

# TEACHER EDUCATION

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## Faculty

Treavor Bogard, Chairperson

Professors Emeriti: Hart, Herrelko, Kinnucan-Welsch, Lasley, Rowley, Sudzina, Talbert-Johnson, Weaver

Professors: Adams

Associate Professors: Arnold, Baldwin, Bogard, Bowman, Collopy, Gallagher, Kelly, Sableski, White

Assistant Professors: Butler, Gold, Lawless-Frank, McIntosh, Nenonene, Clinical Faculty: Christman, Mathes, Winn

The mission of the Department of Teacher Education is the development of reflective, competent and humane teachers. Recognizing the value of balancing theory and practice in professional education, the department provides candidates and faculty with the opportunity to be of service and to do research in P-12 settings. It dedicates itself to the discovery, construction and development of the knowledge, skills and dispositions that enable teachers to become educational leaders. The goal is to be a center of excellence in teacher education, thereby supporting continuing professional development and advocacy within the profession of teaching.

Four types of programs are offered in the Department of Teacher Education leading to different credentials for different purposes. The Master of Science in Education is an advanced degree for professional educators, which requires a minimum of 30 semester credit hours. Persons can select from several options representing a specialized field, or major. In addition to the major specific courses, students earning the master's also complete 12–13 hours in foundations of education and

research, known as the core courses to complete the required minimum of 30 hours.

Second, the department offers the Master of Science in Education licensure preparation programs that lead to a state of Ohio issued teaching license. These programs are for persons who hold a bachelor's degree and wish to pursue the coursework for a teaching license.

The department also offers educator preparation programs that lead to a state of Ohio issued endorsement. This credential is added to a valid state of Ohio teaching license and signifies specialized expertise in school settings.

Fourth, the department offers programs that lead to a University of Dayton issued graduate certificate. These programs also signify specialized expertise. Persons do not need to hold a valid state of Ohio teaching license to be eligible for a graduate certificate, but some certificate programs may require prior teaching experience for admission.

## Master of Science in Education Programs Adolescence to Young Adult Education (EYA)

The Master of Science in Education Degree in Adolescence to Young Adult (EYA) education leads to a state of Ohio issued license to teach grades seven to 12. Candidates must complete approved program coursework in one of the following teaching concentration areas: earth sciences, integrated language arts, integrated mathematics, integrated social studies, life sciences or physical sciences. The following professional education courses are also required:

### MSE Core Requirements

EDT 500	Becoming a Master Educator	3
EDT 502	Philosophical Studies in Education	3
or EDT 505	School, Self and Society	
EDT 660	Perspectives on Educational Research	3

Select one of the following options:

### Option A

EDT 662	Thesis	2
EDT 663	Thesis	2

### Option B

EDT 667	Action Research in Practice	3
or EDT 648	Teacher Leaders Using Data for Decision Making	

### Professional Education Requirements

EDT 500	Becoming a Master Educator	3
EDT 502	Philosophical Studies in Education	3
or EDT 505	School, Self and Society	
EDT 507	The Profession of Teaching	3
EDT 507L	The Profession of Teaching Laboratory	0
EDT 508	Theories of Learning and Human Development	3
EDT 509	Instruction, Management and Assessment	3
EDT 509L	Instruction, Management and Assessment Laboratory	0-1
EDT 570	Educating Diverse Student Populations in Inclusive Settings	3
EDT 570L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0-1

EDT 602	Critical Reading in the Content Areas	3
EDT 569	Student Teaching- Adolescence to Young Adult <sup>1</sup>	3-7
EDT 659	Special Topics in Teaching	1-3
<b>Methods Courses (select one course with the corresponding laboratory course):</b>		
EDT 550	Integrated Language Arts Methods for Adolescence to Young Adult	3
EDT 550L	Integrated Language Arts Methods for Adolescence to Young Adult Laboratory	0-1
EDT 551	Integrated Social Studies Methods for Adolescence to Young Adult	3
EDT 551L	Integrated Social Studies Methods for Adolescence to Young Adult Laboratory	0-1
EDT 553	Integrated Mathematics Methods for Adolescence to Young Adult	3
EDT 553L	Integrated Mathematics Methods for Adolescence to Young Adult Laboratory	0-1
EDT 554	Science Methods for Adolescence to Young Adult	3
EDT 554L	Science Methods for Adolescence to Young Adult Laboratory	0-1
<b>Content Area Courses <sup>1</sup></b>		
Chemistry		
Integrated Language Arts		
Integrated Mathematics		
Integrated Social Studies		
Life Science		

<sup>1</sup> Courses do not apply to degree requirements

## Early Childhood Leadership and Advocacy (ECL)

The Master of Science in Education Degree in Early Childhood Leadership and Advocacy (ECL) is designed for experienced early childhood professionals, such as program administrators, supervisors, teacher leaders and other professionals who work with and advocate for young children and their families. This program prepares candidates with the knowledge and skills required to be effective leaders and advocates in the field of early care and education. All candidates in this major must complete the graduate leadership core requirements and either the administration strand or the advocacy strand.

### MSE Core Requirements

EDT 500	Becoming a Master Educator	3
EDT 502	Philosophical Studies in Education	3
or EDT 505	School, Self and Society	
EDT 660	Perspectives on Educational Research	3

Select one of the following options:

#### Option A

EDT 662	Thesis	2
EDT 663	Thesis	2

#### Option B

EDT 667	Action Research in Practice	3
or EDT 648	Teacher Leaders Using Data for Decision Making	

### Graduate Leadership Core Requirements

EDA 505	Educational Leadership	3
EDA 509	Supervision & Professional Development	3
EDA 556	Leadership in Diverse Communities	3
EDT 565	Internship and Practicum in Early Childhood Leadership	3

Choose from one of the following focus areas: 13-16

#### Early Childhood Leadership Option

EDT 560	Early Childhood Program and Personnel Management	3
EDT 560L	Early Childhood Program and Personnel Management Laboratory	1
EDT 561	Supporting Quality Curriculum and Instruction in Early Care and Education	3
EDT 561L	Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory	1
EDT 562	Regulations, Licensing and the Law in Early Care and Education	3
EDT 562L	Regulations, Licensing and the Law in Early Care and Education Laboratory	1
EDT 563	Managing Finances and Marketing in Early Care and Education	3
EDT 563L	Managing Finances and Marketing in Early Care and Education Laboratory	1

#### Early Childhood Advocacy Option

EDT 510	Introduction to Transdisciplinary Early Childhood Education	3
EDT 510L	Introduction to Transdisciplinary Early Childhood Education Laboratory	1
EDT 561	Supporting Quality Curriculum and Instruction in Early Care and Education	3
EDT 561L	Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory	1
EDT 564	Advocacy in Early Care and Education	3
EDT 573	Collaborating with Families, Professionals and Agencies	3

## Interdisciplinary Educational Studies (EIP)

The Master of Science in Education Degree in Interdisciplinary Educational Studies offers the graduate candidate flexibility to design a program to meet diverse professional goals. Candidates must select coursework (12 required semester hours, 9 semester hours from the Department of Teacher Education, and 9 elective hours) from both the School of Education and Health Sciences and from at least one department outside of the Department of Teacher Education. Students working toward the state of Ohio issued licenses in visual arts or music education programs apply for this degree.

### MSE Core Requirements

EDT 500	Becoming a Master Educator	3
EDT 536	The Culture of the Catholic School (ONLY if Lalanne - Replaces EDT 500)	
EDT 502	Philosophical Studies in Education	3
or EDT 505	School, Self and Society	
EDT 506	History of Catholic K-12 Schools in the United States (ONLY if Lalanne - Replaces EDT 502)	

EDT 660	Perspectives on Educational Research	3
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Select one of the following options:

#### Option A

EDT 662	Thesis	2
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EDT 663	Thesis	2
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#### Option B

EDT 667	Action Research in Practice	3
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or EDT 648	Teacher Leaders Using Data for Decision Making	
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#### Major Requirements

Approved Courses in Teacher Education	9
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Approved Electives	9
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## Literacy (ELT)

The master's degree program in literacy prepares a candidate to assume professional and leadership roles related to literacy in a school setting.

The coursework in this major aligns with performance outcomes as outlined by the Standards for Reading Professionals, International Reading Association. Candidates must have already completed prerequisite reading requirements or the approved equivalents: EDT 600, EDT 601, EDT 602, and EDT 603.

#### MSE Core Requirements

EDT 500	Becoming a Master Educator	3
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EDT 536	The Culture of the Catholic School (ONLY if Lalanne - Replaces EDT 500)	
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EDT 502	Philosophical Studies in Education	3
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or EDT 505	School, Self and Society	
EDT 506	History of Catholic K-12 Schools in the United States (ONLY if Lalanne - Replaces EDT 502)	

EDT 660	Perspectives on Educational Research	3
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Select one of the following options:

#### Option A

EDT 662	Thesis	2
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EDT 663	Thesis	2
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#### Option B

EDT 667	Action Research in Practice	3
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or EDT 648	Teacher Leaders Using Data for Decision Making	
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#### Major Requirements

EDT 605	Advanced Study in Reading/Language Arts	3
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EDT 606	Assessment and Evaluation of Reading Difficulties	3
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EDT 607	Practicum in Reading Intervention Techniques	3
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EDT 608	The Writing Classroom	3
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EDT 609	Issues, Trends and Research in Reading	3
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EDT 650	Professional Development of Teacher Leaders	3
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<b>Total Hours</b>	<b>18</b>
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## Middle Childhood Education (EMS)

The Master of Science in Education Degree in Middle Childhood Education (EMS) leads to the state of Ohio issued license to teach grades four to nine. Candidates complete approved coursework in two teaching concentration areas: mathematics, science, social studies and reading/language arts. The following professional education courses are required.

#### MSE Core Requirements

EDT 500	Becoming a Master Educator	3
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EDT 502	Philosophical Studies in Education	3
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or EDT 505	School, Self and Society	
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EDT 660	Perspectives on Educational Research	3
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Select one of the following options:

#### Option A

EDT 662	Thesis	2
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EDT 663	Thesis	2
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#### Option B

EDT 667	Action Research in Practice	3
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or EDT 648	Teacher Leaders Using Data for Decision Making	
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#### Professional Education Requirements

EDT 502	Philosophical Studies in Education	3
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or EDT 505	School, Self and Society	
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EDT 507	The Profession of Teaching	3
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EDT 507L	The Profession of Teaching Laboratory	0
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EDT 508	Theories of Learning and Human Development	3
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EDT 530	Middle School Principles and Practices	3
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EDT 530L	Middle School Principles and Practices Laboratory	0-1
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EDT 570	Educating Diverse Student Populations in Inclusive Settings	3
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EDT 570L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0-1
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EDT 600	Reading Methods	3
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EDT 600L	Reading Methods Laboratory	0-1
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EDT 601	Phonics, Spelling and Vocabulary	3
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EDT 602	Critical Reading in the Content Areas	3
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EDT 603	Foundations of Literacy through Literature	3
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Select two of the following methods courses with the corequisite laboratory courses:

EDT 532	Reading/Language Arts Methods for Middle Childhood Education
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EDT 532L	Reading/Language Arts Methods for Middle Childhood Education Laboratory
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EDT 533	Mathematics Methods for Middle Childhood Education
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EDT 533L	Math Methods for Middle Childhood Education Laboratory
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EDT 534	Science Methods for Middle Childhood Education
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EDT 534L	Science Methods for Middle Childhood Education Laboratory
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EDT 535	Social Studies Methods for Middle Childhood Education
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EDT 535L	Social Studies Methods for Middle Childhood Education Laboratory
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EDT 549	Student Teaching- Middle Childhood <sup>1</sup>	3-7
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EDT 659	Special Topics in Teaching	1-3
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#### Content Areas - Select 2 areas <sup>1</sup>

Language Arts

Mathematics

Science

Social Studies

<sup>1</sup> Courses do not apply to degree requirements

## Multi-Age Education (EAG)

The Master of Science in Education in Multi-Age Education (EAG) leads to the state of Ohio issued license to teach prekindergarten through 12. Candidates must complete approved coursework in one of the following teaching concentration areas: French, Spanish, and German. The following professional education courses are required.

### MSE Core Requirements

EDT 500	Becoming a Master Educator	3
EDT 502	Philosophical Studies in Education	3
or EDT 505	School, Self and Society	
EDT 660	Perspectives on Educational Research	3

Select one of the following options:

#### Option A

EDT 662	Thesis	2
EDT 663	Thesis	2

#### Option B

EDT 667	Action Research in Practice	3
or EDT 648	Teacher Leaders Using Data for Decision Making	

### Professional Education

EDT 502	Philosophical Studies in Education	3
or EDT 503	History of Education in the United States	
EDT 507	The Profession of Teaching	3
EDT 507L	The Profession of Teaching Laboratory	0
EDT 508	Theories of Learning and Human Development	3
EDT 509	Instruction, Management and Assessment	3
EDT 509L	Instruction, Management and Assessment Laboratory	0-1
EDT 570	Educating Diverse Student Populations in Inclusive Settings	3
EDT 570L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0-1
EDT 602	Critical Reading in the Content Areas	3
EDT 552 & 552L	Foreign Language Methods for Adolescence to Young Adult and Foreign Language Methods for Adolescence to Young Adult Laboratory	3
EDT 568	Student Teaching Languages P-12	3-7

### Content Areas <sup>1</sup>

French - 21 courses

German - 18 courses

Spanish - 18 courses

<sup>1</sup> Courses do not apply to degree requirements

## Teacher as Leader (ETL)

The teacher as leader program offers teachers an opportunity to pursue professional development and leadership opportunities outside of building and district administration. Teachers pursuing this degree would likely fulfill roles such as instructional leader, lead teacher, mentor teacher and curriculum committee member. All candidates in this major

must complete the teacher leader core sequence; several options are available for specialty areas. The teacher as leader major does not meet the requirements for the state of Ohio issued teacher leader endorsement, which is a post-master's program. Please see the teacher leader programs leading to a state of Ohio issued endorsement ([https://catalog.udayton.edu/graduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/#END\\_Teacher\\_As\\_Ldr](https://catalog.udayton.edu/graduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/#END_Teacher_As_Ldr)) for more information.

### MSE Core Requirements

EDT 500	Becoming a Master Educator	3
EDT 536	The Culture of the Catholic School (ONLY if Lalanne - Replaces EDT 500)	
EDT 502	Philosophical Studies in Education *	3
or EDT 505	School, Self and Society	
EDT 506	History of Catholic K-12 Schools in the United States (ONLY if Lalanne - Replaces EDT 502)	
EDT 660	Perspectives on Educational Research	3

Select one of the following options:

#### Option A

EDT 662	Thesis	2
EDT 663	Thesis	2

#### Option B

EDT 667	Action Research in Practice	3
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### Major Requirements

EDT 648	Teacher Leaders Using Data for Decision Making	3
EDT 649	Coaching and Teacher Leaders	3
EDT 650	Professional Development of Teacher Leaders	3

Select One Area

#### Literacy

EDT 605	Advanced Study in Reading/Language Arts
EDT 609	Issues, Trends and Research in Reading

Elective

#### Special Education

EDT 572	Introduction to Education of Learners with Mild/Moderate Needs
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EDT 573	Collaborating with Families, Professionals and Agencies
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EDT 574	Behavior Management
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#### Technology

EDT 629	Cognition, Learning and Technology
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EDT 631	Technology Trends Seminar
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Elective

## Technology-Enhanced Learning (TEL)

This graduate program prepares educators to integrate learning technologies into their classrooms and school districts. The courses focus on helping master's candidates increase teacher and student learning. The concentration courses also meet the curriculum requirements for the computer technology endorsement ([https://catalog.udayton.edu/graduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/#END\\_Comp\\_Tech](https://catalog.udayton.edu/graduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/#END_Comp_Tech)) from the state of Ohio.

MSE Core Requirements		
EDT 500	Becoming a Master Educator	3
EDT 536	The Culture of the Catholic School (ONLY if Lalanne - Replaces EDT 500)	
EDT 502	Philosophical Studies in Education	3
or EDT 505	School, Self and Society	
EDT 506	History of Catholic K-12 Schools in the United States (ONLY if Lalanne - Replaces EDT 502)	
EDT 660	Perspectives on Educational Research	3

Select one of the following options:

<b>Option A</b>		
EDT 662	Thesis	2
EDT 663	Thesis	2
<b>Option B</b>		
EDT 667	Action Research in Practice	3
or EDT 648	Teacher Leaders Using Data for Decision Making	

#### Concentration Requirements

EDT 629	Cognition, Learning and Technology	3
EDT 630	Multimedia Production	3
EDT 631	Technology Trends Seminar	3
EDT 632	Creating and Delivering Online Courses	3
EDT 633	Web Design and Development	3
EDT 634	Leadership in Educational Technology	3

**Total Hours** 18

## Transdisciplinary Early Childhood Education (TCE)

The transdisciplinary early childhood education (TCE) graduate program is a cohort program designed for individuals who seek to work with young children and their families. This master's degree program is a blended program, meaning that the coursework specific to special education and general education is blended and cannot be separated. The following professional education courses are required for the degree.

MSE Core Requirements		
EDT 500	Becoming a Master Educator	3
EDT 502	Philosophical Studies in Education	3
or EDT 505	School, Self and Society	
EDT 660	Perspectives on Educational Research	3

Select one of the following options:

<b>Option A</b>		
EDT 662	Thesis	2
EDT 663	Thesis	2
<b>Option B</b>		
EDT 667	Action Research in Practice	3
or EDT 648	Teacher Leaders Using Data for Decision Making	

#### Prerequisite Courses

EDT 507	The Profession of Teaching	3
EDT 507L	The Profession of Teaching Laboratory	0
EDT 508	Theories of Learning and Human Development	3
EDT 518	Integrated Curriculum and Instruction for Kindergarten-Primary Grades	3

EDT 518L	Integrated Curriculum and Instruction for Kindergarten-Primary Grades Laboratory	0-1
EDT 519	Primary Social Studies Methods P-5	3
EDT 523	Primary Mathematics Methods P-5	3
EDT 524	Primary Science Methods P-5	3
EDT 570	Educating Diverse Student Populations in Inclusive Settings	3
EDT 570L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0-1
EDT 571	Language Development and Emergent Literacy	3
EDT 600	Reading Methods	3
EDT 600L	Reading Methods Laboratory	0-1
EDT 601	Phonics, Spelling and Vocabulary	3
EDT 602	Critical Reading in the Content Areas	3
EDT 603	Foundations of Literacy through Literature	3
EDT 527	Student Teaching- K-3	3-7

#### Concentration Requirements

EDT 510	Introduction to Transdisciplinary Early Childhood Education	3
EDT 511	STEAM Curriculum for Young Children	2
EDT 512	Summer Play Institute	2
EDT 513	Developmentally and Individually Appropriate Practice	3
EDT 516	Collaborative Assessment Birth to Grade 5: Mild/Moderate	3
or EDT 523	Primary Mathematics Methods P-5	
EDT 517	Early Childhood Seminar on Medical and Health Issues	3
or EDT 524	Primary Science Methods P-5	
EDT 573	Collaborating with Families, Professionals and Agencies	3

The Transdisciplinary Early Childhood Education program can also lead to two state of Ohio issued licenses, early childhood education (ECE) and early childhood intervention specialist (ECIS). The ECE license is valid for teaching children ages three through eight or for prekindergarten through grade three who are typically-developing. The ECIS license is valid for teaching children who have mild, moderate to intensive educational needs, including service coordination. Other options include meeting the requirements for the prekindergarten special needs endorsement (p. ) and meeting the coursework requirements for the early (childhood) intervention specialist certificate (p. ) (certificate issued by Ohio Department of Developmental Disabilities).

## Certificate in Autism (AUT)

This certificate develops knowledge and skills in the role and function of the Intervention Specialist and the general education teacher in providing services to students with autism and related disorders. The following professional education courses are required.

#### Take 3 courses:

EDT 520	Introduction to Education of Learners with Autism and Related Disorders	3
EDT 521	Interventions and Functional Curriculum for Learners with Autism and Related Disorders	3

EDT 522	Developing Behavioral, Social, and Communication Skills for Autism and Related Disorders	3
<b>Total Hours</b>		<b>9</b>

## Certificate in Dyslexia (DYS)

This certificate prepares candidates to work with students with dyslexia within the regular classroom. Candidates will learn advanced phonics and multisensory instructional methods to meet the needs of students with dyslexia in their classrooms. The following professional education courses are required.

### Required Courses:

EDT 601	Phonics, Spelling and Vocabulary <sup>1</sup>	3
EDT 605	Advanced Study in Reading/Language Arts	3
EDT 606	Assessment and Evaluation of Reading Difficulties	3
EDT 607	Practicum in Reading Intervention Techniques	3
EDT 567	Advanced Phonics and Multisensory Instruction	3
EDT 582	Dyslexia Methods Practicum	3
<b>Total Hours</b>		<b>18</b>

<sup>1</sup> EDT 601 can be transferred in if it was taken in the last five years and if it demonstrates alignment with the IDA Standards. Otherwise, it must be taken at the University.

## Certificate in Early Childhood Generalist Preparation (ECG)

The Early Childhood Generalist concentration leads to a state of Ohio issued endorsement which can be added to a valid Early Childhood Education Ohio teaching license and is valid for teaching grades four and five. The following professional education courses are required.

EDT 519	Primary Social Studies Methods P-5	3
EDT 523	Primary Mathematics Methods P-5	3
EDT 524	Primary Science Methods P-5	3
<b>Total Hours</b>		<b>9</b>

## Certificate in Early Childhood Leadership and Advocacy (ECL)

The early childhood leadership and advocacy (ECL) certificate is designed for experienced ECE professionals, such as program administrators, supervisors, teacher leaders and other professionals who work with and advocate for young children and their families. This program prepares candidates with the knowledge and skills required to be effective leaders and advocates in the field of early care and education. The following professional education courses are required.

### Professional Courses

EDT 560	Early Childhood Program and Personnel Management	3
EDT 560L	Early Childhood Program and Personnel Management Laboratory	1
EDT 561	Supporting Quality Curriculum and Instruction in Early Care and Education	3
EDT 561L	Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory	1

EDT 562	Regulations, Licensing and the Law in Early Care and Education	3
EDT 562L	Regulations, Licensing and the Law in Early Care and Education Laboratory	1
EDT 563	Managing Finances and Marketing in Early Care and Education	3
EDT 563L	Managing Finances and Marketing in Early Care and Education Laboratory	1
EDT 564	Advocacy in Early Care and Education	3
EDT 565	Internship and Practicum in Early Childhood Leadership	3
<b>Total Hours</b>		<b>22</b>

## Certificate in Infant and Toddler Specialist (ITS)

A baby's early experiences shape the brain's architecture into a strong—or fragile—foundation for learning, health, and success in the workplace. Adverse early experiences, such as poverty, can weaken babies' brain development and follow them their entire lives. The ability to build a strong, competitive economy in an increasingly global marketplace is jeopardized when the future of so many young children is compromised. All babies need good health, strong families, and positive early learning experiences to foster healthy brain development.

The University of Dayton Infant and Toddler Specialist Certificate is designed for early childhood professionals. Coursework can be taken as a stand alone certificate at the graduate or undergraduate level. It can also be applied to the master of education in Early Childhood Leadership and Advocacy.

### PROGRAM OBJECTIVES:

- Create high quality programs for infants and toddlers and that support secure parental and caregiver attachment, social and emotional development and resilience
- Identify and implement culturally responsive strategies that support infant and toddler development within the context of their family
- Demonstrate skills that support language development in ways that form the neuro network shown to be the foundation for all future learning

### Required Courses

EDT 514	Curriculum and Instruction for Infants and Toddlers	3
EDT 515	Infant and Toddler Development Practicum	3
EDT 525	Attachment, Nurturing, Resilience and Challenging Behaviors in Infants and Toddlers	3
EDT 573	Collaborating with Families, Professionals and Agencies	3
EDT 565	Internship and Practicum in Early Childhood Leadership	3
<b>Total Hours</b>		<b>15</b>

## Certificate in Middle Childhood Generalist Preparation (MCG)

The Middle Childhood Generalist concentration leads to a state of Ohio issued endorsement which can be added to a valid Middle Childhood

Education Ohio teaching license and is valid for teaching grades four through six. The following professional education courses are required.

#### Reading/Language Arts

EDT 452	Digital Literacies, ELL and Content Reading Strategies
EDT 541	Middle Childhood Reading/Language Arts 4-6 General Methods <sup>1</sup>

#### Mathematics

EDT 542	Middle Childhood Mathematics 4-6 General Methods <sup>2</sup>
MTH 266	Discrete & Finite Mathematics for Middle School Teachers

#### Science

EDT 543	Middle Childhood Science 4-6 General Methods <sup>3</sup>
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#### Social Studies

EDT 544	Middle Childhood Social Studies 4-6 General Methods <sup>4</sup>
HST 251	American History to 1865

<sup>1</sup>. Select one prerequisite: ENG 592, ENG 594, LNG 568.

<sup>2</sup>. Prerequisite: MTH 214.

<sup>3</sup>. Select one prerequisite: SCI 190/190L, SCI 210/210L, SCI 230/230L.

<sup>4</sup>. Prerequisite: HST 103.

## Certificate in Prekindergarten Special Needs Preparation (PSN)

The Prekindergarten Special Needs concentration leads to a state of Ohio issued endorsement which can be added to a valid Early Childhood Education or Intervention Specialist Ohio teaching certificate/license and is valid for teaching children age three to age five. The following professional education courses are required.

EDT 513	Developmentally and Individually Appropriate Practice	3
EDT 516	Collaborative Assessment Birth to Grade 5: Mild/Moderate	3
EDT 517	Early Childhood Seminar on Medical and Health Issues	3
EDT 528	Internship in Transdisciplinary Early Childhood Education (Ages 3-5)	3
EDT 573	Collaborating with Families, Professionals and Agencies	3
<b>Total Hours</b>		<b>15</b>

## Certificate in Reading Preparation (ERE)

The Reading program leads to a state of Ohio issued endorsement which can be added to a valid Ohio teaching certificate/license and is valid for teaching reading grades P-12. To begin the coursework for the reading endorsement, candidates must have already completed prerequisite reading requirements or the approved equivalents. The following professional education courses are required.

EDT 605	Advanced Study in Reading/Language Arts	3
EDT 606	Assessment and Evaluation of Reading Difficulties	3
EDT 607	Practicum in Reading Intervention Techniques	3

EDT 650	Professional Development of Teacher Leaders	3
<b>Total Hours</b>		<b>12</b>

## Certificate in Teacher Leader Preparation (ETP)

The Teacher Leader concentration leads to a state Ohio issued endorsement. The concentration acknowledges the important role of teacher leaders in school settings, such as mentoring and coaching, providing professional development and decision-making. The concentration's nine semester hours consist of coursework and associated clinical activities. To be eligible for admission, prospective candidates need to have a master's degree and at least four years of successful teaching experience. Due to the unique nature of the content and clinical practice, transferring credits for these courses will not be considered. The following professional education courses are required.

EDT 648	Teacher Leaders Using Data for Decision Making	3
EDT 649	Coaching and Teacher Leaders	3
EDT 650	Professional Development of Teacher Leaders	3
<b>Total Hours</b>		<b>9</b>

## Certificate in Teaching English to Speakers of Other Languages (TSL)

The teaching English to speakers of other languages (TESOL) graduate University of Dayton issued certificate program is for individuals who already hold a bachelor's degree in any field. This program prepares students to teach English as an additional language in postsecondary schools, adult education settings and private language institutes in the U.S. and abroad.

The TESOL graduate endorsement program is for individuals who already hold a bachelor's degree in any field plus a valid professional teaching license from the state of Ohio. This program prepares students to teach English as an additional language in various settings, including elementary and secondary schools in the U.S. Individuals successfully completing this 18-credit program will earn a graduate certificate from UD and will be eligible to apply for the Ohio TESOL endorsement upon passing the ODE-required exam.

The following professional education courses are required:

#### Certificate Required Courses

EDT 537	Second Language Learning and Teaching	3
EDT 538	TESOL Practicum	1
EDT 566	TESOL Methods	3
ENG 594	Structure of English	3
LNG 568	Introduction to Linguistics	3

#### Endorsement Required Courses

EDT 537	Second Language Learning and Teaching	3
EDT 539	Sociolinguistics in Language Education	3
EDT 540	Practicum in ESOL Instruction and Assessment	3
ENG 541	TESOL Methods	3
or EDT 566	TESOL Methods	
ENG 594	Structure of English	3

ENG 507 Studies in Writing (Must be Linguistics)  
or LNG 568 Introduction to Linguistics

## Certificate in Technology-Enhanced Learning (TEL)

This certificate program prepares educators to integrate learning technologies into their classrooms and school districts. The courses focus on increasing teacher and student learning. The courses meet the curriculum requirements for the computer technology endorsement from the state of Ohio and the certificate in technology-enhanced learning issued by the University of Dayton.

EDT 629	Cognition, Learning and Technology	3
EDT 630	Multimedia Production	3
EDT 631	Technology Trends Seminar	3
EDT 632	Creating and Delivering Online Courses	3
EDT 633	Web Design and Development	3
EDT 634	Leadership in Educational Technology	3
<b>Total Hours</b>		<b>18</b>

## Professional Educator Preparation Programs leading to state of Ohio Professional Licensure

For those persons who have an undergraduate degree in a field other than education, the Department of Teacher Education offers educator preparation programs leading to teacher licensure at the graduate level. All educator preparation programs include coursework, corresponding laboratory courses requiring field hours between 20-90 hours, and a clinical experience (student teaching) of a minimum of 12 weeks full-time in a classroom. Candidates then complete the requirements for the Master of Science of Education and Health Sciences core with the minimum required 30 semester hours. Credit earned for student teaching does not apply to a master's degree.

### Preparation Programs leading to the state of Ohio Professional Licensures:

- Adolescence to Young Adult Education
- Intervention Specialist Mild/Moderate
- Middle Childhood Education
- Multi-Age Education
- Early Childhood Education and Early Childhood Intervention Specialist

### Educator Preparation Programs (<http://catalog.udayton.edu/graduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/#PED2>) leading to state of Ohio issued Endorsements:

- Early Childhood Generalist
- Middle Childhood Generalist
- Prekindergarten Special Needs
- Reading
- Teacher Leader
- Teaching English to Speakers of Other Languages
- Technology

Prior to any field experience, all candidates must complete at the University of Dayton a BCI and FBI criminal background check. Prior to

3 the final clinical experience, candidates must complete an application to student teach and have satisfied all prerequisites and program requirements. In order for the University of Dayton to approve the state of Ohio issued teaching license application, applicants must have on file in the SEHS Dean's Office the passing scores on the state of Ohio required licensure tests.

## Courses

### EDT 500. Becoming a Master Educator. 3 Hours

This course empowers educators to adapt the most effective planning, instructional, and assessment practices to their unique context to improve student achievement. It will explore what educators can do to take intentional steps toward enhanced professional practice.

### EDT 501. Introduction to American Education. 3 Hours

This course is designed for individuals who are new to the American educational system and will include site visits to a variety of educational settings including public and private schools serving students in grades P-12. Students will visit schools, and discuss American education policies, practices and the impact of reform efforts with educators and administrators. Prerequisite(s): Intensive English Program level 5 or equivalent TOEFL score.

### EDT 502. Philosophical Studies in Education. 3 Hours

This course is a study of the writings of major philosophers as they relate to education (including those in the Marianist tradition). Interpretations are made for the development of a critical, personal theory of teaching, counseling, educational administration and psychological services.

### EDT 503. History of Education in the United States. 3 Hours

This course is a study of the relationship of schools and social change in the United States from Colonial times to the present. Interpretations of changes in educational policies for the development of a critical theory of education are discussed.

### EDT 504. Scholarly Study in Education. 3 Hours

This course provides students with the background knowledge, understanding and practice to complete graduate level study in education. The course will focus on academic planning, information literacy, scholarly writing, collaboration and independent writing, source analysis and argument construction.

### EDT 505. School, Self and Society. 3 Hours

A study of the relationships among institutional reform, personality development and social change in various levels and types of education such as ECE, MCE and AYA. The students will make a comparison of schools around the world. One aim of such a study is to locate the differences that derive from differences in the cultures of the communities they serve. Another aim is to record how schools have changed from forces of globalization. A third aim is to determine the causes and the effects of the changes.

### EDT 506. History of Catholic K-12 Schools in the United States. 3 Hours

This course examines the Catholic K-12 educational experience in the United States with a particular emphasis on the impact that Catholic schools have had on the creation of Catholic culture in America and on American culture in general. Particular emphasis is placed upon those historical antecedents that directly or indirectly affect Catholic schools today.

**EDT 507. The Profession of Teaching. 3 Hours**

This course is designed to study the principal components of effective teaching that facilitate the learning of all students. Students will explore and demonstrate knowledge of current educational issues, the Ohio Standards for the Teaching Profession and other professional standards. Students will provide evidence of the development of professional dispositions and their understanding of the importance of developing a community of learners that respects and appreciates diversity. Students will provide evidence of critical reflection on the teaching process as it relates to incorporating social justice and the Marianist characteristics of education. The field experience will be embedded in the course. This will involve 20 hours in the field connecting theory to practice.

**EDT 507L. The Profession of Teaching Laboratory. 0 Hours**

This 20 hour field experience is designed to accompany the EDT 507 course. Both the course and field experience are designed to study the principal components of effective teaching that facilitate the learning of all students. Students will explore and demonstrate knowledge of current educational issues, the Ohio Standards for the Teaching Profession and other professional standards. Students will provide evidence of the development of professional dispositions and their understanding of the importance of developing a community of learners that respects and appreciates diversity. Students will use their lab experience as the basis for providing evidence of critical reflection on the teaching process as it relates to incorporating social justice and the Marianist characteristics of education into their understanding about the profession.

**EDT 508. Theories of Learning and Human Development. 3 Hours**

This course is a study of theories of learning and human development (physical, social, emotional, intellectual and moral) as they relate to P-12 practices, including ECE, MCE and AYA licensure areas.

**EDT 509. Instruction, Management and Assessment. 3 Hours**

This course is a study of curriculum, instruction, management styles and assessment techniques that promote student learning and achievement. Emphasis is on classroom-based theory-to-practice connections.

This course is primarily intended for initial licensure candidates.

Prerequisite(s): EDT 507, EDT 507L, EDT 508; a passing score on the Ohio Assessment for Educators (or the Oral Proficiency Interview and Writing Proficiency Test for foreign language) specialty area exam(s).

**EDT 509L. Instruction, Management and Assessment Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to instruction, management and assessment in school settings.

**EDT 510. Introduction to Transdisciplinary Early Childhood Education. 3 Hours**

An introduction to the theory base that drives developmentally appropriate practice recommended for working with young children birth through age eight and their families. This course introduces the models of instruction associated with early childhood and early childhood special education.

**EDT 510L. Introduction to Transdisciplinary Early Childhood Education Laboratory. 0-1 Hours**

This course is designed for international students who are new to American culture and educational practice. Students will develop field related vocabulary while exploring schools and centers in the Miami Valley and processing what they see. Corequisite(s): EDT 510.

**EDT 511. STEAM Curriculum for Young Children. 2 Hours**

This course introduces and develops the theoretical and practical bases for the creation of STEAM curriculum for infants, toddlers and preschoolers using a play-based approach. The content areas of mathematics and science provide opportunities for Reggio style documentation, and the Ohio Early Learning Academic Content Standards are emphasized.

**EDT 512. Summer Play Institute. 2 Hours**

The Summer Play Institute is a field-based forum in which candidates implement the integrated curriculum activities developed in EDT 511. Candidates will engage in child-initiated play sessions that will be videotaped and reviewed by members of the cohort and the instructor. Supported play which facilitates development will be emphasized.

**EDT 513. Developmentally and Individually Appropriate Practice. 3 Hours**

The course shifts focus from the age-appropriate practice to the needs of the individual child and family. Candidates will learn to develop practice that supports and facilitates the development of young children ages birth to eight specifically those with disabilities. Significant review of related research drives this course. Field experience required.

**EDT 514. Curriculum and Instruction for Infants and Toddlers. 3 Hours**

Students will explore the standards for the field of infant and toddler care and education and design curriculum and environments that reflect current research-based practice. Critical reflection on practice and team collaboration will be emphasized.

**EDT 515. Infant and Toddler Development Practicum. 3 Hours**

This guided practicum will provide an opportunity for candidates to develop and apply their knowledge of typical and atypical development from conception to age three as they observe young children in both structured and naturalistic settings. Developmental milestones as well as related risk factors will be emphasized. Field experience required. Prerequisite(s): EDT 510.

**EDT 516. Collaborative Assessment Birth to Age Eight. 3 Hours**

This course is the study of the transdisciplinary and collaborative nature of assessment in diagnosis, screening and instruction of young children, ages birth to eight, that are typically developing as well as those with disabilities. The course will focus on the role of the family in the assessment process. Systemic observation using a play-based approach will be emphasized.

**EDT 517. Early Childhood Seminar on Medical and Health Issues. 3 Hours**

This course is the study of the health care and medical needs associated with young children with disabilities. Students engage in the study of how medical/physical conditions affect the cognitive, social/emotional, language, motor and adaptive development of a child and family. Collaboration between educational and medical professionals is stressed, in an effort to integrate services for young children.

**EDT 518. Integrated Curriculum and Instruction for Kindergarten-Primary Grades. 3 Hours**

This course will focus on integrating curriculum and instruction for kindergarten and the primary grades. Special attention will be paid to the Ohio academic content standards with emphases on science, social studies and mathematics instruction. Planning, instructional methods, materials and evaluation techniques for teaching children on the kindergarten to primary levels will be covered.

**EDT 518L. Integrated Curriculum and Instruction for Kindergarten-Primary Grades Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to integrated planning, instruction and assessment in elementary school settings.

**EDT 519. Primary Social Studies Methods P-5. 3 Hours**

A course designed to address social studies content including social aspects of learning, and pedagogy specific to Pre-K to Grade 5.

**EDT 520. Introduction to Education of Learners with Autism and Related Disorders. 3 Hours**

This course is a study of the role and function of the Intervention Specialist and general education teacher in providing services to students with autism and related disorders. This course presents issues of definition, identification and placement procedures, ethical standards, and assessment techniques. The candidate will also acquire knowledge of major researchers and history, variations in belief, traditions and values across cultures, and current practices in the field.

**EDT 521. Interventions and Functional Curriculum for Learners with Autism and Related Disorders. 3 Hours**

This course is a study of the role and function of the Intervention Specialist and general education teacher in providing services in the general education classroom setting to students with autism and related disorders. This course assists educators in developing strategies and techniques to make inclusion successful for students with higher function autism spectrum disorders. This course also examines the use of functional curriculum in relation to individuals with autism and life beyond the classroom and school setting.

**EDT 522. Developing Behavioral, Social, and Communication Skills for Autism and Related Disorders. 3 Hours**

This course is a study of the role and function of the Intervention Specialist and general education teacher in providing services to students with autism and related disorders. This course presents issues of behavior management, behavioral functions in relation to communication, and communication foundations in assisting students with autism and related disorders. The candidate will also acquire knowledge of major behavioral interventions, use of behavioral techniques and interventions across a wide spectrum of abilities and needs, communication for varied functioning students, and current practices in the field. This course also explores social skills deficits and interventions to address the social world, in school and beyond, for students with autism and related disorders.

**EDT 523. Primary Mathematics Methods P-5. 3 Hours**

Planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching mathematics to students in grades Pre-K to 5 with varied needs and abilities using a tier method. Topics include: Ohio Academic Content Standards, applications and instructional techniques that address proficiency testing, resources, technologies, manipulatives, interdisciplinary connections, grouping techniques, current research, and 21st century skills.

**EDT 524. Primary Science Methods P-5. 3 Hours**

Planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching science to students in grades P-5 with varied needs and abilities using a tier method. Topics include: Ohio Academic Content Standards, applications and instructional techniques that address proficiency testing, resources, technologies, manipulatives, interdisciplinary connections, grouping techniques, current research and 21st century skills.

**EDT 525. Attachment, Nurturing, Resilience and Challenging Behaviors in Infants and Toddlers. 3 Hours**

Research is clear that respectful and responsive relationships and interactions are critical to brain development in young children. This course will focus on strategies that support the development of attachment between very young children and adults and nurturing behaviors that foster resilience.

**EDT 526. Student Teaching- K-3. 1 Hour**

Full-time supervised and evaluated teaching in a K-3 setting. The candidate will demonstrate the knowledge, skills, attitudes and dispositions required of a beginning K-3 teacher. Prerequisite(s): Registration for the course and approved student teaching/internship application packet submitted to the Department of Teacher Education at the beginning of the term prior to the student teaching experience; completion of all coursework; previous experience in a K-3 classroom; instructor permission.

**EDT 527. Student Teaching- K-3. 3-7 Hours**

Full-time supervised and evaluated teaching in a K-3 setting. The candidate will demonstrate the knowledge, skills, attitudes and dispositions required of a beginning K-3 teacher. Prerequisite(s): Registration for the course and approved student teaching/internship application packet submitted to the Department of Teacher Education at the beginning of the term prior to the student teaching experience; completion of all coursework.

**EDT 528. Internship in Transdisciplinary Early Childhood Education (Ages 3-5). 3 Hours**

Supervised and evaluated teaching in a preschool special needs setting. The candidate will demonstrate the knowledge, skills, attitudes and dispositions needed to comply with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council of Exceptional Children (DEC) guidelines for appropriate practice. Field experience required. Prerequisite(s): Registration for the course and approved student teaching/internship application packet submitted to the Department of Teacher Education at the beginning of the term prior to the student teaching experience.

**EDT 529. Internship in Early Intervention. 3-10 Hours**

Supervised and evaluated teaching in an infant/toddler educational setting. Candidates are to demonstrate the knowledge, skills, attitudes and dispositions needed to comply with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood and the Council of Exceptional Children (DEC) guidelines for appropriate practice. Field experience required. Prerequisite(s): Registration for the course and approved student teaching/internship application packet submitted to the Department of Teacher Education at the beginning of the term prior to the student teaching experience.

**EDT 530. Middle School Principles and Practices. 3 Hours**

This course is primarily a study of organization (school structure), philosophy and curriculum of middle level education (ages nine to 14) grades four to nine. It is designed to present the theoretical knowledge base about middle level (school) education. Issues and concerns, current trends and the essential elements relating to middle level education will be discussed throughout the semester of study. A variety of inquiry methods will be modeled that encourage critical thinking skills.

**EDT 530L. Middle School Principles and Practices Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regards to the study of organization (school structure), philosophy and curriculum of middle level education (ages nine to 14), grades four to nine. It is designed to support the course study of the theoretical knowledge base about middle level (school) education. Issues and concerns, current trends and the essential elements relating to middle level education will be observed and studied throughout the semester.

**EDT 532. Reading/Language Arts Methods for Middle Childhood Education. 3 Hours**

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching reading/language arts to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades 4-9, applications and instructional techniques that address the Ohio proficiency tests, various resources, technologies, interdisciplinary connections, various grouping techniques and current research.

**EDT 532L. Reading/Language Arts Methods for Middle Childhood Education Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching reading/language arts to students in middle schools.

**EDT 533. Mathematics Methods for Middle Childhood Education. 3 Hours**

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching mathematics to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades four to nine, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies, manipulatives and other visuals, interdisciplinary connections, various grouping techniques and current research.

**EDT 533L. Math Methods for Middle Childhood Education Laboratory. 0-1 Hours**

This lab consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching math to students in middle schools. Corequisites: EDT 533.

**EDT 534. Science Methods for Middle Childhood Education. 3 Hours**

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching science to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades four to nine, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies, experiments and other hands-on experiences, interdisciplinary connections, various grouping techniques and current research.

**EDT 534L. Science Methods for Middle Childhood Education Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates with the opportunity for field reflections in regard to teaching science to students in middle schools.

**EDT 535. Social Studies Methods for Middle Childhood Education. 3 Hours**

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching social studies to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades four to nine, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies and active hands-on experiences, other visuals, interdisciplinary connections, various grouping techniques and current research.

**EDT 535L. Social Studies Methods for Middle Childhood Education Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching social studies to students in middle schools.

**EDT 536. The Culture of the Catholic School. 3 Hours**

This course explores the theological, moral, academic, human and social components that give the Catholic school its distinctive culture. The role of spiritual, sacramental and communal relationships in the creation of Catholic school identity will be examined.

**EDT 537. Second Language Learning and Teaching. 3 Hours**

This course is an exploration of the nature of language proficiency, second language acquisition and literacy, bilingualism and biliteracy, the role of culture in language learning and implications for second language teaching.

**EDT 538. TESOL Practicum. 1-3 Hours**

This course provides opportunities to practice planning, instruction and assessment in an ESOL classroom under the mentorship of an experienced ESOL teacher. Prerequisites: EDT 537, ENG 594, LNG 568, ENG 541. Corequisites: ENG 541.

**EDT 539. Sociolinguistics in Language Education. 3 Hours**

This course examines social, cultural, linguistic and policy issues relevant to working with English language learners in U.S. schools.

**EDT 540. Practicum in ESOL Instruction and Assessment. 3 Hours**

This course focuses on planning and implementing ESOL instruction and assessment and on interpreting and using assessment data. It includes both course meeting and field experience components. Prerequisite(s): EDT 537, EDT 539, ENG 541, ENG 546, LNG 568.

**EDT 541. Middle Childhood Reading/Language Arts 4-6 General Methods. 3 Hours**

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching reading/language arts to students with varied needs and abilities in the middle schools. The topics emphasized in this course include: Ohio's academic content standards for grades 4-6, applications and instructional techniques that address the Ohio proficiency tests, resources, technologies, interdisciplinary connections, grouping techniques and current research.

**EDT 542. Middle Childhood Mathematics 4-6 General Methods. 3 Hours**

The topics emphasized in this course include: Ohio academic content standards for grades 4-6, applications and instructional techniques that address state testing for students with varied needs and abilities using a tier method, resources, technologies, manipulatives, interdisciplinary connections, grouping techniques, current research and 21st century skills.

**EDT 543. Middle Childhood Science 4-6 General Methods. 3 Hours**

This course focuses on the instructional methods, materials, assessments and evaluation techniques for teaching science to students with varied needs and abilities in grades 4-6. The topics emphasized in this course include: national and state content standards for science in grades 4-6; applications and instructional techniques addressing relevant Ohio assessments; resources, technologies, experiments and other hands-on experiences; interdisciplinary connections; grouping techniques; and current research in science teaching and learning.

**EDT 544. Middle Childhood Social Studies 4-6 General Methods. 3 Hours**  
 Planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching social studies to students in the middle schools with varied needs and abilities using a tier method. The topics emphasized in this course include: an understanding of national and state content standards for social studies for grades four through six, applications and instructional techniques that address relevant Ohio assessments, various resources, technologies, hands-on experiences, interdisciplinary connections, various grouping techniques, current research in social studies teaching and learning.

**EDT 549. Student Teaching- Middle Childhood. 3-7 Hours**

Full-time supervised and evaluated teaching in grades four to nine in at least one of the two candidate's concentration subjects. The candidate will demonstrate the knowledge, skills and dispositions required of a beginning middle level teacher. Attendance at weekly seminars is required.

**EDT 550. Integrated Language Arts Methods for Adolescence to Young Adult. 3 Hours**

This course focuses on planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching all levels of integrated language arts to students in grades seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, interdisciplinary connections, various grouping techniques, best practices and current research. This course is for initial licensure candidates.

**EDT 550L. Integrated Language Arts Methods for Adolescence to Young Adult Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching integrated language arts to students in grades seven to 12.

**EDT 551. Integrated Social Studies Methods for Adolescence to Young Adult. 3 Hours**

This course focuses on planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching all levels of integrated social studies to students in grades seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, hands-on activities, interdisciplinary connections, various grouping techniques, best practices and current research. This course is for initial licensure candidates.

**EDT 551L. Integrated Social Studies Methods for Adolescence to Young Adult Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching integrated social studies to students in grades seven to 12.

**EDT 552. Foreign Language Methods for Adolescence to Young Adult. 3 Hours**

This course focuses on planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching all levels of foreign language to students in grades seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, hands-on activities and other visuals, interdisciplinary connections, various grouping techniques, best practices and current research. This course is for initial licensure candidates.

**EDT 552L. Foreign Language Methods for Adolescence to Young Adult Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching foreign language to students in grades seven to 12.

**EDT 553. Integrated Mathematics Methods for Adolescence to Young Adult. 3 Hours**

This course focuses on planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching all levels of mathematics to students in grades seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, manipulatives, hands-on activities, other visuals, interdisciplinary connections, various grouping techniques, best practices and current research. This course is for initial licensure candidates.

**EDT 553L. Integrated Mathematics Methods for Adolescence to Young Adult Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching mathematics to students in grades seven to 12.

**EDT 554. Science Methods for Adolescence to Young Adult. 3 Hours**

This course focuses on planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching all levels of science to students in grades seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, hands-on activities, interdisciplinary connections, various grouping techniques, safety issues, best practices and current research. This course is for initial licensure candidates.

**EDT 554L. Science Methods for Adolescence to Young Adult Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to teaching science to students in grades seven to 12.

**EDT 559. Music Student Teaching. 3-7 Hours**

Full-time supervised and evaluated teaching in music classes in schools (P-12). The candidate will demonstrate the knowledge, skills and dispositions required of a beginning music teacher. Attendance at a weekly seminar is required. The student teaching seminar is designed so that student teachers may reflect and share experiences with one another and with experienced teachers. Each seminar will include informal sharing/discussion sessions as well as formal presentations on topics of importance related to the practice of music education as well as securing a teaching position.

**EDT 560. Early Childhood Program and Personnel Management. 3 Hours**

This course is the first in the early childhood leadership program. Students will explore program and personnel management and human relations in early care and education.

**EDT 560L. Early Childhood Program and Personnel Management Laboratory. 0-1 Hours**

This course is the first in the early childhood leadership program. Students will explore program and personnel management and human relations in early care and education.

**EDT 561. Supporting Quality Curriculum and Instruction in Early Care and Education. 3 Hours**

This course provides opportunities for students to use research to identify and support quality early childhood curriculum, instruction and assessment.

**EDT 561L. Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory. 0-1 Hours**

This course consists of planned field experiences providing the opportunity for field reflections for students to use research to identify and support quality early childhood curriculum, instruction and assessment.

**EDT 562. Regulations, Licensing and the Law in Early Care and Education. 3 Hours**

This course addresses ethics in early care and education as well as issues related to health, safety and nutrition regulations including first aid, communicable disease, safety policies and practices. Reporting and recognizing child abuse is addressed. Students will learn to respond to regulations, licensing and laws that impact programs for young children.

**EDT 562L. Regulations, Licensing and the Law in Early Care and Education Laboratory. 0-1 Hours**

This course provides a field experience that addresses ethics in early care and education as well as issues related to health, safety and nutrition regulations including first aid, communicable disease, safety policies and practices. Reporting and recognizing child abuse is addressed. Students will learn to respond to regulations, licensing and laws that impact programs for young children.

**EDT 563. Managing Finances and Marketing in Early Care and Education. 3 Hours**

Students will explore strategies for managing finances and developing marketing plans in the field of early care and education.

**EDT 563L. Managing Finances and Marketing in Early Care and Education Laboratory. 0-1 Hours**

This course supports students in EDT 563 as they explore managing finances and developing marketing plans in the field of early care and education.

**EDT 564. Advocacy in Early Care and Education. 3 Hours**

This course explores current political, educational and societal issues related to early care and education and examines how teachers develop leadership skills to become better advocates for children, families and professions.

**EDT 565. Internship and Practicum in Early Childhood Leadership. 3 Hours**

This internship serves as the culminating experience where students demonstrate the knowledge, skills and dispositions addressed in the four preceding early childhood leadership courses. Students complete a six week full-time internship working with/as an early childhood director or administrator.

**EDT 566. TESOL Methods. 3 Hours**

Introduction to key concepts, theories, and methods in TESOL. Graduate standing.

**EDT 567. Advanced Phonics and Multisensory Instruction. 3 Hours**

This is the first course of a two-course practicum sequence for the dyslexia certificate. This course will cover the specific nature of dyslexia as a language-based learning disability, multisensory instruction, advanced phonics, spelling, vocabulary and lesson planning for tutoring.

**EDT 568. Student Teaching Languages P-12. 3-7 Hours**

Full-time supervised and evaluated teaching of foreign languages in P-12 classes. The candidate will demonstrate the knowledge, skills and dispositions required of a beginning foreign language teacher. Attendance at weekly seminars is required.

**EDT 569. Student Teaching- Adolescence to Young Adult. 3-7 Hours**

Full-time supervised and evaluated teaching in the content area in a junior or senior high school classroom. The candidate will demonstrate the knowledge, skills and dispositions required of a beginning secondary teacher. Attendance at weekly seminars is required. Prerequisite(s): Passing score on the Ohio Assessment for Educators specialty area exam; completion of 80% of content area courses; formal admission to student teaching a semester in advance.

**EDT 570. Educating Diverse Student Populations in Inclusive Settings. 3 Hours**

This course is the study of the characteristics, legal aspects and educational needs of students with challenges in learning. The role of the general educator in making curricular modifications and accommodations, adapting instruction and collaborating with other educators to facilitate learning in the general classroom for these students is examined.

**EDT 570L. Educating Diverse Student Populations in Inclusive Settings Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to educating students with special needs in school settings.

**EDT 571. Language Development and Emergent Literacy. 3 Hours**

This course is the study of oral language and literacy development in children, with implications for all learners, including children with special needs.

**EDT 572. Introduction to Education of Learners with Mild/Moderate Needs. 3 Hours**

This course is the study of the role and function of the intervention specialist. This course presents issues of definition, identification and placement procedures. The candidate will acquire knowledge of major researchers and history, variations in belief, traditions and values across cultures and current practices in the field.

**EDT 572L. Introduction to Education of Learners with Mild/Moderate Needs Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to the role and function of the intervention specialist.

**EDT 573. Collaborating with Families, Professionals and Agencies. 3 Hours**

This course examines theories and techniques to assist teachers in working with professionals, families and agency personnel to provide an appropriate educational program, improve home-school relationships and develop family-professional partnerships. Historical and legal perspectives of parental influence on special education services are examined.

**EDT 574. Behavior Management. 3 Hours**

This course examines the principles and methods of observing, recording, assessing and managing human behavior with emphasis on students with disabilities.

**EDT 575. Assessment: Mild/Moderate. 3 Hours**

This course is the study of the multidisciplinary use of assessment instruments and techniques in the diagnosis, planning and evaluation of the special needs learner and the development of individual education programs.

**EDT 575L. Assessment: Mild/Moderate Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to use of assessment instruments and techniques in the school setting.

**EDT 576. Curriculum: Mild/Moderate. 2-3 Hours**

This course is the study of curriculum development considering the motor, cognitive, academic, social, language, affective, functional, life skills and individual programming of students with mild/moderate disabilities. Prerequisite(s): EDT 572, EDT 572L, EDT 573, EDT 574, EDT 575, EDT 575L (varies by program).

**EDT 576L. Curriculum: Mild/Moderate Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to curriculum development for students with mild/moderate disabilities.

**EDT 578. Application of Computers/Technology in Special Education. 2 Hours**

This course is the study of basic computer applications in special education, including instructional programs, software evaluation, telecommunications, multimedia and hypermedia, assistive technology, augmentative devices, resources and legal/ethical issues. Prerequisite(s): Basic computing/technology skills.

**EDT 579. Instructional Strategies: Mild/Moderate. 2-3 Hours**

This course examines the strategies, materials and evaluation techniques for teaching students with mild/moderate learning needs. Prerequisite(s): EDT 572, EDT 572L, EDT 573, EDT 574, EDT 575, EDT 575L (varies by program).

**EDT 579L. Instructional Strategies: Mild/Moderate Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to planning, instruction, and assessment for students with mild/moderate learning needs.

**EDT 582. Dyslexia Methods Practicum. 3 Hours**

This is the second course of a two-course practicum sequence for the dyslexia methods certificate. This course will take place in a local school and will involve one-to-one, supervised tutoring of a student with reading difficulties using a multisensory instructional approach. Prerequisite(s): EDT 567.

**EDT 583L. Teaching Visual Arts Laboratory. 0-1 Hours**

This course is the field experience portion of VAE 583, and consists of activities related to curriculum, planning, theory and practice for teaching visual arts to students, grades P-12. Corequisite(s): VAE 583.

**EDT 587. Student Teaching: Mild/Moderate. 1 Hour**

Supervised and evaluated teaching with students demonstrating mild/moderate learning needs. The candidate will demonstrate the knowledge, skills and dispositions of an intervention specialist. Attendance at seminars may be required. Prerequisite(s): EDT 575, EDT 575L, EDT 576, EDT 576L, EDT 579, EDT 579L; approval of faculty.

**EDT 589. Student Teaching: Mild/Moderate. 3-7 Hours**

Full-time supervised and evaluated teaching with students demonstrating mild/moderate learning problems. The candidate will demonstrate the knowledge, skills and dispositions of a beginning mild/moderate intervention specialist teacher. Attendance at seminars is required. Formal admission to student teaching a full semester in advance is required.

**EDT 599. Student Teaching- Art (P-12). 3-10 Hours**

Full-time supervised and evaluated teaching in art classes in school (P-12). The candidate will demonstrate the knowledge, skills and dispositions required of a beginning art teacher. Attendance at weekly seminars is required. Prerequisite(s): Passing score on the Ohio Assessment for Educators specialty area exam; completion of 80% of content area courses; formal admission to student teaching a semester in advance.

**EDT 600. Reading Methods. 3 Hours**

An integrated language arts course focusing on the knowledge base underpinning the teaching of reading and related language arts processes within the language arts and across curriculum to students of various ages, needs and abilities. Topics include: planning, instructional methods, materials, assessment and evaluation techniques. ECE, MCE and IS licensure candidates must meet program requirement in reading. AYA candidates are also required to meet this requirement if working toward Ohio's Reading Endorsement.

**EDT 600L. Reading Methods Laboratory. 0-1 Hours**

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to planning, instruction and assessment of language arts across the curriculum in school settings.

**EDT 601. Phonics, Spelling and Vocabulary. 3 Hours**

This course provides the background knowledge necessary for effectively teaching and assessing the role of phonics in the reading process. Emphases are on developing phonemic awareness, phonics, spelling and word recognition/word meaning embedded in the context of a total reading/language arts program focused on meaning construction. ECE, MCE and IS initial licensure candidates must meet program requirements in reading. AYA candidates are also required to meet this requirement if working toward Ohio's Reading Endorsement.

**EDT 602. Critical Reading in the Content Areas. 3 Hours**

In this course, MCE and IS candidates examine the strategies and techniques in the development of prior knowledge skills, study skills, vocabulary, technology and assessment as they relate to critical reading abilities in a variety of curriculum areas. This course is part of Ohio's 12-hour State Mandated Reading Core. ECE, MCE, IS and multi-age licensure candidates must meet this requirement.

**EDT 603. Foundations of Literacy through Literature. 3 Hours**

This course serves as an introductory course to the reading/language arts (listening, speaking, reading, writing, viewing, visual representation) and the role literature plays in these processes. It is a foundation course in reading and is intended to align with the requirements of Ohio Reading Core licensure standards for the ECE, MCE and IS programs. Topics examined include the foundations of literacy, research theories and related models of reading, various children's and young adult literature, the integration of technology in literacy, an overview of the importance of on-going assessment in teaching reading/language arts and an awareness of cultural, linguistic and ethnic diversity in individual learners.

**EDT 605. Advanced Study in Reading/Language Arts. 3 Hours**

This course is designed to provide teachers the opportunity to extend their knowledge of the reading/language arts processes and the principles underlying effective instruction. Key concepts are drawn from recent research and theory in language learning, developmental reading research and research describing the literacy processes of children.

**EDT 606. Assessment and Evaluation of Reading Difficulties. 3 Hours**

This course is the study of formal and informal diagnostic tests and procedures for identifying reading strengths and weaknesses with applications for reading programs. Candidates must register for EDT 607 the next semester. Prerequisite(s): EDT 605.

**EDT 607. Practicum in Reading Intervention Techniques. 3 Hours**

In this course the candidate will apply knowledge of informal and formal evaluation instruments for diagnosing reading ability and disability and their causes with students and to plan appropriate intervention experiences for those students. Laboratory portion of EDT 606. This course must be taken the semester immediately following EDT 606. Prerequisite(s): EDT 606.

**EDT 608. The Writing Classroom. 3 Hours**

This course will focus on the teacher as a writer. Elements of the writing process will be discussed and implemented. Candidates will develop a classroom writing program.

**EDT 609. Issues, Trends and Research in Reading. 3 Hours**

Basic course for teachers concerned with the psychology of learning to read and current issues, trends and research in teaching reading/ language arts.

**EDT 614. Education and World Religions. 3 Hours**

An examination of how world religions approach education, how they educate adherents in the religion, and how they conceive of and teach virtues. The intersection of faith and culture, and the position of religion in contemporary American education are also addressed.

**EDT 617. Instructional Strategies: Moderate/Intense. 3 Hours**

This course examines the strategies, materials, and evaluation techniques for teaching students with moderate/intense disabilities. Field experience required. Prerequisites: EDT 342, EDT 574.

**EDT 618. Community Involvement and Transition Readiness. 3 Hours**

This course examines community supports, transition services and resources available to adolescents and adults with moderate to intense disabilities. It addresses areas such as post secondary, career and/ or occupational training, as well as independent living skills, social/ emotional learning (SEL) and self-advocacy. Field work required.

**EDT 629. Cognition, Learning and Technology. 3 Hours**

This course focuses on the connections between cognitive psychology and technology-enhanced teaching and learning. New insights emerging from the latest research on human cognition have important implications for instructional design. Such insights suggest ways of teaching and learning that foster deep understanding, better thinking and the use of knowledge to solve complex problems. Students will learn how to build technology-enhanced, problem-based learning environments grounded in the latest research on human cognition and constructivist learning theory. This course is the gateway course leading to the Master of Science in Education with a concentration in Technology-Enhanced Learning. It is the prerequisite for all other courses in the program.

**EDT 630. Multimedia Production. 3 Hours**

This course will allow students to manipulate and manage multimedia resources, including presentation software, graphics and audio and video clips to create engaging learning experiences. Students will engage in multimedia activities that focus on classroom technology integration.

**EDT 631. Technology Trends Seminar. 3 Hours**

This course introduces, examines, and evaluates current technology trends in education. Students will discuss the advantages and disadvantages of current trends, plan activities predicated on trending technology, and justify their benefit for achieving student learning outcomes. Topics include: Gamification, Social Media, Digital Communication, Video, and Virtual Reality.

**EDT 632. Creating and Delivering Online Courses. 3 Hours**

This course aims to equip learners with a background in essential e-learning pedagogical philosophies. Additionally, learners will gain the requisite skills to adapt content to an online learning environment using structures and practices that promote student learning and healthy online learning communities.

**EDT 633. Web Design and Development. 3 Hours**

This course is designed to be an introductory level course for educators with no previous web design experience. The course focuses on using HTML authoring software to build a working website that can be implemented for a typical classroom setting. Upon completion of this course, students develop a class website and demonstrate the technical proficiency to update the website as needed.

**EDT 634. Leadership in Educational Technology. 3 Hours**

This course helps prepare the future technology leader in the areas of leadership and vision, understanding the educational environment, and managing technology and support services. Topics include the skill areas of leadership & vision, strategic planning, ethics & policies, instructional focus & professional development, team building & staffing, information technology management, communication systems management, business management, data management and data privacy and security.

**EDT 648. Teacher Leaders Using Data for Decision Making. 3 Hours**

Study of the role of teacher leaders facilitating collaborative team efforts at building and district levels in using data to inform instruction. Types of assessments and their respective roles in instructional planning and differentiation of teaching will be explored. Prerequisites: State of Ohio Teaching License or permission from Department Chair.

**EDT 649. Coaching and Teacher Leaders. 3 Hours**

Designed to prepare classroom teachers for work as instructional mentors and coaches. Course learning activities are structured around a coaching framework designed to support mentor teachers in the process of reflection and self-assessment.

**EDT 650. Professional Development of Teacher Leaders. 3 Hours**

This course is a study of existing and emerging models of professional development designed to provide classroom teachers with opportunities to assume new leadership roles and responsibilities in the school community.

**EDT 658. Independent Study. 1-3 Hours**

This course is an in-depth study of a selected educational topic. The candidate develops an individual learning plan that includes objectives, schedule of readings and assignments, products and methods of evaluation. Prerequisite(s): Permission of department chair.

**EDT 659. Special Topics in Teaching. 1-3 Hours**

This course is the study of specialized areas of education not typically included in the professional education sequence. Topics are announced.

**EDT 660. Perspectives on Educational Research. 3 Hours**

This course is a study of key components necessary to understand, analyze and evaluate research. Emphases are on understanding the foundational principles of inquiry and related issues.

**EDT 662. Thesis. 2 Hours**

The thesis serves as the culmination of courses in a candidate's graduate program where thesis was chosen as a research option. There is a mandatory two-term requirement for thesis. Prerequisite(s): EDT 660.

**EDT 663. Thesis. 2 Hours**

The thesis serves as the culmination of courses in a candidate's graduate program where the thesis option was chosen as a research choice. There is a mandatory two-term requirement for the thesis option. Prerequisite(s): EDT 662.

**EDT 667. Action Research in Practice. 3 Hours**

Students apply the principles of design by implementing a research study in an educational setting. The findings are presented in a public forum. This course is the capstone learning activity of the master's degree. Prerequisite(s): EDT 660.

**EDT 672. History of Higher Education in the United States. 3 Hours**

This course is a study of the development of postsecondary American education from Colonial times to the present with special emphases on mission, purposes, governance and curriculum as they change over time and differ by institutional type.

**EDT 680. Coaching in Diverse Classrooms. 2 Hours**

The focus of this course is on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice. Prerequisite(s): Acceptance to END. LTS program.

**EDT 681. Coaching for Effective Assessment Practice. 2 Hours**

Designed for reading specialists, this course teaches knowledge, skills and dispositions in school-based professional development and coaching on classroom-based reading assessment concepts and skills. Prerequisite(s): Acceptance to END.LTS program.

**EDT 682. Pedagogy of Effective Literacy Instruction. 2 Hours**

This course enables candidates to demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment and evaluation to create literate environments that foster both reading and writing in all students. Prerequisite(s): Acceptance to END.LTS program.

**EDT 683. Professional Development in Literacy. 2 Hours**

An introduction to research and knowledge bases related to teacher professional development from a variety of perspectives. Examines coaching as one venue of supporting teacher professional development. Prerequisite(s): Acceptance to END.LTS program.

**EDT 684. Advanced Literacy Research. 2 Hours**

This course is an introduction to literacy research as an integral part of professional development. It builds on candidate understanding of a variety of research paradigms in reading and writing research, supports engagement in inquiry that significantly advances candidates' current understanding of the teaching of reading and writing, and provides opportunities for candidates to collaborate with other literacy professionals in order to advance understanding of evidence-based practice. Prerequisite(s): Acceptance to END.LTS program.

**EDT 685. LTS Internship. 4 Hours**

The internship is the culminating activity supporting and integrating the accomplishment of the Literacy Specialist Endorsement Standards I - VI. This school-based practicum over an academic year includes providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on databased decision making to inform coaching. Prerequisite(s): Acceptance to END. LTS program.

**EDT 951. Advocacy in and through Organizations. 3 Hours**

This course explores the current political, educational, and societal issues related to educational institutions, healthcare organizations, nonprofits and similar organizations. It will explore the role of individuals and organizations in strengthening leadership and advocacy skills relevant to the organizations and the communities they serve.

**EDT 963. Building Learning Communities. 3 Hours**

This doctoral-level course will explore concepts and theories related to the development of learning communities and to increasing adult learning and productivity in organizations.