[3 credit hours (0, 5, 8)]
Practicum experience in primary grade settings (grades K-3) where
students will observe, plan, implement and evaluate activities.
Term Offered: Spring, Fall

CIEC 4900 Internship/Student Teaching Seminar
[3 credit hours (0, 0, 3)]
A seminar designed to reflect on the student teaching experience and
to enhance the student teacher's final preparation for employment.
Professional issues, ethical behavior, resume and interview techniques
and other processes and professional entry concerns. For early childhood
student teachers.
Prerequisites: Upper Division with a score of 1
Corequisites: CIEC 4930
Term Offered: Spring, Fall

CIEC 4930 Internship/Student Teaching
[8-16 credit hours (0, 0, 0-16)]
Planned experience in public school classrooms under direction of
University supervisor. Observation of teaching of experienced teacher;
gradual acceptance of full responsibility by student teacher for planning,
instruction, evaluation and related duties.
Prerequisites: Upper Division with a score of 1
Corequisites: CIEC 4900
Term Offered: Spring, Fall
CIEC 4950 Workshop I Early Childhood Education
[1-5 credit hours (0, 0-4)]
Workshop developed around topics of interest and concern for pre-service and in-service teachers and other education personnel. Practical application of workshop topics will be emphasized.

CIEC 4980 Special Topics In Early Childhood Education
[1-5 credit hours (0-5, 0, 0)]
Topics of interest and concern to preserve, inservice and non-degree teachers within districts and community agencies served by the Center for Educational Development. May be included in an undergraduate degree program.
Term Offered: Spring

CIEC 4990 Undergraduate Independent Study In Early Childhood Education
[1-5 credit hours (0, 0, 0-5)]
Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of the Early Childhood faculty.
Term Offered: Spring, Fall

CTE 4010 Teaching Occupational Skills
[3 credit hours (0, 0, 3)]
This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. This course addresses multiple topics critical to workforce education as they apply to the laboratory environment. Students are provided classroom and clinical experiences designed to assist the beginning teacher with basic laboratory instructional techniques and management strategies that integrate academic, occupational and employability skills in a contextual framework.
Term Offered: Summer

CTE 4020 Occupational Safety & Liability
[3 credit hours (3, 0, 0)]
This course is required for the Adult Education, Career Based Intervention, and Work-Site Teacher/Coordinator endorsements. Occupational health and safety hazards applicable to school, business, and industry, will be examined. Utilizing clinical and classroom experiences students will investigate: the rationale for safety training; strategies to minimize exposure and prevent injuries; specific topics, such as ergonomics, blood borne pathogens, air quality, sound, hazardous materials, back safety, substance abuse, violence in the workplace, etc.
Term Offered: Summer

CTE 4030 Teaching Occupational Knowledge
[3 credit hours (0, 0, 3)]
This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. Designed as a co-requisite in the professional education series, this course addresses multiple topics critical to workforce education as they apply to the classroom environment. Students are provided classroom and clinical experiences designed to assist the beginning teacher with basic classroom instructional techniques and management strategies that integrate academic, occupational and employability skills in a contextual framework.
Term Offered: Summer

CTE 4050 Methods Of Teaching Career And Technical Education I
[2 credit hours (0, 0, 2)]
This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. The pedagogical and management skills introduced in CTE 4030 are integrated in a contextual framework utilizing an actual laboratory situation. Learning styles; laboratory planning, instruction, technology, and management; integrated academics; performance assessment; safety and liability issues; employability and SCANS skills; community partnerships; school-based and work-site learning; etc. are the basis for student research, reflection, and inquiry
Term Offered: Spring

CTE 4070 Methods Of Teaching Career And Technical Education II
[2 credit hours (0, 0, 2)]
This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. The pedagogical and management skills introduced in CTE 4030 are integrated in a contextual framework utilizing an actual classroom setting. Organizing curriculum; instructional planning, management, delivery and technology; learning theory; behavior management; motivation; integrated academics; authentic assessment; career-technical student organizations; etc. are the basis for student research, reflection, and inquiry.
Term Offered: Fall

CTE 4110 Seminar for CTE Teachers
[3 credit hours (0, 0, 3)]
The career-technical education teacher is an occupational professional who possesses the pedagogical knowledge and reflective decision making skills necessary to enter the teaching profession at multiple levels. In order to prepare individuals as career-technical instructors, components of the licensure program were developed and approved by the State Board of Education, to promote high professional standards to provide quality classroom teachers. The components are: a clear mission; operational goals; specific competencies of an assessment system.
Term Offered: Spring

CTE 4140 Cooperative Education
[2 credit hours (2, 0, 0)]
This course is required for the Career Based Intervention. The course is designed to present the basic fundamentals of establishing and operating a cooperative occupational program. Students investigate and develop operational procedures to address: student selection; assessing the quality of potential training stations; student placement; school-based learning; critical issues related to work-based learning; critical issues related to work-based learning; minor labor laws; partnering with parents, business, and labor; connecting activities; record keeping; evaluation techniques; etc.
Term Offered: Summer, Fall
CTE 4160 Curriculum Development & Teaching Co-Operative Education
[3 credit hours (3, 0, 0)]
This course is required for the Career Based Intervention. Designed as a study of cooperative education curriculum and instructional methods, the course includes the coordination of school-based instruction with on-the-job work-based experience. Learning styles of diverse students; instructional planning and delivery; classroom management; integrated academics; authentic assessment; safety and liability issues; employability and SCANS skills; community partnerships; school-based and work-site learning; etc. are the basis for student research, reflection, and inquiry.
Term Offered: Summer

CTE 4900 Curriculum Construction
[3 credit hours (3, 0, 0)]
This course is required for the Health Careers, Career-Technical Education and the six Career-Technical Licenses. A planned field experience will be completed in public school classrooms under the direction of university facilitated induction teams. The university faculty member, on-site teacher mentor, and local administrator will collaborate to assure the novice teacher maximizes his/her potential as an individual and member of an educational team. Students are provided a contextual framework to integrate theory and practice.
Term Offered: Fall

CTE 4930 Supervised Teaching
[3-8 credit hours (0, 0, 0-3)]
This course is required for the Career Based Intervention. Designed as a study of cooperative education curriculum and instructional methods, the course includes the coordination of school-based instruction with on-the-job work-based experience. Learning styles of diverse students; instructional planning and delivery; classroom management; integrated academics; authentic assessment; safety and liability issues; employability and SCANS skills; community partnerships; school-based and work-site learning; etc. are the basis for student research, reflection, and inquiry.
Term Offered: Spring, Fall

CTE 4980 Problems In Career And Technical Education
[1-5 credit hours (1-5, 0, 0)]
A course developed around topics of interest and concern to inservice teachers. Stresses solution and resolution of educational problems occurring within selected districts.
Term Offered: Spring, Summer, Fall

CTE 4990 Individual Study In Career And Technical Education For Undergraduate Students
[1-3 credit hours (0, 0, 0-1)]
Individual study is designed to provide the opportunity to work individually on professional problems under the direction of the faculty in career and technical education.
Term Offered: Spring, Summer, Fall

GIFT 4100 Educating Young Talented And Gifted Children
[3 credit hours (3, 0, 0)]
Examination of major topics about the development of talents and gifts with an emphasis on developmentally appropriate practices with young children.
Prerequisites: CIEC 3200 with a minimum grade of D- and CIEC 4340 with a minimum grade of D-
Term Offered: Spring, Fall

SPED 2010 Practicum In Special Education
[3 credit hours (0, 0, 5.5)]
Lecture and fieldwork, consisting of a minimum of 15 clock hours as assistant in each of two placements for persons with disabilities (total of 30 hours)

SPED 2040 Perspectives In The Field Of Exceptionalities
[3 credit hours (3, 0, 0)]
Synthesis of the cross-categorical components required of special education. Issues addressed: causes and characteristics for disabling conditions and issues related to persons with disabilities, i.e., identification, intervention strategies, educational settings. Role of professionals in the field of special education.
Term Offered: Spring, Summer, Fall

SPED 2900 Early Seminar Special Education
[1-5 credit hours (0, 0, 0-5)]
Seminar provides students with the opportunity to explore, as a group, specific topics with a faculty member. Current issues in the area of Special Education will be the focus.

SPED 2910 Cultural Diversity And Disabilities
[1 credit hour (0, 0, 1)]
This is a linking seminar with the urban studies or public administration dual majors. The purpose is to integrate the two majors. Students will learn the relation of cultural diversity and special education. Theoretical as well as pragmatic positions will be discussed.

SPED 2990 Independent Study In Special Education
[1-5 credit hours (0, 0, 0-5)]
Designed to provide the student with the opportunity to explore special interests through individual study.

SPED 3130 Linguistic Analysis
[3 credit hours (3, 0, 0)]
Identification and evaluation of language usage. Course focuses upon development of competence for the analysis of semantic and syntactic components of language. Some pragmatic analysis is included. Lab required.
Term Offered: Spring, Fall

SPED 3350 Child, Family, Public Policy
[3 credit hours (3, 0, 0)]

SPED 3380 Field Experience: Specialized Childhood Dimensions of Education
[2 credit hours (0, 2, 3)]

SPED 3670 American Sign Language I
[3 credit hours (0, 0, 3)]
Principles of manual communication. Course builds an expressive and receptive vocabulary of at least 1,000 signs in American Sign Language (ASL) and Pidgin Signed English. Ten hours of lab required.
Term Offered: Summer, Fall

SPED 3680 American Sign Language II And Basics Of Interpreting
[3 credit hours (3, 0, 0)]
Emphasis on fluency development in manual communication. Study of various models of interpreting and transliterating processes.
Prerequisites: SPED 3670 with a minimum grade of D-
Term Offered: Spring, Summer
SPED 3690 American Sign Language III
[4 credit hours (0, 2, 2.5)]
American Sign Language III is designed to continue the development of proficiency in using the language and understanding the culture of the Deaf. Student will gain knowledge and skill in applying approximately 900 additional vocabulary words. Students will advance in the complexity of sentence structure and grammatical structures including classifiers, specifier, verb modulations and aspects, special referencing, pluralizations and the importance of facial expressions.
Prerequisites: SPED 3680 with a minimum grade of D-
Term Offered: Summer, Fall

SPED 3700 American Sign Language IV
[4 credit hours (0, 2, 2.5)]
American Sign Language IV is designed to continue the development of proficiency in using the language and understanding the culture of the Deaf. Student will gain knowledge and skill in applying approximately 900 additional vocabulary words.
Prerequisites: (SPED 3670 with a minimum grade of C and SPED 3680 with a minimum grade of C and SPED 3690 with a minimum grade of C)
Term Offered: Summer, Fall

SPED 3850 Braille I
[3 credit hours (2, 1, 0)]
Basic course in both reading and writing literary Braille; practical application of this medium to teaching.

SPED 3860 Braille II And Other Media For The Blind And Visually Impaired
[3 credit hours (3, 1, 0)]
Covered in this course will be reading and writing advanced literary Braille, nemeth code and other n.ee

SPED 4010 Atypical Development In Early Childhood: Implications For Development
[3 credit hours (3, 0, 0)]
Factors that contribute to atypical development in early childhood, appropriate intervention models and implications of delay on young children's development.

SPED 4030 Educating Students With Disabilities In The Middle Grades
[3 credit hours (3, 0, 0)]
Focus on the teacher's role in middle age grade classrooms in the development and modification of environment curriculum and instruction to enable students with disabilities to be educated within an inclusive educational environment. Course must be taken concurrently with CI 4200.
Prerequisites: Upper Division with a score of 1

SPED 4060 Specialized Intervention In Infancy And Early Childhood
[3 credit hours (0, 0, 4.5)]
Atypical infant, toddler and early childhood development examined. Intervention strategies in home, school and specialized environments, which are family-centered and developmentally appropriate, will be addressed. Forty (40) clock hour practicum required.
Prerequisites: Upper Division with a score of 1
Term Offered: Fall

SPED 4070 Curriculum Models and Intervention Strategies in Early Childhood Special Education
[3 credit hours (0, 0, 2.5)]
Atypical infant, toddler and early childhood development will be examined. Specialized intervention techniques, their research and practice base and appropriate curriculum models will be explored.
Prerequisites: CIEC 3200 with a minimum grade of D-

SPED 4080 Curriculum Adaptations & Strategies In Early Childhood Education
[3 credit hours (3, 0, 0)]
Curriculum models and intervention strategies which facilitate the cognitive, academic, social, language, self-help and lay skills of children with disabilities in preschool and primary grades will be examined.
Prerequisites: Upper Division with a score of 1 and CIEC 3200 with a minimum grade of D- and CIEC 4340 with a minimum grade of D-
Term Offered: Spring, Fall

SPED 4100 Field Practicum With Students With Mild/Moderate Educational Needs
[3-4 credit hours (0, 0, 9-10)]
This course must be taken with SPED 4110 or SPED 4370. The purpose is to implement strategies and techniques for teaching students with mild and moderate educational needs. Students will have the opportunity to work in educational settings with experienced teachers. One hundred twenty hours of required field.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

SPED 4110 Curriculum And Methodology For Students With Moderate Educational Needs
[3 credit hours (3, 0, 0)]
This course focuses on community-referenced functional curricula approaches to teaching students with moderate educational needs. Topics include inclusionary activities, community-based instruction, social skills.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

SPED 4120 Curriculum And Methodology For Students With Intensive Educational Needs
[3 credit hours (3, 0, 0)]
Examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with intensive educational needs. A transdisciplinary team approach is explored.
Prerequisites: SPED 4110 with a minimum grade of D- and SPED 4240 with a minimum grade of D-
Corequisites: SPED 4100
Term Offered: Spring

SPED 4170 Working With Adults With Disabilities In Community Setting
[3 credit hours (3, 0, 0)]
An in-depth study of strategies for linking youth and adults with disabilities to avenues leading to productive and fulfilling employment and community living. Special emphasis will be on supported/customized employment and the development of successful business partnerships to create jobs and careers for youth and adults with disabilities.
Term Offered: Fall
SPED 4210 AAC for Young Children with Disabilities  
[3 credit hours (3, 0, 0)]  
This course will provide an overview of alternative or augmentative modes of communication for children who are unable to meet their daily communication needs through natural modes such as speech, gestures or handwriting.  
Prerequisites: CIEC 3200 with a minimum grade of D-  
Term Offered: Summer

SPED 4220 Diagnostic And Prescriptive Teaching Students With Disabilities  
[4 credit hours (0, 0, 4)]  
Exploration of the development of visual, auditory and tactile-kinesthetic learning modalities and implications for social and academic learning with curricular consideration for math and language arts. Field experience required.

SPED 4230 Field Practicum For Diagnostic And Prescriptive Teaching  
[2 credit hours (0, 0, 4)]  
Provides opportunities for field experience to use and refine the teaching of basic skills presented in SPED 4220. Eighty hours of field required. Must be taken concurrently with SPED 4220.

SPED 4240 Teaching Phonics, Contextual Reading And Writing To Learners With Special Needs  
[3 credit hours (3, 0, 0)]  
Methods for teaching reading and writing to diverse learners. Emphasis on individualized and small-group approach using structured, explicit phonics in a balanced literacy program.  
Corequisites: SPED 4100  
Term Offered: Summer, Fall

SPED 4250 Teaching Career And Vocational Skills To Youths With Disabilities  
[3 credit hours (0, 0, 3)]  
This course is designed to teach the prospective teacher the necessary skills to enhance transition from school to adult life for students with special needs. The course will cover several issues in the area of transition, including best practices, interagency collaboration, as well as application in developing a transition plan and summary of performance for young adults with disabilities.  
Prerequisites: Upper Division with a score of 1  
Term Offered: Fall

SPED 4260 Family And Professional Partnership In Special Education  
[3 credit hours (3, 0, 0)]  
Effective parent and professional partnerships will be explored. Interpersonal communication skills, legal issues, effective models for home-school communication, and differences in culture, values and family expectations will be discussed.  
Prerequisites: Upper Division with a score of 1  
Term Offered: Summer, Fall

SPED 4270 Team Models and Community Networking  
[3 credit hours (3, 0, 0)]  
This course will focus on the skills, knowledge and ethical practices essential to the provision of effective service coordination and teaming for early intervention and early childhood special education.  
Prerequisites: CIEC 3200 with a minimum grade of D-  
Term Offered: Spring

SPED 4310 Learning And Behavior Problems Of Children  
[4 credit hours (4, 0, 0)]  
The purpose of this course is to present causes and characteristics of learning and behavioral problems. Emphasis of course: (a) theoretical models and considerations, (b) techniques of instruction and (3) the IEP.  

SPED 4320 Field Practicum For Learning And Behavior Problems  
[1 credit hour (0, 0, 2)]  
Provides opportunities to use, refine and implement strategies for working with persons with specific learning disabilities presented in SPED 4310. Forty hours of field required. Taken concurrently with SPED 4310.

SPED 4330 Child Study Institute: Ebd  
[1 credit hour (0, 0, 2.5)]  
Provides educational settings for preservice teachers to practice effective behavioral/academic managing of children and youth experiencing emotional stress/trauma. Thirty hours of field required.

SPED 4340 Effective Management Of Students With Special Needs In Educational Settings  
[3 credit hours (3, 0, 0)]  
Techniques for managing student behavior. Topics include analyzing environments and problems, implementing and evaluating interventions, data collection and analysis, and handling aggression and noncompliance. Case-backed approach. Integrated field component required.  
Prerequisites: Upper Division with a score of 1 and SPED 4110 with a minimum grade of D- and SPED 4240 with a minimum grade of D-  
Corequisites: SPED 4100  
Term Offered: Spring

SPED 4350 Advanced Methods In Learning Disabilities  
[3 credit hours (3, 0, 0)]  
An in-depth study of instructional methods and strategies for persons with learning disabilities. The focus will be on organization, study skills and self-advocacy strategies.

SPED 4360 Clinical Practice In Specific Learning Disabilities  
[1 credit hour (0, 0, 2)]  
Provides students with supervised practice in developing and implementing learning strategies and study skills for persons with learning problems. Required 15 hours instructional practice with weekly meetings with supervisors/instructors.

SPED 4370 Curriculum And Methods For Students With Mild Educational Needs  
[3 credit hours (3, 0, 0)]  
Study of causes and characteristics of mild disorders. Discussion will be on theoretical considerations as well as intervention approaches pertinent to the school and clinic setting. Taken concurrently with SPED 4100 and SPED 4110.  
Prerequisites: Upper Division with a score of 1  
Term Offered: Spring

SPED 4450 Methods of Teaching Students With Emotional Disturbance  
[3 credit hours (0, 0, 3)]  
This course provides evaluation and application techniques of research-based methodologies for teaching students with emotional disturbance in school-based settings within the least restrictive environment.  
Prerequisites: SPED 4340 with a minimum grade of D-  
Term Offered: Fall
SPED 4800 Integrated Field Experience: Best Practice
[5 credit hours (0, 0, 5)]
SPED 4510 Instruction Of Students With Physical And Other Health Impairments
[3 credit hours (3, 0, 0)]
Appropriate curriculum models, learning objectives and teaching strategies for students with physical or health impairing conditions are examined. Modification of materials, assessment options and alternative response modes will be discussed.

SPED 4600 Professional Reflective Seminar
[3 credit hours (0, 0, 3)]
This seminar is taken concurrently with student teaching/internship. Students will evaluate their behavior in relation to the classroom environment. The students will develop alternative strategies in the educational setting.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

SPED 4620 Linguistic Diversity Issues In Speech-Language Pathology
[1 credit hour (1, 0, 0)]
Explores the relationship of disorders of communication with the concept of community language as it impacts language development in children.

SPED 4630 Collaboration For The Speech-Language Pathologist
[1 credit hour (1, 0, 0)]
Develops an understanding of the roles and expertise of the professionals; enhances skills which benefit the communicatively disordered client by contributing to diagnostic and intervention terms.
Prerequisites: Upper Division with a score of 1

SPED 4700 Meet Needs Young Children Disabilities
[9 credit hours (0, 0, 9)]
This 9 semester-hour course is required for the "Fast-Track" non-licensure program in Early Childhood Education and focuses on knowledge and skills that general early childhood teachers must have to work with young children between the ages of birth to 5 years who have disabilities.
Prerequisites: CIEC 4600 with a minimum grade of D- and CIEC 4610 with a minimum grade of D-
Corequisites: SPED 4710
Term Offered: Spring

SPED 4710 Field Meet Needs Young Children Disabilities
[7 credit hours (0, 0, 7)]
Students complete 280 clock hours of field experience in their ECE setting that focuses on their ability to design, manage and evaluate learning environments and activities for young children with special needs (infants, toddlers, or preschoolers). This field experience is part of the non-licensure "Fast-Track" ECE program.
Prerequisites: CIEC 4600 with a minimum grade of D- and CIEC 4610 with a minimum grade of D-
Corequisites: SPED 4700
Term Offered: Spring

SPED 4800 Introduction to Vision Impairment and Blindness
[3 credit hours (0, 0, 3)]
This course covers the anatomy and physiology of the eye, visual impairments and their implication for learning, working and independent living, as well as general issues and concepts related to blindness, the blind and the visually impaired.
Prerequisites: SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D- and Upper Division with a score of 1

SPED 4810 Implications Of Low Vision
[3 credit hours (3, 0, 0)]
This course covers low vision conditions as well as instruction of persons with low vision. Advantages and disadvantages of specialized equipment are discussed alongside strategies for instruction. Rehearsal with the equipment is required.
Prerequisites: SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D-
Term Offered: Summer

SPED 4820 Introduction to Research in Vision
[3-5 credit hours (0, 0, 3-5)]
Exposes undergraduate vision students to basic research skills and enables them to conduct research in areas of interests.
Prerequisites: SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D-

SPED 4830 Assessment in Vision
[3-5 credit hours (0, 0, 3-5)]
Covers general assessment in special education but emphasizes assessment vision. This emphasis allows students to critique and administer vision assessment tools.
Prerequisites: SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D-

SPED 4840 Education Of The Blind And Visually Impaired
[3 credit hours (3, 0, 0)]
The course focuses on methods of instruction of the blind and visually impaired in different settings; cultural diversity, instruction of the blind with additional disabilities, and various types of assessments and methodologies for curriculum adaptation are addressed.
Prerequisites: SPED 2910 with a minimum grade of D- and SPED 2040 with a minimum grade of D-

SPED 4880 Independence Skills and Technologies for the Blind and Visually Impaired
[3 credit hours (3, 0, 0)]
This course focuses on the general independence of persons who are blind or visually impaired. Covered are skills and strategies for independent living, adaptive technology, and orientation and mobility skills for the blind and visually impaired.
Prerequisites: SPED 2040 with a minimum grade of D- and SPED 2910 with a minimum grade of D-

SPED 4900 Seminar In Special Education
[1-5 credit hours (0, 0, 0-5)]
Seminar provides students with the opportunity to explore, as a group, specific topics with a faculty member. Current issues in the area of Special Education will be the focus.
Term Offered: Spring, Summer, Fall

SPED 4910 Directed Research In Special Education
[1-5 credit hours (0, 0, 0-5)]
Directed research provides students the opportunity to explore specific topics and develop individual research with a faculty member. Current questions in the area of Special Education will be the focus.

SPED 4920 Readings In Special Education
[1-5 credit hours (0, 0, 0-5)]
Individual Readings is designed to provide students with opportunities to examine literature related to specific issues. The student works under the direction of staff in the Department of Special Education Services.

Department of Teacher Education

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SPED 4930 Student Teaching In Special Education
[4-12 credit hours (0, 0, 0-12)]
Planned field experience in public school classrooms under the direction of University supervisors. Full responsibility for the classroom is expected by the end of the student teaching experience.
Prerequisites: Upper Division with a score of 1
Term Offered: Spring, Fall

SPED 4940 Internship/Externship In Special Education
[4-12 credit hours (0, 0, 0-12)]
Provides advanced undergraduate students with supervised practicum experiences at off-campus site, including schools, hospitals, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.
Prerequisites: Upper Division with a score of 1

SPED 4980 Special Topics In Special Education
[1-5 credit hours (0, 0, 0-5)]
An advanced course for undergraduate majors in special education or majors in related fields covering an important area of special education. Student may repeat this course under different section numbers.
Term Offered: Spring, Summer, Fall

SPED 4990 Independent Study - Special Education
[1-5 credit hours (0, 0, 0-5)]
Individual study provides students with opportunities to work individually on issues under the direction of department of Special Education Services faculty. The student meets with instructor without formal classes.
Term Offered: Spring, Summer, Fall