

# EDUCATION (EDUC)

## **EDUC 10200: TEACHER LICENS POLICIES/PROCED: 1 Hour(s)**

TEACHER LICENSURE POLICIES AND PROCEDURES ~ Participants in this course will examine policies and procedures for teacher licensure in the state of Ohio, and specifically at Hiram College. Issues pertinent to teacher licensure, such as career options of educators, certification in states other than Ohio, and Pearson testing requirements, will be discussed. Participants will complete an application to Hiram's teacher licensure program and will initiate other aspects of the licensure process. This course is a requirement for every student seeking teacher licensure, and must be taken during the first term they wish to apply to Hiram Education Department's program. This course is offered on a Pass/No Credit basis only.

## **EDUC 10300: MAKING EDUC STUDIES WORK 4 YOU: 1 Hour(s)**

MAKING EDUCATIONAL STUDIES WORK 4 YOU ~ This course will explore the educational studies major. Areas of focus during the course are educational studies program expectations, developing an area of concentration as part of the major, and the internship and capstone processes. Careers in educational studies will also be explored as part of the class. This course is a requirement for any student wanting to major in educational studies.

## **EDUC 10700: ENTREPRENEUR THRU EDUCATION:ES: 4 Hour(s)**

EXPLORING INTERSECTIONS-EXAMINING ENTREPRENEURSHIP THROUGH AN EDUCATIONAL LENS:ES~ This course will examine opportunities for intersecting education, entrepreneurship, and social issues. It will explore the educational slant of certain social entrepreneurship and non-profit ventures, and will consider the strengths and challenges of each approach. Students will ethically consider how organizations may impose a particular worldview and the potential implications of this worldview on those they serve and those they are educating, understanding that no educational tool or strategy is free of specific ideologies or values. Students will examine how non-profit ventures promote themselves and seek needed funding. A major component of the class is working with a local non-profit organization. This course is also listed as ENTR 10700. This course is aligned with the Educational Studies Major/Minor Program Goals and Outcomes. This course counts toward the entrepreneurship minor.

Core: Meaning/Ethics/Soc Responsibil

## **EDUC 12000: PERSONAL COMM HEALTH P12:ES: 3 Hour(s)**

PERSONAL AND COMMUNITY HEALTH ISSUES PREK-12:ES ~ This course examines the myriad issues of personal and community health impacting PreK-12 students of the 21st century. Topics such as abuse and neglect, major childhood illnesses and communicable diseases, and recommendations for appropriate nutrition, immunizations and health practices for appropriate development will be discussed. Additionally, this course will explore urgent issues impacting children and adolescents including /opioid education and abuse, community and school violence, suicide awareness and prevention, bullying and conflict resolution and teacher understanding of aggressive, risk-taking, and/or anti- social behaviors. Aspects of trauma-informed teaching and responsive classroom practices will provide an over-arching framework for the course. The intent of this course is to prepare educators to work proactively to understand, identify and respond to the personal and community health factors that impact academic achievement and success.

Core: Meaning/Ethics/Soc Responsibil

## **EDUC 15000: EDUC CULTURE & SOCIETY:CA,UD: 4 Hour(s)**

EDUCATION, CULTURE & SOCIETY:CA,UD ~ This course is designed to introduce students to the issues related to teaching the widening diversity of students to be found in schools and communities across the United States. Students become familiar with the knowledge base, skills, and dispositions that are necessary to offer equal educational opportunity for all children and adolescents. The course examines the impact that human difference has on educational policy and practice, as well as the relationship of cultural values to the formation of a teacher's professional and personal self-concept and teaching styles. Observations provide interactions with students in diverse schools.

Core: Social/Cultural Analysis Meth; Understanding Diversity Home

## **EDUC 20100: EDUCATION AND US SOCIETY:ES: 4 Hour(s)**

EDUCATION AND U.S. SOCIETY ~ This course examines the historical, philosophical and sociological foundations of education as sources for school policies and practices. Students will explore multiple facets of education in relationship to U.S. society and its constituent cultures, and will research and discuss contemporary issues in education. Includes observation at a variety of school and community sites. Some sections of this course may be considered service learning (SL).

Core: Meaning/Ethics/Soc Responsibil

## **EDUC 20500: ENVIRONMENTAL EDUCATION: 4 Hour(s)**

ENVIRONMENTAL EDUCATION ~ The goal of this course is to provide students, including those interested in classroom and environmental education, naturalists, and youth leaders, with the skills, experiences, and understandings necessary to help audiences interpret their natural surroundings and define their relationship and interactions with nature and the environment. This will be accomplished by emphasizing an understanding of natural history and fundamental environmental concepts, and providing opportunities to plan, teach and evaluate nature and environmental education based on best practices and developmentally appropriate strategies. The James H. Barrow Field Station and surrounding park districts and environmental education centers will be our classroom as we attempt to develop a foundation for conceptual understanding of environmental concepts. The course will focus on environmental literacy and current research in environmental education. Students will develop skills to foster learning through experiences teaching children, adults and families at the Hiram College Field Station, local schools and nearby natural areas. Assessment of learning outcomes and program evaluation strategies will be practiced. Students will be certified to teach national curricula, such as project WILD and Project WILD Aquatic. A segment of the course will be taught at Hiram's Northwoods Field Station in the Upper Peninsula of Michigan. Surrounded by 100,000 acres of national forest, lakes, streams and bogs, Northwoods provides the ideal location to develop a land ethic and reflect on the many ways people change nature and nature changes people. At Northwoods, we will live communally – sleeping in cabins – and each of us will be responsible for camp maintenance, daily chores, and cooking. Field trip fee. This course is also listed as EVST 20500.

**EDUC 20600: PHONICS ELEM & MIDDLE GRADES: 3 Hour(s)**

PHONICS FOR ELEMENTARY AND MIDDLE GRADES ~ This course will focus on the PreK-9th grade population and how typically and atypically developing students learn to read based on Science of Reading philosophy, methodology and strategies. Multi-sensory methods of and strategies for phonics instruction will be discussed as well as modeled by students in the course, focusing on the alphabetic principle, phonological training/word-attack skills, word recognition, vocabulary, spelling, and writing, as well as assessment of relevant literacy skills. This course will serve as a basis for student understanding of the English language and its orthography. Ohio's current Literacy Content Standards, Ohio P-5 Standards, the Dyslexia Standards and the Ohio Standards for the Teaching Profession serve as guiding documents.

**EDUC 20900: UNIVERSAL DESIGN:UD: 3 Hour(s)**

UNIVERSAL DESIGN:UD ~ This course familiarizes students with the concept of universal design and how it applies to the creation and redesign of commonly encountered situations and entities. Universal Design is an approach that considers accessibility and usability for the greatest possible variety of people, disabled or not, without any special adaptations or modifications. Students will learn about the diversity of experiences and capabilities that people have, including disabilities (e.g. physical, learning, and cognitive), learning styles, and cultural backgrounds. After becoming familiar with how abilities vary, students will learn how to design/redesign products and environments in ways that make these things available to the broadest group of people. A revised version of this course is offered for 4 credit hours as EDUC 20910. Core: Understanding Diversity Home

**EDUC 21500: UNDERSTANDING SCIENCE: 4 Hour(s)**

UNDERSTANDING SCIENCE ~ This course is designed to provide elementary and middle childhood educators with a better understanding of science by integrating fundamental scientific concepts. Using concepts in earth, space, life, and physical science, as outlined by the National Science Education Standards and the Ohio's current content standards, students will investigate the nature of scientific knowledge. The inquiry-based approach to learning will not only emphasize science process skills, but also model best practices for early and middle childhood education. Students will work cooperatively to resolve questions, experiment, and discuss interpretations and conclusions. Class activities will help students develop their technological design abilities, as well as gain insight into the historical and cultural contributions of scientists who have provided us with a comprehensive understanding of the natural world.

**EDUC 21600: EARTH & SPACE SCIENCE: 3 Hour(s)**

UNCOVERING EARTH AND SPACE SCIENCE ~ This course provides a hands-on, field-based approach to learning about Earth and Space science. Through lectures, demonstrations, and field trips, students will develop a working knowledge of geology, including geologic history, plate tectonics, the hydrologic cycle and how thermal energy transfers throughout Earth's spheres. Also, the solar system and Earth-Sun-Moon complex will be explored. Field trips will allow us to explore local natural resources to collect rocks and learn about geologic history and astronomy. Cross-listed with EVST 21600.

**EDUC 22900: DEV APPROP PRACT:BIRTH-10:UD: 4 Hour(s)**

DEVELOPMENTALLY APPROPRIATE PRACTICE: BIRTH TO TEN:UD ~ This course will focus on the goal of developmentally appropriate practice in childcare settings, preschools, and elementary classrooms in the context of individual, family, program, and community diversity. Students will learn about various types of early childhood and elementary grades programs and planning/teaching strategies, and nationally recognized preschool program models. As they observe and work with infants, toddlers, preschool, and elementary children, Hiram students will learn about developmental theorists and their ideas about how children learn. Field experiences will develop knowledge of typical as well as individual differences in development and learning across physical, cognitive, social-emotional, and language domains. The standards of the Council for the Accreditation of Educator Preparation, CAEP Elementary Standards, NAEYC Standards, Ohio Common Core Standards, and the Ohio Standards for the Teaching Profession and their application to best practices in creating healthy, respectful, supportive, and challenging learning environments are included. Applicable standards and codes of ethics for other related disciplines/educational settings will also be covered. Field experience is required (EDUC 23000\*). EDUC 23000\* is taken concurrently with this course.

Corequisite: EDUC 23000

Core: Understanding Diversity Home

**EDUC 23000: ELEMENTARY SCHOOL EXP AND LAB: 1 Hour(s)**

ELEMENTARY SCHOOL EXPERIENCE AND LAB ~ The teacher candidate will use the classroom observation experience as a basis for reflecting on practice. Guided reflections require candidates to apply theories of elementary-aged development to classroom observation and interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. This course is taken concurrently with EDUC 22900\*. This course is offered Standard Letter Grade.

Corequisite: EDUC 22900

**EDUC 23100: HUMAN GROWTH/DEVELOP/LRNG:UD: 4 Hour(s)**

HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY:UD ~ This course examines human growth, development, and learning theories through the use of readings, current research, and school-based experiences to develop knowledge about physical, cognitive, personal, social/emotional, and linguistic development from early through late adolescence. Students will apply these theories in the context of individual, family, and community diversity, and learn how they translate into education practice. Topics will include the role of educational and psychological theory in schools, the learning environment (including classroom management), and motivation. Enrollment in the corresponding field experience (EDUC 23400 or EDUC 23500) is mandatory.

Corequisite: EDUC 23400, EDUC 23500

Core: Understanding Diversity Home

**EDUC 23400: MID CHILD SCHOOL EXP/LAB: 1 Hour(s)**

HUM GROW & DEVELOP & LEARN THEORY MIDDLE CHILD & LAB: ~ The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of young adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. EDUC 23400 is taken concurrently with EDUC 23100. This course is offered Standard Letter Grade.

Corequisite: EDUC 23100

**EDUC 23500: ADOLESCENT SCHOOL EXP AND LAB: 1 Hour(s)**  
 HUMAN GROWTH AND DEVELOPMENT AND LEARNING THEORY:  
 ADOLESCENT SCHOOL EXPERIENCE AND LAB ~ The teacher candidate will engage in school-based classroom experiences as a basis for reflecting on practice. Guided reflections require candidates to apply theories of adolescent development to classroom interactions. In addition, candidates analyze the teaching process in the context of individual, family, and community diversity. EDUC 23500 is taken concurrently with EDUC 23100. This course is offered Standard Letter Grade.

Corequisite: EDUC 23100

**EDUC 24500: INTEGRAT TECH EDUC SPACES: 1 Hour(s)**  
 INTEGRATING TECHNOLOGY INTO EDUCATIONAL SPACES~ This course will focus on acquiring the current technological skills/mindset necessary to engage 21st Century learners in today's classrooms. Students will engage in such tasks as creating/implementing wikis, RSS feeds, podcasts, and blogs. They will work with learning tools like SmartBoards, iPads, and iPods. Video creation, editing, and compression skills will also be covered. Throughout the course itself, students will engage in discussions and personal reflection around how these technological advancements may be changing the way students learn, and how to adapt their instructional strategies to meet the needs of those they teach. PERMISSION ONLY: when students are enrolled in/have already taken EDUC 23100 or EDUC 23200.

**EDUC 24600: ISS CONTENT: 3 Hour(s)**  
 INTEGRATED SOCIAL STUDIES CONTENT ~ This course will be a survey of U.S. History, Ohio History and World History based on Ohio Department of Education curriculum standards. Students will study the growth and development of Ohio as connected to the growth and development of the United States. Development of the Western Hemisphere will be analyzed in terms European exploration and colonization. World Geography will be studied in context of history related to the movement of people and regions across the globe. Students will study human systems, physical characteristics of the environment and change over time. This course is for P-5 elementary and middle childhood licensure students only.

**EDUC 25300: READING/WRITING CHILD LIT:IM: 3 Hour(s)**  
 READING, WRITING, AND RESPONSE WITH CHILDREN'S LITERATURE:IM ~ Evidence-based reading strategies based on authentic reading tasks including comprehension, vocabulary, word identification, and writing for both narrative and expository texts are taught through an exploration of traditional and modern children's literature, including multicultural literature, poetry, fiction, non-fiction, informational, and technology based selections. The goal of this course is to expose students to a variety of materials, strategies, and methods that they may use in the teaching of reading in a classroom. Students will be introduced to core Science of Reading concepts forming the foundation for later study. Response to literature will include art, movement and dramatic interpretation.  
 Core: Interpretive Methods

**EDUC 25400: TEACHING READING/ADOL LIT:IM: 3 Hour(s)**  
 TEACHING READING WITH ADOLESCENT LITERATURE:IM ~ This course will comprise a survey of traditional and modern literature for adolescents, across genres with emphasis on reader-response and transactional theories of reading using quality adolescent literature. This literature will also be used to reinforce and apply reading concepts such as pre-reading, comprehension, and assessment strategies. Additional emphasis will include evaluating and selecting a wide range of literature to meet the needs and interests of adolescent students of diverse backgrounds and abilities, as well as the role of high-quality adolescent literature in interdisciplinary teaching strategies in both the middle grades and high school.

Core: Interpretive Methods

**EDUC 28000: SEM:: 4 Hour(s)**  
 SEMINAR: ~

**EDUC 28100: INDEPENDENT STUDY: 1-4 Hour(s)**  
 INDEPENDENT STUDY ~

**EDUC 29000: ETHICS OF COLLABORATION:ES: 3 Hour(s)**  
 ETHICS OF COLLABORATION:ES ~ This course will require students to intentionally consider possibilities for advocacy regarding ethical interactions and the empowerment of both their collaborative educational partners and themselves. Such ethical collaboration requires those involved to not only be aware of the perspectives others bring to the table, but also of how their own background and experiences affects the way they interact with people. Students will work from the inside out, examining themselves as social beings situated in personal experiences, considering the validity of others' ways of meaning making, and acknowledging miscommunications that can arise in collaborative settings involving diverse participants. We will apply these understandings as we consider how individuals might ethically construct dialogic working relationships as supervisor/supervisee, peer/peer, and community/organization partners in camps, daycares, hospitals, museums, schools, and more. Students will wrestle with the balance between dialogic relationships and an individual's ethical responsibility to work against injustice, regardless of another's cultural background. Some sections of this course may be considered service learning (SL).  
 Core: Meaning/Ethics/Soc Responsibil

**EDUC 29100: EXPERIENCES IN ENVIRO EDUCATN: 1 Hour(s)**  
 EXPERIENCES IN ENVIRONMENTAL EDUCATION ~ This field experience course requires 10 hours of training in environmental education programs offerings and 10 hours of Field Trip Program instructional experience. Understandings and experiences related to science include sensory explorations of the natural world, biomes, ecosystems, habitats, Ohio plants and animals, living and non-living factors, adaptations, biodiversity, ecology, and erosion. Additional experiences include cooperative learning, inquiry science explorations, program reflection and evaluation, and an understanding of age-appropriate activities. Schedule and hours will be determined by the instructor and each individual student's schedule. This course is offered as pass/no credit only.

**EDUC 29200: INTGRTD FINE ARTS/ERLY CHLD:CM: 3 Hour(s)**

INTEGRATED FINE ARTS FOR EARLY CHILDHOOD:CM ~ This course is designed to develop the knowledge, skill, and dispositions to integrate music, drama, art, and movement into the classroom curricula based on the Ohio's current content standards, and the National Association for the Education of Young Children (NAEYC) guidelines. Students will explore different media employed in creating visual art, learn to move to music and play simple instruments for accompaniment, and try out telling stories with flannel boards, puppets, and theater games. Emphasis will be placed on developmentally appropriate and individually appropriate curriculum, as well as the role of the arts in speaking, listening, movement and play. Students will gain an intellectual understanding of the theory behind the creative activities we employ in the classroom, and will have hands-on experience in the creation of their own art.

Core: Creative Methods

**EDUC 29300: FIELD EXPERIENCE:PRE-SCHOOL: 1 Hour(s)**

FIELD EXPERIENCE:PRE-SCHOOL ~ Pass/No Credit Only.

**EDUC 29600: FIELD EXP:MIDDLE CHILDHOOD: 1-4 Hour(s)**

FIELD EXPERIENCE MIDDLE CHILDHOOD ~ Pass/No Credit Only.

**EDUC 29700: FIELD EXPERIENCE:ADOLESCENT: 1-4 Hour(s)**

FIELD EXPERIENCE ADOLESCENT ~ Pass/No Credit Only.

**EDUC 29800: FIELD EXPERIENCE: 1-5 Hour(s)**

FIELD EXPERIENCE ~ Pass/no credit only.

**EDUC 29900: FIELD EXP:P-5 ELEMENTARY: 1-4 Hour(s)**

FIELD EXPERIENCE:P-5 ELEMENTARY ~ Pass/No Credit Only

**EDUC 30700: MIDDLE SCHOOL MATHEMATICS: 4 Hour(s)**

MIDDLE SCHOOL MATHEMATICS METHODS MATERIALS & MEANINGS ~ Building on the basis of Fundamentals (MATH 10300 and 10400), Mathematical Modeling (MATH 16200), and Pre-calculus (MATH 19700), this course examines topics suitable for the middle grades and discusses ways to teach them, ideas for alternative approaches, and appropriate materials (from concrete to abstract). Topics include rational numbers, percent, probability, statistics, geometry (synthetic, transformational, coordinate), algebra, and triangle trigonometry. Ideas from Operations Management may be included. Integrates National Council of Teachers of Mathematics (NCTM) standards and Ohio's current content standards. Prerequisite: admission to the Teacher Education Program or permission, and EDUC 23100.

Prerequisite: EDUC 23100

**EDUC 32400: EXCEPTIONALITY:UD: 3 Hour(s)**

EXCEPTIONALITY:UD ~ This course examines the philosophical, historical, legal, and ethical foundations of services for individuals with special needs. The characteristics, etiology, and socio-psychological implications of exceptional conditions, including specific disabilities, gifts, and talents, are explored. Categorical and noncategorical classification systems; assessment, diagnosis, and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood. Also listed as PSYC 32400.

Core: Understanding Diversity Home

**EDUC 34000: CLASSROOM MANAGEMENT: 1 Hour(s)**

CLASSROOM MANAGEMENT: BUILDING EFFECTIVE LEARNING ENVIRONMENTS ~ Effective classroom management is the key to creating a learning environment where respect, cooperation, positive social behaviors, and motivation build a foundation for student achievement. This course will explore research-based strategies for managing the classroom, review research on development and learning that affect the classroom environment, and allow candidates to develop classroom management models that fit the needs of PreK-12 classrooms.

**EDUC 34200: ASSESSMENT FOR LEARNING: 4 Hour(s)**

ASSESSMENT FOR LEARNING ~ This course examines the goals, benefits, and uses of developmentally appropriate assessment of typically and atypically developing students. Students will learn about the use of diagnostic, formative and summative assessments to evaluate and ensure the continuous cognitive, social/emotional, and physical development of all students. Students will learn to design appropriate assessments and to collect and analyze data in order to plan effective instruction that advances the learning of each individual student. Legal and ethical issues in standardized assessment, as well as basic statistical concepts needed to interpret standardized testing results, are included. This course emphasizes a collaborative approach to assessment, in partnership with learners, other professionals and families within a context of familial, cultural, and social diversity. Prerequisite: Admission to the Teacher Education Program, EDUC 23100 or 22900, or instructor permission.

Prerequisite: EDUC 23100 or EDUC 22900

**EDUC 34300: DIAGNOSIS INTERVENTION P9: 3 Hour(s)**

DIAGNOSIS AND INTERVENTION IN P-9 LITERACY ~ This course explores formal and informal assessment as a critical part of classroom activities in reading and writing, for P-5 Elementary and Middle Childhood teacher-candidates. Teacher-candidates will develop a knowledge base and pedagogical assessment skills to most appropriately diagnose and intervene to meet individual student's literacy needs. The importance of developing and maintaining relationships with students' caregivers, as well as recognizing and building on their unique backgrounds, will be emphasized.

**EDUC 35550: SCIENCE METHODS P5 ELEM: 4 Hour(s)**

SCIENCE METHODS FOR P-5 ELEMENTARY ~ This course will examine, analyze, evaluate, and create developmentally appropriate, inquiry-based science curricula for pre-primary through elementary-aged children in accordance with guidelines established by the Ohio Learning Standards for Science, the Ohio P-5 Standards, and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of all students, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with Social Studies Methods and Mathematics Methods for P-5 Elementary. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program and permission.



**EDUC 35650: SOC STUDIES METHODS P5 ELEM: 4 Hour(s)**

SOCIAL STUDIES METHODS FOR P-5 ELEMENTARY EDUCATION ~ This course will examine, analyze, evaluate and create social studies curricula for elementary aged children in accordance with guidelines established by the Ohio Learning Standards in Social Studies, Ohio P-5 Standards, and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Teacher candidates will practice implementation of curricula via instructional practices that are inclusive of all students and which includes a continuous cycle of assessment, integrated curriculum development, instructional planning and reflection. Establishment of learning environments that promote conceptual development in children through active learning and creativity is emphasized. Taken concurrently with Science Methods and Math Methods for P-5 Elementary. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program and permission.

**EDUC 35750: MATH METHODS P-5 ELEMENTARY: 4 Hour(s)**

MATHEMATICS METHODS FOR P-5 ELEMENTARY ~ This course will examine, analyze, evaluate, and create developmentally appropriate, mathematics curricula for pre-primary and elementary-aged children (P-5) in accordance with guidelines established by the Ohio Learning Standards for Mathematics, the Ohio P-5 Standards, and the Ohio Standards for the Teaching Profession. Curricular development will be situated in the context of family and community, and will entail age appropriate and individually appropriate components. Pre-service teachers will practice implementation of curricula via instructional practices that are inclusive of all students, through a continuous cycle of assessment, integrated curriculum development, and instructional planning. Establishment of learning environments that promote conceptual development in children through active learning is emphasized. Taken concurrently with Social Studies Methods and Science Methods for Elementary. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program and permission.

**EDUC 36100: TEACHING RDG IN CONTENT AREA: 3 Hour(s)**

READING IN THE CONTENT AREAS ~ This course is designed to provide an overview of the reading process and factors that affect the middle level reader's interaction with text. Examination of the Academic Content Standards K-12 English Language Arts (Common Core) as a guideline for teaching reading in the middle level content areas, and of methods and materials that help readers to access texts, develop understandings of concepts and vocabulary, and gather, organize and present information as well as assessment and intervention strategies appropriate to middle grades will be included. Major topics will include comprehension, vocabulary development, writing across the curriculum, study skills, and assessment.

**EDUC 36200: MIDDLE SCHOOL LITERACY EDUCATN: 4 Hour(s)**

BEST PRACTICE IN MIDDLE SCHOOL LITERACY EDUCATION ~ This course is designed to introduce teaching methodologies that integrate reading and writing into all aspects of the middle school curriculum. Using Ohio's current content standards as a guide, students in this course will explore strategies for literary discussion, composition studies, and integrating literacy activities into other content areas. Experience with multiple literacy assessments will also be an integral part of this course. Includes observation and practice at school site. Prerequisites: Admission to the Teacher Education Program and EDUC 23100. Prerequisite: EDUC 23100

**EDUC 36450: LITERACY METHODS P5 ELEM: 4 Hour(s)**

P-5 ELEMENTARY LITERACY METHODS ~ P-5 Elementary Literacy Methods will focus on the PreK-5th grade population and how members of that population acquire both written and oral language. This course is based on Science of Reading philosophy, methodology and strategies. Strategies for effective reading instruction and developmentally appropriate curriculum will be explored, observed and experienced. Issues regarding not only children's academic success, but also their physical, mental, and emotional well-being will be discussed. Ohio's current literacy content standards, Ohio P-5 Standards, Dyslexia Standards, and the Ohio Standards for the Teaching Profession will serve as guiding documents for planning, methodology, and assessment. Significant time will be devoted to Clinical Experience at the PreK-Grade 5 level. This course is permission only. Admittance into the Teacher Education Program is required to enroll in P-5 Elementary Literacy Methods.

**EDUC 36750: CONTENT TEACHING P5 ELEM: 3 Hour(s)**

CONTENT TEACHING IN P-5 ELEMENTARY EDUCATION ~ This course is taken concurrently with the content area methods courses and provides an opportunity for teacher candidates to apply their understandings of teaching, planning and assessment in Mathematics, Social Studies and Science to a classroom environment. Candidates will work independently and in small groups to plan, teach and assess lessons in a clinical placement. Observation and evaluation are included. Taken concurrently with Science Methods, Social Studies Methods, and Mathematics Methods for P-5 Elementary. Prerequisite: Admission to the Teacher Education Program and admission.

**EDUC 37200: LITERACY ACROSS CONTENT AREA: 3 Hour(s)**

LITERACY ACROSS THE CONTENT AREAS ~ This course examines the role of effective literacy strategies for the acquisition of content knowledge. The teacher-candidate will develop the ability to use effective instructional practices, methods, and curriculum materials to support reading and writing instruction for learners at various stages of development and from different cultural and linguistic backgrounds. Emphasis will be on developing a foundational knowledge of reading and writing processes, creating a literate environment, and using effective strategies for word skill development, reading comprehension and assessment of student learning.

**EDUC 37800: GENERAL METHODS: 2 Hour(s)**

GENERAL METHODS FOR MIDDLE CHILDHOOD AND AYA LICENSURE ~ This course is designed to prepare students for their clinical teaching experience by providing instruction in unit and lesson planning, differentiation practices, and teaching strategies. Diversity in the classroom will also be a key topic within the class. Reflective teaching practices will be embedded in course assignments through reflections on readings, clinical teaching experiences and development of a teaching philosophy. Additionally, students will strengthen their preparation as teacher candidates through discussions, reflections, and setting goals for student teaching.

Prerequisite: EDUC 23100 and (EDUC 23400 or EDUC 23500)

**EDUC 37900: MID GRADES PHILOSOPHY & ORGZN: 2 Hour(s)**

MIDDLE GRADES PHILOSOPHY AND ORGANIZATION ~ This course provides students with an introductory understanding of the philosophy and organization of middle grades education. Key concepts include: characteristics of effective middle schools; team teaching and organization; interdisciplinary teaching; flexible scheduling; advisory programs; and core curriculum. Prerequisite: admission to the Teacher Education Program and EDUC 23100.

Prerequisite: EDUC 23100

**EDUC 38000: SEM:: 1-4 Hour(s)**  
SEMINAR ~

**EDUC 38100: SPC TPC:: 1-4 Hour(s)**  
SPECIAL TOPICS ~

**EDUC 38300: METHODS MID GRDS SOC STUDIES: 4 Hour(s)**  
METHODS FOR MIDDLE GRADES SOCIAL STUDIES ~ Focusing on National Council for the Social Studies (NCSS) standards and Ohio's current content standards, this course addresses the social studies education of middle grades students with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to a middle-grade setting. Includes observation and practice at a school site. Prerequisites: admission to the Teacher Education Program and EDUC 23100.  
Prerequisite: EDUC 23100

**EDUC 38400: METHODS FOR TEACHING SCIENCE: 4 Hour(s)**  
METHODS FOR TEACHING SCIENCE ~ Focusing on the National Science Teacher Association and Ohio's current content standards, this course addresses the science education of middle-grade students and adolescents, with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course will provide the student with an understanding of issues and of the teaching/learning processes as applied to middle grades and adolescent settings. Observation and teaching practice will take place at select school sites. Prerequisites: admission to the Teacher Education Program and EDUC 23100.  
Prerequisite: EDUC 23100

**EDUC 38500: METHODS ADOLESCENT LANG ARTS: 4 Hour(s)**  
METHODS IN ADOLESCENT LANGUAGE ARTS ~ Focusing on the National Council of Teachers of English and Ohio's current content standards, this course addresses the language arts education of adolescents, with an emphasis on standards, resources, learning activities, teaching strategies, technology, and evaluation techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: admission to the Teacher Education Program and EDUC 23100.  
Prerequisite: EDUC 23100

**EDUC 38700: PEDAGOGY AND INSTRUCTION: 4 Hour(s)**  
PEDAGOGY AND INSTRUCTION ~ This course provides students with the necessary information and skills to identify the learning needs in a given setting and plan instruction accordingly. Students will investigate a variety of instructional strategies and their applications to a wide range of settings. This course will also serve as preparation for the internship and senior seminar in educational studies by providing students with the skills necessary to research an appropriate agency or site for an internship and hone the research and writing skills for the capstone project. This is a requirement for educational studies majors and minors.

**EDUC 40400: INTEGRATED SOC STUDIES SEMINAR: 4 Hour(s)**  
INTEGRATED SOCIAL STUDIES SEMINAR ~ Focusing on the National Council for the Social Studies (NCSS) standards and Ohio's current content standards for Social Studies, this course addresses the social studies education of adolescents and young adults (grades 7-12), with an emphasis on standards, scope and sequence, resources, learning activities, teaching strategies, technology, and assessment techniques. The course provides the student with an understanding of issues and of the teaching/learning processes as applied to adolescent settings. Prerequisites: admission to the Teacher Education Program or permission and EDUC 23100.  
Prerequisite: EDUC 23100

**EDUC 43250: STUDENT TEACHING:P5 ELEM: 10 Hour(s)**  
STUDENT TEACHING: P-5 ELEMENTARY ~ Education 43250, 43300, and 43800 are intensive courses for which a teacher-candidate registers based upon their licensure area. This course will provide the teacher-candidate the opportunity to teach in the area(s) and level(s) of this particular licensure. The teacher-candidate will implement curriculum, instructional strategies, technology, and assessment techniques developmentally appropriate for the learners in these areas. Students will engage in reflective practices designed to improve their teaching as they acquire skill and understanding of the role of the teacher. Students who successfully complete student teaching have fulfilled their Connect requirement.

**EDUC 43300: STUDENT TCHG:MIDDLE CHILDHOOD: 10 Hour(s)**  
STUDENT TEACHING IN MIDDLE CHILDHOOD ~ This intensive twelve-week course will provide middle-grade teachers with the opportunity to teach in their two licensure areas, team teach with teachers of other subjects, and implement curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for early and adolescent learners. Candidates will engage in reflective practices that are designed to improve their teaching and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio's current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: all middle childhood courses except electives. Students who successfully complete student teaching have fulfilled their Connect requirement.  
Corequisite: EDUC 44600

**EDUC 43800: STUDENT TEACHG:ADOL/YOUNG ADLT: 10 Hour(s)**  
STUDENT TEACHING ADOLESCENT/YOUNG ADULT ~ This intensive twelve-week course provides teacher-candidates who are seeking adolescent and young adult licensure with the opportunity to teach in their area, implementing curriculum, instructional strategies, and assessment techniques that are developmentally appropriate for adolescent and young adult learners. Candidates will engage in reflective practices designed to improve their teaching and complete all state and departmental required assessments. Guidelines established by the Ohio Standards for the Teaching Profession, specialty professional associations, and Ohio's current content standards will be used to assess teacher-candidates. Pass/No Credit ONLY Prerequisites: All professional education courses. Students who successfully complete student teaching have fulfilled their Connect requirement.  
Corequisite: EDUC 44600

**EDUC 44600: STUDENT TEACHING SEMINAR: 1 Hour(s)**

STUDENT TEACHING SEMINAR ~ Students will examine the knowledge, skills, and dispositions that are demonstrated by master teachers and that are significant in their student teaching practicum. They will connect these performance outcomes to the conceptual framework of the Hiram College Department of Education. As a culminating project for this seminar, students must complete an oral capstone presentation based on departmental goals and standards that demonstrates their competence as teacher-candidates. This course is taken concurrently with the student teaching practicum. Offered as Pass/No Credit only.

**EDUC 48000: SENIOR SEMINAR: 1-4 Hour(s)**

SENIOR SEMINAR ~

**EDUC 48010: SR SEM: EDUCATIONAL STUDIES: 3 Hour(s)**

SENIOR SEMINAR: EDUCATIONAL STUDIES ~ This course provides students with the necessary information and skills to integrate their area of concentration, internship experience, and associated research into a portfolio and oral presentation as the culmination of the educational studies program. The course is designed in a workshop format to allow for variations in areas of concentration while assisting students in the research process. Successful completion of the portfolio and presentation are required of all majors to complete the program.

Prerequisites: EDUC 38700 and EDUC 49800.

Prerequisite: (EDUC 38700 and EDUC 49800)

**EDUC 48100: INDEPENDENT RESEARCH: 1-4 Hour(s)**

INDEPENDENT RESEARCH ~

**EDUC 49800: INTERNSHIP: 3 Hour(s)**

INTERNSHIP ~ The internship for the Educational Studies major is intended to provide a real-life, job-based application of the content studied for the major's thematic focus. Students will be expected to apply knowledge to practice, to make connections between classroom work and job experience, and to develop a focus for the research project in senior seminar. 90 hours in the field and bi-weekly meetings with the faculty advisor are required for completion of the internship. This internship is P/NC only. Students who successfully complete this internship have fulfilled their Connect requirement.

**EDUC 51000: TAKING ACTION: 2 Hour(s)**

TAKING ACTION ~ Effective Mathematics Teaching Practices – Target Audience: K-8 teachers. This course is designed for elementary and middle school math teachers with a focus on teaching practices. Participants will participate in the book study of Taking Action. Teachers will complete weekly readings, respond to forum posts, and complete projects in which their teaching and/or the teaching of another teacher will be reflected upon and analyzed. Teachers will participate in four one-hour Zoom discussions with the group. A final project will be submitted at the end of the course.

**EDUC 52800: SEM:: 2 Hour(s)**

SEMINAR ~

**EDUC 61500: ADV EXCEPTIONALITY THEORY/PAC: 3 Hour(s)**

ADVANCED EXCEPTIONALITY THEORY AND PRACTICE ~ This course examines the philosophical, historical, legal and ethical foundations for individuals with special needs. The characteristics, etiology and sociopsychological implications of exceptional conditions, including specific disabilities, gifts and talents, are explored. Categorical and noncategorical classification systems; assessment; diagnosis and evaluation; and educational adaptations and assistive technologies, are included. Participants will explore the impact on families of disabilities at different life stages, from infancy and early childhood to adolescence and adulthood.

**EDUC 65000: BASICS OF CHILDHOOD TRAUMA: 3 Hour(s)**

BASICS OF CHILDHOOD TRAUMA ~ This course introduces participants to the foundational concepts of Adverse Childhood Experiences (ACEs), childhood trauma and positive childhood experiences (PCEs). The primary age-group focus of this course is birth-18, but many concepts will apply to young adults. Short term and long term impacts will be introduced as they relate to physical, social and emotional well-being. Extensive discussion of possible precipitators of trauma, as well as its prevalence, and the mitigating impact of PCEs will be covered through extensive readings of professional literature.

**EDUC 65100: CHILDHOOD TRAUMA: BRAIN & DEV: 3 Hour(s)**

CHILDHOOD TRAUMA: BRAIN AND DEVELOPMENT ~ This course will delve into the brain's response to traumatic experiences birth-age 21 and the resulting developmental impacts. The course will begin with a review of child and adolescent development and then progress to brain-specific development. Participants will use this foundational knowledge to learn how traumatic experiences can impact brain development and have short and long term impacts cognitively, physically and emotionally. Discussion of how Positive Childhood Experiences (PCEs) can mitigate brain and development impacts will be featured.

Prerequisite: EDUC 65000

**EDUC 65200: RELATIONSHIPS & RESILIENCE: 3 Hour(s)**

RELATIONSHIPS & RESILIENCE ~ Safety, trust, and relationships are critical for supporting students who have experienced trauma. Extensive discussion of these concepts, as well as the developmental aspects of attachment, will provide the foundation for this course. Protective and promotive factors that contribute to resilience will be discussed and connected to the importance of both strong peer and student-adult relationships.

Prerequisite: EDUC 65000

**EDUC 65300: TRAUMA RESPONSIVE: MANAGE BEHAV: 3 Hour(s)**

TRAUMA RESPONSIVE: MANAGING BEHAVIORS ~ Learning and discussion in this course will focus on what it means to be trauma-informed and how to put that knowledge into action to create trauma-responsive environments. Participants will engage in readings from a range of authors whose work focuses on the importance of trusting and supportive relationships as a means to manage classroom behaviors. Additionally, discussions will emphasize the need to look beyond behaviors to recognize the safety and relational needs of students, especially those who have experienced trauma. Discussion of Positive Behavioral Intervention and Supports (PBIS) will be included, but not the primary focus.

Prerequisite: EDUC 65000