



VIII School of Education

DR. JOSEPH J. PANZER, S.M., *Dean*
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In conformity with the University's purposes, the School of Education endeavors to foster both (1) the development of those general capacities of the students which flow directly from his human nature and (2) the development of those particular capacities which enable him to become an effective practitioner in the field of professional education.

The general capacities of the student are developed through a broad and sound education of a general nature. It endeavors to acquaint the student with the major areas of knowledge and provides planned opportunities for personal, social, and ethical development.

The particularized 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 which are common to all teaching, and (3) through specialized study of the principles underlying a particular type and level of teaching.

DEGREE REQUIREMENTS

Specific four-year course requirements for kindergarten-primary, elementary, educable mentally retarded, secondary, and special (music, art, physical education, health education) certification are outlined in the following pages. 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 each student is required to file formal application for admission to the Sophomore class. At this point his work is reviewed by a faculty committee to determine the extent to which the applicant's personal traits, academic work, etc., point toward likelihood of success as a professional teacher.

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 plus those of the State in which they desire to teach. (Consult the book, *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, 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 one hundred and twenty-four semester credit hours in approved courses.
4. An over-all cumulative point average of at least 2.00 (C average) and a cumulative point average of at least 2.50 (C+ average) for the professional education courses and for the principal teaching field.
5. Successful completion of the following professional education sequence:

	<i>Credit Hours</i>
A. Personal and Professional Development of the Teacher	2-4
B. Human Growth and Development	3
C. The Learning Process	3
D. Teaching in the Elementary School (or)	3
The Secondary School: Self and Society	3
¹ E. Special Methods	3
F. Philosophy of Education	3
G. Student Teaching	6-12

¹Students 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 kindergarten-primary level.

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 theology and philosophy:

Catholic students—12 semester hours:

6 elective credits in Theology; Phl 101, 201.

Other students — 12 semester hours:

Phl 101, 201, and 6 hours of Humanities electives.

7. Acceptable scores in 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 regarding dates on which the examination will be administered.

COUNSELING

Each freshman education student is assigned a faculty counselor from the department in which he is enrolled. Each upperclassman reports for proper guidance at least once every semester to his dean or to the chairman of the department in which he is majoring.

STUDENT TEACHING

This consists of actual classroom teaching under competent supervision. During the semester of student teaching, the student is not permitted to carry more than six semester hours of additional course work. These additional hours are ordinarily scheduled outside the normal school day in order to keep intact the student teaching experience for the full school day. The student should arrange his financial obligations so that he need not continue with part-time employment during this semester.

The faculty of the School of Education screens 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 a 2.5 for professional education courses and for principal teaching field and at least a 2.0 for second teaching field), (3) physical and emotional fitness, (4) desirable personal and moral traits, (5) completion of the prerequisite courses.

Prerequisites for candidacy for student teaching are: (1) official enrollment in a teacher education program at the University, (2) prospective completion of minimum residence requirement of thirty semester hours inclusive of student teaching, (3) formal application for processing by screening committee; application must be submitted a term in advance of student teaching. (Application blanks may be secured from the Education Office, Room C-104.)

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.

Students who register for 12 sem. hrs. of student teaching are involved in full-day sessions for an entire semester. Students who register for less than 12 sem. hrs. must continue their student teaching for a minimum of twelve weeks.

Once a student has been approved and placed for student teaching, he may not withdraw from the program unless approved by his Department Chairman. A student who withdraws without this approval forfeits future placement in student teaching.

Student teaching during the summer term is restricted to candidates who have had previous teaching experience. The applications of such students will be processed only with the express permission of the Dean.

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 located in Chaminade Hall, Room C-323. This requires cooperation from the candidate in filling out the necessary papers and in submitting names for references. Interviews

with prospective employers are conducted in the University Placement Center and are announced in advance.

TEACHER CERTIFICATION

The School of Education is on the approved list 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 with the following States, enabling teachers with Ohio provisional certificates to qualify for the regular initial teaching certificates issued by these States: Alaska, California, Connecticut, Delaware, Florida, Hawaii, Kentucky, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Pennsylvania, Rhode Island, South Dakota, Utah, Vermont, Virginia, Washington, 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, 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 *non-vocational*.

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.

GRADUATE PROGRAMS

The School of Education offers six graduate programs for in-service teachers leading to the *Master of Science in Education* degree; they are designed to prepare master high school teachers, master elementary teachers, school counselors, school psychologists, school administrators, and educational research specialists. (For details on the graduate programs request a copy of *The Graduate Catalog Issue.*)

PROGRAM—E1: ELEMENTARY EDUCATION

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

<i>Dept.</i>	<i>No.</i>	<i>Courses</i>	<i>1st Term</i> ¹	<i>2nd Term</i>	<i>3rd Term</i>
<i>Freshman Year</i>					
BIO ²	114	Biological Science (and Lab)	3-2-4		
EDE	109-10	Personal and Professional Development	2-0-2	2-0-2	
EDF ³	205	Child Growth and Development		3-0-3	
ENG	101	Language and Thought	3-0-3		
ENG	106	Language and Literature		3-0-3	
HST ⁴	—	Elective on Western Culture	3-0-3		
PHL	101	Basic Problems in Philosophy I		3-0-3	
PHY	105	The Physical Sciences		4-0-4	
THL ⁵	—	Elective	3-0-3		
ART	101	Foundations and Materials in Art	2-0-2		
MUS ⁶	101	Fundamentals of Music		2-0-2	
			17	17	
<i>Sophomore Year</i>					
EDF	208	Learning Process	3-0-3		
EDP ⁷	102	Personal and Community Health	2-0-2		
ENG ⁸	—	Communications Elective		3-0-3	
HST ⁹	—	American Studies Elective	3-0-3		
HST ¹⁰	—	Non-Western Culture		3-0-3	
MTH	204	Math Concepts I		3-0-3	
PHL	201	Basic Problems in Philosophy II		3-0-3	
— ¹¹	—	Social Science Elective	3-0-3		
THL	—	Elective	3-0-3		
EDE	296	Teaching in the Elementary School	3-0-3		
— ¹²	—	Elective in Area of Specialization		3-0-3	
			17	15	
<i>Junior Year</i>					
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		x-x-12	
— ¹²	—	Elective in Area of Specialization		3-0-3	
			17	15	

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>1st Term</i> ¹	<i>2nd Term</i>	<i>3rd Term</i>
<i>Senior Year</i>					
EdF	419	Philosophy of Education	3-0-3		
— ¹³	—	Humanities Elective	3-0-3	3-0-3	
— ¹¹	—	Social Science Elective		3-0-3	
EdE ¹⁷	482-3	Music in Elementary Education	2-0-2		
— ¹²	—	Elective in Area of Specialization	6-0-6	3-0-3	
EdP ¹⁴	414	Physical Education in the Elementary School		3-0-3	
			14	12	

PROGRAM—E1a: ELEMENTARY EDUCATION**(Leading to Ohio Provisional Kindergarten-Primary Certificate;
Kindergarten-3)**

EdE ¹⁵	219	Kindergarten-Primary Instruction	3-0-3
EdE ¹⁶	410	Student Teaching-Kindergarten	x-x-6
EdE ¹⁶	413	Student Teaching	x-x-6

PROGRAM—E1b: ELEMENTARY EDUCATION**(Leading to Ohio Certificate for Teaching Educable Mentally Retarded)**

EdE ¹⁵	390	Learning and Behavior Disorders	3-0-3
EdE ¹⁵	480	Psychology and Education of the Retarded	3-0-3
EdE ¹⁵	487	Occupational Orientation and Job Training	2-0-2
EdE ¹⁵	489	Educational Practices for EMR	3-0-3
EdE ¹⁵	490	Educational Practices for EMR	3-0-3
EdE ¹⁶	411	Student Teaching-EMR	x-x-6
EdE ¹⁶	413	Student Teaching	x-x-6

¹Under "Term," 3-0-3 means 3 hrs. class, 0 hrs. laboratory, and 3 hrs. credit.²Most courses can be taken in terms other than listed. Consult advisor.³Evening students may substitute EdF 207.⁴Possible choices: Hst 101, 102, 120, 275, 329, 357, 306.⁵Or Humanities Elective for non-Catholics.⁶Or Mus 103 if proficient in Mus 101.⁷Or EdP 101 plus EdP 130.⁸Possible choices: Eng 100-200, 307, Spe 101, 201.⁹Possible choices: Hst 260, 270, 396, Pol 201.¹⁰Possible choices: Hst 130, 135, 332, 432, 443.¹¹Possible choices: Ant 210, 321, 325, Soc 204, 435, EdE 325, Pol 360, 407, Eco 201, Aas 332.¹²A specialization of twelve or more hours, above other course requirements, in a teaching field or area of interest. Courses in EMR can also count for second certificate.¹³Six hours of Humanities required. Can be used for area of specialization.¹⁴Or EdP 413.¹⁵Course requirements are in excess of Program E1.¹⁶Substitute for twelve hours required in program E1.¹⁷EdE 482 is for primary level; EdE 483 is for intermediate level.

PROGRAM—E2: SECONDARY EDUCATION

<i>Dept.</i>	<i>No.</i>	<i>Courses</i>	<i>1st Term</i> ¹	<i>2nd Term</i>	<i>3rd Term</i>
<i>Freshman Year</i>					
EDP	101	Cultural and Personal Aspects of Physical Education	1-1-1		
EDP	130	Physical Education Activities	0-2-1		
EDS	109-10	Personal and Professional Development	2-0-2	2-0-2	
EDF	206	Adolescent Growth and Development		3-0-3	
ENG	101	Language and Thought	3-0-3		
ENG	106	Language and Literature		3-0-3	
HST	—	100 Level Elective	3-0-3		
PHL	101	Basic Problems in Philosophy I	3-0-3		
THL ²	—	Elective		3-0-3	
— ³	—	Science	3-2-4		
MTH ⁴	—	Mathematics Course		3-0-3	
—	—	Teaching Field Elective		3-0-3	
			17	17	
<i>Sophomore Year</i>					
EDP	102	Personal and Community Health	1-0-2		
EDF	208	Learning Process	3-0-3		
PHL	201	Basic Problems in Philosophy II	3-0-3		
THL ²	—	Elective		3-0-3	
—	—	Teaching Field Electives	9-0-9	9-0-9	
Soc ⁵	—	Elective		3-0-3	
			17	15	
<i>Junior Year</i>					
EDS	351	The Secondary School, Self and Society	3-0-3		
EDS ⁶	—	Special Methods in Teaching Field		3-0-3	
—	—	Teaching Field or Humanities Electives	3-0-3	3-0-3	
—	—	Teaching Field Electives	9-0-9	9-0-9	
			15	15	
<i>Senior Year</i>					
EDS ⁷	414	Student Teaching	x-x-12		
EDF	419	Philosophy of Education		3-0-3	
—	—	Teaching Field Electives	3-0-3	12-0-12	
			15	15	

¹Under "Term," 3-0-3 means 3 hrs. class, 0 hrs. laboratory, and 3 hrs. credit.

²Non-Catholic students take Humanities elective.

³Students may choose from the following: Phy 105 or 151 and Lab, Geo 109 and Lab, Chm 110 and Lab, Bio 114 and Lab.

⁴Students may choose from Mth 101, 107, or 111.

⁵Students may elect any 200 level course in Soc, Ant, or Social Work.

⁶Students should leave one-half day free for teacher aide activities.

⁷Students will have seminar on campus once a week.

REQUIREMENTS IN HIGH SCHOOL TEACHING FIELDS

Students following the program in secondary education are required to have at

least two teaching fields with a minimum of thirty-six semester credit hours in the principal teaching field (i.e. the field in which the special methods course is taken) and ordinarily a minimum of twenty-four hours for the second teaching field; or, instead of two teaching fields, they may take a single comprehensive field totalling at least fifty-one to sixty semester credit hours. To facilitate placement, students are advised to select fields which 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 2.500 in the principal field for which he seeks certification. Certification is valid for teaching in grades seven through twelve.

(For detailed course requirements in each field, secure copy of checklist for each teaching field in the Education Office, Room C-104.)

Teaching Fields

Art
 Biological Science
 Bookkeeping—Basic Business
 Chemistry and Physics
 English
 Economics
 General Science
 Physical Education
 Health Education
 History
 Home Economics
 Language:
 Latin
 French
 German
 Spanish
 Russian

Teaching Fields

Mathematics
 Music
 Political Science
 Sales Communication
 Sociology
 Social Psychology
 Speech
 Stenography—Typing
 Theology

Comprehensive Fields

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

Art
 Business Education
 Chemistry and Physics
 English
 History

Home Economics
 Mathematics
 Music
 Social Studies
 Speech

PROGRAM—E3: PHYSICAL EDUCATION

<i>Dept.</i>	<i>No.</i>	<i>Courses</i>	<i>1st Term</i> ¹	<i>2nd Term</i>	<i>3rd Term</i>
<i>Freshman Year</i>					
BIO	114	Biological Science (and Lab)		3-2-4	
MTH	—	Mathematics Course	3-0-3		
ENG	101	Language and Thought	3-0-3		
ENG	106	Language and Literature		3-0-3	
THL ²	—	Elective	3-0-3		
PHL ³	101	Basic Problems in Philosophy I		3-0-3	
EDP	109-10	Personal and Professional Develop.	2-0-2	2-0-2	
EDP	—	Physical Education Activities	0-8-2	0-4-1	
HST	—	100-200 Level Electives	3-0-3	3-0-3	
			16	16	
<i>Sophomore Year</i>					
EDF	207	Human Growth and Development	3-0-3		
EDF	208	Learning Process		3-0-3	
THL ⁴	—	Elective	3-0-3		
PHL ⁴	201	Basic Problems in Philosophy II		3-0-3	
EDP	223	Movement Education	2-2-3		
EDP	213	Principles & Hist. of Physical Ed.		2-0-2	
EDP	251	School Health Program		3-0-3	
EDP	—	Physical Education Activities	0-8-2	0-4-1	
—	—	General Electives	5-0-5	2-0-2	
EDP	—	Electives		2-0-2	
			16	16	
<i>Junior Year</i>					
EDP	305-6	Anatomy and Physiology	3-0-3	3-0-3	
EDP	301	Motor Learning	2-0-2		
EDP	336	Safety Education and First Aid		2-0-2	
EDS	351	The Secondary School, Self, & Society	3-0-3		
EDF	419	Philosophy of Education		3-0-3	
EDP	300	Methods of Teaching Phys. Ed.	3-0-3		
EDP	324	Elementary Physical Education		3-0-3	
EDP	—	Electives		2-0-2	
—	—	General Electives	3-0-3	3-0-3	
			16	16	
<i>Senior Year</i>					
EDP	409	Kinesiology	3-0-3		
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)		x-x-12	
OR					
EDP	418	Student Teaching (Principal Field)		x-x-12	
			16	12	

PROGRAM—E3—Continued¹Under "Term," 3-0-3 means 3 hrs. class, 0 hrs. laboratory, and 3 hrs. credit.²Non-Catholic students will take Phl 101.³Non-Catholic students will take Phl 201.⁴Non-Catholic students take elective in Humanities.**PROGRAM—E4: HEALTH EDUCATION**

<i>Dept.</i>	<i>No.</i>	<i>Courses</i>	<i>1st Term</i> ¹	<i>2nd Term</i>	<i>3rd Term</i>
<i>Freshman Year</i>					
BIO	114	Biological Science (and Lab)		3-2-4	
MTH	—	Mathematics Course	3-0-3		
ENG	101	Language and Thought	3-0-3		
ENG	106	Language and Literature		3-0-3	
THL ²	—	Elective	3-0-3		
PHL ³	101	Basic Problems in Philosophy I		3-0-3	
EDP	109-10	Personal and Professional Development	2-0-2	2-0-2	
EDP	116	Personal Health	2-0-2		
EDP	118	Community Health		2-0-2	
HST	—	100-200 Level Electives	3-0-3	3-0-3	
			16	17	
<i>Sophomore Year</i>					
EDF	207	Human Growth and Development	3-0-3		
EDF	208	Learning Process		3-0-3	
EDP ⁴	130	Physical Education Activities	0-2-1	0-2-1	
EDP	251	School Health Program		3-0-3	
THL ⁵	—	Elective	3-0-3		
PHL ⁵	201	Basic Problems in Philosophy II		3-0-3	
SOC	204	Modern Social Problems	3-0-3		
EDP	—	Electives	2-0-2	2-0-2	
—	—	General Electives	4-0-4	4-0-4	
			16	16	
<i>Junior Year</i>					
EDP	305-6	Anatomy and Physiology	3-0-3	3-0-3	
EDP	309	School Health Instruction		3-0-3	
EDP	336	Safety Education and First Aid	3-0-3		
EDS	351	The Secondary School, Self, and Society		3-0-3	
EDP	—	Electives	2-0-2	2-0-2	
—	—	General Electives	8-0-8	4-0-4	
			16	15	
<i>Senior Year</i>					
EDP	430	Principles of Health Education	2-0-2		
EDP	407	Current Issues in Health Education	2-0-2		
EDF	419	Philosophy of Education	3-0-3		
EDP	419	Student Teaching (Health)		x-x-12	
—	—	General Electives	9-0-9		
			16	12	

¹Under "Term," 3-0-3 means 3 hrs. class, 0 hrs. laboratory, and 3 hrs. credit.

PROGRAM—E4—Continued²Non-Catholic students will take Phl 101.³Non-Catholic students will take Phl 201.⁴For a Teaching Field in Physical Education, take EdP 150-162.⁵Non-Catholic students take elective in Humanities.**PROGRAM—E5: MUSIC EDUCATION**

<i>Dept.</i>	<i>No.</i>	<i>Courses</i>	<i>1st Term</i> ¹	<i>2nd Term</i>	<i>3rd Term</i>
<i>Freshman Year</i>					
EdS	109-10	Personal and Professional Development	2-0-2	2-0-2	
ENG	101	Language and Thought	3-0-3		
ENG	106	Language and Literature		3-0-3	
EdP	101	Cultural and Personal Aspects of Physical Education		1-1-1	
EdP	130	Physical Education Activities		0-1-1	
MUS	108	Introduction to Music Literature		2-0-2	
MUS	151-2	First Year Theory	5-0-4	5-0-4	
MUS ²	—	Applied Music	1-0-1	1-0-1	
THL ³	—	Elective	3-0-3		
PHL	101	Basic Problems in Philosophy I		3-0-3	
— ⁴	—	Science Course	3-2-4		
			17	17	
<i>Sophomore Year</i>					
EdF	207	Human Growth and Development	3-0-3		
EdF	208	Learning Process		3-0-3	
HST	101-2	History of Civilization	3-0-3	3-0-3	
MUS	251	Second Year Theory	5-0-4		
MUS	262	Musical Form		3-0-2	
MUS	272	Keyboard Harmony		2-0-2	
MUS	335	Music in Elementary Grades	3-0-3		
MUS	331	Vocal Music in High School		2-0-2	
THL ³	—	Elective	3-0-3		
PHL	201	Basic Problems in Philosophy II		3-0-3	
MUS ²	—	Applied Music	1-0-1	2-0-2	
			17	17	
<i>Junior Year</i>					
MUS	301-2	History of Music	3-0-3	3-0-3	
MUS	322	Instrumentation and Orchestration		3-0-3	
MUS	321	Instrumental Conducting	2-0-2		
		OR			
MUS	351	Choral Conducting	2-0-2		
MUS	332	School Band and Orchestra		2-0-2	
MUS ⁵	—	Music Education Electives		3-0-3	
MUS ⁶	—	Music Theory Electives	2-0-2	4-0-4	
MTH	111	Mathematics and Its Cultural Aspects	3-0-3		
EdP	102	Personal and Community Health	2-0-2		
EdS	351	Secondary School	3-0-3		
MUS ²	399	Applied Music	2-0-2	2-0-2	
			17	17	
<i>Senior Year</i>					
—	—	General Education Electives	3-0-3		

PROGRAM—E5—Continued

No.	Dept.	Courses	1st Term ¹	2nd Term	3rd Term
EdF	419	Philosophy of Education	3-0-3		
EdS	415	Student Teaching		x-x-12	
MUS ⁷	429	Marching Band Techniques	2-0-2		
MUS ⁵	—	Music Education Electives	4-0-4		
MUS ⁶	—	Music Theory Electives	4-0-4		
			16	12	

¹Under "Term," 3-0-3 means 3 hrs. class, 0 hrs. laboratory, and 3 hrs. credit.

²Applied Music (Mus 399) includes private instruction courses in Piano, Organ, Voice, Orchestral Instruments. Class Piano (Mus 296-7-8-9) is required of students who have not previously studied piano.

³Non-Catholic students take Humanities elective.

⁴Take Bio 114 or Phy 105 or Geo 109.

⁵Music Education Electives: Mus 235-6, 325-6-7-8, 425-6, 431-2.

⁶Music Theory Electives: Mus 311-2, 411-2, 415-6, 4178, 441-2, 451-2.

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

NOTE: MUSIC EDUCATION PROGRAM

An audition is required before a student is admitted to this program. Applied Music students are required to perform at least once each term. If the student is approved for an Applied Music major, he will present not less than one-half of a recital as the Senior requirement.

PROGRAM—E6: ART EDUCATION

Dept.	No.	Course	1st Term ¹	2nd Term	3rd Term
<i>Freshman Year</i>					
ART	103-4	Introductory Drawing	2-0-2	2-0-2	
ART	111-12	Principles of Design	2-0-2	2-0-2	
ART	226	Introductory Painting	2-0-2		
ART ²	—	Electives		2-0-2	
EdS	109-10	Personal and Professional Development	2-0-2	2-0-2	
ENG	101	Language and Thought	3-0-3		
ENG	106	Language and Literature		3-0-3	
EDP	101	Cultural and Personal Aspects of Physical Education		1-1-1	
EDP	130	Physical Education Activities		0-1-1	
PHL	101	Basic Problems in Philosophy I		3-0-3	
THL ³	—	Elective	3-0-3		
MTH	111	Mathematics and Its Cultural Aspects	3-0-3		
			17	16	
<i>Sophomore Year</i>					
ART	231	Sculpture	2-0-2		
ART	251	Graphics		2-0-2	
ART ²	—	Electives	4-0-4	4-0-4	
ART	281-2	Practical Arts		2-0-2	
EdF	207	Growth and Development	3-0-3		



PROGRAM—E6—Continued

<i>No.</i>	<i>Dept.</i>	<i>Course</i>	<i>1st Term</i> ¹	<i>2nd Term</i>	<i>3rd Term</i>
EdF	208	Learning Process		3-0-3	
EdP	102	Personal and Community Health	2-0-2		
PHL	201	Basic Problems in Philosophy II		3-0-3	
THL ³	—	Elective	3-0-3		
HST	101-2	History of Civilization	3-0-3	3-0-3	
			17	17	
<i>Junior Year</i>					
ART	—	Crafts	2-0-2		
ART	372	Renaissance Art	3-0-3		
ART	472	Art in Twentieth Century		3-0-3	
ART ²	—	Electives	2-0-2	6-0-6	
EdE ⁵	481	Art in Elementary Education	2-0-2		
EdS ⁵	482	Teaching Art in Secondary School		2-0-2	
EdS	351	Secondary School	3-0-3		
— ⁴	—	Science Course	3-2-4		
—	—	General Education Electives		6-0-6	
			16	17	
<i>Senior Year</i>					
ART	—	Art History or Appreciation		6-0-6	
ART ²	—	Electives		7-0-7	
EdF	419	Philosophy of Education		3-0-3	
EdS	415	Student Teaching	x-x-12		
			12	16	

¹Under "Term," 3-0-3 means 3 hrs. class, 0 hrs. laboratory, and 3 hrs. credit.

²Art electives must include 18 hours of 300-400 level courses.

³Non-Catholic students take a Humanities elective.

⁴Take Bio 114 or Phy 105 or Geo 109.

⁵See Art 481-2 for course descriptions.

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 hours of credit: *Cr. Hrs.*

- 1. Teaching in the Elementary School 3
- 2. Reading in the Elementary School 3
- 3. Arithmetic in the Elementary School 3
- 4. Growth and Development 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.

PROGRAM—E9: CERTIFICATION (POST-GRADUATE)

For graduates of the University of Dayton or of other accredited institutions who hold a non-professional degree (B.A., B.S., or equivalent) and who are interested in becoming certified teachers. The program involves approximately 30 semester credit 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 on his non-professional degree of at least 2.5 (out of a possible 4.0);
- 2. submit a letter of recommendation from one of his former professors or from a responsible school official;
- 3. meet the standards which the School of Education uses for screening transfer students.

PROGRAM—E10: SECOND DEGREE (POST-GRADUATE)

For non-professional degree holders who, in addition to certification (see Program—E9 above) desire 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:

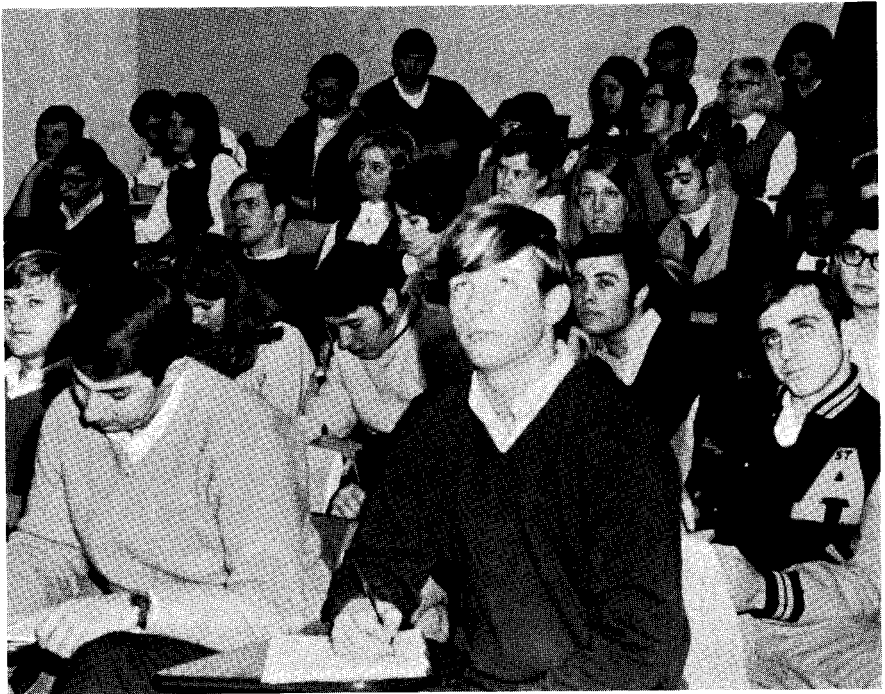
1. complete a *minimum* of 30 semester credit hours beyond the first degree;
2. qualify for the Provisional Elementary Certificate by completing a pattern of courses substantially equivalent to the curriculum outlined in Program—E1, OR qualify for the Provisional High School Certificate by completing 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.
3. complete the general curriculum requirements prescribed by the University for all undergraduate degrees.

PROGRAM—E11A: B.A. or B.S. DEGREE WITH TEACHER CERTIFICATION**PROGRAM—E11B: B.S. in BUS. ADM. WITH TEACHER CERTIFICATION**

Students matriculating 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 Chairman of the Department of Secondary Education.

Enrollment in these programs 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 degree. This includes the maintenance of at least a 2.50 average in the principal teaching field and taking the comprehensive National Teacher Examination (NTE). During the semester prior to their enrollment, these 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 his application for admission to the teacher education program *during the third semester of his matriculation*. He will need to begin his professional education sequence in his fourth semester. Failure to enroll on time would necessitate his going beyond the normal



four years in order to qualify for teacher certification and graduation. The requirements for the College of Arts and Sciences or the School of Business Administration and those of the School of Education must be completed before any degree is granted.

When the student has completed the proper course requirements in seven semesters, he may register for student teaching in the eighth semester (provided his application for student teaching is duly processed at the beginning of the semester directly prior to student teaching and, at that time, has passed the normal screening procedure.)

When the duly enrolled student has completed all the requirements for teacher certification, he should make application for the standard State Teaching Certificate through the official recommending officer of the School of Education.

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