

VIII School of Education and Allied Professions

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In conformity with the University's purposes, the School of Education and Allied Professions (SOEAP) 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 early, middle, 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 SOEAP should appraise their commitment to teaching according to their development in specific knowledge, skills, dispositions, 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 diverse student populations.

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 promote self-evaluation by pupils; to assess their own teaching competencies and the effect these have on pupil learning; to generate respect 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 diverse student populations.

Attitudes: Students will reflect on self-development; accept others; trust, be open to and help others; and be enthusiastic about 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), teaching. All of these programs lead to the same degree—Bachelor of Science (B.S.).

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. At the end of their first 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 and academic work 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 the passing of Praxis I.

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 finger printed. (Consult the dean's office.) Pursuant to SOEAP policy, these students must complete the appropriate forms provided by the Office of the Dean.
2. Successful completion of 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 grade point average of at least 2.5 overall, in internal education courses, 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 Development
 - C. Teaching and Learning
 - D. Inclusive Education or Human Relations
 - E. Special Methods¹
 - F. Philosophy of Education
 - G. Student Teaching

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

With the possible exception of A, B, and C, all courses in the above sequence must be taken at the University of Dayton. Transfer credits from other institutions normally are not accepted in substitution for courses D through G, 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 all three sections of the Praxis I, which must be taken no later than the second term of the first year.
8. A passing score on an exit examination, Praxis II as mandated by the State Board of Education. Students should consult the dean's office for dates on which the examination will be administered.
9. Competency in technological skills

ADVISING AND SCHEDULING

Upon the completion of the first year, all first-year education students are assigned faculty advisors from the program in which they have been accepted. Scheduling for courses is completed through the department advisors, Dean's Office and EDT 109 instructors.

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 so that they need not continue with part-time employment during this semester. The faculty of the SOEAP 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 grade-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, and (6) completion of required standardized testing.

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 to the screening committee, forms submitted a term in advance of student teaching. (Application forms may be secured from the department offices.)

A student teaching seminar may be held on campus weekly throughout the term. 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 SOEAP are aided in securing teaching positions by the SOEAP's Office of Education Placement Services. Placement requires cooperation from the candidate in filling out the necessary

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

TEACHER LICENSURE

The SOEAP programs are approved by Ohio's 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, and adolescent to young adult and intervention specialist teachers, the SOEAP also enables students to qualify for special licensures in art, foreign language, physical education, and music education.

BACCALAUREATE PROGRAMS

The SOEAP offers the following programs leading to the baccalaureate degree. (These programs are outlined later in this chapter under code designations—for example, EDT = Teacher Education, HSS = Health and Sports Science, VAR = Visual Arts.) The programs are as follows:

- PROGRAM E1N: EARLY CHILDHOOD EDUCATION
- PROGRAM E2N: MIDDLE CHILDHOOD EDUCATION
- PROGRAM E3: PHYSICAL EDUCATION PRE K-12
See HSS.
- 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,
OPTION 1
See HSS.
- E8A: EXERCISE SCIENCE AND FITNESS MANAGEMENT,
OPTION 2
See HSS.
- E8B: EXERCISE SCIENCE AND PRE-PHYSICAL THERAPY.
See HSS.
- PROGRAM E9: SPORT MANAGEMENT
See HSS.
- PROGRAM E10N: INTERVENTION SPECIALIST (SPECIAL EDUCATION)
- 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 licensure programs and teaching fields described in this chapter have been approved by the Ohio Department of Education under the licensure standards effective July 1, 1998.

GRADUATE PROGRAMS

The SOEAP offers graduate programs leading to the degree Master of Science in Education and Allied Professions. These programs are designed to prepare Teachers of Adolescents and Young Adults, middle childhood and early childhood teachers, intervention specialists, 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 licensed teachers, the Department of Teacher Education offers graduate programs leading to various licensures. For in-service teachers who wish to retrain for licensure 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 the health, sport science, and dietetics/nutrition disciplines.

The department also believes its mission is to provide educational programs and instruction for the health fitness needs of all members of the University community.

The department prepares physical educators to meet the needs of the public and private schools. It also prepares health information specialists for careers in health agencies. The Exercise Science and Fitness Management Program is designed to prepare students for professional opportunities in areas of corporate health, "wellness" programs and health maintenance in a variety of settings. The Sport Management Program is designed to prepare students for professional opportunities in private sports clubs, health clubs, sports organizations/federations, newspapers, television, sporting goods, and the multitudinous areas of recreation. The Pre-Physical Therapy Program will prepare students for graduate school in Physical Therapy. The Nutrition and Dietetics Programs prepare students for post-baccalaureate dietetic internships or preprofessional practice programs. A 2.5 G.P.A. is required to enter any program within the department.

In all the department's activities there is a constant search for excellence. The long-range goals and strategies relate to this search in teaching, research, inquiry, programs, recruitment of quality students, and service. Commitment to the use of technology in teaching and research is highly valued in the Department of Health and Sport Science.

Department of Health & Sport Science Homepage-hss.

<http://www.udayton.edu/edu/departments/hss/hss.html>

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

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
			<i>1st Term</i>	<i>2nd Term</i>
		First Year		
HSS	100	Lifeguarding, 1st Aid/CPR		2
HSS	101	Introduction to University	1	
HSS	109	Personal & Professional Development	2	
HSS	117	Personal & Community Health	3	
HSS	130	Physical Education Activity	1	1
HSS	182	Aerobic Conditioning	2	
HSS	185	Rhythm, Games, Dance, Gymnastics		2
ENG	101-102	College Composition I & II	3	3
HST	102	History of Western Civilization Since 1715	3	
MTH	207	Introduction to Statistics		3
PHL	103	Introduction to Philosophy		3
REL	103	Introduction to Religion	3	
CMM	110	Group Decision Making		1
CMM	111 or	Inform Public Speak		1
CMM	112	Persuasive Public Speak		1
			18	16

Sophomore Year				
HSS	130	Tennis		1
HSS	200	Motor Development/Learning	2	
HSS	223	Basic Movement Education	3	
HSS	130	Soccer	1	
HSS	226	Computer Applications in Sport Science		3
HSS	275	History of Physical Activity/Sport		3
HSS	295	Nutrition/Health	3	
HSS	305	Human Anatomy	3	
HSS	306	Human Physiology		3
EDT	207	Child & Adolescent in Education	3	
EDT	208	Teaching and Learning		3
MUS	306	History/American Jazz		3
			15	16
Junior Year				
HSS	130	Golf		1
HSS	130	Physical Education Activity		1
HSS	187	Team Sports	2	
HSS	220	Adapted Physical Education		3
HSS	230	Basic Athletic Training	3	
HSS	324	Methods/Teaching Elementary PE	3	
HSS	320	Essentials/Strength Conditioning	3	
HSS	408	Physiology of Exercise and Lab		3
HSS	431	Nutrition for Exercise/Sport		3
CMM	113	Interviewing		1
EDT	452	Reading in Content Area		1
REL	377	Inner Journey, Myth, Bible, Lit	3	
SOC	328	Racial/Ethnic Minorities	3	
EDT	303	School, Self & Society		3
			17	16
Senior Year				
HSS	300	Methods/Teaching Secondary PE	3	
HSS	344	Outdoor Education	2	
HSS	405	Tests and Measurements	3	
HSS	409	Kinesiology and Lab	3	
HSS	417	Student Teaching		12
HSS	448	Safety & Law in PE/Sports		2
HSS	470	Curriculum Development/PE	3	
EDT	305 or	History and Philosophy	3	
EDT	301	Philosophy of Education		
			17	14

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) OPTION 1

Dept.	No.	Course	Semester Hours	
First Year			1st Term	2nd Term
HSS	101	Introduction to University	1	
HSS	112	Introduction to Exercise Science/Fitness Management	2	

HSS	117	Personal/Community Health	3	
HSS	182	Aerobic Conditioning	2	
HSS	226	Computer Applications/Sport Science		3
HSS	373 or	Stress Management		2
HSS	361	Health Consumerism		
CMM	110	Group Decision Making		1
CMM	111 or	Inform Public Speaking		1
CMM	112	Persuasive Public Speaking		
ENG	101-102	College Composition I & II	3	3
HST	102	History of Western Civilization Since 1715 ¹	3	
PHL	103	Introduction to Philosophy		3
PSY	101	Introduction to Psychology		3
REL	103	Introduction to Religion	3	
			<hr/>	<hr/>
			17	16

Sophomore Year

—	—	— (AS)		3
HSS	184	Conditioning	1	
HSS	275	History of Physical Activity/Sport	3	
HSS	295	Nutrition/Health		3
HSS	305	Human Anatomy	3	
HSS	307	Human Physiology		3
HSS	335	Massage Therapy		1
BIO	151	Concept of Biology	3	
CHM	123-Lab	General Chemistry	4	
CHM	124-Lab	General Chemistry		4
MTH	207	Introduction to Statistics		3
REL/PHL	—	—		3
			<hr/>	<hr/>
			17	17

Junior Year

HSS	422	Exercise for Special Populations		3
HSS	230	Basic Athletic Training	3	
HSS	320	Essentials/Strength Conditioning	3	
HSS	448	Safety and the Law in Physical Ed and Sports		2
HSS	405	Tests & Measurements	3	
HSS	408-Lab	Physiology of Exercise		3
HSS	431	Nutrition for Exercise/Sport		3
HSS	435	Exercise ECG		3
ECO	203	Principles of Microeconomics	3	
ENG	370	Report Writing	3	
PSY	251	Human Growth/Development		3
			<hr/>	<hr/>
			15	17

Senior Year

CMM	113	Interviewing		1
HSS	409-Lab	Kinesiology	3	
HSS	490	Exercise Science Internship-On Campus ²	2	
HSS	491	Exercise Science Internship-Off Campus ²		6
ACC	301	Financial Accounting		3
CMM	332	Publication Design	3	
PHL	315	Medical Ethics	3	
PSY	431 or	Interviewing & Counseling	3	
PSY	495	Special Topics in Psychology		
HSS	428	Health Research and Evaluation	<u>3</u>	
			17	<hr/>
				10

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 E8A: EXERCISE SCIENCE AND FITNESS
MANAGEMENT (EES) OPTION II**

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
			<i>1st Term</i>	<i>2nd Term</i>
First Year				
HSS	101	Introduction to University	1	
HSS	112	Introduction to Exercise Science/Fitness Management	2	
CMM	111 or	Inform Public Speaking		1
CMM	112	Persuasive Public Speaking		
CHM	123 & Lab	General Chemistry	4	
CHM	124 & Lab	General Chemistry		4
ENG	101-102	College Composition I	3	3
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
CMM	110	Group Decision Making	1	
BIO	151	Concept of Biology I	3	
BIO	152 & Lab	Concept of Biology II		4
			<hr/> 17	<hr/> 15
Sophomore Year				
HST	102	West Civilization Since 1715	3	
PSY	101	Introduction to Psychology	3	
PSY	251	Human Growth & Development		3
MTH	148	Introductory Calculus	3	
PHY	201 & Lab	General Physics	4	
PHY	202 & Lab	General Physics		4
HSS	305 & Lab	Human Anatomy	4	
HSS	307	Human Physiology		3
HSS	184	Conditioning		1
HSS	226	Computer Applications in Sport Science		3
HSS	230	Basic Athletic Training		3
			<hr/> 17	<hr/> 17
Junior Year				
—	—	— (AS)		3
CHM	313 & Lab	Organic Chemistry	4	
CHM	314 & Lab	Organic Chemistry		4
REL	367	Christian Ethics/Health Care	3	
HSS	295	Nutrition/Health	3	
HSS	320	Essentials/Strength Conditioning	3	
HSS	408 & Lab	Physiology of Exercise/Lab		3
HSS	431	Nutrition/Exercise & Sport		3
MTH	207	Introduction to Statistics	3	
HST	340	History of Science		3
CMM	113	Interviewing	<hr/> 1	
			<hr/> 17	<hr/> 16
Senior Year				
CHM	420	Biochemistry		3
PHL	315	Medical Ethics	3	
HSS	405	Tests & Measurements	3	
HSS	409 & Lab	Kinesiology	3	
HSS	422	Exercise for Special Populations	3	
HSS	428	Health Research/Evaluation		3
HSS	435	Exercise ECG		3
HSS	455	Selected Studies/Exercise Science		3
PSY	495	Special Topics/Psychology	<hr/> 3	
			<hr/> 15	<hr/> 12

PROGRAM E8B: EXERCISE SCIENCE AND
PRE-PHYSICAL THERAPY (EPT)

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	101	Introduction to University	1	
HSS	114	Introduction to Pre-Physical Therapy	2	
HSS	130	Water Aerobics	1	
HSS	305-Lab	Human Anatomy	4	
HSS	307	Human Physiology		3
HSS	335	Massage Therapy		1
CHM	123-Lab	General Chemistry	4	
CHM	124-Lab	General Chemistry		4
ENG	101-102	College Composition	3	3
MTH	148	Calculus		3
PHL	103	Introduction to Philosophy		3
REL	103	Introduction to Religion	3	
			18	17
Sophomore Year				
HSS	184	Conditioning	1	
HSS	226	Computer Applications in Sport Science	3	
HSS	230	Basic Athletic Training		3
BIO	151	Concept of Biology I	3	
CMM	110	Group Decision Making		1
CMM	111 or	Inform Public Speaking		1
CMM	112	Persuasive Public Speaking		
SOC	101	Principles of Sociology		3
HST	102	History of Western Civilization Since 1715 ¹	3	
PHY	201-Lab	General Physics	4	
PHY	202-Lab	General Physics		4
PSY	101	Introduction to Psychology	3	
PSY	251	Human Growth/Development		3
			17	15
Junior Year				
HSS	320	Essentials/Strength Conditioning		3
HSS	422	Exercise/Special Populations		3
HSS	428	Allied Health Research/Design		3
HSS	435	Exercise ECG		3
BIO	309-Lab	Comp. Anat/Vertebrate	4	
BIO	403-Lab	Physiology I		4
CHM	313-Lab	Organic Chemistry	4	
MTH	207	Introduction to Statistics	3	
PSY	363	Abnormal Psychology	3	
REL	367	Christian Ethics/Health Care Issues	3	
			17	16
Senior Year				
HSS	405	Tests & Measurements	3	
HSS	408-Lab	Physiology of Exercise		3
HSS	409-Lab	Kinesiology	3	
HSS	431	Nutrition for Exercise/Sport		3
HSS	465	Physical Therapy Seminar	3	
BIO	411-Lab	General Microbiology	4	
HST	340	History of Science	3	
PHL	315	Medical Ethics		3
—	—	General Education Requirement		3
PSY	495	Special Topics in Psychology		1-3
CMM	113	Interviewing	1	
			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.

PROGRAM E9: SPORT MANAGEMENT (ESM) OPTION I

Dept.	No.	Course	Semester Hours	
			1st Term	2nd Term
First Year				
HSS	101	Introduction to University	1	
HSS	111	Introduction to Sport Management	2	
HSS	130	Physical Education Activity		1
HSS	226	Computer Applications/Sport Science		3
HSS	275	History/Physical Activity-Sport		3
CMM	110	Group Decision Making	1	
ECO	203	Principles of Microeconomics	3	
ENG	101/102	College Composition I & II	3	3
HST	102	History of Western Civilization Since 1715 ¹	3	
MTH	207	Introduction to Statistics		3
PHL	103/REL 103	Introduction to Philosophy/Introduction to Religion	3	3
			16	16
Sophomore Year				
HSS	130	Physical Education Activity		1
HSS	350	Prin. Sport Management	3	
HSS	351	Facility Management		3
HSS	255	Sport Management Practicum	2	
—	—	General Education Requirement (SCI)	3	
CMM	111 or	Inform Public Speaking		1
CMM	112	Persuasive Public Speaking		
—	—	Course in Minor	3	3
ACC	207	Principles of Accounting I		3
ENG	370/372/378	English Requirement	3	
MGT	201	Legal Environment/Business	3	
MGT	301	Organizational Behavior		3
—	—	General Elective		3
			17	17
Junior Year				
HSS	385	Field Experiences		3
HSS	352	Event Management		2
HSS	353	Sport Media	3	
—	—	Course in Minor	2	3
ACC	208	Principles of Accounting II	3	
CMM	330	Media Writing		3
ENG	380	Sports Literature	3	
FIN	301	Business Finance		3
MGT	314	Survey, Human Resources	3	
MIS	365	Management Information Systems		3
MKT	300	Survey of Marketing	3	
			17	17
Senior Year				
HSS	130	Physical Education Activity	2	
HSS	305	Human Anatomy	3	
HSS	349	Financing Sport Operations	3	
HSS	448	Safety & Law in PE-Sports		2
HSS	485	Sport Management Internship ²		3
PHL/REL	—	Philosophy/Religion Elective	3	
MGT	417	Industrial Relations		3
—	—	Course in Minor	3	
PHL	313	Business Ethics		3
ECO	480	Sports Economics		3
CMM	113	Interviewing	1	
			15	14

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

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
First Year			1st Term	2nd Term
HSS	101	Introduction to University	1	
HSS	111	Introduction to Sport Management	2	
HSS	130	Physical Education Activity		1
HSS	226	Computer Applications/Sport Science		3
HSS	275	History-Physical Activity/Sport		3
CMM	110	Group Decision Making	1	
ECO	203	Principles of Microeconomics	3	
CMM	111 or	Inform Public Speaking		1
CMM	112	Persuasive Public Speaking		
ENG	101/102	College Composition I & II	3	3
HST	102	History of Western Civilization Since 1715 ¹	3	
MTH	207	Introduction to Statistics		3
PHL	103/REL 103	Introduction to Philosophy/Introduction to Religion	3	3
			16	17
Sophomore Year				
HSS	130	Physical Education Activity		1
HSS	350	Prin/Sport Mngement	3	
HSS	351	Facility Management		3
HSS	255	Sport Management Practicum	2	
—	—	General Education Requirement (AS)	3	
—	—	Course in Minor	3	3
ACC	301	Financial Accounting		3
ENG	370/372/373	English Requirement	3	
MKT	300	Survey of Marketing	3	
MKT	310	Principles of Selling		3
—	—	General Elective		3
			17	16
Junior Year				
HSS	385	Field Experiences		3
HSS	352	Event Management		2
HSS	353	Sport Media	3	
—	—	Course in Minor	2	3
ACC	301	Financial Accounting	3	
CMM	330	Media Writing		3
ENG	380	Sports Literature	3	
FIN	301	Business Finance		3
MIS	365	Management Information Systems		
MKT	315	Retail Marketing	3	
MKT	405	Consumer Behavior		3
MKT	421	Advertising	3	
			17	17
Senior Year				
CMM	113	Interviewing		1
HSS	130	Physical Education Activity	2	
HSS	305/306	Human Anatomy/Human Physiology	3	
HSS	349	Financing Sport Operations	3	
HSS	448	Safety & Law in PE-Sports		2
HSS	485	Sport Management Internship ²		6
PHL/REL		Philosophy/Religion Elective	3	
MKT	428	Promotion Management	3	
—	—	Course in Minor	3	
MGT	301	Organizational Behavior		3
PHL	313	Business Ethics		3
			17	15

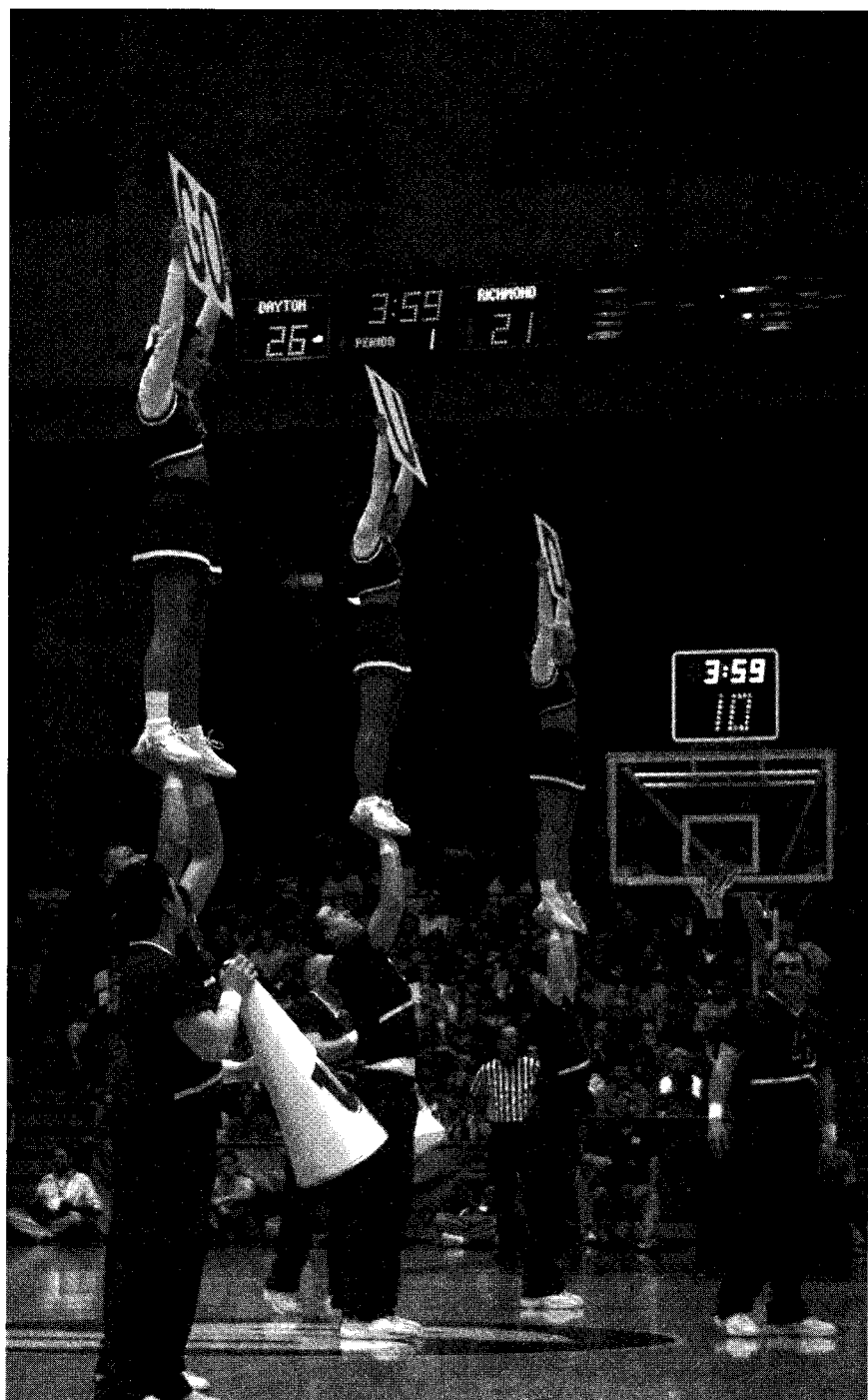
¹See General Education Requirements, Chapter V. Some General Education requirements are specified in the program (e.g., HST 102); others are to be chosen from the listing of approved courses. Consult advisor.

²Consult program director.

PROGRAM E4A: HEALTH INFORMATION SPECIALIST (EHS)

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
			<i>1st Term</i>	<i>2nd Term</i>
First Year				
HSS	101	Introduction to University	1	
HSS	117	Personal & Community Health	3	
HSS	130	Physical Education Activity	1	1
CMM	110	Group Decision Making		1
CMM	111 or	Inform Public Speaking		1
CMM	112	Persuasive Public Speaking		
ECO	203	Principles of Microeconomics	3	
ENG	101-102	College Composition I & II	3	3
HST	102	History of Western Civilization Since 1715 ¹	3	
MTH	207	Introduction to Statistics		3
PHL	103/REL 103	Introduction to Philosophy/Religion	3	3
			17	12
Sophomore Year				
HSS	226	Computer Applications in Sport Science	3	
HSS	251	School Health Services		3
HSS	295	Nutrition & Health	3	
HSS	305	Human Anatomy	3	
HSS	306	Human Physiology		3
HSS	361	Health Consumerism		2
HSS	373	Stress Management		2
ACC	301	Financial Accounting	3	
ENG	378	Professional and Technical Writing		3
MKT	301	Principles of Marketing		3
BIO	151	Concept of Biology I	3	
—	—	General Education Requirement	3	
			18	16
Junior Year				
HSS	309	Methods of Teaching Health		3
HSS	360	Addiction Education		2
HSS	367	Community Health Programs	3	
HSS	402	Seminar in Current Health Issues	2	
HSS	412	Community Health Resources		3
HSS	415	Health Agency Internships		2
HST	340	History of Science	3	
REL	367	Christian Ethics/Health Care Issues	3	
—	—	General Education Requirement	6	
SOC	—	Sociology Elective		3
CMM	332	Publication Design		3
CMM	113	Interviewing		1
			17	17
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	
PHL	315	Medical Ethics	3	
PSY	368	Introduction Health Psychology	3	
PSY	431	Interviewing/Counseling	3	
—	—	EHS Electives	3	6
			17	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.



FOOD AND NUTRITION

The Food and Nutrition Program 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 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. The Nutrition and Fitness (EHN) curriculum provides sufficient hours to obtain a minor to compliment nutrition career planning. Both programs challenge the learner to strive for excellence.

The Didactic Program in Dietetics is currently granted approval by the Commission of Accreditation for Dietetics Education of the American Dietetic Association, 216 W. Jackson Blvd., Chicago, IL 60606-6995, 312/899-4876.

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 3.0 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

<i>Dept.</i>	<i>No.</i>	<i>Course</i>	<i>Semester Hours</i>	
		First Year	<i>1st Term</i>	<i>2nd Term</i>
HSS	101	Introduction to University ¹	1	
HSS	113	Introduction to Dietetics/Nutrition	2	
HSS	210	Introductory Foods		2

CMM	110	Group Decision Making	1	
HSS	226	Comp. App in Sport Science		3
HSS	210L	Introductory Foods Lab		2
HSS	295	Nutrition and Health		3
CHM	123	General Chemistry	3	
CHM	123L	General Chemistry Lab	1	
CHM	124	General Chemistry		3
CHM	124L	General Chemistry Lab		1
ENG	101/102	College Composition I & II	3	3
HST	102	History of Western Civilization Since 1715	3	
REL 103	PHL 103	Introduction to Religion/Philosophy	3	
			17	17
Sophomore Year				
HSS	302	Cultural/Global Aspects of Food	3	
HSS	307	Human Physiology		3
HSS	371	Principles of Food Sanitation and Safety		2
CMM	111 or	Inform Public Speaking		1
CMM	112	Persuasive Public Speaking		
BIO	151	Concepts of Biology I	3	
BIO	152	Concepts of Biology II		3
ECO	203	Principles of Microeconomics		3
MTH	207	Introduction to Statistics	3	
PSY	101	Introduction to Psychology	3	
REL/PHL		Philosophy/Religion Elective		3
—	—	— (AS)	3	
			15	15
Junior Year				
HSS	304	Institutional Quantity Food Production/Buying	3	
HSS	308	Comp. Apps. In Food/Nutrition		3
ACC	301	Introduction to Accounting		3
CHM	313	Organic Chemistry	3	
CHM	314	Organic Chemistry		3
ENG	370,372,378	English Requirement ²	3	
HST	340	History of Science		3
MGT	301	Organizational Behavior	3	
MGT	314	Survey, Human Resources		3
PHL	315	Medical Ethics	3	
CMM	113	Interviewing	1	
			16	15
Senior Year				
HSS	401	Advanced Nutrition	3	
HSS	406	Mother/Child Nutrition	2	
HSS	402	Nutrition for Aging Adult		2
HSS	428	Health Research/Evaluation		3
HSS	431	Nutrition for Exercise/Sport	3	
HSS	495	Medical Nutrition Therapy		4
BIO	411-Lab	General Microbiology	4	
CHM	420	Biochemistry	3	
PSY	431	Interviewing and Counseling		3
ANT	150	Cultural Anthropology		3
			15	15
General Education Requirements — Thematic Cluster				
Could include second history GE			3	
art study GE			3	
religion/philosophy GE			6	

¹ Or ENG 114 or 198

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	
			1st Term	2nd Term
First Year				
HSS	101	Introduction to University	1	
HSS	112	Introduction/Exercise Science	2	
HSS	113	Introduction to Dietetics/Nutrition	2	
HSS	210-L	Introductory Foods & Lab		4
HSS	226	Comp. Apps. in Sport Science		3
BIO	151	Concepts of Biology I	3	
BIO	152	Concepts of Biology II ¹		
CHM	123-L	General Chemistry & Lab		4
ENG	101/102	College Composition I-II	3	3
HST	102	History of Western Civilization Since 1715	3	
REL	103/PHL 103	Introduction to Religion/Philosophy	3	3
			17	17
Sophomore Year				
HSS	182	Aerobic Conditioning	2	
CMM	111 or	Inform Public Speaking	1	
CMM	112	Persuasive Public Speaking		
HSS	184	Conditioning		1
HSS	295	Nutrition and Health		3
HSS	305	Human Anatomy	3	
HSS	307	Human Physiology		3
HSS	320	Essentials/Strength Conditioning		3
CHM	124-L	General Chemistry & Lab	4	
CMM	110	Group Decision Making	1	
MTH	207	Introduction to Statistics		3
PHL	103/REL 103	Introduction to Philosophy/Religion	3	
PSY	101	Introduction to Psychology		3
			14	16
Junior Year				
CMM	113	Interviewing	1	
HSS	408-L	Physiology of Exercise & Lab		3
HSS	409-L	Kinesiology & Lab	3	
HSS	435	Exercise ECG		3
CHM	313	Organic Chemistry	3	
CHM	414	Organic Chemistry		3
HSS	405	Tests & Measurements	3	
ENG	370,372,378	English Requirement ²		3
HST	340	History of Science	3	
REL/PHL		Religion/Philosophy Elective		3
ANT	150	Cultural Anthropology Elective	3	
			16	15
Senior Year				
HSS	406	Mother/Child Nutrition	2	
HSS	428	Health Research/Evaluation	3	
HSS	431	Nutrition/Exercise-Sport	3	
HSS	401	Advanced Nutrition		3
HSS	422	Exercise/Special Populations		3
HSS	495	Medical Nutrition Therapy	3	
HSS	402	Nutrition for Aging Adult		2

MGT	301	Organizational Behavior	3	
MGT	314	Survey Human Resources		3
PHL	315	Medical Ethics		3
PSY	431	Interviewing and Counseling		3
—	—	— (AS)	3	—
			17	17
<hr/>				
General Education Requirements — Thematic Cluster				
		Could include second history GE	3	
		art study GE	3	
		religion/philosophy GE	6	
<hr/>				
¹ Or ENG 114 or 198				
² Or ENG 272 or 372				

FACULTY

Lloyd L. Laubach, *Chairperson*

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

Associate Professors: Baer, Laubach, Titlebaum

Assistant Professors: DeMarco, Dolan, Doprano, Linderman

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 foster 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 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 113. 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. *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. *2 sem. hrs.*

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 182. AEROBIC CONDITIONING: Aerobic conditioning techniques developed primarily through running programs. Required for EES and EDP majors. *2 sem. hrs.*

HSS 184. CONDITIONING: 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 185. RHYTHM, DANCE, GAMES & GYMNASTICS: Theory and practice of Educational Games, Educational Dance, and Educational Gymnastics. *2 sem. hrs.*

HSS 187. TEAM SPORTS: Content and pedagogical content knowledge of selected team sports will be presented. Overview of history, rules, officiating, strategy, and skill practice shall be provided. Students will also gain competence in the instruction, adaptation, modification, and administration of the selected team sports. *2 sem. hrs.*

HSS 200. MOTOR DEVELOPMENT/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 210. INTRODUCTORY FOODS: Study of scientific principles applied to the processing and preparation of food to maintain nutritional quality and aesthetic value. Corequisite: HSS 210L. *2 sem. hrs.*

HSS 210L. INTRODUCTORY FOODS LABORATORY: Course to accompany HSS 210 lecture. Two 2-hour periods each week. Corequisite: HSS 210. *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 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 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. *3 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 255. 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 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 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.*

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

HSS 302. CULTURAL & GLOBAL ASPECTS OF FOOD: Study of the relationship among consumers, the food; the historical evolution of food; socioeconomic influences on food. *3 sem. hrs.*

HSS 304. INSTITUTIONAL QUANTITY FOOD PRODUCTION AND BUYING: To study quantity food production in foodservice system through application of principles for determining needs and procuring, producing and storing foods in quantity, along with institutional equipment selection, maintenance, and layout. Prerequisites: HSS 210 and HSS 210L, a Multipurpose Computer Account (AKA Dial-in/PPP/Flyernet account), and basic IBM compatible computer skills. *3 sem. hrs.*

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

HSS 305L. HUMAN ANATOMY LABORATORY: Hands-on study of the human body with emphasis on the interdependent relationships of structure and function through the use of interactive anatomy. *1 sem. hr.*

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, CHM 124, HSS 305. 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. 2 sem. hrs.

HSS 316. COACHING SOCCER: The theory, skills, strategies, and methods of coaching soccer. 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. Prerequisite: HSS 305. 3 sem. hrs.

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

HSS 333. HEALTH, NUTRITION, AND SAFETY FOR THE YOUNG CHILD: This class is designed to emphasize the physical, nutritional, emotional, social, environmental health, and safety of the young child. The class emphasizes the teacher's role in the health/nutritional maintenance of young children. Class will focus on nutrition, safety, and wellness of the young child by creating a healthful school environment. 3 sem. hrs.

HSS 334. BASIC TECHNIQUES FOR CARDIOPULMONARY RESUSCITATION FOR CHILDREN: Students register for this course in conjunction with HSS 333. No credit

HSS 335. INTRODUCTION TO THERAPEUTIC MASSAGE: Introduction to body-work 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. Required that students have had Human Anatomy, Human Physiology. 1 sem. hr.

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 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 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 371. PRINCIPLES OF FOOD SANITATION & SAFETY: An in-depth study of the principles of food sanitation and safety, including food microbiology, foodborne illnesses, and gastroenteric outbreaks. Emphasis will be on the correct sanitary practices and techniques to ensure quality, food procurement, storage, preparation, service and disposal. *2 sem. hrs.*

HSS 373. STRESS MANAGEMENT: 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 385. SPORT MANAGEMENT FIELD EXPERIENCE: This experience is done after completion of HSS 255. 150 clock hours need to be completed for the 3 semester hour experience. *3 sem. hrs.*

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

HSS 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: HSS 295, BIO 403 or HSS 307, CHM 314. *3 sem. hrs.*

HSS 402. NUTRITION FOR THE AGING ADULT: The study of the process of aging through adulthood. This will focus on the changes in nutritional needs during the aging process. Attention will be paid to the community resources available to help provide optimum nutrition to healthy people as they age. *2 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 406. NUTRITION FOR MOTHER/CHILD: Physiologic and biochemical principles and results of current research are used to build a foundation for exploration of nutrition from the stages of growth and development, to maturation, and aging. These serve as the basis for consideration of the social, economic, physiologic, and lifestyle factors that influence nutrition status, food choices, and specific life state concerns. Particular attention is paid to using the principles of nutrition in planning and implementing recommendations for dietary change. Prerequisites: HSS 307, 295. *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 or 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. Prerequisites: HSS 305, 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 415. HEALTH AGENCY INTERNSHIP: Student works with agency of his or her choice. Prerequisite: Junior standing. *1-6 sem. hrs.*

HSS 417. STUDENT TEACHING (Pre K-12 TEACHING FIELD PHYS. ED): 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 419. STUDENT TEACHING (Pre K-12 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 422. 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 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: HSS 295. 3 sem. hrs.

HSS 435. EXERCISE ECG: Evaluation of exercise electrocardiograms from healthy persons. Prerequisites: HSS 307, 408, 408L. 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 455. SELECTED STUDIES IN EXERCISE SCIENCE: Investigating, analyzing, and reporting on a problem in exercise science. Elective. Prerequisite: Permission of chairperson. 1-4 sem. hrs.

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

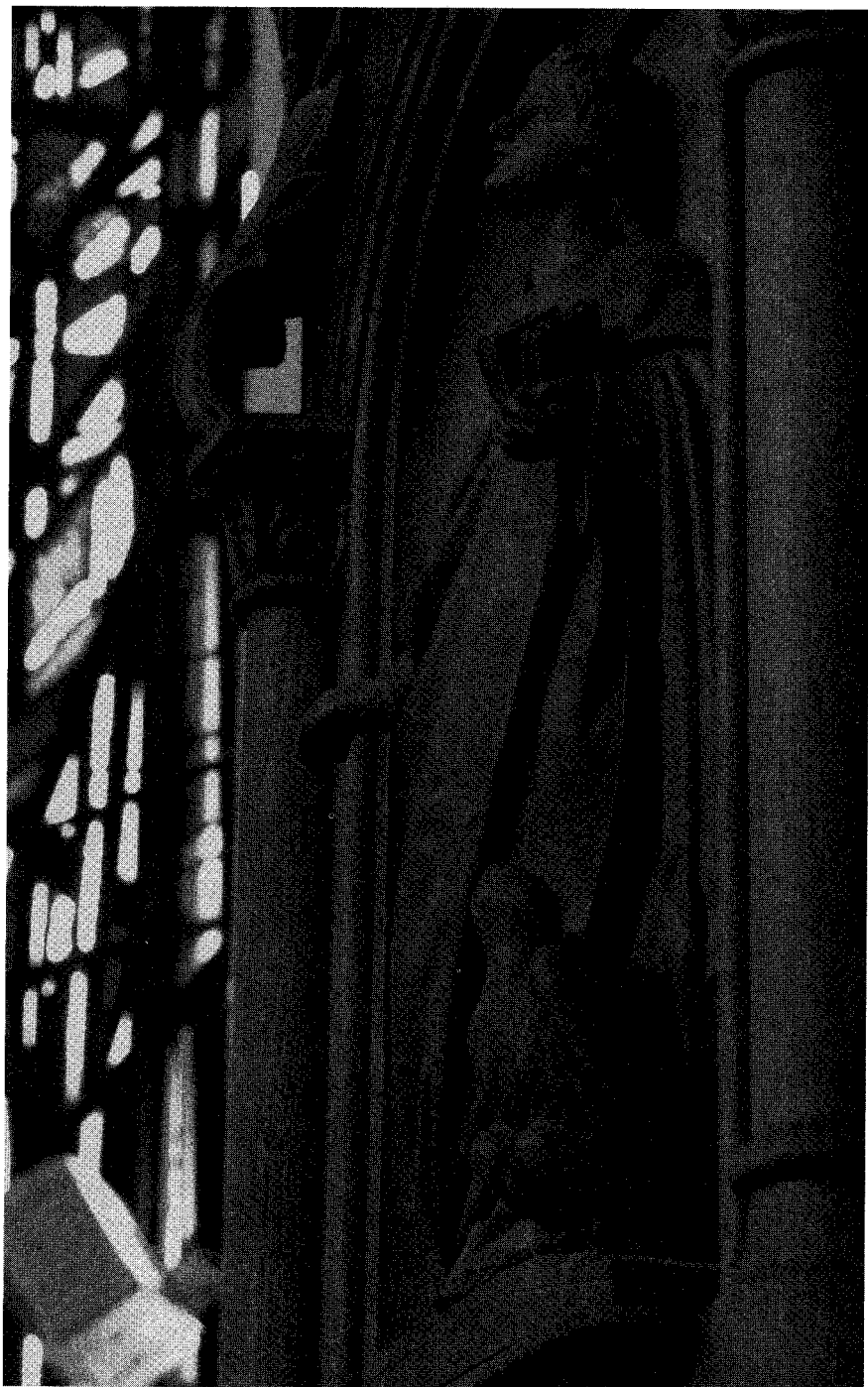
HSS 485. SPORT MANAGEMENT INTERNSHIP: Work experience carried out under the auspices and supervision of the sports management staff. Application and permission of director of Sports Management program required. 3 sem. hrs.

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. 1-2 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.

HSS 495. MEDICAL NUTRITION THERAPY: Includes the study of professional development assessment, nutrition care planning and the appropriate medical nutrition physiology in humans. Designed for those planning to become a registered dietitian. Prerequisites: CHM 314, HSS 401; HSS 307 or BIO 403. 4 sem. hrs.

EDI 498-499. HONORS THESIS: Selection, design, investigation, and completion of an independent, original research thesis under the guidance of a faculty research director. Restricted to students in the University Honors Program with permission of the program director. 6 sem. hrs.



EDT

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 that 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 Praxis I ; competency in 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 exit examination(s) mandated by the State Board of Education, verify they are of "good moral character," and be fingerprinted.

<http://www.udayton.edu/edu/edt>

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 investigate an area of focus for coursework outside the school of education.

Successful completion of EDT field experience and a 2.5 cumulative grade point average is required overall and in professional education courses to continue in the program, student teaching, and be licensed. PRAXIS I, the Pre-Professional Skill Test (PPST), is required or waived, by the end of the first year. To be recommended for the provisional licensure, the early childhood education major must also pass the Praxis II 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.

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		
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	110	Group Decision Making	3	
CMM	111	Informative Public Speaking		
or				
	112	Persuasvie Public Speaking		
CMM	113	Interviewing		
—	—	General Education Elective	3	3
			<hr/>	<hr/>
			16	16
Sophomore Year				
SCI	190-190L	Physical Universe	4	
EDT	211	Childhood Development 0-8 ²	3	
EDT	212	Early Childhood Theory & Practice ²		3
MTH	204-205	Mathematics Concepts I and II	3	3
SCI	210-210L	The Dynamic Earth		4
—	—	Thematic Cluster		3
—	—	Thematic Cluster	3	
—	—	General Education Elective	3	3
			<hr/>	<hr/>
			16	16
Junior Year				
EDT	341	Language Dev. & Emergent Literacy	3	
EDT	340	Educating Diverse Student Population in Inclusive Settings ¹		3
SCI	230-230L	Organisms, Evolution and Environment	4	
EDT	313	Developmentally Appropriate Practice 3-5 ¹		6
MUS	104	Music Lit. for the Elem. Classroom	4	
HSS	333	Health, Nutrition and Movement		3
EDT	350	Teaching Reading w/Literature		3
EDT	305	The History and Philosophy Education	3	
—	—	General Education Requirements	3	
			<hr/>	<hr/>
			17	15
Senior Year				
EDT	451	Reading/Language Arts Methods (K-Primary)	3	
EDT	412	Developmentally Appropriate Practice 6-8 ³	6	
EDT	343	Intro. to Learners with M/M Educational Needs	2	
EDT	450	Phonics, Spelling, and Vocabulary	3	
—	—	General Education Elective	3	
EDT	473	Student Teaching Primary		7
EDT	472	Student Teaching Kindergarten		7
			<hr/>	<hr/>
			17	14

¹Field experiences are arranged by the University. Register also for EDT 100.²Field experiences arranged at the UDCC Register also for 101.³EDT 451, 412, 343 must be taken concurrently.

EDT

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 a provisional license 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 two of the following: mathematics, sciences, social studies and reading/language arts.

Successful completion of EDT field experience and a 2.5 cumulative grade point average is required overall and in professional education courses to continue in the program, student teaching, and be licensed. PRAXIS I, the Pre-Professional Skill Test (PPST), is required or waived, by the end of the first year. To be recommended for the provisional licensure, the middle childhood education major must also pass the Praxis II exit examination in professional knowledge and the two concentration areas and verify they are of "good moral character" and be fingerprinted.

Checksheets for each licensure area are available in the Department of Teacher 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	110	Group Decision Making	1	
HST	102	History of Western Civilization Since 1715	3	
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
MTH	204	Math Concepts		3
HST		General Education HS requirement ¹		3
VAE	232	Gen Ed Art Study requirement, first of two		2
CMM	111	Informative Public Speaking		1
or				
CMM	112	Persuasive Public Speaking		
			15	17
Sophomore Year				
EDT	222	Development in MC and AYA ¹	3	
SCI	210-210L	The Dynamic Earth		4
—	—	Concentration ²	3	
—	—	Concentration ²	3	
—	—	Concentration ²	3	
SS		General Education SS requirement ¹		3
PHL, REL		General Education PHL, REL requirement,		3
		Cluster Course suggested		
—	—	Concentration ²		3
—	—	Concentration ²		3
—	—	Concentration ²	3	
MUS	232	General Education Art		

CMM	111	Study requirement, second of two Informative Public Speaking	2	1
or				
CMM	112	Persuasive Public Speaking	—	—
			17	17
Junior Year				
EDT	321	Classroom Environment for MC ^{1,3}	3	
EDT	340	Ed. Diverse Stud. Pop. in In. Set. ³	3	
EDT	425	The Mid. School, Princ. & Practices ³	3	
—	—	Concentration ²	3	
—	—	Concentration ²	3	
EDT	350	Teaching Reading through Lit. ⁴		3
EDT	450	Phonics, Spelling and Vocabulary ⁴		3
EDT	352	Reading/Language Arts Methods for Middle Childhood ⁴		3
EDT	305	The History and Philosophy Education		3
PHL, REL		Gen Ed PHL, REL Requirement	—	3
			15	15
Senior Year				
CMM	113	Interviewing	1	
—	—	Concentration ²	3	
—	—	Concentration ²	3	
—	—	Concentration ²	3	
—	—	Concentration ²	3	
—	—	Concentration ² /or Elective	3	
EDT	426, 427	Concentration #1 Methods ⁵		3
	428, 429			
EDT	426, 427	Concentration #2 Methods ⁵		3
	428, 429			
EDT	474	Student Teaching ⁵	—	11
			16	17

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

²Fewer concentration hours may be required depending upon chosen concentrations.

³Designates cohort courses to be taken together in the same semester.

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 and a provisional license 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 39 semester hours and a maximum of 96 hours. Number of semester hours to complete teaching field requirements is dependent upon the chosen teaching field and the concentration within the teaching field. Some semester hours may need to be taken during the summer. Successful completion of EDT field experience and a 2.5 cumulative grade point average is required overall, for the teaching field in which provisional licensure is sought, and in professional education courses to continue in the program, student teaching, and be licensed. PRAXIS I, the Pre-Professional Skill Test (PPST), is required or waived, by the end of the first year. Students must verify "good moral character," be fingerprinted, and pass the state mandated Praxis II exit exams in Professional Knowledge and the Content area.

Adolescent to young adult education teaching fields include the following:

Earth Science	Integrated Social Studies	Earth/Chemistry
Integrated Language Arts	Life Science	Life/Physics
Integrated Mathematics	Physical Science	Life/Chemistry
Integrated Science	Earth/Physics	Life/Earth

Checksheets for each field are available in the Department of Teacher 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	114	Fundamentals of Mathematics ²	3	
PHL	103	Introduction to Philosophy	3	
REL	103	Introduction to Religion		3
—	—	General Education requirement; Science Suggested ²		3
—	—	Physical or health education elective or Science Lab	1	
—	—	General Education requirements; Science Suggested ²	3	3
—	—	General Education requirement; SS/HS		3
			17	17
Sophomore Year				
EDT	222 or	Development MC and AYA ¹	3	
EDT	207	Child and Adolescent in Education		
EDT	208	Teaching and Learning ¹		3
CMM	110	Group Decision Making	1	
CMM	111 or	Informative Public Speaking	1	
CMM	112	Persuasive Public Speaking		

—	—	Teaching field ²	9	12
—	—	General Education requirement; Science Lab or Physical or health education elective ²	1 or 2	1 or 2
			15-16	16-17
Junior Year				
EDT	303	School, Self, and Society ¹	3	
—	—	Teaching field ²	9	15
—	—	General Education requirements AS ²	2	2
—	—	General Education requirements REL/PHL	3	
			17	17
Senior Year				
EDT	340	Ed. Diverse Student Pop. Incl. Set. ⁴	4	
EDT	305	History and Philosophy of American Education ⁴	3	
EDT	452	Reading in Content Area ⁴	2	
EDT	475	Student Teaching—Secondary ³		12
—	—	Special methods in teaching field ^{1,4}	4	
—	—	Teaching field and/or electives	3	3
—	—	General Education requirement: Science lab or Physical or Health Ed elective	1	
CMM	113	Interviewing		1
			17	16

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

²Some teaching fields have alternate courses; see checksheets.

³Students will have seminar throughout the semester.

⁴EDT 340, 305, 425, and special methods in teaching field must 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. Students in this program also have an emphasis in the middle childhood studies.

Successful completion of EDT field experience and a 2.5 cumulative grade point average is required overall and in professional education courses to continue in the program, student teaching, and be licensed. PRAXIS I, the Pre-Professional Skill Test (PPST), is required or waived, by the end of the first year.

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

A checksheet for this licensure area is available in the Department of Teacher 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	
EDT	110	The Profession of Teaching		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	230	Organisms/Evolution ²		3
REL	103	Introduction to Religion	3	
CMM	110	Group Decision Making	1	1
CMM	111 or	Informative Public Speaking	1	
CMM	112	Persuasive Public Speaking		
CMM	113	Interviewing		1
			<hr/>	<hr/>
			16	16
Sophomore Year				
EDT	305	The History and Philosophy of Education	3	
EDT	207/222	Child and Adolescent in Education	3	
EDT	341	Language Development		3
SCI	210 + L	Dynamic Earth		4
EDT	343	Introduction to Educ. of Learners Mild/Mod ¹		3
MTH	204-205	Mathematical Concepts I and II	3	3
—	—	Philosophy/Religion Elective (Cluster) ³	3	
—	—	General Education requirement—Soc. Sci. Elective Cluster ³	3	
HSS	220	Adapted Health/PE		3
			<hr/>	<hr/>
			15	16
Junior Year				
EDT	342	Behavior Management	3	
EDT	425	M.Sch. Prin. & Prac. ^{1,4}	3	
EDT	340	Ed Diverse Student Pop. Incl. Set ^{1,4}	3	
EDT	321	Classroom Environment for Middle Childhood ^{1,4}	3	
EDT	445	Appl Computer & Tech in S.E.	2	
—	—	Art Study Elective (Cluster) ³	3	
EDT	352	Reading/Language		
		Arts Methods for Middle Childhood ^{1,4}		3
EDT	450	Phonics, Spelling and Vocabulary ⁴		3
EDT	350	Teaching Reading Thru Literature ⁴		3
EDT	427	Math for Middle Childhood		3
EDT	428	Science for Middle Childhood		3
—	—	Elective		2
			<hr/>	<hr/>
			17	17
Senior Year				
EDT	442	Assessment Mild/Moderate ⁴	3	
EDT	443	Curriculum Mild/Moderate ⁴	2	
EDT	446	Career Ed/Special Ed ⁴	2	
EDT	452	Critical Read. In Content Area	3	
EDT	344	Collaborating w/Parents	3	
—	—	Philosophy/Religion Elective	3	
EDT	476	Student Teaching IS/M-M		12
EDT	444	Instructional Strategies/Mild ⁴		2
EDT	447	Instructional Strategies/Moderate ⁴		2
			<hr/>	<hr/>
			16	16

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.

⁴Must be taken concurrently. Field experience is required.

MUSIC EDUCATION

The Department of Teacher Education cooperates with the Department of Music to offer provisional licensure PK-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 PK-12, which leads to the Bachelor of Science in Education.

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

Special teaching fields include the following:

Visual Art (EAR), with four concentrations available:

Visual Communication Photography Studio Art Art History

Foreign Language (ELA), with three concentrations available:

French German Spanish

Music Education (PK-12) is also available through the E11A Program.

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

LICENSURE FOR STUDENTS IN ARTS AND SCIENCES

PROGRAM E11A: B.A. or B.S. WITH TEACHER LICENSURE (refer to page 243).

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 Dean's office.

Enrollment, Continuations and Completions 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 and Allied Professions working toward the B.S. in Education. These include passing Praxis I; maintaining an overall average of 2.5; completing field-clinical and student teaching hours and taking the comprehensive Praxis II exams.

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 and Allied Professions must be completed before any degree is granted.

When the proper course requirements have been completed, the student may register for student teaching, upon approval of the application for student teaching that is processed the semester prior to the one during which student teaching will take place.

When all the requirements for teacher licensure are completed, the student should make application for the standard State Teaching Provisional License through the recommending officer of the School of Education and Applied Professions, in the Dean's office.

FACULTY

Patricia Hart, *Chairperson*

Professors Emeriti: Frye, Joseph

Professors: Geiger, Hunt, Lasley, Losito, Watras

Associate Professors: Biddle, Hunn, Hunt, Kinnucan-Welsch, Richards, Rowley, Talbert-Johnson, Tillman, Sudzina, Weaver

Assistant Professors: Adams, Bowman, Grogan, Herrelko, Seery

Administrative Faculty: Ferguson, Mathes

Field Experience Coordinators: Coy, Werbrich

CMC Coordinator: Raney

CTE Coordinator: Oberlander

Bombeck Family Learning Center Director: Sutton

Other Faculty: Brink, DeMarco, Oldenski, Zahner

COURSES OF INSTRUCTION

EDT 100. FIELD-BASED EXPERIENCES: Planned, supervised, and evaluated activities in various school settings. Students register for this course in conjunction with appropriate courses in the professional education sequence. *No credit*

EDT 101. FIELD-BASED EXPERIENCES: This practicum course is a year long field experience linked to EDT 211 and EDT 212. Only students who have been accepted to the Early Childhood Program are eligible. During registration, students should sign-up for a weekly time slot at the Bombeck Family Learning Center. Current medical forms with negative TB test and background check are required. Forms are available at the Bombeck Family Learning Center. *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 professional portfolio and educational issues are discussed. Field experience: 10 hrs. *1 sem. hr.*

EDT 110. THE PROFESSION OF TEACHING: Study of the principal teacher behaviors that facilitate learning. Educational issues, developing a community of learners, cooperative learning, service learning, the Pathwise/Praxis III framework, professional standards, the portfolio, and teaching according to the 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, are discussed. Clinical experience: 20 hrs.; field experience: 25 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 are presented. Clinical and field experience: 10 and 20 hrs. Prerequisite: EDT 207 or 222. *3 sem. hrs.*

EDT 211. CHILDHOOD DEVELOPMENT BIRTH TO AGE 8: This course focuses on the study of typical 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 40 field hours to be completed at the Bombeck Family Learning Center. Prerequisite: EDT 110. *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: 40 hours at the Bombeck Family Learning Center. Prerequisite: EDT 110. *3 sem. hrs.*

EDT 222. DEVELOPMENT IN MC AND AYA: Study of 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 and field experience: 5 and 25 hrs. Prerequisite: EDT 110. *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 respond to national laws and policies affecting students. A 34-hour field experience is required. *3 sem. hrs.*

EDT 305: HISTORY AND PHILOSOPHY OF AMERICAN EDUCATION. Study of American education as it evolved from the colonial era to recent times. In the historical overview, attention is given to issues pertinent to educational philosophy. The study of Catholic and Marianist educational perspectives provides an important component of the course. Prerequisite: EDT 110. *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. Field Experience: 20 hours at the Bombeck Family Learning Center. *3 sem. hrs.*

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 this age of children from three through age five. Extensive focus on the content areas of art, music, science, social studies and math as well as guiding behavior and family culture will occur. 30 hrs. field experience with Miami Valley Child Development Center/Headstart. Corequisite: EDT 110, 212. *6 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, 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 60 hrs.) Prerequisite: EDT 110, 222. Corequisites: EDT 340, 425. *3 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. The 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 is examined. Clinical experience: 10 hrs.; field hrs. vary by Program. Prerequisite: EDT 110. *3 sem. hrs.*

EDT 341. LANGUAGE DEVELOPMENT AND EMERGENT LITERACY: Study of language development in children with implications for the learner with special needs. Clinical experience. Prerequisite or corequisite: EDT 110, 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 or corequisite: EDT 340. *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 are presented. Knowledge of major researchers and historians, variations in beliefs, traditions and values across cultures, and current practices in the field are included. Field experience: 20 hrs. *3 sem. hrs.*

ECE majors *2 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 are examined. Clinical experiences. Prerequisite: EDT 343. *3 sem. hrs.*

EDT 350. TEACHING READING THROUGH LITERATURE: This course will explore the important role children's literature has in literacy development. It will 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 adolescent/young adult. No field hours. Corequisites (EMS, EMM): EDT 352, 450. *3 sem. hrs.*

EDT 352. READING/LANGUAGE ARTS METHODS FOR MIDDLE CHILDHOOD: 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 needs, and abilities. Topics include planning, instructional methods, materials, assessment and evaluation techniques. Field experience: 60 hrs. Corequisites: (EMS, EMM): EDT 350, 450. *3 sem. hrs.*

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

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

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

EDT 404. CURRENT INNOVATIONS IN EDUCATION: Presentation, examination, and evaluation of recent trends in curriculum and instructional strategies in PK-12 schools. *3 sem. hrs.*

EDT 406. SPECIAL TOPICS IN TEACHING. Study of specialized areas in teaching not normally investigated fully in professional education sequence. Topic are announced. *1-3 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: 60 hours. This begins the senior year experience and culminates in Student Teaching. Prerequisites: successful completion of field experience; EDT 110, 212, 313. *6 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. Corequisites: 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. Corequisites: EDT 474, and EDT Methods. *3 sem. hrs.*

EDT 427. MATH FOR MIDDLE CHILDHOOD: Planning, diagnosis, instructional methods, materials, assessment, 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 Curriculum for grades 4-9, applications and instructional techniques that address the Ohio proficiency testing, various resources, technologies, manipulatives, and other visuals, interdisciplinary connections, various grouping techniques, current research. Prerequisites: EDT 321, 425. Corequisites: EDT 474 and EDT Methods *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 student'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. Corequisites: EDT 474, and EDT Methods. *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 curriculum will be modeled, instructional activities will be demonstrated and critical reflection will be expected. Clinical experience: 5 hrs. Prerequisites: EDT 321, 425. Corequisites: EDT 474, and EDT Methods. *3 sem. hrs.*

EDT 431. INTEGRATED LANGUAGE ARTS METHODS AYA: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching English and communication to students with varied needs and abilities in grades 7-12. Field and clinical experience required. First term. Prerequisite: EDT 208. *4 sem. hrs.*

EDT 432. MATH METHODS FOR AYA: Planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching all levels of mathematics to students in grades 7-12 with varied needs and abilities. Topics include: understanding and use of the Ohio Model Curriculum for grades 7-12, applications and instructional techniques that address the Ohio proficiency testing, various resources, technologies, manipulatives, and other visuals, interdisciplinary connections, various grouping techniques, current research. Field and clinical experience required. First term. Prerequisite: EDT 208. *4 sem. hrs.*

EDT 433. FOREIGN LANGUAGE METHODS: Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching modern foreign languages in PK-12 schools to students with varied needs and abilities. Field and clinical experience required. First term. Prerequisite: EDT 208. *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 in grades 7-12. Field and clinical experience required. First term. Prerequisite: EDT 208. *4 sem. hrs.*

EDT 435. INTEGRATED 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 in grades 7-12. Field and clinical experience required. First term. Prerequisite: EDT 208. *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. Corequisites: EDT 443, 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. Corequisites: EDT 442, 444. *2 sem. hrs.*

EDT 444. INSTRUCTIONAL STRATEGIES: MILD: Strategies, materials, and evaluation techniques for teaching students with mild/moderate learning problems. Field experience. Prerequisite: EDT 442, 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. Corequisite: EDT 444. *2 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 447. INSTRUCTIONAL STRATEGIES: MODERATE: Strategies for teaching and managing behaviors of students with moderate disabilities.

2 sem. hrs.

EDT 450. PHONICS, SPELLING, AND VOCABULARY: 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/word meaning embedded in the context of a total reading/language arts program focused on meaning construction. No field hours. Corequisites (EMS, EMM): EDT 350, 352; (ECE): EDT 451.

3 sem. hrs.

EDT 451. READING/LANGUAGE ARTS METHODS (K-PRIMARY): This course will explore developmentally appropriate ways to teach reading/language arts to young children while recognizing diverse learning styles and special learning needs. Topics include: planning, instructional methods, materials, assessment and evaluation techniques. Students will also learn how to construct environments that support and value child-activated literacy experiences. Field Experience: with 412. Prerequisite (ECE): EDT 350. Corequisite (ECE): EDT 450.

3 sem. hrs.

EDT 452. CRITICAL READING IN THE CONTENT AREAS: Exploration of strategies and techniques in the development of prior knowledge skills, study skills, vocabulary, technology, and assessment as they relate to critical reading and writing abilities in a variety of curriculum areas. Field experience: (24 hrs). Prerequisites (EMS, EMM): EDT 350, 352, 450; (ECE): EDT 450, 451.

3 sem. hrs.

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

2-3 sem. hrs.

EDT 471. STUDENT TEACHING—LANGUAGES PK-12: Full-time supervised and evaluated teaching of foreign languages in PK-12 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 KINDERGARTEN: Full time supervised student teaching in a Kindergarten classroom. The students will demonstrate the ECE program competencies established by NAEC, ODE and NCATE. Prerequisite: formal admission to student teaching.

7 sem. hrs.

EDT 473. STUDENT TEACHING IN THE PRIMARY GRADES: The student teaching experience is a full-time, evaluated experience in an primary setting. Prerequisite: formal admission to student teaching.

7 sem. hrs.

EDT 474. STUDENT TEACHING—MIDDLE CHILDHOOD: Full-time student teaching of at least 10 weeks with 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; methods courses.

11 sem. hrs.

EDT 475. STUDENT TEACHING AYA: Full-time supervised and evaluated teaching in the content area in a 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 PK-12: Full-time supervised and evaluated teaching in art classes in elementary schools (P-12). 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 PK-12: Full-time supervised and evaluated teaching in music classes in schools (P-12). 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.

EDI 498. HONORS THESIS: Selection design, investigation, and completion of an independent, original research thesis under guidance of a faculty research director. Restricted to students in the University Honors Program with permission of the program director.

3 sem. hrs.

*General Education course. See Chapter V.

