

DEPARTMENT OF TEACHER EDUCATION

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The Department of Teacher Education is a vibrant, diverse community of students and faculty members interested in studying issues of teaching, learning and learning to teach in primary, middle, and secondary classrooms. Programs which lead to educator licensure meet all state of Ohio, national professional associations and the Council for the Accreditation of Educator Preparation (CAEP) standards for program accreditation and initial professional licensure. Students who successfully complete all degree and licensure requirements will be recommended for an educator license in Ohio.

Students who intend to be teachers can expect to spend extensive amounts of time in schools and community agencies as they progress through required professional courses and internship experiences. Introductory courses and exploratory seminars offered to students in pre-professional education may include school-based experiences. Students will be required to assemble portfolio evidence of experience as they progress through their programs.

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.

Bachelor of Education

Bachelor of Education in Adolescent and Young Adult Education (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/teacher-education/be-adolescence-young-adult-education/>)

- Initial educator preparation for an Ohio educator license in Adolescent and Young Adult Education (ages 12-21/grades 7-12) in one of the following areas: Chemistry, Earth and Space Science, Integrated Language Arts, Integrated Mathematics, Integrated Science, Integrated Social Studies, Life Science, and Physics

Bachelor of Education in Early Childhood Education (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/teacher-education/be-early-childhood-education/>)

- Initial educator preparation for an Ohio educator license in Primary Education (ages 3-10/grades PreK-5)

Bachelor of Education in Middle Childhood Education (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/teacher-education/be-middle-childhood-education/>)

- Initial educator preparation for an Ohio educator license in Middle Childhood Education (ages 8-14/grades 4-9) in two of the following areas: Reading and Language Arts, Mathematics, Science, and Social Studies

Bachelor of Education in Multi-Age Education (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/teacher-education/be-multiage-education/>)

- Initial educator preparation for an Ohio educator license in Multi-age Education (ages 3-21/grades PreK-12) in one of the following areas: Art, Music, and Spanish

Bachelor of Education in Special Education (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/teacher-education/be-special-education-intervention-specialist/>)

- Initial educator preparation for an Ohio educator license in Intervention Specialist (ages 5-21/grades K-12) in one of the following areas: Mild/Moderate Special Needs and Moderate/Intensive Special Needs

Undergraduate Certificate

Certificate in Career and Technical Education (<https://catalog.utoledo.edu/undergraduate/arts-social-sciences-education/teacher-education/career-technical-education-certificate/>)

- Initial educator preparation for an Ohio educator license for teaching in an approved career-tech workforce development program

Certificate in Career & Technical Preparation (9CH)

CI 3400 Foundations of Literacy

[3 credit hours]

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 acquisition and instruction. Issues related specifically to the needs of English/Multiple Language Learners and learners with dyslexia are introduced.

Term Offered: Spring, Summer, Fall

CI 3430 Phonemic Awareness, Phonics and Fluency

[3 credit hours]

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. The course will examine current evidence-based literacy practices that align with the Science of Reading.

Term Offered: Spring, Summer, Fall

CI 3460 Literacy Instruction: Comprehension, Vocabulary & Writing
[3 credit hours]

Literacy Instruction: Comprehension, Vocabulary & Writing is a comprehensive exploration of the developmental and instructional implications of reading comprehension, vocabulary acquisition, and writing instruction. Along with these core aspects of reading, major skill domains that contribute to the development of written expression are explored. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied and practiced.

Term Offered: Spring, Summer, Fall

CI 4050 Teaching Methods in Middle Grades English Language Arts
[3 credit hours]

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]

In-depth study of the methods, standards and materials for teaching middle 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]

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]

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]

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]

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]

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: Spring, Fall

CI 4150 Methods of Teaching AYA English Language Arts
[3 credit hours]

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]

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]

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]

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

[1 credit hour]

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: Upper Division with a score of 1

Corequisites: CI 4320, CI 4550, CI 4680, CI 4720

Term Offered: Spring, Fall

CI 4210 Advanced Teaching Methods in Middle Grades English Language Arts

[3 credit hours]

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]

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]

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]

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]

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]

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]

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 science.

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]

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

[1 credit hour]

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

Corequisites: CI 4050, CI 4060, CI 4070, CI 4080, CI 4150, CI 4160, CI 4170, CI 4180

Term Offered: Spring

CI 4300 Literature For Children

[3 credit hours]

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]

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**

[1 credit hour]

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

Corequisites: CI 4210, CI 4220, CI 4230, CI 4240, CI 4250, CI 4260, CI 4270, CI 4280

Term Offered: Fall**CI 4400 Content Area Literacy In Middle Grades**

[3 credit hours]

This course is focused 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. Study of the integration of reading comprehension, writing, oral language and word skill development in content reading and writing. Attention will be given to instructional methods as well as assessment practices.

Prerequisites: Upper Division with a score of 1

Term Offered: Spring, Fall**CI 4470 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 4490 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 4510 Mathematics For The Young Child**

[3 credit hours]

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

Prerequisites: Upper Division with a score of 1

Term Offered: Spring, Fall**CI 4550 Teaching Problem Solving In Mathematics**

[3 credit hours]

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: Fall**CI 4680 The Nature of Science**

[3 credit hours]

This course focuses on nature of science education as to teaching science and is designed for pre-service teachers.

Prerequisites: CI 4190 (may be taken concurrently) and Upper Division with a score of 1

Term Offered: Spring, Fall**CI 4720 Best Practices for Teaching Social Studies**

[3 credit hours]

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]

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]

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 4760 Seminar: Managing the Science Classroom

[3 credit hours]

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 4790 Seminar: Managing the Social Studies Classroom

[3 credit hours]

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 4390 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 4930 Internship/Student Teaching

[9 credit hours]

Full-time supervised classroom teaching for 15 weeks. The candidate will be placed in their student teaching site(s) and will focus on developing and teaching instructional unit(s) with a focus on the role of assessment throughout the planning-teaching-reflection process.

Prerequisites: Upper Division with a score of 1 and CI 4390 with a minimum grade of C

Corequisites: CI 4730, CI 4740, CI 4760, CI 4790

Term Offered: Spring, Fall

CI 4980 Special Topics In Curriculum And Instruction

[1-5 credit hours]

Topics of interest and concern to preservice, 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]

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]

The course emphasizes the role, attitude and characteristics of the effective teacher of young children.

Term Offered: Spring, Summer, Fall

CIEC 3350 Child, Family & Public Policy In Early Childhood

[3 credit hours]

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 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 pre-kindergarten classroom. 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, the field activities will assist students in the field of early childhood education to: understand learners and the learning processes; gain experience using instructional technology necessary for professional practice; work effectively in both professional and community roles.

Prerequisites: Upper Division with a score of 1

Corequisites: CIEC 4070

Term Offered: Fall

CIEC 4070 Effective Teaching Practices, Pre-K To 3rd Grade

[3 credit hours]

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

Corequisites: CIEC 3380

Term Offered: Spring, Fall

CIEC 4340 Infant/Toddler Curriculum

[3 credit hours]

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]

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.

Corequisites: CIEC 4480**Term Offered:** Spring, Fall**CIEC 4480 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 a Kindergarten through 5th grade classroom. 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, the field activities will assist students in the field of early childhood 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 field 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.

Prerequisites: Upper Division with a score of 1 and CIEC 3380 with a minimum grade of C**Corequisites:** CIEC 4460**Term Offered:** Spring**CIEC 4550 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 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 4750 Developmental Assessment In Early Childhood**

[3 credit hours]

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 III**

[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, the field activities will assist students in the field of early childhood 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 4480 with a minimum grade of C and Upper Division with a score of 1**Corequisites:** CIEC 4550**Term Offered:** Fall**CIEC 4900 Internship/Student Teaching Seminar**

[3 credit hours]

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 in Primary Education**

[9 credit hours]

Internship is a supervised opportunity for students to gain experience in the classroom and other settings that provide instruction to children in a 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: Upper Division with a score of 1 and CIEC 4770 with a minimum grade of C**Corequisites:** CIEC 4900**Term Offered:** Spring**CIEC 4980 Special Topics In Early Childhood Education**

[1-5 credit hours]

Topics of interest and concern to preservice, 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, Fall

CIEC 4990 Undergraduate 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 Early Childhood faculty.

Term Offered: Spring, Fall**CTE 4010 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 4020 Occupational Safety & 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: Summer**CTE 4030 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 4050 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 4070 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 4110 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 4160 Curriculum Development & Teaching Co-Operative Education**

[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: Summer**CTE 4900 Curriculum Construction**

[3 credit hours]

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 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 4980 Problems In Career And Technical Education

[1-5 credit hours]

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]

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

SPED 2040 Perspectives In The Field Of Exceptionalities

[3 credit hours]

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 3130 Linguistic Analysis

[3 credit hours]

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 3670 American Sign Language I

[3 credit hours]

This is the first course that introduces the fundamental elements of American Sign Language (ASL) within a cultural context. Emphasis is placed on the development of beginning level ASL communication skills - receptive (listening) and expressive (signing) with vocabulary and grammar. Students will make comparisons and connections using their own culture as they are introduced and exposed to American Deaf culture and history through reading, writing, and short signed conversations. Course instruction and class activities will be conducted in ASL. Upon completion, students will be able to comprehend and respond with grammatical accuracy in expressive American Sign Language and demonstrate cultural awareness.

Term Offered: Summer, Fall

SPED 3680 American Sign Language II

[3 credit hours]

This is a continuation of the introduction of the fundamental elements of American Sign Language (ASL) within a cultural context. Emphasis is placed on the development of beginning level ASL communication skills receptive and expressive with vocabulary and grammar. Students will continue to make comparisons and connections using their own culture as they are introduced and exposed to American Deaf culture and history through reading, writing, and short signed conversations. Course instruction and class activities will be conducted in ASL. Upon completion, students will be able to comprehend and respond with grammatical accuracy in expressive American Sign Language and demonstrate cultural awareness.

Prerequisites: SPED 3670 with a minimum grade of C

Term Offered: Spring, Summer

SPED 3690 American Sign Language III

[4 credit hours]

American Sign Language III is designed to continue the development of proficiency in using the language and understanding the culture of the Deaf. Students will gain knowledge and skills in applying additional vocabulary words. Students will advance in the complexity of sentence structure and grammatical structures including classifiers, specifiers, verb modulations and aspects, spatial referencing, pluralization and the importance of facial expressions. Course instruction and class activities will be conducted in ASL.

Prerequisites: SPED 3680 with a minimum grade of C

Term Offered: Summer, Fall

SPED 3700 American Sign Language IV

[4 credit hours]

This course is designed to continue the development of proficiency in using the language and understanding the culture of the Deaf. Student will continue to gain knowledge and skill in applying additional vocabulary words. Students will advance in the complexity of sentence structure and grammatical structures including classifiers, specifiers, verb modulations and aspects, spatial referencing, pluralization, and the importance of facial expressions. Course instruction and class activities will be conducted in ASL.

Prerequisites: SPED 3690 with a minimum grade of C

Term Offered: Spring, Summer

SPED 4010 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.

SPED 4060 Specialized Intervention In Infancy And Early Childhood

[3 credit hours]

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 4080 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 4100 Practicum in Special Education

[1 credit hour]

Practicum is a supervised opportunity for students to gain experience in the classroom and other settings that provide direct instruction to children and youth with disabilities. Techniques designed to increase task engagement/learning and facilitate inclusion of students with special needs into the general education classroom will be explored and practiced. These experiences assist students in acquiring the knowledge and skills needed to function well as an educator in a changing and diverse society. Further, activities will assist students in acquiring knowledge of the field of special education and related areas of inquiry; an understanding of learners and learning processes; knowledge of effective instructional technology necessary for professional practice; human relations skills needed to work effectively in both professional and community roles; commitment to active, ethical involvement in the community and in the teaching profession; and knowledge of professional ethical and legal issues affecting educators.

Prerequisites: Upper Division with a score of 1

Corequisites: SPED 4110, SPED 4120, SPED 4370

Term Offered: Spring, Fall

SPED 4110 Curriculum And Methodology For Students With Moderate Educational Needs

[3 credit hours]

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]

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 4210 AAC for Young Children with Disabilities

[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: Summer, Fall

SPED 4250 Transition Process from High School to Post-Secondary Settings for Students with 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, self-determination skills, and evidence-based instructional strategies.

Prerequisites: Upper Division with a score of 1

Term Offered: Spring, Fall

SPED 4260 Family And Professional Partnership 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.

Prerequisites: Upper Division with a score of 1

Term Offered: Summer, Fall

SPED 4340 Effective Management Of Students With Special Needs In Educational Settings

[3 credit hours]

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-

Term Offered: Spring

SPED 4370 Curriculum And Methods For Students With Mild Educational Needs

[3 credit hours]

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 4380 Transition Process from High School to Post-Secondary Settings for Students with 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, self-determination skills, and evidence-based instructional strategies.

Prerequisites: Upper Division with a score of 1

Term Offered: Fall

SPED 4450 Methods of Teaching Students With Emotional Disturbance

[3 credit hours]

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 4600 Professional Reflective Seminar

[3 credit hours]

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 4900 Seminar In Special Education

[1-5 credit hours]

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 4930 Internship/Student Teaching In Special Education

[9 credit hours]

This course provides undergraduate 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: Upper Division with a score of 1 and SPED 4370 with a minimum grade of C or SPED 4120 with a minimum grade of C

Corequisites: SPED 4600

Term Offered: Spring

SPED 4980 Special Topics In Special Education

[1-5 credit hours]

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]

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