

## VIII School of Education

Ellis A. Joseph, Dean  
Joseph E. White, Assistant Dean

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

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

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

### DEGREE REQUIREMENTS

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

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

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

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

Requirements for graduation and teacher certification are the following:

1. Evidence of such general scholarship and personal and moral qualities as give promise of professional success.
2. Evidence of participation in a variety of planned field experiences essential to the development of the resourcefulness needed by teachers.
3. Successful completion of a minimum of 124 semester hours in approved courses.

4. An overall cumulative point average of at least 2.0 (C average) and a cumulative point average of at least 2.5 for the professional education courses and for the principal teaching field. A 2.0 cumulative average is required for other teaching field(s).
5. Successful completion of the following professional education sequence:

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	<i>Semester Hours</i>
A. Personal and Professional Development of the Teacher .....	2-4
B. Educational Foundations I: Children-Adolescents in the Educative Process .....	3
C. Educational Foundations II: Teaching-Learning Process .....	3
D. Teaching in the Elementary School (or) The Secondary School: Self and Society .....	3
E. Special Methods <sup>1</sup> .....	3
F. Educational Foundations III: Philosophy of Educative Process .....	3
G. Student Teaching .....	6-12

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<sup>1</sup>Students in Elementary Education follow special courses covering (a) reading and language arts, (b) arithmetic. Students in Kindergarten-Primary Education follow special courses in theory, methods, and materials on the kindergarten-primary level.

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

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

- (1) 3 semester hours in Religious Studies,
- (2) 3 semester hours in PHL 103,
- (3) 6 semester hours in Religious Studies and/or Philosophy electives.

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

## COUNSELING

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

## STUDENT TEACHING

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

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

Prerequisites for candidacy for student teaching are (1) official enrollment in a teacher education program at the University, (2) prospective completion of the minimum residence requirement of thirty semester hours inclusive of student teaching, (3) formal application for processing by the screening committee to whom application must be submitted a term in advance of student teaching. (Application blanks may be secured from the chairpersons' offices, C-205, C-211, FH.)

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

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

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

## TEACHER PLACEMENT

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

## TEACHER CERTIFICATION

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

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

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

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

## ATHLETIC COACHING CERTIFICATION

Students who pursue the prescribed courses in this program will be presented with a Coaching Certificate. This program will prepare students (both full- and part-time) for athletic administrative functions, coaching, and youth leadership on all levels. See EDD, Department of Physical and Health Education.

## CORRECTIVE THERAPY CERTIFICATION

Through the affiliation of the Veterans Administration Center's Corrective Therapy Clinical Training Program (Brown Hospital, Dayton, and Veteran's Hospital, Brecksville), students who follow the School of Education's program in health and physical education have the opportunity to qualify for national certification as Corrective Therapists by satisfactorily completing 400 clock hours of directed corrective therapy clinical training and by passing the examination of the American Medical Association. This program as designed for University of Dayton students has the certified approval of the Veterans Administration Central Office, Washington, D.C.

## BACCALAUREATE PROGRAMS

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

- PROGRAM—E1:** ELEMENTARY EDUCATION, grades 1-8  
     E1a: ELEMENTARY EDUCATION, special education  
     E1b: ELEMENTARY EDUCATION, learning disabilities  
     E1c: KINDERGARTEN-EARLY CHILDHOOD EDUCATION  
         See EDE.
- PROGRAM—E2:** SECONDARY EDUCATION  
     See EDS.
- PROGRAM—E3:** PHYSICAL EDUCATION  
     See EDP (also EDD, EDH).
- PROGRAM—E4:** HEALTH EDUCATION  
     See EDH (also EDD, EDP).
- PROGRAM—E5:** MUSIC EDUCATION  
     See MUS. See also MUS, Chapter VI.
- PROGRAM—E6:** ART EDUCATION  
     See ART. See also ART, Chapter VI.
- PROGRAM—E7:** HOME ECONOMICS EDUCATION (VOCATIONAL)  
     See HEC. See also HEC, Chapter VI.
- PROGRAM—E8:** RETRAINING (POST-GRADUATE)  
     For holders of provisional high school certificates or provisional special certificates who desire certification valid for elementary teaching. See EDE.

## **PROGRAM—E9: CERTIFICATION (POST-GRADUATE)**

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

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

## **PROGRAM—E10: SECOND DEGREE (POST-GRADUATE)**

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

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

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

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

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

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

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

## **GRADUATE PROGRAMS**

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

## COUNSELOR EDUCATION & HUMAN SERVICES (EDC)

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

### FACULTY

Eugene K. Moulin, *Chairperson*

*Professor:* Moulin

*Associate Professors:* Anderson, Diethorn

### COURSES OF INSTRUCTION

Courses are listed in the Graduate Catalog Issue of the Bulletin.

## EDUCATIONAL ADMINISTRATION (EDA)

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

### FACULTY

John R. O'Donnell, *Chairperson*

*Professor:* O'Donnell

*Associate Professors:* Crim, Edgington, Morton

*Part-time Instructors:* Roush, Snead

### COURSES OF INSTRUCTION

Courses are listed in the Graduate Catalog Issue of the Bulletin.



## ELEMENTARY EDUCATION (EDE)

The Department of Elementary Education offers a program for the personal and professional self-development of the teacher. Its faculty and students maintain close relationships with local schools. The Department was recognized by the American Association of Colleges for Teacher Education as having one of the five most innovative programs in the U.S.

## PROGRAM—E1: ELEMENTARY EDUCATION

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

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term<sup>1</sup></i>	<i>2nd Term</i>
Freshman Year				
BIO	114	Biological Science (and Laboratory) <sup>2</sup>	3-2-4 <sup>1</sup>	
EDE	109-110	Personal and Professional Development <sup>3</sup>	2-0-2	2-0-2
ENG	111-112	College Composition I <sup>4</sup> and II	4-0-4	3-0-3
HST	—	Elective in Western culture <sup>5</sup>	3-0-3	
HST	—	Elective in non-Western culture <sup>6</sup>		3-0-3
PHL	103	Introduction to Philosophy		3-0-3
PHY	105	The Physical Sciences		4-0-4
REL	—	Elective	3-0-3	
ART	101	Foundations and Materials in Art		2-0-2
			16	17
Sophomore Year				
EDF	205	EDF I: Child in the Educative Process	3-0-3	
EDF	208	EDF II: Teaching—Learning Process		3-0-3
—	—	Physical or Health Education elective <sup>7</sup>	2-0-2	
ENG	—	English elective <sup>8</sup>		3-0-3
—	—	American Studies elective <sup>9</sup>	3-0-3	
MTH	204	Mathematical Concepts I		3-0-3
—	—	Elective in Religious Studies or Philosophy		3-0-3
—	—	Social Science elective <sup>10</sup>	3-0-3	
EDE	296	Teaching in the Elementary School	3-0-3	
—	—	Elective in area of specialization <sup>11</sup>		3-0-3
MUS	103	Music Appreciation		2-0-2
			14	17
Junior Year				
EDE	320	Reading and Language Arts	6-0-6	
EDE	325	Interdisciplinary Approach to Social Studies	3-0-3	
EDE	360	Children's Literature	3-0-3	
EDE	403	Mathematics in the Elementary School	3-0-3	
EDE	481	Art in Elementary Education	2-0-2	
EDE	413	Student Teaching <sup>12</sup>		x-x-12
—	—	Elective in area of specialization <sup>11</sup>		3-0-3
—	—	Free elective		2-0-2
			17	17

Senior Year				
EDF	419	EDF III: Philosophy of Educative Process	3-0-3	
—	—	Philosophy or Religious Studies elective	3-0-3	
—	—	Humanities elective <sup>13</sup>		3-0-3
—	—	Social Science elective		3-0-3
EDE	483-484	Music in Elementary Education <sup>14</sup>	2-0-2	
—	—	Electives in area of specialization	6-0-6	3-0-3
EDP	414	Physical Education in the Elementary School <sup>15</sup>		3-0-3
			14	12

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#### PROGRAM—Ela: SPECIAL EDUCATION<sup>16</sup>

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(Leading to Ohio Certificate for Teaching Educable Mentally Retarded—EMR Certificate: K-12. 20 sem. hrs. required.)

EDE	390	Learning and Behavior Disorders <sup>17</sup>	3
EDE	480	Psychology and Education of the Retarded <sup>17</sup>	3
EDE	487	Occupational Orientation and Job Training for the EMR <sup>16</sup>	2
EDE	492	Curriculum and Instruction for Teaching EMR	6
EDE	411	Student Teaching—EMR <sup>18</sup>	6

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#### PROGRAM—E1b: LEARNING DISABILITIES CERTIFICATE K-12

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(Leading to Ohio Certification in Teaching the Learning Disabled. 12 sem. hrs. required.)

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

EDE	495	Diagnostic Teaching in Learning Disabilities	6
EDE	496	Classroom Structure and Behavior Management for Children with Learning Disabilities and Behavior Disorder	3
EDE	494	Student Teaching—LD	3

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#### PROGRAM—E1c: KINDERGARTEN-EARLY CHILDHOOD EDUCATION<sup>16</sup>

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A. Kindergarten-Primary (Leading to Ohio Provisional Kindergarten-Primary Certificate: Kindergarten-Grade 3. 6 sem. hrs. required.)

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

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

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

<sup>1</sup>For example: 3-0-3 means 3 class hrs., 0 lab. hrs., 3 sem. hrs. of credit.

<sup>2</sup>Most courses can be taken in terms other than those listed. Consult advisor.

<sup>3</sup>Field-based experiences are arranged by the University.



- <sup>4</sup>If ENG 111 is waived, take ENG 118 or a 200-level ENG course to replace it.
- <sup>5</sup>Possible choices: HST 103, 104, 105, 120, 275, 329, 357, 306.
- <sup>6</sup>Possible choices: HST 130, 131, 135.
- <sup>7</sup>Combination of 5 sem. hrs. of Physical and Health Education required for degree.
- <sup>8</sup>Possible choice: ENG 200-level elective.
- <sup>9</sup>Possible choices: HST 251, 252, 260, 270, 396, or POL 201.
- <sup>10</sup>Possible choices: ANT 150, 151; SOC 204, 325, 435; EDE 325; POL 360; ECO 203; AAS 331.
- <sup>11</sup>A specialization of 12 or more sem. hrs., above other course requirements in a field or area of interest. EDE courses in EMR can also count for second certificate.
- <sup>12</sup>9 sem. hrs. only required if student enrolls in 410, or 411, or 414.
- <sup>13</sup>Three hours of humanities required. Can be used for area of specialization.
- <sup>14</sup>EDE 483 is for primary level; EDE 484 is for intermediate level.
- <sup>15</sup>Or EDH 177 or EDH 413 or EDP 223.
- <sup>16</sup>Course requirements are in addition to those of Program E1.
- <sup>17</sup>Take in sophomore year.
- <sup>18</sup>To be done in senior year concurrently with EDE 487 and 492.

**PROGRAM—E8: RETRAINING (POST-GRADUATE)**

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

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

EDF 205	Educational Foundations I: Child in the Educative Process .....	3
EDE 296	Teaching in the Elementary School .....	3
EDE 320	Reading and Language Arts in Elementary School .....	3
	(Special arrangements with chairperson)	
EDE 403	Mathematics in the Elementary School .....	3

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

**FACULTY**

Simon J. Chavez, *Chairperson*  
*Professors:* Chavez, Klosterman  
*Associate Professors:* Anderson, Waters, Fuchs  
*Assistant Professors:* Beitzel, Lutz, Rapp  
*Part-time Instructors:* Dickinson, Greer, Jende, McGowan, Papenek, Rudolph

**COURSES OF INSTRUCTION**

**STANDARD CERTIFICATE**

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

**EDE 110. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE ELEMENTARY SCHOOL TEACHER:** Continuation of EDE 109. Practicum experiences on campus and in local area schools to help the student explore interests and test willingness to commit oneself to the teaching profession. A block of 3 hours one day a week is required.

*2 sem. hrs.*

**EDE 110P. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE ELEMENTARY SCHOOL TEACHER:** A course specially designed for sophomore and junior transfers to Elementary Education.

*2 sem. hrs.*

**EDE 296. TEACHING IN THE ELEMENTARY SCHOOL:** Study of the role of the teacher in the classroom, the structuring and organization for learning, and provisions for teacher-pupil interaction. Prerequisite: EDE 110.

*3 sem. hrs.*

**EDE 320. READING AND LANGUAGE ARTS IN ELEMENTARY SCHOOL:** An integrated language arts course with reading as its core subject. Acquisition of a certificate in handwriting required.

*3 sem. hrs.*

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

*3 sem. hrs.*

**EDE 325. INTERDISCIPLINARY APPROACH TO SOCIAL STUDIES INSTRUCTION:** Function of the social studies in the elementary school; appraisal of teaching procedures in the field; formulation of definite principles; testing the results of instruction.

*3 sem. hrs.*

**EDE 360. CHILDREN'S LITERATURE:** The history of children's literature, poetry for various age levels, folk tales, story telling. Required of and limited to students in Elementary Education.

*3 sem. hrs.*

**EDE 403. MATHEMATICS IN THE ELEMENTARY SCHOOL:** Distribution of content according to grade levels, methods of presentation, diagnosis of learning difficulties, remedial instruction, testing. Directed observation of teaching. Prerequisite: MTH 204.

*3 sem. hrs.*

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

*6 sem. hrs.*

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

*6-12 sem. hrs.*

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

*3 sem. hrs.*

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

*3 sem. hrs.*

**EDE 451. ADVANCED KINDERGARTEN-PRIMARY INSTRUCTION:** Current problems and practices of kindergarten through third grade in relation to child and curriculum. Prerequisite: EDE 219.

*3 sem. hrs.*

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

**EDE 469: READING IN THE CONTENT AREAS:** Study of content area reading problems and assistance in developing techniques for teaching vocabulary and effective reading skills in social studies, science, mathematics, and literature. *3 sem. hrs.*

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

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

**EDE 484. MUSIC IN ELEMENTARY EDUCATION—INTERMEDIATE:** A course intended to increase one's understanding of the concepts of music and to enable one to project those musical concepts to the intermediate grades. *3 sem. hrs.*

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

#### EDUCATION FOR THE EDUCABLE MENTALLY RETARDED

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

**EDE 411. STUDENT TEACHING—EMR:** Teaching in an actual classroom situation under supervision. Includes a seminar. Prerequisites: EDE 390, 413, 480, 482, and 492. *6 sem. hrs.*

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

**EDE 487. OCCUPATIONAL ORIENTATION AND JOB TRAINING FOR THE EMR:** Principles and practices in the guidance, training, and placement of adolescent and young adult retarded persons. Prerequisite: EDE 480. *2 sem. hrs.*

**EDE 492. CURRICULUM, MATERIAL, AND INSTRUCTIONAL PROCEDURES FOR TEACHING ACADEMIC AND SOCIAL SKILLS FOR EMR:** Preparation, selection and adaptation of instructional material; principles and practices in curriculum planning and program development; and instructional processes and methodology in basic academic skills. Prerequisites: EDE 390, 480, 413. *6 sem. hrs.*

#### LEARNING DISABILITIES PROGRAM

**EDE 495. DIAGNOSTIC TEACHING IN LEARNING DISABILITIES:** A course to provide the learner with functional knowledge about sensori-motor and perceptual-motor development, memory, language, and basic cognitive skills based on theoretical implications. *6 sem. hrs.*

**EDE 496. CLASSROOM STRUCTURE AND BEHAVIOR MANAGEMENT FOR CHILDREN WITH LEARNING DISABILITIES AND BEHAVIOR DISORDERS:** Identification of academic and social behaviors of children with learning disabilities; classroom treatment. *3 sem. hrs.*

**EDE 594. STUDENT TEACHING OF THE LEARNING DISABLED:** Experience in the role of the teacher. Because of the uniqueness of each student teaching environment, special guidelines will be designed by the participating school personnel, the student teacher, and the campus supervisor. *3 sem. hrs.*

#### KINDERGARTEN—PRIMARY PROGRAM

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

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

#### PRE-KINDERGARTEN (EARLY CHILDHOOD EDUCATION PROGRAM)

**EDE 250. INTRODUCTION TO PRE-SCHOOL EDUCATION:** Study of growth characteristics of young children and observation of and work with young children, to determine whether one wishes to teach young children. *3 sem. hrs.*

**EDE 470. PRE-KINDERGARTEN INSTRUCTION:** Familiarization with curricular programs, techniques, and materials used in pre-kindergarten education and with ways in which the pre-school teacher can work with parents and handle crisis situations. Concurrent with EDE 471. *3 sem. hrs.*

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



## FINE ARTS (ART)

The School of Education cooperates with the Fine Arts Division of the Department of Visual and Performing 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

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term<sup>1</sup></i>	<i>2nd Term</i>
Freshman Year				
ART	103-104	Introductory Drawing	4-0-4 <sup>1</sup>	
ART	111-112	Principles of Design	4-0-4	
ART	226-227	Introductory Painting		4-0-4
ART	191	Lettering and Calligraphy		2-0-2
ART	373	Survey of Art I		3-0-3
EDS	109-110	Personal and Professional Development	2-0-2	2-0-2
ENG	111-112	College Composition I <sup>2</sup> and II	4-0-4	3-0-3
PHL	103	Introduction to Philosophy	3-0-3	
REL	—	Elective		3-0-3
			17	17
Sophomore Year <sup>3</sup>				
ART	231	Sculpture	2-0-2	
ART	251	Graphics	2-0-2	
ART	261	Introductory Copper Enameling		2-0-2
ART	228	Watercolor		2-0-2
PHO	101	Basic Photography		3-0-3
ART	341	Weaving	2-0-2	
EDF	207	EDF I: Child/Adolescent in Educative Process	3-0-3	
EDF	208	EDF II: Teaching-Learning Process		3-0-3
EDP	—	Physical Education or Health elective	2-0-2	1-0-1
—	—	Religious Studies or Philosophy electives	3-0-3	3-0-3
HST	—	100-level electives	3-0-3	3-0-3
			17	17
Junior Year				
ART	355	Silk Screen Serigraphy	2-0-2	
ART	—	Art History electives <sup>4</sup>	3-0-3	
ART	363	Jewelry Casting		2-0-2
ART	—	Electives <sup>5</sup>		4-0-4
ART	240	Introductory Ceramics I		2-0-2
ART	483	Creative Art Teaching	4-0-4	
ART	495	Graduation Portfolio		1-0-1
EDS	318	Human Relations in Education		2-0-2
EDP	—	Physical Education or Health elective	1-0-1	
EDS	351	Secondary School, Self and Society <sup>6</sup>	3-0-3	
—	—	Science course <sup>7</sup>	3-2-4	
MTH	111	Mathematics and Its Cultural Aspects		3-0-3
—	—	General education elective		3-0-3
			17	17

Senior Year			
ART	—	Art History or Appreciation <sup>8</sup>	6-0-6
ART	—	Electives <sup>5</sup>	4-0-4
ART	496	Graduation Portfolio	1-0-1
EDF	419	EDF III: Philosophy of Educative Process	3-0-3
EDS	415	Student Teaching <sup>9</sup>	x-x-12
			<hr/>
			14                  12

<sup>1</sup>For example, 3-0-3 means 3 class hrs., 0 lab. hrs., 3 sem. hrs. of credit.  
<sup>2</sup>If ENG 111 is waived, take 200-, 300-, or 400-level ENG elective to replace it.  
<sup>3</sup>A critique will be held with the Art Education faculty during February of the sophomore year.  
<sup>4</sup>Art History electives should be chosen from ART 374, 375, 376.  
<sup>5</sup>Choose ART electives from Design, Drawing, Crafts, Graphics, Painting, Sculpture, Photography, Interior Design, and Art History.  
<sup>6</sup>Students should leave one half day open for tutoring.  
<sup>7</sup>Take BIO 114 or PHY 105 or GEO 109.  
<sup>8</sup>Electives in Art History, Art Criticism, Aesthetics, Photography, or Environmental Design.  
<sup>9</sup>All required ART courses must be taken prior to student teaching.



## FOUNDATIONS OF EDUCATION (EDF)

The Department of Foundations of Education makes it possible for undergraduate students to become aware of human growth, learning, and philosophy as these are related to teaching and classroom performance. For information on its offerings at the graduate level, see the Graduate Catalog issue of the Bulletin.

### FACULTY

M. Audrey Grob, *Chairperson*

*Professors:* Britt, Faerber

*Associate Professors:* Emling, Geiger, Grob, Petit

### COURSES OF INSTRUCTION

EDF 205. EDUCATIONAL FOUNDATIONS I: CHILD IN THE EDUCATIVE PROCESS: Theoretical and practical study of selected principles of intellectual, physical, social, psychological, and moral development as well as home and peer-group relationships as they relate to the child's performance in the classroom. Students are required to study the child in the classroom. *3 sem. hrs.*

EDF 206. EDUCATIONAL FOUNDATIONS I: ADOLESCENT IN THE EDUCATIVE PROCESS: Same as EDF 205 but for the adolescent. *3 sem. hrs.*

EDF 207. EDUCATIONAL FOUNDATIONS I: CHILD ADOLESCENT IN THE EDUCATIVE PROCESS: A briefer treatment of the material covered in both EDF 205 and EDF 206. *3 sem. hrs.*

EDF 208. EDUCATIONAL FOUNDATIONS II: TEACHING-LEARNING IN THE EDUCATIVE PROCESS: A study of various theories and empirical research basic to an understanding of the interactions involved in the teaching-learning process. Emphasis on those factors that facilitate learning in school situations. Students are required to illustrate selected principles for their teaching fields. Prerequisites: EDF 205, 206, or 207. *3 sem. hrs.*

EDF 361. STUDIES OF BLACK CHILDREN: An examination of research studies related to black children. Emphasis on the sample populations, research techniques, the problems studied, and the validity of the generalizations and conclusions drawn from these studies. *3 sem. hrs.*

EDF 419. EDUCATIONAL FOUNDATIONS III: PHILOSOPHY OF THE EDUCATIVE PROCESS: Critique of educational theories and key educational concepts. Guidelines for the development of a critical theory of education. Emphasis on the function of educational theory as a guide to teaching activities intended to effect the humane teacher. Prerequisites: EDF 205, 206, or 207; and 208. *3 sem. hrs.*

EDF 423. EDUCATIONAL FOUNDATIONS III: PHILOSOPHY OF THE EDUCATIVE PROCESS—CATHOLIC: The educand, the aims and agencies of education, and the philosophy of the curriculum, studied in the light of Catholic theology and philosophy. This course may be taken in lieu of EDF 419. Prerequisites: EDF 205, 206, or 207; and 208. *3 sem. hrs.*

EDF 440. EDUCATIONAL FOUNDATIONS IV: SEMINAR IN SELECTED TOPICS IN FOUNDATIONS OF EDUCATION: Course content dependent on the mutual interests of the students and the instructor. Prerequisite: Permission of chairperson of Foundations of Education. *3 sem. hrs.*

## HOME ECONOMICS (HEC)

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

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

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

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<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term<sup>1</sup></i>	<i>2nd Term</i>
<b>Freshman Year</b>				
BIO	114	Biological Science		3-2-4
CHM	110	General Chemistry	3-2-4 <sup>1</sup>	
EDS	109-110	Personal and Professional Development	2-0-2	2-0-2
ENG	111-112	College Composition I <sup>2</sup> , and II	4-0-4	3-0-3
HEC	105	Introduction to Related Art <sup>3</sup>	3-0-3	
HEC	200	Introductory Foods <sup>4</sup>		2-4-4
EDP	—	Physical Education or Health electives <sup>5</sup>	1-0-1	1-0-1
PHL	103	Introduction to Philosophy		3-0-3
REL	—	Elective	3-0-3	
			<hr/> 17	<hr/> 17
<b>Sophomore Year</b>				
ECO	203	Principles of Microeconomics		3-0-3
EDF	208	EDF II: Teaching-Learning Process	3-0-3	
HEC	101, 211	Clothing I and II <sup>4</sup>	2-3-3	2-3-3
HEC	214	Textiles		3-0-3
HEC	221	Consumer Education and Home Management	3-0-3	
HEC	225, 329	Child Development I and II	2-2-3	2-2-3
MTH	—	Mathematics course <sup>6</sup>	3-0-3	
—	—	Elective in Religious Studies or Philosophy		3-0-3
			<hr/> 15	<hr/> 15
<b>Junior Year</b>				
EDS	318	Human Relations—Education	2-0-2	
EDS	351	The Secondary School, Self and Society <sup>7</sup>		3-0-3
EDS	455	Practicum in H.S. Reading Improvement		2-0-2
HEC	303	Nutrition and Health		3-0-3
HEC	309	Household Equipment	3-0-3	
HEC	318	Family Living		3-0-3
HEC	323	Demonstration Techniques	2-0-2	
HEC	328	Housing and Home Furnishings	3-0-3	
HEC	—	Home Economics electives	3-0-3	3-0-3
—	—	General Education elective		3-0-3
—	—	Elective in Religious Studies or Philosophy	3-0-3	
			<hr/> 16	<hr/> 17



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

<sup>1</sup>For example, 3-0-3 means 3 class hrs., 0 lab hrs., 3 sem. hrs. of credit.  
<sup>2</sup>If ENG 111 is waived, take 200-, 300- or 400-level ENG elective to replace it.  
<sup>3</sup>ART 111-112 Principles of Design may be substituted.  
<sup>4</sup>Foods and Clothing I & II may be interchanged.  
<sup>5</sup>Any Physical Education or Health course open to the University to total 2 sem. hrs.  
<sup>6</sup>Choose from MTH 101, 107, 111, 207.  
<sup>7</sup>Students should leave one half day open for teacher-aide activities.



## MUSIC (MUS)

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

An audition is required before a student is admitted to this program. Performance majors are required to perform at least once each term, and all students in performance subjects are required to present not less than one-half of a recital as the senior requirement.

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

## PROGRAM-E5: BACHELOR OF SCIENCE IN MUSIC EDUCATION

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term<sup>1</sup></i>	<i>2nd Term</i>
Freshman Year				
EDS	109-110	Personal and Professional Development	2-0-2 <sup>1</sup>	2-0-2
ENG	111-112	College Composition I <sup>2</sup> and II	4-0-4	3-0-3
EDP	—	Physical Education or Health electives	2-0-2	
MUS	111-112	Theory of Music I	2-0-2	2-0-2
MUS	113-114	Aural Skills I	2-0-2	2-0-2
MUS	—	Performance <sup>3</sup>	1-0-1	1-0-1
REL	—	Elective	3-0-3	
PHL	103	Introduction to Philosophy		3-0-3
—	—	Science course <sup>4</sup>		3-2-4
			16	17
Sophomore Year				
EDF	207	EDF I: Child/Adolescent in Educative Process	3-0-3	
EDF	208	EDF II: Teaching-Learning Process		3-0-3
EDP	—	Physical Education or Health elective	1-0-1	
HST	—	100-level electives	3-0-3	3-0-3
MUS	211-212	Theory of Music II	2-0-2	2-0-2
MUS	213	Aural Skills II	2-0-2	
MUS	214	Keyboard Harmony		3-0-2
MUS	331	Vocal Music in High School		3-0-2
MUS	—	Music History <sup>5</sup>		3-0-3
MUS	—	Performance <sup>3</sup>	2-0-2	2-0-2
MUS	335	Music in Elementary Grades	3-0-3	
			16	17
Junior Year				
MUS	—	Music History <sup>5</sup>	3-0-3	2-0-2
MUS	322	Instrumentation and Orchestration		3-0-3
MUS	321	Instrumental Conducting OR	2-0-2	
MUS	351	Choral Conducting	(2-0-2)	
MUS	332	School Band and Orchestra		2-0-2
MUS	—	Music electives <sup>6</sup>	2-0-2	2-0-2
MUS	399	Performance <sup>3</sup>	2-0-2	2-0-2
—	—	Religious Studies and/or Philosophy electives	3-0-3	3-0-3
MTH	111	Mathematics and Its Cultural Aspects		3-0-3
EDS	318	Human Relations—Education	2-0-2	
EDS	351	The Secondary School, Self and Society <sup>7</sup>	3-0-3	
			17	17

Senior Year			
MUS	399	Performance <sup>3</sup>	2-0-2
EDF	419	EDF III: Philosophy of Educative Process	3-0-3
EDS	415	Student Teaching	x-x-12
MUS	429	Marching Band Techniques <sup>8</sup>	2-0-2
MUS	—	Music Education electives <sup>6</sup>	3-0-3
MUS	—	Music electives <sup>6</sup>	5-0-5
			<hr/>
			15
			<hr/>
			12

<sup>1</sup>For example, 3-0-3 means 3 class hrs., 0 lab hrs., 3 sem. hrs. of credit.

<sup>2</sup>If ENG 111 is waived, take a 200-, 300- or 400-level ENG elective to replace it.

<sup>3</sup>Performance includes private instruction courses in piano, organ, voice, and orchestral instruments. Class Piano (MUS 296-7-8-9) is required of students who have not previously studied piano.

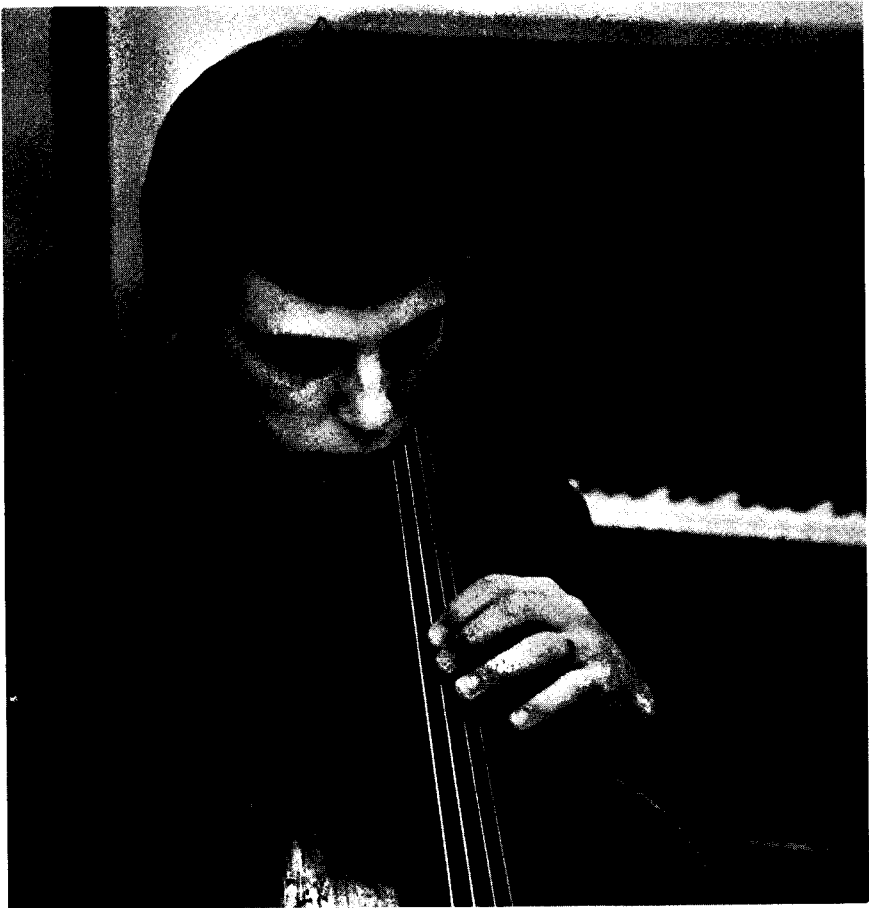
<sup>4</sup>Take BIO 114 or PHY 105 or GEO 109.

<sup>5</sup>MUS 341, 342, 343, 344.

<sup>6</sup>Check with advisor in Music Division.

<sup>7</sup>Students should leave one half day open for tutoring.

<sup>8</sup>Required of students planning to teach instrumental music in secondary schools.



# PHYSICAL AND HEALTH EDUCATION (EDD, EDH, EDP)

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

## PROGRAM—E3: PHYSICAL EDUCATION

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term<sup>1</sup></i>	<i>2nd Term</i>
Freshman Year				
BIO	114	Biological Science (and Laboratory)		3-2-4
MTH	—	Mathematics course	3-0-3 <sup>1</sup>	
ENG	111-112	College Composition I <sup>2</sup> and II	4-0-4	3-0-3
REL	—	Elective	3-0-3	
PHL	103	Introduction to Philosophy		3-0-3
EDD	109-110	Personal and Professional Development	2-0-2	2-0-2
EDP	180-199	Physical Education Activities	0-8-2	0-4-1
HST	—	100-200-level electives	3-0-3	3-0-3
			17	16
Sophomore Year				
EDF	207	EDF I: Child/Adolescent in the Educative Process	3-0-3	
EDF	208	EDF II: Teaching-Learning Process		3-0-3
—	—	Religious Studies or Philosophy electives	3-0-3	3-0-3
EDP	200	Motor Learning	2-0-2	
EDP	223	Movement Education	2-2-3	
EDP	213	Principles & History of Physical Education		2-0-2
EDD	251	School Health Program		3-0-3
EDP	180-199	Physical Education Activities	0-8-2	0-4-1
—	—	General electives	3-0-3	2-0-2
EDP	—	Electives		2-0-2
			16	16
Junior Year				
EDD	305-306	Anatomy and Physiology	3-0-3	3-0-3
EDD	336	Standard First Aid and Personal Safety		2-0-2
EDS	351	The Secondary School, Self, & Society <sup>3</sup>	3-0-3	
EDF	419	EDF III: Philosophy of Educative Process		3-0-3
EDP	300	Methods of Teaching Physical Education	3-0-3	
EDP	324	Elementary Physical Education		3-0-3
EDP	—	Electives	2-0-2	2-0-2
—	—	General electives	5-0-5	3-0-3
			16	16
Senior Year				
EDP	409-409L	Kinesiology (and Laboratory)	2-2-3	
EDP	408	Physiology of Exercise	2-0-2	
EDP	410	Adapted Physical Education	2-0-2	
EDP	402	Organization and Administration of Physical Education	2-0-2	
EDP	405	Tests and Measurements	2-0-2	
—	—	General electives	5-0-5	
EDP	417	Student Teaching (Special Field) OR		x-x-12
EDP	418	Student Teaching (Principal Field)		(x-x-12)
			16	12

<sup>1</sup>For example, 3-0-3 means 3 class hrs., 0 lab. hrs., 3 sem. hrs. of credit.

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

<sup>3</sup>Students should leave one half day open for tutoring.

### PROGRAM—E4: HEALTH EDUCATION

Dept.	No.	Course	1st Term <sup>1</sup>	2nd Term
Freshman Year				
BIO	114-114L	Biological Science (and Laboratory)		3-2-4
MTH	—	Mathematics Course	3-0-3 <sup>1</sup>	
ENG	111-112	College Composition I <sup>2</sup> and II	4-0-4	3-0-3
REL	—	Elective	3-0-3	
PHL	103	Introduction to Philosophy		3-0-3
EDD	109-110	Personal and Professional Development	2-0-2	2-0-2
EDH	117	Personal and Community Health	3-0-3	
HST	—	100-200-level elective		3-0-3
EDP	130	Physical Education Activities <sup>3</sup>	0-2-1	0-2-1
			16	16
Sophomore Year				
EDF	207	EDF I: Child/Adolescent in Educative Process	3-0-3	
EDF	208	EDF II: Teaching-Learning Process		3-0-3
HST	—	100-200-level elective	3-0-3	
EDD	251	School Health Program		3-0-3
—	—	Religious Studies or Philosophy electives	3-0-3	3-0-3
SOC	204	Modern Social Problems	3-0-3	
EDH	—	Electives	2-0-2	3-0-3
—	—	General electives	2-0-2	4-0-4
			16	16
Junior Year				
EDD	305-306	Anatomy and Physiology	3-0-3	3-0-3
EDH	309	School Health Instruction	3-0-3	
EDD	336	Standard First Aid and Personal Safety	2-0-2	
EDS	351	The Secondary School, Self, and Society <sup>4</sup>		3-0-3
EDH	—	Elective	2-0-2	
EDH	364	Sex Education		2-0-2
—	—	General electives	6-0-6	8-0-8
			16	16
Senior Year				
EDH	430	Principles of Health Education	2-0-2	
EDH	407	Current Issues in Health Education	2-0-2	
EDF	419	EDF III: Philosophy of Educative Process	3-0-3	
EDH	419	Student Teaching (Health)		x-x-12
EDH	—	Elective	3-0-3	
—	—	General electives	6-0-6	
			16	12

<sup>1</sup>For example, 3-0-3 means 3 class hrs., 0 lab. hrs., 3 sem. hrs. of credit.

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

<sup>3</sup>For a teaching field in Physical Education, take EDP 180-199.

<sup>4</sup>Students should leave one half day open for tutoring.

CERTIFICATE IN ATHLETIC COACHING

Formal preparation in coaching is useful not only to physical education majors but to those who coach in addition to teaching classroom courses and also to those who work in camps, tennis clubs, recreation centers, etc. The Department of Physical Education offers a curriculum in coaching sports that can lead to either a Coaching Certificate or a Letter of Completion in Coaching. The courses in the Coaching curriculum prepare students for coaching, related administrative work, and youth leadership at all levels.

The curriculum is flexible, to meet individual needs whenever possible. For example, a student may be granted permission to select a course in another academic area, such as business, communications, or sociology, if it is pertinent to a special interest (pro shop management, coaching youth sports, YMCA work, etc.). The Department offers summer-term workshops that may be used as coaching specialty courses or electives.

The Letter of Completion in Coaching represents a minimum of 10 semester hours, to include EDP 330, 403, 404, a coaching specialty course, and one elective. The Coaching Certificate represents a minimum of 21 semester hours, outlined below:

Dept.	No.	Course	Semester Hours
EDP	403	Seminar in Principles of Coaching .....	2
EDP	330	Athletic Training or .....	
EDD	336	First Aid and Safety .....	2
EDP	200	Motor Learning .....	2
EDP	408	Physiology of Exercise .....	2
EDP	409	Kinesiology .....	2
EDP	409L	Kinesiology Laboratory .....	1
Coaching Specialty Course chosen from among the following: .....			2
EDP	310	Coaching Men's Basketball .....	2
EDP	311	Coaching Golf .....	1
EDP	312	Coaching Football .....	2
EDP	313	Coaching Field Hockey .....	1
EDP	314	Coaching Baseball .....	1
EDP	315	Coaching Women's Basketball .....	1
EDP	316	Coaching Soccer .....	1
EDP	317	Coaching Track and Field .....	1
EDP	318	Coaching Gymnastics .....	2
EDP	322	Coaching Volleyball .....	1
EDP	323	Coaching Wrestling .....	1
EDP	404	Coaching Internship (Internships will be arranged with schools or agencies) .....	2
Electives .....			6

Total of 21

RECOMMENDED ELECTIVES

Dept.	No.	Course	Semester Hours
EDE	431	Audio Visual Instruction .....	2
SPE	101	Fundamentals of Effective Speech .....	3
SPE	102	Speaking Techniques .....	3
EDP	319	Officiating Football and Wrestling .....	1

EDP 320	Officiating Men's Basketball and Baseball .....	1
EDP 321	Officiating Volleyball .....	1
EDP 325	Officiating Field Hockey .....	1
EDP 326	Officiating Women's Basketball .....	1
EDP 330	Athletic Training OR	
EDP 336	Standard First Aid and Personal Safety .....	2
Additional Coaching courses .....		1-2

FACULTY

James B. LaVanche, *Chairperson*  
*Professors:* Drees, LaVanche  
*Associate Professors:* Leonard, Schleppei  
*Assistant Professors:* Boyce, Morefield, Roberts, Siciliano  
*Part-time Instructors:* Carter, Donohar, Wanke

COURSES OF INSTRUCTION

EDP 101. SPORT IN THE CULTURE: Development of appreciation and understanding of sport in the society. Sport and related areas in the American and selected European cultures are studied. 1 sem. hr.

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

EDD 109. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE TEACHER: A course designed 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 to test willingness to commit oneself to the teaching profession. 2 sem. hrs.

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

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

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

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

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

EDP 245. MODERN DANCE: Emphasis on basic and intermediate techniques involved 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, healthful school living, and physical inspection.  
3 sem. hrs.

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

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

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

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

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

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

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

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

EDP 315. COACHING WOMEN'S BASKETBALL: The theory, strategies, and methods of coaching women's basketball. First 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 318. COACHING GYMNASTICS: The theory, skills, strategies, and methods of coaching gymnastics. Second term, each year. Elective.  
2 sem. hrs.

EDP 319. THEORY AND TECHNIQUES OF OFFICIATING FOOTBALL AND WRESTLING: An application of the rules and techniques of officiating to game situations. First term, every other year. Elective.  
1 sem. hr.

EDP 320. THEORY AND TECHNIQUES OF OFFICIATING MEN'S BASKETBALL AND BASEBALL: An application of the rules and techniques of officiating to game situations. Second term, every other year. Elective.  
1 sem. hr.

EDP 321. THEORY AND TECHNIQUES OF OFFICIATING VOLLEYBALL: An application of the rules and techniques of officiating to game situations. Students are required to officiate in intramurals. First term, every other year. Elective.  
1 sem. hr.





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

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

**EDP 324. ELEMENTARY PHYSICAL EDUCATION:** Designed to equip the physical education teacher with basic theory, techniques and methods for conducting a program for elementary students. Prerequisite: EDP 223. *3 sem. hrs.*

**EDP 325. THEORY AND TECHNIQUES OF OFFICIATING FIELD HOCKEY:** An application of the rules and techniques of officiating to game situations. Elective. *1 sem. hr.*

**EDP 326. THEORY AND TECHNIQUES OF OFFICIATING WOMEN'S BASKETBALL:** An application of the rules and techniques of officiating to game situations. Students are required to officiate in intramurals. Second term, every other year. Elective. *1 sem. hr.*

**EDP 330. ATHLETIC TRAINING:** Application of principles involved in prevention, care and treatment of athletic injuries. First term, each year. Elective. *2 sem. hrs.*

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

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



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

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

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

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

**EDH 364. SEX EDUCATION:** A detailed study of maturation, reproduction, pregnancy, birth, and physiological development in humans. Emphasis on the psychological concept of sexuality in American society. Offered on demand. Elective. *2 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. SEMINAR IN PRINCIPLES 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. *2 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 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. Second term, each year. *2 sem. hrs.*

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

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

**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 applications of kinesiology. *1 sem. hr.*

**EDP 410. ADAPTIVE PHYSICAL EDUCATION:** A study of the atypical child in order to organize and administer a program which will meet individual needs. *2 sem. hrs.*

**EDH 413. HEALTH EDUCATION FOR THE ELEMENTARY EDUCATOR:** A study of the total school health program. The Standard First Aid course is given. 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.*

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

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

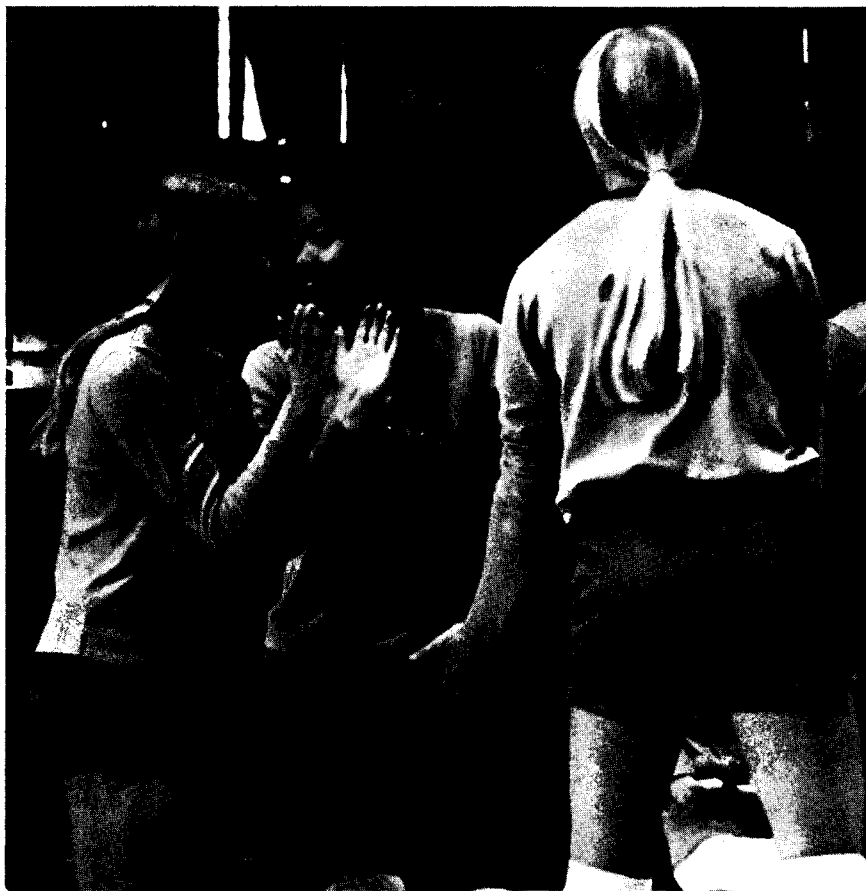
**EDH 430. PRINCIPLES OF HEALTH EDUCATION:** Establishment of the need for health education, historical development, survey of various philosophies, and discussion of specific professional standards, all aimed toward conceptualization of a personal philosophy by the health educator. Offered on demand.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

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

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

**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.*

**EDD. ATHLETIC COACHING CERTIFICATION:** A program designed to prepare those who wish to coach or become leaders of young people in sports. *21 sem. hrs.*



## SECONDARY EDUCATION (EDS)

The Department of Secondary Education stresses the need for prospective high school teachers to work with Dayton area students during the freshman, sophomore, and junior years. Half of the senior year is devoted to student teaching in a local school.

A student following the program in secondary education is required to have either of the following: (1) at least two teaching fields with usually a minimum of 36 semester hours in the principal teaching field (i.e., the field in which the special methods course is taken) and ordinarily a minimum of 24 semester hours for the second teaching field; or (2) a single comprehensive field totaling 51 to 60 semester hours. To facilitate placement, students are advised to select fields that are related, e.g., speech and English, or science and mathematics.

In order to be recommended for student teaching and certification, the student must earn a quality point average of at least 2.5 in the principal field (the one for which certification is sought); a 2.0 is required in the second teaching field, and a 2.5 in the professional education courses. Certification is valid for teaching in grades seven through twelve; Music and Art, K-12.

(For detailed course requirements in the following, the student should obtain a copy of the checklist for each teaching field in the Education Office, Room C-104).

### Teaching Fields

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

### Comprehensive Fields

In lieu of two separate teaching fields, a single comprehensive field (with a minimum of 51 to 60 semester hours) may be chosen from the following:

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

### PROGRAM—E2: SECONDARY EDUCATION

Dept.	No.	Course	1st Term <sup>1</sup>	2nd Term
Freshman Year				
EDP	—	Physical Education elective <sup>2</sup>	0-2-1 <sup>1</sup>	
EDS	109-110	Personal and Professional Development	2-0-2 <sup>3</sup>	2-0-2
EDF	206	EDF I: Adolescent in Educative Process		3-0-3
ENG	111-112	College Composition I <sup>4</sup> and II	4-0-4	3-0-3

HST	—	100-level elective	3-0-3	
PHL	103	Introduction to Philosophy	3-0-3	
REL	—	Elective		3-0-3
—	—	Science <sup>5</sup>	3-2-4	
MTH	—	Mathematics course <sup>6</sup>		3-0-3
—	—	Teaching field elective		3-0-3
			17	17
Sophomore Year				
EDP	—	Physical Education electives <sup>2</sup>	0-4-2	0-2-1
EDF	208	EDF II: Teaching-Learning Process <sup>7</sup>	3-0-3	
—	—	Religious Studies and/or Philosophy electives	3-0-3	3-0-3
—	—	Teaching Field electives	9-0-9	9-0-9
SOC	—	Elective <sup>8</sup>		3-0-3
			17	16
Junior Year				
EDS	351	Secondary School, Self and Society <sup>9</sup>	3-0-3	
—	—	Special Methods in Teaching Field <sup>9</sup>		3-0-3
—	—	Teaching Field or general electives	3-0-3	3-0-3
—	—	Teaching Field electives	9-0-9	9-0-9
EDS	318	Human Relations in Education	2-0-2	
EDS	455	Secondary School Reading Improvement—Content Areas		2-0-2
			17	17
Senior Year				
EDS	414	Student Teaching <sup>10</sup>	x-x-12	
EDF	419	EDF III: Philosophy of Educative Process		3-0-3
—	—	Teaching Field Electives	3-0-3	12-0-12
			15	15

<sup>1</sup>For example, 3-0-3 means 3 class hrs., 0 lab hrs., 3 sem. hrs. of credit.

<sup>2</sup>Any EDP or EDH courses: total of 4 sem. hrs. required.

<sup>3</sup>Students should leave 3 hrs. open for practicum.

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

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

<sup>6</sup>Students may choose MTH 101, 107, 111, or 207.

<sup>7</sup>Students should leave 2 hrs. free for teacher aide activities.

<sup>8</sup>Students may elect any 200-level course in SOC or ANT.

<sup>9</sup>Students should leave one-half day free for teacher aide activities.

<sup>10</sup>Students will have seminar on campus once a week.

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

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

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Students in the College of Arts and Sciences or in the School of Business Administration may enroll in the teacher education program (Secondary Education Program) of the School of Education without transferring to the School of Education. For requirements in professional education courses and in teaching fields consult the chairperson of the Department of Secondary Education.

Enrollment in these programs (E11A for students matriculating in the College of Arts and Sciences; E11B for students matriculating in the School of Business Administration) is subject to the same admission requirements, counseling,

maintenance of a unified system of records, screening, and other professional provisions standard for regular students of the School of Education working toward the B.S. in Education. These include maintaining a 2.5 average in the principal teaching field, a 2.0 in the second teaching field, and a 2.5 in professional education courses, and taking the comprehensive National Teacher Examination (NTE). During the semester prior to their enrollment, E11 students are given a regular orientation period suited to their special needs.

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 teacher 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 the application for student teaching is duly processed at the beginning of the semester directly prior to the one during which student teaching will take place and that the student has passed the normal screening procedure).

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

## FACULTY

Robert E. Kriegbaum, *Chairperson*

*Professor: Frye*

*Associate Professors: Gay, Kriegbaum, Metzger, Taylor*

*Assistant Professor: Zahner*

*Part-time Instructors: Corless, Frederick, Rosser, Zerkle*

## COURSES OF INSTRUCTION

**EDS 109. PERSONAL AND PROFESSIONAL DEVELOPMENT OF SECONDARY TEACHERS I:** A course to help the student define professional goals and to assess personal strengths and weaknesses in the light of competencies deemed essential for secondary school teaching. Practicum experiences on campus and in local area schools to explore interests and test willingness to commit oneself to the teaching profession. Required of all first-year students in secondary education. Students should be prepared to devote three hours each week to practicum. First term. 2 sem. hrs.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**EDS 412. STUDENT TEACHING—SUMMER:** Supervised teaching in actual classroom situations during the summer period. Seminar on campus weekly. Restricted to post-graduate students who have a degree and have one year full-time teaching experience. Prerequisites: Special permission of the Dean; EDS 351 and methods courses. *6 sem. hrs.*

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



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

**EDS 451. PREPARING COMPUTER-AIDED INSTRUCTION:** A two-part course. Part I: introduction for both administrators and teachers to the uses of computers in education, including such topics as time sharing, introductory programming, and various types of applications. Part II for administrators: examination of the concept of data management by a demonstration system (constructed for a model school), including units ranging from routine (preparation of report cards) to imaginative (a program-planning budgeting system). Part II for teachers: applications in various subject areas, with each unit including a description of the computer program rationale for the unit, ways to integrate the unit with the ongoing curriculum, performance objectives, and suggestions for a sequence of class activities during the use of the unit. *3 sem. hrs.*

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

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

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

