

VIII School of Education

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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, (3) specialized study of the principles underlying a particular type and level of teaching, and (4) appropriate field-based experiences.

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 kindergarten-primary, elementary, and secondary teaching, education of the handicapped, and special (art, foreign language, physical education, health education) teaching. All of these programs lead to the same degree—Bachelor of Science in Education (B.S. in Ed.). Several endorsements and validations may also be obtained.

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.

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.

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. All students enrolled in programs leading to State of Ohio certification must verify that they are of "good moral character." Pursuant to School of Education policy, these students must complete the appropriate forms provided by the Office of the Dean. All students will be notified regarding this necessary procedure.
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 may 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 each teaching field in which certification is sought. 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	3
B. Child and Adolescent in Education	3
C. Teaching and Learning	3
D. Teaching in the Elementary School or School, Self, and Society	3
E. Special Methods ¹	varies
F. Philosophy of Education	3
G. Student Teaching	10

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

With the possible exception of A, B, and C, 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 D through F, and never accepted for student teaching.

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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 (PPST), which must be taken no later than the second term of the sophomore year.
8. A passing score on an exit examination mandated by the State Board of Education. Students should consult the Education Office (C-104) for dates on which the examination will be administered.

ADVISING AND SCHEDULING

All first-year education students are assigned faculty advisors from the departments in which they are enrolled. All students meet with these advisors at least twice a year. Scheduling for classes is completed through the departmental offices.

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 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 each 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

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 Office of Educational Placement Services are announced in advance.

TEACHER CERTIFICATION

The School of Education programs are approved by the State Department of Education and accredited by the National Council for Accreditation of Teacher Education.

Ordinarily, Ohio certificates are recognized by other states. Students are encouraged to check certification requirements for states in which they are seeking positions.

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, foreign language, physical education, health education, music, and the teaching of the handicapped in three fields: specific learning disabled, developmentally handicapped, and multihandicapped. Endorsements and validations are available for adapted physical education, driver education, pre-kindergarten, reading, and typing/keyboarding.

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

PROGRAM—E2: SECONDARY EDUCATION, grades 7-12

PROGRAM—E3: PHYSICAL EDUCATION K-12

E3a: PHYSICAL EDUCATION 7-12

See EDP (also EDD, EDH).

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- PROGRAM—E4: HEALTH EDUCATION
E4a: HEALTH INFORMATION SPECIALIST
See EDH (also EDD, EDP).
- PROGRAM—E6: SPECIAL, grades K-12
E6a: Visual Art (EAR)
See EDT. See also ART, Chapter VI.
E6b: Foreign Language (ELA)
- PROGRAM—E7: KINDERGARTEN-PRIMARY, grades K-3
(This program is available separately and in combination with Program E1, Elementary Education. Combined programs may require more than four years to complete.)
- PROGRAM—E8: EXERCISE SCIENCE AND FITNESS MANAGEMENT
See EDP (also EDD, EDH).
- PROGRAM—E9: SPORTS MANAGEMENT
See EDP (also EDD, EDH).
- PROGRAM—E10: EDUCATION OF THE HANDICAPPED, grades K-12
(This program is available separately and in combination with Program E1, Elementary Education. Combined programs will require more than four years to complete.)
E10a: Specific Learning Disabled
E10b: Developmentally Handicapped
E10c: Multihandicapped
- 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.

NOTE: All certification programs and teaching fields described in this chapter are subject to approval by the Ohio Department of Education under the certification standards effective July 1, 1987.

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, school social workers, social agency counselors, college student personnel professionals, school administrators, and educational research specialists. For nonprofessional degree holders who are interested in becoming certified teachers, the Department of Teacher Education offers graduate programs leading to various certifications. 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.)

EDI

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 corporation, industrial, hospital, and university wellness programs. A health specialist program is offered for students interested in working with health agencies. An interdisciplinary sports management program prepares students for professional opportunities in private sports clubs, health clubs, sports organizations and federations, and various other aspects of sports and recreation. This program is available in Option I, with a general business core, and Option II, with a business marketing core. Under either option, the student also chooses a specified minor in broadcasting, coaching, journalism, or recreation.

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

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
EDD	109-110	Personal and Professional Development	2	2
EDH	117	Personal and Community Health	3	
EDP	—	Physical Education Activities	3	3
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715	3	
MTH	107	Fundamentals of Mathematics		3
SPE	101	Fundamentals of Oral Communication		3
—	—	General education requirements ¹	3	3
			17	17
Sophomore Year				
EDD	305	Human Anatomy and Laboratory		3
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
EDP	—	Physical Education Activities	2	2
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ^{2,3}		3
—	—	General education requirements ¹	3	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	300	Methods of Teaching Physical Education	3	
EDP	324	Elementary Physical Education		3
EDP	408	Physiology of Exercise		3
EDP	—	Physical Education Activities	2	2
EDP	—	Physical education electives	3	3
EDT	351	School, Self, and Society ^{2,3}	3	
EDT	469	Reading in the Content Area	1	
—	—	General education requirement ¹		3
			16	17

Senior Year				
EDP	405	Tests and Measurements	3	
EDP	409-409L	Kinesiology and Laboratory	3	
EDP	417	Student Teaching ⁴		12
EDP	448	Safety and the Law in Physical Education and Sports	2	
EDP	470	Curriculum Development in Physical Education	3	
EDT	419	Philosophy of Education	3	
—	—	Electives	3	3
			17	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.

⁴Students will have seminar on campus once a week.

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

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
EDD	109-110	Personal and Professional Development	2	2
EDH	117	Personal and Community Health	3	
EDP	—	Physical Education Activities	3	3
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715	3	
MTH	107	Fundamentals of Mathematics		3
SPE	101	Fundamentals of Oral Communication		3
—	—	General education requirements ¹	3	3
			17	17
Sophomore Year				
EDD	305	Human Anatomy and Laboratory		3
EDP	200	Motor Learning	2	
EDP	220	Adapted Physical Education ²	3	
EDP	275	History of Physical Education and Sports		3
EDP	—	Physical Education Activities	3	2
EDP	—	Physical education electives	3	3
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ^{2,3}		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	300	Methods of Teaching Physical Education		3
EDP	408	Physiology of Exercise		3
EDP	—	Physical Education Activities	1	2
EDT	351	School, Self, and Society ^{2,3}	3	
EDT	469	Reading in the Content Area	1	
—	—	General education requirement ¹	3	
—	—	General electives	5	6
			17	17

Senior Year				
EDP	405	Tests and Measurements	3	
EDP	409-409L	Kinesiology and Laboratory	3	
EDP	418	Student Teaching ⁴		12
EDP	448	Curriculum Development in Physical Education	3	
EDP	470	Safety and the Law in Physical Education and Sports	2	
EDT	419	Philosophy of Education		3
—	—	General education requirement ¹	3	
—	—	General electives	3	
			17	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.

⁴Students will have seminar on campus once a week.

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

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
CHM	123-124	General Chemistry and Laboratory	4	4
EDH	117	Personal and Community Health	3	
EDP	112	Introduction to Exercise Science	2	
EDP	181	Tumbling and Gymnastics		2
EDP	182-183	Conditioning I and II	1	1
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715		3
—	—	General education requirements ¹	3	3
			16	16
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	130	Tennis	1	
EDP	130	Team Sports	1	
EDP	130	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 Oral Communication		3
—	—	General education requirements ¹	3	3
			17	17
Junior Year				
ACC	301	Financial Accounting		3
DSC	103	Introduction to Computers and Information Processing	3	
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	360	Addiction Education		2
EDH	373	Stress Management		2
EDP	405	Tests and Measurements in Physical Education	3	
EDP	409-409L	Kinesiology and Laboratory	3	
EDP	431	Nutrition for Exercise and Sport	2	
EDP	435	Exercise ECG		2
EDP	448	Safety and the Law in Physical Education		
		and Sports	2	
EDP	490-491	Exercise Science Internships ³	2	6
EDP	—	Racquetball	1	
ENG	370	Report Writing	3	
			16	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.

²Field experience required.

³Consult program director.

PROGRAM—E9: SPORTS MANAGEMENT (ESM) OPTION I

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
EDP	111	Introduction to Sports Management	2	
EDP	—	Physical Education Activities	2	1
ENG	101-102	English Composition I and II	3	3
HST	102	History of Western Civilization Since 1715		3
MTH	107	Fundamentals of Mathematics	3	
SPE	101	Fundamentals of Oral Communication	3	
—	—	Course in minor		3
—	—	General education requirements ¹	3	6
			16	16
Sophomore Year				
EDD	306	Human Physiology	3	
EDP	275	History of Physical Education and Sports	3	
EDP	—	Physical Education Activities	1	
MGT	203	Business Law I	3	
MIS	103	Introduction to Computers and Information Systems		3
MTH	207	Statistical Methods for Behavioral Sciences		3
—	—	Courses in minor	3	3
—	—	General education requirements ¹	3	6
			16	15

Junior Year			
ACC	207	Financial Accounting	3
COM	304	Advertising	3
ECO	203	Principles of Microeconomics	3
EDP	431	Nutrition for Exercise and Sport	2
EDP	—	Physical education elective	3
ENG	370	Report Writing	3
ENG	380	Sports in Literature	3
MGT	305	Management and Organization	3
—	—	Courses in minor	3
—	—	General elective	3
		17	15
Senior Year			
ACC	208	Accounting for Management	3
EDP	448	Safety and the Law in Physical Education and Sports	2
EDP	485	Sports Management Internship ²	12
FIN	301	Business Finance	3
MGT	314	Personnel Management	3
—	—	General electives	3
		14	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.

²Consult program director.

PROGRAM—E9: SPORTS MANAGEMENT (ESM) OPTION II

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
EDP	111	Introduction to Sports Management	2	
EDP	—	Physical Education Activities	2	1
ENG	101-102	English Composition I and II	3	3
HST	102	History of Western Civilization Since 1715		3
MTH	107	Fundamentals of Mathematics	3	
SPE	101	Fundamentals of Oral Communication	3	
—	—	Course in minor		3
—	—	General education requirements ¹	3	6
			16	16
Sophomore Year				
EDD	306	Human Physiology	3	
EDP	275	History of Physical Education and Sports	3	
EDP	—	Physical Education Activities	1	
MIS	103	Introduction to Computers and Information Systems		3
MKT	305	Principles of Marketing	3	
MTH	207	Statistical Methods in Behavioral Sciences		3
—	—	Courses in minor	3	3
—	—	General education requirements ¹	3	6
			16	15

Junior Year				
ACC	301	Financial Accounting		3
COM	304	Advertising	3	
ECO	203	Principles of Microeconomics	3	
EDP	431	Nutrition for Exercise and Sport	2	
EDP	—	Physical education elective	3	
ENG	370	Report Writing		3
ENG	380	Sports in Literature		3
MKT	310	Salesmanship	3	
MKT	315	Retail Merchandising		3
—	—	Courses in minor	3	3
			17	15
Senior Year				
EDP	448	Safety and the Law in Physical Education and Sports	2	
EDP	485	Sports Management Internship ²		12
MKT	305	Consumer Behavior	3	
MKT	—	Marketing elective	3	
—	—	General electives	6	3
			14	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.

²Consult program director.

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

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
EDD	110	The Profession of Teaching	3	
EDH	117	Personal and Community Health	3	
EDH	—	Health elective		2
EDP	130	Physical Education Activities	1	1
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	
SPE	101	Fundamentals of Oral Communication	3	
—	—	General education requirements ¹		6
			16	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	364	Sex Education		2
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	
—	—	General education requirements ¹	3	3
			17	15

Junior Year				
EDH	309	School Health Instruction		3
EDH	336	Standard First Aid and Personal Safety	2	
EDH	337	Cardiopulmonary Resuscitation		1
EDH	412	Community Health Agencies		3
EDH	—	Health electives	4	2
EDT	351	School, Self, and Society ^{2,3}	3	
—	—	General education requirements ¹	3	3
—	—	Second teaching field or electives	5	3
			17	15
Senior Year				
EDH	407	Current Issues in Health Education	2	
EDH	419	Student Teaching ⁴		12
EDH	428	Health Research and Evaluation	3	
EDH	430	Principles of Health Education	3	
EDT	419	Philosophy of Education	3	
—	—	Second teaching field or electives	6	3
			17	17

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	
First 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	
SPE	101	Fundamentals of Oral Communication	3	
—	—	General education requirements ¹		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	6
HST	341	Historical Perspectives on Science, Technology, and Society	3	
—	—	Professional education courses	3	3
—	—	General education requirements ¹	3	3
			17	15
Junior Year				
EDH	309	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		3
EDH	—	Health electives	4	
—	—	Professional education courses	3	5
—	—	General education requirements ¹	3	3
—	—	Second teaching field or electives	5	
			<u>17</u>	<u>17</u>
Senior Year				
EDH	407	Current Issues in Health Education	2	
EDH	428	Health Research and Evaluation	3	
EDH	430	Principles of Health Education		3
EDH	—	Health electives	2	3
—	—	Professional education courses	3	6
—	—	General education requirement ¹	3	
—	—	Second teaching field or electives	4	4
			<u>17</u>	<u>16</u>

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
			<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	338	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	431	Nutrition for Exercise and Sport	3
EDP	447	Administration of Interscholastic and Intramural Athletics.....	2
EDP	—	Coaching courses (Minimum of 2 Coaching courses)	2-4
EDP	—	At least 3 sem. hrs. from recommended electives	3
			<u>20-24</u>

FACULTY

Donald W. Morefield, *Chairperson*

Professors: Drees, LaVanche, Schleppe

Associate Professors: Laubach, Leonard, Siciliano

Assistant Professors: Morefield, Roberts

Part-time Instructors: Kelly, Marshall

Field Experience Coordinators: Coy, Hemmelgarn

COURSES OF INSTRUCTION

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.

EDP 111. INTRODUCTION TO SPORTS MANAGEMENT: A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for a sports management career. 2 sem. hrs.

EDP 112. INTRODUCTION TO EXERCISE SCIENCE AND FITNESS MANAGEMENT: A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for an exercise science and fitness management career. 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. Required for physical education majors. 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 181. TUMBLING AND GYMNASTICS: Preparation of physical education teachers to instruct beginning-level gymnastics. Skills for both male and female events useful in teaching coeducational classes. Required for EDP and EES majors. 2 sem. hrs.

EDP 182. CONDITIONING I: Aerobic conditioning techniques developed primarily through running and water exercise programs. Required for EDP and EES majors. 1 sem. hr.

EDP 183. CONDITIONING II: Principles and techniques for developing muscular strength and endurance conditioning. Required for EDP and EES majors. 1 sem. hr.

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 209. TEACHING AEROBIC DANCE: The fitness concept of aerobic conditioning through exercise routines done to music. Basic dance steps, patterns, and teaching tips to enable students to choreograph their own warm-up, aerobic, and cool-down routines. 1 sem. hr.

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.

EDP 301. 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 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. 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 339. EMERGENCY MEDICAL TRAINING:** Study of the basic principles and techniques applied in medical emergencies. Opportunity for certification as Emergency Medical Trainer. *3 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 343. RECREATIONAL LEADERSHIP:** The roles of recreation leaders in many types of community organizations. Analysis of key concepts underlying successful leadership and leadership techniques. *2 sem. hrs.*
- EDP 344. OUTDOOR EDUCATION—SCHOOL CAMPING:** Action seminar to familiarize teachers and recreation leaders with the curricula, teaching techniques, and skills for good outdoor education programs. *2 sem. hrs.*

EDP 345. RECREATION AND SPECIAL POPULATIONS: Brief history of rehabilitation and recreation services. Development of skills essential for serving the recreational needs of special populations: teenagers, elderly, juvenile and adult offenders, mentally retarded, physically disabled, and sensory impaired. *2 sem. hrs.*

EDP 348. ORGANIZATION AND ADMINISTRATION OF RECREATION: Study of the theory, leadership, standards, facilities, and programs of recreation. *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 fact 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 401. THE OLYMPIC GAMES: Study of the historical development of the Olympic Games, especially since 1896. Cultural, political, economic, and scientific considerations. *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. *3 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 will be stressed. *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. *3 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 agency of his or her choice. Prerequisites: Junior standing, EDH 412. *2 sem. hrs.*

EDP 417. STUDENT TEACHING (K-12 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 (7-12 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 428. HEALTH RESEARCH AND EVALUATION: Introduction to statistical analysis and research methodology in determining health statistics, designing and evaluating health studies, and accessing data banks; collection, analysis, and interpretation of health statistics. *3 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. *3 sem. hrs.*

EDP 431. NUTRITION FOR EXERCISE AND SPORT: 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 435. THE EXERCISE ECG: Evaluation of exercise electrocardiograms from healthy persons. Prerequisites: EDD 306; EDP 408, 408L. *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. *2 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.*

EDP 448. SAFETY AND THE LAW IN PHYSICAL EDUCATION AND SPORTS: Study of the legal aspects of physical education and athletics. Analysis of specific court cases. Formulation of safety policies. *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 470. CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION: Principles and procedures for curriculum construction and revision. Study of philosophies (institutional, professional, and personal) and their relationship to curriculum development. *3 sem. hrs.*

EDP 485. SPORTS MANAGEMENT INTERNSHIP: Work experience carried out under the auspices and supervision of the Sports Management staff. Application and permission of director of Sports Management Program required. *12 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 pass the exit examination mandated by the State Board of Education.

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 certification to teach grades 1-8.

A student in the Elementary Education Program is required to have a concentration of 20 or more semester hours in mathematics, natural sciences, social sciences, or humanities. See advisor for available concentrations.

Endorsement (E) and validation (V) programs are available in the following:

Typing/Keyboarding (E)

Pre-Kindergarten (V)

Reading (E)

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 endorsement or validation area.

Checksheets for each certification area are available in the Department of Teacher Education, C-205, and the School of Education, C-104.

PROGRAM—E1: ELEMENTARY EDUCATION (EDE)

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

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
ART	101	Fundamentals and Materials of Art	2	
BIO	101-101L	General Biology I and Laboratory	4	
EDT	109	Personal Aspects of Teaching	0	
EDT	110	The Profession of Teaching ¹		3

ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715	3	
HST	251 or 252	American History		3
PHL	103	Introduction to Philosophy	3	
PHY	105	Physical Science		4
REL	—	Introductory religious studies (140, 146, or 160)		3
—	—	Physical or health education requirement ²	1	
			16	16

Sophomore Year

EDT	200	History of Education Since 1789	3	
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ¹		3
EDT	296	Teaching in the Elementary School		3
MTH	204	Mathematical Concepts I		3
MUS	104	Music Literature for the Elementary Classroom	2	
SPE	101	Fundamentals of Oral Communication	3	
—	—	Physical or health education requirement ²		1
—	—	Concentration ³ or electives	3	3
—	—	General education requirements ⁴	3	3
			17	16

Junior Year

EDT	290	Mainstreamed Handicapped Students	3	
EDT	320	Reading and Language Arts ⁵		4
EDT	325	Social Studies in Elementary School ⁵		3
EDT	326	Mathematics and Science in Elementary School ⁵		4
EDT	360	Literature for Children and Adolescents	3	
EDT	381	Art and Music in Elementary School ⁵		3
MTH	205	Mathematical Concepts II	3	
—	—	Physical or health education requirement ²	3	
—	—	Concentration ³	3	3
			15	17

Senior Year

EDT	413	Student Teaching—Elementary ⁶		10
EDT	419	Philosophy of Education		3
—	—	Concentration ³	9	
—	—	General education requirement ⁴	3	
—	—	Concentration ³	3	
			15	13

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

²Five sem. hrs. of a combination of EDH and EDP; either EDH 413 or EDP 414 is required.

³A concentration of 20 or more sem. hrs. in mathematics, natural science, social sciences, or humanities.

⁴See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., BIO 101); others are to be chosen from the listing of approved courses. Consult advisor and checksheets.

⁵EDT 320, 325, 326, and 381 must be taken concurrently. Field experience is required.

⁶Students will have seminar on campus once a week.

EDUCATION OF THE HANDICAPPED (EHD)

The Department of Teacher Education administers the program in Education of the Handicapped (E10), which leads to certification to teach grades K-12 and to the Bachelor of Science in Education.

A student in the Education of the Handicapped Program is required to have one specialization totalling a minimum of 20 sem. hrs. 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 specialization, 2.5 in professional education courses, and 2.5 in any additional endorsement or validation area.

Specializations are the following:

Specific Learning Disabled

Developmentally Handicapped

Multihandicapped

Endorsement (E) and validation (V) programs are available in the following:

Reading (E)

Typing/Keyboarding (E)

Pre-Kindergarten (V)

Checksheets for each specialization are available in the Department of Teacher Education, C-205, and the School of Education, C-104.

PROGRAM—E10: EDUCATION OF THE HANDICAPPED (EHD)

(Leading to Ohio Provisional Certificate for Education of the Handicapped: grades K-12)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
ART	101	Fundamentals and Materials of Art	2	
BIO	101-101L	General Biology I and Laboratory	4	
EDT	109	Personal Aspects of Teaching	0	
EDT	110	The Profession of Teaching ¹		3
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715	3	
HST	251 or 252	American History		3
PHL	103	Introduction to Philosophy	3	
PHY	105	Physical Science		4
REL	—	Introductory religious studies (140, 146, or 160)		3
—	—	Physical or health education requirement ²	1	
			16	16
Sophomore Year				
EDT	200	History of Education Since 1789	3	
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ¹		3
EDT	290	Mainstreamed Handicapped Students		3
EDT	296	Teaching in the Elementary School		3
MTH	204	Mathematical Concepts I		3
MUS	104	Music Literature for the Elementary Classroom	2	
SPE	101	Fundamentals of Oral Communication	3	
—	—	Physical or health education requirement ²		1
—	—	General education requirement ³	3	
—	—	Electives	3	3
			17	16

Junior Year				
EDT	320	Reading and Language Arts ⁴	4	
EDT	325	Social Studies in Elementary School ⁴	3	
EDT	326	Mathematics and Science in Elementary School ⁴	4	
EDT	360	Literature for Children and Adolescents		3
EDT	390	Introduction to Exceptionalities ¹	3	
EDT	391	Language Development		2
EDT	392	Growth and Development and the Special-Needs Learner ¹		3
EDT	393	Counseling Parents of Handicapped Children		3
EDT	394	Behavior Management		3
—	—	Physical or health education requirement ²	3	
—	—	General education requirement ³		3
			17	17
Senior Year				
EDT	419	Philosophy of Education	3	
EDT	480 or 490	Introductory course for DH/MH or SLD ¹	3	
EDT	481	Assessment of the Special-Needs Learner	3	
EDT	482 or 494	Special Methods		3
EDT	483	Multihandicapped ⁵		2
EDT	484	Advanced Behavior Management ⁵	2	
EDT	487	Career Education for Handicapped		2
EDT	—	Student Teaching (485, 488, or 495) ⁶		10
—	—	General education requirement	3	
—	—	Elective	3	
			17	17

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

²Five sem. hrs. of a combination of EDH and EDP; either EDH 413 or EDP 414 is required.

³See General Education Requirements, Chapter V. Some general education requirements are specified in the program (e.g., BIO 101); others are to be chosen from the listing of approved courses. Consult advisor and checksheets.

⁴DH and SLD majors must take EDT 320, 325, and 326 concurrently. Field experience is required. MH majors take EDT 320 and 7 sem. hrs. of electives.

⁵MH majors only.

⁶Students will have seminar on campus once a week.

KINDERGARTEN-PRIMARY (EKP)

The Department of Teacher Education administers the program for kindergarten-primary education (E7) to teach grades K-3, which leads to the Bachelor of Science in Education.

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 professional education courses and in any additional endorsement or validation area.

Endorsement of a standard Kindergarten-Primary Certificate is available for Reading and Typing/Keyboarding; validation is available for Pre-Kindergarten.

Checksheets of course requirements are available in the Department of Teacher Education, C-205, and the School of Education, C-104. The suggested four-year schedule of courses is similar to that shown for the Elementary Education Program, E1.

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 high school certification (grades 7-12).

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 30 semester hours in the second teaching field; or (2) a single comprehensive field totaling a minimum of 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 each teaching field and 2.5 in professional education courses.

Secondary education teaching fields include the following:

Art	Journalism
Biological Science	Mathematics
Bookkeeping and Basic Business	Physical Education
Chemistry	Physics
Computer Science	Political Science
Drama/Theater	Psychology/Sociology
Earth Science	Religious Studies ¹
Economics	Sales
English	Speech/Communication
General Science	Stenography and Typewriting/
Health Education	Keyboarding
History	

Comprehensive fields include the following:

Business Education	Social Studies
Communications	Vocational Business Education
Science	

Endorsement of a Standard Secondary (High School) Certificate is available for Reading Teacher and Typing/Keyboarding.

Checksheets for each field are available in the Department of Teacher Education, C-205, and the School of Education, C-104.

¹Not a state of Ohio certification area.

PROGRAM—E2: SECONDARY EDUCATION (EDS)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
		First Year		
EDT	109	Personal Aspects of Teaching	0	
EDT	110	The Profession of Teaching ¹		3
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715	3	
MTH	107	Fundamentals of Mathematics	3	
PHL	103	Introduction to Philosophy	3	
REL	140 or 146	Introductory religious studies		3
—	—	Teaching field		3-4
—	—	Physical or health education elective	1	
—	—	General education requirements ²	3	3
			16	15-16

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 Oral Communication	3	
—	—	Teaching field	9	9
—	—	Physical or health education elective	1	
—	—	General education requirement ²		3
			16	18
Junior Year				
EDT	318	Human Relations in Education	2	
EDT	351	School, Self, and Society ¹	3	
EDT	469	Reading in the Content Areas ^{1, 4}		2-3
—	—	Teaching field	12	12
—	—	General education requirement ²		3
			17	17-18
Senior Year				
EDT	419	Philosophy of Education		3
EDT	420	Student Teaching—Secondary ⁵		10
—	—	Special methods in teaching field ¹	4	
—	—	Teaching field and/or electives	9	3
—	—	General education requirement ²	3	
			16	16

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

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 communications take 3 sem. hrs.

⁵Students will have seminar on campus once a week.

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.

SPECIAL K-12

The Department of Teacher Education administers the program for special education (E6) to teach grades K-12, which leads to the Bachelor of Science in Education.

A student in the Special K-12 Program is required to have one teaching field totalling a minimum of 45 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 teaching field and 2.5 in professional education courses.

Special teaching fields include the following:

Visual Art (EAR), with three concentrations available:
 Commercial Design Photography Studio Art

Foreign Language (ELA), with three concentrations available:
 French German Spanish

Music Education (K-12) is also available through the E-11A Program.

Endorsement of a standard Special Certificate is available for Reading and Typing/Keyboarding.

Checksheets for each field are available in the Department of Teacher Education, C-205, and the School of Education, C-104. The suggested four-year schedule of courses is similar to that shown for the Secondary Education Program, E2.

ENDORSEMENTS AND VALIDATIONS

Following are requirements for endorsements and validations. For each, the student must meet all the requirements in addition to satisfying the requirements for a standard teaching certificate.

READING (ENDORSEMENT): Valid for grades specified in standard certificate.

EDT 320	Reading and Language Arts (including field experience at appropriate level)	4
EDT 360	Literature for Children and Adolescents	3
EDT 468	Diagnosis of Reading Difficulties (including field experience at appropriate level)	4
EDT 469	Reading in the Content Areas	3

TYPING/KEYBOARDING (ENDORSEMENT): Valid for grades specified in standard certificate.

Six sem. hrs. (9 qtr. hrs.) of typing/keyboarding.

NOTE: Courses must be taken at another institution and a transcript provided.

PRE-KINDERGARTEN (VALIDATION)

EDT 219	Kindergarten-Primary Instruction	3
EDT 250	Introduction to Early Childhood Education	3
EDT 319	Instructional Materials K-3	3
EDT 470	Pre-Kindergarten Instruction	3
EDT 471	Student Teaching—Pre-Kindergarten	3
HEC 329	Child Development Practicum	3
HEC 417	Infant and Toddler Program	3

NOTE: This validation is available for only the following certification fields:

Kindergarten-Primary
 Elementary
 Education of the Handicapped

**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 each 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****Roberta Weaver, Assistant Chairperson, Undergraduate****James E. Gay, Assistant Chairperson, Graduate****Professors: Anderson, Britt, Frye, Fuchs, Gay, Geiger, Joseph, Lasley, Watras****Associate Professor: Shugarman****Assistant Professors: Carlsen, Egnor-Brown, Leahy, Lutz, O'Neil, Sudzina,****Weaver, R. Williams****Part-time Instructors: Petit, Torge, S. Williams****Field Experience Coordinators: Coy, Hemmelgarm**

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:** General introduction to education and the University. Identification of students' personal values, goals, motives, and strengths in light of the qualities and requirements of effective teaching. No credit

EDT 110. **THE PROFESSION OF TEACHING:** Study of the principal teacher behaviors that facilitate learning and those that stand in its way. Emphasis on aspects of learning theory and their application to the teaching and learning process. Clinical and field experiences (20 and 24 hrs.). 3 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. Prerequisites: HST 102, sophomore standing. 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. Clinical and field experience (10 and 20 hrs.). Prerequisite: EDT 296. 3 sem. hrs.

EDT 250. **INTRODUCTION TO EARLY CHILDHOOD EDUCATION:** 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. Field experience (10 hrs.). Prerequisite: EDT 207 or permission. 3 sem. hrs.

EDT 290. **MAINSTREAMED HANDICAPPED STUDENTS:** Study of special-needs learners and the learning problems and difficulties they face in the mainstreamed classroom; resources and curricular modifications; instructional strategies that facilitate learning in the regular classroom. Clinical experience (10 hrs.). Prerequisite: EDT 207. 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-3: Study of psychological principles that should guide instructional material selection; examination, development, and evaluation of materials for kindergarten-primary teaching. Clinical experience (20 hrs.). Prerequisite: EDT 219. *3 sem. hrs.*

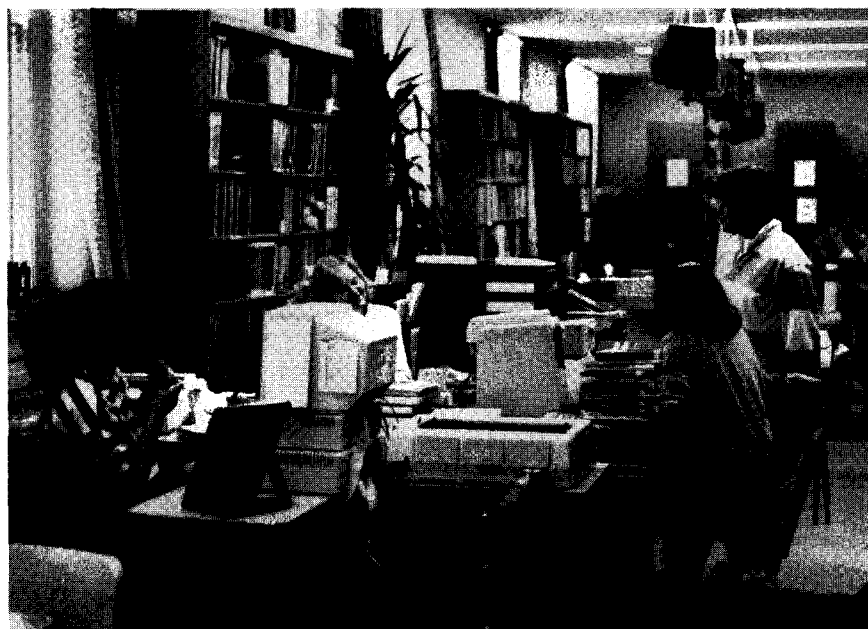
EDT 320. READING AND LANGUAGE ARTS: Foundations of teaching reading. Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching reading and language arts to students with varied needs and abilities. Clinical and field experience (14 and 48 hrs.). Prerequisites: EDT 208, 296. Corequisites: EDT 325, 326, 381. *4 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 and field experience (30 and 12 hrs.). Prerequisites: EDT 208, 296. Corequisites: EDT 320, 326, 381. *3 sem. hrs.*

EDT 326. MATHEMATICS AND SCIENCE IN ELEMENTARY SCHOOL: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching mathematics and science to students with varied needs and abilities. Clinical and field experience (20 and 36 hrs.). Prerequisites: EDT 208, 296. Corequisites: EDT 320, 325, 381. *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. Prerequisites: REL courses, junior standing. *3 sem. hrs.*

EDT 351. 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. LITERATURE FOR CHILDREN AND ADOLESCENTS: 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 senior high school levels. Clinical experience (6 hrs.). Prerequisite: EDT 296 or permission. *3 sem. hrs.*

EDT 381. ART AND MUSIC IN ELEMENTARY SCHOOL: Curriculum, planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching art and music to students with varied needs and abilities. Clinical experience (2 hrs.). Prerequisite: ART 101. Corequisites: EDT 320, 325, 326. *3 sem. hrs.*

EDT 390. INTRODUCTION TO EXCEPTIONALITIES: Study of the special-needs learner for majors in Education of the Handicapped Program. Definition, etiology, characteristics, and educational options. Field and clinical experience (20 and 10 hrs.). Prerequisite: EDT 290. *3 sem. hrs.*

EDT 391. LANGUAGE DEVELOPMENT: Study of language development in children with implications for the special-needs learner including alternative communication modes, sign language, communication boards, and augmentative devices. Clinical experience (10 hrs.). Prerequisite: EDT 390. *2 sem. hrs.*

EDT 392. GROWTH AND DEVELOPMENT AND THE SPECIAL-NEEDS LEARNER: Study of the empirical principles of growth, development, and learning as related to special-needs learners. Field and clinical experience (20 and 10 hrs.). *3 sem. hrs.*

EDT 393. COUNSELING PARENTS OF HANDICAPPED 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 394. 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 290 or 390. *3 sem. hrs.*

EDT 404. 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 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-PRIMARY: Full-time supervised and evaluated teaching in a K-3 setting. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning K-P teacher. Weekly seminar. Prerequisites: EDT 219, 319, 320, 325, 326, 381. *6-10 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 290, 320, 325, 326, 381. *6-10 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: Student teaching in major program area. *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. *10 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 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. *10 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. *10 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. *10 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. VOCATIONAL BUSINESS CONTENT AND METHODS: A qualifying course for vocational business 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 404, comprehensive business education. *4 sem. hrs.*

EDT 438. VOCATIONAL BUSINESS SUPERVISED FIELD EXPERIENCE: Application of classroom theory concerning business and office skills in actual practice in the community. May be repeated with permission of instructor. *1 sem. hr.*

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. *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 461. **ADVANCED COMPUTERS IN EDUCATION:** Design of instruction using computers in the classroom. LOGO and word-processing skills presented and developed. Prerequisite: EDT 451 or permission. *3 sem. hrs.*

EDT 462. **METHODS—COMPUTERS IN EDUCATION:** Techniques in teaching the use of microcomputers for problem solving in the classroom and in serving as a microcomputer consultant in schools. Clinical experience (10 hrs.). Prerequisite: EDT 461. *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. Prerequisite: EDT 320. *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; secondary, health, and 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. Field and clinical experience (5 and 10 hrs). 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 410 or 413; 470. *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, characteristics, learning theories, and curriculum planning appropriate to the handicapped. Field experience (40 hrs.). Prerequisite: EDT 390. *3 sem. hrs.*

EDT 481. **ASSESSMENT OF THE SPECIAL-NEEDS LEARNER:** Study of the multi-disciplinary use of assessment devices and techniques in the diagnosis, planning, and evaluation of the special-needs learner and the development of individual educational plans. Clinical experience (30 hrs.). Prerequisites: EDT 391-394. *3 sem. hrs.*

EDT 482. **CURRICULUM AND METHODS—MR:** Curriculum development, instructional materials, and evaluation techniques and individual programming for the MR student. Clinical experience (10 hrs.). Prerequisite: EDT 480. *3 sem. hrs.*

EDT 483. **MULTIHANDICAPPED:** Curriculum, planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching the pre-school to adult multihandicapped. Clinical experience (10 hrs.). Prerequisites: EDT 394, 480. *2 sem. hrs.*

EDT 484. **ADVANCED BEHAVIOR MANAGEMENT:** Study of principles and methods of dealing with the hard-to-manage student. Clinical experience (10 hrs.). Prerequisite: EDT 394. *2 sem. hrs.*

EDT 485. **STUDENT TEACHING—DH:** Full-time supervised and evaluated teaching in a DH classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning DH teacher. Weekly seminar. Prerequisite: EDT 482. *10 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 EDUCATION FOR HANDICAPPED:** Theory and techniques of job classification, assessment, selection, placement, and activities related to work experience from pre-school to adult. Prerequisite: EDT 480 or 490. *2 sem. hrs.*

EDT 488. **STUDENT TEACHING—MH:** Full-time supervised and evaluated teaching in an MH classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning MH teacher. Weekly seminar. Prerequisite: EDT 482. EDT 484 recommended. *10 sem. hrs.*

EDT 490. **EDUCATING STUDENTS WITH SLD:** Study of history, identification, characteristics, learning theories, and curriculum planning appropriate to the education of students with specific learning disabilities. Field and clinical experience (10 and 20 hrs.). Prerequisite: EDT 390. *3 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 494. **DIAGNOSTIC TEACHING IN SLD:** Instructional strategies, materials, and evaluation techniques for teaching students with learning disabilities. Field experience (20 hrs.). Prerequisite: EDT 490. *3 sem. hrs.*

EDT 495. **STUDENT TEACHING—SLD:** Full-time supervised and evaluated teaching in an SLD classroom. Student is to demonstrate the knowledge, skills, attitudes, and values of a beginning SLD teacher. Prerequisites: EDT 394, 494. *10 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. Dayton newspapers cooperate in implementing this course. *3 sem. hrs.*

*General education course. See Chapter V.

