

VIII School of Education

Ellis A. Joseph, Dean
Jerrold D. Hopfengardner, Associate Dean
Joseph E. White, Assistant Dean

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 through (1) comprehensive study of specialized teaching fields, (2) thorough study of the professional foundations common to all teaching, and (3) 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; of the subjects they wish to teach; and of the special needs of the handicapped and students of minority groups.

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. Demonstrated competencies are essential in meeting the special needs of handicapped and minority-group pupils.

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 elementary, 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.). Other certifications and validations can also be obtained as part of the four-year programs.

The departments have an extensive screening process for students in the first two years of the program. At the end of their sophomore year, all students are required to apply for formal admission to the certification program. 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 their 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 School of 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). Courses in professional education and in the teaching fields must be taken under grading option 1.
5. Successful completion of the following professional education sequence:

	<i>Semester Hours</i>
A. Personal and Professional Development of the Teacher	2-4
B. Child and Adolescent in Education	3
C. Teaching and Learning	3
D. Teaching in the Elementary School or The Secondary School, Self, and Society	3
E. Special Methods ¹	varies
F. Philosophy of Education	3
G. Student Teaching	9-12

¹Each program has one or more methods courses; see specific programs.

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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 normally are not accepted in substitution for courses C through F, and never accepted for student teaching.

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 Examinations (NTE), comprehensive examinations including a core battery of three tests and a specialty area test in the major certification area. (Exception: Health education majors take the core battery only.) The examinations should 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 students report to these advisors for proper guidance at least once every semester before registration.

UNIVERSITY POLICIES

Students are reminded to refer to pertinent sections of this *Bulletin* and the *Student Handbook* for all policies to which they are subject.

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 department offices, C213 and FH4.)

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.

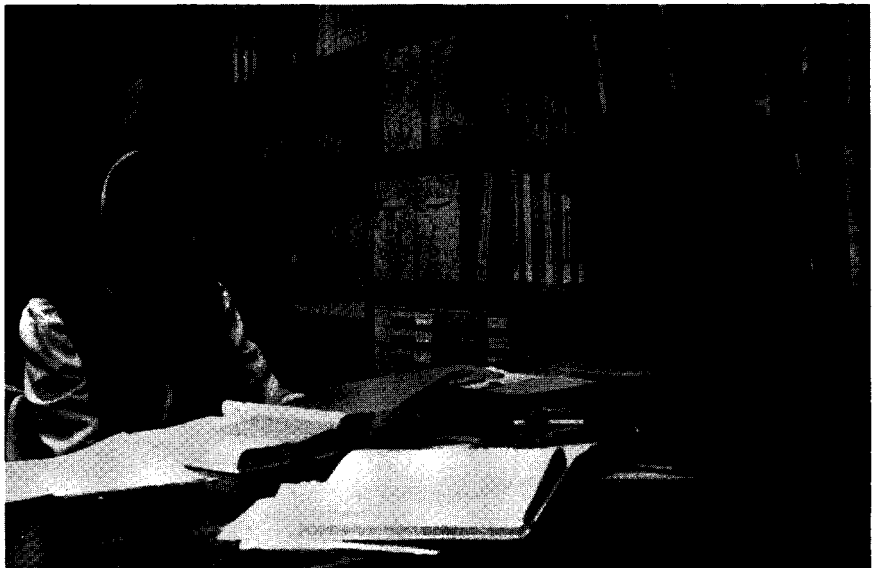
Once students have been approved and placed for student teaching, they may not withdraw from the program except with the approval of the department chairperson. A student who withdraws without this approval forfeits future placement in student teaching.

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 recommendations. Dates for 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, New Mexico, North Carolina, North Dakota, Rhode Island, South Carolina, South Dakota, Tennessee, Utah, Wyoming, and the District of Columbia.



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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, Maine, Maryland, Massachusetts, Nebraska, New Hampshire, New Jersey, New York, North Carolina, Oklahoma, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, West Virginia, and the District of Columbia.

In addition to preparing properly certified elementary and secondary teachers, the School also enables students to qualify for kindergarten-primary certification and for special certification in art, physical education, health education, driver education, music, reading, and the teaching of the handicapped in three fields: learning and behavior disorders; educable mentally retarded; and moderately, severely, and profoundly 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 Department of Physical and Health Education offers two programs in athletic training. The University of Dayton Certificate curriculum is open to any student in the School of Education. This program consists of 26 semester hours of classroom work and 100 supervised internship hours. Students complete 50 hours of on-campus and 50 hours of off-campus internship, all of which are supervised by N.A.T.A. Certified Athletic Trainers. The State Certification curriculum enables a student to meet the State of Ohio certification requirements upon graduation. This program is designed to give the student a variety of clinical experiences with team physicians, physical therapists, hospitals, and high school athletic programs. See EDP (also EDD, EDH).

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 nine basic programs leading to the baccalaureate degree. (Seven 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, EDT signifies Teacher Education.) These are as follows:

PROGRAM—E1: ELEMENTARY EDUCATION, grades 1-8

E1a: SPECIAL EDUCATION, Educable Mentally Retarded (Developmentally Handicapped), K-12

E1b: SPECIAL EDUCATION, Moderately, Severely, and Profoundly Retarded, K-12

E1c: SPECIAL EDUCATION, Learning Disabilities and Behavior Disorders, K-12

- E1d: EARLY CHILDHOOD EDUCATION
- E1e: READING TEACHER, validation K-12
See EDT.

- PROGRAM—E2: SECONDARY EDUCATION, grades 7-12
 - E2a: SPECIAL EDUCATION, Educable Mentally Retarded (Developmentally Handicapped), K-12
 - E2b: SPECIAL EDUCATION, Moderately, Severely, and Profoundly Retarded, K-12
 - E2c: SPECIAL EDUCATION, Learning Disabilities and Behavior Disorders, K-12
 - E2d: SPECIAL EDUCATION, MSPR, validation K-12 (in art, home economics, music, and physical education only)
 - E2e: READING TEACHER, validation K-12
See 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. K-12
See EDT. See also MUS, Chapter VI.

- PROGRAM—E6: ART EDUCATION, K-12
See EDT. See also ART, Chapter VI.

- PROGRAM—E7: HOME ECONOMICS EDUCATION (VOCATIONAL), 7-12
See EDT. See also HEC, Chapter VI.

- 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 EDT. See also EDT, 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 secondary teachers, master elementary teachers, school counselors, school psychologists, social agency counselors, college student personnel professionals, school administrators, and educational research specialists. For non-professional degree holders who are interested in becoming certified teachers, the Department of Teacher Education offers graduate programs leading to elementary and secondary certification. For in-service teachers who wish to retrain for certification in other areas, the Department of Teacher Education offers a variety of programs. (For details on the graduate programs request a copy of the Graduate Issue of the University of Dayton Bulletin.)

INTERDISCIPLINARY STUDIES (EDI)

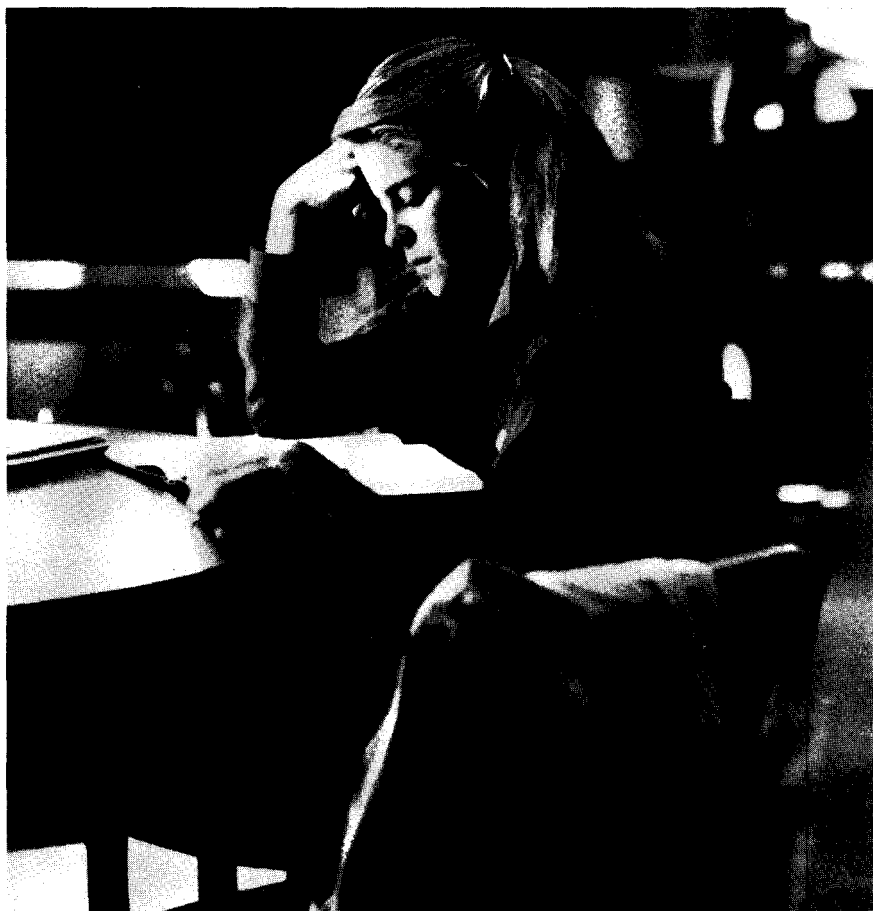
Information is available in the Office of the Dean of the School of Education.

COURSES OF INSTRUCTION

EDI 424. CURRICULUM ENRICHMENT—STUDIES ABROAD: Study of educational philosophies, policies, and programs of other countries in comparison with those of the U.S. *3 sem. hrs.*

EDI 498. HONORS SEMINAR I: Honors student develops honors project. Prerequisite: Permission of director of Honors Program. *3 sem. hrs.*

EDI 499. HONORS SEMINAR II: Honors student completes honors project. Prerequisite: Permission of director of Honors Program. *3 sem. hrs.*



PHYSICAL AND HEALTH EDUCATION (EDP, EDH)

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 and athletic training.

PROGRAM—E3: PHYSICAL EDUCATION (EDP)

<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	Fundamentals of Mathematics	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	0-8-2
HST	—	100-200-level electives	3-0-3	3-0-3
			17	17
Sophomore Year				
EDT	207	Child and Adolescent in Education	3-0-3	
EDT	208	Teaching and Learning		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
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
EDD	222	AV Materials and Equipment	1-0-1	
EDD	251	School Health Program		3-0-3
EDD	305	Human Anatomy		2-2-3
—	—	Religious studies or philosophy electives	3-0-3	3-0-3
			17	17
Junior Year				
EDD	306	Physiology	3-0-3	
EDD	336	Standard First Aid and Personal Safety		2-0-2
EDD	337	Cardiopulmonary Resuscitation	2-0-1	
EDT	351	The Secondary School, Self, and Society ³	3-0-3	
EDT	419	Philosophy of Education		3-0-3
EDP	180-199	Major activities		0-8-2
EDP	300	Methods of Teaching Physical Education	3-0-3	
EDP	324	Elementary Physical Education		3-0-3
EDP	408	Physiology of Exercise		2-0-2
EDP	—	Electives	2-0-2	
—	—	Electives	5-0-5	3-0-3
			17	17

Senior Year			
EDP	409-409L	Kinesiology and Laboratory	2-2-3
EDP	402	Organization and Administration of Physical Education	2-0-2
EDP	405	Tests and Measurements	2-0-2
EDP	417	Student Teaching (Special Field) or	
EDP	418	Student Teaching (Principal Field)	x-x-12
EDT	455	Reading in Content Areas	1-0-1
—	—	Electives	5-0-5
			13
			12

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

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

³Students should leave one half day open for tutoring.

PROGRAM—E4: HEALTH EDUCATION (EDH)

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	
EDT	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				
EDT	207	Child and Adolescent in Education	3-0-3	
EDT	208	Teaching and Learning		3-0-3
HST	—	100-200-level elective	3-0-3	
EDD	222	AV Materials and Equipment	1-0-1	
EDD	251	School Health Program		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
—	—	Religious studies or philosophy	3-0-3	3-0-3
			17	16
Junior Year				
EDD	305-306	Anatomy and Physiology	2-2-3	3-0-3
EDH	309	School Health Instruction		3-0-3
EDH	336	Standard First Aid and Personal Safety	2-0-2	
EDT	351	The Secondary School, Self, and Society ⁴		3-0-3
EDT	455	Reading in Content Areas		1-0-1
EDH	364	Sex Education		2-0-2
EDD	337	Cardiopulmonary Resuscitation	2-0-1	
EDH	412	Community Health Agencies		2-0-2
EDH	—	Elective	2-0-2	
—	—	EDH electives or 2nd field	8-0-8	3-0-3
			16	17

Senior Year				
EDT	419	Philosophy of Education	3-0-3	
EDH	430	Principles of Health Education		2-0-2
EDH	407	Current Issues in Health Education	2-0-2	
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 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 (EHS)

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	
EDT	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	222	AV Materials and Equipment		1-0-1
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	17
Junior Year				
EDD	305-306	Anatomy and Physiology	2-2-3	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
EDD	337	Cardiopulmonary Resuscitation	2-0-1	
EDH	364	Sex Education		2-0-2
EDH	412	Community Health Agencies		2-0-2
EDH	—	Elective	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 200-level ENG course to replace it.

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

UD 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	1
EDD	230	Basic Athletic Training and Laboratory ¹	3
EDD	350	Athletic Training Internship (100 clock hrs.)	2
			<u>26</u>

¹Prerequisites for internship hours.

STATE CERTIFICATION CURRICULUM FOR ATHLETIC TRAINING

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	First Aid and Personal Safety	2
EDH	117	Personal and Community Health	3
EDP	220	Adaptive Physical Education	3
EDD	337	Cardiopulmonary Resuscitation	1
EDD	230	Basic Athletic Training	3
EDD	330	Advanced Athletic Training	3
EDD	350-		
—	354	Internship Hours (800 clock hrs.)	11
—	—	Elective	3
			<u>41</u>

CERTIFICATION PROGRAM IN INTERSCHOLASTIC COACHING

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

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>
EDD	230	Basic 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	1-3
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)	2-4
EDP	—	At least 3 sem. hrs. from recommended electives	3
			19-24

FACULTY

Doris A. Drees, *Chairperson*

Professors: Drees, LaVanche

Associate Professors: Laubach, Leonard, Schleppe, Siciliano

Assistant Professors: Morefield, Roberts

Part-time instructors: Donohoe, Hoppe, Jayson, Kelly, Marshall

COURSES OF INSTRUCTION

EDP 101. SPORT IN AMERICA: 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.

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: Survey of health science and principles of preventive medicine to serve as introduction to other courses in personal or community health and health education. 2-3 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. 1-2 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.*

EDD 222. AUDIO-VISUAL MATERIALS AND EQUIPMENT: Practical application of skills in the preparation, selection, storage, and care of audio-visual materials and equipment appropriate to health education and to physical education. *1 sem. hr.*

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.*

EDD 230. BASIC ATHLETIC TRAINING: Application of principles and methods involved in prevention, care, and treatment of athletic injuries. *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: Study of the methods and skills essential for effective teaching in physical education. *3 sem. hrs.*

EDD 305. HUMAN ANATOMY AND LABORATORY: Study of the human body with emphasis on the interdependent relationships of structure and function. Prerequisite: BIO 114. Prerequisite to EDP 408-409. *3 sem. hrs.*

EDD 306. HUMAN PHYSIOLOGY: Study of the functions of body systems. Cell physiology, structural contributions or limitations, concepts of biochemistry, control of functions, physiological limits of function, and examples of pathologic developments. *3 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 BASKETBALL: The theory, skills, strategies, and methods of coaching basketball. First term, each year. Elective. *2 sem. hrs.*

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

EDP 314. COACHING BASEBALL: The theory, skills, strategies, and methods of coaching baseball. Second term, each year. 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 322. COACHING VOLLEYBALL: The theory, skills, strategies, and methods of coaching volleyball. 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. ADVANCED ATHLETIC TRAINING: Advanced techniques of evaluation, treatment, and rehabilitation of athletic injuries; basic pharmacology and therapeutic modalities. *3 sem. hrs.*

EDD 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 in 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.*

EDD 350-354. ATHLETIC TRAINING INTERNSHIPS: Clinical experience in the intercollegiate athletic training room, observation and active participation with athletic trainers, team physicians, coaches, and athletic teams. Arranged according to individual student needs. *11 sem. hrs.*

EDH 360. ADDICTION EDUCATION: Study of the causes of human compulsion which lead to addictive behavior, survey of addictive substances, individual research into preventive and treatment programs. *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.*

EDH 365. **EDUCATION FOR PARENTING:** Selected issues surrounding family composition and roles, life cycles, marriage, family relationships, and parenting. *2 sem. hrs.*

EDH 367. **COMMUNITY HEALTH PROGRAMS:** Development of those skills necessary to perform as a community health educator in a variety of settings. *2 sem. hrs.*

EDH 373. **STRESS MANAGEMENT FOR THE EDUCATOR:** Examination of life's stressors, utilization of reduction techniques, and assisting others with the management of stress. Special attention to controlling stress in the school setting. *2 sem. hrs.*

EDH 374. **HEALTHFUL LIFESTYLES:** Study of behaviors, attitudes, and values contributing to positive health practices. Assessment of individual lifestyle to improve health status. *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. *1-3 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 well 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 working with an agency of his or 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.*



TEACHER EDUCATION (EDT)

The Teacher Education Department's mission is the development of competent and humane teachers. It provides students the opportunity to be of service in schools and other educational agencies. It dedicates itself to the discovery and transmission of the knowledge, skills, attitudes, and values that enable teachers to be educational leaders.

ELEMENTARY EDUCATION (EDE)

The Department of Teacher Education administers the program in elementary education (E-1), which leads to the Bachelor of Science in Education, and programs in tangential areas (E1a-E1e).

A student in the Elementary Education Program is required to have an area of specialization of 12 or more semester hours; these hours are additional to those required for basic certification. The area of specialization can be in a subject taught in the elementary school curriculum, an area of special interest, and/or an area in which certification or certificate validation is available.

Certification programs are available in the following:

Educable Mentally Retarded (Developmentally Handicapped)

Kindergarten-Primary

Learning Disabilities and Behavior Disorders

Moderately, Severely, and Profoundly Retarded

Validation programs are available in the following for grades indicated:

Art (grades 1-8)

Foreign Language (grades 1-8)

Music (grades 1-8)

Physical Education (grades 1-8)

Reading (grades K-12)

In order to do student teaching and be recommended for certification the elementary education major must earn a quality point average of at least 2.5 in professional education courses and in any additional certification or validation area.

PROGRAM—E1: ELEMENTARY EDUCATION (EDE)

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

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
Freshman Year				
ART	101	Fundamentals and Materials of Art		2
BIO	114-114L	Biological Science and Laboratory ¹	4	
EDT	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	Physical Science		4
REL	—	Elective	3	
			16	17

Sophomore Year			
EDT	207	Child and Adolescent in Education	3
EDT	208	Teaching and Learning ²	3
EDT	296	Teaching in the Elementary School	3
EDT	390	Introduction to Exceptionalities	3
—	—	Physical or health education elective ⁶	2
ENG	—	English elective ⁷	3
—	—	American studies elective ⁸	3
MTH	204	Mathematical Concepts I	3
MUS	104	Music Literature for Elementary Classroom	2
—	—	Religious studies or philosophy elective	3
—	—	Social science elective ⁹	3
—	—	Elective in area of specialization ¹⁰	3
			<hr/>
			17
Junior Year			
EDT	320	Reading and Language Arts	3
EDT	321	Practicum—Elementary Methods ²	3
EDT	325	Social Studies in the Elementary School	3
EDT	360	Children's Literature	3
EDT	403	Mathematics in the Elementary School	3
EDT	460	Science in the Elementary School	2
EDT	481	Art in Elementary Education	2
EDP	413	Health Education for the Elementary Educator ¹¹	3
—	—	Religious studies or philosophy elective	3
—	—	Social science elective ⁹	3
—	—	Electives in area of specialization ¹⁰	3
			<hr/>
			17
Senior Year			
EDT	413	Student Teaching—Elementary ¹²	12
EDT	419	Philosophy of Education	3
EDT	483	Music in Elementary School	2
—	—	Elective in area of specialization ¹⁰	3
—	—	Free elective or elective in area of specialization	3
			<hr/>
			12
			11

¹Most courses can be taken in terms other than listed. Consult advisor.

²Field experiences are arranged by the University.

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

⁴Possible choices: HST 103, 104, 105.

⁵Possible choices: HST 125, 130, 131, 135, 175.

⁶Combination of 5 sem. hrs. of EDH and EDP; either EDH 413 or EDP 414 is required.

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

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

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

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

¹¹Or EDP 414.

¹²Only 9 sem. hrs. required if student also enrolls in EDT 410, 411, 414, 415, 416, or 494.

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.

EDT	480	Psychology and Education of the Retarded	3
EDT	487	Career Development—Special Education ¹	2
EDT	492	Curriculum and Methods—MR ¹	6
EDT	411	Student Teaching—EMR ¹	3-6

¹EDT 487, 492, and 411 can be taken concurrently in senior year, second term.

PROGRAM—E1b: SPECIAL EDUCATION—MSPR (K-12)

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

EDT	480	Psychology and Education of the Retarded	3
EDT	487	Career Development—Special Education ¹	2
EDT	492	Curriculum and Methods—MR ¹	6
EDT	415	Student Teaching—MSPR ¹	3-6
EDT	488	Counseling Parents of Exceptional Children	3
EDT	489	Education of the Multi-Handicapped	2
EDT	496	Classroom Structure and Behavior Management	3

¹EDT 487, 492, and 415 can be taken concurrently in senior year, second term.

PROGRAM—E1c: SPECIAL EDUCATION—LD/BD (K-12)

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

EDT	488	Counseling Parents of Exceptional Children	3
EDT	493	Education of Students with LD/BD	3
EDT	494	Student Teaching—LD/BD	3
EDT	495	Diagnostic Teaching in LD/BD	3
EDT	496	Classroom Structure and Behavior Management	3

PROGRAM—E1d: EARLY CHILDHOOD 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

EDT	219	Kindergarten-Primary Instruction	3
EDT	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.)

EDT 250	Introduction to Pre-School Education	3
EDT 470	Pre-Kindergarten Instruction	3
EDT 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.

EDT 468	Diagnosis of Reading Difficulties	4
EDT 469	Reading in the Content Area	3



SECONDARY EDUCATION (EDS)

The Department of Teacher Education administers the program in secondary education (E-2), which leads to the Bachelor of Science in Education, and programs in tangential areas (E2a-E2e).

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 (7-12) 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	Sales-Communication
Economics	German	Social Psychology
English	Italian	Sociology
General Science	Spanish	Speech
Health Education	Mathematics	Stenography-Typing

Teaching fields for certification K-12 are also available:

Educable Mentally Retarded (Developmentally Handicapped)

Learning Disabilities and Behavior Disorders

Moderately, Severely, and Profoundly Retarded

Secondary Education comprehensive fields (7-12 unless specified otherwise) include the following:

Art (K-12)	Home Economics (Vocational)
Business Education	Music (K-12)
Communications: English concentration	Science
Speech concentration	Social Studies

Validation of a Standard Secondary Certificate is available for Reading Teacher, K-12. Validation of a Standard Certificate in Visual Art or Home Economics or Music Education or Physical Education for the MSPR is available (to teach only that subject to MSPR).

Checklists for each field are available in the Department of Teacher Education, C-213, and the School of Education, C-104.

PROGRAM—E2: SECONDARY EDUCATION (EDS)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
		Freshman Year		
EDT	109-110	Personal and Professional Development ¹	2	2
ENG	111-112	College Composition I and II ²	4	3
PHL	103	Introduction to Philosophy	3	
REL	—	Elective		3
MTH	—	Mathematics elective ³		3

School of Education

EDT

—	—	Teaching field elective		3
—	—	Science and laboratory ⁴	4	
—	—	Social science electives ⁵	3	3
—	—	Physical or health education elective ⁶	1	
			<u>17</u>	<u>17</u>
Sophomore Year				
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ¹		3
—	—	Religious studies and/or philosophy electives	3	3
—	—	Teaching field electives	9	9
—	—	Physical or health education electives ⁶	2	1
			<u>17</u>	<u>16</u>
Junior Year				
EDT	318	Human Relations in Education	2	
EDT	351	Secondary School, Self and Society ¹	3	
EDT	469	Reading in the Content Areas ^{1,7}		2
—	—	Teaching field or general electives	3	6
—	—	Teaching field electives	9	9
			<u>17</u>	<u>17</u>
Senior Year				
EDT	420	Student Teaching—Secondary ⁸		12
EDT	419	Philosophy of Education	3	
—	—	Special methods in teaching field ¹	4	
—	—	Teaching field electives	9	3
			<u>16</u>	<u>15</u>

¹Field experiences are arranged by the University.

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

³Students may choose MTH 101, 107, 111, or 207.

⁴Students may choose from the following: PHY 105 or 151 and lab., GEO 109 and lab., CHM 110 and lab., BIO 114 and lab.

⁵Students may elect any 200-level course in HST, SOC, POL, ECO, PSY, AMS, ANT.

⁶Any EDP or EDH courses; total of 4 sem. hrs. required.

⁷Students with teaching fields in English and speech take 3 sem. hrs.

⁸Students will have seminar on campus once a week.

PROGRAM—E2a: SPECIAL EDUCATION—EMR (DH) (K-12)

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

EDT	320	Reading and Language Arts in Elementary School	3
EDT	321	Practicum: Elementary Methods	3
EDT	390	Introduction to Exceptionalities	3
EDT	480	Psychology and Education of the Retarded	3
EDT	487	Career Development—Special Education	2
EDT	492	Curriculum and Methods—MR	6
EDT	411	Student Teaching—EMR (DH)	3-6

PROGRAM—E2b: SPECIAL EDUCATION—MSPR (K-12)

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

EDT 390	Introduction to Exceptionalities	3
EDT 480	Psychology and Education of the Retarded	3
EDT 488	Counseling Parents of Exceptional Children	3
EDT 489	Education of the Multi-Handicapped	2
EDT 492	Curriculum and Methods—MR	6
EDT 496	Classroom Structure and Behavior Management	3
EDT 415	Student Teaching—MSPR	3-6

PROGRAM—E2c: SPECIAL EDUCATION—LD/BD (K-12)

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

EDT 320	Reading and Language Arts in Elementary School	3
EDT 321	Practicum: Elementary Methods	3
EDT 390	Introduction to Exceptionalities	3
EDT 488	Counseling Parents of Exceptional Children	3
EDT 493	Education of Students with LD/BD	3
EDT 496	Classroom Structure and Behavior Management	3
EDT 495	Diagnostic Teaching in Learning Disabilities (with field experience) ..	3
EDT 494	Student Teaching—LD/BD	3

PROGRAM—E2d: SPECIAL EDUCATION—MSPR (VALIDATION K-12)

The student must meet the following requirements in addition to satisfying the requirements for a Standard Teaching Certificate in Visual Art Education or Home Economics Education or Music Education or Physical Education.

EDT 480	Psychology and Education of the Retarded	3
EDT 492	Curriculum and Methods—MR	6
EDT 496	Classroom Structure and Behavior Management	3

This validation permits the holder of a certificate in one of the fields specified to teach *only that field* to the MSPR.

PROGRAM—E2e: READING TEACHER (VALIDATION K-12)

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

EDT 320	Reading and Language Arts in Elementary School	3
EDT 321	Practicum—Elementary Methods	3
EDT 360	Children's Literature	3
EDT 468	Diagnosis of Reading Difficulties (with field experience)	4
EDT 469	Reading in the Content Areas	3

MUSIC EDUCATION (EMU)

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 (EMU)**

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
Freshman Year			1st Term	2nd Term
EDT	109-110	Personal and Professional Development ¹	2	2
ENG	111-112	College Composition I and II ²	4	3
MUS	111-112	Theory of Music I	3	3
MUS	113-114	Aural Skills I	1	1
MUS	296-297	Class Piano	1	1
MUS	390	Ensemble	1	1
MUS	399	Performance ³	2	2
PHL	103	Introduction to Philosophy	3	
—	—	Science course and laboratory ⁴		4
			17	17
Sophomore Year				
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ¹		3
MUS	211-212	Theory of Music II	3	3
MUS	213-215	Aural Skills II	1	1
MUS	298-299	Class Piano	1	1
MUS	301-302	History of Music	3	3
MUS	390	Ensemble	1	1
MUS	399	Performance ³	2	
—	—	Religious studies and/or philosophy electives	3	3
—	—	Physical or health education electives	1	1
			18	16
Junior Year				
EDT	318	Human Relations in Education		2
EDT	351	Secondary School, Self and Society ¹	3	
MUS	320	Basic Conducting	2	
MUS	330	Instrumental Conducting <i>or</i>		
MUS	351	Choral Conducting		2
MUS	331	Vocal Music in High School	2	
MUS	333	Organization of School Instrumental Music Program		2
MUS	334	Fundamentals of Orchestration	2	

EDT

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MUS	335	Music in Elementary Grades	2	
MUS	390	Ensemble	1	1
MUS	399	Performance ³		2
MUS	—	Music education electives ⁵	2	2
MTH	—	Mathematics elective ⁶		3
—	—	Physical or health education elective	1	
—	—	Social science electives ⁷	3	3
			<u>18</u>	<u>17</u>
Senior Year				
EDT	419	Philosophy of Education	3	
EDT	422	Student Teaching—Music K-12		12
EDT	469	Reading in the Content Areas ¹	2	
MUS	390	Ensemble	1	
MUS	399	Performance ³	2	
MUS	429	Marching Band Techniques ⁸	2	
MUS	—	Music education electives ⁵	4	
REL	—	Elective	3	
			<u>17</u>	<u>12</u>

¹Field experiences are arranged by the University.

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

³Performance includes private instruction courses in piano, organ, voice, and orchestral and band instruments.

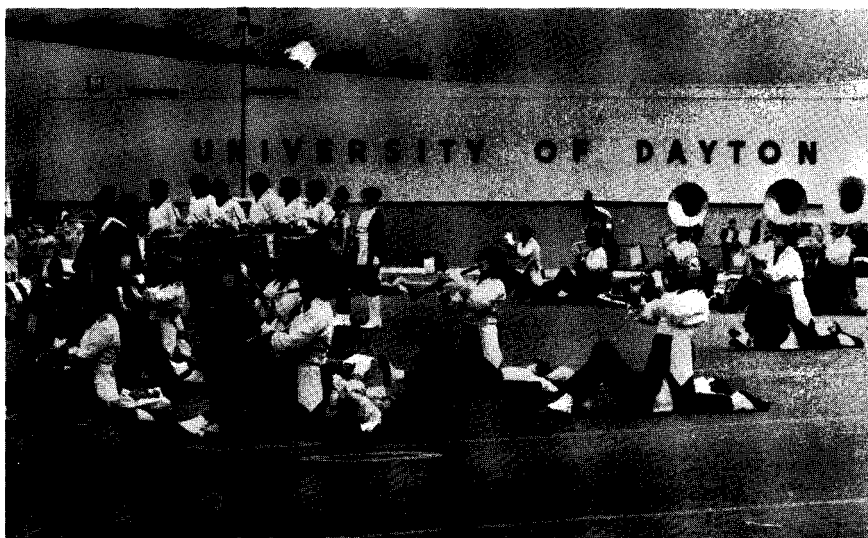
⁴Take BIO 114 or PHY 105 or GEO 109.

⁵Check with advisor in Music Division.

⁶MTH 101, 107, 111, or 207.

⁷SOC, ECO, POL, PSY, ANT, AMS, HST.

⁸Required of students planning to teach instrumental music in secondary school. Vocal emphasis students take MUS elective instead.



ART EDUCATION (EAR)

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 (EAR)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
Freshman Year				
ART	101-102	Fundamentals and Materials of Art	2	2
ART	183-184	Visual Fundamentals I and II	3	3
EDT	109-110	Personal and Professional Development ¹	2	2
ENG	111-112	College Composition I and II ²	4	3
MTH	—	Mathematics elective ³		3
PHL	103	Introduction to Philosophy		3
—	—	Physical or health education elective	1	1
—	—	Science course and laboratory ⁴	4	
			16	17
Sophomore Year ⁵				
ART	104	Introductory Drawing	3	
ART	112	Principles of Design		3
ART	—	Art history	3	
PHO	101	Basic Photography		3
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ¹		3
EDT	318	Human Relations in Education		2
—	—	Physical or health education electives	2	
—	—	Social science electives	3	3
—	—	Religious studies or philosophy electives	3	3
			17	17
Junior Year				
ART	226	Introductory Painting	3	
ART	231	Sculpture	3	
ART	240	Introductory Ceramics, Hand Building	3	
ART	253	Printmaking I or		
ART	254	Printmaking II	3	
ART	262	Introductory Copper Enameling or		
ART	364	Jewelry Construction or		
ART	366	Jewelry Casting		3
ART	292	Lettering and Calligraphy		3
ART	341	Weaving		2
ART	—	Art history		3
—	—	Teaching field elective ⁶		3
EDT	351	The Secondary School, Self, and Society ¹	3	
EDT	469	Reading in the Content Areas ¹		2
			15	16

Senior Year				
ART	483	Creative Art Teaching	4	
—	—	Teaching field electives ⁶	7	
EDT	419	Philosophy of Education	3	
EDT	421	Student Teaching—Art K-12 ⁷		12
REL	—	Religious studies elective	3	
			17	12

¹Field experiences are arranged by the University.

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

³Take MTH 101, 107, 111, or 207.

⁴Take BIO 114, PHY 105 or 108, or GEO 109.

⁵A critique will be held with the art education faculty during February of the sophomore year.

⁶Choose from ART history, ART studio, PHO.

⁷All required ART courses must be taken prior to student teaching.

HOME ECONOMICS EDUCATION (EHE)

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) (EHE)

Dept.	No.	Course	Semester Hours	
Freshman Year			1st Term	2nd Term
BIO	114-114L	Biology Science and Laboratory		4
CHM	110-110L	General Chemistry and Laboratory	4	
EDT	109-110	Personal and Professional Development ¹	2	2
ENG	111-112	College Composition I and II ²	4	3
HEC	103	Introduction to Home Economics		1
HEC	105	Related Art ³	3	
HEC	200	Introductory Foods ⁴		4
PHL	103	Introduction to Philosophy		3
REL	—	Elective	3	
—	—	Physical or health education elective ⁵	1	
			17	17
Sophomore Year				
EDT	208	Teaching and Learning ¹		3
HEC	101-101L	Introductory Clothing and Laboratory		3
HEC	214	Textiles		3
HEC	306	Family Management	3	
HEC	321	The Consumer and Society		3
HEC	325, 329	Child Development and Practicum	3	3
HEC	360	Clothing Selection and Consumption	3	
MTH	—	Mathematics course ⁶	3	
—	—	Religious studies or philosophy elective	3	
—	—	Physical or health education electives ⁵	1	1
			16	16

Junior Year			
EDT	318	Human Relations in Education	2
EDT	351	Secondary School, Self, and Society ¹	3
EDT	469	Reading in the Content Areas ¹	2
HEC	303	Nutrition and Health	3
HEC	309	Household Equipment	3
HEC	318	Family Living	3
HEC	323	Demonstration Techniques	2
HEC	320	Family Housing	3
HEC	437	Meal Management	3
HEC	—	Home economics electives	3
—	—	Religious studies or philosophy elective	3
—	—	Physical or health education elective ⁵	1
			<hr/>
			16
			15
Senior Year			
EDT	419	Philosophy of Education	3
EDT	420	Student Teaching—Secondary	12
HEC	405	Teaching of Home Economics ¹	4
HEC	406	Family Management Practicum	3
—	—	General electives	6
			<hr/>
			16
			12

¹Field experiences are arranged by the University.

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 or health education course open to the University to total 4 sem. hrs.

⁶Choose from MTH 101, 107, 111, 207.

CERTIFICATION FOR STUDENTS IN ARTS AND SCIENCES AND BUSINESS ADMINISTRATION

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 field-clinical and student teaching hours (300 each); taking the comprehensive National Teacher Examination (NTE); and being in good academic standing at the University.

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 student should make application for the standard State Teaching Certificate through the official recommending officer of the School of Education (C-104).

FACULTY

John O. Geiger, *Chairperson*

Helen B. Frye, *Assistant Chairperson, Undergraduate*

James E. Gay, *Assistant Chairperson, Graduate*

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

Associate Professors: Metzger, Rudolph, Taylor, Watras

Assistant Professors: Carlsen, Lutz, Weaver

Part-time Instructors: Beitzel, Brinkmeier, Cambria, Daily, Greer, Kisch, Klosterman, Kriegbaum, Mangan, O'Neil, Waters

Field Experience Coordinators: Ritchie, Hemmelgarn

COURSES OF INSTRUCTION

EDT 109. PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS I:

The first course in the elementary and secondary education sequences, to help the student define professional goals and assess strengths and weaknesses in light of competencies deemed essential for an elementary or secondary school teacher.

2 sem. hrs.

EDT 110. PERSONAL AND PROFESSIONAL DEVELOPMENT OF TEACHERS II:

Continuation of EDT 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.

EDT 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.

Prerequisite: EDT 110 or permission.

3 sem. hrs.

EDT 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. Field experience. Prerequisite: EDT 207. *3 sem. hrs.*

EDT 219. **KINDERGARTEN-PRIMARY INSTRUCTION:** Theory and practical skills necessary to meet the needs of children in kindergarten-primary levels. Field experience. *3 sem. hrs.*

EDT 250. **INTRODUCTION TO PRE-SCHOOL EDUCATION:** Study of growth characteristics and observation of young children. First term, even-numbered years. *3 sem. hrs.*

EDT 296. **TEACHING IN THE ELEMENTARY SCHOOL:** Study of the role of the teacher in the classroom including classroom management and human relations, assessment, instructional methods and media, and evaluation of teaching. Prerequisite: EDT 110. *3 sem. hrs.*

EDT 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.*

EDT 319. **INSTRUCTIONAL MATERIALS—K-4:** The examination, development, and evaluation of materials for use in kindergarten-primary instruction. *3 sem. hrs.*

EDT 320. **READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL:** An integrated language arts course with reading as its core subject. Prerequisites: EDT 207, 208, 296. *3 sem. hrs.*

EDT 321. **PRACTICUM—ELEMENTARY METHODS:** Field-based experience in schools, to accompany EDT 320. *3 sem. hrs.*

EDT 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. Prerequisites: EDT 207, 208, 296. *3 sem. hrs.*

EDT 327. **BUSINESS EDUCATION IN THE SECONDARY SCHOOL:** Principles and techniques of teaching business education subjects in high school, including social, business, and secretarial subjects. Field experience. First term. Prerequisite: EDT 351. *4 sem. hrs.*

EDT 331. **RELIGION IN THE ELEMENTARY SCHOOL:** Modern methods of instruction with a view to the practical needs of children. *2 sem. hrs.*

EDT 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.*

EDT 335. **RELIGION IN THE SECONDARY SCHOOL:** Modern methods of instruction with a view to the practical needs of adolescents. Field experience. Prerequisite: EDT 351. *2 sem. hrs.*

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

EDT 360. **CHILDREN'S LITERATURE:** The history of children's literature, poetry for various age levels, folk tales, story telling. *3 sem. hrs.*

EDT 390. INTRODUCTION TO EXCEPTIONALITIES: Survey of causes and characteristics of handicapping conditions in children; curricular implications. 3 sem. hrs.

EDT 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. Prerequisites: EDT 296, 207, 208. MTH 204 strongly recommended. 3 sem. hrs.

EDT 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. Field experience. First term. Prerequisite: EDT 351. 4 sem hrs.

EDT 405. ENGLISH AND SPEECH IN THE SECONDARY SCHOOL: Ways and means whereby teachers can make their teaching more functional. Field experience. First term. Prerequisite: EDT 351. 4 sem. hrs.

EDT 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. Field experience. First term. Prerequisite: EDT 351. 4 sem. hrs.

EDT 407. SCIENCE IN THE SECONDARY SCHOOL: Instructional methods and materials with emphasis on inquiry, diagnosis. Field experience. First term. Prerequisite: EDT 351. 4 sem. hrs.

EDT 408. MODERN LANGUAGE IN THE SECONDARY SCHOOL: The functions and values of language study, courses of study, organization of materials, conventional and progressive methods. Field experience. First term. Prerequisite: EDT 351. 4 sem. hrs.

EDT 409. MATHEMATICS IN THE SECONDARY SCHOOL: The goals of junior and senior high school mathematics; methods and materials; diagnosis. Field experience. First term. Prerequisite: EDT 351. 4 sem. hrs.

EDT 410. STUDENT TEACHING—KINDERGARTEN: Full-time supervised teaching in a kindergarten. Prerequisites: EDT 219, 413. 3 sem. hrs.

EDT 411. STUDENT TEACHING—EMR: Full-time teaching in an EMR classroom under supervision; weekly seminar. Prerequisites: EDT 413 or 420 or EDP 418; EDT 480, 492. 3-6 sem. hrs.

EDT 413. STUDENT TEACHING—ELEMENTARY: Full-time teaching for full semester under close supervision. Weekly seminar. Prerequisite: Formal admission to student teaching a full semester in advance; also EDT 390, 320, 321, 325, 403. 9-12 sem. hrs.

EDT 414. STUDENT TEACHING—OUTDOOR EDUCATION: Full-time supervised teaching in an outdoor education facility; field and classroom teaching. Prerequisite: EDT 413 or 420. 3 sem. hrs.

EDT 415. STUDENT TEACHING—MSPR: Full-time teaching in an MSPR classroom under supervision; weekly seminar. Prerequisites: EDT 413 or 420 or EDP 418; EDT 480, 492, 496. 3-6 sem. hrs.

EDT 416. STUDENT TEACHING—ELEMENTARY MUSIC: Full-time teaching in elementary music classroom under supervision; weekly seminar. Prerequisite: EDT 413. 3 sem. hrs.

EDT 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: EDT 207, 208. 3 sem. hrs.

EDT 420. STUDENT TEACHING—SECONDARY: Supervised teaching for a full semester in teaching-field classroom in junior or senior high school. A seminar will be held weekly. Prerequisites: Formal admission to student teaching a full semester in advance; methods course. 12 sem. hrs.

EDT 421. STUDENT TEACHING—ART K-12: Supervised teaching for a full semester in art classes in both elementary and secondary grades. Weekly seminar. Prerequisites: Formal admission to student teaching a full semester in advance; methods course. 12 sem. hrs.

EDT 422. STUDENT TEACHING—MUSIC K-12: Supervised teaching for a full semester in music classes in both elementary and secondary grades. Weekly seminar. Prerequisites: Formal admission to student teaching a full semester in advance; methods course. 3 sem. hrs.

EDT 423. CATHOLIC PHILOSOPHY OF EDUCATION: Study of normative principles and analyses of concepts related to Catholic education. Interpretations for the development of a theory of teaching compatible with Catholicism. 3 sem. hrs.

EDT 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.

EDT 438. C.O.E. CONTENT AND METHODS: Qualifying course for Cooperative Office Education. Program construction, organization, school-community needs, equipment, facilities, curriculum, state criteria, youth group, advisory committees, adult programs, and PRIDE. Second or third term. 2-3 sem. hrs.

EDT 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 term. 2-3 sem. hrs.

EDT 440. SPECIAL TOPICS IN TEACHER EDUCATION: Study of specialized areas in teacher education. Topics as announced. 1-3 sem. hrs.

EDT 451. COMPUTERS IN EDUCATION: 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.

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

EDT 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.

EDT 456. INDEPENDENT STUDY: Study of selected topics in teacher education. Prerequisite: Permission of chairperson. 1-3 sem. hrs.

EDT 458W. CAREER EDUCATION—COMMUNITY INVOLVEMENT: Workshop to develop instructional strategies and curriculum for career choice. 3 sem. hrs.

EDT 460. SCIENCE IN THE ELEMENTARY SCHOOL: Understanding the challenge of the newer developments in science for the elementary school program. Study of the objectives of elementary science and of the selection and grade placement of subject matter. Prerequisites: EDT 296, 207, 208. *2 sem. hrs.*

EDT 465. DISCIPLINE SKILLS IN THE CLASSROOM: Theories and strategies to improve student behavior for academic success. *3 sem. hrs.*

EDT 468. DIAGNOSIS OF READING DIFFICULTIES: Study of diagnostic tools and procedures, and their application in reading programs. Field experience. First term. Prerequisites: EDT 320, 321. *4 sem. hrs.*

EDT 469. READING IN THE CONTENT AREAS: Study of content area reading problems and techniques for teaching vocabulary and effective reading skills in various content areas. Prerequisites for elementary education majors: EDT 320, 321. Prerequisite for secondary, health, and physical education majors: EDT 351 or permission. *1-3 sem. hrs.*

EDT 470. PRE-KINDERGARTEN INSTRUCTION: Curricular programs, techniques, and materials used in pre-kindergarten education. Ways in which the pre-school teacher can work with parents and handle crisis situations. Second term, odd-numbered years. Prerequisite: EDT 250. *3 sem. hrs.*

EDT 471. STUDENT TEACHING—PRE-KINDERGARTEN: Full-time supervised teaching in a pre-kindergarten situation. Prerequisites: EDT 250, 470, 413. *3 sem. hrs.*

EDT 473. CENTURY 21: TECHNIQUES AND METHODS: Introductory course on teaching Century 21 shorthand. Methodology, theory, and speed forms. Third term. *2 sem. hrs.*

EDT 474. THEORY AND TECHNIQUES FOR TEACHING SHORTHAND: Purposes, curriculum, and methods of teaching shorthand. *2 sem. hrs.*

EDT 478. COMPARATIVE EDUCATION: Comparative study of educational systems in various countries. *3 sem. hrs.*

EDT 479W. MAINSTREAMING: Basic workshop in the implications of teaching handicapped students. *3 sem. hrs.*

EDT 480. PSYCHOLOGY AND EDUCATION OF THE RETARDED: Survey of mental retardation; curriculum planning. Prerequisite: EDT 390. *3 sem. hrs.*

EDT 481. ART IN THE ELEMENTARY SCHOOL: Study of instructional content, materials, lesson planning, and evaluating, together with the corresponding attitudes, values, and skills for the teaching of art in the elementary school classroom. Prerequisite: ART 101. *2 sem. hrs.*

EDT 483. MUSIC IN ELEMENTARY SCHOOL: Course to increase one's understanding of the concepts of music and to enable one to project those musical concepts to the elementary grades. Prerequisite: MUS 104. *2 sem. hrs.*

EDT 484. 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.*

EDT 486W. CURRENT INNOVATIONS IN EDUCATION: Presentation, examination, and evaluation of recent trends in curriculum and instructional strategies. *3 sem. hrs.*

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

EDT 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: EDT 390. *3 sem. hrs.*

EDT 489. EDUCATION OF THE MULTI-HANDICAPPED: Problems, program development, and educational needs of the multi-handicapped. Pre-school to adulthood. Prerequisite: EDT 480, 496. *2 sem. hrs.*

EDT 491. VALUES CLARIFICATION AND MORAL DEVELOPMENT: Study of the theories and techniques of clarifying values and educating for morality. *3 sem. hrs.*

EDT 492. CURRICULUM AND METHODS—MR: Preparation, selection, and adaptation of instructional materials; multi-factored assessment and evaluation techniques relative to placement and individual programming. Prerequisite: EDT 480. *6 sem. hrs.*

EDT 493. EDUCATING STUDENTS WITH LD/BD: History, identification, and strategies to enhance the performance of students with learning disabilities and/or behavior disorders. Prerequisite: EDT 390. *3 sem. hrs.*

EDT 494. STUDENT TEACHING—LD/BD: Supervised teaching in an LD classroom. Prerequisites: EDT 413 or 420 or EDP 418; EDT 495, 496. *3 sem. hrs.*

EDT 495. DIAGNOSTIC TEACHING IN LD/BD: Functional knowledge about sensori-motor and perceptual-motor development, memory, language, and basic cognitive skills based on theoretical implications. Field experience. Prerequisite: EDT 493. *3 sem. hrs.*

EDT 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. Prerequisite: EDT 390. *3 sem. hrs.*

EDT 498. THE NEWSPAPER IN THE CLASSROOM: 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.*

