

# DEPARTMENT OF TEACHER EDUCATION

Marcella Kehus, chair

The Department of Teacher Education prepares and develops educators as PreK-12 teachers, curriculum specialists, and educational researchers. Graduate students may focus their study on issues of curriculum and instruction generally or within a specific subject-matter area. Students may choose to concentrate their study in primary childhood education, middle childhood education, adolescent and young adult education, special education, career and technical education, literacy education, or foreign language education.

Master's Degree programs are designed for continuing study in curriculum and instruction as well as initial teacher education leading to teaching licensure. The licensure and master's programs (LAMP) are for designed for individuals who already hold a bachelor's degree and are interested in becoming a licensed PreK-12 teacher in Ohio.

The Educational Specialist Degree is a post-master's graduate program that provides students an area of educational specialization with emphasis on practice. The Ed.S. in curriculum and instruction is designed to meet the needs of individuals involved with curriculum, teaching, and supervision in discipline-centered areas of study.

The Doctor of Philosophy Degree in curriculum and instruction is an advanced study of issues in curriculum and instruction that prepares students as educational researchers and leaders. Students may choose a concentration in curriculum and instruction, early childhood, or special education.

Graduate Certificates are designed to provide students with focused study in advanced reading and literacy instruction, career-based intervention, prekindergarten special needs, or transition to work. Certificates lead to the appropriate licensure endorsements in Ohio.

## ACCREDITATION

The Education programs in the Judith Herb College of Arts, Social Sciences, and Education are fully accredited by the Council for Accreditation of Educator Preparation (CAEP). This accreditation status is effective between fall 2023 and fall of 2030. The next on-site visit will take place in spring 2030. Additionally, all licensure programs are approved by the Ohio Department of Higher Education.

## Master's Degrees

Master of Education in Career and Technical Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/me-career-technical-education/>)

Master of Education in Curriculum and Instruction (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/me-curriculum-instruction/>)

Master of Education in Early Childhood Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/me-early-childhood-education-prek-3/>)

Master of Education in Middle Childhood Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/me-middle-childhood-education/>)

Master of Education in Secondary Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/me-secondary-education/>)

Master of Education in Special Education (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/me-special-education/>)

## Education Specialist Degrees

Education Specialist in Curriculum and Instruction (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/eds-curriculum-instruction/>)

## Doctoral Degrees

Doctor of Philosophy in Curriculum and Instruction (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/phd-curriculum-instruction/>)

- Concentrations: Curriculum and Instruction, and Special Education

## Graduate Certificates

Certificate in Advanced Reading and Literacy Instruction (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/advanced-literacy-and-reading-certificate/>)

Certificate in Career-based Intervention (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/career-based-intervention-certificate/>)

Certificate in PreKindergarten Special Needs (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/prekindergarten-special-needs-certificate/>)

Certificate in Transition to Work (<https://catalog.utoledo.edu/graduate/arts-social-sciences-education/departments/teacher-education/transition-to-work-certificate/>)

## Courses

### CI 5470 Literacy Assessment and Remediation

[3 credit hours]

Examine current literacy practices in assessment and remediation. Emphasis on knowledge and skill needed to diagnose and assess students in reading and writing by working with an at-risk learner in a public school setting. Apply word identification, comprehension, fluency, vocabulary and writing instructional strategies for supporting readers in an experiential learning environment.

**Prerequisites:** Upper Division with a score of 1 or CI 3400 with a minimum grade of C and CI 3430 with a minimum grade of C and CI 3460 with a minimum grade of C

**Term Offered:** Spring, Summer, Fall

**CI 5490 Content Area Literacy**

[3 credit hours]

Study of the integration of reading comprehension, writing, oral language and word skill development and digital literacies in all areas of learning. Attention will be given to instructional methods as well as assessment practices.

**Term Offered:** Spring, Summer, Fall

**CI 5510 Mathematics For The Young Child**

[3 credit hours]

Development of mathematical understanding in young children, appropriate learning and assessment experiences and analysis of curriculum. Mathematics focus on place value, number sense, geometry, measurement, algebra, data analysis and probability.

**Term Offered:** Spring, Fall

**CI 5980 Special Topics In Curriculum & Instruction**

[1-5 credit hours]

A course developed around topics of interest and concern to educators.

**Term Offered:** Spring, Summer, Fall

**CI 5990 Graduate Independent Study In Curriculum And Instruction**

[1-5 credit hours]

Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of the faculty of the Department of Curriculum and Instruction.

**Term Offered:** Spring, Summer, Fall

**CI 6110 Language Arts Methods of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning the English Language Arts in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Corequisites:** CI 6210

**Term Offered:** Fall

**CI 6120 Social Studies Methods of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning Social Studies in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program.

**Corequisites:** CI 6220

**Term Offered:** Fall

**CI 6130 Mathematics Method of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning Mathematics in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Corequisites:** CI 6230

**Term Offered:** Fall

**CI 6140 Science Methods of Teaching**

[3 credit hours]

An initial in-depth study of methods and materials for teaching and learning Science in middle and secondary classrooms with emphasis on planning, content standards and instructional strategies that attend to students as learners; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Corequisites:** CI 6240

**Term Offered:** Fall

**CI 6150 Advanced Methods of Teaching in Language Arts**

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning the English Language Arts in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6110 with a minimum grade of C or CI 6120 with a minimum grade of C or CI 6130 with a minimum grade of C or CI 6140 with a minimum grade of C

**Corequisites:** CI 6250

**Term Offered:** Spring

**CI 6160 Social Studies Advanced Methods of Teaching**

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning Social Studies in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6110 with a minimum grade of C or CI 6120 with a minimum grade of C or CI 6130 with a minimum grade of C or CI 6140 with a minimum grade of C

**Corequisites:** CI 6260

**Term Offered:** Spring

**CI 6170 Mathematics Advanced Methods of Teaching**

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning Mathematics in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6110 with a minimum grade of C or CI 6120 with a minimum grade of C or CI 6140 with a minimum grade of C or CI 6130 with a minimum grade of C

**Corequisites:** CI 6270

**Term Offered:** Spring

**CI 6180 Science Advanced Methods of Teaching**

[3 credit hours]

A continued in-depth study of methods and materials for teaching and learning Science in middle and secondary classrooms with an emphasis on academic language and classroom level assessments; for LAMP Middle Childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6120 with a minimum grade of C or CI 6130 with a minimum grade of C or CI 6140 with a minimum grade of C

**Corequisites:** CI 6280

**Term Offered:** Spring

**CI 6190 Ambitious Teaching in PK-12 Classrooms**

[3 credit hours]

Designed for graduate students studying teaching and learning, this course explores current ideas about ambitious and culturally responsive PK-12 teaching and a teacher's role in the classroom. Ideas underlying dilemmas of teaching subject matter for all learners will be examined within student-authored cases of teaching. Students reflect on their experiences in the classroom to examine their personal role as an ambitious PK-12 classroom teacher.

**Term Offered:** Spring, Fall**CI 6210 Practicum in Teaching Language Arts**

[1 credit hour]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate the English Language Arts. Admission to SECE or MIDD LAMP program required.

**Corequisites:** CI 6110**Term Offered:** Fall**CI 6220 Practicum in Teaching Social Studies**

[1 credit hour]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate Social Studies. Admission to SECE or MIDD LAMP program required.

**Corequisites:** CI 6120**Term Offered:** Fall**CI 6230 Practicum in Teaching Mathematics**

[1 credit hour]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate Mathematics. Admission to SECE or MIDD LAMP program required.

**Corequisites:** CI 6130**Term Offered:** Fall**CI 6240 Practicum in Teaching Science**

[1 credit hour]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with mentor teacher and the design, planning and teaching of units that integrate Science. Admission to SECE or MIDD LAMP program required.

**Corequisites:** CI 6140**Term Offered:** Fall**CI 6250 Internship/Student Teaching in Language Arts**

[4 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

**Corequisites:** CI 6190**Term Offered:** Spring**CI 6260 Internship/Student Teaching in Social Studies**

[4 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

**Corequisites:** CI 6190**Term Offered:** Spring**CI 6270 Internship/Student Teaching in Mathematics**

[4 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

**Corequisites:** CI 6190**Term Offered:** Spring**CI 6280 Internship/Student Teaching in Science**

[4 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6210 with a minimum grade of C or CI 6220 with a minimum grade of C or CI 6230 with a minimum grade of C or CI 6240 with a minimum grade of C

**Corequisites:** CI 6190**Term Offered:** Spring**CI 6310 Practicum in Teaching Foreign Language**

[1 credit hour]

Initial field experience for LAMP Middle Childhood and Adolescent to Young Adult licensure only; experiences include focused observations in classroom settings, co-teaching with a mentor teacher, and the design, planning, and teaching of units that integrate Foreign Language.

**Corequisites:** SPAN 5120**Term Offered:** Fall**CI 6320 Internship/Student Teaching in Foreign Language**

[2 credit hours]

Part 1 of full time, supervised classroom teaching; for LAMP middle childhood and AYA licensure only. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6310 with a minimum grade of C**Corequisites:** CI 6190**Term Offered:** Spring**CI 6370 Fundamentals Of Grant Writing**

[3 credit hours]

This seminar will teach participants about fundamentals of grant writing. Topics covered will include: locating sources of funding, writing grants, designing evaluation instruments and administering grants.

**Term Offered:** Summer

**CI 6400 Trends In Literacy Acquisition**

[3 credit hours]

Study of the theories and foundational components of literacy acquisition and instruction aligned with the Science of Reading. Issues for learners from diverse backgrounds including English Language Learners and those who have dyslexia are examined.

**Term Offered:** Fall**CI 6410 Content Area Literacy**

[3 credit hours]

Study of the integration of reading and writing in the content areas. Attention to both content area literacy approaches and disciplinary literacy practices. Consideration of needs of diverse learners including English Language Learners.

**Term Offered:** Spring, Summer, Fall**CI 6430 Diagnosis Of Reading Disability**

[3 credit hours]

Teachers acquire the knowledge and skills needed to assess the reading and writing of students and to plan appropriate instruction. Emphasis on phonemic awareness, concepts of print, word recognition, fluency, comprehension, word study, and writing.

**Prerequisites:** CI 6400 with a minimum grade of C**Term Offered:** Spring, Summer, Fall**CI 6440 Remediation Practicum**

[3 credit hours]

In this course, participants engage in systematic, explicit and evidence-based literacy tutoring of learners across K#12 grades. Additionally, participants engage in the planning and enactment of professional development with other educators related to the conduct of remedial tutoring.

**Prerequisites:** (CI 6400 with a minimum grade of C and CI 6430 with a minimum grade of C)**Term Offered:** Spring**CI 6490 Theory And Research In Literacy**

[3 credit hours]

Extensive examination of current research and theoretical considerations in language and literacy learning and instruction. Contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on specific issues of interest related to language and literacy learning and instruction.

**Term Offered:** Spring, Summer, Fall**CI 6590 Theory And Research In Mathematics Education**

[3 credit hours]

Critical appraisal of current theory and research in mathematics education. Emphasis on issues related to teacher practice, student learning, and curriculum development.

**Term Offered:** Spring, Summer, Fall**CI 6650 Teacher Learning and Education**

[3 credit hours]

Designed for future teacher educators and teacher leaders, students investigate frameworks for teacher professional knowledge including pedagogical content knowledge, teacher learning, educative mentoring, and program design. Teacher educators' roles as leaders for teacher learning and improvement are examined.

**CI 6690 Theory And Research In Science Education**

[3 credit hours]

Designed for individuals beginning their thesis, project, or seminar paper phase of their graduate program, this course explores both theory and research in science education. Based on an area of interest, students review and critically analyze the research literature in science education. Students also learn how to find primary sources, read and critique research, and organize and write a literature review.

**Term Offered:** Spring, Summer, Fall**CI 6790 Theory And Research In Social Studies**

[3 credit hours]

Intensive study of research and theoretical considerations related to the development and current status of learning and instruction in the social studies. Historical and contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on issues related to learning and instruction in the social studies.

**Term Offered:** Spring, Fall**CI 6800 Foundations Of Curriculum & Instruction**

[3 credit hours]

The purpose of CI 6800/8800, Foundations of Curriculum, is to provide an introduction to the foundational areas that affect the design and development of curriculum. This includes the history, social forces, philosophy, and psychology behind many of the curriculum practices and issues that exist in schools today as well as the nature of the curriculum development process. As a result, the course is designed to increase the learner's awareness of the field of curriculum and to introduce specific skills in design and development.

**Term Offered:** Summer, Fall**CI 6810 Curriculum Development: K-12**

[3 credit hours]

The purpose of CI 6810/8810, Curriculum Development: K-12, is to provide appropriate background information and practice in curriculum and instructional design and direct experiences in approaching this process imaginatively. The course will focus on how to use both traditional and emerging models of curriculum design and development to create a working curriculum and to design instructional based on research-based theories of learning and models of teaching.

**Term Offered:** Spring, Fall**CI 6830 Curriculum Trends And Issues**

[3 credit hours]

Designed for educators, this course guides students in exploring core ideas to develop a framework for the study of teaching. Students investigate issues of what and how to teach in the content areas as well as explore the knowledge of expert content teachers. As a core graduate course in curriculum and instruction, students analyze and integrate ideas to form a theoretical framework and are guided in developing professional written work grounded in the professional literature.

**Term Offered:** Spring, Summer, Fall



**CI 6840 Curriculum For Educational Leaders**

[3 credit hours]

The purpose of this course is to introduce educational leaders to research-based leadership theories and principles and how these apply to P-12 school settings. Building principals, teacher leaders, and instructional coaches will focus on creating learning environments throughout the school that increase teacher effectiveness, utilize alternative assessment strategies, and focus on connecting curriculum, instruction and assessment in all classrooms.

**Term Offered:** Spring, Fall**CI 6890 Theory and Research in Learning and Teaching Content**

[3 credit hours]

A critical analysis of the research literature in language arts, mathematics, science, or social studies education. Students examine educational research regarding ideas about learning and teaching that influence research, finding primary sources, reading and critiquing research, and organizing and writing a literature review.

**Term Offered:** Spring, Summer, Fall**CI 6900 Master's Culminating Seminar In Teacher Education**

[1-3 credit hours]

This seminar is the master's culminating experience for students studying teaching and learning. This course is completed in three stages with a focus on the preparation and submission of a professional manuscript for publication in Learning to Teach Language Arts, Mathematics, Science, and Social Studies Through Research and Practice. Students identify a problem for practice, review professional resources, and present well-formed message orally and in writing.

**Term Offered:** Spring, Summer, Fall**CI 6920 Masters Research Project In Curriculum And Instruction**

[1-3 credit hours]

Students will complete an individual research project under the direction of a committee of at least two faculty members in Curriculum and Instruction, ordinarily including the faculty adviser.

**Term Offered:** Spring, Summer, Fall**CI 6950 Internship Capstone**

[1 credit hour]

Part 2 of full time, supervised classroom teaching; for LAMP middle childhood and Adolescent to Young Adult licensure only; added emphasis on continual professional growth and development as educators. Admission to SECE or MIDD LAMP program required.

**Prerequisites:** CI 6250 with a minimum grade of C or CI 6260 with a minimum grade of C or CI 6270 with a minimum grade of C or CI 6280 with a minimum grade of C or CI 6320 with a minimum grade of C

**Term Offered:** Spring, Summer, Fall**CI 6960 Masters Thesis In Curriculum And Instruction**

[1-3 credit hours]

Students will complete a thesis under the direction of committee of at least two faculty members from Curriculum and Instruction, ordinarily including the faculty adviser.

**Term Offered:** Spring, Summer, Fall**CI 7940 Specialist Practicum In Curriculum And Instruction**

[1-3 credit hours]

Observation and supervised experience in an appropriate setting. This experience may be in a school or other educational setting. Student will study under the supervision of appropriate mentors or advisors.

**Term Offered:** Spring, Summer, Fall**CI 7980 Special Topics In Curriculum & Instruction**

[1-5 credit hours]

A course developed around topics of interest and concern to educators.

**Term Offered:** Spring, Summer, Fall**CI 8370 Fundamentals Of Grant Writing**

[3 credit hours]

This seminar will teach participants about fundamentals of grant writing. Topics covered will include: locating sources of funding, writing grants, designing evaluation instruments and administering grants.

**Term Offered:** Summer**CI 8400 Trends In Literacy Acquisition**

[3 credit hours]

Study of the theories and foundational components of literacy acquisition and instruction aligned with the Science of Reading. Issues for learners from diverse backgrounds including English Language Learners and those who have dyslexia are examined.

**Term Offered:** Fall**CI 8410 Content Area Literacy**

[3 credit hours]

Study of the integration of reading and writing in the content areas. Attention to both content area literacy approaches and disciplinary literacy practices. Consideration of needs of diverse learners including English Language Learners.

**Term Offered:** Spring, Summer, Fall**CI 8430 Diagnosis Of Reading Disability**

[3 credit hours]

Teachers acquire the knowledge and skills needed to assess the reading and writing of students and to plan appropriate instruction. Emphasis on phonemic awareness, concepts of print, word recognition, fluency, comprehension, word study, and writing.

**Prerequisites:** CI 6400 with a minimum grade of C**Term Offered:** Spring, Summer, Fall**CI 8440 Remediation Practicum**

[3 credit hours]

In this course, participants engage in systematic, explicit and evidence-based literacy tutoring of learners across K#12 grades. Additionally, participants engage in the planning and enactment of professional development with other educators related to the conduct of remedial tutoring.

**Prerequisites:** (CI 6400 with a minimum grade of C and CI 6430 with a minimum grade of C)

**Term Offered:** Spring**CI 8490 Theory And Research In Literacy**

[3 credit hours]

Extensive examination of current research and theoretical considerations in language and literacy learning and instruction. Contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on specific issues of interest related to language and literacy learning and instruction.

**Term Offered:** Spring, Summer, Fall

**CI 8590 Theory And Research In Mathematics Education**

[3 credit hours]

Critical appraisal of current theory and research in mathematics education. Emphasis on issues related to teacher practice, student learning, and curriculum development.

**Term Offered:** Spring, Summer, Fall

**CI 8650 Teacher Learning and Education**

[3 credit hours]

Designed for future teacher educators and teacher leaders, students investigate frameworks for teacher professional knowledge including pedagogical content knowledge, teacher learning, educative mentoring, and program design. Teacher educators' roles as leaders for teacher learning and improvement are examined.

**CI 8690 Theory And Research In Science Education**

[3 credit hours]

Designed for individuals beginning their thesis, project, or seminar paper phase of their graduate program, this course explores both theory and research in science education. Based on an area of interest, students review and critically analyze the research literature in science education. Students also learn how to find primary sources, read and critique research, and organize and write a literature review.

**Term Offered:** Spring, Summer, Fall

**CI 8700 Doctoral Pro-Seminar I: Introduction to Scholarship in Curriculum and Instruction**

[3 credit hours]

The doctoral research cycle begins by introducing students to issues in curriculum and instruction, establishing a research agenda, and building a community of scholars. Pre-requisite to Pro-Seminar II.

**Term Offered:** Spring, Fall

**CI 8710 Doctoral Pro-Seminar II: Themes in theory and research in Curriculum and Instruction**

[3 credit hours]

The doctoral research cycle continues by examining the paradigmatic and theoretical bases of C&I research. Develop lines of inquiry grounded in theoretical knowledge and personal interests. Prerequisite: Pro-Seminar I.

**Prerequisites:** CI 8700 with a minimum grade of D-

**Term Offered:** Spring, Summer

**CI 8720 Doctoral Pro-Seminar III: Themes in theory and research in curriculum and instruction.**

[3 credit hours]

The doctoral research cycle is completed. A study is designed, conducted and disseminated within a research group under the guidance of a mentor. Prerequisite: CI 8700 + 8710.

**Prerequisites:** CI 8710 with a minimum grade of D-

**Term Offered:** Spring, Summer, Fall

**CI 8790 Theory And Research In Social Studies**

[3 credit hours]

Intensive study of research and theoretical considerations related to the development and current status of learning and instruction in the social studies. Historical and contemporary contextual factors such as policy and standards are explored. The reciprocal nature of research and practice is a central theme of the course. Individualized culminating projects focus on issues related to learning and instruction in the social studies.

**Term Offered:** Spring, Fall

**CI 8800 Foundations Of Curriculum & Instruction**

[3 credit hours]

The purpose of CI 6800/8800, Foundations of Curriculum, is to provide an introduction to the foundational areas that affect the design and development of curriculum. This includes the history, social forces, philosophy, and psychology behind many of the curriculum practices and issues that exist in schools today as well as the nature of the curriculum development process. As a result, the course is designed to increase the learner's awareness of the field of curriculum and to introduce specific skills in design and development.

**Term Offered:** Spring, Summer, Fall

**CI 8810 Curriculum Development: K-12**

[3 credit hours]

The purpose of CI 6810/8810, Curriculum Development: K-12, is to provide appropriate background information and practice in curriculum and instructional design and direct experiences in approaching this process imaginatively. The course will focus on how to use both traditional and emerging models of curriculum design and development to create a working curriculum and to design instructional based on research-based theories of learning and models of teaching.

**Term Offered:** Spring, Fall

**CI 8830 Curriculum Trends And Issues**

[3 credit hours]

Designed for advanced students of education, this course guides students in exploring core ideas to develop a framework for the study of teaching. Students investigate issues of what and how to teach in the content areas as well as explore the knowledge of expert content teachers. As a core graduate course in curriculum and instruction, students analyze and integrate ideas to form a theoretical framework and are guided in developing professional written work grounded in the literature. Students explore questions and approaches for research on content teaching.

**Term Offered:** Spring, Summer

**CI 8840 Curriculum For Educational Leaders**

[3 credit hours]

The purpose of this course is to introduce educational leaders to research-based leadership theories and principles and how these apply to P-12 school settings. Building principals, teacher leaders, and instructional coaches will focus on creating learning environments throughout the school that increase teacher effectiveness, utilize alternative assessment strategies, and focus on connecting curriculum, instruction and assessment in all classrooms.

**Term Offered:** Spring, Fall

**CI 8860 Advanced Curriculum Theory**

[3 credit hours]

This course is designed to build on the foundational concepts and principles introduced in CI 6800/8800 and to explore, analyze and evaluate curriculum theory as it applies to curriculum studies as a discipline. This course will explore curriculum theory as a "complicated conversation" led by educators with the knowledge of contemporary social issues, history, philosophy and popular culture. The course will analyze and evaluate modernist and postmodern theories and practices and engage students with readings, discussions, and interactions with influential curriculum theorists.

**Term Offered:** Spring, Fall

**CI 8900 Doctoral Seminar In Curriculum And Instruction**

[2-4 credit hours]

This seminar will consider problems and provide advanced study for doctoral students in Curriculum and Instruction.

**Term Offered:** Spring, Summer, Fall

**CI 8930 Independent Research In Curriculum And Instruction**

[1-5 credit hours]

Individual study is designed to provide the doctoral student opportunity to work individually on professional problems under the direction of CI faculty.

**Term Offered:** Spring, Summer, Fall

**CI 8940 Doctoral Internship In Curriculum And Instruction**

[1-3 credit hours]

Placement of doctoral students in appropriate school, school district, or other professional setting under direction of appropriate mentors or advisors.

**Term Offered:** Spring, Fall

**CI 8960 Dissertation In Curriculum And Instruction**

[1-10 credit hours]

Original research in an area of curriculum and instruction.

**Term Offered:** Spring, Summer, Fall

**CIEC 5000 Ece: Philosophy And Practice**

[3 credit hours]

A comprehensive introduction to the profession of early childhood education by examining relevant issues as they relate to overall development of children ages birth to eight years.

**Term Offered:** Spring, Summer, Fall

**CIEC 5070 Effective Teaching Practices: Pre-K To 3rd Grade**

[3 credit hours]

Applies characteristics of best practice to curriculum development and implementation with adherence to national and state curriculum standards as they apply to children, age 3 to 8, with diverse educational needs.

**Prerequisites:** (EDP 5210 with a minimum grade of C and CIEC 5000 with a minimum grade of C)

**Term Offered:** Spring, Fall

**CIEC 5150 Setting The Stage For Early Childhood Learning: Inspirations From Reggio Emilia**

[3 credit hours]

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 5340 Infant/Toddler Curriculum**

[3 credit hours]

Introduction to the sequential development of the young child from birth to 3 years. Students will engage in field hours in infant-toddler settings, design learning materials and critique research in topics related to infant/toddler curriculum.

**Term Offered:** Spring, Summer, Fall

**CIEC 5350 Public Policy And Advocacy In Early Childhood Education**

[3 credit hours]

Students will understand the implications of social, political and economic policies on the emergence of services for young children in the 21st century.

**Prerequisites:** CIEC 5000 with a minimum grade of C

**Term Offered:** Spring, Summer, Fall

**CIEC 5380 Field Experience Cohort I**

[3 credit hours]

This course aligns with the graduate Cohort II coursework (CIEC 5070).

**Prerequisites:** EDP 5210 with a minimum grade of C

**Corequisites:** CIEC 5070

**Term Offered:** Spring, Fall

**CIEC 5460 Science Methods For Early Childhood Education**

[3 credit hours]

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.

**Term Offered:** Spring, Fall

**CIEC 5480 Practicum I**

[1 credit hour]

Practicum is a supervised opportunity for students to gain experience in the classroom and other settings that provide instruction to children in a Kindergarten through 5th grade classroom. Students will focus on lesson plan implementation, differentiated instruction, behavior management strategies and assessment of student learning. The course further assists students in acquiring the necessary knowledge and skills needed to function as an educator in a changing and diverse society. Furthermore, activities will assist students in the field of primary education to: understand learners and the learning processes; gain experience using of instructional technology necessary for professional practice; work effectively in both professional and community roles. Students in this practicum will focus their planning on Literacy, Reading Development, Phonics and Science content standards, while practicing integrated curricular design and developmentally appropriate practices for children in Kindergarten through 5th grade.

**Corequisites:** CIEC 5460

**Term Offered:** Spring, Fall

**CIEC 5550 Teaching Methods For Early Childhood Social Studies**

[3 credit hours]

In depth study of methods and materials for teaching social studies from pre-school to third grade. Implementation of early childhood curriculum within the context of current technology and the development of critical thinking skills.

**Prerequisites:** (CIEC 5000 with a minimum grade of C and EDP 5210 with a minimum grade of C)

**Term Offered:** Spring, Fall

**CIEC 5770 Practicum II**

[1 credit hour]

Practicum is a supervised opportunity for students to gain experience in the classroom and other settings that provide instruction to children in an early childhood setting. Students will focus on lesson plan implementation, differentiated instruction, behavior management strategies and assessment of student learning in their practicums. The course further assists students in acquiring the necessary knowledge and skills needed to function as an educator in a changing and diverse society. Furthermore, activities will assist students in the field of primary education to: understand learners and the learning processes; gain experience using of instructional technology necessary for professional practice; work effectively in both professional and community roles.

**Prerequisites:** CIEC 5480 with a minimum grade of C**Corequisites:** CIEC 5550**Term Offered:** Spring, Fall**CIEC 5980 Special Topics In Early Childhood Education**

[1-5 credit hours]

A course developed around topics of interest and concern to inservice teachers within districts served by the Center for Educational Research and Services. Stresses solution and resolution of educational problems occurring within the district.

**Term Offered:** Spring, Summer, Fall**CIEC 5990 Graduate Independent Study In Early Childhood Education**

[1-5 credit hours]

Individual study designed to provide a student the opportunity to work individually on professional problems under the direction of the faculty in Early Childhood Education.

**Term Offered:** Spring, Summer, Fall**CIEC 6310 Pre-K/Primary Curriculum**

[3 credit hours]

The study and design of early childhood curriculum from a best practice/developmental perspective including integrated curriculum, anti-bias approaches, authentic assessment, direct learning strategies. Student self assessment and change project required.

**Term Offered:** Spring, Fall**CIEC 6320 Meaning And Development Of Play Behavior**

[3 credit hours]

Theoretical bases of play behavior and its role in curriculum development/assessment. Students implement and evaluate a sociodramatic play kit and conduct library research on one aspect of play behavior.

**Term Offered:** Spring, Summer**CIEC 6330 Language And Concept Development**

[3 credit hours]

Study of the language and literacy development of the young child with emphasis upon the factors that influence and support this development. Students will do projects to implement their learning.

**Term Offered:** Spring, Summer, Fall**CIEC 6750 Developmental And Classroom Assessment**

[3 credit hours]

Focuses upon teaching and learning in a developmental learning environment. Emphases includes observing the developmental characteristics of young children and assessment for prescriptive teaching.

**Term Offered:** Spring, Summer, Fall**CIEC 6900 Masters Research Seminar In Early Childhood Education**

[2-3 credit hours]

Examination of research and current issues in early childhood education. Emphasis on theory and research and evaluation models.

**Prerequisites:** CIEC 6950 with a minimum grade of C**Term Offered:** Spring**CIEC 6920 Masters Research Project In Early Childhood Education**

[1-3 credit hours]

Student will complete an individual research project under the direction of a committee of at least two faculty members in Early Childhood ordinarily involving the faculty advisor.

**CIEC 6940 Internship/Student Teaching In Primary Education**

[4 credit hours]

Internship is a supervised opportunity for students to gain experience in the classroom and other settings that provide instruction to children in an primary education setting. Students will focus on lesson plan implementation, differentiated instruction, behavior management strategies and assessment of student learning in their internships. The course further assists students in acquiring the necessary knowledge and skills needed to function as an educator in a changing and diverse society. Furthermore, activities will assist students in the field of primary education to: understand learners and the learning processes; gain experience using of instructional technology necessary for professional practice; work effectively in both professional and community roles.

**Prerequisites:** CIEC 5770 with a minimum grade of C**Corequisites:** CI 6190**Term Offered:** Spring**CIEC 6950 Theory And Research In Early Childhood**

[3 credit hours]

Review and analysis of theory and research related to rationale and methods for program options for young children. Critique research and prepare a review of synthesis of research.

**Term Offered:** Fall**CIEC 8310 Pre-K/Primary Curriculum**

[3 credit hours]

The study and design of early childhood curriculum from a best practice/developmental perspective including integrated curriculum, anti-bias approaches, authentic assessment, direct learning strategies. Student self assessment and change project required.

**Term Offered:** Spring, Fall**CIEC 8320 Meaning And Development Of Play Behavior**

[3 credit hours]

Theoretical bases of play behavior and its role in curriculum development/assessment. Students implement and evaluate a sociodramatic play kit and conduct library research on one aspect of play behavior.

**Term Offered:** Spring, Summer**CIEC 8330 Language And Concept Development**

[3 credit hours]

Study of the language and literacy development of the young child with emphasis upon the factors that influence and support this development. Students will do projects to implement their learning.

**Term Offered:** Spring, Summer, Fall



**CIEC 8750 Developmental And Classroom Assessment**

[3 credit hours]

Focuses upon teaching and learning in a developmental learning environment. Emphases includes observing the developmental characteristics of young children and assessment for prescriptive teaching.

**Term Offered:** Spring, Summer, Fall

**CIEC 8900 Doctoral Seminar In Early Childhood Education**

[2-4 credit hours]

This seminar will consider problems and provide advanced study for doctoral students in Early Childhood Education.

**Term Offered:** Spring, Summer, Fall

**CIEC 8930 Independent Research In Early Childhood Education**

[1-5 credit hours]

Individual study is designed to provide the doctoral student opportunity to work individually on professional problems under the direction of Early Childhood faculty.

**Term Offered:** Spring, Summer, Fall

**CIEC 8950 Theory And Research In Early Childhood**

[3 credit hours]

Review and analysis of theory and research related to rationale and methods for program options for young children. Critique research and prepare a review of synthesis of research.

**CIEC 8960 Dissertation In Early Childhood Education**

[1-12 credit hours]

Original research in an area of early childhood education.

**Term Offered:** Spring, Summer, Fall

**CTE 5010 Teaching Occupational Skills**

[3 credit hours]

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 5020 Occupational Safety And Liability**

[3 credit hours]

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:** Spring, Summer

**CTE 5030 Teaching Occupational Knowledge**

[3 credit hours]

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 5050 Methods Of Teaching Career And Technical Education I**

[3 credit hours]

The pedagogical and management skills introduced in CTE 4010 and CTE 4030 (Summer Workshop) are integrated in an applied setting such as a classroom. Learning profiles; employability skills; community partnerships; school-based and work site learning are foundational for student research, reflection, and inquiry. Students are required to develop and apply pedagogical and management skills related to the career technology setting. During these applications, students will be cognizant of and sensitive to issues of diversity, equity and special populations.

**Term Offered:** Fall

**CTE 5070 Methods Of Teaching Career And Technical Education II**

[3 credit hours]

The pedagogical and management skills introduced in CTE 4050 are integrated in an applied setting such as a classroom. Learning profiles; employability skills; community partnerships; school-based and work site learning are foundational for student research, reflection, and inquiry. Students are required to develop and apply pedagogical and management skills related to the career technology setting. During these applications, students will be cognizant of and sensitive to issues of diversity, equity and special populations.

**Term Offered:** Spring

**CTE 5080 Principles Of School-To-work Transition**

[3 credit hours]

Design for educators and employers to increase their knowledge and skill to build partnerships between schools and business, industry and labor. Examines transition concepts, components, implementation strategies and models.

**Term Offered:** Summer

**CTE 5110 CTE Program Guidance and Trends**

[3 credit hours]

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 necessary to meet these standards are: a clear mission; operational goals; specific competencies of an assessment system and the latest trends in Career and Technical Education.

**Term Offered:** Spring

**CTE 5140 Cooperative Education**

[3 credit hours]

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; minor labor laws; partnering with parents, business, and labor; connecting activities; record keeping; evaluation techniques; etc.

**Term Offered:** Fall**CTE 5160 Curriculum Development & Teaching**

[3 credit hours]

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, Summer**CTE 5180 Promotion, Recruitment & Retention**

[3 credit hours]

A study of career and technical education in the community, and promotion, recruitment and retention strategies, including school publics, theories of community power structure and the career and technical school in a democratic society.

**Term Offered:** Summer, Fall**CTE 5900 Curriculum Construction in Career and Technical Education**

[3 credit hours]

This course is a study of occupational analysis and course of study assembly. Occupational instructors will be assisted to conduct program analysis and develop course content through a systematic process.

**Term Offered:** Fall**CTE 5930 Supervised Teaching**

[3 credit hours]

A planned field experience held in public school classrooms under the direction of University Supervisors. Practicing teacher observed planning, presenting and demonstrating teaching skills and managing the laboratory and classroom. During this planned three (3) semester hours the University of Toledo instructor will visit the classroom and laboratory for practical teacher observation.

**Term Offered:** Spring, Fall**CTE 5990 Individual Study In Career And Technical Education**

[1-3 credit hours]

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, Fall**CTE 6900 Research Seminar In Career And Technical Education**

[3 credit hours]

This course is required for the master's program in Career & Technical Education. Students will undertake an individual research project guided by their career and technical education advisor.

**Term Offered:** Spring, Fall**CTE 6920 Master's Research Project In Career And Technical Education**

[1-3 credit hours]

Open to a graduate student who elects the completion of a research project in fulfilling the research requirement of the master's degree.

**Term Offered:** Spring**SPED 5000 Issues In Special Education**

[3 credit hours]

Examination of causes and characteristics, identification procedures, and potential of learners who significantly deviate from the norm mentally, physically and behaviorally. Issues related to services for persons with disabilities will be studied.

**Term Offered:** Spring, Summer, Fall**SPED 5010 Atypical Development In Early Childhood: Implications For Development**

[3 credit hours]

Factors that contribute to atypical development in early childhood, appropriate intervention models and implications of delay on young children's development. The focus will be on conditions that may result in eligibility of children for early intervention and/or special education services in infancy (0-2), in the preschool (3-5) and primary grade (K-3) years (ages 5 to 8).

**Term Offered:** Summer, Fall**SPED 5080 Curriculum Adaptations & Strategies In Early Childhood Education**

[3 credit hours]

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**Term Offered:** Spring, Fall**SPED 5150 Advanced Practicum For Teaching Students With Moderate Educational Needs**

[1 credit hour]

This course is taken with SPED 5160 to apply strategies and techniques for teaching students with moderate educational needs. Forty hours of required field.

**Term Offered:** Spring, Fall**SPED 5160 Advanced Instructional Methods For Teaching Students With Moderate Educational Needs**

[3 credit hours]

This course focuses on a community-referenced functional curricula approach to teaching children and youths with moderate to severe delays. An in-depth study of inclusionary activities, community-based instruction, social skills.

**SPED 5170 Partnerships in Transition Planning**

[3 credit hours]

An in-depth study of strategies for linking young adults with disabilities to avenues leading to productive and fulfilling employment. Supported/customized employment and the development of successful business partnerships to create jobs and careers for young adults with disabilities will be addressed. This course requires 20 hours of field experience.

**Term Offered:** Fall**SPED 5180 Advanced Instructional Methods For Teaching Students With Intensive Educational Needs**

[3 credit hours]

An in-depth examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with severe and multiple disabilities. A transdisciplinary team approach is explored.

**Term Offered:** Spring**SPED 5190 Advanced Practicum For Students With Intensive Needs**

[1 credit hour]

This course is taken with SPED 5180 to apply strategies and techniques for teaching students with intensive needs. Forty field hours are required.

**Term Offered:** Spring**SPED 5210 Augmentative and Alternative Communication**

[3 credit hours]

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. It will provide a broad overview of AAC and its application, along with the history and terminology.

**Term Offered:** Fall**SPED 5250 Assessment and Planning in Transition Education and Services**

[3 credit hours]

The course examines the planning and programming that supports young adults with disabilities during their transition from school to adult life. The course will cover several issues in the area of transition, including models of transition, planning, evidence-based instruction, assessment, transition planning, and progress monitoring. This course requires 20 hours of field experience.

**Term Offered:** Fall**SPED 5260 Family And Professional Relations In Special Education**

[3 credit hours]

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.

**Term Offered:** Summer, Fall**SPED 5270 Team Models And Community Networking In Early Intervention**

[3 credit hours]

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. In addition, students will examine various models of teaming and consultation approaches and address issues related to working with individuals from cultural backgrounds other than their own.

**Term Offered:** Spring, Fall**SPED 5280 Management Of The Learning Environment In Early Childhood Special Education**

[3 credit hours]

This class will provide an analysis of the various aspects of quality environments, in the home and early childhood centers for young children with special needs. Identifying characteristics of natural environments and designing interventions that promote positive child outcomes will be emphasized. A case study approach will be utilized. This course requires 50 hours of field experience.

**Term Offered:** Spring**SPED 5310 Advanced Instructional Methods For Teaching Students With Mild Educational Needs**

[3 credit hours]

Theoretical considerations for designing instruction, lesson plan development using direct, explicit instructional approach, differentiation, co-teaching, and evidence-based practices to meet the needs of students with mild disabilities in school settings will be examined. Research-based approaches to teaching language arts, mathematics, science, and social studies, will be explored.

**Term Offered:** Spring, Fall**SPED 5320 Advanced Field Practicum For Students With Mild Educational Needs**

[1 credit hour]

Provides opportunities for field experience to use and refine the strategies for persons with mild disabilities presented in SPED 5310. Forty hours of field required.

**Term Offered:** Spring, Fall**SPED 5340 Effective Management of Students with Special Needs in Educational Settings**

[3 credit hours]

This course focuses on research-based strategies to promote appropriate behaviors and decrease challenging behaviors in classroom settings. Topics include the functions of behavior; designing preventative and management interventions for behaviors resistance to class-wide behavior supports; data collection; progress monitoring; and restorative, collaborative practices; and parent education addressing evidence-based practices appropriate in the home setting. A case-based approach will be used.

**Term Offered:** Spring**SPED 5380 Transition Process from High School to Post-Secondary Settings for Students w Disabilities**

[3 credit hours]

This course prepares the pre-service special education interventionist to support students with disabilities during the transition from high school to post-secondary settings. The course will address several issues regarding transition, including legislation, assessment and planning, and evidence-based instructional strategies. Special emphasis will be placed on self-determination through self-advocacy.

**Prerequisites:** Upper Division with a score of 1**Term Offered:** Spring, Fall**SPED 5980 Special Topics In Special Education**

[1-5 credit hours]

An advanced course for graduate students in special education or related fields. Topics are selected based on needs of the population. Student may repeat this course under different section numbers.

**Term Offered:** Spring, Summer, Fall

**SPED 5990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides graduate students with opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Summer, Fall

**SPED 6070 Curriculum Models And Intervention Strategies In Early Childhood Special Education**

[3 credit hours]

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.

**Term Offered:** Fall

**SPED 6110 Practices of Teaching Learners with Exceptionalities**

[3 credit hours]

This course is designed for candidates completing licensure. Teacher candidates will gain initial special education content that will assist in understanding students with exceptionalities and laws governing special education. In addition, teacher candidates will learn about the implementation of specially designed instruction for students with exceptionalities attending an inclusive classroom. This course will also focus on data collection, assessment, collaboration, and teaming.

**Corequisites:** SPED 6210

**Term Offered:** Fall

**SPED 6130 Advanced Practices for Inclusive and Specialized Teaching**

[3 credit hours]

This course is designed for candidates completing licensure and helps teacher candidates advance their practice. Continued content concentrating on the implementation of specially designed instruction for students with exceptionalities commonly attending an inclusive classroom will be continued. Additionally, data collection and assessment will be studied with respect to daily lesson planning, IEP writing, and behavioral management. IEP writing and functional behavior plans will be created based on a case study in the field. Collaboration and teaming with families will continue to be investigated.

**Prerequisites:** SPED 6110 with a minimum grade of C

**Corequisites:** SPED 6230

**Term Offered:** Spring

**SPED 6190 Policy, Context, and Hallmarks of Special Education**

[3 credit hours]

This course is designed for candidates completing licensure. Teacher candidates will gain initial special education content that will assist in understanding students with exceptionalities and laws governing special education. In addition, teacher candidates will learn about the implementation of specially designed instruction for students with exceptionalities attending an inclusive classroom. This course will also focus on data collection, assessment, collaboration, and teaming.

**Term Offered:** Spring, Summer, Fall

**SPED 6210 Practicum in Teaching Learners with Exceptionalities**

[1 credit hour]

This course will provide directed practicum teaching experiences in general education (15 weeks) and special education (15 weeks) for candidates completing licensure. In this placement, teacher licensure candidates will use information about students' learning and performance to plan and deliver instruction that will close the achievement gap. They will create a learning environment that is physically and emotionally safe. Candidates will have the opportunity to work in educational settings with experienced teachers.

**Corequisites:** SPED 6110

**Term Offered:** Fall

**SPED 6230 Internship in Inclusive and Specialized Teaching**

[2 credit hours]

This course will provide directed planned field experiences in general education (15 weeks) and special education (15 weeks) for candidates completing licensure. In this placement, teacher licensure candidates will create learning situations in which students work independently and collaboratively in an environment that is respectful, supportive, and caring. Candidates will motivate students to work productively and assume responsibility for their own learning. Full responsibility for the classroom is expected by the end of the student teaching experience.

**Prerequisites:** SPED 6210 with a minimum grade of C

**Corequisites:** SPED 6130

**Term Offered:** Spring

**SPED 6250 Issues and Research in Transition and Post-Secondary Outcomes for Students with Disabilities**

[3 credit hours]

The course explores the history, ethics, legislation, case law, policy, and research that inform educational and programmatic decisions in the transition education field. This course requires 10 hours of field experience.

**Term Offered:** Spring

**SPED 6330 Internship/Student Teaching for Intervention Specialist**

[4 credit hours]

This course provides pre-service special education interventionists with a full-time student teaching experience with students with disabilities. Teaching experiences may occur in classrooms found within the continuum of placements, ranging from (not limited to) general education with consult to special schools. Full responsibility for the classroom is expected by the end of the student teaching experience.

**Prerequisites:** SPED 5320 with a minimum grade of C or SPED 5190 with a minimum grade of C

**Corequisites:** CI 6190

**Term Offered:** Spring

**SPED 6900 Independent Research In Special Education**

[1-5 credit hours]

Independent Research provides opportunities to work on individual research under the direction of faculty. The student meets with the instructor at intervals and conducts research without formal class meeting.

**SPED 6920 Master's Research Project In Special Education**

[1-5 credit hours]

The master's project is an individually designed product which meets the final activity requirement for completion of the masters degree.

**Term Offered:** Spring, Summer, Fall



**SPED 6930 Seminars In Special Education**

[1-5 credit hours]

Seminars will consider problems and provide advanced study in the field of Special Education. A student may register for more than one seminar during a graduate program.

**Term Offered:** Spring, Summer, Fall

**SPED 6940 Internship/Externship In Special Education**

[1-8 credit hours]

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

**Term Offered:** Spring, Summer, Fall

**SPED 6990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides advanced graduate students opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Summer, Fall

**SPED 7000 Issues In Special Education**

[3 credit hours]

Examination of causes and characteristics, identification procedures, and potential of learners who significantly deviate from the norm mentally, physically and behaviorally. Issues related to services for persons with disabilities will be studied.

**Term Offered:** Spring, Summer, Fall

**SPED 7150 Advanced Practicum For Teaching Students With Moderate Educational Needs**

[1 credit hour]

This course is taken with SPED 5160 to apply strategies and techniques for teaching students with moderate educational needs. Forty hours of required field.

**Term Offered:** Spring

**SPED 7160 Advanced Instructional Methods For Teaching Students With Moderate Educational Needs**

[3 credit hours]

This course focuses on a community-referenced functional curricula approach to teaching children and youths with moderate to severe delays. An in-depth study of inclusionary activities, community-based instruction, social skills.

**Term Offered:** Spring, Fall

**SPED 7170 Partnerships in Transition Planning**

[3 credit hours]

An in-depth study of strategies for linking young adults with disabilities to avenues leading to productive and fulfilling employment. Supported/customized employment and the development of successful business partnerships to create jobs and careers for young adults with disabilities will be addressed. Leadership roles within the area of transition services will be emphasized.

**Term Offered:** Fall

**SPED 7180 Advanced Instructional Methods For Teaching Students With Intensive Educational Needs**

[3 credit hours]

An in-depth examination of appropriate curriculum models, instructional strategies and adaptations, and related behavior problems for students with severe and multiple disabilities. A transdisciplinary team approach is explored.

**Term Offered:** Spring

**SPED 7190 Advanced Practicum For Students With Intensive Needs**

[1 credit hour]

This course is taken with SPED 7180 to apply strategies and techniques for teaching students with intensive needs. Forty field hours are required.

**Term Offered:** Spring

**SPED 7210 Augmentative and Alternative Communication**

[3 credit hours]

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.

**Term Offered:** Fall

**SPED 7250 Assessment and Planning in Transition Education and Services**

[3 credit hours]

The course examines the planning and programming that supports young adults with disabilities during their transition from school to adult life.

The course will cover several issues in the area of transition, including models of transition, planning, evidence-based instruction, assessment, transition planning, and progress monitoring. Course content will prepare the student to have a leadership role in curriculum development.

**Term Offered:** Fall

**SPED 7260 Family And Professional Relations In Special Education**

[3 credit hours]

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.

**Term Offered:** Spring, Summer, Fall

**SPED 7270 Team Models And Community Networking In Early Intervention**

[3 credit hours]

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. In addition, students will examine various models of teaming and consultation approaches and address issues related to working with individuals from cultural backgrounds other than their own.

**Term Offered:** Spring, Summer, Fall

**SPED 7280 Management Of The Learning Environment In Early Childhood Special Education**

[3 credit hours]

This class will provide an analysis of the various aspects of quality environments, in the home and early childhood centers for young children with special needs. Students will identify characteristics of natural environments and design interventions that promote positive child outcomes. Critically thinking about evidence-based practices found in the special education professional literature will be emphasized.

**Term Offered:** Spring**SPED 7310 Advanced Instructional Methods For Teaching Students With Mild Educational Needs**

[3 credit hours]

Theoretical considerations for designing instruction, lesson plan development using direct, explicit instructional approach, differentiation, co-teaching, and evidence-based practices to meet the needs of students with mild disabilities in school settings will be examined. Research-based approaches to teaching language arts, mathematics, science, and social studies, will be explored.

**Term Offered:** Spring, Fall**SPED 7320 Advanced Field Practicum For Students With Mild Educational Needs**

[1 credit hour]

Provides opportunities for field experience to use and refine the strategies for persons with mild disabilities presented in SPED 7310. Forty hours of field required.

**Term Offered:** Fall**SPED 7340 Advanced Behavior Management**

[3 credit hours]

This course provides training inservice teachers to become managers of intra-communication and interpersonal relationships in diverse special education settings. Nonviolent Crisis Prevention/Intervention (CPI) training required.

**Term Offered:** Spring**SPED 7610 Seminar I: Orientation to Interprofessional Teaming**

[1 credit hour]

Become familiar with requirements for the Certificate in Interprofessional Teaming. Focus on competencies needed to work collaboratively with professionals to meet the needs of individuals with disabilities and their families.

**Prerequisites:** SPED 7270 with a minimum grade of D-**Term Offered:** Summer**SPED 7630 Seminar III: Evidence-Based Practice and Innovation in Teaming**

[1 credit hour]

Issues related to principles of ethical practice, professional and advocacy. Ways in which technology can promote effective teaming practices with other professionals as well as with family members.

**Prerequisites:** SPED 7620 with a minimum grade of D-**Term Offered:** Summer**SPED 7980 Special Topics In Special Education**

[1-5 credit hours]

An advanced course for graduate students in special education or related fields. Topics are selected based on needs of the population. Student may repeat this course under different section numbers.

**Term Offered:** Spring, Summer, Fall**SPED 7990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides graduate students with opportunities to work individually on professional problems with special education faculty. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Summer, Fall**SPED 8070 Curriculum Models And Intervention Strategies In Early Childhood Special Education**

[3 credit hours]

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. Supporting professional development at various organizational levels is addressed.

**Term Offered:** Fall**SPED 8250 Issues and Research in Transition and Post-Secondary Outcomes for Students with Disabilities**

[3 credit hours]

The course explores the history, ethics, legislation, case law, policy, and research that inform educational and programmatic decisions in the transition education field. Emphasis will be placed on developing the knowledge, skills, and disposition of being a leader in the field of transition services.

**Term Offered:** Spring**SPED 8430 Policy and Leadership in Special Education**

[3 credit hours]

This course examines the societal, legislative, and community-level factors that shape the field of special education. Students will analyze policies, laws, and cultural attitudes toward individuals with disabilities and explore their influence on service provision, advocacy, and inclusive practices. By developing leadership strategies, students will learn to navigate and influence systemic change, fostering equity and promoting innovative solutions within the special education landscape.

**Term Offered:** Fall**SPED 8450 Adaptive Development and Support Systems in Special Education**

[3 credit hours]

This course explores adaptive systems that indirectly influence individuals with special needs, focusing on family support networks, school systems, and community resources. Students will learn to design, evaluate, and enhance social, emotional, and behavioral support systems that foster cohesive and comprehensive development. The course emphasizes the use of evidence-based practices to address the needs of individuals with disabilities across diverse settings.

**Term Offered:** Spring

**SPED 8460 Evidence-Based Practices in Special Education**

[3 credit hours]

This course examines advanced concepts and frameworks for supporting individuals with disabilities through evidence-based interventions and systemic practices. Designed for future researchers, faculty, and school administrators, the course focuses on critically analyzing research-driven strategies and their impact on educational, behavioral, and social-emotional outcomes. Emphasis is placed on designing and evaluating interventions that address complex needs across diverse educational settings and stakeholder systems. Students will engage in scholarly inquiry, apply theoretical frameworks, and develop innovative projects to advance the field of special education.

**Term Offered:** Fall

**SPED 8490 Collaborative Research in Advanced Special Education**

[3 credit hours]

This course provides a collaborative platform for doctoral-level special education students to engage with peers on advanced research topics in special education. Students will present their current research ideas, receive structured peer feedback, and participate in discussions on cutting-edge issues in the field. This seminar fosters academic community, enhances research rigor, and promotes collective problem-solving.

**Term Offered:** Spring

**SPED 8900 Independent Research In Special Education**

[1-5 credit hours]

Independent Research provides opportunities to work on individual research under the direction of faculty. The student meets with the instructor at intervals and conducts research without formal class meeting.

**Term Offered:** Spring, Summer, Fall

**SPED 8940 Internship/Externship In Special Education**

[1-8 credit hours]

Provides the advanced graduate student with supervised practicum experiences at an off-campus site; including schools, hospitals, agencies, rehabilitation clinics, work training sites and other community sites where persons with disabilities are served.

**Term Offered:** Spring, Summer, Fall

**SPED 8960 Doctoral Dissertation In Curriculum & Instruction**

[1-12 credit hours]

The doctoral dissertation is an original scholarly product required of all students completing the doctoral degree in Special Education Services.

**Term Offered:** Spring, Summer, Fall

**SPED 8990 Independent Study In Special Education**

[1-5 credit hours]

Individual study provides advanced graduate students opportunities to work individually on professional problems with faculty of the Department of Special Education Services. Individual meetings with sponsoring faculty are held.

**Term Offered:** Spring, Fall