

VIII School of Education

Ellis A. Joseph, Dean
Jerrold D. Hopfengardner, Associate 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 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 (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; some programs require more than 124 semester hours.
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 2.5 cumulative average is also required for other teaching fields. 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	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 and basic skills. Students should see Chapter V and consult with their advisors.

7. A passing score on the Preprofessional Skills Test, normally taken in the second term of the sophomore year.

8. 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 semester hours are 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 2.5 for a second teaching field), (3) physical and emotional fitness, (4) desirable personal and moral traits, (5) completion of the prerequisite courses and field and clinical 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, C205 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



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in Chaminade Hall, Room C-219. Placement requires cooperation from the candidate in filling out the necessary papers and in submitting recommendations. Dates for interviews with prospective employers arranged by 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.

Ordinarily, Ohio certificates are recognized by other states.

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.

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. (Six 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, 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 K-12

E3a: PHYSICAL EDUCATION 7-12
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 1984-85 Bulletin. See also MUS, Chapter VI.

PROGRAM—E6: ART EDUCATION, K-12

See EDT. See also ART, Chapter VI.

PROGRAM—E8: EXERCISE SCIENCE AND FITNESS MANAGEMENT

See EDP (also EDD, EDH).

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 mission of the Department of Physical and Health Education is to prepare qualified students to be proficient and professional in a vocation encompassing the health, recreational, and physical fitness needs of both youths and adults. The department prepares health and physical education teachers, coaches, athletic trainers, and driver education teachers to meet the needs of the public and private schools. It also prepares exercise science and fitness management specialists for careers in corporations, industries, hospitals, and university wellness programs. A health specialist program is offered for students interested in working with health agencies.

PROGRAM—E3: PHYSICAL EDUCATION (EDP) K-12

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
			<i>1st Term</i>	<i>2nd Term</i>
Freshman Year				
EDD	109-110	Personal and Professional Development	2	2
EDP	180-199	Physical Education Activities	2	2
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1789	3	
MTH	107	Fundamentals of Mathematics	3	
SPE	101	Fundamentals of Effective Speaking		3
—	—	General education requirements ¹	3	6
			16	16
Sophomore Year				
EDD	251	School Health Program	3	
EDD	305	Human Anatomy and Laboratory		3
EDP	180-199	Physical Education Activities	2	2
EDP	200	Motor Learning	2	
EDP	220	Adapted Physical Education ²	3	
EDP	223	Basic Movement Education	3	
EDP	275	History of Physical Education and Sports		3
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ^{2,3}		3
—	—	General education requirements ¹		6
			16	17
Junior Year				
EDD	222	Audio-visual Materials and Equipment	1	
EDD	306	Human Physiology	3	
EDD	336	Standard First Aid and Personal Safety		2
EDD	337	Cardiopulmonary Resuscitation		1
EDP	180-199	Physical Education Activities	2	2
EDP	300	Methods of Teaching Physical Education	3	
EDP	324	Elementary Physical Education		3
EDP	408	Physiology of Exercise		2
EDP	—	Physical education electives	3	3
EDT	351	The Secondary School, Self, and Society ^{2,3}	3	
EDT	469	Reading in the Content Area	1	
—	—	General education requirement ¹		3
			16	16

Senior Year			
EDP	402	Organization and Administration of Physical Education	2
EDP	405	Tests and Measurements	2
EDP	409-409L	Kinesiology and Laboratory	3
EDP	417	Student Teaching ⁴	12
EDT	419	Philosophy of Education	3
—	—	Electives	6
			<hr/> 16
			<hr/> 12

¹See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., HST 102); others are to be chosen from the listing of approved courses. Consult advisor.

²Students should leave one half day open for field experience.

³Field experiences are arranged by the University. Register for EDT 100 section.

⁴Students will have seminar on campus once a week.

PROGRAM—E3A: PHYSICAL EDUCATION (EDP) 7-12

Dept.	No.	Course	Semester Hours	
Freshman Year			1st Term	2nd Term
EDD	109-110	Personal and Professional Development	2	2
EDP	180-199	Physical Education Activities	3	3
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1789	3	
MTH	107	Fundamentals of Mathematics	3	
SPE	101	Fundamentals of Effective Speaking		3
—	—	General education requirements ¹	3	6
			17	17
Sophomore Year				
EDD	305	Human Anatomy and Laboratory		3
EDP	180-199	Physical Education Activities	3	2
EDP	200	Motor Learning	2	
EDP	220	Adapted Physical Education ²	3	
EDP	275	History of Physical Education and Sports		3
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ^{2,3}		3
—	—	Second teaching field	3	3
—	—	General education requirements ¹	3	3
			17	17
Junior Year				
EDD	222	Audio-visual Materials and Equipment	1	
EDD	306	Human Physiology	3	
EDD	336	Standard First Aid and Personal Safety		2
EDD	337	Cardiopulmonary Resuscitation		1
EDP	180-199	Physical Education Activities		1
EDP	300	Methods of Teaching Physical Education		3
EDP	408	Physiology of Exercise		2
EDP	—	Physical education electives	2	2
EDT	351	The Secondary School, Self, and Society ^{2,3}	3	
EDT	469	Reading in the Content Area	1	
—	—	Second teaching field	6	6
			16	17

Senior Year			
EDP	402	Organization and Administration of Physical Education	2
EDP	405	Tests and Measurements	2
EDP	409-409L	Kinesiology and Laboratory	3
EDP	418	Student Teaching ⁴	12
EDT	419	Philosophy of Education	3
—	—	Second teaching field	6
—	—	General education requirement ¹	3
			<hr/> 16
			<hr/> 15

¹See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., HST 102); others are to be chosen from the listing of approved courses. Consult advisor.

²Students should leave one half day open for field experience.

³Field experiences are arranged by the University. Register for EDT 100 section.

⁴Students will have seminar on campus once a week.

PROGRAM—E8: EXERCISE SCIENCE AND FITNESS MANAGEMENT (EES)

Dept.	No.	Course	Semester Hours	
Freshman Year			1st Term	2nd Term
CHM	123-124	General Chemistry and Laboratory	4	4
EDH	117	Personal and Community Health	3	
EDH	360	Addiction Education	2	
EDP	110	Personal and Professional Development		2
EDP	185	Conditioning	1	
EDP	190	Gymnastics		2
EDP	191	Racquetball and Handball	1	
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1789		3
—	—	General education requirements ¹	3	3
			<hr/> 17	<hr/> 17
Sophomore Year				
ECO	203	Principles of Microeconomics		3
EDD	222	Audio-Visual Materials and Equipment	1	
EDD	305	Human Anatomy and Laboratory	3	
EDD	306	Human Physiology		3
EDD	336	Standard First Aid and Personal Safety	2	
EDD	337	Cardiopulmonary Resuscitation	1	
EDP	181	Tennis	1	
EDP	183	Team Sports	1	
EDP	198	Aquatics		2
EDP	200	Motor Learning	2	
EDP	275	History of Physical Education and Sports		3
MTH	207	Statistical Methods for Behavioral Sciences	3	
SPE	101	Fundamentals of Effective Speaking		3
—	—	General education requirements ¹	3	3
			<hr/> 17	<hr/> 17
Junior Year				
ACC	301	Financial Accounting		3
DSC	103	Introduction to Computers and Information Processing	3	

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EDP, EDH

EDH	361	Health Consumership		2
EDP	130	Aerobic Dance	1	
EDP	209	Teaching of Aerobic Dance	1	
EDP	220	Adaptive Physical Education ²	3	
EDP	300	Methods of Teaching Physical Education	3	
EDP	408-408L	Physiology of Exercise and Laboratory		3
MGT	203	Business Law		3
PSY	101	Introductory Psychology	3	
PSY	251	Human Growth and Development		3
—	—	General education requirements ¹	3	3
			17	17
Senior Year				
EDH	373	Stress Management		2
EDP	405	Tests and Measurements in Physical Education	2	
EDP	409-409L	Kinesiology and Laboratory	3	
EDP	441	Nutrition for the Athlete	2	
EDP	448	Safety and the Law in Physical Education and Sports	3	
EDP	490-491	Exercise Science Internships ³	2	6
ENG	370	Report Writing	3	
			15	8

¹See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., HST 102); others are to be chosen from the listing of approved courses. Consult advisor.

²Field experience required.

³Consult program director.

PROGRAM—E4: HEALTH EDUCATION (EDH) K-12

Dept.	No.	Course	Semester Hours	
Freshman Year			1st Term	2nd Term
EDD	109	Personal and Professional Development	2	
EDH	117	Personal and Community Health	3	
EDP	130	Physical Education Activities	1	1
EDT	110	The Profession of Teaching		2
ENG	101-102	College Composition I and II	3	3
HST	101 or 102	History of Western Civilization		3
MTH	107	Fundamentals of Mathematics	3	
—	—	General education requirements ¹	3	6
			15	15
Sophomore Year				
EDD	222	Audio-visual Materials and Equipment	1	
EDD	251	School Health Program	3	
EDD	305	Human Anatomy and Laboratory	3	
EDD	306	Human Physiology		3
EDH	—	Health electives		4
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ^{2, 3}		3
EDT	469	Reading in the Content Area	1	
HST	341	Historical Perspectives on Science, Technology, and Society	3	
SOC	204	Modern Social Problems		3
—	—	General education requirements ¹	3	3
			17	16

Junior Year				
FDH	303	School Health Instruction		3
EDH	336	Standard First Aid and Personal Safety	2	
EDH	337	Cardiopulmonary Resuscitation		1
EDH	364	Sex Education		2
EDH	412	Community Health Agencies		2
EDH	—	Health electives	4	2
EDT	351	The Secondary School, Self, and Society ³	3	
SPE	101	Fundamentals of Effective Speaking	3	
—	—	General education requirement ¹		3
—	—	Second teaching field or electives	5	3
			17	16
Senior Year				
EDH	407	Current Issues in Health Education	2	
EDH	419	Student Teaching ⁴		12
EDH	430	Principles of Health Education		2
EDT	419	Philosophy of Education	3	
—	—	Second teaching field or electives	9	
			14	14

¹See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., EDD 305); others are to be chosen from the listing of approved courses. Consult advisor.

²Field experiences are arranged by the University. Register for EDT 100 section.

³Students should leave one half day open for field experience.

⁴Students will have seminar on campus once a week.

PROGRAM—E4A: HEALTH INFORMATION SPECIALIST (EHS)

Dept.	No.	Course	Semester Hours	
Freshman Year			1st Term	2nd Term
EDD	109	Personal and Professional Development	2	
EDH	117	Personal and Community Health	3	
EDP	130	Physical Education Activities	1	1
EDT	110	The Profession of Teaching		2
ENG	101-102	College Composition I and II	3	3
HST	101 or 102	History of Western Civilization		3
MTH	107	Fundamentals of Mathematics	3	
—	—	General education requirements ¹	3	6
			15	15
Sophomore Year				
EDD	251	School Health Program	3	
EDD	305	Human Anatomy and Laboratory	3	
EDD	306	Human Physiology		3
EDH	—	Health electives	2	4
HST	341	Historical Perspectives on Science, Technology, and Society	3	
SOC	204	Modern Social Problems		3
—	—	Professional education courses	3	3
—	—	General education requirements ¹	3	3
			17	16
Junior Year				
EDH	309	School Health Instruction		3
EDH	336	Standard First Aid and Personal Safety	2	

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EDP, EDH

EDH	337	Cardiopulmonary Resuscitation		1
EDH	364	Sex Education		2
EDH	412	Community Health Agencies		2
EDH	—	Health electives	4	
SPE	101	Fundamentals of Effective Speaking	3	
—	—	Professional education courses	3	6
—	—	General education requirement ¹		3
—	—	Second teaching field or electives	5	
			17	17
Senior Year				
EDH	407	Current Issues in Health Education	2	
EDH	430	Principles of Health Education		2
EDH	—	Health electives	4	3
—	—	Professional education courses	3	6
—	—	General education requirement ¹	3	
—	—	Second teaching field or electives	4	6
			16	17

¹See General Education Requirements, Chapter V. Some general education courses are specified in the program (e.g., EDD 305); others are to be chosen from the listing of approved courses. Consult advisor.

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	338	Athletic Training Internship (100 clock hrs.)	2
			26

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	338	Internship Hours (800 clock hrs.)	11
—	—	Elective	3
			<hr/> 41

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
			<hr/> 19-24

FACULTY

Doris A. Drees, *Chairperson*

Professors: Drees, LaVanche

Associate Professors: Laubach, Leonard, Schleppe, Siciliano

Assistant Professors: Morefield, Roberts

Part-time instructors: Donoher, Jayson, Kelly, Marshall

Field Experience Coordinators: Ritchie, Hemmelgarn

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 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 275. HISTORY OF PHYSICAL EDUCATION AND SPORT:** A study of the historical development of physical education and sport as it relates to significant events in the history of Western civilization. *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 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 230, 336, 337. 2 sem. hrs.
- EDP 341. INTRODUCTION TO RECREATIONAL SERVICES: Fundamentals of the nature, scope, and significance of organized recreation services. 2 sem. hrs.
- EDP 342. RECREATIONAL SPORTS PROGRAMMING: An overview of the current programmatic elements and techniques in recreational sports. 2 sem. hrs.
- EDP 344. OUTDOOR EDUCATION—SCHOOL CAMPING: An action seminar to familiarize teachers and leaders of outdoor programs with the curriculum, teaching techniques, and skills of a viable outdoor education program. 2 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. 1-3 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 431. NUTRITION FOR THE ATHLETE: Investigation of current research in the nutritional assessment of the athlete. Topics include dietary needs, fluid replenishment, pre-game meals, and "fad" diets for the athlete. *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, alternate years. 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, alternate years. 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.*

EDP 490. EXERCISE SCIENCE INTERNSHIP—ON CAMPUS: Work experience carried out under the auspices and supervision of the University of Dayton Wellness Program staff. Application and permission of director of Exercise Science and Fitness Management Program required. *2 sem. hrs.*

EDP 491. EXERCISE SCIENCE INTERNSHIP—OFF CAMPUS: Work experience carried out under the auspices of an industrial, commercial, educational, or government or health agency-related wellness program. Application and permission of director of Exercise Science and Fitness Management Program required. *6 sem. hrs.*

*General education course. See Chapter V.



TEACHER EDUCATION (EDT)

The Teacher Education Department's mission is the development of competent and humane teachers. It provides students and faculty the opportunity to serve and learn in elementary and secondary schools. It dedicates itself to the discovery and transmission of the knowledge, skills, attitudes, and values that enable teachers to be professional leaders.

To assure the competency of its students, the Department has established a selection and retention policy which requires students to demonstrate before student teaching at least a 2.5 grade point average in professional education courses and the subject areas for which they are being certified; ability to pass the Pre-Professional Skills Test; competency in the use of audio-visual equipment and materials; and competency in achieving selected objectives in 300 hours of clinical and field-based experiences. At the completion of their programs, all students are required to take the National Teacher Examinations.

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)

Data Processing (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)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
Freshman Year				
ART	101	Fundamentals and Materials of Art ¹		2
BIO	114-114L	Introduction to Biology and Laboratory	4	
EDT	109	Personal Aspects of Teaching	2	
EDT	110	The Profession of Teaching ²		2
ENG	101-102	College Composition I and II ³	3	3
HST	102	History of Western Civilization Since 1789	3	
HST	—	Elective in non-Western culture ⁴		3
PHL	103	Introduction to Philosophy		3
PHY	105	Physical Science		3
—	—	General education requirement ⁵	3	
			15	16
Sophomore Year				
EDT	200	History of Education Since 1789	3	
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ²		3
EDT	296	Teaching in the Elementary School		3
MTH	204	Mathematical Concepts I		3
MUS	104	Music Literature for Elementary Classroom		2
SPE	101	Fundamentals of Effective Speaking	3	
—	—	Physical or health education elective ⁶	2	
—	—	American studies elective ⁷		3
—	—	General education requirements ⁵	6	3
			17	17
Junior Year				
EDH	413	Health Education for the Elementary Educator ⁶		3
EDT	320	Reading and Language Arts		3
EDT	321	Practicum—Elementary Methods ²		3
EDT	325	Social Studies in Elementary School		3
EDT	360	Children's Literature	3	
EDT	390	Introduction to Exceptionalities	3	
EDT	403	Mathematics in Elementary School		3
EDT	460	Science in Elementary School		2
EDT	481	Art in Elementary School	2	
EDT	483	Music in Elementary School	2	
—	—	Social science elective ⁸	3	
—	—	Area of specialization ⁹	3	
			16	17
Senior Year				
EDT	413	Student Teaching—Elementary ¹⁰		12
EDT	419	Philosophy of Education	3	
—	—	Area of specialization ⁹	6	3
—	—	Area of specialization or elective	2	
			11	15

¹Most courses can be taken in terms other than listed. Consult advisor.²Field experiences are arranged by the University. Register for EDT 100 section, except for EDT 321.

³If placed in ENG 114 or 198, take 200-, 300-, or 400-level ENG course to make total of 6 sem. hrs. ENG.

⁴Take HST 325, 330, 335, or 357.

⁵See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., BIO 114); others are to be chosen from the listing of approved courses. Consult advisor and teaching field checksheets.

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

⁷Take HST 251 or 252, or POL 201.

⁸Select from ANT, SOC, POL, ECO, AMS, PSY, HST.

⁹A specialization of 12 or more sem. hrs. above other course requirements in a certifiable area or an area of interest.

¹⁰Only 9 sem. hrs. required if student also enrolls in EDT 410, 411, 414, 415, 416, 471, or 495.

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 411	Student Teaching—EMR ¹	3-6
EDT 480	Psychology and Education of the Mentally Retarded.....	3
EDT 487	Career Development—Special Education ¹	2
EDT 492	Curriculum and Methods—MR ¹	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 415	Student Teaching—MSPR ¹	3-6
EDT 480	Psychology and Education of the Mentally Retarded.....	3
EDT 487	Career Development—Special Education ¹	2
EDT 488	Counseling Parents of Exceptional Children	3
EDT 489	Education of the Multi-Handicapped	2
EDT 492	Curriculum and Methods—MR ¹	6
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	Diagnostic Teaching in LD/BD	3
EDT 495	Student Teaching—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

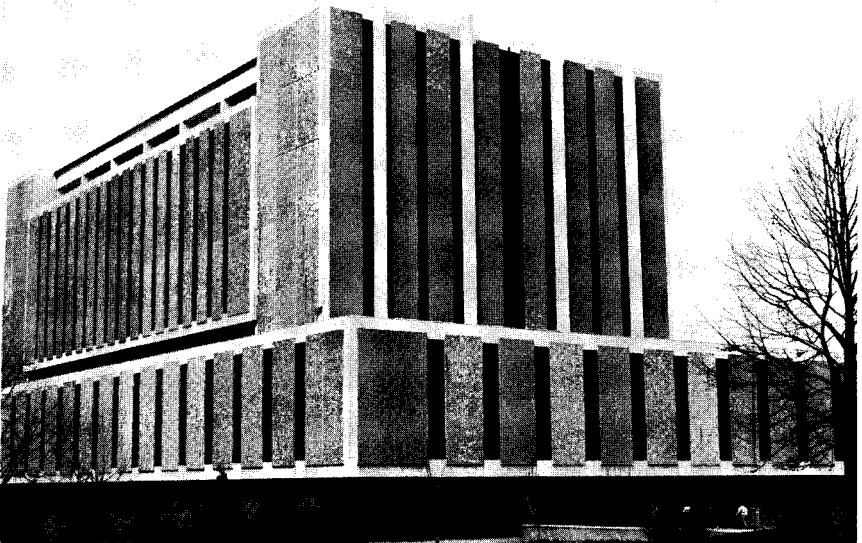
B. Pre-Kindergarten Education (At time of publication, Ohio was developing certification/validation standards for pre-kindergarten instruction; see advisor. The following courses are offered for those persons desiring it as an area of specialization.)

EDT 250	Introduction to Pre-Kindergarten	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 Areas	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 33 semester hours in the principal teaching field and a minimum of 21 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, 2.5 in the second teaching field, and 2.5 in professional education courses.

Secondary education teaching fields (7-12) include the following:

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

Teaching fields for certification K-12 are also available:

Educable Mentally Retarded (Developmentally Handicapped)
 Learning Disabilities and Behavior Disorders
 Moderately, Severely, and Profoundly Retarded
 Modern Languages

Comprehensive fields (7-12 unless specified otherwise) include the following:

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

Validation of a Standard Secondary Certificate is available for Reading Teacher (K-12) and Data Processing. 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).

Checksheets for each field are available in the Department of Teacher Education, C-205 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	Personal Aspects of Teaching	2	
EDT	110	The Profession of Teaching ¹		2
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1789		3

School of Education

EDT

MTH	107	Fundamentals of Mathematics	3	
PHL	103	Introduction to Philosophy	3	
—	—	Teaching field		6
—	—	General education requirements ²	6	3
			17	17
Sophomore Year				
EDT	200	History of Education Since 1789 ³		3
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ¹		3
SPE	101	Fundamentals of Effective Speaking	3	
—	—	Teaching field	6	9
—	—	Physical or health education electives	1	1
—	—	General education requirement ²	3	
			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 ^{1,4}		2
—	—	Teaching field	12	12
—	—	General education requirement ²		3
			17	17
Senior Year				
EDT	419	Philosophy of Education		3
EDT	420	Student Teaching—Secondary ⁵		12
—	—	Special methods in teaching field ¹	4	
—	—	Teaching field or electives	9	
—	—	General education requirement ²	3	
			16	15

¹Field experiences are arranged by the University. Register for EDT 100 section.

²See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., PHL 103); others are to be chosen from the listing of approved courses. Consult advisor and teaching field checksheets.

³Some teaching fields have alternate courses; see checksheets.

⁴Students with teaching fields in English and speech take 3 sem. hrs.

⁵Students 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	411	Student Teaching—EMR (DH)	3-6
EDT	480	Psychology and Education of the Mentally Retarded	3
EDT	487	Career Development—Special Education	2
EDT	492	Curriculum and Methods—MR	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 415	Student Teaching—MSPR	3-6
EDT 480	Psychology and Education of the Mentally 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

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 494	Diagnostic Teaching in Learning Disabilities (with field experience) .	3
EDT 495	Student Teaching—LD/BD	3
EDT 496	Classroom Structure and Behavior Management	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 Mentally 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

The Department of Teacher Education cooperates with the Music Division of the Department of Performing and Visual Arts to offer certification K-12, through the E-11A Program. See MUS, Chapter VI.

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)

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
Freshman Year			<i>1st Term</i>	<i>2nd Term</i>
ART	103	Introductory Drawing		2
ART	111	Principles of Design	2	
ART	183-184	Visual Fundamentals I and II	3	3
EDT	109	Personal Aspects of Teaching	2	
EDT	110	The Profession of Teaching ¹		2
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1789	3	
PHL	103	Introduction to Philosophy		3
SPE	101	Fundamentals of Effective Speaking	3	
—	—	General education requirement ²		3
			16	16
Sophomore Year				
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
MTH	107	Fundamentals of Mathematics	3	
—	—	Physical or health education elective	1	
—	—	General education requirements ²	3	6
			16	17
Junior Year				
ART	226	Introductory Painting	3	
ART	231	Sculpture		3
ART	240	Introductory Ceramics, Hand Building	3	
ART	253 or 254	Printmaking I or 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

EDT

University of Dayton VIII

ART	—	Art history	3	
EDT	351	The Secondary School, Self, and Society ¹	3	
—	—	Teaching field elective ³		3
—	—	Physical or health education elective	1	
—	—	General education requirement ²		3
			16	17
Senior Year				
ART	483	Creative Art Teaching	4	
EDT	419	Philosophy of Education	3	
EDT	421	Student Teaching—Art K-12 ⁴		12
EDT	469	Reading in the Content Areas ¹	2	
—	—	Teaching field electives ³	7	
			16	12

¹Field experiences are arranged by the University. Register for EDT 100 section.

²See General Education Requirements, Chapter V. Some general education courses are specified in the program (e.g., HST 102, PHL 103); others are to be chosen from the listing of approved courses. Consult advisor and teaching field checksheets.

³Choose from ART history, ART studio, PHO.

⁴All required ART courses must be taken before student teaching. Students will have seminar on campus once a week.



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 assistant chairperson, undergraduate, 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 passing the Preprofessional Skills Test; maintaining a 2.5 average in the principal teaching field, 2.5 in the second teaching field, and 2.5 in professional education courses; completing field-clinical and student teaching hours (300 each); taking the comprehensive National Teacher Examinations (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

Thomas J. Lasley, II, *Chairperson*

Helen B. Frye, *Assistant Chairperson, Undergraduate*

James E. Gay, *Assistant Chairperson, Graduate*

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

Associate Professors: Lasley, Taylor, Torge, Watras

Assistant Professors: Carlsen, Egnor-Brown, Lutz, Shugarman, Weaver

Part-time Instructors: Daily, Greer, Hart, Klosterman, Kriegbaum, Mangan, O'Neil

Field Experience Coordinators: Ritchie, Hemmelgarn

COURSES OF INSTRUCTION

EDT 100. FIELD-BASED EXPERIENCES: Planned, supervised, and evaluated activities in urban, suburban, or rural schools. Students register for this course in conjunction with appropriate courses in the professional education sequence. Objectives are identified in the *Field-Based and Clinical Experiences Handbook*. No credit

EDT 109. PERSONAL ASPECTS OF TEACHING: Identification of students' personal values, goals, motives, and strengths in light of the qualities of effective teaching; description of program requirements, certification standards, and resources available for development of knowledge, skills, attitudes, and values of the successful teacher. Clinical experience (20 hrs.). 2 sem. hrs.

EDT 110. THE PROFESSION OF TEACHING: Examination of common characteristics, rules, regulations, and policies of school systems; employment potential, conditions, salaries, and career options in teaching in relation to students' career goals. Clinical and field experience (20 and 24 hrs.). 2 sem. hrs.

*EDT 200. HISTORY OF EDUCATION SINCE 1789: Study of the relationship of schools and social changes in Europe and America from the French Revolution to the present. Biographies of educational figures. Prerequisite: HST 102. 3 sem. hrs.

EDT 207. CHILD AND ADOLESCENT IN EDUCATION: Study of the empirical principles of intellectual, moral, physical, personality, and social development as related to performance in the classroom. Interpretations for appropriate generic teaching behaviors and developmental causes of behavior problems. Clinical experience (20 hrs.). Prerequisite: EDT 110 or permission. 3 sem. hrs.

EDT 208. TEACHING AND LEARNING: Study of the empirical principles of learning such as reinforcement, discovery, motivation, and transfer. Interpretations for generic teaching behaviors especially in diagnosis, prescription, and evaluation. Clinical and field experience (10 and 20 hrs.). Prerequisite: EDT 207. 3 sem. hrs.

EDT 219. KINDERGARTEN-PRIMARY INSTRUCTION: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching children on the kindergarten-primary levels. Field experience (20 hrs.). Prerequisite: EDT 296. 3 sem. hrs.

EDT 250. INTRODUCTION TO PRE-KINDERGARTEN: Study of the development of children from birth through age eight, including psychology of learning; cultural, economic, governmental, and social factors that affect family and child. 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, lesson planning, assessment, instructional methods and media, and evaluation of teaching. Clinical experience (30 hrs.). Prerequisite: EDT 207. 3 sem. hrs.

EDT 318. HUMAN RELATIONS IN EDUCATION: Study and development of the human relations skills that promote learning and democratic classroom interaction and management regardless of race, political affiliation, religion, age, sex, socioeconomic status, or exceptionality. Clinical experience (15 hrs.). Prerequisite: EDT 208. 2 sem. hrs.

EDT 319. INSTRUCTIONAL MATERIALS—K-4: Study of psychological principles that should guide instructional material selection; examination, development, and evaluation of materials for kindergarten-primary teaching. 3 sem. hrs.

EDT 320. READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL: Foundations of teaching reading. Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching reading and language arts to students with

varied needs and abilities. Clinical experience (14 hrs.). Prerequisites: EDT 208, 296. Corequisite: EDT 321. *3 sem. hrs.*

EDT 321. PRACTICUM—ELEMENTARY METHODS: Planned, supervised, and evaluated experience in elementary schools working with students of varied needs and abilities (including handicapped). Field experience (96 hrs.). Corequisite: EDT 320. *3 sem. hrs.*

EDT 325. SOCIAL STUDIES IN ELEMENTARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching social studies to students with varied needs and abilities. Clinical experience (30 hrs.). Prerequisites: EDT 208, 296. *3 sem. hrs.*

EDT 327. BUSINESS EDUCATION IN SECONDARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching business to students with varied needs and abilities. Field and clinical experience (36 and 18 hrs.). First term. Prerequisite: EDT 351. *4 sem. hrs.*

EDT 331. TEACHING RELIGION: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching religion to students with varied needs and abilities. *3 sem. hrs.*

EDT 351. SECONDARY SCHOOL, SELF AND SOCIETY: Study of the relationship between institutional reform, personality development, and social change; comparison of rural, urban, and suburban schools and social settings; study of the laws and policies affecting the education of handicapped students. Field and clinical experience (34 and 6 hrs.). Prerequisite: EDT 208. *3 sem. hrs.*

EDT 360. CHILDREN'S LITERATURE: Study of children's books to develop critical standards for judgment. Guidance in selection of books for specific needs, interests, and reading abilities in eight genres; techniques for use in the classroom. Preschool through junior high school levels. Clinical experience (6 hrs.). Prerequisite: EDT 296. *3 sem. hrs.*

EDT 390. INTRODUCTION TO EXCEPTIONALITIES: Study of the definition, causes, and characteristics of exceptionalities in students; the laws, policies, available resources, classroom organization, and curricular modifications that facilitate the education of handicapped students. Clinical experience (10 hrs.). Prerequisite: EDT 207. *3 sem. hrs.*

EDT 403. MATHEMATICS IN ELEMENTARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching mathematics to students with varied needs and abilities. Prerequisites: EDT 208, 296. Clinical experience (20 hrs.). *3 sem. hrs.*

EDT 405. ENGLISH AND SPEECH IN SECONDARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching English and speech to students with varied needs and abilities. Field and clinical experience (36 and 18 hrs.). First term. Prerequisite: EDT 351. *4 sem. hrs.*

EDT 406. SOCIAL STUDIES IN SECONDARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching history, sociology, political science, psychology, and other social studies to students with varied needs and abilities. Field and clinical experience (36 and 18 hrs.). First term. Prerequisite: EDT 351. *4 sem. hrs.*

EDT 407. SCIENCE IN SECONDARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching the biological and physical sciences to students with varied needs and abilities. Field and clinical experience (36 and 18 hrs.). First term. Prerequisite: EDT 351. *4 sem. hrs.*

EDT 408. FOREIGN LANGUAGE TEACHING: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching Latin and modern foreign languages in elementary and secondary schools to students with varied needs and abilities. Field and clinical experience (36 and 18 hrs.). First term. Prerequisite: EDT 351. *4 sem. hrs.*

EDT 409. MATHEMATICS IN SECONDARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching all levels of mathematics to students with varied needs and abilities. Field and clinical experience (36 and 18 hrs.). First term. Prerequisite: EDT 351. *4 sem. hrs.*

EDT 410. STUDENT TEACHING—KINDERGARTEN: Full-time supervised and evaluated teaching in a kindergarten. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning kindergarten teacher. Weekly seminar. Prerequisites: EDT 219, 413. *3 sem. hrs.*

EDT 411. STUDENT TEACHING—EMR: Full-time supervised and evaluated teaching in an EMR classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning EMR teacher. Weekly seminar. Prerequisites: EDT 413 or 420 or EDP 418; EDT 492. *3-6 sem. hrs.*

EDT 413. STUDENT TEACHING—ELEMENTARY: Full-time supervised and evaluated teaching for a full semester in an elementary school. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning elementary school teacher. Weekly seminar. Prerequisites: formal admission to student teaching a full semester in advance, EDT 320, 321, 325, 390, 403. *9-12 sem. hrs.*

EDT 414. STUDENT TEACHING—OUTDOOR EDUCATION: Full-time supervised and evaluated teaching in an outdoor education facility. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning outdoor education teacher. Prerequisite: EDT 413 or 420. *3 sem. hrs.*

EDT 415. STUDENT TEACHING—MSPR: Full-time supervised and evaluated teaching in an MSPR classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning MSPR teacher. Weekly seminar. Prerequisites: EDT 413 or 420 or EDP 418; EDT 492, 496. *3-6 sem. hrs.*

EDT 416. STUDENT TEACHING—ELEMENTARY MUSIC: Full-time supervised and evaluated teaching in an elementary music classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning elementary music teacher. Prerequisites: EDT 413, 483. *3 sem. hrs.*

*EDT 419. PHILOSOPHY OF EDUCATION: Study of normative principles including the Marianist perspective; analysis of philosophical concepts related to education. Interpretations for the development of a critical and humane theory of teaching. Prerequisite: EDT 320 or 351. *3 sem. hrs.*

EDT 420. STUDENT TEACHING—SECONDARY: Full-time supervised and evaluated teaching in content area junior or senior high school classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning secondary teacher after completion of a 65-hr. on-site clinical experience. Weekly seminar. Prerequisites: Formal admission to student teaching a full semester in advance, methods course. *9-12 sem. hrs.*

EDT 421. STUDENT TEACHING—ART K-12: Full-time supervised and evaluated teaching in art classes in elementary and secondary grades. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning art teacher after completion of a 65-hr. on-site clinical experience. Weekly seminars. Prerequisites: Formal admission to student teaching a full semester in advance, methods course. *9-12 sem. hrs.*

EDT 422. STUDENT TEACHING—MUSIC K-12: Full-time supervised and evaluated teaching in music classes in elementary and secondary grades. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning music teacher after completion of a 65-hr. on-site clinical experience. Weekly seminar. Prerequisites: Formal admission to student teaching a full semester in advance; methods courses. 9-12 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 424. STUDENT TEACHING—LANGUAGES K-12: Full-time supervised and evaluated teaching of foreign languages in both elementary and secondary classes. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning foreign language teacher after completion of a 65-hr. on-site clinical experience. Weekly seminar. Prerequisites: Formal admission to student teaching a full semester in advance, EDT 408. 9-12 sem. hrs.

EDT 431. AUDIO-VISUAL INSTRUCTION: Study of supporting learning theory and techniques of integrating audio-visual equipment and materials into curriculum and teaching methods; demonstration lessons for selected content areas. 2 sem. hrs.

EDT 437. VBOE CONTENT AND METHODOLOGY: A qualifying course for VBOE certification. Study of the objectives, curriculum, student-teacher relationship, community needs, equipment, facilities, public relations, youth groups, advisory committees, vocational reports, and PRIDE. Prerequisites: EDT 327, comprehensive business education. 4 sem. hrs.

EDT 438. VBOE SUPERVISED FIELD EXPERIENCE: Application of classroom theory concerning business and office skills in actual practice in the community. Up to 6 months (1,000 hrs.) practicum experience can be counted toward the year of business and office occupation employment required for VBOE certification. 3 sem. hrs.

EDT 440. SPECIAL TOPICS IN TEACHING: Study of specialized areas in teaching not normally investigated fully in professional education sequence. Topics are announced. 1-3 sem. hrs.

EDT 451. COMPUTERS IN EDUCATION: Introduction to the uses of computers in education including an examination of data management and applications in various content areas and at various levels. 3 sem. hrs.

EDT 452. TECHNIQUES IN HOSPITAL INSTRUCTION: Planning, instructional methods (i.e., formal classes, clinical work, on-the-job training), materials, and evaluation techniques for providing instruction to adult learners in hospitals and other allied health facilities. 2 sem. hrs.

EDT 454. HISTORY OF EDUCATION IN UNITED STATES: Study of the relationship of schools and social changes in the United States from colonial times to the present. Interpretations of changes in educational policies and practices for the development of a critical theory of education. Second term. 3 sem. hrs.

EDT 456. INDEPENDENT STUDY: Study of selected topics in teaching. Student develops an individual learning plan that includes objectives, schedule of activities, products, and methods of evaluation. Prerequisite: Permission of chairperson or assistant chairperson. 1-3 sem. hrs.

EDT 458. CAREER EDUCATION—COMMUNITY INVOLVEMENT: Curriculum, planning, instructional methods, materials, and evaluation techniques for facilitating career awareness and choices in students with varied needs and abilities; special emphasis on use of community resources. 3 sem. hrs.

EDT 460. SCIENCE IN ELEMENTARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching science to students with varied needs and abilities. Clinical experience (20 hrs.). Prerequisites: EDT 208, 296.

2 sem. hrs.

EDT 461. ADVANCED COMPUTERS IN EDUCATION: Design of instruction using computers in the classroom. LOGO and word-processing skills presented and developed. Prerequisite: EDT 451.

3 sem. hrs.

EDT 465. DISCIPLINE SKILLS IN THE CLASSROOM: Study of selected theories and strategies to improve student behavior for academic success.

2-3 sem. hrs.

EDT 468. DIAGNOSIS OF READING DIFFICULTIES: Study of formal and informal diagnostic tests and procedures for identifying reading strengths and weaknesses with applications for reading programs. Field experience (36 hrs.). First term. Prerequisites: EDT 320, 321.

4 sem. hrs.

EDT 469. READING IN THE CONTENT AREAS: Study of reading problems and techniques for teaching vocabulary and reading skills in various content areas. Clinical experience (8 hrs.); plus field experience (24 hrs.) for secondary education majors. Prerequisites: elementary education majors EDT 320, 321; secondary, health, physical education majors EDT 351 or permission.

1-3 sem. hrs.

EDT 470. PRE-KINDERGARTEN INSTRUCTION: Study of the organization and structure of pre-kindergarten programs including working with parents, laws and regulations, operational strategies, and teaching methods and materials. Second term, odd-numbered years. Prerequisite: EDT 250.

3 sem. hrs.

EDT 471. STUDENT TEACHING—PRE-KINDERGARTEN: Full-time supervised and evaluated teaching in a pre-kindergarten. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning pre-kindergarten teacher. Weekly seminar. Prerequisites: EDT 470, 413.

3 sem. hrs.

EDT 478. COMPARATIVE EDUCATION: Study of educational systems in selected countries. Appropriate comparisons of systems of education in Marxist countries and those in democratic countries. Special projects.

3 sem. hrs.

EDT 480. PSYCHOLOGY AND EDUCATION OF THE MENTALLY RETARDED: Study of identification, assessment, characteristics, learning theories, and curriculum planning appropriate to the mentally retarded. Field experience (20 hrs.). Prerequisite: EDT 390.

3 sem. hrs.



EDT 481. ART IN ELEMENTARY SCHOOL: Curriculum, planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching art to students with varied needs and abilities. Clinical experience (2 hrs.). Prerequisite: ART 101.
2 sem. hrs.

EDT 483. MUSIC IN ELEMENTARY SCHOOL: Curriculum, planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching music to students with varied needs and abilities. Prerequisite: MUS 104.
2 sem. hrs.

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

EDT 487. CAREER DEVELOPMENT—SPECIAL EDUCATION: Theory and techniques of job classification, assessment, 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: Theory and techniques to help teachers work with parents to improve home-school relationships and to develop parent-teacher partnerships. Prerequisite: EDT 390.
3 sem. hrs.

EDT 489. EDUCATION OF THE MULTI-HANDICAPPED: Curriculum, planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching the pre-school to adult multi-handicapped. Clinical experience (10 hrs.). Prerequisites: EDT 480, 496.
2 sem. hrs.

EDT 491. VALUES CLARIFICATION AND MORAL DEVELOPMENT: Examination and evaluation of the theories and techniques of clarifying values and facilitating moral development in students with varied needs and abilities.
3 sem. hrs.

EDT 492. CURRICULUM AND METHODS—MR: Curriculum, planning, assessment, diagnosis, instructional materials, and evaluation techniques for placement and individual programming for the MR student. Clinical experience (30 hrs.). Prerequisite: EDT 480.
6 sem. hrs.

EDT 493. EDUCATING STUDENTS WITH LD/BD: Study of history, identification, characteristics, learning theories, and curriculum planning appropriate to the education of students with learning disabilities and behavior disorders. Clinical experience (20 hrs.). Prerequisite: EDT 390.
3 sem. hrs.

EDT 494. DIAGNOSTIC TEACHING IN LD/BD: Formal and informal assessment and diagnosis, instructional strategies, materials, and evaluation techniques for teaching students with learning disabilities and behavior disorders. Field experience (18 hrs.). Prerequisite: EDT 493.
3 sem. hrs.

EDT 495. STUDENT TEACHING — LD/BD: Full-time supervised and evaluated teaching in an LD/BD classroom. Student is to demonstrate the knowledge, skills, attitudes, and values of a beginning LD/BD teacher. Prerequisites: EDT 413 or 420 or EDP 418; EDT 494, 496.
3 sem. hrs.

EDT 496. CLASSROOM STRUCTURE AND BEHAVIOR MANAGEMENT: Principles and methods of observing, recording, measuring, and managing human behavior with emphasis for students with mental retardation, learning disabilities, and behavior disorders. Prerequisite: EDT 390 or 351.
3 sem. hrs.

EDT 498. CREATIVE TEACHING WITH NEWSPAPERS AND OTHER MATERIALS: Innovative uses of newspapers and other inexpensive or free materials to teach mass communication media literacy and enhance the academic skills of students of varied needs and abilities. The *Journal Herald* cooperates in implementing this course.
3 sem. hrs.

*General education course. See Chapter V.

