Students interested in education have two options at Hiram College: majors that lead to teacher licensure in the state of Ohio or a liberal arts educational studies major/minor. Both programs offer students the opportunity to engage in rigorous coursework and experiences that will prepare them for challenges faced by education and educators of the 21st century. Hiram College recognizes that while the traditional teaching license meets the interests of many students, others may wish to pursue a background in education that will allow them to understand and apply educational theories in a wide variety of settings.

Academic Offerings

- Education - Teacher Licensure Program (https://catalog.hiram.edu/undergraduate/schools/education-civic-leadership-social-change/education/teacher-licensure-program/)
- Educational Studies Major (https://catalog.hiram.edu/undergraduate/schools/education-civic-leadership-social-change/education/educational-studies-major/)
- Educational Studies Minor (https://catalog.hiram.edu/undergraduate/schools/education-civic-leadership-social-change/education/educational-studies-minor/)

Faculty

Kathleen E Maretka, (2012) Director of Student Teaching and Field Experience
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Jennifer McCreight, (2011) Director of the School of Education, Civic Leadership & Social Change; Associate Professor of Education
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Kelly NewVine, (2013) Associate Professor of Education
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Course Descriptions

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 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 also develop and implement an educational plan/application of learning to support Hiram College's own student run venture (focusing on fair trade goods) by designing educational events around the merchandise in the store. 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. This course fulfills the Meaning, Ethics, and Social Responsibility requirement.
Core: Meaning/Ethics/Soc Responsibil
EDUC 12000: PERSONAL COMM HEALTH P12: 3 Hour(s)
PERSONAL AND COMMUNITY HEALTH ISSUES PREK-12 ~ 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. This course will meet 12 times for face-to-face meetings of 3 hours each. Students should plan to spend a minimum of 2 hours for each assigned reading. The remainder of the engagement hours will be spent on quiz preparation, the Advocacy paper, online discussions and preparing for the presentation. Note: This course meets a requirement for all licensure areas and is an elective for the Educational Studies program. However, due to the nature of the content of the course alignments to the Education Department Goals and Standards, the Education Department Dispositions, InTASC Standards, and the Ohio Standards for the Teacher Profession form the basis of this class. The content of the course, however, is applicable to any student who wishes to work with young children and adolescents, whether in a classroom or other environment.

EDUC 12100: AM SIGN LANG/DEAF CULTURE I: 4 Hour(s)
INTRODUCTION TO SIGN LANGUAGE AND DEAF CULTURE I~ This class in the introductory course for American Sign Language as a world language credit. This course will focus on the visual-spatial language of ASL with emphasis on expressive/receptive communication skill building, vocabulary development, and grammatical structure development. Deaf Culture awareness and understanding of the Deaf Community will also be featured through the course.

EDUC 12200: AM SIGN LANG/DEAF CULTRE II:UD: 4 Hour(s)
AMERICAN SIGN LANGUAGE AND DEAF CULTURE II:UD~ This course builds on the knowledge and skills developed in ASL I. this course focuses on increased speed, fluency, vocabulary receptive skills and knowledge of grammatical structures. This course provides opportunities for students to continue to increase expressive communicative effectiveness using ASL with as emphasis on non-manuals. Students will further receptive skills and voice simple ASL sentences and paragraphs. This course fulfills the Understanding Diversity in the USA requirement.
Prerequisite: EDUC 12100
Prerequisite: EDUC 12100
Core: Understanding Diversity Home

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. Field experiences provide interactions with students in diverse schools. This course fulfills the Social and Cultural Analysis requirement and the Understanding Diversity in the USA requirement.
Core: Social/Cultural Analysis Meth; Understanding Diversity Home

EDUC 20100: EDUCATION AND US SOCIETIES: 4 Hour(s)
EDUCATION AND U.S. SOCIETY ~ This course examines the historical, philosophical and sociological foundations of education as a source 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 Environmental Studies (205 or 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. Students will understand the importance of Phonics instruction in a balanced reading program. 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. There will be a focus on the relationships among phonemic awareness and graphophonemic, syntactic, and semantic cueing systems, and the role they play in developing competence in reading, spelling, and writing. This course will serve as a basis for student understanding of the English language and its orthography.

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. This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

EDUC 20910: UNIVERSAL DESIGN:UD: 4 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 3 credit hours as EDUC 20900. This course fulfills the Understanding Diversity in the USA requirement.
Core: Understanding Diversity Home

EDUC 21500: UNDERSTANDING SCIENCE: 4 Hour(s)  
UNDERSTANDING SCIENCE~ This course is designed to provide early 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.

EDUC 22900: 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 curriculum models, 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, 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. This course fulfills the Understanding Diversity requirement.
Corequisite: EDUC 23000
Core: Understanding Diversity Home

EDUC 23000: ELEMENTARY SCHOOL EXPERIENCE AND LAB: 2 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 23200: DEV APPROP PRACTICE:BIRTH-8:UD: 4 Hour(s)
DEVELOPMENTALLY APPROPRIATE PRACTICE BIRTH TO EIGHT:UD~
This course will focus on the goal of developmentally appropriate practice in childcare settings, preschools, primary classrooms, and other educational settings in the context of individual, family, program, and community diversity. Students will learn about various types of early childhood programs and curriculum models, and nationally recognized preschool program models. As they observe and work with infants, toddlers, preschool, and primary 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, National Association for the Education of Young Children, Ohio Common Core Standards, and the Ohio Educator Standards 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 with students birth to eight is required. EDUC 23300 is taken concurrently with this course.
Corequisite: EDUC 23300
Core: Understanding Diversity Home

EDUC 23300: EARLY CHILD SCHOOL EXP AND LAB: 2 Hour(s)
HUM GROWTH DEVELOP & LEARN THEORY EARLY CHILD SCHOOL & 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 early childhood development to classroom observation and interactions. In addition, candidates analyze the teaching process in the context of familial, cultural, and community diversity. Education 233 or 23300 is taken concurrently with Education 232 or 23200. This course is offered Standard Letter Grade.
Corequisite: EDUC 23200

EDUC 23400: MID CHILD SCHOOL EXP/LAB: 2 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. Education 23400 is taken concurrently with Education 23100. This course is offered Standard Letter Grade.
Corequisite: EDUC 23100

EDUC 23500: ADOLESCENT SCHOOL EXP AND LAB: 2 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. Education 23500 is taken concurrently with Education 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 (231 or 23100) or EDUC (232 or 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~
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 written materials, strategies, and methods that they may use in the teaching of reading in a classroom. Includes observation and practice at a school site. This course fulfills the Interpretive Methods requirement.
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 ethicallly 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). This course fulfills the Meaning, Ethics, and Social Responsibility requirement. Core: Meaning/Ethics/Social Resp.

EDUC 29100: EXPERIENCES IN ENVIRONMENTAL EDUCATION~ 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: INTEGRATED FINE ARTS/EARLY CHILD: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. This course fulfills the Creative Methods requirement. 
Core: Creative Methods

EDUC 29300: FIELD EXPERIENCE:PRE-SCHOOL~ 1 Hour(s)
FIELD EXPERIENCE:PRE-SCHOOL~ Pass/No Credit Only.

EDUC 29500: FIELD EXPERIENCE:EARLY CHILDHOOD~ 1-4 Hour(s)
FIELD EXPERIENCE: EARLY CHILDHOOD~ Prerequisite: (EDUC 232 or 23200) Pass/No Credit Only. 
Prerequisite: (EDUC 232 or EDUC 23200)

EDUC 29600: FIELD EXPERIENCE: 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~ 1-4 Hour(s)
FIELD EXPERIENCE~ Pass/no credit only.

EDUC 30500: PHONICS: EARLY CHILDHOOD~ 3 Hour(s)
PHONICS EARLY CHILDHOOD~ The course will focus on the PreK-3 population and how typically and atypically developing students learn to read. Students will understand the importance of Phonics instruction in a balanced reading program. Multisensory 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. This course will serve as a basis for student understanding of the English language and its orthography.

EDUC 30600: PHONICS: MIDDLE CHILDHOOD~ 3 Hour(s)
PHONICS MIDDLE CHILDHOOD~ This course provides an introduction to the graphophonemic and morphological foundations of the English Language. The focus is on the relationships among phonemic awareness and graphophonemic, syntactic, and semantic cueing systems, and the role they play in developing competence in reading, spelling, and writing in the middle grades. Students will be introduced to multisensory strategies for teaching typically and atypically developing learners the alphabetic principle, reading (including word recognition and vocabulary), spelling, and writing. Major topics will include an understanding of letter-sound relationships and how they affect students’ development in reading, vocabulary, spelling, and writing, as well as assessment and intervention appropriate to middle-grades students.

EDUC 30700: MIDDLE SCHOOL MATHEMATICS METHODS MATERIALS & MEANINGS~ 4 Hour(s)
MIDDLE SCHOOL MATHEMATICS METHODS MATERIALS & MEANINGS~ Building on the basis of Fundamentals (Mathematics 10300 and 10400), Mathematical Modeling (Mathematics 16200), and Pre-calculus (Mathematics 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 Education 23100. Prerequisite: (EDUC 231 or EDUC 23100)

EDUC 30800: TEACHING SECONDARY MATHEMATICS~ 4 Hour(s)
TEACHING SECONDARY MATHEMATICS~ This course provides integration of education and mathematics courses as they relate to the secondary mathematics classroom. Topics include: learning and developmental theory, curriculum, National Council of Teachers of Mathematics (NCTM) standards, Ohio’s current content standards, instruction, materials, planning, and assessment. Prerequisites: Education (23100) and permission. Prerequisite: (EDUC 231 or EDUC 23100)
EDUC 31000: MATH & SCI INVESTIGATIONS F EX: 1 Hour(s)
MATH AND SCIENCE INVESTIGATIONS~ This course is intended to extend the math and science methodologies discussed in Education 35500 and 35700 (taken concurrently). Preservice teachers will be assigned to a classroom, where they will work with small groups of students in an effort to extend their conceptual understanding of math and science concepts designated by the classroom teacher. Emphasis will be placed on creative teaching strategies, literature connections, extending student thought, and assessment of student understanding of the concepts presented. Reflection and preservice teacher growth will play a strong role in the course. All lessons will be aligned to Ohio’s current content standards. Prerequisite: Admission to the Teacher Education Program and permission. This course is offered as Pass/No Credit only. Corequisite: EDUC 35500, EDUC 35600, EDUC 35700

EDUC 31300: TEACHING/SUPERVISING WRITING:CM: 4 Hour(s)
TEACHING AND SUPERVISING WRITING:CM~ This course is designed to prepare students in all disciplines to teach, tutor, and supervise the writing of high school students and college undergraduates. The course will offer an introduction to the major trends in composition theory and research. It will also develop the technical and interpersonal skills necessary for effective instruction. Students will closely examine their own writing process and style. To fulfill the required laboratory element of this course, students will spend time each week working with a mentor in the Writing Center. This course fulfills the Creative Methods requirement. Prerequisite: Permission through recommendation only. Also listed as Writing 31300. Core: Creative Methods

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. This course fulfills the Understanding Diversity in the USA requirement. Also listed as Psychology 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 23200, or instructor permission. Prerequisite: (EDUC 231 or EDUC 23100) or (EDUC 232 or EDUC 23200)

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 35500: SCIENCE METHOD-EARLY CHILDHOOD: 4 Hour(s)
SCIENCE METHODS FOR EARLY CHILDHOOD~ This course will examine, analyze, evaluate, and create developmentally appropriate, science curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. 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 children who are typically and atypically developing, 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. Clinical experience is required. Taken concurrently with EDUC 35600 and 35700. Prerequisites: Admission to the Teacher Education Program, permission, and EDUC 23200. Prerequisite: (EDUC 232 or EDUC 23200) Corequisite: EDUC 35600, EDUC 35700
EDUC 35500: 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 CAEP Elementary Standards, the Ohio Learning 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 children who are typically and atypically developing, 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 35600: SOC STUDIES METHOD EARLY CHILD: 4 Hour(s)
SOCIAL STUDIES METHODS FOR EARLY CHILDHOOD ~ This course will examine, analyze, evaluate, and create developmentally appropriate social studies curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. 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 children who are typically and atypically developing, 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. Clinical experience is required. Taken concurrently with Social Studies Methods and Mathematics Methods for P-5 Elementary. Corequisite: EDUC 35500, EDUC 35600. Prerequisite: (EDUC 232 or EDUC 23200)

EDUC 35700: MATH METHOD-EARLY CHILDHOOD: 4 Hour(s)
MATHEMATICS METHODS FOR EARLY CHILDHOOD ~ This course will examine, analyze, evaluate, and create developmentally appropriate, math curricula for pre-primary and primary-aged children in accordance with guidelines established by the National Association for the Education of Young Children, Ohio’s current content standards, and the Standards for Ohio Educators. 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 children who are typically and atypically developing, 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 EDUC 35500 and 35600. Clinical experience is required. Prerequisite: Admission to the Teacher Education Program, permission, and EDUC 23200. Prerequisite: (EDUC 232 or EDUC 23200)
Corequisite: EDUC 35500, EDUC 35600

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 National Association for the Education of Young Children, the current Ohio Academic Content Standards, CAEP Elementary Standards, and the Standards for Ohio Educators. 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 children who are typically and atypically developing, 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. Clinical experience is required.

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 231 or EDUC 23100)
EDUC 36300: CLINICAL EXP MID CHILD LITERACY: 3 Hour(s)
CLINICAL EXPERIENCE IN MIDDLE GRADES LITERACY EDUCATION~
Preservice teachers will participate in 30 hours of supervised clinical experience focused on middle grades literacy. Preservice teachers will develop instructional materials that represent best practice in reading, writing, and oral communication in the content areas of the middle grades. Class time will emphasize understanding and application of the English Language Arts Content Standards (Common Core) for grades 4-9 and the competencies expected of teachers under the Ohio Reading Core. Supervision and evaluation will be conducted by the Hiram faculty member and the school-based teacher educator. Prerequisite: EDUC 23100.
Prerequisite: EDUC 23100

EDUC 36400: EARLY CHILDHOOD LITERACY: 4 Hour(s)
EARLY CHILDHOOD LITERACY~ This course will focus on the preK-3 population and how members of that population acquire both written and oral language. This course will pay specific attention to early, emergent, transitional, and fluent literacy. Students will understand the importance of phonics in a reading program as well as the importance of integration. Strategies for effective reading instruction, appropriate assessment, 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 content standards and the NAEYC Standards for Early Childhood Professional Preparation will serve as guiding documents for planning, methodology, and assessment. Includes clinical experience in a preK-3 setting. Prerequisites: Admission to the Teacher Education Program, permission, and EDUC 23200.
Prerequisite: (EDUC 232 or EDUC 23200)

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 will pay specific attention to early, emergent, transitional, and fluent literacy. Students will understand the importance of phonics in a reading program, as well as the importance of integration. 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 content standards and the CAEP Elementary Standards 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 37900: MIDDLE 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 Education (231 or 23100).
Prerequisite: (EDUC 231 or 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 231 or 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 231 or 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 231 or 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 231 or EDUC 23100)

EDUC 43200: STUDENT TEACH:EARLY CHILDHOOD: 10 Hour(s)
STUDENT TEACHING IN EARLY CHILDHOOD-- This intensive twelve-week course will provide early childhood candidates with the opportunity to teach in their licensure area, implementing developmentally appropriate curricular, instructional, child guidance, and assessment techniques for pre-primary and primary, typically and atypically developing learners. Candidates will engage in reflective practices designed to improve their development as early childhood professionals 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 early childhood courses except electives.
Corequisite: EDUC 44600

EDUC 43250: STUDENT TEACHING:PS 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.

EDUC 43300: STUDENT TEACH: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 middle childhood courses except electives.
Corequisite: EDUC 44600

EDUC 43800: STUDENT TEACH:ADOL/YOUNG ADLT: 10 Hour(s)
STUDENT TEACH 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.
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 387 and EDUC 498, or EDUC 38700 and EDUC 49800. Prerequisite: (EDUC 38700 and EDUC 49800) or (EDUC 387 and EDUC 498)

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

EDUC 49800: INTERNSHIP: 4 Hour(s)
INTERNSHIP--