

VIII School of Education

Ellis A. Joseph, Dean

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In conformity with the University's purposes, the School of Education endeavors to foster both the development of those general capacities of the students which flow directly from their human nature and the development of those particular capacities which enable them to become effective practitioners in the field of professional education.

The general capacities of the students are developed through a broad and sound general education. It acquaints them with the major areas of knowledge and provides planned opportunities for personal, social, and ethical development.

The particular concern of the School is the professional preparation of teachers for the elementary and secondary schools. Provisions for professional competence are made (1) through comprehensive study of specialized teaching fields, (2) through thorough study of the professional foundations common to all teaching, and (3) through specialized study of the principles underlying a particular type and level of teaching.

Students in the School of Education should appraise their commitment to teaching according to their development in specific knowledge, skills, attitudes, and values:

Knowledge: Students will demonstrate their knowledge of the teaching and learning process; of human nature and of human development, particularly in educational settings; of the means and ends of education; and of the subjects they wish to teach.

Skills: Students will be able to assess pupil needs, interests, and level of understanding; to formulate learning objectives; to select appropriate learning content, materials, and activities; to facilitate learning activities and provide effective learning environments; to evaluate pupil progress and provide for self-evaluation by pupils; to assess their own teaching competencies and the effect these have on pupil learning; to foster tolerance and fairness in human relations; and to apply theory to practice in planned and supervised field experiences.

Attitudes: Students will seek self-development; accept others; trust, be open to and help others; and be enthusiastic for inquiry, experimentation, and discovery.

Values: Students will be committed to education for the betterment of others and society; to the Judeo-Christian principles that refer to a shared common humanity, the dignity of the person, the use of reason, and cooperation in seeking the common good and social justice; to the democratic principles; to a humanistic approach to learning; and to the Marianist tradition in education.

DEGREE REQUIREMENTS

In this chapter are described specific four-year course requirements for certification in kindergarten-primary, elementary, educable mentally retarded, secondary, and special (music, art, physical education, health-education) teaching. All of these programs lead to the same degree—Bachelor of Science in Education (B.S. in Ed.).

Toward the close of the freshman year all students are required to be approved for admission to the sophomore class. At this point their work is reviewed by a faculty committee to determine the extent to which their personal traits, academic work, etc. point toward the likelihood of success as professional teachers.

As a rule the School of Education will not recommend students for graduation unless these students can also qualify for teacher certification.

The responsibility for meeting the University and State requirements rests with the student. The student is cautioned to study the course requirements and to keep accurate count of the semester hours applicable to graduation. Students planning to teach in states other than Ohio should fulfill University requirements as well as those of the state in which they desire to teach. (Consult *Requirements for Certification* by Woellner, University of Chicago Press; this book is constantly available both in the Education Office, Room C-104, and in the Curriculum Materials Center, Room C-114.)

Requirements for graduation and teacher certification are the following:

1. Evidence of such general scholarship and personal and moral qualities as give promise of professional success.
2. Evidence of participation in a variety of planned clinical and field experiences essential to the development of the resourcefulness needed by teachers.
3. Successful completion of a minimum of 124 semester hours in approved courses.
4. An overall cumulative point average of at least 2.0 (C) and a cumulative point average of at least 2.5 for the professional education courses and for the principal teaching field. A 2.0 cumulative average is required for other teaching field(s).
5. Successful completion of the following professional education sequence:

	<i>Semester Hours</i>
A. Personal and Professional Development of the Teacher	2-4
B. Children and/or Adolescents in Education	3
C. Teaching and Learning	3
D. Teaching in the Elementary School <i>or</i> The Secondary School, Self, and Society	3
E. Special Methods ¹	3
F. Philosophy of Education	3
G. Student Teaching	6-12

¹Students in Elementary Education follow special courses in elementary school curriculum. Students in Kindergarten-Primary Education follow special courses in theory, methods, and materials on the kindergarten-primary level.

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With the possible exception of A and B, all courses in the above sequence must be taken at the University of Dayton. Transfer credits from other institutions will not be accepted in substitution for courses C through G.

6. Completion of University requirements in general education, including the following courses in Religious Studies and Philosophy—12 semester hours:

(1) 3 semester hours in Religious Studies,

(2) 3 semester hours in PHL 103,

(3) 6 semester hours in Religious Studies and/or Philosophy electives.

7. Completion of the National Teacher Examination, a comprehensive examination involving the following: general education, professional education, and specialization (principal teaching field). The examination **MUST** be taken no later than one term prior to the term in which the student expects to be graduated. Delay in taking the examination will lead to postponement of graduation and certification. Students should be sure to consult the Education Office for dates on which the examination will be administered.

COUNSELING

All freshman education students are assigned faculty advisors from the departments in which they are enrolled. All upperclass students report for proper guidance at least once every semester to the dean or to these advisors.

STUDENT TEACHING

Student teaching, which consists of actual classroom teaching under competent supervision, involves full-day sessions for approximately one semester. During the semester of student teaching, the student is not ordinarily permitted to carry more than three semester hours of additional course work. These additional hours are ordinarily scheduled outside the normal school day in order to keep the student-teaching experience intact for the full school day. Students should make their financial arrangements such that they need not continue with part-time employment during this semester.

The faculty of the School of Education screen each candidate who applies for student teaching on the basis of the following factors: (1) skill in oral and written communication, (2) quality-point average in course work (at least 2.5 for professional education courses and for principal teaching field and at least 2.0 for a second teaching field), (3) physical and emotional fitness, (4) desirable personal and moral traits, (5) completion of the prerequisite courses and field experiences.

Prerequisites for candidacy for student teaching are (1) official enrollment in a teacher education program at the University, (2) prospective completion of the minimum residence requirement of thirty semester hours inclusive of student teaching, (3) formal application for processing by the screening committee to whom application must be submitted a term in advance of student teaching. (Application blanks may be secured from the chairpersons' offices, C205 and FH3.)

The campus supervisors have direct charge of the student teaching experience.

Once a week throughout the term a student teaching seminar is held on campus.

Once students have been approved and placed for student teaching, they may not withdraw from the program except with the approval of the department chairperson. A student who withdraws without this approval forfeits future placement in student teaching.

TEACHER PLACEMENT

Students who qualify for teacher certification through the School of Education are aided in securing teaching positions by the School's placement service in Chaminade Hall, Room C-202. Placement requires cooperation from the candidate in filling out the necessary papers and in submitting names for references. Interviews with prospective employers conducted in the School of Education Placement Office are announced in advance.

TEACHER CERTIFICATION

The School of Education is on the approved lists of the State Department of Education and of the National Council for Accreditation of Teacher Education. NCATE accreditation is being used increasingly as a basis for reciprocity between states in teacher certification. To date the following states grant regular certificates under practically all circumstances to teachers who have completed approved programs in institutions accredited by NCATE: Alabama, Alaska, Arkansas, Delaware, Florida, Georgia, Illinois, Indiana, Iowa, Kentucky, Maine, Maryland, Massachusetts, Mississippi, Missouri, North Carolina, North Dakota, Rhode Island, South Dakota, Tennessee, Utah, Wyoming, and the District of Columbia.

The State of Ohio also has reciprocity arrangements enabling teachers with Ohio provisional certificates to qualify for the regular initial teaching certificates issued by these states: Alabama, California, Connecticut, Delaware, Florida, Hawaii, Idaho, Indiana, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, and the District of Columbia.

In addition to preparing properly certified kindergarten-primary, elementary, and high school teachers, the School also enables students to qualify for special certification in art, physical education, health education, driver education, music, and the teaching of the educable mentally retarded.

A curriculum in Home Economics Education has been established through the Vocational Division of the State of Ohio, Department of Education. Graduates of this curriculum are certified to teach *vocational* as well as *nonvocational* home economics.

ATHLETIC TRAINING CERTIFICATION

The certificate in Athletic Training may be pursued by any student in the School of Education. It consists of 25 semester hours of classroom work and 100 clock hours of supervised internship. The internship is completed in local schools and on campus. See EDP (also EDD, EDH).

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INTERSCHOLASTIC COACHING CERTIFICATION

The Certification of Interscholastic Coaches program may be pursued by any student in the School of Education. See EDP (also EDD).

BACCALAUREATE PROGRAMS

The School of Education offers and administers eleven basic programs leading to the baccalaureate degree. (Nine of these are outlined and their requirements and options discussed in detail later in this chapter, under code designations of course subject matter—for example, EDE signifies Elementary Education.) These are as follows:

- PROGRAM—E1: ELEMENTARY EDUCATION, grades 1-8
E1a: ELEMENTARY EDUCATION, Educable Mentally Retarded (K-12)
E1b: ELEMENTARY EDUCATION, Moderately, Severely, and Profoundly Retarded (K-12)
E1c: ELEMENTARY EDUCATION, Learning Disabilities (K-12)
E1d: KINDERGARTEN-PRE-SCHOOL EDUCATION
E1e: READING TEACHER, validation K-12
See EDE, EDT.
- PROGRAM—E2: SECONDARY EDUCATION
See EDS, EDT.
- PROGRAM—E3: PHYSICAL EDUCATION
See EDP (also EDD, EDH).
- PROGRAM—E4: HEALTH EDUCATION
E4a: HEALTH INFORMATION SPECIALIST
See EDH (also EDD, EDP).
- PROGRAM—E5: MUSIC EDUCATION
See MUS, EDT. See also MUS, Chapter VI.
- PROGRAM—E6: ART EDUCATION
See ART, EDT. See also ART, Chapter VI.
- PROGRAM—E7: HOME ECONOMICS EDUCATION (VOCATIONAL)
See HEC, EDT. See also HEC, Chapter VI.
- PROGRAM—E8: RETRAINING (POST-GRADUATE)
For holders of provisional high school certificates or provisional special certificates who desire certification valid for elementary teaching. See EDE, EDT.

PROGRAM—E9: CERTIFICATION (POST-GRADUATE)

For graduates of the University of Dayton or of other accredited institutions who hold nonprofessional degrees (B.A., B.S., or equivalent) and who are interested in becoming certified teachers. The program involves approximately 30 semester hours and includes courses in professional education, courses needed to complete teaching field requirements, and supervised teaching. No assignment to student teaching can be made until all prerequisite courses have been taken in the School of Education, and application for certification will be made only after successful completion of an approved program. To be admitted to the Certification Program, the applicant must

1. have a cumulative quality point-average in the nonprofessional degree of at least 2.5 (out of a possible 4.0);
2. submit a letter of recommendation from a professor or a responsible official at the school where the degree was received; and
3. meet the standards which the School of Education uses for screening transfer students.

PROGRAM—E10: SECOND DEGREE (POST-GRADUATE)

For nonprofessional degree holders who desire, in addition to certification (see Program—E9 above), a Bachelor of Science in Education as a second degree. The gaining of such a second degree offers as one of several advantages that of enabling the candidate to qualify under and to benefit from the national accreditation which the School of Education holds through the National Council for the Accreditation of Teacher Education (NCATE).

The requirements for admission to this program are the same as those for Program—E9. (See above.)

To qualify for the Bachelor of Science in Education as a second degree, the student must

1. complete a minimum of 30 semester hours beyond the first degree;
2. qualify for the Provisional Elementary Certificate by completing a pattern of courses substantially equivalent to the curriculum outlined in Program—E1, or qualify for the Provisional High School Certificate by completing a pattern of courses substantially equivalent to the curriculum outlined in Program—E2, including the prescribed minimum requirements for a principal and a second teaching field, both of which must be certifiable, and
3. complete the general curriculum requirements prescribed by the University for all undergraduate degrees.

PROGRAM—E11A: TEACHER CERTIFICATION for students in the College of Arts and Sciences

E11B: TEACHER CERTIFICATION for students in the School of Business Administration

See EDS, EDT. See also EDS, Chapters VI and VII.

GRADUATE PROGRAMS

For in-service teachers, the School of Education offers six graduate programs leading to the Master of Science in Education; these are designed to prepare master high school teachers, master elementary teachers, school counselors, school psychologists, social agency counselors, college student personnel professionals, school administrators, and educational research specialists. (For details on the graduate programs request a copy of the Graduate Issue of the University of Dayton Bulletin.)

COUNSELOR EDUCATION & HUMAN SERVICES (EDC)

The Department of Counselor Education and Human Services equips students to be professional school counselors, school psychologists, visiting teachers, college service personnel, and social agency counselors.

FACULTY

Eugene K. Moulin, *Chairperson*

Professors: Moulin, Diethorn

Associate Professors: Anderson, McCormick

COURSES OF INSTRUCTION

Courses are listed in the Graduate Issue of the Bulletin.

EDUCATIONAL ADMINISTRATION (EDA)

The Department of Educational Administration offers students the opportunity to become certified as elementary school principals, high school principals, and superintendents of school systems.

FACULTY

John R. O'Donnell, *Chairperson*

Professor: O'Donnell

Associate Professors: Crim, Frericks, Hopfengardner, Morton

Assistant Professor: Harawa

Part-time Instructors: Coy, Ritchie, Roush, Torge

COURSES OF INSTRUCTION

Courses are listed in the Graduate Issue of the Bulletin.

ELEMENTARY EDUCATION (EDE)

Programs in elementary education and tangential areas are administered by the Department of Teacher Education. (See EDT.)

PROGRAM—E1: ELEMENTARY EDUCATION

(Leading to Ohio Provisional Elementary Certificate: grades 1-8)

Dept.	No.	Course	Semester Hours	
Freshman Year				
BIO	114-114L	Biological Science and Laboratory ¹	4	
EDE	109-110	Personal and Professional Development ²	2	2
ENG	111-112	College Composition I and II ³	4	3
HST	—	Elective in Western culture ⁴	3	
HST	—	Elective in non-Western culture ⁵		3
PHL	103	Introduction to Philosophy		3
PHY	105	The Physical Sciences		4
REL	—	Elective	3	
ART	101	Foundations and Materials in Art		2
			16	17
Sophomore Year				
EDF	205	Child in Education	3	
EDF	208	Teaching and Learning		3
—	—	Physical or Health Education elective ⁶	2	
ENG	—	English elective ⁷		3
—	—	American Studies elective ⁸	3	
MTH	204	Mathematical Concepts I		3
—	—	Elective in Religious Studies or Philosophy		3
—	—	Social science elective ⁹	3	
EDE	296	Teaching in the Elementary School	3	
—	—	Elective in area of specialization ¹⁰		3
MUS	104	Music Literature for Elementary Classroom		2
EDE	390	Learning and Behavior Disorders	3	
			17	17
Junior Year				
EDE	320	Reading and Language Arts	3	
EDE	321	Practicum: Reading and Language Arts	3	
EDE	325	Social Studies in the Elementary School	3	
EDE	360	Children's Literature	3	
EDE	403	Mathematics in the Elementary School	3	
EDE	481	Art in Elementary Education	2	
EDE	413	Student Teaching ¹¹		12
—	—	Elective in area of specialization ¹²		3
—	—	Free elective		2
			17	17

Senior Year			
EDF	419	Philosophy of Education	3
—	—	Philosophy or Religious Studies elective	3
—	—	Humanities elective ¹³	3
—	—	Social science elective	3
EDE	483	Music in Elementary Education	2
—	—	Electives in area of specialization	6
EDP	414	Physical Education in Elementary School ¹³	3
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¹Most courses can be taken in terms other than listed. Consult advisor.

²Field-based experiences are arranged by the University.

³If ENG 111 is waived, take 200-, 300-, or 400-level ENG course or modern language course.

⁴Possible choices: HST 103, 104, 105, 120, 275, 329, 357, 306.

⁵Possible choices: HST 130, 131, 135.

⁶Combination of 5 sem. hrs. of EDH and EDP required for degree.

⁷Possible choice: ENG 200-, 300-, or 400-level elective.

⁸Possible choices: HST 251, 252, 260, 270, 396, or POL 201.

⁹Possible choices: Courses in ANT, SOC, POL, ECO, AAS, PSY.

¹⁰A specialization of 12 or more sem. hrs. above other course requirements in a certified area or an area of interest.

¹¹Only 9 sem. hrs. required if student also enrolls in 410, or 411, or 414.

¹²Three sem. hrs. of humanities required. Can be used for area of specialization.

¹³Or EDH 117 or EDH 413 or EDP 223.

PROGRAM—E1a: SPECIAL EDUCATION—EMR (K-12)

The student must meet the following requirements in addition to satisfying the requirements for the Standard Elementary Teaching Certificate.

EDE	480	Psychology and Education of the Retarded	3
EDE	487	Career Development—Special Education ¹	2
EDE	492	Curriculum and Instruction for Teaching MR ¹	6
EDE	411	Student Teaching: MR ¹	6

¹Take EDE 487, 492, and 411 concurrently in senior year.

PROGRAM—E1b: SPECIAL EDUCATION—MSPR (Moderately, Severely, and Profoundly Retarded)

The student must meet the following requirements in addition to satisfying the requirements for the Standard Elementary Teaching Certificate.

EDE	480	Psychology and Education of the Retarded	3
EDE	487	Career Development—Special Education ¹	2
EDE	492	Curriculum and Instruction for Teaching MR ¹	6
EDE	411	Student Teaching: MSPR ¹	6

EDE 488	Counseling Parents of Exceptional Children	3
EDE 489	Education of the Multi-Handicapped	2
EDE 496	Classroom Structure and Behavior Management	3

¹Take EDE 487, 492, and 411 concurrently in senior year.

PROGRAM—E1c: SPECIAL EDUCATION—Learning Disabilities (K-12)

The student must meet the following requirements in addition to satisfying the requirements for the Standard Elementary Teaching Certificate.

EDF 206	Adolescent in Education	3
EDE 488	Counseling Parents of Exceptional Children	3
EDE 494	Student Teaching: LD	3
EDE 495	Diagnostic Teaching in Learning Disabilities	3
EDE 496	Classroom Structure and Behavior Management	3

PROGRAM—E1d: KINDERGARTEN—PRE-SCHOOL EDUCATION

The student must meet the following requirements in addition to satisfying the requirements for the Standard Elementary Teaching Certificate.

A. Kindergarten-Primary (Leading to Ohio Provisional Kindergarten-Primary Certificate: K-3.

EDE 219	Kindergarten—Primary Instruction	3
EDE 410	Student Teaching: Kindergarten	3

B. Pre-School Education (At the present time, Ohio does not require certification in this area. The following courses are offered for those persons desiring it as an area of specialization.)

EDE 250	Introduction to Pre-School Education	3
EDE 470	Pre-Kindergarten Instruction	3
EDE 471	Student Teaching: Pre-Kindergarten	3

PROGRAM—E1e: READING TEACHER (VALIDATION K-12)

The student must meet the following requirements in addition to satisfying the requirements for the Standard Elementary Teaching Certificate.

EDF 206	Adolescent in Education	3
EDE 469	Reading in the Content Area	3
EDE 468	Diagnosis of Reading Difficulties	3

PROGRAM—E8: RETRAINING (POST-GRADUATE)

For students who have completed requirements for the Provisional High School Certificate or for the Provisional Special Certificate and who desire certification valid for Elementary Teaching.

A. The holder of a provisional High School or Special Certificate may obtain a certificate valid for elementary teaching by completing the following semester hours of credit.

EDF	205	Child in Education	3
EDE	296	Teaching in the Elementary School	3
EDE	320	Reading and Language Arts in Elementary School	3
		(Special arrangements with chairperson)	
EDE	403	Mathematics in the Elementary School	3

B. Such a certificate is designated as a "Retraining" certificate. It may be renewed upon evidence of the completion of 12 semester hours of additional credit in prescribed courses. Conversion to a Standard 4-Year Provisional Elementary Certificate is possible when the appropriate pattern of training has been completed. Consult chairperson.

COURSES OF INSTRUCTION

ELEMENTARY EDUCATION STANDARD CERTIFICATE

EDE 109. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE ELEMENTARY SCHOOL TEACHER: The first course in the elementary education sequence, to help the student define professional goals and assess strengths and weaknesses in light of competencies deemed essential for an elementary school teacher. 2 sem. hrs.

EDE 110. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE ELEMENTARY SCHOOL TEACHER: Continuation of EDE 109. Practicum experiences on campus and in local schools to explore interests and test willingness to commit oneself to the teaching profession. A block of 3 hours weekly is required. 2 sem. hrs.

EDE 296. TEACHING IN THE ELEMENTARY SCHOOL: Study of the role of the teacher in the classroom including human relations, assessment, instruction, and evaluation of teaching. Prerequisite: EDE 110. 3 sem. hrs.

EDE 320. READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL: An integrated language arts course with reading as its core subject. 3 sem. hrs.

EDE 321. PRACTICUM EXPERIENCES: Field-based experience in schools, to accompany EDE 320. 3 sem. hrs.

EDE 325. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL: Function of the social studies in the elementary school; appraisal of teaching procedures in the field; formulation of definite principles; testing the results of instruction. 3 sem. hrs.

EDE 360. CHILDREN'S LITERATURE: The history of children's literature, poetry for various age levels, folk tales, story telling. Required of and limited to students in elementary education. 3 sem. hrs.

EDE 390. LEARNING AND BEHAVIOR DISORDERS: A survey course dealing with the nature and characteristics of handicapping conditions in children. 3 sem. hrs.

EDE 403. MATHEMATICS IN THE ELEMENTARY SCHOOL: Distribution of content according to grade levels, methods of presentation, diagnosis of learning difficulties, remedial instruction, testing. Directed observation of teaching. 3 sem. hrs.

EDE 412. STUDENT TEACHING—SUMMER: Supervised teaching in actual classroom during the summer period. Seminar on campus twice a week. Restricted to students who have had previous full-time teaching experience. Prerequisite: Special permission of the chairperson. 6 sem. hrs.

EDE 413. STUDENT TEACHING (ELEMENTARY): Teaching in actual classroom for full semester under close supervision. Seminar once a week. Prerequisite: Formal admission to student teaching a full semester in advance; also EDE 110, 296, 320, 321, 325, 403. 6-12 sem. hrs.

EDE 414. OUTDOOR EDUCATION PRACTICUM: On-site learning relating to ecological understanding and field and classroom teaching methods. Taken concurrently with the outdoor education five-week student teaching assignment. 3 sem. hrs.

EDE 431. AUDIO-VISUAL INSTRUCTION: The use of visual and other sensory aids in the classroom. Includes demonstration lessons applying sensory methods to the subjects of the curriculum. 2 sem. hrs.

EDE 460. SCIENCE IN THE ELEMENTARY SCHOOL: Understanding the challenge of the newer developments of science for the elementary school program. Study of the objectives of elementary science and of the selection and grade placement of subject matter. 3 sem. hrs.

EDE 481. ART IN THE ELEMENTARY SCHOOL: Study of instructional contents, materials, lesson planning, and evaluating, together with the corresponding attitudes, values, and skills for the teaching of art in the elementary school classroom. 2 sem. hrs.

EDE 483. MUSIC IN ELEMENTARY EDUCATION—PRIMARY: A course to increase one's understanding of the concepts of music and to enable one to project those musical concepts to the primary grades. 2 sem. hrs.

EDE 498. THE USE OF MEDIA—THE NEWSPAPER IN THE CLASSROOM: A course designed to teach preservice and in-service teachers how a newspaper can be used as a "living textbook" with elementary, junior high, and senior high school students. The course is co-sponsored by the Dayton Journal Herald. 2 sem. hrs.

EARLY CHILDHOOD PROGRAM

PRE-KINDERGARTEN—KINDERGARTEN

EDE 219. KINDERGARTEN-PRIMARY INSTRUCTION: Theory and practical skills necessary to meet the needs of children in kindergarten-primary levels. Taken concurrently with EDE 410. *3 sem. hrs.*

EDE 250. INTRODUCTION TO PRE-SCHOOL EDUCATION: Studying growth characteristics and observation of young children. First term. *3 sem. hrs.*

EDE 410. STUDENT TEACHING—KINDERGARTEN: Required for kindergarten-primary certification. Taken concurrently with EDE 219. *3 sem. hrs.*

EDE 470. PRE-KINDERGARTEN INSTRUCTION: Curricular programs, techniques, and materials used in pre-kindergarten education. Also, ways in which the pre-school teacher can work with parents and handle crisis situations. Taken concurrently with EDE 471. Second term. *3 sem. hrs.*

EDE 471. STUDENT TEACHING—PRE-KINDERGARTEN: Supervised teaching in a pre-kindergarten situation. Taken concurrently with EDE 470. Prerequisite: EDE 250 or permission of the chairperson. Second term. *3 sem. hrs.*

READING TEACHER (VALIDATION K-12)

EDE 468. DIAGNOSIS OF READING DIFFICULTIES: Study of diagnostic tools and procedures, and their application in reading programs. Prerequisites: EDF 206, EDE 413. First term. *3 sem. hrs.*

EDE 469. READING IN THE CONTENT AREAS: Designed to study content area reading problems and to assist teachers in developing techniques for teaching vocabulary and effective reading skills in social studies, science, mathematics, and literature. Second term. *3 sem. hrs.*

SPECIAL EDUCATION

EDE 411. STUDENT TEACHING—MR: Teaching in an actual classroom under supervision. Includes a seminar. Prerequisites: EDE 390, 413, 480, 492. *3 sem. hrs.*

EDE 480. PSYCHOLOGY AND EDUCATION OF THE RETARDED: A survey course giving a broad overview of mental retardation. Includes curriculum planning and one half-day practicum once a week. Prerequisites: EDE 296, 390 (may be taken concurrently). *3 sem. hrs.*

EDE 487. CAREER DEVELOPMENT—SPECIAL EDUCATION: Techniques of job classification, selection, placement, activities related to work experience from pre-school to adult. Prerequisite: EDE 480. *2 sem. hrs.*

EDE 488. COUNSELING PARENTS OF EXCEPTIONAL CHILDREN: Techniques and methods for helping the parents accept and plan for the handicapped child. Interpretation of handicaps to parents, school-home relations. Prerequisite: EDE 390. *3 sem. hrs.*

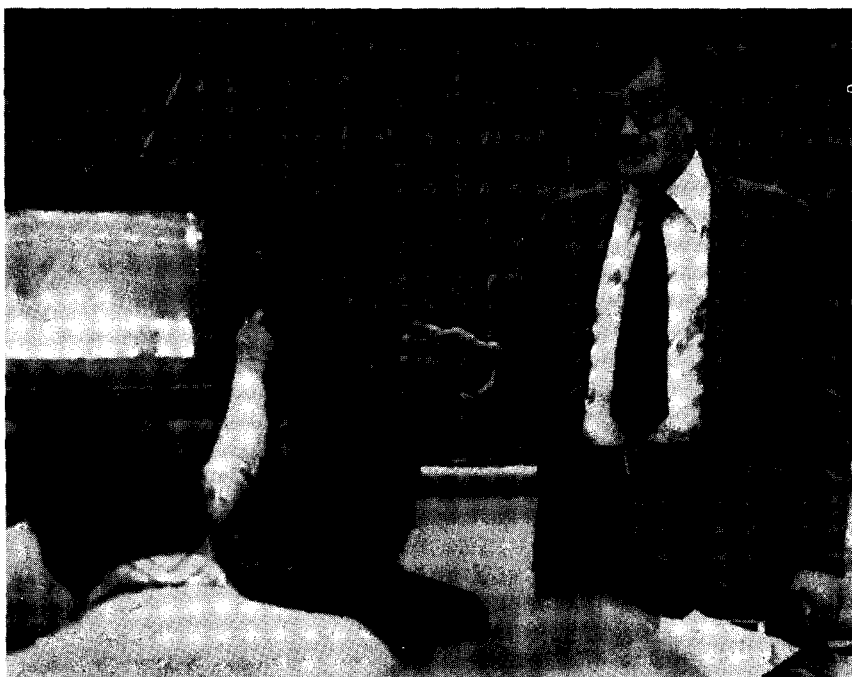
EDE 489. EDUCATION OF THE MULTI-HANDICAPPED: Problems, program development, and educational needs of the multi-handicapped. Pre-school to adulthood. Prerequisite: EDE 390, 480. 2 sem. hrs.

EDE 492. CURRICULUM AND INSTRUCTION FOR TEACHING MENTALLY RETARDED: Preparation, selection, and adaptation of instructional materials, multi-factored assessment and evaluation techniques relative to placement and individual programming. Prerequisite: EDE 480. 6 sem. hrs.

EDE 494. STUDENT TEACHING: LD: The learner will experience the role of the teacher. Because of the uniqueness of each student teaching environment, guidelines for each school situation will be designed by the participating school personnel, the student teacher, and the campus supervisor. Prerequisites: EDF 206, EDE 390, 413, 496. Corequisite: EDE 495. 3 sem. hrs.

EDE 495. DIAGNOSTIC TEACHING IN LEARNING DISABILITIES: This course is to provide the learner with functional knowledge about sensori-motor and perceptual-motor development, memory, language, and basic cognitive skills based on theoretical implications. Prerequisites: EDF 206, EDE 390, 413, 496. Corequisite: EDE 494 or equivalent. 3 sem. hrs.

EDE 496. CLASSROOM STRUCTURE AND BEHAVIOR MANAGEMENT: Application of methods of observing, recording, and measuring human behavior with emphasis on behavior management techniques for the developmentally disabled and for children with learning disabilities and behavior disorders. 3 sem. hrs.



FINE ARTS (ART)

The Department of Teacher Education cooperates with the Fine Arts Division of the Department of Performing and Visual Arts to offer Program E6, which leads to the Bachelor of Science in Art Education.

For specific course descriptions and further information, see also ART, Chapter VI, and consult with the director of the Fine Arts Division.

PROGRAM—E6: BACHELOR OF SCIENCE IN ART EDUCATION

Dept.	No.	Course	Semester Hours	
Freshman Year			1st Term	2nd Term
ART	104	Introductory Drawing	3	
ART	112	Principles of Design	3	
ART	231	Sculpture		3
ART	261	Introductory Copper Enameling	2	
ART	273-274	Survey of Art I and II	3	3
PHO	101	Basic Photography		3
EDS	109-110	Personal and Professional Development	2	2
ENG	111-112	College Composition I and II ¹	4	3
PHL	103	Introduction to Philosophy		3
			<u>17</u>	<u>17</u>
Sophomore Year ²				
ART	226	Introductory Painting	3	
ART	228	Watercolor		3
ART	240	Introductory Ceramics I	3	
ART	251	Graphics		3
EDF	207	Child and Adolescent in Education	3	
EDF	208	Teaching and Learning		3
EDP	—	Physical Education or Health elective	2	1
REL	—	Elective	3	
—	—	Religious Studies or Philosophy elective		3
HST	—	Electives	3	3
			<u>17</u>	<u>16</u>
Junior Year				
ART	355	Silk Screen Serigraphy		3
ART	363	Jewelry Casting		2
ART	—	Electives ³	6	
ART	341	Weaving		2
EDP	—	Physical Education or Health elective	1	
EDS	318	Human Relations in Education		2
EDS	351	The Secondary School, Self, and Society ⁴	3	
EDS	455	Secondary School Reading Improvement		2
—	—	Science course and laboratory ⁵	4	
MTH	111	Mathematics and Its Cultural Aspects		3
—	—	General education elective	3	
—	—	Religious Studies or Philosophy elective		3
			<u>17</u>	<u>17</u>

Senior Year			
ART	—	Art History or Appreciation ⁶	6
ART	—	Electives ³	4
ART	483	Creative Art Teaching	4
EDF	419	Philosophy of Education	3
EDS	415	Student Teaching ⁷	
			<hr/>
			17
			<hr/>
			12

¹If ENG 111 is waived, take 200-, 300-, or 400-level ENG elective to replace it.
²A critique will be held with the Art Education faculty during February of the sophomore year.
³Choose ART electives from Design, Drawing, Crafts, Graphics, Painting, Sculpture, Photography, Interior Design, and Art History.
⁴Students should leave one half day open for practicum.
⁵Take BIO 114 or PHY 105 or GEO 109.
⁶Electives in Art History, Art Criticism, Aesthetics, Photography, or Environmental Design.
⁷All required ART courses must be taken prior to student teaching.



HOME ECONOMICS (HEC)

A program (E7) for the Bachelor of Science in Education with certification in the field of Vocational Home Economics is offered to secondary education students in cooperation with the Department of Home Economics. It leads to the Bachelor of Science in Home Economics Education.

For specific course descriptions and further information, see also HEC, Chapter VI, and consult with the department chairperson.

PROGRAM—E7: BACHELOR OF SCIENCE IN HOME ECONOMICS
EDUCATION (VOCATIONAL)

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term</i> ¹	<i>2nd Term</i>
Freshman Year				
BIO	114-114L	Biological Science and Laboratory		3-2-4
CHM	110-110L	General Chemistry and Laboratory	3-2-4 ¹	
EDS	109-110	Personal and Professional Development	2-0-2	2-0-2
ENG	111-112	College Composition I and II ²	4-0-4	3-0-3
HEC	105	Introduction to Related Art ³	3-0-3	
HEC	200	Introductory Foods ⁴		2-4-4
EDP	—	Physical Education or Health electives ⁵	1-0-1	1-0-1
PHL	103	Introduction to Philosophy		3-0-3
REL	—	Elective	3-0-3	
			17	17
Sophomore Year				
HEC	321	Consumer Education		3-0-3
EDF	208	Teaching and Learning	3-0-3	
HEC	101, 311	Clothing I and Advanced Clothing ⁴	2-3-3	2-3-3
HEC	214	Textiles		3-0-3
HEC	306	Home Management I	3-0-3	
HEC	225, 329	Child Development and Practicum	2-2-3	2-2-3
MTH	—	Mathematics course ⁶	3-0-3	
—	—	Elective in Religious Studies or Philosophy		3-0-3
			15	15
Junior Year				
EDS	318	Human Relations in Education	2-0-2	
EDS	351	The Secondary School, Self, and Society ⁷		3-0-3
EDS	455	Secondary School Reading Improvement		2-0-2
HEC	303	Nutrition and Health		3-0-3
HEC	309	Household Equipment	3-0-3	
HEC	318	Family Living		3-0-3
HEC	323	Demonstration Techniques	2-0-2	
HEC	320	Family Housing	2-0-2	
HEC	—	Home Economics electives	3-0-3	3-0-3
HEC	437	Meal Management		2-2-3
—	—	Elective in Religious Studies or Philosophy	3-0-3	
			15	17

Senior Year			
EDF	419	Philosophy of Education	3-0-3
EDS	415	Student Teaching	x-x-12
HEC	405	Teaching of Home Economics ⁷	3-0-3
HEC	406	Home Management II	1-4-3
—	—	General Education electives	6-0-6
			<u>15</u>
			<u>12</u>

¹For example, 3-0-3 means 3 class hrs., 0 lab hrs., 3 sem. hrs. of credit.

²If ENG 111 is waived, take 200-, 300- or 400-level ENG elective to replace it.

³ART 111-112 Principles of Design may be substituted.

⁴May be taken either freshman or sophomore year.

⁵Any Physical Education or Health course open to the University to total 2 sem. hrs.

⁶Choose from MTH 101, 107, 111, 207.

⁷Students should leave one half day open for teacher-aide activities.



MUSIC (MUS)

The Department of Teacher Education cooperates with the Music Division of the Department of Performing and Visual Arts to offer Program E5, which leads to the Bachelor of Science in Music Education.

A performance audition is required before a student is admitted to this program. Students are required to perform at least once each term, in a public or studio recital. In addition, each student is required to present not less than one-half recital in the senior year. A preliminary hearing for the senior recital will be scheduled at the discretion of the instructor—normally three weeks, but not less than ten days, before the recital date.

For specific course descriptions and further information, see also MUS, Chapter VI, and consult with the director of the Music Division.

PROGRAM—E5: BACHELOR OF SCIENCE IN MUSIC EDUCATION

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
Freshman Year			1st Term	2nd Term
EDS	109-110	Personal and Professional Development	2	2
ENG	111-112	College Composition I and II ¹	4	3
EDP	—	Physical Education or Health electives	2	
MUS	111-112	Theory of Music I	3	3
MUS	113-114	Aural Skills I	1	1
MUS	—	Performance ²	1	1
REL	—	Elective	3	
PHL	103	Introduction to Philosophy		3
—	—	Science course and laboratory ³		4
			16	17
Sophomore Year				
EDF	207	Child and Adolescent in Education	3	
EDF	208	Teaching and Learning		3
EDP	—	Physical Education or Health elective	1	
HST	—	Elective		3
MUS	211-212	Theory of Music II	3	3
MUS	213-215	Aural Skills II	1	1
MUS	301-302	History of Music	3	3
MUS	331	Vocal Music in High School	2	
MUS	—	Performance ²	2	2
MUS	335	Music in Elementary Grades	3	
MUS	—	Elective ⁴		2
			18	17
Junior Year				
HST	—	Elective	3	
MUS	—	Music History elective ⁵		2
MUS	320	Basic Conducting	2	
MUS	330	Instrumental Conducting <i>or</i>		
MUS	351	Choral Conducting		2
MUS	333	Organization of School Instrumental Music Program		2

MUS	334	Fundamentals of Orchestration ⁸	2	
MUS	399	Performance ²	2	2
MUS	—	Elective ⁴		2
—	—	Religious Studies and/or Philosophy electives	3	3
MTH	111	Mathematics and Its Cultural Aspects		3
EDS	318	Human Relations in Education	2	
EDS	351	The Secondary School, Self, and Society ⁶	3	
EDS	455	Secondary School Reading Improvement		2
			<hr/> 17	<hr/> 18
Senior Year				
MUS	399	Performance ²	2	
MUS	429	Marching Band Techniques ⁷	2	
MUS	—	Music Education electives ⁴	4	
MUS	—	Electives ⁴	6	
EDS	415	Student Teaching		12
EDF	419	Philosophy of Education	3	
			<hr/> 17	<hr/> 12

¹If ENG 111 is waived, take 200-, 300-, or 400-level ENG elective to replace it.

²Performance includes private instruction courses in piano, organ, voice, and orchestra instruments. Class Piano (MUS 296-297-298-299) is required of students who have not previously studied piano.

³Take BIO 114 or PHY 105 or GEO 109.

⁴Check with advisor in Music Division.

⁵MUS 341, 342, 343, 344.

⁶Students should leave one half day open for tutoring.

⁷Required of students planning to teach instrumental music in secondary school.



PHYSICAL AND HEALTH EDUCATION (EDD, EDH, EDP)

The Department of Physical and Health Education offers its students the opportunity to gain field experience and to do student teaching in area schools. Students may be certified as teachers of health and physical education in grades K-12. They also may become formally prepared for coaching.

PROGRAM—E3: PHYSICAL EDUCATION

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term¹</i>	<i>2nd Term</i>
Freshman Year				
BIO	114-114L	Biological Science and Laboratory		3-2-4
MTH	107	Mathematics course	3-0-3 ¹	
ENG	111-112	College Composition I and II ²	4-0-4	3-0-3
REL	—	Elective	3-0-3	
PHL	103	Introduction to Philosophy		3-0-3
EDD	109-110	Personal and Professional Development	2-0-2	2-0-2
EDP	180-199	Physical Education Activities	0-8-2	0-4-1
HST	—	100-200-level electives	3-0-3	3-0-3
			17	16
Sophomore Year				
EDF	207	Child and Adolescent in Education	3-0-3	
EDF	208	Teaching and Learning		3-0-3
—	—	Religious Studies or Philosophy electives	3-0-3	3-0-3
EDP	200	Motor Learning	2-0-2	
EDP	223	Movement Education	2-2-3	
EDP	213	Principles and History of Physical Education		2-0-2
EDD	251	School Health Program		3-0-3
EDP	180-199	Physical Education Activities	0-8-2	0-4-1
EDP	220	Adaptive Physical Education	3-0-3	
EDP	—	Electives		2-0-2
			16	14
Junior Year				
EDD	305-306	Anatomy and Physiology	3-0-3	3-0-3
EDD	336	Standard First Aid and Personal Safety		2-0-2
EDS	351	The Secondary School, Self, and Society ³	3-0-3	
EDF	419	Philosophy of Education		3-0-3
EDP	300	Methods of Teaching Physical Education	3-0-3	
EDP	324	Elementary Physical Education		3-0-3
EDP	—	Electives	2-0-2	2-0-2
EDD	337	Cardiopulmonary Resuscitation	2-0-1	
—	—	Electives	5-0-5	3-0-3
			17	16

Senior Year			
EDP	409-409L	Kinesiology and Laboratory	2-2-3
EDP	408	Physiology of Exercise	2-0-2
EDP	402	Organization and Administration of Physical Education	2-0-2
EDP	405	Tests and Measurements	2-0-2
—	—	Electives	5-0-5
EDP	417	Student Teaching (Special Field) or	
EDP	418	Student Teaching (Principal Field)	
			<u>14</u>
			<u>x-x-12</u> 12

¹For example, 3-0-3 means 3 class hrs., 0 lab. hrs., 3 sem. hrs. of credit.

²If ENG 111 is waived, take ENG 118 or 200-level ENG course to replace it.

³Students should leave one half day open for tutoring.

PROGRAM—E4: HEALTH EDUCATION

Dept.	No.	Course	1st Term ¹	2nd Term
Freshman Year				
BIO	114-114L	Biological Science and Laboratory		3-2-4
MTH	—	Mathematics course	3-0-3 ¹	
ENG	111-112	College Composition I and II ²	4-0-4	3-0-3
REL	—	Elective	3-0-3	
PHL	103	Introduction to Philosophy		3-0-3
EDD	109	Personal and Professional Development	2-0-2	
EDS	110	Personal and Professional Development		2-0-2
EDH	117	Personal and Community Health	3-0-3	
HST	—	100-200 level elective		3-0-3
EDP	130	Physical Education Activities ³	0-2-1	0-2-1
			<u>16</u>	<u>16</u>
Sophomore Year				
EDF	207	Child and Adolescent in Education	3-0-3	
EDF	208	Teaching and Learning		3-0-3
HST	—	100-200-level elective	3-0-3	
EDD	251	School Health Program		3-0-3
—	—	Religious Studies or Philosophy	3-0-3	3-0-3
SOC	204	Modern Social Problems	3-0-3	
EDH	—	Electives	2-0-2	3-0-3
EDH	—	Electives or 2nd field	2-0-2	4-0-4
			<u>16</u>	<u>16</u>
Junior Year				
EDD	305-306	Anatomy and Physiology	3-0-3	3-0-3
		School Health Instruction		3-0-3
EDH	336	Standard First Aid and Personal Safety	2-0-2	
EDS	351	The Secondary School, Self, and Society		3-0-3
EDH	—	Elective	2-0-2	
EDH	364	Sex Education		2-0-2
EDD	337	Cardiopulmonary Resuscitation	2-0-1	
EDH	412	Community Health Agencies		2-0-2
EDH	—	Electives or 2nd field	8-0-8	3-0-3
			<u>16</u>	<u>16</u>

Senior Year				
EDH	430	Principles of Health Education		2-0-2
EDH	407	Current Issues in Health Education	2-0-2	
EDF	419	Philosophy of Education	3-0-3	
EDH	419	Student Teaching (Health)		x-x-12
EDH	—	Elective	3-0-3	
EDH	—	Electives or 2nd field	8-0-8	
			16	14

¹For example, 3-0-3 means 3 class hrs., 0 lab. hrs., 3 sem. hrs. of credit.

²If ENG 111 is waived, take ENG 118 or 200-level ENG course to replace it.

³For a teaching field in Physical Education, take EDP 180-199.

⁴Students should leave one half day open for tutoring.

PROGRAM—E4A: HEALTH INFORMATION SPECIALIST

Dept.	No.	Course	1st Term ¹	2nd Term
Freshman Year				
BIO	114-114L	Biological Science and Laboratory		3-2-4
MTH	—	Mathematics course	3-0-3 ¹	
ENG	111-112	College Composition I and II ²	4-0-4	3-0-3
REL	—	Elective	3-0-3	
PHL	103	Introduction to Philosophy		3-0-3
EDD	109	Personal and Professional Development	2-0-2	
EDS	110	Personal and Professional Development		2-0-2
EDH	117	Personal and Community Health	3-0-3	
HST	—	100-200-level elective		3-0-3
EDP	130	Physical Education Activities ³	0-2-1	0-2-1
			16	16
Sophomore Year				
—	—	Professional education electives	3-0-3	3-0-3
HST	—	100-200-level elective	3-0-3	
EDD	251	School Health Program		3-0-3
—	—	Religious Studies or Philosophy	3-0-3	3-0-3
SOC	204	Modern Social Problems	3-0-3	
EDH	—	Electives	2-0-2	3-0-3
—	—	EDH electives or 2nd field ³	2-0-2	4-0-4
			16	16
Junior Year				
EDD	305-306	Anatomy and Physiology	3-0-3	3-0-3
EDH	309	School Health Instruction		3-0-3
EDD	336	Standard First Aid and Personal Safety	2-0-2	
—	—	Professional education elective		3-0-3
EDH	—	Elective	2-0-2	
EDH	364	Sex Education		2-0-2
EDD	337	Cardiopulmonary Resuscitation	2-0-1	
EDH	412	Community Health Agencies		2-0-2
—	—	EDH electives or 2nd field ³	8-0-8	3-0-3
			16	16

Senior Year			
EDH	430	Principles of Health Education	2-0-2
EDH	407	Current Issues in Health Education	2-0-2
—	—	Professional education or EDH electives or 2nd field ³	<u>x-x-14</u> 16
			<u>x-x-14</u> 16

¹For example, 3-0-3 means 3 class hrs., 0 lab. hrs., 3 sem. hrs. of credit.

²If ENG 111 is waived, take ENG 118 or 200-level ENG course to replace it.

³Refer to checksheet for total number of professional education and EDH electives required.

CERTIFICATION PROGRAM IN ATHLETIC TRAINING

The certificate in Athletic Training may be pursued by any student in the School of Education. It consists of 26 semester hours of classroom work with 100 clock hours of supervised internship: 50 hours on campus and 50 hours with a high school trainer.

Dept.	No.	Course	Semester Hours
EDD	305	Human Anatomy	3
EDD	306	Human Physiology	3
EDP	409	Kinesiology and Laboratory	3
EDP	408	Physiology of Exercise and Laboratory	3
EDD	336	Standard First Aid and Personal Safety ¹	2
EDH	117	Personal and Community Health	3
EDP	220	Adaptive Physical Education	3
EDD	337	Cardiopulmonary Resuscitation (CPR)	1
EDD	330	Athletic Training and Laboratory ¹	3
EDD	338	Athletic Training Internship	2
			<u>26</u>

¹Prerequisites for Internship hours.

CERTIFICATION PROGRAM IN INTERSCHOLASTIC COACHING

The certificate in Interscholastic Coaching may be pursued by any student in the School of Education.

Dept.	No.	Course	Semester Hours
EDD	330	Athletic Training and Laboratory	3
EDD	336	Standard First Aid and Personal Safety	2
EDD	337	Cardiopulmonary Resuscitation (CPR)	1
EDP	403	Principles, Ethics, and Practices of Coaching	2
EDP	404	Coaching Internship	3
EDP	446	Scientific Principles of Athletic Conditioning (EDP 546—Graduate 4 qtr. hrs.)	3
EDP	447	Administration of Interscholastic and Intramural Athletics (EDP 547—Graduate 3 qtr. hrs.)	2
EDP	—	Coaching courses (Minimum of 2 Coaching courses)	<u>2-4</u>
			<u>18-20</u>

FACULTY

Doris A. Drees, *Chairperson*

Professors: Drees, LaVanche

Associate Professors: Leonard, Schleppi, Siciliano

Assistant Professors: Laubach, Morefield, Roberts

Part-time instructors: Donoher, Hoppe, Jayson

COURSES OF INSTRUCTION

EDP 101. SPORT IN THE CULTURE: Development of appreciation and understanding of sport in society. Study of sport and related areas in the American and selected European cultures. *2 sem. hrs.*

EDP 130. PHYSICAL EDUCATION ACTIVITIES: Skills and understanding basic to an appreciation of selected activities. Open to all University students. Consult the official composite for current offerings. *1 sem. hr. each term*

EDD 109. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE TEACHER: A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for a physical and/or health education teacher. *2 sem. hrs.*

EDD 110. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE TEACHER: Practicum experiences on campus and in local area schools to enable the student to explore interests and test commitment to the teaching profession. *2 sem. hrs.*

EDH 117. PERSONAL AND COMMUNITY HEALTH: Basic course for health education majors. Open to all University students. Health maintenance information, practical self improvement experiences, acquaintance with family, community, and national resources. *3 sem. hrs.*

EDP 180-199. PHYSICAL EDUCATION ACTIVITIES: Fundamentals of physical activities for physical education majors. Development of skills and knowledge needed to teach team and individual sports. Proficiency must be shown in at least eleven (11) of the approximately twenty (20) activities offered. Six semester hours are required for Physical Education majors. Prerequisite to EDP 300.

EDP 200. MOTOR LEARNING: Investigation of fundamental principles of human movement. Physical and psychological variables essential to motor learning are considered. Prerequisite for EDP 300. *2 sem. hrs.*

EDP 213. PRINCIPLES AND HISTORY OF PHYSICAL EDUCATION: A study of the historical development of physical education, as well as its aims and the scope of its psychological, sociological, and biological aspects in relation to its role in the general education process. *2 sem. hrs.*

EDP 220. ADAPTIVE PHYSICAL EDUCATION: A course to prepare prospective teachers to adapt a physical education program so all children and youth can successfully participate in activity programs. Study of the atypical child in order to organize and administer a program which will meet individual needs. *3 sem. hrs.*

EDP 223. **BASIC MOVEMENT EDUCATION:** The study of movement fundamental to all the traditional content areas of games and sports, dance, and gymnastics. Prerequisite for EDP 324. *3 sem. hrs.*

EDP 245. **MODERN DANCE:** Basic and intermediate techniques in Modern Dance. The study of dance as an art form. First term, every other year. Elective. *2 sem. hrs.*

EDD 251. **THE SCHOOL HEALTH PROGRAM:** The organization and administration of a school health program with emphasis on principles of health education, health services, and healthful school living. *3 sem. hrs.*

EDP 300. **METHODS OF TEACHING PHYSICAL EDUCATION:** Methods to teach individual, dual, and team activities in physical education classes. Practicum. Prerequisite: EDP 200. *3 sem. hrs.*

EDD 305-306. **HUMAN ANATOMY AND HUMAN PHYSIOLOGY:** A study of the human body with emphasis on the interdependent relationships of structure and function. Prerequisite: BIO 114. Prerequisite to EDP 408-409. *6 sem. hrs.*

EDH 309. **SCHOOL HEALTH INSTRUCTION:** A study of the instructional phase of the school health program with emphasis on the methods of teaching health in the elementary and secondary schools. *3 sem. hrs.*

EDP 310. **COACHING MEN'S BASKETBALL:** The theory, skills, strategies, and methods of coaching men's basketball. First term, each year. Elective. *2 sem. hrs.*

EDP 311. **COACHING GOLF:** The theory, skills, strategies, and methods of coaching golf. Elective. *1 sem. hr.*

EDP 312. **COACHING FOOTBALL:** The theory, skills, strategies, and methods of coaching football. Second term, each year. Elective. *2 sem. hrs.*

EDP 313. **COACHING FIELD HOCKEY:** The theory, strategies, and methods of coaching field hockey. First term, every other year. Elective. *1 sem. hr.*

EDP 314. **COACHING BASEBALL:** The theory, skills, strategies, and methods of coaching baseball. Second term, each year. Elective. *1 sem. hr.*

EDP 315. **COACHING WOMEN'S BASKETBALL:** The theory, strategies, and methods of coaching women's basketball. Elective. *1 sem. hr.*

EDP 316. **COACHING SOCCER:** The theory, skills, strategies, and methods of coaching soccer. First term, each year. Elective. *1 sem. hr.*

EDP 317. **COACHING TRACK AND FIELD:** The theory, skills, strategies, and methods of coaching track and field. Elective. *1 sem. hr.*

EDP 318. **COACHING GYMNASTICS:** The theory, skills, strategies, and methods of coaching gymnastics. Elective. *2 sem. hrs.*

EDP 319. **COACHING SOFTBALL:** The theory, skills, strategies, and methods of coaching softball. Elective. *1 sem. hr.*

EDP 320. COACHING TENNIS: The theory, skills, strategies, and methods of coaching tennis. Elective. *1 sem. hr.*

EDP 322. COACHING VOLLEYBALL: The theory, skills, strategies, and methods of coaching volleyball. Elective. *1 sem. hr.*

EDP 323. COACHING WRESTLING: The theory, skills, strategies, and methods of coaching wrestling. Elective. *1 sem. hr.*

EDP 324. ELEMENTARY PHYSICAL EDUCATION: Basic theory, techniques and methods for conducting a program for elementary students. Prerequisite: EDP 223. *3 sem. hrs.*

EDD 330. ATHLETIC TRAINING AND LABORATORY: Application of principles involved in prevention, care, and treatment of athletic injuries. Second term, each year. Elective. *3 sem. hrs.*

EDP 336. STANDARD FIRST AID AND PERSONAL SAFETY: Study of basic principles involving personal safety and accident prevention. Application of first aid knowledge and skills in emergencies. National Red Cross Instructor's certificate for Standard First Aid and Personal Safety may be obtained. *2 sem. hrs.*

EDD 337. CARDIOPULMONARY RESUSCITATION (CPR): The American National Red Cross course designed to certify the student both in basic CPR techniques and CPR instruction. *1 sem. hr.*

EDD 338. ATHLETIC TRAINING INTERNSHIP: Practical experience with the men's and women's intercollegiate athletic teams. Student is also assigned to a high school with a certified athletic trainer. Students will spend 50 clock hours in each internship experience. Prerequisites: EDD 330, 336, 337. *2 sem. hrs.*

EDP 348. ORGANIZATION AND ADMINISTRATION OF RECREATION: Study of the philosophy, leadership, standards, facilities, and programs of recreation. Second term, every other year. Elective. *2 sem. hrs.*

EDH 360. ADDICTION: View of psychic dependence as repetition of a pleasant experience; studies attempting to determine causes and effects of, and alternatives to, addiction. Offered on demand. Elective. *2 sem. hrs.*

EDH 361. HEALTH CONSUMERSHIP: Sorting fad from fact in products and services from the present market (fad diets, nutrition nonsense, quackery, advertising tricks, beauty gimmicks); a survey of medical hoaxes; information on protection available to all consumers. Offered on demand. Elective. *2 sem. hrs.*

EDH 362. ENVIRONMENTAL HEALTH AND ECOLOGY: A detailed study of present environmental conditions; emphasis on improvement through individual effort and community action. Offered on demand. Elective. *2 sem. hrs.*

EDH 363. EMOTIONAL HEALTH: Study of emotions, behavior, personality, social relationships, and adjustments to change. The aim is toward increased self-understanding. Offered on demand. Elective. *2 sem. hrs.*

EDH 364. SEX EDUCATION: A detailed study of maturation, reproduction, pregnancy, birth and physiological development in humans. Emphasis on the psychological concept of sexuality in American society. *2 sem. hrs.*

EDP 400. PHYSICAL EDUCATION WORKSHOPS: Various workshops will be conducted depending upon the needs of the clientele. *1-3 sem. hrs.*

EDP 402. ORGANIZATION AND ADMINISTRATION OF PHYSICAL EDUCATION: Basic principles and techniques useful in solving organizational and administrative problems in physical education, intramurals, and athletics. *2 sem. hrs.*

EDP 403. PRINCIPLES, ETHICS AND PRACTICES OF COACHING: General principles governing the administrative and coaching functions of planning, organizing, and instructing athletic teams. Elective. *2 sem. hrs.*

EDP 404. COACHING INTERNSHIP. Practical coaching experience working in local schools with interscholastic teams. Elective. *3 sem. hrs.*

EDP 405. TESTS AND MEASUREMENTS IN PHYSICAL EDUCATION: A direct relationship of tests and measurements to the teaching situation. *2 sem. hrs.*

EDH 406. HEALTH EDUCATION WORKSHOPS: Various workshops will be conducted depending upon the needs of the clientele. *1 to 3 sem. hrs.*

EDH 407. CURRENT ISSUES IN HEALTH EDUCATION: A seminar on current health topics with emphasis on prevention, solution, and the related roles of the health educator. *2 sem. hrs.*

EDP 408. PHYSIOLOGY OF EXERCISE: Detailed study of the effects of exercise on human functions, thus providing a basis for the study of physical fitness, motor skills, and athletic training. Prerequisites: EDD 305-306. *2 sem. hrs.*

EDP 408L. PHYSIOLOGY OF EXERCISE LABORATORY: Course to accompany EDP 408. One two-hour laboratory per week in which the practical applications of exercise physiology will be stressed. Elective. *1 sem. hr.*

EDP 409. KINESIOLOGY: The investigation and analysis of human motion based on anatomical, physiological, and mechanical principles. Prerequisites: EDD 305-306. *2 sem. hrs.*

EDP 409L. KINESIOLOGY LABORATORY: Course to accompany EDP 409. One two-hour laboratory per week, stressing the practical application of kinesiology. *1 sem. hr.*

EDH 412. COMMUNITY HEALTH AGENCIES: The functions and services of various local health agencies. Course members select agencies to visit and/or invite to campus. *2 sem. hrs.*

EDH 413. HEALTH EDUCATION FOR THE ELEMENTARY EDUCATOR: A study of the total school health program. Elementary education majors only. *3 sem. hrs.*

EDP 414. PHYSICAL EDUCATION FOR THE ELEMENTARY EDUCATOR: A course designed to equip the elementary education major with basic theory, techniques, and methods for conducting a physical education program for elementary students. Elementary education majors only. *3 sem. hrs.*

EDH 415. Health Agency Internship: Student spends 60 hours with an agency of his/her choice. Prerequisites: Junior standing and EDH 412. 2 sem. hrs.

EDP 417. STUDENT TEACHING (SPECIAL TEACHING FIELD): Teaching under close supervision in the specialized subject area in both elementary and high school grades for a minimum of twelve weeks. A seminar is held once a week. Prerequisite: Formal admission a full semester in advance. 12 sem. hrs.

EDP 418. STUDENT TEACHING (PRINCIPAL TEACHING FIELD): Teaching under close supervision in the specialized subject area in the high school grades for a minimum of twelve weeks. A seminar is held once a week. Prerequisite: Formal admission a full semester in advance. 12 sem. hrs.

EDH 419. STUDENT TEACHING—HEALTH: Teaching under close supervision in the specialized subject area in elementary, junior high, and high school grades for a minimum of twelve weeks. A seminar is held once a week. Prerequisite: Formal admission a full semester in advance. 12 sem. hrs.

EDP 420. SENIOR LIFE SAVING: The American Red Cross Senior Life Saving Course. Prerequisite: Advanced Swimming. First term, each year. Elective. 1 sem. hr.

EDP 421. WATER SAFETY INSTRUCTION: The American Red Cross Safety Instructor's Course. Prerequisite: Senior Life Saving. Second term, each year. Elective. 2 sem. hrs.

EDH 430. PRINCIPLES OF HEALTH EDUCATION: Establishment of the need for health education, historical development, survey of various philosophies, and discussion of specific professional standards, all aimed toward conceptualization of a personal philosophy by the health educator. Offered on demand. 2 sem. hrs.

EDP 440. INTRODUCTION TO DRIVER AND TRAFFIC SAFETY EDUCATION: Specifics of classroom instruction in the various subject-matter fields. Selection of presentation and evaluation techniques based on recognized course objectives. First term, each year. Elective. 3 sem. hrs.

EDP 441. ORGANIZATION AND ADMINISTRATION OF DRIVER AND TRAFFIC SAFETY EDUCATION: Organizational and administrative aspects of driver and traffic education as they relate to the total school and other specialized programs. Prerequisite: EDP 440. Second term, each year. Elective. 3 sem. hrs.

EDP 446. SCIENTIFIC PRINCIPLES OF ATHLETIC CONDITIONING: Factors which affect human performance in athletic competition. Methods and theories of training, conditioning and reconditioning. 3 sem. hrs.

EDP 447. ADMINISTRATION OF INTERSCHOLASTIC AND INTRAMURAL ATHLETICS: Structure of interscholastic and intramural athletics and their appendages: staffing, financing, facilities, scheduling, crowd control and sports medicine. 2 sem. hrs.

EDD 450. SELECTED STUDIES IN PHYSICAL EDUCATION AND HEALTH: Investigating, analyzing, and reporting on a problem in physical education, recreation, or health. Permission by chairperson. Elective. 1-3 sem. hrs.

SECONDARY EDUCATION (EDS)

Programs in secondary education are administered by the Department of Teacher Education. (See EDT.)

A student in the Secondary Education Program is required to have either (1) two teaching fields, usually with a minimum of 36 semester hours in the principal teaching field and a minimum of 24 semester hours in the second teaching field; or (2) a single comprehensive field totaling 51 to 60 semester hours. In order to do student teaching and be recommended for certification, the student must earn a quality point average of at least 2.5 in the principal field, 2.0 in the second teaching field, and 2.5 in professional education courses.

Secondary Education teaching fields include the following:

Art	History	Physical Education
Biological Science	Home Economics	Physics
Bookkeeping-Basic Business	Language:	Political Science
Chemistry	Latin	Religious Studies
Earth Science	French	Social Psychology
Economics	German	Sociology
English	Italian	Speech
General Science	Spanish	Stenography-Typing
Health Education	Mathematics	

Secondary Education comprehensive fields include the following:

Art	English
Basic Business-Sales Communication	History
Business Education	Home Economics (Vocational)
Communications: English concentration	Music
Speech concentration	Social Studies
	Speech

PROGRAM—E2: SECONDARY EDUCATION

Dept.	No.	Course	Semester Hours	
Freshman Year			1st Term	2nd Term
EDP	—	Physical Education elective ¹	1	
EDS	109-110	Personal and Professional Development ²	2	2
EDF	206	Adolescent in Education ³		3
ENG	111-112	College Composition I and II ⁴	4	3
HST	—	100-level elective	3	
PHL	103	Introduction to Philosophy	3	
REL	—	Elective		3
—	—	Science and laboratory ⁵	4	
MTH	—	Mathematics course ⁶		3
—	—	Teaching field elective		3
			17	17
Sophomore Year				
EDP	—	Physical Education electives ¹	2	1
EDF	208	Teaching and Learning ³	3	
—	—	Religious Studies and/or Philosophy electives	3	3
—	—	Teaching field electives	9	9
SOC	—	Elective ⁷		3
			17	16

Junior Year				
EDS	351	Secondary School, Self and Society ⁸	3	
—	—	Special Methods in teaching field ⁸		3
—	—	Teaching field or general electives	3	3
—	—	Teaching field electives	9	9
EDS	318	Human Relations in Education	2	
EDS	455	Secondary School Reading Improvement		2
			17	17
Senior Year				
EDS	414	Student Teaching ⁹	12	
EDF	419	Philosophy of Education		3
—	—	Teaching field electives	3	12
			15	15

¹Any EDP or EDH courses; total of 4 sem. hrs. required.

²Students should leave 3 hrs. each week free for field experiences.

³Students should leave 2 hrs. each week free for clinical activities.

⁴If ENG 111 is waived, take 200-, 300- or 400-level ENG elective.

⁵Students may choose from the following: PHY 105 or 151 and lab., GEO 109 and lab, CHM 110 and lab., BIO 114 and lab.

⁶Students may choose MTH 101, 107, 111, or 207.

⁷Students may elect any 200-level course in SOC or ANT.

⁸Students should leave one-half day each week free for field/clinical activities.

⁹Students will have seminar on campus once a week.

PROGRAM—E11A: B.A. or B.S. WITH TEACHER CERTIFICATION

PROGRAM—E11B: B.S. in BUSINESS ADMINISTRATION WITH
TEACHER CERTIFICATION

Students in the College of Arts and Sciences or in the School of Business Administration may enroll in the Department of Teacher Education's Secondary Education Program without transferring to the School of Education. For requirements in professional education courses and in teaching fields consult the Chairperson of the Department of Teacher Education.

Enrollment in these programs (E11A for students matriculating in the College of Arts and Sciences; E11B for students matriculating in the School of Business Administration) is subject to the same admission requirements, counseling, maintenance of a unified system of records, screening, and other professional provisions standard for regular students of the School of Education working toward the B.S. in Education. These include maintaining a 2.5 average in the principal teaching field, 2.0 in the second teaching field, and 2.5 in professional education courses; completion of state required practicum and student teaching hours (300 each); taking the comprehensive National Teacher Examination (NTE); and being in good academic standing at the University. During the semester prior to their enrollment, E11 students are given an orientation to their program.

In order to finish in four years, a student in the College of Arts and Sciences or the School of Business Administration will need to process an application

for admission to the Secondary Education Program no later than the third semester and begin the professional education sequence. Failure to enroll on time may necessitate going beyond the normal four years in order to qualify for teacher certification and graduation. The requirements for the College of Arts and Sciences (Chapter VI) or the School of Business Administration (Chapter VII) and those of the School of Education must be completed before any degree is granted.

When the proper course requirements have been completed, the student may register for student teaching, provided that the application for student teaching is duly processed at the beginning of the semester directly prior to the one during which student teaching will take place and that the student has passed the normal screening procedure.

When all the requirements for teacher certification are completed, the duly enrolled student should make application for the standard State Teaching Certificate through the official recommending officer of the School of Education (C-104).

COURSES OF INSTRUCTION

EDS 109. PERSONAL AND PROFESSIONAL DEVELOPMENT OF SECONDARY TEACHERS I: Practicum experiences on campus and in local schools to explore interests and test willingness to commit oneself to the teaching profession. Required of all first-year students in secondary education. Students should be prepared to devote three hours each week to practicum. First term. *2 sem. hrs.*

EDS 110. PERSONAL AND PROFESSIONAL DEVELOPMENT OF SECONDARY TEACHERS II: A continuation of the emphases in EDS 109. Required of all first-year students in secondary education. Students should be prepared to devote three hours each week to practicum. Second term. *2 sem. hrs.*

EDS 251. COMPUTER-AIDED INSTRUCTION: For those who need help in basic English skills or reading. The student will develop competence in the basic skills through regular work on a terminal. *3 sem. hrs.*

EDS 318. HUMAN RELATIONS IN EDUCATION: Ethnocentrism, cultural pluralism, and social justice. Among topics covered are racism, the melting pot myth, and the education of Asian-Americans, black Americans, Chicanos, American Indians, Puerto Ricans, and Appalachian whites. *2 sem. hrs.*

EDS 327. BUSINESS EDUCATION IN THE SECONDARY SCHOOL: Principles and techniques of teaching business education subjects in high school, including social, business, and secretarial subjects. Students should be prepared to devote one-half day each week to practicum. Prerequisite: EDF 208. First term, each year. *3 sem. hrs.*

EDS 331. RELIGION IN CCD (HIGH SCHOOL): Concentration on the principles and techniques of religious instruction for high school students, following the program of the Confraternity of Christian Doctrine. Prerequisite: 8 sem. hrs. of Religious Studies. *2 sem. hrs.*

EDS 333. RELIGIOUS INSTRUCTION IN CCD PROGRAM: Preparation of the student to teach Catholic pupils from the public secondary schools. Prerequisite: 8 sem. hrs. of Religious Studies. *2 sem. hrs.*

EDS 351. THE SECONDARY SCHOOL, SELF, AND SOCIETY: An examination of the interrelationships between school, self and society, utilizing group procedures when possible. Prerequisite: EDF 208. 3 sem. hrs.

EDS 404. LATIN IN THE SECONDARY SCHOOL: The functions and values of the study of Latin, courses of study, organization of materials, conventional and progressive methods. Students should be prepared to devote one half day each week to practicum. Prerequisite: EDF 208. First term. 3 sem. hrs.

EDS 405. ENGLISH AND SPEECH IN THE SECONDARY SCHOOL: Ways and means whereby teachers can make their teaching more functional. Students should be prepared to devote one-half day each week to practicum. First term. Prerequisite: EDF 208. 3 sem. hrs.

EDS 406. SOCIAL STUDIES IN SECONDARY SCHOOL: Aims and values of social studies in high school. General method and special techniques in the social studies field. Students should be prepared to devote one half day each week to practicum. Prerequisite: EDF 208. First term. 3 sem. hrs.

EDS 408. MODERN LANGUAGE IN THE SECONDARY SCHOOL: The functions and values of language study, courses of study, organization of materials, conventional and progressive methods. Students should be prepared to devote one half day each week to practicum. Prerequisite: EDF 208. First term. 3 sem. hrs.

EDS 409. MATHEMATICS IN THE SECONDARY SCHOOL: The goals of junior and senior high school mathematics; methods and materials; diagnosis. Students should be prepared to devote one half day each week to practicum. Prerequisite: EDF 208. First term. 3 sem. hrs.

EDS 410. RELIGION IN THE SECONDARY SCHOOL: Modern methods of instruction with a view to the practical needs of adolescents. Prerequisite: EDF 208. 2 sem. hrs.

EDS 411. SCIENCE IN THE SECONDARY SCHOOL: Instructional methods and materials with an emphasis on inquiry, diagnosis. Students should be prepared to devote one half day each week to practicum experiences. Prerequisite: EDF 208. First term. 3 sem. hrs.

EDS 414. STUDENT TEACHING AND PRACTICUM (SECONDARY): Teaching for a full semester in actual classroom situations in junior and senior high schools under close supervision. A seminar will be held weekly. Prerequisites: Formal admission to student teaching a full semester in advance; EDS 351 and methods courses. 12 sem. hrs.

EDS 415. STUDENT TEACHING AND PRACTICUM (SPECIAL): Teaching under close supervision in the specialized subject area in both elementary and high school grades for a full semester. A seminar will be held weekly. Prerequisites: Formal admission to student teaching a full semester in advance; EDS 351 and methods courses. 12 sem. hrs.

EDS 439. INTENSIVE OFFICE EDUCATION (I.O.E.) CONTENT AND METHODOLOGY: A qualifying course for the Intensive Office Education Teacher. Covers general aspects of the program including functions (I.O.E., C.O.E. and Business Education) school and community needs, equipment, facilities, curriculum, state criteria, youth groups, adult programs and PRIDE. Second or third terms. 2-3 sem. hrs.

EDS 451. PREPARING COMPUTER-AIDED INSTRUCTION: A two-part course. Part I: introduction for both administrators and teachers to the uses of computers in education. Part II for administrators: examination of the concept of data management by a demonstration system, including a variety of units, preparation of report cards, a program-planning budgeting system. Part II for teachers: applications in various subject areas, with each unit including a description of the computer program rationale. *3 sem. hrs.*

EDS 452. SPECIAL TOPICS IN POST-SECONDARY EDUCATION: Designed to provide knowledge and skills as a basis for formation of attitudes and values in specialized areas of post-secondary education. *1-3 sem. hrs.*

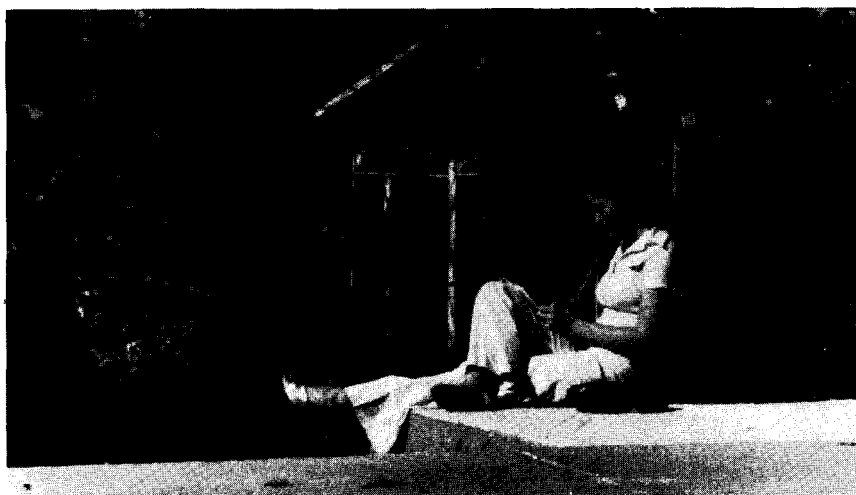
EDS 455. SECONDARY SCHOOL READING IMPROVEMENT: Diagnosis and causes of reading disabilities. Study of techniques applicable to delayed readers. Implementing the high school developmental reading program and reading in the content areas. English and speech teaching fields, 3 sem. hrs.; other secondary teaching fields, 2 sem. hrs. (Reserve 2 hours each week for practicum.) *2-3 sem. hrs.*

EDS 456. INDEPENDENT STUDY: An opportunity for students to pursue (in groups or individually) various interests in education through self-appropriated learning. Prerequisite: Permission of the chairperson. *3 sem. hrs.*

EDS 463. ECONOMIC ISSUES FOR TEACHERS: Presents basic economic concepts and analytical approaches through the discussion of current economic issues with emphasis on teaching techniques and materials. *3 sem. hrs.*

EDS 467. TEACHING IN TODAY'S CATHOLIC HIGH SCHOOL: Issues facing the classroom teacher in the contemporary Catholic high school. Analysis of role expectations for secondary school teachers. *2-3 sem. hrs.*

EDS 481. THE TEACHER IN THE INDIVIDUALIZED CLASSROOM: An examination of the various roles of a teacher in the individualized classroom. The course presents not only a theoretical model for the teacher role but also laboratory experience in which the student can try out the various behaviors. *3 sem. hrs.*



TEACHER EDUCATION (EDT)

The Department of Teacher Education offers programs in Elementary Education, Special Education, Kindergarten-Early Childhood Education, Reading Teacher Education, Music Education, Art Education, Vocational Home Economics, and Secondary Education. See EDE, ART, HEC, MUS, and EDS.

FACULTY

John O. Geiger, *Chairperson*

Helen B. Frye, *Assistant Chairperson, Undergraduate*

James E. Gay, *Assistant Chairperson, Graduate*

Professors: Anderson, Britt, Frye, Fuchs, Gay, Joseph, Klosterman, Petit

Associate Professors: Geiger, Metzger, Rudolph, B. Taylor, Waters

Assistant Professors: Lutz, Watras, Weaver

Part-time Instructors: Beitzel, Brinkmeier, Cambria, Daily, Frederick, Greer,

Hopkins, Kriegbaum, Papanek, Rosser, Zerkle, Zimmerman

Field Experience Coordinators: Ritchie, Hemmelgarn

COURSES OF INSTRUCTION

EDF 205. CHILD IN EDUCATION: Study of the empirical principles of intellectual, moral, physical, personality, and social development as related to the child's performance in the classroom. Interpretations for teaching in elementary classrooms are made. Students are required to participate in field experiences in schools. 3 sem. hrs.

EDF 206. ADOLESCENT IN EDUCATION: Same as EDF 205 but for the adolescent. 3 sem. hrs.

EDF 207. CHILD AND ADOLESCENT IN EDUCATION: Overview of the empirical principles of intellectual, moral, physical, personality, and social development as related to performance in the classroom. Interpretations for teaching selected subjects. Students are required to participate in field experiences in schools. 3 sem. hrs.

EDF 208. TEACHING AND LEARNING: Study of the empirical principles of learning such as reinforcement, discovery, and modeling. Interpretations for teaching methodology especially in diagnosis and evaluation. Students are required to participate in field experiences in schools. Prerequisite: EDF 205, 206, or 207. 3 sem. hrs.

EDF 361. STUDIES OF BLACK CHILDREN: Examination of research studies related to black children. Sample populations, research techniques, the problems studied, and the validity of the conclusions drawn from these studies. 3 sem. hrs.

EDF 419. PHILOSOPHY OF EDUCATION: Study of normative principles including the Marianist perspective, and analyses of concepts related to education. Interpretations for the development of a critical and humane theory of teaching are made. Prerequisites: EDF 205, 206, or 207; EDF 208. 3 sem. hrs.

EDF 423. CATHOLIC PHILOSOPHY OF EDUCATION: Study of aims, rationale, curriculum, methodologies in light of Catholic theology and philosophy. 3 sem. hrs.

EDF 440. STUDY IN SELECTED TOPICS IN FOUNDATIONS OF EDUCATION: Study of selected topics in the Foundations of Education. Prerequisite: Permission of chairperson. 1-3 sem. hrs.

EDF 454. HISTORY OF EDUCATION IN UNITED STATES: Study of the development of education in the United States within political, intellectual, social, and economic contexts. Interpretations of changes in educational policies and practices; development of a critical perspective on education. 3 sem. hrs.

