



VIII School of Education

Thomas J. Lasley, Dean

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

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

The particular concern of the School is the professional preparation of teachers for the elementary and secondary schools. Provisions for professional competence are made through (1) comprehensive study of specialized teaching fields, (2) thorough study of the professional foundations common to all teaching, (3) specialized study of the principles underlying a particular type and level of teaching, and (4) appropriate field-based experiences.

Students in the School of Education should appraise their commitment to teaching according to their development in specific knowledge, skills, attitudes, and values:

Knowledge: Students will demonstrate their knowledge of the teaching and learning process; of human nature and of human development, particularly in educational settings; of the means and ends of education; of the subjects they wish to teach; and of the special needs of students of minority groups, and students with disabilities.

Skills: Students will be able to assess pupil needs, interests, and level of understanding; to formulate learning objectives; to select appropriate learning content, materials, and activities; to facilitate learning activities and provide effective learning environments; to evaluate pupil progress and provide for self-evaluation by pupils; to assess their own teaching competencies and the effect these have on pupil learning; to foster tolerance and fairness in human relations; and to apply theory to practice in planned and supervised field experiences. Demonstrated competencies are essential in meeting the special needs of minority students and students with disabilities.

Attitudes: Students will seek self-development; accept others; trust, be open to and help others; and be enthusiastic for inquiry, experimentation, and discovery.

Values: Students will be committed to education for the betterment of others and society; to the Judeo-Christian principles that refer to a shared common humanity, the dignity of the person, the use of reason, and cooperation in seeking the common good and social justice; to the democratic principles; to a humanistic approach to learning; and to the Marianist tradition in education.

DEGREE REQUIREMENTS

In this chapter are described specific four-year course requirements for licensure in early childhood, middle childhood, adolescent to young adult teaching, intervention specialist and special (art, foreign language, physical education, health education) teaching. All of these programs lead to the same degree—Bachelor of Science in Education (B.S. in Ed.). Several teaching endorsements and validations may also be obtained.

The departments have an extensive screening process for students in the first two years of the program. By the end of the first year, all students should have taken and passed the Praxis I (Pre-Professional Skills Test). At the end of their sophomore year, all students are required to apply for formal admission to the licensure program. At this point their work is reviewed by a faculty committee to determine the extent to which their personal traits, academic work, etc. point toward the likelihood of their success as professional teachers. Admission requires a GPA of 2.5 overall in professional education courses, in teaching field(s), and passing of Praxis I (PPST).

The responsibility for meeting the University and state requirements rests with the student. The student is cautioned to study the course requirements and to keep accurate count of the semester hours applicable to graduation. Students planning to teach in states other than Ohio should fulfill University requirements as well as those of the state in which they desire to teach.

Requirements for graduation and teacher licensure are the following:

1. Evidence of such general scholarship and personal and moral qualities as give promise of professional success. All students enrolled in programs leading to State of Ohio licensure must verify that they are of "good moral character," and be fingerprinted. (Consult the dean's office.) Pursuant to School of Education policy, these students must complete the appropriate forms provided by the Office of the Dean. All students will be notified regarding this necessary procedure.
2. Evidence of participation in a variety of planned clinical and field experiences essential to the development of the resourcefulness needed by teachers.
3. Successful completion of a minimum of 124 semester hours in approved courses; some programs may require more than 124 semester hours.
4. A cumulative point average of at least 2.5 overall, in the professional education courses and in each teaching field in which licensure is sought. Courses in professional education and the teaching fields, and in General Education and Basic Skills must be taken under grading Option 1.
5. Successful completion of the following professional education sequence:
 - A. Personal and Professional Development of the Teacher
 - B. Child and Adolescent in Education
 - C. Teaching and Learning
 - D. Computers/Technology in Education
 - E. Teaching in the Elementary School or School, Self, and Society
 - F. Mainstreaming or Human Relations
 - G. Special Methods¹
 - H. Philosophy of Education
 - I. Student Teaching

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

With the possible exception of A, B, C, and D, all courses in the above sequence must be taken at the University of Dayton. Transfer credits from other institutions normally are not accepted in substitution for courses E through H, and are never accepted for student teaching.

6. Completion of University requirements in General Education and Basic Skills. Students should see Chapter V and consult with their advisors.
7. A passing score on the Praxis I, (PPST), which must be taken no later than the second term of the first year.
8. A passing score on an exit examination, Praxis II (NTE, National Teachers Exam) mandated by the State Board of Education. Students should consult the dean's office for dates on which the examination will be administered.

ADVISING AND SCHEDULING

All first-year education students are assigned faculty advisors from the departments in which they are enrolled. Scheduling for courses is completed through the department offices/advisors.

UNIVERSITY POLICIES

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

STUDENT TEACHING

Student teaching, which consists of actual classroom teaching under competent supervision, involves full-day sessions for approximately one semester. During the semester of student teaching, the student is not ordinarily permitted to carry more than three semester hours of additional course work. These additional semester hours are scheduled outside the normal school day in order to keep the student-teaching experience intact for the full school day. Students should make financial arrangements such that they need not continue with part-time employment during this semester. The faculty of the School of Education screen each candidate who applies for student teaching on the basis of the following factors: (1) skill in oral and written communication, (2) an overall quality-point average in course work of at least 2.5, (3) physical and emotional fitness, (4) desirable personal and moral traits, (5) completion of the prerequisite courses and field and clinical experiences.

Prerequisites for candidacy for student teaching are (1) official enrollment in a teacher education program at the University, (2) prospective completion of the minimum residence requirement of thirty semester hours inclusive of student teaching, (3) formal application for processing by the screening committee to whom application must be submitted a term in advance of student teaching. (Application blanks may be secured from the department offices.) 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 licensure through the School of Education are aided in securing teaching positions by the Office of Education Placement Services. Placement requires cooperation from the candidate in filling out the necessary

papers and in submitting recommendations. Dates for interviews with prospective employers arranged by the Office of Educational Placement Services are announced in advance.

TEACHER LICENSURE

The School of Education programs are approved by the State Department of Education and accredited by the National Council for Accreditation of Teacher Education. Ordinarily, Ohio licenses are recognized by other states. Students are encouraged to check licensure requirements for states in which they are seeking positions.

In addition to preparing properly licensed early childhood, middle childhood, adolescent to young adult teachers, the School also enables students to qualify for special certification in art, foreign language, physical education, health education, music, and the teaching of learners with mild to moderate exceptionalities. Endorsements and validations are available for adapted physical education, driver education, and reading.

ATHLETIC TRAINING CERTIFICATION

The Department of Health and Sport Science offers the State Curriculum which enables a student to meet the State of Ohio Licensure and National Athletic Training Association (NATA) certification requirements upon completion. The University of Dayton Certificate curriculum is open to any student in the School of Education. This program consists of 45 semester hours of classroom work and 1500 supervised internship clock hours. Students complete 1000 clock hours in a traditional athletic setting and the remaining 500 clock hours in an allied clinical setting. This program is designed to give the student a variety of clinical experiences with team physicians, physical therapists, hospitals, and high school athletic programs. Upon completion of the State Certification curriculum, a student must pass the State of Ohio examination and NATA certification examination in order to practice in the State of Ohio. (See HSS in this chapter.)

BACCALAUREATE PROGRAMS

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

- PROGRAM E1N: EARLY CHILDHOOD EDUCATION
 - PROGRAM E2N: MIDDLE CHILDHOOD EDUCATION
 - PROGRAM E3: PHYSICAL EDUCATION K-12
 - E3A: PHYSICAL EDUCATION 7-12
- See HSS.

School of Education

- PROGRAM E4: HEALTH EDUCATION K-12
E4A: HEALTH INFORMATION SPECIALIST
- PROGRAM E6: SPECIAL, grades K-12
E6A: VISUAL ART
See EDT. See also VAR, Chapter VI.
- E6B: FOREIGN LANGUAGE
- PROGRAM E7N: ADOLESCENCE TO YOUNG ADULT
- PROGRAM E8: EXERCISE SCIENCE AND FITNESS MANAGEMENT
See HSS.
- E8A: EXERCISE SCIENCE AND PRE-PHYSICAL THERAPY.
See HSS.
- PROGRAM E9: SPORT MANAGEMENT
See HSS.
- PROGRAM E10N: INTERVENTION SPECIALIST
- PROGRAM E11A: TEACHER LICENSURE for students in the College of Arts and Sciences
See EDT and Chapter VI.
- PROGRAM E12: FOOD AND NUTRITION, Option 1—Didactic Program in Dietetics
E12A: NUTRITION AND FITNESS, Option 2—Nutrition

NOTE: All certification programs and teaching fields described in this chapter are subject to approval by the Ohio Department of Education under the certification standards effective July 1, 1998.

GRADUATE PROGRAMS

For in-service teachers, the School of Education offers six graduate programs leading to the Master of Science in Education or Master of Science in Physical Education; these are designed to prepare master secondary teachers, master elementary teachers, school counselors, school psychologists, school social workers, social agency counselors, college student personnel professionals and school administrators. The degrees Educational Specialist and Doctor of Philosophy in Educational Leadership are also offered. For nonprofessional degree holders who are interested in becoming certified teachers, the Department of Teacher Education offers graduate programs leading to various certifications. For in-service teachers who wish to retrain for certification in other areas, the Department of Teacher Education offers a variety of programs. (For details on the graduate programs, request a copy of the Graduate Issue of the *University of Dayton Bulletin*.)

HEALTH AND SPORT SCIENCE (HSS)

The mission of the Department of Health and Sport Science is to prepare students to be proficient and professional in a vocation encompassing the health and physical fitness needs of both youths and adults. The department prepares health and physical education teachers, and athletic trainers to meet the needs of public and private schools. It also prepares exercise science and fitness management specialists for careers in corporate, industrial, hospital, and university wellness programs. Students also have the opportunity to pursue degrees in pre-physical therapy and fitness/nutrition. A health information specialist program is offered for students interested in working with health agencies. An interdisciplinary sport management program prepares students for professional opportunities in private sports clubs, health clubs, sports organizations and federations, and various other aspects of sports and recreation. A 2.5 G.P.A. is required to enter any program within the department.

PROGRAM E3: PHYSICAL EDUCATION (EDP) K-12

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	101	Intro to University	1	
HSS	109-110	Personal and Professional Development	2	2
HSS	117	Personal and Community Health	3	
HSS	130	Physical Education Activities	1	
HSS	182	Conditioning I/STEP Aerobics	2	
HSS	183	Conditioning II + HSS 130 courses		3
HSS	223	Basic Movement	3	
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715		3
MTH	102	Fundamentals of Mathematics		3
CMM	101	Fundamentals of Oral Communication		3
PHL	103	Introduction to Philosophy OR	3	
REL	103	Introduction to Religion		
			18	17
Sophomore Year				
HSS	130	Physical Education Activities		2
HSS	200	Motor Learning	2	
HSS	225	Computer Applications in Physical Education	3	
HSS	275	History of Physical Activity and Sport		3
HSS	305	Human Anatomy	3	
HSS	306	Human Physiology		3
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ^{2,3}		3
—	—	General Education requirements (AS)	3	3
—	—	General Education requirements ¹	3	3
			17	16
Junior Year				
HSS	130	Physical Education Activities	2	2
HSS	220	Adapted Physical Education	3	
HSS	230	Basic Athletic Training		3
HSS	300	Methods of Teaching Physical Education	3	
HSS	324	Elementary Physical Education		3
HSS	344	Outdoor Education	2	

HSS	408-408L	Physiology of Exercise and Lab		3
HSS	431	Nutrition for Exercise and Sport		3
HSS	470	Curriculum Development in Physical Education		3
EDT	351	School, Self, and Society ^{2,3}	3	
—	—	General Education requirement (SS)	3	
			16	17
Senior Year				
HSS	—	HSS Electives	5	
HSS	130	Physical Education Activities		1
HSS	405	Tests and Measurements	3	
HSS	409-409L	Kinesiology and Laboratory	3	
HSS	417	Student Teaching		12
HSS	448	Safety and the Law in PE/Sports	2	
EDT	419	Philosophy of Education	3	
EDT	469	Reading in the Content Area	1	
			17	13

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

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

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

⁴Students will have seminar on campus once a week.

PROGRAM E3A: PHYSICAL EDUCATION (EDP) 7-12

Dept. No.		Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	101	Intro to University	1	
HSS	109-110	Personal and Professional Development	2	2
HSS	117	Personal and Community Health	3	
HSS	130	Physical Education Activities	2	
HSS	182	Conditioning I/STEP Aerobics	1	
HSS	182	Conditioning II + HSS 130 courses		3
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715		3
MTH	102	Fundamentals of Mathematics		3
CMM	101	Fundamentals of Oral Communication		3
PHL	103	Introduction to Philosophy OR	3	
REL	103	Introduction to Religion		3
			15	17
Sophomore Year				
HSS	130	Physical Education Activities		2
HSS	200	Motor Learning	2	
HSS	225	Computer Applications in Physical Education	3	
HSS	275	History of Physical Activity and Sport		3
HSS	305	Human Anatomy	3	
HSS	306	Human Physiology		3
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning ^{2,3}		3
—	—	General Education requirement ¹	3	3
—	—	General Education requirement (AS)	3	
			17	14

Junior Year				
HSS	130	Physical Education Activities	2	2
HSS	209	Teaching Aerobic Dance		1
HSS	220	Adapted Physical Education	3	
HSS	230	Basic Athletic Training		3
HSS	300	Methods of Teaching Physical Education	3	
HSS	344	Outdoor Education	2	
HSS	373	Stress Management for the Educator		2
HSS	408-408L	Physiology of Exercise and Lab		3
HSS	431	Nutrition for Exercise and Sport		3
HSS	470	Curriculum Development in Physical Education		3
EDT	351	School, Self and Society ^{2,3}	3	
—	—	General Education requirement (SS)	3	
			16	17
Senior Year				
HSS	—	HSS Electives	5	
HSS	130	Physical Education Activities		1
HSS	405	Tests and Measurements	3	
HSS	409-409L	Kinesiology and Lab	3	
HSS	418	Student Teaching		12
HSS	448	Safety and the Law in PE/Sports	2	
EDT	419	Philosophy of Education	3	
EDT	469	Reading in the Content Area	1	
			17	13

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

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

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

⁴Students will have seminar on campus once a week.

PROGRAM E8: EXERCISE SCIENCE AND FITNESS MANAGEMENT (EES)

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
HSS	101	Intro to University	1	
HSS	112	Intro to Exercise Science	2	
HSS	117	Personal and Community Health	3	
HSS	130	Aerobics/STEP/Water Aerobics		1
HSS	182-183	Conditioning I and II	1	1
HSS	360 OR	Addiction	2	2
HSS	361	Health Consumerism	2	2
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
HST	102	History/Western Civilization Since 1715	3	
CMM	101	Fund of Oral Communication		3
ENG	101-102	College Composition I and II	3	3
MTH	207	Introduction to Statistics		3
			18	16
Sophomore Year				
HSS	184	Conditioning III	1	
HSS	275	History of Physical Activity and Sport		3

HSS	305	Human Anatomy	3	
HSS	307	Human Physiology		3
HSS	320	Essentials Muscular Strength/Condt.	3	
HSS	335	Massage Therapy	1	
CHM	123-124	General Chemistry and Laboratory	4	4
PSY	101	Intro to Psychology	3	
PSY	251	Human Growth/Development		3
BIO	151	Concepts of Biology (S)	3	
EHZ	295	Nutrition & Health		3
			<hr/>	<hr/>
			18	16

Junior Year

ACC	207	Intro to Financial Accounting	3	
CMM	332	Publication Design	3	
HSS	222	Exercise for Special Populations		3
HSS	226	Computer Applications/Sport Science	3	
HSS	230	Basic Athletic Training		3
HSS	373	Stress Management	2	
HSS	408	Physiology of Exercise and Lab		3
HSS	431	Nutrition for Exercise and Sport		3
HSS	435	Exercise ECG		3
HSS	448	Safety and the Law in PE/Sport		2
MKT	305	Principles of Marketing	3	
PHL	—	General Education requirement	3	
			<hr/>	<hr/>
			17	17

Senior Year

ECO	203	Principles of Microeconomics		3
HSS	405	Tests and Measurements in Sport Science	3	
HSS	409 & Lab	Kinesiology and Lab	3	
HSS	490	Internship—On Campus	2	
HSS	491	Internship—Off Campus		6
PSY	431	Interviewing and Counseling	3	3
PHL	315	Medical Ethics	3	
ENG	370	Report Writing	3	
—	—	General Education requirement		3
			<hr/>	<hr/>
			17	15

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

²Field experience required.

³Consult program director.

PROGRAM E8A: EXERCISE SCIENCE AND PRE-PHYSICAL THERAPY (EPT)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	101	Intro to the University	1	
HSS	114	Introduction to Physical Therapy		1
HSS	130	Water Aerobics	1	
REL	103	Introduction to Religion	3	
PHL	103	Introduction to Philosophy		3
HST	102	Western Civilization since 1715	3	
PSY	101	Introduction to Psychology	3	
ECO	203	Principles of Microeconomics		3
ENG	101	College Composition I	3	

ENG	102	College Composition II		3
MTH	148	Calculus		3
CHM	123	General Chemistry	3	
CHM	123L	General Chemistry Lab	1	
CHM	124	General Chemistry		3
CHM	124L	General Chemistry Lab		1
			<hr/>	<hr/>
			18	17
Sophomore Year				
CMM	101	Fundamentals of Oral Communication	3	
PSY	251	Human Growth & Development		3
PHY	201	General Physics	3	
PHY	201L	General Physics Lab	1	
PHY	202	General Physics		3
PHY	202L	General Physics Lab		1
BIO	151	Concepts of Biology I	3	
MTH	207	Introduction to Statistics	3	
HSS	230	Basic Athletic Training		3
HSS	305	Human Anatomy	3	
HSS	307	Human Physiology		3
HSS	335	Massage Therapy	1	
PHL		General Education requirement ¹		3
			<hr/>	<hr/>
			17	16
Junior Year				
PHL	315	Medical Ethics	3	
PSY	363	Abnormal Psychology	3	
CHM	313	Organic Chemistry	3	
CHM	313L	Organic Chemistry Laboratory	1	
CHM	314	Organic Chemistry		3
CHM	314L	Organic Chemistry Laboratory		1
HSS	222	Exercise for Special Populations		3
HSS	226	Computer Applications in Sport Science		3
HSS	330	Advanced Athletic Training	3	
HSS	405	Tests & Measurements	3	
HS	435	Exercise ECG		3
HST	466	History of Science		3
			<hr/>	<hr/>
			16	16
Senior Year				
BIO	309	Comparative Anatomy of Vertebrates		3
BIO	309L	Comparative Anatomy Lab		1
BIO	403	Physiology I	3	
BIO	403L	Physiology I Lab	1	
BIO	411	General Microbiology	3	
BIO	411L	General Microbiology Lab	1	
—	—	General Education requirement ¹		3
HSS	184	Conditioning III	1	
HSS	408	Physiology of Exercise		2
HSS	408L	Physiology of Exercise Lab		1
HSS	409	Kinesiology	2	
HSS	409L	Kinesiology Lab	1	
HSS	431	Nutrition for Exercise/Sport		3
HSS	448	Safety and the Law in PE/Sport		2
HSS	465	Physical Therapy Seminar	2	
HSS	466	Physical Therapy Research Design		3
			<hr/>	<hr/>
			17	18

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

PROGRAM E9: SPORT MANAGEMENT (ESM) OPTION I

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	101	Intro to the University	1	
HSS	111	Introduction to Sport Management	2	
HSS	130	Physical Education Activities	2	1
HSS	226	Computer Applications in Sport Science		3
ENG	101-102	English Composition I and II	3	3
HST	102	History of Western Civilization Since 1715		3
MTH	102	Fundamentals of Mathematics	3	
CMM	101	Fundamentals of Oral Communication	3	
—	—	Course in minor		3
PHL	103	Introduction to Philosophy		3
REL	103	Introduction to Religion	3	
			17	16
Sophomore Year				
HSS	—	Physical Education Activities	2	
HSS	275	History of Physical Activity and Sport	3	
HSS	305	Human Anatomy OR	3	
HSS	306	Human Physiology	3	
—	—	Courses in minor	3	5
MGT	203	Legal Environment of Business	3	
MIS	365	Management Information Systems		3
MTH	207	Introduction to Statistics		3
—	—	General Education requirements ¹	3	6
			17	17
Junior Year				
ACC	207	Financial Accounting		3
MKT	421	Advertising	3	
ECO	203	Principles of Microeconomics	3	
HSS	349 OR	Financing Sport Operations	3	3
ENG	372	Applied Written Communications	3	
HSS	350	Principles of Sport Marketing	3	
HSS	352	Event Management		2
HSS	355	Sport Management Practicum		2
HSS	449	Sportswriting	3	
ENG	370	Report Writing		3
ENG	380	Sports in Literature		3
			18	16
Senior Year				
ACC	208	Accounting for Management	3	
HSS	351	Facility Management	3	
HSS	448	Safety and the Law in Physical Education and Sport	2	
HSS	485	Sport Management Internship ²		12
FIN	301	Business Finance	3	
MGT	314	Personnel Management	3	
—	—	Electives	3	3
			17	15

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

²Consult program director.

PROGRAM E9: SPORT MANAGEMENT (ESM) OPTION II

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	101	Introduction to the University	1	
HSS	111	Introduction to Sport Management	2	
HSS	130	Physical Education Activities	2	1
HSS	226	Computer Applications in Sport Science		3
ENG	101-102	English Composition I and II	3	3
HST	102	History of Western Civilization Since 1715		3
MTH	102	Fundamentals of Mathematics	3	
CMM	101	Fundamentals of Oral Communication	3	
—	—	Course in minor		3
PHL	103	Introduction to Philosophy		3
REL	103	Introduction to Religion	3	
			17	16
Sophomore Year				
ECO	203	Principles of Microeconomics	3	
HSS	130	Physical Education Activities	2	
HSS	275	History of Physical Activity/Sport	3	
HSS	305	Human Anatomy OR	3	
HSS	306	Human Physiology	3	
MIS	365	Management Information Systems		3
MTH	207	Introduction to Statistics		3
—	—	Courses in minor	3	5
—	—	General Education requirements ¹	3	6
			17	17
Junior Year				
ACC	301	Financial Accounting		3
MKT	421	Advertising	3	
HSS	—	General Elective	3	
HSS	350	Principles of Sport Marketing		3
HSS	352	Event Management		2
HSS	449	Sportswriting	3	
ENG	370	Report Writing		3
ENG	380	Sports in Literature	3	
MKT	310	Principles of Selling	3	
MKT	315	Retail Merchandising		3
—	—	Courses in minor		3
			15	17
Senior Year				
HSS	351	Facility Management	3	
HSS	448	Safety and the Law in Physical Education and Sports	2	
EDP	485	Sport Management Internship ²		12
HSS	—	Course in minor	3	
MKT	405	Consumer Behavior	3	
—	—	Electives	6	
			17	12

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

²Consult program director.

PROGRAM E4: HEALTH EDUCATION (EDH) K-12

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	110	The Profession of Teaching	3	
HSS	117	Personal and Community Health	3	
HSS	361	Health Consumerism		2
HSS	130	Physical Education Activities	1	1
ENG	101-102	College Composition I and II	3	3
HST	101 or 102	History of Western Civilization		3
MTH	102	Fundamentals of Mathematics		3
CMM	101	Fundamentals of Oral Communication	3	
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
			16	15
Sophomore Year				
HSS	251	School Health Services & Environment	3	
HSS	305	Human Anatomy	3	
HSS	306	Human Physiology		3
HSS	363	Emotional Health		2
HSS	364	Sexuality Education		2
HSS	—	Health electives		2
EDT	207	Child and Adolescent in Education	3	
EDT	208	Teaching and Learning		3
EDT	469	Reading in the Content Area	1	
—	—	General Education requirements ¹	6	3
			16	15
Junior Year				
HSS	309	Methods for Teaching Health		3
HSS	360	Addiction Education	2	
HSS	362	Environmental Health Education	2	
HSS	412	Community Health Resources		3
HSS	—	Health electives	5	3
EDT	351	School, Self, and Society	3	
—	—	General education requirements ¹	3	3
—	—	Second Teaching Field or electives		4
			15	16
Senior Year				
HSS	407	Seminar in Current Health Issues	2	
HSS	419	Student Teaching*		12
HSS	428	Health Research and Evaluation		3
HSS	430	Principles and Administration of Health Programs	3	
HSS	—	Health electives	2	
EDT	419	Philosophy of Education	3	
HSS	226	Computer Applications in Sport Science	3	
—	—	Second Teaching Field or electives	4	
			17	15

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

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

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

⁴Students will have seminar on campus once a week.

PROGRAM E4A: HEALTH INFORMATION SPECIALIST (EHS)

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
HSS	101	Introduction to University	1	
HSS	117	Personal and Community Health	3	
HSS	130	Physical Education Activities	2	
ENG	101-102	College Composition I & II	3	3
REL	103	Introduction to Religion	3	
PHL	103	Introduction to Philosophy		3
HST	101-102	History of Western Civilization	3	3
CMM	101	Fundamentals of Oral Communication		3
MTH	102	Fundamentals of Mathematics	3	
			18	12
Sophomore Year				
REL/PHL		General Education requirements ¹	3	3
HSS	251	School Health Services and Environment	3	
HSS	305	Human Anatomy	3	
HSS	306	Human Physiology		3
HSS	—	Health elective	4	4
MKT	305	Principles of Marketing	3	
ENG	378	Professional and Technical Writing		3
HSS	226	Computer Applications in Sport Science		3
			16	16
Junior Year				
HSS	309	Methods of Teaching Health		3
HSS	367	Community Health Programs	3	
HSS	407	Seminar in Current Health Issues	2	
HSS	412	Community Health Resources		3
HSS	415	Health Agency Internships		2
HSS	—	Health electives	2	2
ACC	207	Intro to Financial Accounting	3	
—	—	General Education requirement ¹	6	
SOC	—	Sociology elective		3
—	—	Admin/Promotion elective		3
			16	16
Senior Year				
HSS	415	Health Agency Internships	2	4
HSS	428	Health Research/Evaluation	3	
HSS	430	Prin./Admin. Health Programs		3
—	—	Admin./Promotion elective	3	
—	—	EHS electives or Second Teaching Field	8	9
			16	16

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

STATE CURRICULUM IN ATHLETIC TRAINING

Dept.	No.	Course	Semester Hours
PSY	101	Introduction to Psychology	3
PSY	251	Human Growth and Development	3
HSS	117	Personal and Community Health	3
HSS	220	Adapted Physical Education	3
OR			
HSS	222	Exercise for Special Populations	3
HSS	230	Basic Athletic Training	3
HSS	305	Human Anatomy	3
HSS	306/307	Human Physiology	3
HSS	330	Advanced Techniques for Athletic Training I	3
HSS	335	Massage Therapy	1
HSS	338	Athletic Training Internship (1500 clock hours)	6
HSS	408	Physiology of Exercise	2
HSS	408L	Physiology of Exercise Lab	1
HSS	409	Kinesiology	2
HSS	409L	Kinesiology Lab	1
HSS	431	Nutrition for Exercise and Sport	3
HSS	433	Advanced Techniques for Athletic Training II	3
EHZ	295	Nutrition and Health	3

49

STUDENTS MUST HAVE CURRENT FIRST AID AND CPR CERTIFICATION.



FOOD AND NUTRITION (EHZ)

The Food and Nutrition Program (EHZ) offers two majors: Didactic Program in Dietetics (EHA) and Nutrition and Fitness (EHN). The curriculum of both programs is an integration of the humanities and arts, social sciences, and the physical and life sciences. The study of food and nutrition (EHZ) includes the science of food and the role of nutrients in the body to promote and maintain health. The Didactic Program in Dietetics (EHA) curriculum includes additional courses in food management and medical nutrition therapy for specific pathology. This curriculum has been granted continued approval by The American Dietetic Association since 1943 and supports pursuit of the Registered Dietitian (RD) credential. The Nutrition and Fitness (EHN) curriculum provides sufficient hours to obtain a minor to compliment nutrition career planning. Both programs challenge you to strive for excellence.

PROGRAM E12: FOOD AND NUTRITION (EHA)

OPTION 1—DIDACTIC PROGRAM IN DIETETICS

This program leads to a Bachelor of Science in preparation for a required post-baccalaureate experience. Upon successful completion of the post-baccalaureate experience, graduates are eligible to become active members of The American Dietetic Association and to sit for the registration examination to become registered dietitians.

Acceptance into a post-baccalaureate program is very competitive. Post-baccalaureate programs maintain increasingly high admission standards. Acceptance is based on the grades of major and support courses, recommendation letters, work experience, extra-curricular activities, motivation, and knowledge of the profession. A grade point average above 2.9 in both the major and support courses is recommended. At the end of the second year the Advisory Committee evaluates all students enrolled in The American Dietetic Association Didactic Program in Dietetics. Any student whose cumulative average for two years of study is below 2.8 will be advised to draft a program for success or consider changing his or her major.

Most students make formal application in the second semester of their senior year to post-baccalaureate programs. Selection of the post-baccalaureate program is made through computer matching.

Students enrolled in The American Dietetic Association Didactic Program in Dietetics do not practice as student dietitians in any observation experience. There is, therefore, no professional liability insurance required.

Additional undergraduate costs may include a laboratory coat and public transportation fares to an observation site. Students are encouraged to join The American Dietetic Association as Affiliate members, currently at \$40.00 per membership year (June 1 to May 31).

PROGRAM E12: FOOD AND NUTRITION (EHA)

OPTION 1—DIDACTIC PROGRAM IN DIETETICS

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
		First Year		
HSS	101	Introduction to the University	1	
EHZ	200	Introductory Foods and Laboratory	4	
EHZ	202	Introduction to Dietetics and Nutrition	1	1

ENG	101-102	College Composition I and II ¹	3	3
CHM	123-124	General Chemistry and Laboratory	4	4
CMM	101	Fundamentals of Oral Communication		3
HST	101 or 102	History of Western Civilization	3	
PHL	103	Introduction to Philosophy		3
PSY	101	Introduction to Psychology	3	
—	—	General Education requirement		3
			19	17
Sophomore Year				
BIO	151-152	Concepts of Biology and Laboratory	3	4
ENG	370	Report Writing ²		3
ECO	203	Principles of Microeconomics OR		3
ECO	204	Principles of Macroeconomics		
EHZ	295	Nutrition and Health	3	
EHZ	304	Quantity Food Production/Buying	3	
EHZ	308	Computer Applications Food/Nutrition		3
REL	103	Introduction to Religion	3	
—	—	General Education requirement	3	
HSS	428	Health Research/Evaluation		3
			15	16
Junior Year				
CHM	313-314	Organic Chemistry Laboratory (recommended but not required)	3	3
HSS	307	Human Physiology	3	
EHZ	300	Cultural Foods and Laboratory		3
EHZ	305	Global Nutrition OR	3	
EHZ	401	Advanced Nutrition	3	3
EHZ	405	Educating the Community		
POL	201	The American Political System	3	
MGT	311	Organizational Behavior	3	
ACC	301	Financial Accounting		3
PSY	432	Interviewing and Counseling		3
			18	15
Senior Year				
EHZ	407	Foodservice Systems Management	3	
EHZ	475	Medical Nutrition Therapy	3	3
EHZ	495-495L	Introduction to Research	3	
BIO	411	General Microbiology and Laboratory	4	
CHM	420	Biochemistry		3
—	—	General Education requirement	3	6
MGT	314	Personnel and Human Resource Management		3
HSS	431	Nutrition for Exercise and Sport		3
			16	18

130 total hours

General Education Requirements — Thematic Cluster

Could include second history GE

art study GE

religion/philosophy GE

3

3

6

¹ Or ENG 114 or 198² Or ENG 272 or 372³ Old HEC 402 and 460

PROGRAM E12A: NUTRITION AND FITNESS (EHN)
OPTION 2—NUTRITION

Students may fulfill medical or dental schools' requirements, or the Didactic Program in Dietetics, with additional courses.

PROGRAM E12A: NUTRITION AND FITNESS (EHN)
OPTION 2—NUTRITION

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
HSS	101	Intro to the University	1	
EHZ	200	Introductory Foods and Lab	4	
EHZ	295	Introduction to Nutrition/Dietetics	1	
ENG	101-102	College Composition I and II	3	3
CMM	101	Fundamentals of Oral Communication		3
HST	101-102	History of Western Civilization	3	
REL	103	Introduction to Religion		3
CHM	123-124	General Chemistry and Laboratory	4	4
PSY	101	Introduction to Psychology		3
			16	16
Sophomore Year				
BIO	151-152	Concepts of Biology and Laboratory	3	4
HSS	226	Computer Applications in Sport Science		3
HST	275	History of Physical Activity and Sport	3	
MTH	207	Introduction to Statistics		3
ENG	370	Report Writing	3	
PHL	103	Introduction to Philosophy		3
PSY	251	Human Growth and Development	3	
EHZ	295	Nutrition and Health		3
MGT	311	Org. Behavior/Management	3	
			15	16
Junior Year				
CHM	313-314	Organic Chemistry	3	3
HSS	305	Human Anatomy	3	
HSS	307	Human Physiology		3
HSS	439	Vitamins and Minerals		3
EHZ	401	Advanced Nutrition	3	
EHZ	405	Educating the Community		3
PHL	315	Medical Ethics	3	
PSY	431	Interviewing & Counseling		3
SOC	204	Modern Social Problems	3	
			15	15
Senior Year				
HSS	405	Tests & Measurements	3	
HSS	408	Physiology of Exercise		2
HSS	408L	Physiology of Exercise Lab		1
HSS	428	Health Research & Evaluation		3
HSS	431	Nutrition for Exercise and Sport		3
HSS	490	Internship	3	3
CHM	420	Biochemistry OR	3	
BIO	440	Cell Biology		
COM	411	Health Communication	3	
EHZ	475	Medical Nutrition Therapy	3	
			15	12
			123 total hours	

General Education Requirements — Thematic Cluster	
Could include second history GE	3
art study GE	3
religion/philosophy GE	6

¹ Or ENG 114 or 198² Or ENG 272 or 372

FACULTY

Lloyd L. Laubach, *Chairperson*

Professors Emeriti: LaVanche, Drees, Leonard, Morefield, Roberts

Professor: Schleppi

Associate Professors: Baer, Laubach, Siciliano, Vanderburgh

Assistant Professors: DeMarco, Palmert, Titlebaum

COURSES OF INSTRUCTION

HEALTH AND SPORT SCIENCE

HSS 100. LIFEGUARDING AND FIRST AID/CPR SKILLS: The primary purpose of this course is to provide students with Lifeguard, First Aid/CPR skills and knowledge necessary to keep the patrons of aquatic and recreation safe in and around the water. The course will teach students to recognize and respond quickly and effectively to all emergency situations including Lifeguarding Rescue Skill; First Aid Skill; CPR for Professional Workers; Responsibilities of a Professional Lifeguard; Interaction with the Public; Dealing with Uncooperative and Violent Behavior; and Injury Prevention.

2 sem. hrs.

HSS 101. INTRODUCTION TO THE UNIVERSITY: Examination of the values that inform academic progress in the College, discussion of strategies for taking full advantage of academic opportunities and integrating formal and experiential learning.

1 sem. hr.

HSS 109. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE TEACHER: A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for a physical and/or health education teacher.

2 sem. hrs.

HSS 110. PERSONAL AND PROFESSIONAL DEVELOPMENT OF THE TEACHER: Practicum experiences on campus and in local area schools to enable the student to explore interests and test commitment to the teaching profession.

2 sem. hrs.

HSS 111. INTRODUCTION TO SPORT MANAGEMENT: A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for a sport management career.

2 sem. hrs.

HSS 112. INTRODUCTION TO EXERCISE SCIENCE AND FITNESS MANAGEMENT: A course to help the student define professional goals and assess personal strengths and weaknesses in the light of competencies deemed essential for an exercise science and fitness management career.

2 sem. hrs.

HSS 114. INTRODUCTION TO PHYSICAL THERAPY: An introductory seminar discussing the history, present and future, of physical therapy. A successful undergraduate preparation for entrance into this highly selective graduate program will be this field's secondary focus. *1 sem. hr.*

HSS 117. PERSONAL AND COMMUNITY HEALTH: Survey of health science and principles of preventive medicine as introduction to other courses in health and sport science. *3 sem. hrs.*

HSS 130. PHYSICAL EDUCATION ACTIVITIES: Selected courses offered to Health and Sport Science majors only. *1 sem. hr.*

HSS 181. GYMNASTICS: Preparation of physical education teachers to instruct beginning-level gymnastics. Skills for both male and female events useful in teaching coeducational classes. Required for EDP majors. *1 sem. hrs.*

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

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

HSS 184. CONDITIONING III: A course designed for Exercise Science and Pre-Physical Therapy majors to introduce them to concepts and techniques of aerobic conditioning using exercise devices such as treadmills, bicycle ergometers, stairmasters, rowing machines, etc. *1 sem. hr.*

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

HSS 209. TEACHING AEROBICS: The fitness concept of aerobic conditioning through exercise routines done to music includes basic dance steps, patterns, teaching tips to enable students to choreograph their own warm-up, aerobic, and cool down routines. *2 sem. hrs.*

HSS 220. ADAPTED PHYSICAL EDUCATION: A course to prepare prospective teachers to adapt a physical education program so all children and youth can successfully participate in activity programs. Study of the atypical child in order to organize and administer a program which will meet individual needs. *3 sem. hrs.*

HSS 222. EXERCISE FOR SPECIAL POPULATIONS: A course designed to prepare prospective exercise specialists to adapt physical education and exercise so that all individuals can successfully participate in activity programs. A study of various disabilities and conditions in order to organize and administer a program which will meet individual needs. *3 sem. hrs.*

HSS 223. BASIC MOVEMENT EDUCATION: The child-centered approach to learning in physical education designed to help children develop greater understanding of themselves as movers, the space in which to move and the factors affecting efficient movement. Developmentally appropriate motor skills, movement concepts and activities (games, dance and gymnastics) are presented as the curriculum model K-12. Prerequisite for HSS 324. *3 sem. hrs.*

HSS 225. COMPUTER APPLICATIONS IN PHYSICAL EDUCATION: The course focuses on understanding the ethical uses of computers as a tool for assessment, instruction, grading and multimedia in physical education. Emphasis is placed on demonstrated proficiency in word processing with Word Perfect & Microsoft Works,

Children's Writing and Publishing, Microsoft Works Spreadsheet and Database, and the evaluation and use of educational software and specific sport packages for basketball and other sports. All programs will be on MAC or Apple II or IBM. *3 sem. hrs.*

HSS 226. COMPUTER APPLICATIONS IN SPORT SCIENCE: The course focuses on understanding the practical uses of computers as a tool in exercise science and sport management activities. Emphasis is placed on demonstrated proficiency in word processing, spreadsheets, graphics, Power Point, and databases and the evaluation and use of specific exercise science and sport management packages. Emphasis will be on use of IBM compatible computers. *3 sem. hrs.*

HSS 230. BASIC ATHLETIC TRAINING: Application of principles and methods involved in prevention, care, and treatment of athletic injuries. Prerequisite: HSS 305. Sophomore Level. *3 sem. hrs.*

HSS 245. MODERN DANCE: Basic and intermediate techniques in modern dance. The study of dance as an art form. First term. Elective. Required for Music Therapy majors. *2 sem. hrs.*

HSS 251. SCHOOL HEALTH SERVICES & ENVIRONMENT: The organization and administration of a school health program with emphasis on health services, and healthful school living. *3 sem. hrs.*

HSS 275. HISTORY OF PHYSICAL EDUCATION AND SPORT: Study of the historical development of physical education and sport as it relates to significant events in the history of Western civilization. *3 sem. hrs.*

HSS 300. METHODS OF TEACHING PHYSICAL EDUCATION: Study of the methods and skills essential for effective teaching in physical education. Prerequisite: HSS 200. *3 sem. hrs.*

HSS 305. HUMAN ANATOMY: Study of the human body with emphasis on the interdependent relationships of structure and function. Prerequisite to HSS 408-409. *3 sem. hrs.*

HSS 306. HUMAN PHYSIOLOGY: Study of the functions of body systems. Cell physiology, structural contributions or limitations, concepts of biochemistry, control of functions, physiological limits of function, and examples of pathologic developments. *3 sem. hrs.*

HSS 307. HUMAN PHYSIOLOGY: A survey of the functions of body systems with respect to general cell physiology and specialization into tissues, structural contributions to tissue/organ physiology, pertinent concepts of biochemical physiology, tissue metabolism and energy/food requirements during stress and exercise, recent research into control and regulation of functions of major systems, physiologic limitations outside environmental ranges, and selected examples of pathophysiology. Prerequisites: CHM 123 and CHM 124. *3 sem. hrs.*

HSS 309. METHODS OF TEACHING HEALTH: Study of the instructional phase of the school health program with emphasis on the methods of teaching health. *3 sem. hrs.*

HSS 310. COACHING BASKETBALL: The theory, skills, strategies, and methods of coaching basketball. First term, each year. Elective. *2 sem. hrs.*

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

HSS 314. COACHING BASEBALL: The theory, skills, strategies, and methods of coaching baseball. Elective. *1 sem. hr.*

HSS 316. COACHING SOCCER: The theory, skills, strategies, and methods of coaching soccer. First term, each year. Elective. *1 sem. hr.*

HSS 317. COACHING TRACK AND FIELD: The theory, skills, strategies, and methods of coaching track and field. Elective. *1 sem. hr.*

HSS 318. TEACHING AND COACHING GOLF: The theory, skills, strategies, and methods of teaching and/or coaching golf. *1 sem. hr.*

HSS 320. ESSENTIALS OF MUSCULAR STRENGTH CONDITIONING: A course designed to prepare students for the certified strength and conditioning specialist (NSCA) exam. Topics included will pertain to muscular strength and endurance conditioning, physiology of strength conditioning, muscular strength testing and evaluation, and organization/administration of strength training programs. *3 sem. hrs.*

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

HSS 324. ELEMENTARY PHYSICAL EDUCATION: Basic theory, techniques and methods for conducting a program for elementary students. Prerequisite: HSS 223. Junior status. *3 sem. hrs.*

HSS 330. ADVANCED ATHLETIC TRAINING: Advanced techniques of evaluation, treatment, and rehabilitation of athletic injuries; basic pharmacology and therapeutic modalities. *3 sem. hrs.*

HSS 335. INTRODUCTION TO THERAPEUTIC MASSAGE: Introduction to bodywork and issues of health and wellness. Laboratory sessions will provide an opportunity to integrate and apply massage knowledge and skill drawn from a variety of healing systems; Swedish Massage, Acupressure, Reflexology and Hydrotherapy. Designed for students in Exercise Science, Athletic Training and Health Care. Open to University. Recommended that students have had Human Anatomy, Human Physiology, Physiology of Exercise and Kinesiology, but not required. *1 sem. hr.*

HSS 338. ATHLETIC TRAINING INTERNSHIP: Practical experience in a traditional athletic training program and allied clinical settings. Students must complete a minimum of 1500 clock hours. Prerequisites: HSS 230. *2 sem. hrs.*

HSS 344. OUTDOOR EDUCATION: Action seminar to familiarize teachers and recreation leaders with the curricula, teaching techniques, and skills for good outdoor education programs. *2 sem. hrs.*

HSS 349. FINANCING SPORT OPERATIONS: The financial concepts and theories and their application in the professional intercollegiate, recreational and commercial sport industries. Topics include revenues and expenses of professional, intercollegiate, and private sport industries; issues affecting these revenues and expenses; fundraising at the intercollegiate level; ownership in sport; and public and private funding for non-profit sports programs. *3 sem. hrs.*

HSS 350. PRINCIPLES OF SPORT MANAGEMENT: Examination of the nature of management from theoretical and practical perspectives in a variety of sport settings. Focus on managerial functions and skills. *3 sem. hrs.*

HSS 351. FACILITY MANAGEMENT: The processes of planning, constructing, equipping, and maintaining sport facilities are investigated in this course. In addition, the multi-faceted nature of event management is examined in a variety of sport settings. *3 sem hrs.*

HSS 352. EVENT MANAGEMENT: The purposes, types, organization, administration and evaluation of events as they relate to sport, facility and community environments. *2 sem. hrs.*

HSS 353. SPORTS MEDIA: This is the study and the appraisal of the media and the role that it plays in contemporary sports. Attention is also given to preparation and evaluation of media sports presentations. *3 sem. hrs.*

HSS 355. SPORT MANAGEMENT PRACTICUM/SEMINAR: The sport management practicum and seminar is designed for students to gain insight into a wide array of field experiences within this discipline. Students are given choices of field work within a variety of sport and recreation settings. In addition, a weekly seminar is required as part of the practicum experience. *2 sem. hrs.*

HSS 360. ADDICTION EDUCATION: This is a search into the causes of human compulsion which lead to addictive behavior, a survey of addictive substances, individual research into preventive and treatment programs, and the current display of attitudes by concerned social groups and individuals. *2 sem. hrs.*

HSS 361. HEALTH CONSUMERISM: Sorting fad from fact in using health products and services from the present market—includes fad diets, nutrition nonsense, survey of medical hoaxes, misleading advertising and protection that is available to all health consumers. Research into current fads and frauds and exposure of health myths and misconceptions is included. *2 sem. hrs.*

HSS 362. ENVIRONMENTAL HEALTH EDUCATION: A selected study of present environmental health conditions. Emphasis is on improvement of those conditions through individual effort and community action. *2 sem. hrs.*

HSS 363. EMOTIONAL HEALTH: Study of emotions, behavior, personality, social relationships, and adjustments to change. The aim is toward increased self-understanding, and improved efficiency for healthful living. *2 sem. hrs.*

HSS 364. SEXUALITY EDUCATION: Study of maturation, reproduction, pregnancy, birth, and physiological development in humans. Open to the University. Emphasis on the psychological concept of sexuality in American society. *2 sem. hrs.*

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

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

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

HSS 374. HEALTHFUL LIFESTYLES: Study of behaviors, attitudes, and values contributing to positive health practices. Assessment of individual lifestyle to improve health status. *2 sem. hrs.*

HSS 376. WOMEN'S HEALTH ISSUES: Women's Health Issues explores the myriad of health problems and concerns facing today's women. The focus is on examining the whole person from physical, emotional and spiritual perspectives. *2 sem. hrs.*

HSS 400. PHYSICAL EDUCATION WORKSHOPS: Various workshops will be conducted depending upon the needs of the clientele. *1-3 sem. hrs.*

HSS 404. COACHING INTERNSHIP: Practical coaching experience working in local schools with interscholastic teams. Elective. *1-3 sem. hrs.*

HSS 405. TESTS AND MEASUREMENTS IN SPORT SCIENCE: A direct relationship of tests and measurements to the field of sport science. *3 sem. hrs.*

HSS 407. HEALTH TOPICS FOR TEACHERS: A seminar on current health topics with emphasis on prevention, solution, and the related roles of the health educator. The discussion technique is used for the seminar presentations. *2 sem. hrs.*

HSS 408. PHYSIOLOGY OF EXERCISE: Detailed study of the effects of exercise on human functions, as a basis for the study of physical fitness, motor skills, and athletic training. Prerequisites: HSS 305-306-307. *2 sem. hrs.*

HSS 408L. PHYSIOLOGY OF EXERCISE LABORATORY: Course to accompany HSS 408. Weekly two-hour laboratory stressing practical applications of exercise physiology. Prerequisite: HSS 306 or 307. *1 sem. hr.*

HSS 409. KINESIOLOGY: Investigation and analysis of human motion based on anatomical, physiological, and mechanical principles. Prerequisites: HSS 305-306 or 307. *2 sem. hrs.*

HSS 409L. KINESIOLOGY LABORATORY: Course to accompany HSS 409. Weekly two-hour laboratory stressing the practical application of kinesiology. *1 sem. hr.*

HSS 412. COMMUNITY HEALTH RESOURCES: The functions and services of various local health agencies. Course members select agencies to visit and/or invite to campus. *3 sem. hrs.*

HSS 413. HEALTH EDUCATION FOR THE ELEMENTARY EDUCATOR: A study of the total school health program. Elementary education majors only. Junior level. *3 sem. hrs.*

HSS 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. Junior level. *2 sem. hrs.*

HSS 415. HEALTH AGENCY INTERNSHIP: Student spends 60 hours working with agency of his or her choice. Prerequisites: Junior standing; HSS 412. *1-6 sem. hrs.*

HSS 416. STUDENT TEACHING (ADAPTED PHYSICAL EDUCATION CERTIFICATION): Teaching under close supervision of a certified adapted physical education specialist for a minimum of three weeks. Prerequisite: Formal admission a full semester in advance. *3 sem. hrs.*

HSS 417. STUDENT TEACHING (K-12 TEACHING FIELD): Teaching under close supervision in the specialized subject area in both elementary and high school grades for a minimum of twelve weeks. A seminar is held once a week. Prerequisite: Formal admission a full semester in advance. *12 sem. hrs.*

HSS 418. STUDENT TEACHING (7-12 TEACHING FIELD): Teaching under close supervision in the specialized subject area in the high school grades for a minimum of twelve weeks. A seminar is held once a week. Prerequisite: Formal admission a full semester in advance. 12 sem. hrs.

HSS 419. STUDENT TEACHING (HEALTH): Teaching under close supervision in the specialized subject area in elementary, junior high, and high school grades for a minimum of twelve weeks. A seminar is held once a week. Prerequisite: Formal admission a full semester in advance. 12 sem. hrs.

HSS 420. LIFEGUARDING: The American Red Cross Senior Life Saving Course. Prerequisite: Advanced Swimming. First term, each year. Elective. 1 sem. hr.

HSS 428. HEALTH RESEARCH AND EVALUATION: An introduction to statistical analysis and research methodology. Emphasis will be on the use of these in determining health statistics, designing and evaluating health studies, accessing data banks; collection, analysis and interpretation of health statistics. 3 sem. hrs.

HSS 430. PRINCIPLES AND ADMINISTRATION OF HEALTH PROGRAMS: 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. 3 sem. hrs.

HSS 431. NUTRITION FOR EXERCISE AND SPORT: Investigation of current research in the nutritional assessment of the athlete. Topics include dietary needs, fluid replenishment, pre-game meals, and "fad" diets for the athlete. Prerequisite: EHZ 295. 3 sem. hrs.

HSS 432. ADVANCED ADAPTED PHYSICAL EDUCATION: A course designed for prospective Adapted Physical Education Specialists. Emphasis is placed on the responsibility, process and development of educating the exceptional population in a physical education setting. Prerequisite: Adapted Physical Education. 3 sem. hrs.

HSS 433. ADVANCED ATHLETIC TRAINING II: Advanced techniques emphasizing use of therapeutic modalities, rehabilitation of athletic injuries, and basic pharmacology. Prerequisites: Basic Athletic Training, CPR and Human Anatomy. 3 sem. hrs.

HSS 435. EXERCISE ECG: Evaluation of exercise electrocardiograms from healthy persons. Prerequisites: HSS 307; HSS 408, 408L. 3 sem. hrs.

HSS 439. VITAMINS AND MINERALS: To examine the metabolic and physiologic functions of vitamins and minerals in human metabolism. 3 sem. hrs.

HSS 448. SAFETY AND THE LAW IN PHYSICAL EDUCATION AND SPORTS: Study of the legal aspects of physical education and athletics. Analysis of specific court cases. Formulation of safety policies. 2 sem. hrs.

HSS 449. SPORTSWRITING: Analysis of and practice in written communications appropriate to sports including news releases, new articles, game programs, and features. 3 sem. hrs.

HSS 452. DEATH EDUCATION FOR LIVING: Emphasis is on "education for healthy living" which is accomplished by bringing the subject of death into reality and comfort. Field trips, group sharing and guest speakers are highlights. 2 sem. hrs.

HSS 453. CHILD ABUSE—THE EDUCATOR'S ROLE: The educator's legal responsibility in suspected child abuse. Attention to the local, state, and national incidence of child abuse, including physical, emotional, and sexual abuse. Teaching techniques for mental health education and parenting education. *2 sem. hrs.*

HSS 455. SELECTED STUDIES IN PHYSICAL EDUCATION: Investigating, analyzing, and reporting on a problem in physical education. Prerequisite: Permission of chairperson. Elective. *1-4 sem. hrs.*

HSS 459. SPORTS BROADCASTING: This course will examine the entire scope of sports broadcasting. This includes determined audiences; selecting what events to cover and why; writing; reporting; anchoring; producing; and job prospects. *3 sem. hrs.*

HSS 465. PHYSICAL THERAPY SEMINAR: Addresses current issues facing prospective and present physical therapists in a reforming healthcare industry. *2 sem. hrs.*

HSS 466. PHYSICAL THERAPY RESEARCH DESIGN: Establishment of the need for and consumership of research in the field of physical therapy, with direct application of research methodology culminating in a research proposal. *3 sem. hrs.*

HSS 470. CURRICULUM DEVELOPMENT IN PHYSICAL EDUCATION: Principles and procedures for curriculum construction and revision. Study of philosophies (institutional, professional, and personal) and their relationship to curriculum development. *3 sem. hrs.*

HSS 485. SPORT MANAGEMENT INTERNSHIP: Work experience carried out under the auspices and supervision of the sports management staff. Application and permission of director of Sports Management program required. *1-12 sem. hrs.*

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

HSS 491. EXERCISE SCIENCE INTERNSHIP—OFF CAMPUS: Work experience carried out under the auspices of an industrial, commercial, educational, government or health agency-related wellness program. Application and permission of director of Exercise Science and Fitness Management program required. *1-6 sem. hrs.*

DIETETICS/NUTRITION

EHZ 200. INTRODUCTORY FOODS: Study of scientific principles applied to the processing and preparation of food to maintain nutritional quality and aesthetic value. Corequisite: EHZ 200L. *2 sem. hrs.*

EHZ 200L. INTRODUCTORY FOODS LABORATORY: Course to accompany EHZ 200 lecture. Two 2-hour periods each week. Corequisite: EHZ 200. *2 sem. hrs.*

EHZ 202. INTRODUCTION TO DIETETICS AND NUTRITION: To acquaint the students interested in a career in dietetics or nutrition with the professions, roles, responsibilities, and opportunities afforded them. Examples of practice for each area will be explored. Required by all entering first-year students and open to students interested in food and nutrition careers. *1 sem. hrs.*

EHZ 203. ELEMENTARY NUTRITION: Course for the nonmajor interested in food and nutrition. Emphasis on basic nutrition as it applies to the individual. Contemporary issues pertaining to nutrition. *2 sem. hrs.*

EHZ 295. NUTRITION AND HEALTH: Study of the nutrient needs of humans and of their choices as modified by socioeconomic, cultural, and life cycle factors. *3 sem. hrs.*

* **EHZ 300. CULTURAL ASPECTS OF FOOD:** Study of the relationship among consumers, their culture and society and their food; the historical evolution of food; socioeconomic influences on foodways. Corequisite: EHZ 300L. *2 sem. hrs.*

EHZ 300L. CULTURAL ASPECTS OF FOOD LABORATORY: Course to accompany EHZ 300 lecture. One 3-hour period each week. Corequisite: EHZ 300. *1 sem. hr.*

EHZ 304. QUANTITY FOOD PRODUCTION: Study of quantity food service systems. Coordinated work experience. Prerequisite: EHZ 200, 200L. *3 sem. hrs.*

* **EHZ 305. GLOBAL NUTRITION:** A study of the global nature of food systems focusing on the impact of food decisions on the environment, agriculture, production and processing, world population relative to food supply, hunger, biotechnology, and safety of our food supply. Open to the University. *3 sem. hrs.*

EHZ 308. INSTITUTIONAL BUYING: Application of principles for determining needs and procuring and storing foods in quantity. Institutional equipment selection, maintenance, and layout. Prerequisite: EHZ 304. *3 sem. hrs.*

EHZ 310. CHILD NUTRITION: Nutrition as it applies to the optimal and critical growth of children, including the relationships among the physical, mental, socioeconomic, and emotional factors of development. Not open for EHA or EHN Majors. *3 sem. hrs.*

EHZ 327. EXPERIMENTAL FOODS: Comparative and experimental approach to food preparation as it affects quality. Introduction to the standard experimental procedures leading to independent project of student's choice. Prerequisites: EHZ 200, 200L. Corequisite: EHZ 327L. *2 sem. hrs.*

EHZ 327L. EXPERIMENTAL FOODS LABORATORY: Course to accompany EHZ 327 lecture. One 3-hour laboratory period each week. Corequisite: EHZ 327. *1 sem. hr.*

EHZ 357. FOOD MICROBIOLOGY: Study of microorganisms that are related to foodborne illnesses, food preservation, and food sanitation. Prerequisites: BIO 101-102. Corequisite: BIO 411L. *3 sem. hrs.*

EHZ 401. ADVANCED NUTRITION: Extension of the student's knowledge of the science of nutrition, stressing the metabolism of food constituents and recent advances in the field of nutrition. Prerequisites: EHZ 295, BIO 403 or HSS 307, CHM 314. *3 sem. hrs.*

EHZ 403. COMMUNITY NUTRITION: Study of public health nutrition programs and their services to the community. An opportunity to explore alternate methods of health care delivery and preventive measures. *2 sem. hrs.*

EHZ 405. EDUCATING THE COMMUNITY: Instructional planning and developing media, methods, and materials for food and nutrition. *3 sem. hrs.*

EHZ 407. FOODSERVICE SYSTEMS MANAGEMENT: Study of management theories as applied to institutional and commercial food service operations. 3 sem. hrs.

EHZ 410. NUTRITIONAL BIOCHEMISTRY: Biochemical and clinical methods for the study of nutrition; evaluation and interpretation of the data in relation to various nutritional states. Prerequisite: CHM 420 and EHZ 401. Corequisite: EHZ 410L 1 sem. hr.

EHZ 410L. NUTRITIONAL BIOCHEMISTRY LABORATORY: Course to accompany EHZ 410 lecture. One 3-hour period each week. Corequisite: EHZ 410. 1 sem. hr.

EHZ 437. FOOD AND THE MARKETPLACE: Study of the influences on food patterns resulting from the relationship between the economy and the consumer. Open to the University. Corequisite: EHZ 437L. 2 sem. hrs.

EHZ 437L. FOOD AND THE MARKETPLACE LABORATORY: Course to accompany EHZ 437 lecture. One 2-hour period each week. Corequisite: EHZ 437. 1 sem. hrs.

EHZ 451. ADVANCED NUTRITIONAL BIOCHEMISTRY: Comprehensive study of the role of nutrients in the control of body metabolism. Prerequisites: CHM 420; EHZ 401. 3 sem. hrs.

EHZ 455. PHARMACOLOGY — NUTRITION IMPLICATIONS: Study of the effect of drug therapy on the patient's body processes and nutritional status, including indications, dosage, cautions, side effects, monitoring, and drug-food integrations. 3 sem. hrs.

EHZ 470. FOOD AND NUTRITION LABORATORY INTERNSHIP: Practical field experience in the student's major area of study. Prerequisite: Permission of department chair. Grade option 2. 1-6 sem. hrs.

EHZ 475. MEDICAL NUTRITION THERAPY: Includes the study of professional development issues, the process of nutrition assessment, nutrition care planning and the appropriate medical nutrition therapy for specific pathophysiology in humans. Designed for those planning to become a registered dietitian. Prerequisites: CHM 314; EHZ 401; and HSS 307 or BIO 403. 3 sem. hrs.

EHZ 490. TOPICS IN FOOD AND NUTRITION: Presentation and discussion of topics in a specialized area of food and nutrition. Can be repeated under special circumstances. 1-6 sem. hrs.

EHZ 495. INTRODUCTION TO RESEARCH: Introduction to the process of conducting research in nutrition and dietetics including: Writing the Research Proposal, Research Methods (Descriptive Research, Analytical Research, Techniques used in Nutrition and Dietetics Research), Statistical Application, Analysis and Interpretation of Data, Applications of Research to Practice. Required for EHZ 495L. 2 sem. hrs.

EHZ 495L. INTRODUCTION TO RESEARCH LABORATORY: Course to accompany EHZ 495, conducting and evaluating a research project. 1 sem. hr.

*General education course. See Chapter V.

TEACHER EDUCATION (EDT)

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

To assure the competency of its students, the Department has established a selection and retention policy which requires students to demonstrate before student teaching at least a 2.5 grade-point average overall, in professional education courses, and in teaching fields; ability to pass the Praxis I (PPST); competency in the use of audio-visual equipment and materials and computers and related technologies; and competency in achieving selected objectives in clinical and field-based experiences. At the completion of their programs to receive a provisional license, all students are required to pass the Praxis II (NTE) exit examination(s) mandated by the State Board of Education, to verify they are of "good moral character," and to be fingerprinted.

EARLY CHILDHOOD EDUCATION (ECE)

The Department of Teacher Education administers the program in Early Childhood Education (E1-N), which leads to the Bachelor of Science in Education and provisional licensure to teach prekindergarten through grade 3.

A student in the Early Childhood Education program is required to have a thematic strand of 27 or more semester hours in one of the following: Arts and the Human Experience; Catholic Intellectual Tradition, Cross Cultural, Perspectives on Global Environmental Issues, Social Justice, Values Technology, and Society, Honors/Scholars, and Core.

A student may also add a Reading Endorsement to their Early Childhood provisional license.

In order to do student teaching the Early Childhood Education major must earn a quality point average of at least 2.5 overall and in professional education courses, and pass the Praxis I (PPST). To be recommended for the provisional licensure, the early childhood education major must also pass the Praxis II (NTE) exit examination, verify they are of "good moral character" and be fingerprinted.

Checksheets for each licensure area are available in the Department of Teacher Education and the School of Education.

PROGRAM E1-N: EARLY CHILDHOOD EDUCATION (ECE)

(Leading to Ohio Provisional Early Childhood License: prekindergarten-grade 3)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
SCI	190-190L	Physical Universe	4	
EDT	109	Personal Aspects of Teaching	1	
EDT	110	The Profession of Teaching ¹		2
ENG	101-102	College Composition I and II	3	3

HST	102	History of Western Civilization Since 1715	3	
HST	251	American History		3
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
VAE	101	Fundamentals and Materials of Art	2	
CMM	101	Fundamentals of Oral Communication		3
—	—	Thematic Strand Elective ²		3
			<hr/>	<hr/>
			16	17

Sophomore Year

EDT	211	Childhood Development 0-8 ¹	3	
EDT	212	Early Childhood Theory & Practice ¹		3
MTH	204-205	Mathematics Concepts I and II	3	3
SCI	210-210L	The Dynamic Earth		4
MUS	104	Music Lit. for the Elem. Classroom	2	
—	—	Thematic Strand REL/PHL ²	3	
—	—	Thematic Strand Art Study ²	3	
—	—	Thematic Strand Social Science ²	3	
—	—	Thematic Strand Elective ²		3
—	—	Thematic Strand Elective ²		3
			<hr/>	<hr/>
			17	16

Junior Year

EDT	341	Language Dev. & Emergent Literacy	3	
EDT	311	Developmentally Appropriate Practice ¹	3	
EDT	312	Working with Families Part I	1	
EDT	340	Educating Diverse Student Population in Inclusive Settings ¹	3	
SCI	230-230L	Organisms, Evolution and Environment	4	
EDT	301 or	Philosophy of Education	3	
	302	Philosophy of Catholic Education		
EDT	313	Developmentally Appropriate Practice ^{1,3}		6
EDT	314	Working with Families Part II		1
EDT	315	Guided Practicum 3 to 5 ^{1,3}		3
HSS	XXX	Health, Nutrition and Movement		3
EDT	350	Teaching Reading w/Lit. 0-8		3
			<hr/>	<hr/>
			17	16

Senior Year

EDT	451	Teaching Reading 6-8 ^{1,4}	3	
EDT	412	Developmentally Appropriate Practice 6-8 ^{1,4}	6	
EDT	414	Working with Families Part III	1	
EDT	343	Intro. to Learners with M/M Educational Needs	3	
EDT	450	Phonics	3	
EDT	472	Student Teaching Seminar		2
EDT	473	Student Teaching		12
			<hr/>	<hr/>
			16	14

¹Field experiences are arranged by the University. Register also for EDT 100.²Thematic Strand courses fulfill Thematic Cluster and General Education requirements. Consult advisor and checksheets.³EDT 313, 314, 315 and 350 must be taken concurrently.⁴EDT 451, 412, 413 must be taken concurrently.

MIDDLE CHILDHOOD (EMS)

The Department of Teacher Education administers the program in Middle Childhood Education (E2-N), which leads to the Bachelor of Science in Education and provisional licensure to teach grades 4-9.

A student in the Middle Childhood Education program is required to have two concentrations of 24 or more semester hours in the following: integrated mathematics, integrated sciences, integrated social studies and integrated language arts.

A student may also add a Reading Endorsement to their Middle Childhood provisional license.

In order to do student teaching and be recommended for provisional licensure the Middle Childhood Education major must earn a quality point average of at least 2.5 overall and in professional education courses, and pass the Praxis I (PPST).

Checksheets for each licensure area are available in the Department of Teacher Education and the School of Education.

PROGRAM E2-N: MIDDLE CHILDHOOD (EMS)

(Leading to Ohio Provisional Middle Childhood License: grades 4-9)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
SCI	190-190L	Physical Universe	4	
EDT	109	Personal Aspects of Teaching ¹	1	
EDT	110	The Profession of Teaching ¹		2
ENG	101-102	College Composition I and II	3	3
CMM	101	Fundamentals of Oral Comm.	3	
HST	102	History of Western Civ. Since 1715	3	
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
MTH	204	Math Concepts		3
HST		Gen. Ed. HST requirement EDT 300 ²		3
AS		Gen Ed Art Study requirement or Possible Cluster Course		3
			17	17
Sophomore Year				
EDT	222	Development in MC and AYA ¹	3	
SCI	210-210L	The Dynamic Earth	4	
—	—	Concentration ³	3	
—	—	Concentration ³	3	
—	—	Concentration ³	3	
SS		Gen Ed SS requirement EDT 303		3
PHL, REL		Gen Ed PHL, REL requirement, Cluster Course suggested		3
—	—	Concentration ³		3
—	—	Concentration ³		3
—	—	Concentration ³		3
			16	15

Junior Year			
EDT	321	Classroom Environment for MC ^{1,4}	3
EDT	340	Ed. Diverse Stud. Pop. in In.Set. ⁴	3
EDT	425	The Mid. School, Princ. & Practices ⁴	3
—	—	Concentration ³	3
—	—	Concentration ³	3
EDT	457	Literature for MC/AYA ⁵	3
EDT	450	Phonics ⁵	3
EDT	352	Reading Methods ^{1,5}	3
—	—	Concentration ³	3
—	—	Concentration ³	3
			<hr/>
			15
			<hr/>
Senior Year			
EDT	301 or 302	Phil. of Ed. or Cath. Phil. of Ed. ²	3
—	—	Concentration ³	3
—	—	Concentration ³	3
—	—	Concentration ³	3
—	—	Concentration ³ /or Elective	3
EDT	426, 427	Concentration #1 Methods ¹	3
	428, 429		
EDT	426, 427	Concentration #2 Methods ¹	3
	428, 429		
EDT	474	Student Teaching	11
			<hr/>
			15
			<hr/>
			17

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

²A second General Education course in the Historical study area is a university requirement. EDT 300 fulfills the second historical study requirement and is also part of the Social Justice Cluster. A General Education course in Social Science is a university requirement. EDT 303 is part of the Cross Cultural Cluster. Students may take either EDT 300 or EDT 303. Only one of these is required. EDT 302 is a part of the Catholic Intellectual Cluster.

³Fewer concentration hours may be required depending upon chosen concentrations.

⁴Designates cohort courses to be taken together in the same semester.

⁵Designates cohort courses to be taken together in the same semester.

ADOLESCENCE TO YOUNG ADULT EDUCATION (EYA)

The Department of Teacher Education administers the program in adolescence to young adult (E-7N), which leads to the Bachelor of Science in Education provisional licensure to teach learners ages twelve through twenty-one and grades seven through twelve.

A student in the Adolescence to Young Adult Education Program is required to have a single comprehensive teaching field totaling a minimum of 51 semester hours. Number of semester hours to complete teaching field requirements is dependent upon chosen teaching field and concentration within the teaching field. Semester hours needed beyond 51 may need to be taken during the summer. In order to do student teaching and be recommended for licensure, the student must earn an overall quality point average of at least 2.5; plus a cumulative point average of 2.5 for professional education courses and for the teaching field in which provisional licensure is sought. Students must verify "good moral character," be fingerprinted, and pass a state mandated Praxis II (NTE) exit exam.

Secondary education teaching fields include the following:

Earth Sciences	Integrated Social Studies
Integrated Language Arts	Life Sciences
Integrated Mathematics	Physical Sciences
Integrated Science	

Endorsement of an Adolescent to Young Adult provisional license is available for Reading.

Checksheets for each field are available in the Department of Teacher Education and the School of Education.

PROGRAM E7-N: ADOLESCENCE TO YOUNG ADULT (EYA)

(Leading to Ohio Provisional Adolescence to Young Adult License: grades 7-12)

Dept. No.		Course	Semester Hours	
			1st Term	2nd Term
First Year				
EDT	109	Personal Aspects of Teaching	1	
EDT	110	The Profession of Teaching ¹		2
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715	3	
MTH	102	Fundamentals of Mathematics	3	
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
—	—	General Education requirement ²		3
—	—	Physical or health education elective	1	1
—	—	General Education requirements ²	3	3
			17	16-17
Sophomore Year				
EDT	300	History of Education Since 1789 ³		3
EDT	222	Development MC and AYA ¹	3	
EDT	208	Teaching and Learning ¹		3
EDT	209	Applications of Computers/Technology in Education	2	
CMM	101	Fundamentals of Oral Communication	3	
—	—	Teaching field ³	9	9
—	—	General Education requirement ²		3
			17	18

Junior Year			
EDT	303	School, Self, and Society ¹	3
EDT	452	Reading in the Content Areas ¹	2
—	—	Teaching field ³	11
—	—	General Education requirements ²	3
			17
Senior Year			
EDT	330	Human Relations in Education ⁵	4
EDT	301, 302	Philosophy of Education ⁵	3
EDT	475	Student Teaching—Secondary ⁴	12
—	—	Special methods in teaching field ^{1,5}	4
—	—	Teaching field ³ and/or electives	6
			17
			15

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

²See General Education Requirements, Chapter V. Some Humanities Base and thematic cluster requirements are specified in the program; others are to be chosen from the listing of approved courses. Two sciences, a social science and a religion or philosophy course are some of the general education requirements. Consult advisor and teaching-field checksheets.

³Some teaching fields have alternate courses; see checksheets.

⁴Students will have seminar on campus once a week.

⁵EDT 330, 301, and special methods in teaching field should be taken concurrently.

INTERVENTION SPECIALIST (EMM)

The Department of Teacher Education administers the program for Intervention Specialist (E-10N), which leads to licensure to teach learners ages five through twenty-one, kindergarten through grade twelve with mild to moderate educational needs.

In order to do student teaching and be recommended for licensure, the Intervention Specialist student must have a quality point average of at least 2.5 overall, in professional education courses, and in any additional endorsement area; and must pass Praxis I (PPST).

At the completion of the program, to receive a provisional license, all students are required to pass the Praxis II (NTE) exit examinations mandated by the State Board of Education, to verify they are of "good moral character," and to be finger printed.

An Endorsement program is available in Reading.

Checksheets for each licensure area are available in the Department of Teacher Education and the School of Education.

Endorsement of an Adolescent to Young Adult provisional license is available for Reading.

Checksheets for each field are available in the Department of Teacher Education and the School of Education.

PROGRAM E10-N: INTERVENTION SPECIALIST (EMM)

(Leading to Ohio Provisional Intervention Specialist License: grades K-12)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
SCI	190-190L	Physical Universe	4	

EDT	109	Personal Aspects of Teaching ¹	1	
EDT	110	The Profession of Teaching ¹		2
ENG	101-102	College Composition I and II	3	3
HST	102	History of Western Civilization Since 1715	3	
HST	251 or 252	American History		3
PHL	103	Introduction to Philosophy		3
SCI	210-210L	Geology		4
REL	103	Introduction to Religion	3	
CMM	101	Fundamentals of Oral Communication	3	
EDT	209	Applications of Comp/Technology in Ed		2
			<hr/>	<hr/>
			17	17

Sophomore Year

EDT	300	History of Education Since 1789	3	
EDT	222	Child and Adolescent in Education	3	
EDT	341	Language Development		3
SCI	230	Organisms, Evolution and Environment ²		3
EDT	343	Introduction to Educ. of Learners Mild/Mod ¹		3
EDT	303	School, Self, and Society		3
EDT	340	Educating Diverse Student Populations in Inclusive Settings ¹	3	
MTH	204-205	Mathematical Concepts I and II	3	3
—	—	Elective	2	2
—	—	General Education requirement—Soc. Sci. Elective Cluster ³	3	
			<hr/>	<hr/>
			17	17

Junior Year

EDT	450	Phonics	3	
EDT	208	Teaching and Learning ¹	3	
EDT	352	Reading and Methods ¹	3	
EDT	350 + 457	Literature for Children and Adolescents		3
EDT	344	Collaborating with Families Professionals and Agencies		3
EDT	342	Behavior Management	3	
EDT	343	Learners with Mild/Mod Ed. Needs	3	
EDT	301 or 302	Philosophy of Education		3
EDT	452	Reading in the Content Area		3
—	—	General Ed—REL/PHL Elective Cluster ⁴		3
—	—	General Ed—As Elective Cluster ³		3
—	—	Elective		2
			<hr/>	<hr/>
			15	17

Senior Year

EDT	442	Assessment M/M ¹	3	
EDT	443	Curriculum MM ¹	2	
EDT	445	Applications of Computers & Tech. Elective	2	
EDT	446	Career Education MM	2	
EDT	495	Student Teaching		12
EDT	444	Instructional Strategies ¹	3	
HSS	220	Adapted Health and Physical Ed	3	
			<hr/>	<hr/>
			17	12

¹Field experiences are arranged by the University. Register also for EDT 100.²Students should take a lab with either SCI 210 or SCI 230.³See General Education Requirements, Chapter V. Some humanities base and thematic clusters requirements are specified in the program; others are to be chosen from the listing of approved courses. Consult advisor and checksheets.⁴EDT 442, 443, 444 and 445 must be taken concurrently. Field experience is required.

MUSIC EDUCATION

The Department of Teacher Education cooperates with the Department of Music to offer provisional licensure K-12 through the E11A Program. See MUS, Chapter VI.

SPECIAL PROGRAMS K-12

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

A student in the Special K-12 Program is required to have one teaching field totalling a minimum of 45 semester hours. In order to do student teaching and be recommended for licensure, the student must earn a quality point average of at least 2.5 overall, in professional education courses and in teaching field(s), and pass the Praxis I (PPST). At the end of the program, in order to receive a provisional license must pass an exit exam, Praxis II (NTE), verify "good moral character," and be fingerprinted.

Special teaching fields include the following:

Visual Art (EAR), with four concentrations available:

Commercial Design Photography Studio Art Art History

Foreign Language (ELA), with three concentrations available:

French German Spanish

Music Education (K-12) is also available through the E11A Program. Endorsement of a standard Special License is available for Reading.

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

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

Following are requirements for the reading endorsement. The student must meet all the requirements in addition to satisfying the requirements for a standard teaching license.

EDT 352	Reading and Language Arts (including field experience at appropriate level)	3
EDT 350	Literature for Children and Adolescents	3
	or 457	
EDT 453	Diagnosis of Reading Difficulties (including field experience at appropriate level)	4
EDT 452	Reading in the Content Areas (including field experience)	2
EDT 450	Phonics	3

LICENSURE FOR STUDENTS IN ARTS AND SCIENCES

PROGRAM E11A: B.A. or B.S. WITH TEACHER LICENSURE (refer to page 232).

Students in the College of Arts and Sciences may enroll in the Department of Teacher Education's Adolescence to Young Adult Education Program without transferring to the School of Education. For requirements in professional education

courses and in teaching fields consult the chairperson of the Department of Teacher Education.

Enrollment in this program (E11A for students matriculating in the College of Arts and Sciences) is subject to the same admission requirements, counseling, maintenance of a unified system of records, screening, and other professional provisions standard for regular students of the School of Education working toward the B.S. in Education. These include passing the Praxis I (PPST); maintaining an overall average of 2.5; completing field-clinical and student teaching hours; taking the comprehensive Praxis II (NTE); and being in good academic standing at the University.

In order to finish in four years, a student in the College of Arts and Sciences will need to process an application for admission to the Adolescence to Young Adult 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 licensure and graduation. The requirements for the College of Arts and Sciences (Chapter VI) and those of the School of Education must be completed before any degree is granted.

When the proper course requirements have been completed, the student may register for student teaching, provided that the application for student teaching is duly processed at the beginning of the semester directly prior to the one during which student teaching will take place and that the student has passed the normal screening procedure.

When all the requirements for teacher licensure are completed, the student should make application for the standard State Teaching Provisional License through the official recommending officer of the School of Education, C-104.

FACULTY

C. Daniel Raisch, *Chairperson*

Patricia Hart, *Assistant Chairperson*

Professor Emerita: Frye

Professors: Fuchs, Geiger, E. Joseph, Losito, Watras

Associate Professors: Biddle, Hart, Hunn, Rowley, Tillman, Sudzina, Weaver

Assistant Professors: Adams, Bowman, Carlsen, Egnor-Brown,

L. Joseph, Kinnucan-Welsch, Seery, Talbert-Johnson

Lecturer: Neff, Grogan, Watts

Administrative Faculty: Ferguson, Mathes

Field Experience Coordinators: Coy, Werbrich

CMC Coordinator: Raney

CTE Coordinator: Oberlander

Other Faculty: Zahner

COURSES OF INSTRUCTION

EDT 100. FIELD-BASED EXPERIENCES: Planned, supervised, and evaluated activities in urban, suburban, or rural schools. Students register for this course in conjunction with appropriate courses in the professional education sequence.

No credit

EDT 109. PERSONAL ASPECTS OF TEACHING: General introduction to education and the University. Identification of students' personal values, goals, motives, and strengths in light of the qualities and requirements of effective teaching. Introduction to technology, the portfolio and educational issues. Field experience (10 hrs.). 1 sem. hr.

EDT 110. THE PROFESSION OF TEACHING: Study of the principal teacher behaviors that facilitate learning and those that stand in its way. Emphasis on aspects of learning theory and their application to the teaching and learning process. Educational issues, developing a community of learning, cooperative learning groups, service learning, professional standards, the portfolio, and teaching Marianist traditions are other topics of the course. Clinical and field experiences (24 and 20 hrs.). 2 sem. hrs.

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

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

EDT 209. APPLICATIONS OF COMPUTERS/TECHNOLOGY IN EDUCATION: Basic computer applications to education including spreadsheet, desktop publishing, and instructional utility programs; software evaluation; telecommunications, multimedia, and hypermedia in education; resources; legal/ethical issues. Prerequisite: EDT 110. 2 sem. hrs.

EDT 211. CHILDHOOD DEVELOPMENT BIRTH TO AGE 8: This course focuses on the study of typical and atypical physical, social, emotional, linguistic, cognitive, aesthetic and moral development of young children ages preconception through eight. Students will use this knowledge to reflect on and make decisions about practices that serve the needs of young children and their families. This course includes 20 clinical hours to be completed in class and 30 field hours to be completed at the University of Dayton's Children Center. 3 sem. hrs.

EDT 212. EARLY CHILDHOOD THEORY AND PRACTICE: This course is an introduction to the theory base that drives developmentally appropriate practice for working with young children birth through age eight. It extends knowledge of how children develop and learn to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children from birth through age eight. Students will learn the principles of planning and implementing developmentally appropriate curriculum and instruction based on knowledge of individual children, families and the community. Field experience: (30 hours at the UD Children's Center.) 3 sem. hrs.

EDT 222. DEVELOPMENT IN MC AND AYA: Study the physical, social, emotional, intellectual, and moral characteristics of the developmental period of early adolescence to young adulthood within a framework of human growth and development. Study of the changes in family setting, social/community contexts, threats to health and safety, and risk behaviors are covered. Clinical field experience: (5 and 25 hrs.). 3 sem. hrs.

*EDT 300. HISTORY OF EDUCATION SINCE 1789: Study of the relationship of schools and social changes in Europe and America from the French Revolution to the present in order to determine if schools advance social justice. Prerequisites: HST 102 or permission. 3 sem. hrs.

- * EDT 301. PHILOSOPHY OF EDUCATION: This course includes the study of normative principles including the Marianist perspective, and analysis of philosophical concepts related to education. Interpretations for the development of a critical and humane theory of teaching are also covered. Prerequisite: PHL 103. *3 sem. hrs.*
- * EDT 302. CATHOLIC PHILOSOPHY OF EDUCATION: This course includes the study of normative principles and analyses of concepts related to Catholic education. Interpretations for the development of a theory of teaching compatible with Catholicism are incorporated. Prerequisite: PHL 103. *3 sem hrs.*
- * EDT 303. SCHOOL, SELF, AND SOCIETY: A study of the relationships among institutional reform, personality development, and social change in rural, urban, and suburban schools in order to see if the differences found in the different schools derive from differences in the cultures of the communities they serve. An effort will also be made to see how local districts responded differently to national laws and policies affecting minorities and handicapped students. A 34-hour field experience is required. *3 sem hrs.*
- EDT 311. DEVELOPMENTALLY APPROPRIATE PRACTICE FOR THE BIRTH TO THREE YEAR OLD: This course will expand the knowledge of how young children birth to age three learn and develop and how to provide opportunities that support the physical, social, emotional, linguistic, cognitive and aesthetic development of all young children from birth through age 8. Field Experience: 20 hours UD Children's Center. *3 sem. hrs.*
- EDT 312. WORKING WITH FAMILIES PART I: This course is the first in a three part series of courses that emphasize families as important partners in the education process. This course is taken in conjunction with Developmentally Appropriate Practice for the Birth to Three Year Old and serves as a study of the collaborative group process needed to effectively include parents, educators, and professionals from agencies in the educational decision making process. Family systems theory and family empowerment will be emphasized. *1 sem. hr.*
- EDT 313. DEVELOPMENTALLY APPROPRIATE PRACTICE FOR THE THREE TO FIVE YEAR OLD: This course will expand the knowledge of how young children age three through five learn and develop and how to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of children from three through age five. *6 sem. hrs.*
- EDT 314. WORKING WITH FAMILIES PART 2: As the second of three courses on family-professional relationships, this course serves as a study of the collaborative group process needed to effectively include parents, educators, and professionals from agencies in the educational decision making process. This course is part of the Three to Five Block and utilizes the 40 hrs. of field experience in an urban Headstart facility. *1 sem. hrs.*
- EDT 315. GUIDED PRACTICUM 3-5: This practicum serves as an extended supervised field experience and is designed to support students in developing a firm understanding of how play is an integral part of development and implementation of an early childhood curriculum based in the principles of developmentally appropriate practice. Field experience: 40 hours, Urban Headstart. *3 sem. hrs.*

EDT 321. CLASSROOM ENVIRONMENT FOR MIDDLE CHILDHOOD: Study of the middle childhood student within the classroom environment. Theories of learning and practical applications of these, motivation, classroom management and discipline, lesson and unit planning, teaching methodologies and assessment are evaluated, studied and practiced through clinical and field experiences. (5 hrs. and 90 hrs.) Prerequisite: EDT 222. Co-requisites: EDT 340 and EDT 425. *3 sem. hrs.*

EDT 330. HUMAN RELATIONS IN EDUCATION: Study and development of the human relations skills that promote learning and democratic classroom interaction and management regardless of race, political affiliation, religion, age, sex, socio-economic status, or exceptionality. Clinical experience (15 hrs.) Prerequisite: EDT 208. *4 sem. hrs.*

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

EDT 340. EDUCATING DIVERSE STUDENT POPULATIONS IN INCLUSIVE SETTINGS: Study of the characteristics, legal aspects, and educational needs of students with learning problems. Role of the general educator in making curricular modifications and accommodations, adapting instruction and collaborating with other educators to facilitate learning in the regular classroom for these students. Field and clinical experience: (20 and 10 hrs.) *3 sem. hrs.*

EDT 341. LANGUAGE DEVELOPMENT: Study of language in children with implications for the learner with special needs. Clinical experience. Prerequisite or concurrently: EDT 340. *3 sem. hrs.*

EDT 342. BEHAVIOR MANAGEMENT: Principles and methods of observing, recording, measuring, and managing human behavior with emphasis on students with mild/moderate disabilities. Clinical experience. Prerequisite: EDT 343 or concurrently. *3 sem. hrs.*

EDT 343. INTRODUCTION TO EDUCATION OF LEARNERS WITH MILD/MODERATE LEARNING PROBLEMS: Study of the role and function of the special educator. Issues in definition, identification and placement procedures. Knowledge of major researchers and historians, variations in beliefs, traditions and values across cultures, and current practices in the field. Field experience: (20 hrs.) Prerequisite: EDT 340. *3 sem. hrs.*

EDT 344. COLLABORATING WITH FAMILIES, PROFESSIONALS AND AGENCIES: Theories and techniques to assist teachers in working with colleagues, parents, and agency personnel to provide an appropriate educational program, to improve home-school relationships and to develop parent-professional partnerships. Historical and legal perspective of parental influence on special education service delivery. Clinical experiences. Prerequisite: EDT 343. *3 sem. hrs.*

EDT 350. TEACHING READING WITH LITERATURE FOR THE BIRTH THROUGH 8 YEAR OLD: The course will study the use of children's books in the instruction of reading and emergent literacy. It will also address selection of books for specific needs, interests, and reading abilities in eight genres as well as techniques for use in classroom and home settings for children birth through age eight. They practice collaboration techniques with parents, educators, and professionals. This course is part of the Six to Eight Block and the 30 hrs. of field experience. *3 sem. hrs.*

EDT 352. READING METHODS: An integrated language arts course focusing on the knowledge base underpinning the teaching of reading and related language arts processes within the language arts and across the curriculum to students of various ages, needs, and abilities. Topics include planning, instructional methods, materials, assessment and evaluation techniques. Field experience: (30 hrs.) Co-requisites: EDT 450 and EDT 457. *3 sem. hrs.*

EDT 400. INDEPENDENT STUDY: Study of selected topics in teaching. Student develops an individual learning plan that includes objectives, schedule of activities, products, and methods of evaluation. Prerequisite: Permission of chairperson or assistant chairperson. *1-3 sem. hrs.*

EDT 401. ADVANCED COMPUTERS/TECHNOLOGY IN EDUCATION: Integration of computers and related technology into teaching in all subject areas; criteria for effective software and hardware; creation of teaching, evaluation, and management instruments. Prerequisite: EDT 209 or permission. *3 sem. hrs.*

EDT 402. METHODS—COMPUTERS/TECHNOLOGY IN EDUCATION: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching computer science; K-12 curriculum in computer/technology literacy; the educational technology resource person; establishing and maintaining technology facilities in schools. Field and clinical experience required. Prerequisite: EDT 401. *3 sem. hrs.*

EDT 403. CREATIVE TEACHING WITH NEWSPAPERS AND OTHER MATERIALS: Innovative uses of newspapers and other inexpensive or free materials to teach mass communication media literacy and enhance the academic skills of students of varied needs and abilities. Dayton newspapers cooperate in implementing this course. *3 sem. hrs.*

EDT 404. CURRENT INNOVATIONS IN EDUCATION: Presentation, examination, and evaluation of recent trends in curriculum and instructional strategies in elementary and secondary schools. *3 sem. hrs.*

EDT 412. DEVELOPMENTALLY APPROPRIATE PRACTICE FOR THE SIX THROUGH EIGHT YEAR OLD: This course will extend the students' knowledge of how children ages six through eight years develop and learn in order to provide opportunities that support the physical, social, emotional, language, cognitive, and aesthetic development of all young children. Students will learn to use knowledge of how young children ages six through eight differ in their development and approaches to learning in order to provide individually appropriate opportunities for learning. The course will emphasize teaching in the content areas to include: Science, Social Studies, Language Arts, Foreign Languages and Mathematics and will focus on the Ohio Curriculum Models. Field experience: 20 hours, Urban Parochial. *6 sem. hrs.*

EDT 414. WORKING WITH FAMILIES PART 3: As the third of three courses on family professional relationships, this course serves as a study of the role of the parent in the assessment and IEP process. Students continue to practice their understanding family system's theory and family empowerment while expanding their ability to observe, record and assess children's language and literacy development for the purpose of planning appropriate programs. *1 sem. hr.*

EDT 423. DISCIPLINE SKILLS IN THE CLASSROOM: Study of selected theories and strategies to improve student behavior for academic success. *2-3 sem. hrs.*

EDT 425. THE MIDDLE SCHOOL PRINCIPLES AND PRACTICES: This course is primarily a study of the organization (school structure), philosophy and curriculum of middle level education (9-14 year olds), grades four through nine. It is designed to present the theoretical knowledge base about middle childhood education. Issues and concerns, current trends and the essential elements relating to middle level education will be discussed throughout the semester of study. Clinical experience (5 hrs.). Prerequisite: EDT 222. Co-requisites: EDT 321, 340. *3 sem. hrs.*

EDT 426. READING/LANGUAGE ARTS FOR MIDDLE CHILDHOOD: Study of the implications of recent research and methodology on teaching reading, writing, spelling, and grammar in the middle school classroom. The Ohio Model Competency-Based Language Arts Program will be incorporated. Clinical experience (5 hrs.). Prerequisites: EDT 321, 425. *3 sem. hrs.*

EDT 427. MATH FOR MIDDLE CHILDHOOD: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching mathematics to students in the middle schools with varied needs and abilities. Topics include understanding and use of the Ohio Model (K-9), various resources and technologies, manipulatives and other visuals, interdisciplinary connections, various groupings, current research, and various assessments. Clinical experience (5 hrs.). Prerequisites: EDT 321, 425. *3 sem. hrs.*

EDT 428. SCIENCE FOR MIDDLE CHILDHOOD: This course will explore resources and techniques available to provide all middle childhood students with a holistic, interdisciplinary understanding of science. Students will design lessons, activities and assessments which link the national standards, state model, and international goals to contemporary events and children's daily lives. Pre-service teachers will learn how to provide developmentally appropriate experiences and will practice processes, inquiry, and problem-solving skills. Current research findings on adolescent learning will be addressed along with major concerns of safety, ethical treatment of living organisms, classroom management, science, society, and technology issues, as well as professional and legal obligations of science teaching. Clinical experience (5 hrs.). Prerequisites: EDT 321, 425. *3 sem. hrs.*

EDT 429. SOCIAL STUDIES FOR MIDDLE CHILDHOOD: This course is designed to familiarize the pre-service teacher with a variety of techniques used to teach social studies/citizenship education in the middle level classroom. A variety of objectives from the Ohio Model will be modeled, instructional activities will be demonstrated and critical reflection will be expected. Clinical experience (5 hrs.). Prerequisites: EDT 321, 425. *3 sem. hrs.*

EDT 431. LANGUAGE ARTS METHODS AYA: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching English and communication to students with varied needs and abilities. Field and clinical experience required. First term. Prerequisite: EDT 303. *4 sem. hrs.*

EDT 432. MATH METHODS FOR AYA: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching all levels of mathematics to students with varied needs and abilities. Field and clinical experience required. First term. Prerequisite: EDT 303. *4 sem. hrs.*

EDT 433. FOREIGN LANGUAGE FOR AYA: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching modern foreign languages in elementary and secondary schools to students with varied needs and abilities. Field and clinical experience required. First term. Prerequisite: EDT 303. *4 sem. hrs.*

EDT 434. SCIENCE METHODS FOR AYA: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching the biological and physical sciences to students with varied needs and abilities. Field and clinical experience required. First term. Prerequisite: EDT 303. *4 sem. hrs.*

EDT 435. SOCIAL STUDIES METHOD FOR AYA: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching history, sociology, political science, psychology, and other social studies to students with varied needs and abilities. Field and clinical experience required. First term. Prerequisite: EDT 303. *4 sem. hrs.*

EDT 442. ASSESSMENT: MILD/MODERATE: Study of the multidisciplinary use of assessment devices and techniques in the diagnosis, planning, and evaluation of the special needs learner and the development of individual education plans. Clinical experiences. Prerequisites: EDT 340, 343. Concurrent with EDT 443 and 444. *3 sem. hrs.*

EDT 443. CURRICULUM: MILD/MODERATE: Curriculum for development of motor, cognitive, academic, social, language, affective, functional, life skills and individual programming for students with mild/moderate disabilities. Field/clinical experience. Prerequisite: EDT 343. Concurrent with EDT 442, 444. *2 sem. hrs.*

EDT 444. INSTRUCTIONAL STRATEGIES FOR MILD/MODERATE: Strategies, materials, and evaluation techniques for teaching students with mild/moderate learning problems. Field experience. Prerequisite: EDT 343. Concurrent with EDT 442 and 443. *3 sem. hrs.*

EDT 445. APPLICATION OF COMPUTERS/TECHNOLOGY IN SPECIAL EDUCATION: Basic computer application to special education, including instructional programs, software evaluation, telecommunications, multimedia and hypermedia in special education, assistive technology, augmentative devices, resources, and legal/ethical issues. Clinical experiences. Prerequisites: EDT 209, 341 and concurrent with EDT 444. *3 sem. hrs.*

EDT 446. CAREER EDUCATION/SPECIAL EDUCATION: Theory and techniques of job classification, assessment, selection, placement, and activities related to work experience from pre-school to adult. Clinical Experiences. Prerequisite: EDT 343. *2 sem. hrs.*

EDT 450. PHONICS: This course provides the background knowledge necessary for effectively teaching and assessing the role of phonics in the reading process. Emphasis is on developing phonemic awareness, phonics, spelling, and word recognition embedded in the context of a total reading/language arts program focused on meaning construction. *3 sem. hrs.*

EDT 451. TEACHING READING TO THE SIX THROUGH EIGHT YEAR OLD: This course will explore developmentally and individually appropriate ways to teach reading to children ages six through eight recognizing diverse learning styles and special learning needs in the area of reading. A variety of instructional skills will be incorporated. Students will also learn how to construct environments that support and value child-activated literacy experiences. Field experience: 20 hours. *3 sem. hrs.*

EDT 452. READING IN THE CONTENT AREAS: Exploration of the problems of developing vocabulary and critical reading ability in a variety of curriculum areas. Field experience. Prerequisites: EDT 352, 450. *3 sem. hrs.*

EDT 453. ASSESSMENT AND EVALUATION OF READING DIFFICULTIES: Study of formal and informal diagnostic tests and procedures for identifying reading strengths and weaknesses with applications for reading programs across grade levels. Field experience. Prerequisites: EDT 352, 450. *3 sem. hrs.*

EDT 457. LITERATURE FOR MC AND AYA: This course is designed to study the background and development of literature for students of all needs and abilities in the 4th and 12th grades. The course will focus on the literature's practical application in the classroom curriculum and the formulation of critical standards for judging the quality of the various nine genres. There are six clinical hours of experience required. Prerequisites: EDT 222, 321. *3 sem. hrs.*

EDT 471. STUDENT TEACHING—LANGUAGES K-12: Full-time supervised and evaluated teaching of foreign languages in both elementary and secondary classes. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning foreign language teacher after completion of a 65-hr. on-site clinical experience. Weekly seminar. Prerequisites: Formal admission to student teaching a full semester in advance; EDT 433. *12 sem. hrs.*

EDT 472. STUDENT TEACHING SEMINAR: This capstone course will provide support to student teachers through weekly seminars. The themes of developmentally appropriate practice, family empowerment, transdisciplinary teaming, scaffolding development, integrated curriculum, individually appropriate practice, and play will be discussed as they apply to the student teaching experience. This seminar will systematically address program evaluation, environmental safety, health appraisal procedures, multi-culturalism in the classroom, classroom management and the guidance of behavior, professional code of ethics and the development of professionalism. *2 sem. hrs.*

EDT 473. STUDENT TEACHING IN EARLY CHILDHOOD: The student teaching experience is a full-time, evaluated experience in an early childhood setting, ages six through eight. Student Teaching: 150 hours, Inclusive Primary. *12 sem. hrs.*

EDT 474. STUDENT TEACHING—MIDDLE CHILDHOOD: Full-time student teaching of at least 10 weeks in the semester in grades 4-9 in at least one of the two concentration subjects. This field experience will be supervised and evaluated by a qualified teacher and a university supervisor. Prerequisites: Formal admission to student teaching a full semester in advance and the methods courses. *11 sem. hrs.*

EDT 475. STUDENT TEACHING AYA: Full-time supervised and evaluated teaching in content area junior or senior high school classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning secondary teacher after completion of a 65-hr. on-site clinical experience. Weekly seminar. Prerequisites: formal admission to student teaching a full semester in advance; methods course. *12 sem. hrs.*

EDT 476. STUDENT TEACHING:MILD/MODERATE: Full-time supervised and evaluated teaching with students demonstrating mild/moderate learning problems. Prerequisites: EDT 343, 342, 344, 442, 443, 445, 446. *12 sem. hrs.*

EDT 477. STUDENT TEACHING—ART K-12: Full-time supervised and evaluated teaching in art classes in elementary and secondary grades. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning teacher after completion of a 65-hr. on-site clinical experience. Weekly seminars. Prerequisites: formal admission to student teaching a full semester in advance; methods course. *12 sem. hrs.*

EDT 479. STUDENT TEACHING—MUSIC K-12: Full-time supervised and evaluated teaching in music classes in elementary and secondary grades. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning music teacher after completion of a 65-hr. on-site clinical experience. Weekly seminar. Prerequisites: Formal admission to student teaching a full semester in advance; methods courses. *12 sem. hrs.*

*General Education course. See Chapter V.