

Undergraduate - School of Education and Health Sciences

Kevin R. Kelly Dean

Kathryn Kinnucan-Welsch, Associate Dean for Undergraduate Learning and Community Partnerships

Barbara De Luca, Associate Dean for Graduate Education and Research
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In conformity with the University's mission, the School of Education and Health Sciences (SEHS) endeavors to educate distinctive graduates who will effectively and efficiently utilize the highest quality of learning and scholarship and engage people in building strong learning communities and in developing collaborative, dynamic partnerships. The SEHS programs focus on distinctive Catholic and Marianist educational and intellectual traditions which enable graduates to become effective practitioners in the field of professional education and the health sciences. The theme for the SEHS is "Building Learning Communities Through Critical Reflection".

As a community of learners, collaboration and critical reflection is fostered and encouraged through efforts to integrate and connect knowledge, skills and dispositions gained from various courses in the SEHS and the liberal arts, including the Common Academic Program. This acquaints the students with the major areas of knowledge and provides the basis for their specific program of study. The SEHS is particularly noted for the professional development of teachers and health science professionals who are able to enhance the quality of life experiences for both children and adults. In relation to teaching, the school is committed to quality programs which address the professional preparation of teachers for the early, middle, and secondary schools and intervention specialists. In relation to the health sciences, the school is committed to quality programs which address the professional preparation for specialists in exercise science and fitness management, sport management, pre-physical therapy, and food and nutrition. Provisions for professional competence are made through:

1. Comprehensive study of the various fields
2. Study of the professional foundations common to all of the program areas
3. Specialized study of the principles underlying a particular area of study
4. Appropriate field-based experiences

Students in the SEHS should appraise their commitment to teaching and the health science professions according to their development in specific knowledge, skills, and dispositions. Students will have opportunities to apply theory to practice in planned and supervised field-based experiences. Their programs of study will include reflective practice which will incorporate inquiry leading to self improvement.

The SEHS is committed:

- to education for the improvement of others and society
- to the principles that refer to a shared common humanity
- to the dignity of the person and the use of reason and cooperation in seeking social justice

- to the democratic principles
- to a humanistic approach to learning; and
- to the Marianist traditions in education

Academic Programs

The SEHS offers the following majors leading to the Bachelor of Science in Education and Health Sciences degree. Additional information specific to each department, including certificate and endorsement programs, may be found under the Programs of Study tab.

Department of Health and Sport Science

Dietetics (p. 319)
Exercise Physiology (p. 320)
Exercise Science (p. 319)
Nutrition and Fitness (p. 323)
Pre-Physical Therapy (p. 324)
Sport Management (p. 325)

Department of Teacher Education

Adolescence to Young Adult Education (p. 329)
Early Childhood Education (p. 330)
Early Childhood Leadership and Advocacy (p. 332)
Foreign Language Education (Multi-Age PK-12) (p. 332)
Intervention Specialist (Special Education) (p. 333)
Middle Childhood Education (p. 334)
Secondary Catholic Religious Education (p. 335)

Students who major in the College of Arts and Sciences can also earn a teaching license (p. 117).

Degree Requirements

To be awarded the bachelor's degree by the School of Education and Health Sciences, it is necessary to complete all requirements as stipulated by the catalog and department policy. The final 30 semester hours must be earned at the University of Dayton.

Licensure for Students in Arts and Sciences

B.A. or B.S. with Teacher Licensure

Students in the College of Arts and Sciences may be able to complete the requirements for a teaching license without transferring to the School of Education and Health Sciences. For additional information regarding this option consult the Dean's office in the College of Arts and Sciences.

Enrollment, continuation, and successful completion in this program are subject to the same admission requirements, advising, maintenance of a unified system of records, screening, and other professional expectations of students in the School of Education and Health Sciences working toward the B.S. in Education and Health Sciences.

In order to complete all requirements in four years, a student in the College of Arts and Sciences should process an application for admission to the appropriate licensure program during the second semester of enrollment to begin the professional education sequence. Screening will be completed by the SEHS transfer official. The requirements for the College of Arts and Sciences, the School of Education and

Health Sciences, and licensure program concentration courses must be completed in order to be eligible for licensure recommendation. It is possible for students to earn dual degrees in the College of Arts and Sciences and School of Education and Health Sciences.

Transfer Students

The School of Education and Health Sciences welcomes transfer students into our programs. Students should contact either the SEHS Student Services and Licensure Office or the Departments of Health and Sport Science and Teacher Education for additional information.

Programs of Study

To learn more about the available programs in the School of Education and Health Sciences, explore the departments.

- Health and Sport Science (p. 319)
- Teacher Education (p. 329)

Health and Sport Science

Majors:

- Bachelor of Science in Education and Health Sciences, Dietetics (p. 319)
- Bachelor of Science in Education and Health Sciences, Exercise Physiology (p. 320)
- Bachelor of Science in Education and Health Sciences, Exercise Science (p. 321)
- Bachelor of Science in Education and Health Sciences, Nutrition and Fitness (p. 323)
- Bachelor of Science in Education and Health Sciences, Pre-Physical Therapy (p. 324)
- Bachelor of Science in Education and Health Sciences, Sport Management (p. 325)

The undergraduate mission of the Department of Health and Sport Science is to prepare students to be proficient and professional in the disciplines of dietetics and nutrition, exercise physiology, exercise science, pre-physical therapy, and sport management.

The Dietetics and Nutrition Programs prepare students for post-baccalaureate dietetic internships or pre-professional practice programs.

Exercise Physiology students prepare to pursue research careers in exercise science, medicine, or health.

The Exercise Science Program is designed to prepare students for professional opportunities in corporate fitness, wellness and health maintenance programs in a variety of settings.

The Pre-Physical Therapy Program will prepare students for graduate school in physical therapy and other allied health professions.

The Sport Management Program prepares students for professional opportunities in:

- Division I and professional sports
- Sports organizations/federations
- Newspapers

- Television
- Sporting goods
- And the many areas of recreation

Along with minimum ACT/SAT scores, minimum cumulative GPAs are required for students wishing to transfer into the department.

Faculty

Lloyd L. Laubach, Chairperson

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

Professor: Titlebaum

Associate Professors: DaPrano, DeMarco, Laubach, Linderman

Assistant Professors: Crecelius, Cuy Castellanos

Lecturers: Dalton, Gallo, Ritterhoff

Bachelor of Science IN EDUCATION AND HEALTH SCIENCES with a major in Dietetics (EHA) minimum of 127 credit hours

This program, which leads to a Bachelor of Science degree, prepares students who wish to become registered dietitians. It has a strong science component.

During the last semester of their senior year, students make application to a dietetic internship program. These post-baccalaureate programs are usually eight to eleven months in length and will qualify the student to sit for examination to become registered dietitians. Acceptance into the internship program is highly competitive and is based on the student's grades, work experience, recommendation letters, and extra curricular activities. Selection is made through computer matching.

Costs of the didactic program in dietetics may also include laboratory fees, the purchase of a lab coat, and membership fees for the Student Dietetic Association and the Academy of Nutrition and Dietetics. No liability insurance is needed since the students in this program do not participate in a practice setting.

The didactic program in dietetics is currently granted initial accreditation by the Commission on Accreditation for Dietetics Education (CADE), Suite 2000, 120 South Riverside Plaza, Chicago, Illinois 60606, Phone: (900) 877-1600.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹		12
HST 103	The West & the World	
REL 103	Introduction to Religious & Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3
Arts		3

Natural Sciences	7	HSS 428	Research in Physical Activity & Health	3
Crossing Boundaries	variable credit	HSS 439	Professional Seminar in Dietetics	2
Faith Traditions		HSS 456	Nutritional Biochemistry II	3
Practical Ethical Action		HSS 495	Medical Nutrition Therapy I	3
Inquiry		HSS 496	Medical Nutrition Therapy II (Satisfies CAP Capstone)	3
Integrative		HST 341	Historical Perspectives on Science, Technology & Society (Satisfies CAP Adv Studies in HST)	3
Advanced Study	variable credit	or HST 344	History of Science, Technology & the Modern Corporation	
Philosophy and/or Religious Studies		or HST 355	American Urban History	
Historical Studies		or HST 376	Social & Cultural History of the United States	
Diversity and Social Justice	3	MGT 301	Organizational Behavior	3
Major Capstone	0-3	or HSS 356	Human Resources Management in Sport	
		MTH 207	Introduction to Statistics (Satisfies CAP Mathematics)	3
¹ Completed with ASI 110 and ASI 120.		PHL 312	Ethics (Any satisfies CAP Practical Ethical Action and Adv Studies in REL/PHL)	3
² Or ENG 100A and ENG 100B, or ENG 200H, by placement.		or PHL 313	Business Ethics	
³ Completed with ENG 200H or ASI 120.		or PHL 315	Medical Ethics	
		or REL 360	Christian Ethics	
		or REL 367	Christian Ethics & Health Care Issues	
		or REL 368	Christian Ethics & the Business World	
		PSY 101	Introductory Psychology	3
		PSY 431	Interviewing & Counseling	3
		CAP Arts Elective		3
		CAP REL/Faith Traditions Elective		3

Major Requirements

ACC 200	Introduction to Accounting	3
ANT 150	Cultural Anthropology	3
BIO 151	Concepts of Biology I: Cell & Molecular Biology (Satisfies CAP Natural Sciences)	3
BIO 152	Concepts of Biology II: Evolution & Ecology	3
BIO 411	General Microbiology	3
CHM 123 & 123L	General Chemistry and General Chemistry Laboratory (Satisfies CAP Natural Sciences)	4
CHM 124 & 124L	General Chemistry and General Chemistry Laboratory	4
CHM 313	Organic Chemistry	3
ENG 370	Report & Proposal Writing (Any satisfies CAP Inquiry)	3
or ENG 371	Technical Communication	
or ENG 372	Business Communication	
or ENG 373	Medical Writing	
HSS 101	Introduction to the University Experience	1
HSS 113	Introduction to Dietetics & Nutrition	2
HSS 210 & 210L	Introductory Foods and Introductory Foods Laboratory	4
HSS 295	Nutrition & Health (Satisfies CAP Integrative)	3
HSS 302	Global & Cultural Nutrition (Satisfies CAP Diversity and Social Justice)	3
HSS 303	Food Service Systems Management	2
HSS 304	Institutional Quantity Food Buying	3
HSS 305	Human Anatomy	3
HSS 305L	Human Anatomy Laboratory	1
HSS 307	Human Physiology	3
HSS 345	Medical Evaluation & Terminology	3
HSS 401	Nutritional Biochemistry I	3
HSS 402	Nutrition for the Aging Adult	2
HSS 406	Nutrition for Mother & Child	2
HSS 408 & 408L	Physiology of Exercise and Physiology of Exercise Laboratory	4

Bachelor of Science IN EDUCATION AND HEALTH SCIENCES with a major in Exercise Physiology (EEP) minimum of 131 credit hours

With its increased emphasis on the sciences, this program is more appropriate for students interested in pursuing research careers in exercise science, medicine, or health (M.S., Ph.D. degrees).

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹		12
HST 103	The West & the World	
REL 103	Introduction to Religioius & Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3
Arts		3
Natural Sciences		7
Crossing Boundaries		variable credit

Faith Traditions	
Practical Ethical Action	
Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

BIO 151	Concepts of Biology I: Cell & Molecular Biology (Satisfies CAP Natural Sciences)	3
BIO 151L	Concepts of Biology Laboratory: Cell & Molecular Biology	1
BIO 152 & 152L	Concepts of Biology II: Evolution & Ecology and Concepts of Biology Laboratory II: Evolution & Ecology	4
BIO 312	General Genetics	3
BIO 403 & 403L	Physiology I and Physiology Laboratory I	4
CHM 123 & 123L	General Chemistry and General Chemistry Laboratory (Satisfies CAP Natural Sciences)	4
CHM 124 & 124L	General Chemistry and General Chemistry Laboratory	4
CHM 313 & 313L	Organic Chemistry and Organic Chemistry Laboratory (Satisfies CAP Inquiry)	4
CHM 314 & 314L	Organic Chemistry and Organic Chemistry Laboratory	4
CHM 420	Biochemistry	3
HSS 101	Introduction to the University Experience	1
HSS 112	Introduction to Exercise Science & Fitness Management	2
HSS 121	Fitness for Life	2
HSS 275	History of Physical Education & Sport (Satisfies CAP Adv Study in HST and Diversity and Social Justice)	3
HSS 295	Nutrition & Health (Satisfies CAP Integrative)	3
HSS 305 & 305L	Human Anatomy and Human Anatomy Laboratory	4
HSS 307	Human Physiology	3
HSS 335	Introduction to Athletic Training	3
HSS 345	Medical Evaluation & Terminology	3
HSS 405	Tests & Measurements in Sport Science	3
HSS 408 & 408L	Physiology of Exercise and Physiology of Exercise Laboratory	4
HSS 409 & 409L	Kinesiology and Kinesiology Laboratory	4

HSS 422	Exercise for Special Populations	3
HSS 428	Research in Physical Activity & Health	3
HSS 455	Selected Studies in Exercise Science (Satisfies CAP Capstone)	1-3
MTH 148	Introductory Calculus I	3
MTH 207	Introduction to Statistics (Satisfies CAP Mathematics)	3
PHL 312	Ethics (Any satisfies CAP Practical Ethical Action and Adv Study in REL/PHL)	3
or PHL 313	Business Ethics	
or PHL 315	Medical Ethics	
or REL 360	Christian Ethics	
or REL 367	Christian Ethics & Health Care Issues	
or REL 368	Christian Ethics & the Business World	
PHY 201 & 201L	General Physics and General Physics Laboratory	4
PHY 202 & 202L	General Physics and General Physics Laboratory	4
PSY 101	Introductory Psychology	3
PSY 251	Human Growth & Development	3
PSY 366	Health Psychology	3
CAP Arts Elective		3
CAP REL/Faith Traditions Elective		3

Bachelor of Science IN EDUCATION AND HEALTH SCIENCES with a major in Exercise Science (EES) minimum of 126 credit hours

Wellness is no longer a health trend or fad, it has become a lifestyle. Career opportunities available to graduates include:

- Exercise program directors in business, industry, hospitals, and communities
- Cardiac rehabilitators
- Health and fitness club managers

Specific functions include testing, research, evaluating, and prescribing exercise-related activities, and promoting wellness programs.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103	The West & the World
REL 103	Introduction to Religious & Theological Studies
PHL 103	Introduction to Philosophy
ENG 100	Writing Seminar I ²
Second-Year Writing Seminar ³	0-3
ENG 200	Writing Seminar II
Oral Communication	3
CMM 100	Principles of Oral Communication
Mathematics	3
Social Science	3
Arts	3
Natural Sciences	7

Crossing Boundaries		variable credit	HSS 275 (p. 319)	Hist-PE & Sport (Satisfies Adv Study in HST and Diversity and Social Justice)	3	
Faith Traditions			HSS 295 (p. 319)	Nutrition & Health (Satisfies CAP Integrative)	3	
Practical Ethical Action			HSS 305 (p. 319)	Human Anatomy	3	
Inquiry			HSS 307 (p. 319)	Human Physiology	3	
Integrative			HSS 320 (p. 319)	Essen/Strength Cond	3	
Advanced Study		variable credit	or HSS 321 (p. 319)	Essentials of Personal Training		
Philosophy and/or Religious Studies			HSS 335 (p. 319)	Intro-Athletic Trng	3	
Historical Studies			HSS 345 (p. 319)	Med Eval & Terminlgy	3	
Diversity and Social Justice		3	HSS 405 (p. 319)	Tsts&Measrmnts-Sp Sc	3	
Major Capstone		0-3	HSS 408 (p. 319)	Physiology-Exercise and Physiology Ex Lab & 408L (p. 319)	4	
¹ Completed with ASI 110 and ASI 120.			HSS 409 (p. 319)	Kinesiology and Kinesiology Lab & 409L (p. 319)	4	
² Or ENG 100A and ENG 100B, or ENG 200H, by placement.			HSS 422 (p. 319)	Exer-Spec Populatns	3	
³ Completed with ENG 200H or ASI 120.			HSS 428 (p. 319)	Rsch in Phys Act&Hlth	3	
Major Requirements			HSS 431 (p. 319)	Nutritn-Exr&Sprt Sc	3	
ACC 200 (p. 319)	Intro to Accounting	3	HSS 448 (p. 319)	Safty&Law- PE Sports	3	
BIO 151 (p. 319)	Concepts of Bio I (Satisfies CAP Natural Science)	3	HSS 490 (p. 319)	Exer Sci Internship (Check on 490 vs 491)	2	
BIO 151L (p. 319)	Concepts-Bio Lab I	1	HSS 491 (p. 319)	Exer Sci Internship	1-3	
BIO 152 (p. 319)	Concepts of Bio II and Concepts-Bio Lab II & 152L (p. 319)	4	MTH 207 (p. 319)	Intro to Statistics (Satisfies CAP Mathematics)	3	
CHM 123 (p. 319) & 123L (p. 319)	General Chemistry and Gen Chemistry Lab (Satisfies CAP Natural Sciences)	4	PHL 312 (p. 319)	Ethics (Satisfies CAP Practical Ethical Action and Adv Study in REL/PHL)	3	
CHM 124 (p. 319) & 124L (p. 319)	General Chemistry and Gen Chemistry Lab	4	or PHL 313 (p. 319)	Business Ethics		
CMM 332 (p. 319)	Publication Design	3	or PHL 315 (p. 319)	Medical Ethics		
ECO 203 (p. 319)	Prin of Microecon	3	or REL 360 (p. 319)	Christian Ethics		
ENG 370 (p. 319)	Rprt&Proposal Wrtnng (Satisfies CAP Inquiry)	3	or REL 367 (p. 319)	Chr Ethics&Hlth Care		
or ENG 371 (p. 319)	Technical Commnicatn		or REL 368 (p. 319)	Practical wisdom in the business world		
or ENG 372 (p. 319)	Business Commicatr		PSY 101 (p. 319)	Introductory Psych	3	
or ENG 373 (p. 319)	Medical Writing		PSY 251 (p. 319)	Hum Growth & Develop	3	
HSS 101 (p. 319)	Intro-Univ Exper	1	CAP Arts Elective			3
HSS 112 (p. 319)	Intro-Exer Sci&Ftnss	2	CAP REL/Faith Traditions Elective			3
HSS 117 (p. 319)	Persnl&Cmmnty Hlth	3				
HSS 121 (p. 319)	Fitness for Life	2				
HSS 182 (p. 319)	Aerobic Conditioning	2				

Bachelor of Science IN EDUCATION AND HEALTH SCIENCES with a major in Nutrition and Fitness (EHN) minimum of 125 credit hours

This program offers classes from both the nutrition and exercise curriculum. Those who select the EHN major may take additional classes to qualify them to apply for a dietetic internship following graduation. Students may also fulfill medical or dental schools' requirements with this program.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103 The West & the World	
REL 103 Introduction to Religioius & Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ²	
Second-Year Writing Seminar ³	0-3
ENG 200 Writing Seminar II	
Oral Communication	3
CMM 100 Principles of Oral Communication	
Mathematics	3
Social Science	3
Arts	3
Natural Sciences	7
Crossing Boundaries	variable credit
Faith Traditions	
Practical Ethical Action	
Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

ACC 200 Intro to Accounting (p. 319)	3
BIO 151 Concepts of Bio I (Satisfies CAP Natural Sciences) (p. 319)	3
BIO 151L Concepts-Bio Lab I (p. 319)	1
BIO 152 Concepts of Bio II (p. 319)	3
BIO 152L Concepts-Bio Lab II (p. 319)	1

CHM 123 (p. 319) & 123L (p. 319)	General Chemistry and Gen Chemistry Lab (Satisfies CAP Natural Sciences)	4
CHM 124 (p. 319) & 124L (p. 319)	General Chemistry and Gen Chemistry Lab	4
ENG 370 (p. 319)	Rprt&Proposal Wrtnng (Any satisfies CAP Inquiry)	3
or ENG 371 (p. 319)	Technical Communicatn	
or ENG 372 (p. 319)	Business Communicatn	
or ENG 373 (p. 319)	Medical Writing	
HSS 101 (p. 319)	Intro-Univ Exper	1
HSS 112 (p. 319)	Intro-Exer Sci&Ftnss	2
HSS 113 (p. 319)	Intro-Dietcs/Nutrn	2
HSS 275 (p. 319)	Hist-PE & Sport (Satisfies CAP Adv Study in HST and Diversity and Diversity and Social Justice)	3
HSS 295 (p. 319)	Nutrition & Health (Satisfies CAP Integrative)	3
HSS 302 (p. 319)	Global&Cultrl Nutr (Satisfies CAP Diversity and Social Justice)	3
HSS 305 (p. 319) & 305L (p. 319)	Human Anatomy and Human Anatomy Lab	4
HSS 307 (p. 319) & 307L (p. 319)	Human Physiology and Human Physiology Lab	4
HSS 320 (p. 319)	Essen/Strength Cond	3
HSS 345 (p. 319)	Med Eval & Terminlgy	3
HSS 356 (p. 319)	HR Managemnt in Sprt	3
HSS 357 (p. 319)	Sports Marketing	3
or MKT 300 (p. 319)	Survey of MKT	
HSS 402 (p. 319)	Nutritn-Aging Adult	2
HSS 406 (p. 319)	Nutrn for Mthr/Child	2
HSS 405 (p. 319)	Tsts&Measrmnts-Sp Sc	3
HSS 408 (p. 319) & 408L (p. 319)	Physiology-Exercise and Physiology Ex Lab	4
HSS 422 (p. 319)	Exer-Spec Populatns	3
HSS 428 (p. 319)	Rsch in Phys Act&Hlth	3
HSS 431 (p. 319)	Nutritn-Exr&Sprt Sc	3

HSS 448 (p. 319)	Safty&Law- PE Sports	3
HSS 490 (p. 319)	Exer Sci Internship (Satisfies CAP Capstone)	2
HSS 491 (p. 319)	Exer Sci Internship	1-3
MTH 207 (p. 319)	Intro to Statistics (Satisfies CAP Mathematics)	3
PHL 312 (p. 319)	Ethics (Any satisfies CAP Practical Ethical Action and Adv Study in REL/PHL)	3
or PHL 313 (p. 319)	Business Ethics	
or PHL 315 (p. 319)	Medical Ethics	
or REL 360 (p. 319)	Christian Ethics	
or REL 367 (p. 319)	Chr Ethics&Hlth Care	
or REL 368 (p. 319)	Practical wisdom in the business world	
PSY 101 (p. 319)	Introductory Psych	3
PSY 251 (p. 319)	Hum Growth & Develop	3
CAP Arts Elective		3
CAP REL/Faith Traditions Elective		3

Bachelor of Science IN EDUCATION AND HEALTH SCIENCES with a major in Pre-Physical Therapy (ept) minimum of 126 credit hours

The Pre-Physical Therapy program is focused on preparing students for entrance to graduate programs in physical therapy. It is designed to optimize graduates' chances of being accepted into some of the top physical therapy schools in the country. These graduate programs are highly selective, and both the undergraduate curriculum and the student's performance are considered in this competitive screening. Employment opportunities for physical therapists are growing faster than any other segment of the healthcare industry. Because of the depth and breadth of the curriculum, a graduate will also have preparation for careers in fitness management and sports rehabilitation.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹		12
HST 103	The West & the World	
REL 103	Introduction to Religioius & Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3

Arts	3
Natural Sciences	7
Crossing Boundaries	variable credit
Faith Traditions	
Practical Ethical Action Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

BIO 151 (p. 319)	Concepts of Bio I (Satisfies CAP Nautral Sciences)	3
BIO 151L (p. 319)	Concepts-Bio Lab I	1
BIO 152 (p. 319) & 152L (p. 319)	Concepts of Bio II and Concepts-Bio Lab II	4
BIO 309 (p. 319)	Comp Anat Vertebrts	3
CHM 123 (p. 319) & 123L (p. 319)	General Chemistry and Gen Chemistry Lab (Satisfies CAP Natural Sciences)	4
CHM 124 (p. 319) & 124L (p. 319)	General Chemistry and Gen Chemistry Lab	4
CHM 313 (p. 319) & 313L (p. 319)	Organic Chemistry and Organic Chemistry Lab (Satisfies CAP Inquiry)	4
HSS 101 (p. 319)	Intro-Univ Exper	1
HSS 114 (p. 319)	Intro to Phys Thrpy	1
HSS 121 (p. 319)	Fitness for Life	2
HSS 220 (p. 319)	Adaptive Phys Actvty	3
HSS 275 (p. 319)	Hist-PE & Sport (Satisfies CAP Adv Study in HST and Diversity and Social Justice)	3
HSS 295 (p. 319)	Nutrition & Health (Satisfies CAP Integrative)	3
HSS 305 (p. 319) & 305L (p. 319)	Human Anatomy and Human Anatomy Lab	4
HSS 307 (p. 319) & 307L (p. 319)	Human Physiology and Human Physiology Lab	4

HSS 320 (p. 319)	Essen/Strength Cond	3
or HSS 321 (p. 319)	Essentials of Personal Training	
or HSS 422 (p. 319)	Exer-Spec Populatns	
or HSS 431 (p. 319)	Nutritn-Exr&Sprt Sc	
HSS 335 (p. 319)	Intro-Athletic Trng	3
HSS 345 (p. 319)	Med Eval & Terminlgy	3
HSS 405 (p. 319)	Tsts&Measrmnts-Sp Sc	3
HSS 408 (p. 319)	Physiology-Exercise	4
& 408L (p. 319)	and Physiology Ex Lab	
HSS 409 (p. 319)	Kinesiology	4
& 409L (p. 319)	and Kinesiology Lab	
HSS 428 (p. 319)	Rsch in Phys Act&Hlth	3
HSS 465 (p. 319)	Phys Therapy Seminar (Satisfies CAP Capstone)	3
MTH 148 (p. 319)	Introductory Calc I	3
MTH 207 (p. 319)	Intro to Statistics (Satisfies CAP Mathematics)	3
PHL 312 (p. 319)	Ethics (Any satisfies CAP Practical Ethical Action	3
or PHL 313 (p. 319)	and Adv Study in REL/PHL)	
or PHL 315 (p. 319)	Business Ethics	
or PHL 315 (p. 319)	Medical Ethics	
or REL 360 (p. 319)	Christian Ethics	
or REL 367 (p. 319)	Chr Ethics&Hlth Care	
or REL 368 (p. 319)	Practical wisdom in the business world	
PHY 201 (p. 319)	General Physics	4
& 201L (p. 319)	and General Physics Lab	
PHY 202 (p. 319)	General Physics	4
& 202L (p. 319)	and General Physics Lab	
PSY 101 (p. 319)	Introductory Psych	3
PSY 251 (p. 319)	Hum Growth & Develop	3
PSY 363 (p. 319)	Abnormal Psychology	3
SOC 101 (p. 319)	Prin of Sociology	3
CAP Arts Elective		3
CAP REL/Faith Traditions Elective		3

Bachelor of Science IN EDUCATION AND HEALTH SCIENCES with a major in Sport Management (esm) minimum of 126 credit hours

The Sport Management program prepares students for opportunities in sport, event, and facility management. In particular, Sport Management professionals gain positions in collegiate and professional organizations, sport clubs, and athletic federations, as well as public and private recreation. Opportunities are also available in arenas and convention centers, event management, and all forms of media.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103	The West & the World
REL 103	Introduction to Religioius & Theological Studies
PHL 103	Introduction to Philosophy
ENG 100	Writing Seminar I ²
Second-Year Writing Seminar ³	0-3
ENG 200	Writing Seminar II
Oral Communication	3
CMM 100	Principles of Oral Communication
Mathematics	3
Social Science	3
Arts	3
Natural Sciences	7
Crossing Boundaries	variable credit
Faith Traditions	
Practical Ethical Action	
Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

HSS 101 (p. 319)	Intro-Univ Exper	1
HSS 111 (p. 319)	Intro-Sport Mangmnt	3
HSS 250 (p. 319)	Prin of Sport Mngmnt	3
HSS 253 (p. 319)	Sport Facility Ops	3

HSS 255 (p. 319)	Sports Mgt Practicm	3
HSS 285 (p. 319)	Sprts Mgt Field Expr	3
HSS 330 (p. 319)	Leadership in Sport	3
HSS 331 (p. 319)	Sport Ethics	3
HSS 349 (p. 319)	Financng Sprt Opertns	3
HSS 350 (p. 319)	Business of Soccer	3
HSS 353 (p. 319)	Sports Media	3
HSS 354 (p. 319)	Sprt-Global Commnty (Satisfies CAP Diversity and Social Justice)	3
HSS 356 (p. 319)	HR Managemnt in Sprt	3
HSS 357 (p. 319)	Sports Marketing	3
HSS 358 (p. 319)	Sales&Fundrsng Sport	3
HSS 360 (p. 319)	CAP Pilot. Sport and Bodies	3
HSS 448 (p. 319)	Safty&Law- PE Sports	3
HSS 485 (p. 319)	Sport Mgt Internship (Satisfies CAP Capstone)	3
CPS 111 (p. 319)	Intro-Personal Comp	3
MTH 207 (p. 319)	Intro to Statistics (Satisfies CAP Mathematics)	3
Courses in Business Minor		18
Courses in Professional Competency		12

Courses

HSS 101. Introduction to the University Experience. 1 Hour

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.

HSS 111. Introduction to Sport Management. 3 Hours

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.

HSS 112. Introduction to Exercise Science & Fitness Management. 2 Hours

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.

HSS 113. Introduction to Dietetics & Nutrition. 2 Hours

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.

HSS 114. Introduction to Physical Therapy. 1 Hour

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.

HSS 117. Personal & Community Health. 3 Hours

Survey of health science and principles of preventive medicine as introduction to other courses in health and sport science.

HSS 121. Fitness for Life. 2 Hours

This course will include a combination of classroom lectures covering numerous topics pertaining to health related fitness as well as laboratory activity sessions implementing concepts that foster a healthy, active lifestyle.

HSS 130. Physical Education Activities. 1 Hour

Selected courses offered to all University students.

HSS 182. Aerobic Conditioning. 2 Hours

Aerobic conditioning techniques developed primarily through running programs. Required for EES and EDP majors.

HSS 184. Conditioning. 1 Hour

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.

HSS 210. Introductory Foods. 2 Hours

Study of scientific principles applied to the processing and preparation of food to maintain nutritional quality and aesthetic value. Corequisite(s): HSS 210L.

HSS 210L. Introductory Foods Laboratory. 2 Hours

Course to accompany HSS 210 lecture. Corequisite(s): HSS 210.

HSS 220. Adapted Physical Activity. 3 Hours

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.

HSS 226. Computer Applications in Sport Science. 3 Hours

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.

HSS 250. Principles of Sport Management. 3 Hours

Examination of the nature of management from theoretical and practical perspectives in a variety of sport settings. Focus on managerial functions and skills. Prerequisite(s): HSS 111.

HSS 253. Sport Facility Operations. 3 Hours

The processes of planning, constructing, equipping, maintaining, and operating sport facilities are investigated in this course.

HSS 255. Sport Management Practicum. 3 Hours

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.

HSS 275. History of Physical Education & Sport. 3 Hours

Study of the historical development of physical education and sport as it relates to significant events in the history of Western civilization.

HSS 285. Sport Management Field Experience. 3 Hours

This experience is done after completion of HSS 255. 150 clock hours need to be completed for the 3 semester hour experience.

HSS 295. Nutrition & Health. 3 Hours

Study of the nutrient needs of humans and of their choices as modified by socioeconomic, cultural, and life cycle factors.

HSS 302. Global & Cultural Nutrition. 3 Hours

Study of the relationship among consumers, the food; the historical evolution of food; socioeconomic influences on food.

HSS 303. Food Service Systems Management. 2 Hours

Study of food service organizations and management. Demonstrate the importance of menu as the primary control of the food service system - factors affecting menu planning, customer satisfaction, and management decisions.

HSS 304. Institutional Quantity Food Buying. 3 Hours

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. Prerequisite(s): HSS 210, HSS 210L; a Multipurpose Computer Account (AKA Dial-in/PPP/Flyernet account); basic IBM compatible computer skills.

HSS 305. Human Anatomy. 3 Hours

Study of the human body with emphasis on the interdependent relationships of structure and function.

HSS 305L. Human Anatomy Laboratory. 1 Hour

Hands-on study of the human body with emphasis on the interdependent relationships of structure and function through the use of interactive anatomy.

HSS 307. Human Physiology. 3 Hours

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. Prerequisite(s): CHM 123, CHM 124; HSS 305. Corequisite(s): HSS 307L.

HSS 307L. Human Physiology Laboratory. 1 Hour

Virtual human physiological laboratory course meant to enhance the materials covered in HSS 307 - Human Physiology. Laboratory simulations in human physiology to cover concepts such as, but not limited to, cell transport mechanisms and permeability, skeletal muscle physiology, endocrine system physiology, cardiovascular dynamics, cardiovascular physiology, respiratory system mechanics, renal system physiology, and blood analysis. Prerequisite(s): BIO 151, BIO 152; (CHM 123, CHM 124) or equivalent; HSS 305. Corequisite(s): HSS 307.

HSS 320. Essentials of Strength Conditioning. 3 Hours

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.

HSS 321. Essential/Personal Training. 3 Hours

Essential/Personal Training.

HSS 325. Women in Sport. 3 Hours

This course studies concepts about women, sport, and society from both a contemporary and historical perspective in an effort to understand the role of women in sport. Additionally, this course will help students understand the evolution and future of women in sport in both the U.S. and internationally.

HSS 330. Leadership in Sport. 3 Hours

As our society and industries adapt and reinvent themselves, especially in the sport (service) industry, there is a need for individuals within organizations to step up to the role of a leader, independent of their formal position. Therefore, the purpose of this course is for students to start (or continue) to develop their self-awareness, understanding, knowledge and practice of leadership.

HSS 331. Sport Ethics. 3 Hours

This course is a study of the ethical decisions of sport and athletics, using case analysis and real world examples to assist future sport management professionals to develop a set of moral reasoning skills to self-evaluate, examine, and critically analyze ethical issues they will encounter in their professional careers.

HSS 335. Introduction to Athletic Training. 3 Hours

Application of principles and methods involved in prevention, care, and treatment of athletic injuries. Prerequisite(s): HSS 305.

HSS 341. Extreme Sports. 3 Hours

No description available.

HSS 345. Medical Evaluation & Terminology. 3 Hours

Medical terminology related to physiological processes.

HSS 349. Financing Sport Operations. 3 Hours

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.

HSS 350. Business of Soccer. 3 Hours

Business of Soccer.

HSS 353. Sports Media. 3 Hours

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.

HSS 354. Sport in the Global Community. 3 Hours

Analyze the growth and development of sport throughout the global community with an emphasis on the structure and organization of sport. Additionally the production of major sport events, such as the Olympics and World Cup Soccer Tournament, will be examined. Prerequisite(s): HSS 250.

HSS 356. Human Resources Management in Sport. 3 Hours

This course is an overview of leadership and human resource management. The course examines the techniques, policies, processes, strategies, and practices used by health-related and sport companies and managers to effectively and efficiently utilize human resources. Prerequisite(s): HSS 255.

HSS 357. Sports Marketing. 3 Hours

Course content is designed to give students an understanding of marketing principles applied to sport, sport events, and sport products. Marketing strategies including the sales, promotions, and advertising of sport will be emphasized.

HSS 358. Sales & Fundraising in Sport. 3 Hours

Examination and understanding of sales and fundraising techniques. Students will gain first-hand experience in developing new skills for the job market.

HSS 360. Sport & Bodies. 3 Hours

The purpose of this course is to critically examine the ways in which the human (athletic) body is altered/modified, displayed/portrayed, and valued in terms of gender, race, social class, and disability. This course will address the "nature" and the "nurture" of sports and bodies. The course will examine how bodies are constructed, not just by nature, but by society as well.

HSS 401. Nutritional Biochemistry I. 3 Hours

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. Prerequisite(s): (BIO 403 or HSS 307); CHM 314; HSS 295.

HSS 402. Nutrition for the Aging Adult. 2 Hours

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.

HSS 404. Coaching Internship. 1-3 Hours

Practical coaching experience working in local schools with interscholastic teams. Elective.

HSS 405. Tests & Measurements in Sport Science. 3 Hours

Direct relationship of tests and measurements to the field of sport science.

HSS 406. Nutrition for Mother & Child. 2 Hours

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. Prerequisite(s): HSS 295, HSS 307.

HSS 408. Physiology of Exercise. 3 Hours

Detailed study of the effects of exercise on human functions, as a basis for the study of physical fitness, motor skills, and athletic training. Prerequisite(s): HSS 305; (HSS 306 or HSS 307).

HSS 408L. Physiology of Exercise Laboratory. 1 Hour

Course to accompany HSS 408. Weekly two-hour laboratory stressing practical applications of exercise physiology. Prerequisite(s): HSS 305; (HSS 306 or HSS 307).

HSS 409. Kinesiology. 3 Hours

Investigation and analysis of human motion based on anatomical, physiological, and mechanical principles. Prerequisite(s): HSS 305; (HSS 306 or HSS 307).

HSS 409L. Kinesiology Laboratory. 1 Hour

Course to accompany HSS 409. Weekly two-hour laboratory stressing the practical application of kinesiology.

HSS 422. Exercise for Special Populations. 3 Hours

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.

HSS 428. Research in Physical Activity & Health. 3 Hours

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.

HSS 431. Nutrition for Exercise & Sport Science. 3 Hours

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. Pre-requisite(s): HSS 295.

HSS 439. Professional Seminar in Dietetics. 2 Hours

This guided practicum and seminar will provide an opportunity for candidates to develop and apply their knowledge of typical and atypical development from conception to age 3 as they observe young children in an infant/toddler classroom setting. Theories and research based practices related to infant and toddler care and education will be discussed. Candidates will conduct naturalistic assessment, identify developmental milestones and related risk factors, and will plan and execute play-based strategies to support development. 45 contact hours of field experience is required.

HSS 448. Safety & the Law in Physical Education & Sports. 3 Hours

Study of the legal aspects of physical education and athletics. Analysis of specific court cases. Formulation of safety policies.

HSS 455. Selected Studies in Exercise Science. 1-3 Hours

Investigating, analyzing, and reporting on a problem in physical education. Prerequisite(s): Permission of department chairperson.

HSS 456. Nutritional Biochemistry II. 3 Hours

Integration and application of principles of physiology, nutrition and biochemistry to the processes of metabolic function.

HSS 465. Physical Therapy Seminar. 3 Hours

Addresses current issues facing prospective and present physical therapists in a reforming healthcare industry.

HSS 485. Sport Management Internship. 3 Hours

Work experience carried out under the auspices and supervision of the sports management staff. Application and permission of director of Sports Management program required.

HSS 490. Exercise Science Internship - On Campus. 2 Hours

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.

HSS 491. Exercise Science Internship. 1-3 Hours

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.

HSS 495. Medical Nutrition Therapy I. 3 Hours

Study nutrition care process, nutritional diagnostic therapy and counseling services for the purpose of disease management to include: weight management, eating disorders, upper & lower gastrointestinal disorders, hepatobiliary and pancreatic disorders, and nutrition support. Pre-requisite(s): CHM313, HSS345, Senior Standing. Co-requisite(s): HSS401, PSY431.

HSS 496. Medical Nutrition Therapy II. 3 Hours

Study of nutrition care process, nutritional diagnostic therapy and counseling services for the purpose of disease management to include: Diabetes, Thyroid, Anemia, Cardiovascular, Pulmonary, Renal, Cancer, HIV, Metabolic Stress, Rheumatic, Neurologic, and Psychiatric Conditions. Pre-requisite (s) CHM 313, HSS 345, HSS 495, Senior standing. Co-requisite (s) HSS 456, PSY 431.

HSS 498. Honors Thesis. 3 Hours

Selection, design, investigation, and completion of an independent, original research thesis under the guidance of a faculty research director. Restricted to students in the Berry Scholars Program with permission of the program director.

HSS 499. Honors Thesis. 3 Hours

Selection, design, investigation, and completion of an independent, original research thesis under the guidance of a faculty research director. Restricted to students in the Berry Scholars Program with permission of the program director.

Teacher Education

Majors:

- Bachelor of Science in Education and Health Sciences, Adolescence to Young Adult (p. 329)
- Bachelor of Science in Education (p. 330) and Health Sciences (p. 329), Early Childhood Education (p. 330)
- Bachelor of Science in Education (p. 332) and Health Sciences (p. 329), Early Childhood Leadership and Advocacy (p. 332)
- Bachelor of Science in Education (p. 332) and Health Sciences (p. 329), Foreign Language Education (p. 332)
- Bachelor of Science in Education (p. 333) and Health Sciences (p. 329), Intervention Specialist (p. 333)
- Bachelor of Science in Education (p. 334) and Health Sciences (p. 329), Middle Childhood Education (p. 334)
- Bachelor of Science in Education (p. 335) and Health Sciences (p. 329), Secondary Catholic Religion Education (p. 335)

Endorsements:

- Early Childhood Generalist (p. 336)
- Pre-Kindergarten Special Needs (p. 336)
- Middle Childhood Generalist (p. 337)

Certificates:

- Early Intervention (p. 336)
- Early Childhood Leadership and Advocacy (p. 337)
- Teaching English to Speakers of Other Languages (p. 337)

The University of Dayton's Department of Teacher Education has adopted a theme that is integrated throughout the program of study and is consistent with the school-wide conceptual framework. The theme of "Teacher as Reflective Decision Maker in a Pluralistic Society" is appropriate because of the complex needs of students from diverse backgrounds. The department adopted this theme in accordance with the University's Marianist mission which encourages students to take an active role in improving the larger community, and also reflects the unit outcomes for the SEHS which include:

- Embracing diversity
- Building community

- Engaging in critical reflection
- Developing as scholarly practitioner

The Department has established a selection and retention policy that requires students to demonstrate throughout their program of study a 2.5 grade-point average overall, in professional education courses, and in teaching fields; ability to pass all three sections of Praxis I, and competency in objectives in field-based experiences. Furthermore, all students must complete at the University of Dayton a BCII and FBI criminal background background check. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file: a completed Good Moral Character form, copies of FBI and BCII fingerprint clearance certificates, and passing scores on the state of Ohio licensure tests.

Teacher Education Undergraduate Academic policies

1. Candidates for undergraduate licensure are placed in schools in the Miami Valley area for all clinical experiences. Student teaching is the capstone clinical experience for the preparation programs. 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.
2. An education course taken as an independent study cannot be applied toward teacher licensure.
3. Independent study is not available for regularly scheduled undergraduate courses.
4. Candidates must meet each of the following benchmarks:
 - Cumulative grade point average must be # 2.5
 - Grade point average in each teaching concentration must be # 2.5 prior to entry into the clinical experience (methods)
 - Grade point average in professional education courses must be # 2.5 after completing EDT 110 and the program specific development course, and maintained at # 2.5 thereafter
 - PRAXIS I: Must pass/be exempt all sections
 - Grade of C- or higher in all EDT courses
 - Grade of S in all EDT labs prior to entry into clinical experience
 - Unexcused absences in a Teacher Education course cannot exceed 13% in any given course

Faculty

Connie L. Bowman, Chairperson

Professors Emeriti: Anderson, Frye, Fuchs, Geiger, Joseph, Rowley, Sudzina, Weaver

Professors: Hart, Kinnucan-Welsch, Lasley, Talbert-Johnson, Watras

Associate Professors: Adams, Baldwin, Biddle, Bowman, Collopy, Herrelko, Hunn, Kelly, Richards, White

Assistant Professors: Bogard, Coovert

Clinical Faculty: Arnold, Engelhardt, Gallagher, Mathes, Nenonene, Sableski, Scheuermann

Bachelor of Science in Education and health sciences with a major in Adolescence to Young Adult Education (EYA) minimum of 124 credit hours

The Department of Teacher Education offers a Bachelor of Science in Education and Health Sciences Degree in Adolescence to Young

Adult Education. The program meets all requirements for a state of Ohio 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. The number of semester hours to complete the teaching field requirements is dependent upon the chosen teaching field and the concentration within the teaching field. PRAXIS I is required, or waived based on SAT/ACT scores, by the end of the first year. A student must maintain a 2.5 grade point average, in their professional education courses, in their content area, and overall, in order to continue in the program, to student teach, and to be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. Students are expected to have completed all of the teaching concentration courses prior to student teaching; exceptions must be approved by faculty adviser. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file: a completed Good Moral Character form, copies of FBI and BCII fingerprint clearance certificates, and passing scores on the state of Ohio licensure tests.

Adolescence to young adult education teaching fields include the following:

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

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103 The West & the World	
REL 103 Introduction to Religious & Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ²	
Second-Year Writing Seminar ³	0-3
ENG 200 Writing Seminar II	
Oral Communication	3
CMM 100 Principles of Oral Communication	
Mathematics	3
Social Science	3
Arts	3
Natural Sciences	7
Crossing Boundaries	variable credit
Faith Traditions	

Practical Ethical Action	
Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

EDT 109	Personal Aspects of Teaching ¹	1
EDT 110 & 110L	The Profession of Teaching and The Profession of Teaching Laboratory ¹	3
EDT 222 & 222L	Development in MC and AYA and Development in MC and AYA Laboratory ¹	3
EDT 305	Philosophy & History of American Education (Satisfies CAP Practical Ethical Action and Adv Study PHL)	3
EDT 338 & 338L	Teaching & Learning and Teaching & Learning Laboratory	3
EDT 340 & 340L	Educating Diverse Student Populations in Inclusive Settings and Educating Diverse Student Populations in Inclusive Settings Laboratory (Satisfies CAP Integrative and Diversity and Social Justice)	3
EDT 459	Critical Reading & Writing in the Content Area ²	3
EDT 436	AYA Capstone Course (Satisfies CAP Capstone)	3
EDT 475	Student Teaching-Adolescent to Young Adult ³	12
EDT Special methods in teaching field ^{1,3}		4
EDT Special methods lab		1
MTH 114	Contemporary Math (Satisfies CAP Mathematics) ⁴	3
Concentration (10 courses)		30
Concentration/elective (6 courses)		18

¹ Field experiences are arranged by the University. Must register for lab.

² EDT 459 and special methods in teaching field must be taken concurrently.

³ Students will have a required seminar throughout the semester.

⁴ Only applicable to Language Arts and Social Studies majors.

Bachelor of Science in Education and Health sciences with a major in Early Childhood Education (ece) minimum of 124 credit hours

The Department of Teacher Education offers a Bachelor of Science in Education and Health Sciences Degree in Early Childhood Education. The

program meets all requirements for a state of Ohio license to teach prekindergarten through grade 3.

A student in the Early Childhood Education program is required to choose an area of focus for elective coursework which must bring the total number of credit hours to 124 required for graduation. PRAXIS I is required, or waived based on SAT/ACT scores, by the end of the first year. A student must maintain a 2.5 grade point average, in their professional education courses and overall, in order to continue in the program, to student teach, and to be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file: a completed Good Moral Character form, copies of FBI and BCII fingerprint clearance certificates, and passing scores on the state of Ohio licensure tests.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103 The West & the World	
REL 103 Introduction to Religious & Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ²	
Second-Year Writing Seminar ³	0-3
ENG 200 Writing Seminar II	
Oral Communication	3
CMM 100 Principles of Oral Communication	
Mathematics	3
Social Science	3
Arts	3
Natural Sciences	7
Crossing Boundaries	variable credit
Faith Traditions	
Practical Ethical Action	
Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110 & 110L	The Profession of Teaching and The Profession of Teaching Laboratory	3
EDT 211 & 211L	Child Development: Birth to Age 8 and Child Development: Birth to Age 8 Laboratory	4

EDT 212 & 212L	Early Childhood Theory & Practice and Early Childhood Theory & Practice Laboratory ¹	3
EDT 305	Philosophy & History of American Education (Satisfies CAP Practical Ethical Action and Adv Study in PHL)	3
EDT 313 & 313L	Developmentally Appropriate Practice for Preschool Laboratory and Developmentally Appropriate Practice for Preschool Laboratory ²	4
EDT 317	Integrating the Arts in Early Childhood Curriculum ²	2
EDT 340 & 340L	Educating Diverse Student Populations in Inclusive Settings and Educating Diverse Student Populations in Inclusive Settings Laboratory (Satisfies CAP Integrative and Diversity and Social Justice) ³	3
EDT 341	Language Development & Emergent Literacy	3
EDT 350	Foundations of Literacy Through Literature	3
EDT 412	Developmentally Appropriate Practice in Math for ECE ²	3
EDT 413	Developmentally Appropriate Practice in Social Studies for ECE ²	2
EDT 414	Developmentally Appropriate Practice in Science for ECE ²	3
EDT 415 & 415L	Working with Young Learners with Mild To Moderate Disabilities and ECE Primary (K-3) Field Internship ²	4
EDT 450	Phonics, Spelling & Vocabulary	3
EDT 453	Introduction to Literacy for Early Childhood ²	3
EDT 454	Methods of Literacy for Early Childhood ²	3
EDT 472	Internship in Pre-Kindergarten Special Needs ⁴	5
EDT 473	Student Teaching-Primary Grades (Satisfies CAP Capstone) ⁵	3-12
GEO 204	Geology for Teachers (Satisfies CAP Natural Sciences)	4
HST 251	American History to 1865 (Satisfies CAP Adv in HST)	3
MUS 232	Integrating the Arts (Satisfies CAP Arts)	2
SCI 190 & 190L	The Physical Universe and The Physical Universe Laboratory (Satisfies CAP Natural Sciences)	4
SCI 230	Organisms, Evolution & Environment	3
VAE 101	Early Childhood Art Education	2
Focus area electives (0-4 courses)		Variable credit

¹ Field experiences arranged at the Bombeck Family Learning Center.

² Designates cohort courses to be taken together in the same semester.

³ Field experiences are arranged by the University. Must register for lab.

⁴ Course should only be taken by students pursuing PKSN focus area or EIS license.

- ⁵ Students pursuing PKSN focus area or EIS license should take course for 10 semester hours; all other students should take course for 12 semester hours.

Bachelor of Science in Education and health sciences with a major in Early Childhood Leadership and Advocacy (ecl) minimum of 121 credit hours

The Department of Teacher Education offers a Bachelor of Science in Education degree in Early Childhood Leadership and Advocacy. This program provides knowledge and skills required of program administrators, supervisors, teacher leaders, and advocates for effective leadership and advocacy in a variety of early childhood settings. Students will be admitted after earning an Associate's Degree or equivalent in ECE or related field. Student must complete at least 54 hours from a four-year institution, 30 semester hours of which must be completed at the University of Dayton, for a minimum of 121 credit hours.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103 The West & the World	
REL 103 Introduction to Religious & Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ²	
Second-Year Writing Seminar ³	0-3
ENG 200 Writing Seminar II	
Oral Communication	3
CMM 100 Principles of Oral Communication	
Mathematics	3
Social Science	3
Arts	3
Natural Sciences	7
Crossing Boundaries	variable credit
Faith Traditions	
Practical Ethical Action	
Inquiry	
Integrative	
Advanced Study	variable credit
Philosophy and/or Religious Studies	
Historical Studies	
Diversity and Social Justice	3
Major Capstone	0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

EDT 305	Philosophy & History of American Education	3
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EDT 340 & 340L	Educating Diverse Student Populations in Inclusive Settings and Educating Diverse Student Populations in Inclusive Settings Laboratory	3
EDT 344	Collaboration with Families, Professional & Agencies	3
EDT 460E & 460EL	Early Childhood Program & Personnel Management and Early Childhood Program and Personnel Management Laboratory	3-4
EDT 461E & 461EL	Supporting Quality Curriculum & Instruction in Early Care & Education and Supporting Quality Curriculum & Instruction in Early Care & Education Laboratory	3-4
EDT 462E & 462EL	Regulations, Licensing & the Law in Early Care & Education and Regulations, Licensing & the Law in Early Care & Education Laboratory	3-4
EDT 463E & 463EL	Managing Finances & Marketing in Early Care & Education and Managing Finances & Marketing in Early Care & Education Laboratory	3
EDT 464E	Advocacy in Early Care & Education	3
EDT 465E	Internship & Practicum in Early Childhood Administration	6
Workshop		12

Bachelor of Science in Education and health sciences with a major in Foreign Language Education (ELA) minimum of 124 credit hours

The Department of Teacher Education offers a Bachelor of Science in Education and Health Sciences Degree in Foreign Language Education. The program meets all requirements for a state of Ohio license to teach P - 12. Three teaching concentrations are available: French, German, and Spanish.

PRAXIS I is required, or waived based on SAT/ACT scores, by the end of the first year. A student must maintain a 2.5 grade point average, in their professional education courses, in their content area, and overall in order to continue in the program, to student teach, and to be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. Students are expected to have completed all of the teaching concentration courses prior to student teaching; exceptions must be approved by faculty adviser. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file: a completed Good Moral Character form, copies of FBI and BCII fingerprint clearance certificates, and passing scores on the state of Ohio licensure texts, including the Oral Proficiency Interview (OPI) and the Writing Proficiency Test (WPT) offered by the American Council on the Teaching of Foreign Languages (ACTFL).

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹	12
HST 103 The West & the World	
REL 103 Introduction to Religious & Theological Studies	
PHL 103 Introduction to Philosophy	

ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3
Arts		3
Natural Sciences		7
Crossing Boundaries		variable credit
Faith Traditions		
Practical Ethical Action		
Inquiry		
Integrative		
Advanced Study		variable credit
Philosophy and/or Religious Studies		
Historical Studies		
Diversity and Social Justice		3
Major Capstone		0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110 & 110L	The Profession of Teaching and The Profession of Teaching Laboratory	3
EDT 207 & 207L	Child & Adolescent in Education and Child & Adolescent in Education Laboratory	4
EDT 305	Philosophy & History of American Education (Satisfies CAP Practical Ethical Action and Adv PHL)	3
EDT 338 & 338L	Teaching & Learning and Teaching & Learning Laboratory	3
EDT 340 & 340L	Educating Diverse Student Populations in Inclusive Settings and Educating Diverse Student Populations in Inclusive Settings Laboratory (Satisfies CAP Integrative and Diversity and Social Justice)	3
EDT 433 & 433L	Foreign Language Methods for Adolescent to Young Adult and Foreign Language Methods for AYA (7-12) Field Internship	5
EDT 436	AYA Capstone Course	3
EDT 471	Student Teaching- Foreign Languages K-12 (Satisfies CAP Capstone)	12
LNG 320	Instructed Second Language Acquisition	2
LNG 330	Teaching World Languages in the Elementary School (PK-6)	4
LNG 468	Introduction to Linguistics	3
MTH 114	Contemporary Math (Satisfies CAP Mathematics)	3

Concentration (12 courses) ²	36
Concentration/electives (3 courses)	9
Study Abroad (Concentration) ¹	2-14

¹ Participation in an approved study-abroad immersion program for a summer, semester, or academic year is strongly recommended. Experience shows that study abroad is a major factor in the successful completion of the professional requirements which include field experiences and required assessments for licensure.

² One course must be FRN 469, GER 469, or SPN 469.

Bachelor of Science in Education and health sciences with a major in Intervention Specialist (eis) minimum of 124 credit hours

The Department of Teacher Education offers a Bachelor of Science in Education and Health Sciences Degree in Intervention Specialist Education. The program meets all requirements for a state of Ohio license to teach learners in kindergarten through grade 12 with mild to moderate educational needs. Students in this program also have an emphasis in inclusive general education.

PRAXIS I is required, or waived based on SAT/ACT scores, by the end of the first year. A student must maintain a 2.5 grade point average, in their professional education courses and overall, in order to continue in the program, to student teach, and to be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file: a completed Good Moral Character form, copies of FBI and BCII fingerprint clearance certificates, and passing scores on the state of Ohio licensure tests.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹		12
HST 103	The West & the World	
REL 103	Introduction to Religioius & Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3
Arts		3
Natural Sciences		7
Crossing Boundaries		variable credit
Faith Traditions		
Practical Ethical Action		
Inquiry		
Integrative		

Advanced Study		variable credit	HST 251	American History to 1865 (Either satisfies CAP Adv Study in HST)	3
Philosophy and/or Religious Studies			or HST 252	American History Since 1865	
Historical Studies			MTH 204	Mathematical Concepts I	3
Diversity and Social Justice	3		MTH 205	Mathematical Concepts II (Satisfies CAP Mathematics)	3
Major Capstone		0-3	SCI 190 & 190L	The Physical Universe and The Physical Universe Laboratory (Satisfies CAP Natural Sciences) ⁴	4
¹ Completed with ASI 110 and ASI 120. ² Or ENG 100A and ENG 100B, or ENG 200H, by placement. ³ Completed with ENG 200H or ASI 120.					
Major Requirements					
EDT 109	Personal Aspects of Teaching ¹	1	SCI 230 & 230L	Organisms, Evolution & Environment and Organisms, Evolution & Environment Laboratory (Satisfies CAP Inquiry) ⁴	4
EDT 110 & 110L	The Profession of Teaching and The Profession of Teaching Laboratory ²	3	¹ Field experiences are arranged by the University. Must register for lab. ² Lecture and lab must be taken concurrently. EDT 443 & 444 must be taken concurrently. Field experience is required. ³ Designates cohort courses to be taken together in the same semester. ⁴ Students should take a lab with either SCI 190, or SCI 230.		
EDT 207 & 207L	Child & Adolescent in Education and Child & Adolescent in Education Laboratory ²	4	Bachelor of Science in Education and health sciences with a major in Middle Childhood Education (ems) minimum of 124 credit hours		
EDT 305	Philosophy & History of American Education (Satisfies CAP Practical Ethical Action and Adv Study in PHL)	3	The Department of Teacher Education offers the Middle Childhood Education program, which leads to the Bachelor of Science in Education and Health Sciences Degree. The program meets all requirements for a state of Ohio license to teach grades four through nine in concentration areas. A student in the Middle Childhood Education Program is required to have two concentrations of 24 or more semester hours in the following content areas:		
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice)	3	<ul style="list-style-type: none"> • Mathematics • Science • Social Studies • Reading/Language Arts 		
EDT 321 & 321L	Classroom Environment for Middle Childhood and Classroom Environment for Middle Childhood Laboratory ^{2,3}	4	PRAXIS I is required, or waived based on SAT/ACT scores, by the end of the first year. A student must maintain a 2.5 grade point average, in their professional education courses, in their content area, and overall, in order to continue in the program, to student teach, and to be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. Students are expected to have completed all of the teaching concentration courses prior to student teaching; exceptions must be approved by faculty adviser. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file: a completed Good Moral Character form, copies of FBI and BCII fingerprint clearance certificates, and passing scores on the state of Ohio licensure tests.		
EDT 341	Language Development & Emergent Literacy	3	Common Academic Program (CAP)		
EDT 342	Behavior Management	3	*credit hours will vary depending on courses selected		
EDT 343 & 343L	Introduction to Education of Learners with Mild/Moderate Learning Needs and Introduction to Education of Learners with Mild/Moderate Learning Needs Laboratory ²	3	First-Year Humanities Commons ¹		12
EDT 344	Collaboration with Families, Professional & Agencies	3	HST 103	The West & the World	
EDT 350	Foundations of Literacy Through Literature	3	REL 103	Introduction to Religious & Theological Studies	
EDT 425	The Middle School Principles & Practices	3	PHL 103	Introduction to Philosophy	
EDT 441 & 441L	Adapting Content Standards for Students with Special Needs and Adapting Content Standards for Students with Special Needs Laboratory	3			
EDT 442 & 442L	Assessment: Mild/Moderate and Intervention Specialist: Mild/Moderate Field Internship ²	4			
EDT 443	Curriculum: Mild/Moderate ²	2			
EDT 444	Instructional Strategies: Mild/Moderate ²	3			
EDT 445	Application of Computers/Technology in Special Education	2			
EDT 450	Phonics, Spelling & Vocabulary	3			
EDT 453	Introduction to Literacy for Early Childhood	3			
EDT 454	Methods of Literacy for Early Childhood	3			
EDT 476	Student Teaching- Intervention Specialist: Mild/Moderate (Satisfies CAP Capstone)	12			
GEO 204	Geology for Teachers (Satisfies CAP Natural Sciences)	4			

ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3
Arts		3
Natural Sciences		7
Crossing Boundaries		variable credit
Faith Traditions		
Practical Ethical Action		
Inquiry		
Integrative		
Advanced Study		variable credit
Philosophy and/or Religious Studies		
Historical Studies		
Diversity and Social Justice		3
Major Capstone		0-3

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

EDT 109 (p. 329)	Persnl Aspcts-Tchnlg	1
EDT 110 (p. 329) & 110L (p. 329)	Profession-Teachng and Prfssn Tchnlg Lab ¹	3
EDT 222 (p. 329) & 222L (p. 329)	Devlpmt-MC & AYA and Dvplmt MC & AYA lab ¹	3
EDT 305 (p. 329)	Phil&Hist of Amer Ed (Satisfies CAP Practical Ethical Action and Adv Study PHL)	3
EDT 321 (p. 329) & 321L (p. 329)	Clrm Env Mid Chdhd and Clsrn Envmnt MC Lab ^{1,2}	4
EDT 340 (p. 329) & 340L (p. 329)	Educating Diverse Student Populations in Inclusive Settings and Ed Dvs st Pop Inc Lb (Satisfies CAP Integrative and Diversity and Social Justice) ^{1,2}	3
EDT 350 (p. 329)	Found Literacy Thr Lit	3
EDT 423 (p. 329)	MC Capstone Seminar	2
EDT 425 (p. 329) & 425L (p. 329)	Md Schl Prin&Prac and Mid Chld Prin&Prac Lb	3
EDT 450 (p. 329)	Phonics, Spell, Voc	3
EDT 452 (p. 329)	Digital Literacies, ELL and Content Reading Strategies	3

EDT 458 (p. 329) & 458L (p. 329)	Reading, Writing, and Assessment – MC and MCE MI Fld Intnshp ^{1,2}	4
EDT 474 (p. 329)	Std Tch Mid Chldhd ((Satisfies CAP Capstone))	12
Methods courses (select two):		6
EDT 426 (p. 329)	Rdg/Lng Arts-MC	
EDT 427 (p. 329)	Math-Middle Childhd	
EDT 428 (p. 329)	Sci-Middle Childhd	
EDT 429 (p. 329)	Soc Std-Middle Chld	
Concentration (12 courses) ³		36
Total Hours		89

¹ Field experiences are arranged by the University. Must register for Lab.

² Designates cohort courses to be taken together in the same semester.

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

Bachelor of Science in Education and health sciences with a major in Secondary Catholic Religion Education (ERL) minimum of 124 credit hours

The Department of Teacher Education offers the Bachelor of Science in Education and Health Sciences degree in Secondary Catholic Religion Education. This program leads to the Archdiocese of Cincinnati Certificate to teach religion grades 7 - 12.

PRAXIS I, is required or waived, by the end of the first year. A student must maintain a 2.5 grade point average, in their professional education courses and overall, in order to continue in the program, to student teach, and to be recommended for the certificate. In addition, all field and clinical experiences must be successfully completed. Students should take electives as needed to achieve 124 semester credit hours.

Common Academic Program (CAP)

*credit hours will vary depending on courses selected

First-Year Humanities Commons ¹		12
HST 103	The West & the World	
REL 103	Introduction to Religioius & Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ²	
Second-Year Writing Seminar ³		0-3
ENG 200	Writing Seminar II	
Oral Communication		3
CMM 100	Principles of Oral Communication	
Mathematics		3
Social Science		3
Arts		3
Natural Sciences		7

Crossing Boundaries	variable credit	the state of Ohio endorsement application, applicants must have on file in the SEHS Dean's Office passing scores on the state of Ohio licensure tests.
Faith Traditions		
Practical Ethical Action		
Inquiry		
Integrative		
Advanced Study	variable credit	
Philosophy and/or Religious Studies		
Historical Studies		
Diversity and Social Justice	3	
Major Capstone	0-3	

¹ Completed with ASI 110 and ASI 120.

² Or ENG 100A and ENG 100B, or ENG 200H, by placement.

³ Completed with ENG 200H or ASI 120.

Major Requirements

EDT 109 (p. 329)	Persnl Aspects-Tchnng	1
EDT 110 (p. 329)	Profession-Teachng and Prfssn Tchnng Lab ¹	3
EDT 222 (p. 329)	Devlpmnt-MC & AYA and Dvplmt MC & AYA lab ¹	3
EDT 305 (p. 329)	Phil&Hist of Amer Ed	3
EDT 331L (p. 329)	Religion Methods Lab	1
EDT 338 (p. 329)	Teaching & Learning and Teach & Learn ¹	3
EDT 340 (p. 329)	Educating Diverse Student Populations in Inclusive Settings	3
& 340L (p. 329)	and Ed Dvs st Pop Inc Lb ¹	
EDT 436 (p. 329)	AYA Capstone Course	3
EDT 459 (p. 329)	Crt Rdg Wrtg Cnt Ar	3
EDT 475 (p. 329)	Student Teachng AYA	12
MTH 114 (p. 329)	Contemporary Math	3

Concentration (31 hours)

¹ Field experiences aer arranged by the University. Must register for lab.

Early Childhood Generalist Endorsement

The Department of Teacher Education offers the Early Childhood Generalist Endorsement program. The endorsement will allow teachers in self-contained 4th and 5th grade classrooms to teach the subjects of math, science and social studies. Students enrolled in an Early Childhood Education program may complete the coursework for the Early Childhood Generalist Endorsement as a focus area for their undergraduate degree. In order for the University of Dayton to approve

Early Childhood Generalist Endorsement

EDT 409 (p. 329)	Math 4&5 Grades	3
EDT 410 (p. 329)	Science 4&5 Grades	3
EDT 411 (p. 329)	Soc Std 4&5 Grades	3
Total Hours		9

Early Intervention Specialist Certification

The Department of Teacher Education offers the Early Intervention Specialist Certification program. This certification, granted through the Ohio Department of Developmental Disabilities, is valid for servicing infants and toddlers, ages birth through two, who have an identified developmental delay or who are at risk for developing such a delay. The young child is served within the context of its family. Students enrolled in an Early Childhood Education program may complete the coursework for the Early Intervention Certificate as a focus area for their undergraduate degree.

Early Intervention Certificate

EDT 312 (p. 329)	Infant/Toddler Pract	2
EDT 314 (p. 329)	Coll Asmnt & Team Mdls	3
EDT 315 (p. 329)	HEALTH AND MEDICAL ISSUES FOR EARLY CHILDHOOD	3
EDT 341 (p. 329)	Lng Dvlp&Emergnt Lit	3
EDT 344 (p. 329)	Coll w/Prnt/Coll/Agn	3
Total Hours		14

PreKindergarten Special Needs Endorsement

The Department of Teacher Education offers the Prekindergarten Special Needs Endorsement program. This endorsement can be added to an intervention specialist or early childhood license and allows teachers to teach children ages 3-5 who have mild or moderate to intensive needs. Students enrolled in an Early Childhood Education program may complete the coursework for the Prekindergarten Special Needs Endorsement as a focus area for their undergraduate degree. In order for the University of Dayton to approve the state of Ohio endorsement application, candidates must have on file in the SEHS Dean's Office passing scores on the state of Ohio licensure tests.

Pre-Kindergarten Special Needs Endorsement

EDT 314 (p. 329)	Coll Asmnt & Team Mdls	3
EDT 315 (p. 329)	HEALTH AND MEDICAL ISSUES FOR EARLY CHILDHOOD	3
EDT 341 (p. 329)	Lng Dvlp&Emergnt Lit	3
EDT 344 (p. 329)	Coll w/Prnt/Coll/Agn	3

EDT 472 (p. 329)	PKSE Internship	5
Total Hours		17

Early Childhood Leadership and Advocacy Certificate

The Department of Teacher Education offers the Early Childhood Leadership and Advocacy Certificate program. This certificate provides knowledge and skills required of program administrators, supervisors, teacher leaders, and advocates for effective leadership and advocacy in a variety of early childhood settings. Students enrolled in an Early Childhood License program may complete the coursework for the Early Childhood Leadership and Advocacy Certificate as a focus area for their undergraduate degree.

Early Childhood Leadership and Advocacy Certificate

EDT 460E (p. 329) & 460EL (p. 329)	ErlyChldPrgrmPersnlMng and ErlyDhdPrgrmPrsnlMngLb	3-4
EDT 461E (p. 329) & 461EL (p. 329)	SptQtyClminsElyCrEd and SptQtyClminsElyCrEd	3-4
EDT 462E (p. 329) & 462EL (p. 329)	RgnsLcsLwErlyCreEd and RgnsLcnsLwErlyCrEdLb	3-4
EDT 463E (p. 329)	MngFnscMktErlyCareEd	3
EDT 464E (p. 329)	AdvcyErlyCreEd	3
EDT 465E (p. 329)	ltnPrctmErlyChldAdm	6
Total Hours		21-24

Middle Childhood Generalist Endorsement

The Department of Teacher Education offers the Middle Childhood Generalist Endorsement program. This endorsement can be added to any existing Middle Childhood License for any combination of the four areas of concentration. The generalist endorsement will allow teachers to teach grades 4-6 only. In order for the University of Dayton to approve the state of Ohio endorsement application, candidates must have on file in the SEHS Dean's Office passing scores on the state of Ohio licensure tests.

Middle Childhood Generalist Endorsement

Language and Reading		
EDT 426 (p. 329)	Rdg/Lng Arts-MC	3
Select one course from		3
EDT 608 (p. 329)	The Writing Classrm	
ENG 470 (p. 329)	History of English	
ENG 472 (p. 329)	Structure of English	

LNG 468 (p. 329)	Intro Linguistics	
Mathematics		
EDT 427 (p. 329)	Math-Middle Childhd	3
MTH 266 (p. 329)	Disc&Fin Mth in MS	3
Science (Prerequisites: SCI 190, SCI 190L, SCI 210, & SCI 210L))		
EDT 428 (p. 329)	Sci-Middle Childhd	3
		4
SCI 230 (p. 329) & 230L (p. 329)	Org,Evol,Envrmnt and Org,Evl,Envrm Lab	4
Social Studies		
EDT 429 (p. 329)	Soc Std-Middle Chld	3
HST 251 (p. 329)	Amer Hst to 1865	3

Teaching English to speakers of other languages certificate (TESOL)

The Department of Teacher Education offers the Undergraduate Certificate in Teaching English to Speakers of Other Languages program. This program is an interdisciplinary program, drawing from courses in the Departments of Teacher Education, English, and Global Languages and Cultures. The program is designed for current University of Dayton students enrolled in any major. It prepares students to teach English as an additional language in post-secondary schools, adult education settings, and private language institutes in the United States and abroad. It can also provide opportunities for preservice teacher education students to develop competence in working with English Language Learners in their grade-level and content-area classrooms. It should be noted that the certificate alone does not meet the requirements for the TESOL endorsement from the state of Ohio; however, the certificate coursework will apply toward the TESOL Endorsement program, which is offered at the post-baccalaureate level.

TESOL Certificate

LNG 468 (p. 329)	Intro Linguistics	3
or ENG 468 (p. 329)	Intro to Linguistics	
ENG 472 (p. 329)	Structure of English	3
EDT 437 (p. 329)	Second Language Learning and Teaching	3
ENG 466 (p. 329)	TESOL Methods for Teaching English Language Learners	3
EDT 438 (p. 329)	TESOL Practicum	1
Total Hours		13

Courses

EDT 109. Personal Aspects of Teaching. 1 Hour

This course is a candidate's general introduction to education as a profession, and to the University of Dayton. Candidates' personal values, goals, motives and strengths will be identified and reflected upon in relation to the qualities and dispositions necessary to be an effective teacher. This course serves as an introduction to the different program areas (AYA, MCE, ECE, IS and multi-age), to technology in education and to various educational issues. EDT 109 is waived for those candidates who transfer to the University.

EDT 110. The Profession of Teaching. 2 Hours

This course is designed to study the principal components of effective teaching that facilitate the learning of all students. Current educational issues, the Ohio Standards for the Teaching Profession and other professional standards, developing a community of learners, service learning and teaching incorporating the Marianist traditions are other topics of the course. Field experience: 20 hours. Prerequisite(s): EDT 109 or permission of dean's undergraduate coordinator. Corequisite(s): EDT 110L.

EDT 110L. The Profession of Teaching Laboratory. 1 Hour

This lab consists of planned field experiences providing candidates the opportunity for field reflections in school settings. Corequisite(s): EDT 110.

EDT 207. Child & Adolescent in Education. 3 Hours

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. Field experience required. Prerequisite(s): EDT 110. Corequisite(s): EDT 207L.

EDT 207L. Child & Adolescent in Education Laboratory. 1 Hour

This lab consists of planned field experiences providing candidates the opportunity for field reflections in relation to child and adolescent development in school settings. Corequisite(s): EDT 207.

EDT 211. Child Development: Birth to Age 8. 3 Hours

This course focuses on the study of typical physical, motor, social-emotional, and aesthetic development of young children ages preconception through eight. Assessment, risk factors, environmental design and guiding behavior are covered. 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 relies on field experience to be completed at the Bombeck Family Learning Center. Prerequisite(s): EDT 110. Corequisite(s): EDT 211L.

EDT 211L. Child Development: Birth to Age 8 Laboratory. 1 Hour

This 45 contact hour practicum course is one semester of a year long field experience held in conjunction with 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 a negative TB test, background check, and references are required. Forms are available at the Bombeck Family Learning Center website. Corequisite(s): EDT 211.

EDT 212. Early Childhood Theory & Practice. 3 Hours

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 focuses on theories of Piaget, Kohlberg, Skinner, Pavlov, Erikson, Rogers, and Vygotsky. Students will learn to write lesson plans using a Praxis based lesson plan format. Field experience required at the Bombeck Family Learning Center. Prerequisite(s): EDT 110. Corequisite(s): EDT 212L.

EDT 212L. Early Childhood Theory & Practice Laboratory. 0 Hours

This practicum course is a year long field experience held in conjunction with 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 a negative TB test, background check, and references are required. Forms are available at the Bombeck Family Learning Center website. Corequisite(s): EDT 212.

EDT 222. Development in MC and AYA. 3 Hours

This course is the study of the physical, social, emotional, intellectual and moral characteristics of the developmental period of early adolescence to young adulthood, within the context of human growth and development. The course focuses on changes in the family setting, social and community contexts, threats to health and safety, and typical risk behaviors. Field experience required. Prerequisite(s): EDT 110. Corequisite(s): EDT 222L.

EDT 222L. Development in MC and AYA Laboratory. 0 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in relation to young adolescent and young adult development in school settings. Corequisite(s): EDT 222.

EDT 303. School, Self & Society. 3 Hours

This course is a study of the relationships among institutional reform, personality development, and social change in rural, urban, and suburban schools to examine the influence of the cultures of communities on their schools. The responses of local schools to national policies will also be included in the course.

EDT 305. Philosophy & History of American Education. 3 Hours

This course is the study of American philosophy of education in a historical framework. This course emphasizes the political analyses of educational issues in their historical context. Thematic issues from the Catholic/Marianist perspective are included among the topics studied. Prerequisite(s): EDT 110; PHL 103.

EDT 306. History of Catholic K-12 Schools in the United States. 3 Hours

This course examines the Catholic K-12 educational experience in the United States with a particular emphasis on the impact that Catholic schools have had on the creation of Catholic culture in America and on American culture in general. Particular emphasis is placed upon those historical antecedents that directly or indirectly affect Catholic schools today. Prerequisite(s): EDT 110, HST 103, PHL 103.

EDT 312. Infant & Toddler Practicum Seminar. 2 Hours

This guided practicum and seminar will provide an opportunity for candidates to develop and apply their knowledge of typical and atypical development from conception to age 3 as they observe young children in both structured and naturalistic settings. Developmental milestones as well as related risk factors will be emphasized.

EDT 313. Developmentally Appropriate Practice for Preschool Laboratory. 3 Hours

This course will expand the knowledge of how young children, ages three through five, learn and develop. How to provide opportunities that will support this age group's physical, social, emotional, language, cognitive and aesthetic development will be explored. Extensive focus on the content areas of art, music, science, social studies and math as well as guiding behavior and family culture will occur. Field experience in an urban preschool or preschool special education setting required. Prerequisite(s): EDT 110, 212. Corequisite(s): EDT 313L, 340, 340L, 453.

EDT 313L. Developmentally Appropriate Practice for Preschool Laboratory. 1 Hour

This field experience provides students with an opportunity to work with diverse populations. Placements are made in preschool programs that serve children from low income families, minority children who are at risk, or children with identified special needs. Corequisite(s): EDT 313.

EDT 314. Collaborative Assessment & Team Models. 3 Hours

This course provides an in depth study of transdisciplinary teaming and collaborative assessment models in the field of early childhood special education. Included will be the transdisciplinary and collaborative nature of assessment in the diagnosis, screening, and instruction of young children (birth to age eight) who are typically and atypically developing. Emphasis will be given to the role of the family in the assessment process. Systematic observation using a play-based approach will be emphasized. Prerequisite(s): EDT 110, EDT 212.

EDT 315. Health & Medical Issues for Early Childhood. 3 Hours

Study of the health and medical needs associated with young children with disabilities. Students engage in collaboration between educational and medical professionals in an effort to integrate services for young children.

EDT 317. Integrating the Arts in Early Childhood Curriculum. 2 Hours

This course will provide opportunities for early childhood majors to integrate the arts throughout the early childhood curriculum in meaningful ways. Music, dance, drama and visual arts will be used to represent what young children know and are able to do as well as provide an opportunity to recognize and appreciate cultural difference in artistic expression. Candidates will create aesthetically pleasing newsletters and websites to communicate with families and to market their program.

EDT 318. Urban Teacher Academy-Junior Seminar. 0-1 Hours

This course is designed to deepen understanding of critical issues facing urban educators. Students will examine how the culture of poverty affects students, families, and schools. Instructional and management strategies that encourage the learning and development of efficacy, risk-taking, socio-cultural awareness, contextual interpersonal skills, and self-understanding are developed through integrated readings, discussions, field experience, and presentations. Inherent in this deepening of understanding is the development of reflective thinking and writing and problem solving strategies.

EDT 321. Classroom Environment for Middle Childhood. 3 Hours

This course is the 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 examined and practiced. Field experience required. Prerequisite(s): EDT 110, EDT 222. Corequisite(s): EDT 321L.

EDT 321L. Classroom Environment for Middle Childhood Laboratory. 1 Hour

This lab consists of planned field experiences providing candidates the opportunity for field reflections in regards to learning theories and classroom management in middle level school settings. Corequisite(s): EDT 321.

EDT 322. Perspectives on Education & Social Justice. 3 Hours

Students will explore various research paradigms representing the different disciplines in relation to current educational issues from a social justice perspective. The educational issues will be critically explored from diverse perspectives or domains, and the skills learned will be transferable to the multiple disciplines. The primary student learning outcome (SLO) for the course will be: practical wisdom, as the students will address real problems/issues in P - 12 education, drawing upon the knowledge, values, and skills embedded within their specific discipline.

EDT 323. Historical Literacy & Historical Thinking. 3 Hours

Exploration of the cognitive processes that constitute historical thinking and historical understanding with an emphasis on the development of historical literacy in the students themselves and strategies designed to increase historical literacy in secondary school students.

EDT 331L. Religion Methods Laboratory. 0-1 Hours

No description available.

EDT 336. The Culture of the Catholic School. 3 Hours

This course explores the theological, moral, academic, human, and social components that give the Catholic school its distinctive culture. The role of spiritual, sacramental, and communal relationships in the creation of Catholic school identity will be examined. Prerequisite(s): EDT 110.

EDT 338. Teaching & Learning. 3 Hours

This course is a study of the empirical principles of learning such as reinforcement, discovery, motivation and transfer theories. Interpretations for generic teaching behaviors especially in diagnosis, prescription and assessment are presented. Field experience required. Prerequisite(s): EDT 207 or EDT 222. Corequisite(s): EDT 338L.

EDT 338L. Teaching & Learning Laboratory. 0 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in regard to learning theories in school settings. Corequisite(s): EDT 338.

EDT 340. Educating Diverse Student Populations in Inclusive Settings. 3 Hours

This course is the study of the characteristics, legal aspects, and educational needs of students with challenges in learning. The role of the general educator in making curricular modifications and accommodations, adapting instruction and collaborating with other educators to facilitate learning in the general classroom for these students is examined. Field experience required. Prerequisite(s): EDT 110. Corequisite(s): EDT 340L.

EDT 340L. Educating Diverse Student Populations in Inclusive Settings Laboratory. 0 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in relation to adapting learning experiences for diverse learners in school settings. Corequisite(s): EDT 340.

EDT 341. Language Development & Emergent Literacy. 3 Hours

This course is the study of oral language and literacy development in children, with implications for all learners, including children with special needs. Prerequisite(s): EDT 110.

EDT 342. Behavior Management. 3 Hours

This course examines the principles and methods of observing, recording, measuring and managing human behavior with emphasis on students with disabilities. Prerequisite(s): EDT 340 (may be taken as a corequisite).

EDT 343. Introduction to Education of Learners with Mild/Moderate Learning Needs. 3 Hours

This course is a study of the role and function of the intervention specialist. This course presents issues of definition, identification and placement procedures. The candidate will acquire knowledge of major researchers and historians, variations in belief, traditions and values across cultures, and current practices in the field. Field experience required. Prerequisite(s): ECE: EDT 340. Corequisite(s): EDT 343L.

EDT 343L. Introduction to Education of Learners with Mild/Moderate Learning Needs Laboratory. 0 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in relation to the individual learning needs of students in school settings. Corequisite(s): EDT 343.

EDT 344. Collaboration with Families, Professional & Agencies. 3 Hours

This course examines theories and techniques to assist teachers in working with colleagues, families and agency personnel to provide an appropriate educational program, improve home-school relationships and develop family-professional partnerships. Historical and legal perspectives of parental influence on special education service are examined. Prerequisite(s): IS: EDT 343; ECE: EDT 340.

EDT 350. Foundations of Literacy Through Literature. 3 Hours

This course serves as an introductory course to the reading/language arts (listening, speaking, reading, writing, viewing, visual representation) and the role literature plays in these processes. It is a foundation course in reading and is intended to align with the requirements of Ohio Reading Core licensure standards for the Early Childhood, Middle Childhood, and Intervention Specialist programs. Topics examined include the foundations of literacy, research, theories, and related models of reading, various children's and young adult literature, the integration of technology in literacy, an overview of the importance of on-going assessment in teaching reading/language arts, and an awareness of cultural, linguistic, and ethnic diversity in individual learners. Prerequisite(s): EDT 110.

EDT 400. Independent Study. 1-12 Hours

This course is an in-depth study of a selected educational topic. The candidate develops an individual learning plan that includes objectives, schedule of readings and assignments, products and methods of assessment. Prerequisite(s): Permission of department chairperson.

EDT 404. Current Innovations in Education. 3 Hours

This course is the study of current innovations in education. The course focuses on the examination and critical analysis of recent trends in curriculum and instructional and assessment strategies in P-12 schools.

EDT 406. Special Topics in Teaching. 1-3 Hours

This course is the study of specialized areas of education not typically included in the professional education sequence. Topics are announced.

EDT 409. Mathematics for 4th & 5th Grades. 3 Hours

Planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching mathematics to students in grades 4 and 5 with varied needs and abilities using a tier method. Topics include: Ohio Academic Content Standards, applications and instructional techniques that address proficiency testing, resources, technologies, manipulatives, interdisciplinary connections, grouping techniques, current research, and 21st Century Skills.

EDT 410. Science for 4th & 5th Grades. 3 Hours

Planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching science to students in grades 4 and 5 with varied needs and abilities using a tier method. Topics include: Ohio Academic Content Standards, applications and instructional techniques that address proficiency testing, resources, technologies, manipulatives, interdisciplinary connections, grouping techniques, current research, and 21st Century Skills.

EDT 411. Social Studies for 4th & 5th Grades. 3 Hours

Course designed to address social studies content including social aspects of learning, and pedagogy specific to 4th/5th grades.

EDT 412. Developmentally Appropriate Practice in Math for ECE. 3 Hours

This course will extend the candidate's knowledge of how children, 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 mathematics in order to provide individually appropriate opportunities for learning the subject. The course will emphasize teaching in the content of mathematics and will focus on the Ohio Mathematics academic content standards and the NCTM standards. Field experience is integrated with the primary block. This course is part of the first semester senior year internship and culminates in the second semester of student teaching. Prerequisite(s): EDT 110, EDT 212, EDT 313; successful completion of field experience. Corequisite(s): EDT 413, EDT 414, EDT 415, EDT 415L, EDT 454.

EDT 413. Developmentally Appropriate Practice in Social Studies for ECE. 2 Hours

Students will learn to use knowledge of how young children ages six through eight differ in their development and approaches to learning Social Studies in order to provide individually appropriate opportunities for learning the subject. The course will emphasize teaching in the content of Social Studies and will focus on the Ohio Social Studies academic content standards and the NCSS standards. Field experience is integrated with the primary block. This course is part of the first semester senior year internship and culminates in second semester student teaching. Prerequisite(s): EDT 110, EDT 212, EDT 313; successful completion of field experience. Corequisite(s): EDT 412, EDT 414, EDT 415, EDT 415L, EDT 454.

EDT 414. Developmentally Appropriate Practice in Science for ECE. 3 Hours

This course will explore resources and techniques available to provide all early childhood students with a holistic, interdisciplinary understanding of science. Candidates will design lessons, activities, and assessments which link the national standards, state model, and international goals to contemporary events and children's daily lives. Developmentally appropriate practices, science processes, inquiry, problem-solving, and safety issues will be addressed. Prerequisite(s): EDT 110, EDT 212, EDT 313; GEO 204; SCI 190, SCI 190L, SCI 230, SCI 230L; successful completion of field experience. Corequisite(s): EDT 412, EDT 413, EDT 415, EDT 415L, EDT 454.

EDT 415. Working with Young Learners with Mild To Moderate Disabilities. 3 Hours

This course is the study of the role and function of the early childhood educator in working with learners with mild to moderate disabilities. The course presents issues of definition, identification and placement procedures. The candidate will acquire knowledge of major researchers and historians, variations in belief, traditions and values across cultures, and current practices in the field. Field experience required as part of the K-3 block. Prerequisite(s): EDT 212, EDT 340; successful completion of field experience. Corequisite(s): EDT 412, EDT 413, EDT 414, EDT 415L, EDT 454.

EDT 415L. ECE Primary (K-3) Field Internship. 1-2 Hours

This ECE field experience is the first semester of the senior level internship, which provides the candidate the opportunity for practice and reflection in K-3 settings. Corequisite(s): EDT 412, EDT 413, EDT 414, EDT 415, EDT 454.

EDT 418. Urban Teacher Academy- Senior Seminar. 0-1 Hours

This course is designed to deepen understanding of critical issues facing urban educators. Students will examine how the culture of poverty affects students, families, and schools. Instructional and management strategies that encourage the learning and development of efficacy, risk-taking, socio-cultural awareness, contextual interpersonal skills, and self-understanding are developed through integrated readings, discussions, field experience, and presentations. Inherent in this deepening of understanding is the development of reflective thinking and writing and problem solving strategies.

EDT 419. Kindergarten-Primary Curriculum & Instruction. 3 Hours

This course focuses on planning, assessment, instructional methods, materials, and evaluation techniques for teaching children in kindergarten and primary grades. Integrated curriculum and the Ohio Early Learning/ Academic Content Standards in math and science will be emphasized. Prerequisite(s): EDT 110, EDT 211, EDT 212. Corequisite(s): EDT 419L.

EDT 419L. Kindergarten-Primary Curriculum & Instruction Laboratory. 0 Hours

This 20 contact hour lab in a kindergarten or primary grades classroom supports the material covered in EDT 419. Corequisite(s): EDT 419.

EDT 423. MC Capstone Seminar. 2 Hours

No description available.

EDT 425. The Middle School Principles & Practices. 3 Hours

This course is primarily a study of organization (school structure), philosophy and curriculum of middle level education (9-14 year olds), grades 4-9. It is designed to present the theoretical knowledge base about middle level (school) education. Issues and concerns, current trends and the essential elements relating to middle level education will be discussed throughout the semester of study. A variety of inquiry methods will be modeled that encourage critical thinking skills. Prerequisite(s): EDT 222, EDT 321.

EDT 425L. Middle Childhood Principles & Practices Laboratory. 0 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in regards to the study of organization (school structure), philosophy and curriculum of middle level education (9-14 year olds), grades 4-9. It is designed to support the course study of the theoretical knowledge base about middle level (school) education. Issues and concerns, current trends and the essential elements relating to middle level education will be observed and studied throughout the semester. Corequisite(s): EDT 425.

EDT 426. Reading/Language Arts for Middle Childhood. 3 Hours

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching reading/ language arts to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades 4-9, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies, interdisciplinary connections, various grouping techniques and current research. Prerequisite(s): EDT 321, EDT 425. Corequisite(s): EDT 458, EDT 458L; two content methods courses.

EDT 427. Math for Middle Childhood. 3 Hours

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching mathematics to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades 4-9, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies, manipulatives, and other visuals, interdisciplinary connections, various grouping techniques and current research. Prerequisite(s): EDT 321, EDT 425. Corequisite(s): EDT 458, EDT 458L; two content methods courses.

EDT 428. Science for Middle Childhood. 3 Hours

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching science to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades 4-9, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies, experiments, and other hands-on experiences, interdisciplinary connections, various grouping techniques, and current research. Prerequisite(s): EDT 321, EDT 425. Corequisite(s): EDT 458, EDT 458L; two content methods courses.

EDT 429. Social Studies for Middle Childhood. 3 Hours

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching social studies to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades 4-9, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies and active hands-on experiences, other visuals, interdisciplinary connections, various grouping techniques and current research. Prerequisite(s): EDT 321, EDT 425. Corequisite(s): EDT 458, EDT 458L; two content methods courses.

EDT 431. Integrated Language Arts Methods for Adolescent to Young Adult. 3 Hours

This course focuses on planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching all levels of integrated language arts to students in grades 7-12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades 7-12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, interdisciplinary connections, various grouping techniques, best practices, and current research. Field experience required. Prerequisite(s): EDT 222, EDT 222L, EDT 338, EDT 338L. Corequisite(s): EDT 305, EDT 431, EDT 459.

EDT 431L. Integrated Language Arts Methods AYA (7-12) Field Internship. 1-2 Hours

This AYA field experience is the first semester of the senior level internship, providing the candidate with practice and reflection in the integrated language arts, AYA setting. Corequisite(s): EDT 305, EDT 431, EDT 459.

EDT 432. Math Methods for Adolescent to Young Adult. 3 Hours

This course focuses on 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 Ohio's academic content standards for grades 7-12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, manipulatives, and other visuals, interdisciplinary connections, various grouping techniques, best practices, and current research. Field experience required. Prerequisite(s): EDT 222, EDT 222L, EDT 338, EDT 338L. Corequisite(s): EDT 305, EDT 432L, EDT 459.

EDT 432L. Math Methods AYA (7-12) Field Internship. 1-2 Hours

This AYA field experience is the first semester of the senior level internship, providing the candidate with practice and reflection in a math, AYA setting. Corequisite(s): EDT 305, EDT 432, EDT 459.

EDT 433. Foreign Language Methods for Adolescent to Young Adult. 3 Hours

This course focuses on planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching all levels of foreign language to students in grades 7-12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades 7-12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, hands-on activities and other visuals, interdisciplinary connections, various grouping techniques, best practices, and current research. Field experience required. Prerequisite(s): EDT 207, EDT 207L, EDT 338, EDT 338L. Corequisite(s): EDT 305, EDT 433L, EDT 459.

EDT 433L. Foreign Language Methods for AYA (7-12) Field Internship. 1-2 Hours

This AYA field experience is the first semester of the senior level internship, which provides the candidate with practice and reflection in a foreign language, AYA setting. Corequisite(s): EDT 305, EDT 433, EDT 459.

EDT 434. Science Methods for Adolescent to Young Adult. 3 Hours

This course focuses on planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching all levels of science to students in grades 7-12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades 7-12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, hands-on activities, interdisciplinary connections, various grouping techniques, best practices, and current research. Field experience required. Prerequisite(s): EDT 222, EDT 222L, EDT 338, EDT 338L. Corequisite(s): EDT 305, EDT 434L, EDT 459.

EDT 434L. Science Methods for AYA (7-12) Field Internship. 1-2 Hours

This AYA field experience is the first semester of the senior level internship, which provides the candidate with practice and reflection in a science, AYA setting. Corequisite(s): EDT 305, EDT 459.

EDT 435. Integrated Social Studies Methods for Adolescent to Young Adult. 3 Hours

This course focuses on planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques for teaching all levels of integrated social studies to students in grades 7-12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades 7-12, applications and instructional techniques that address the Ohio achievement and competency tests, various resources, technologies, hands-on activities, interdisciplinary connections, various grouping techniques, best practices, and current research. Field experience required. Prerequisite(s): EDT 222, EDT 222L, EDT 338, EDT 338L. Corequisite(s): EDT 305, EDT 435L, EDT 459.

EDT 435L. Integrated Social Studies Methods for AYA (7-12) Field Internship. 1-2 Hours

This AYA field experience is the first semester of the senior level internship, which provides the candidate with practice and reflection in a social studies, AYA setting. Corequisite(s): EDT 305, EDT 435, EDT 459.

EDT 436. AYA Capstone Course. 3 Hours

This course will serve as a culminating course to the AYA Senior Block experience. It will provide content for topics that former students deemed important as well as educational research techniques. The course was designed by AYA faculty to meet the missing components that our work with NCATE spa requirements demands from our individual content areas. Specifically, the course will cover action research, educational research, content area research, data collection analysis and management, real classroom issues, and the integration of all these elements to measure and improve student achievement. Corequisite(s): EDT 475.

EDT 437. Second Language Learning & Teaching. 3 Hours

This course provides opportunities to explore the nature of language proficiency, second language acquisition, second language literacy, bilingualism and biliteracy, the role of culture in language learning, and implications for second language teaching.

EDT 438. TSEOL Practicum. 1 Hour

This course provides opportunities to practice planning, instruction and assessment in an ESOL classroom under the mentorship of an experienced ESOL teacher. Pre-requisite (s): EDT 437, LNG 468, ENG 472, ENG (TESOL Methods).

EDT 441. Adapting Content Standards for Students with Special Needs. 3 Hours

This course focuses on the planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques used by intervention specialists in inclusive and more restrictive settings to address K-12 content area standards. The topics emphasized include an understanding of how to align Ohio's academic content standards with applications and instructional techniques that ensure the achievement of special education students in the general education curriculum. The course examines the role of the intervention specialist in collaboration with general educators in making appropriate accommodations and modifications.

EDT 441L. Adapting Content Standards for Students with Special Needs Laboratory. 0 Hours

This lab focuses on the planning, diagnosis, instructional methods, materials, assessment, and evaluation techniques used by intervention specialists in inclusive and more restrictive settings to address K-12 content area standards. I.S. students will work with licensed educators to develop an understanding of how to align Ohio's academic content standards with applications and instructional techniques that ensure the achievement of special education students in the general education curriculum. The lab emphasizes the role of the intervention specialist in collaboration with general educators in making appropriate accommodations and modifications.

EDT 442. Assessment: Mild/Moderate. 3 Hours

This course is the study of the multidisciplinary use of assessment instruments and techniques in the diagnosis, planning and evaluation of the special needs learner and the development of individual education programs. Prerequisite(s): EDT 321, EDT 340, EDT 343, EDT 425. Corequisite(s): EDT 442L, EDT 443, EDT 444.

EDT 442L. Intervention Specialist: Mild/Moderate Field Internship. 1-2 Hours

This Intervention Specialist: Mild/Moderate field experience is the first semester of the senior level internship, providing the candidate with practice and reflection in mild/moderate intervention specialist settings. Corequisite(s): EDT 442, EDT 443, EDT 444.

EDT 443. Curriculum: Mild/Moderate. 2 Hours

This course is the study of curriculum development considering the motor, cognitive, academic, social, language, affective, functional, life skills, and individual programming of students with mild/moderate disabilities. Field experience required. Prerequisite(s): EDT 321, EDT 340, EDT 343, EDT 425. Corequisite(s): EDT 344, EDT 442, EDT 442L, EDT 444.

EDT 444. Instructional Strategies: Mild/Moderate. 3 Hours

This course examines the strategies, materials, and evaluation techniques for teaching students with mild/moderate learning problems. Field experience required. Prerequisite(s): EDT 321, EDT 340, EDT 343, EDT 425. Corequisite(s): EDT 442, EDT 442L, EDT 443.

EDT 445. Application of Computers/Technology in Special Education. 2 Hours

This course is the study of basic computer applications in special education, including instructional programs, software evaluation, telecommunications, multimedia and hypermedia, assistive technology, augmentative devices, resources, and legal/ethical issues. Prerequisite(s): EDT 341, EDT 343.

EDT 446. Career Education/Special Education. 2 Hours

Theory and techniques of job classification, assessment, selection, placement, and activities related to work from pre-school to adult. Prerequisite(s): EDT 343. Corequisite(s): EDT 442, EDT 442L, EDT 443, EDT 444.

EDT 447. Instructional Strategies: Moderate. 2 Hours

This course examines strategies for teaching and managing behaviors of students with moderate disabilities. Prerequisite(s): EDT 321, EDT 340, EDT 343, EDT 425. Corequisite(s): EDT 442, EDT 442L, EDT 443, EDT 444.

EDT 450. Phonics, Spelling & Vocabulary. 3 Hours

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. Prerequisite(s): EDT 350. Corequisite(s): EDT 453 or EDT 458.

EDT 452. Digital Literacies, ELL & Content Reading Strategies. 3 Hours

In this course, Middle Childhood candidates examine the strategies and techniques in the development of prior knowledge skills, study skills, vocabulary, technology, and assessment as they relate to critical reading abilities in a variety of curriculum areas. Prerequisite(s): EDT 350.

EDT 453. Introduction to Literacy for Early Childhood. 3 Hours

Study of appropriate instruction and assessment supporting the literacy development of children PK - grade 3. Major emphasis is on developing the knowledge base related to a comprehensive framework for literacy instruction, including reading, writing, and content area literacy, with a focus on instruction supporting emerging and early readers and writers. Prerequisite(s): EDT 350.

EDT 454. Methods of Literacy for Early Childhood. 3 Hours

The continued study of appropriate instruction and assessment supporting the literacy development of children PK - grade 3, with a focus on instruction supporting developing and transitional readers and writers. Major emphasis is on the classroom application of the principles of comprehensive literacy instruction and assessment, including the writing process and comprehension strategies across the content areas. Prerequisite(s): EDT 350, EDT 453.

EDT 458. Reading Methods & Assessment - MC. 3 Hours

An integrated language arts course focusing on the knowledge base underpinning the teaching of reading and related language arts processes within the language arts and across the curriculum to students of various ages, needs, and abilities. Topics include planning, instructional methods, materials, assessment, and evaluation techniques. Field experience required. Prerequisite(s): EDT 350. Corequisite(s): EDT 458L; two content methods courses.

EDT 458L. MCE Middle Level (4-9) Field Internship. 1-2 Hours

This MCE field experience is the first semester of the senior level internship, which provides the candidate with practice and reflection in middle level school settings. Corequisite(s): EDT 458; two content methods courses.

EDT 459. Critical Reading & Writing in the Content Area. 3 Hours

This class focuses on the teaching of reading and writing in the AYA and multi-age content area that includes instruction in organizing instruction, use of protocols for oral language development, strategies for word skill development, strategies for reading comprehension, and assessment strategies for instructional purposes for the multi-age and adolescence to young adult licenses. Prerequisite(s): EDT 110, EDT 222, EDT 338, EDT 338L. Corequisite(s): EDT 305; two content methods courses.

EDT 460E. Early Childhood Program & Personnel Management. 3 Hours

This course is the first in the Early Childhood Leadership program. Students will explore program and personnel management and human relations in early care and education. Corequisite(s): EDT 460EL.

EDT 460EL. Early Childhood Program and Personnel Management Laboratory. 0-1 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in relation to program and personnel management and human relations in early care and education. Corequisite(s): EDT 460E.

EDT 461E. Supporting Quality Curriculum & Instruction in Early Care & Education. 3 Hours

This course provides opportunities for students to use research to identify and support quality early childhood curriculum, instruction, and assessment. Corequisite(s): EDT 461EL.

EDT 461EL. Supporting Quality Curriculum & Instruction in Early Care & Education Laboratory. 0-1 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in relation to using research to identify and support quality early childhood curriculum, instruction, and assessment. Corequisite(s): EDT 461E.

EDT 462E. Regulations, Licensing & the Law in Early Care & Education. 3 Hours

This course addresses ethics in early care and education as well as issues related to health, safety, and nutrition regulations including first aid, communicable disease, safety policies, and practices. Reporting and recognizing child abuse is addressed. Students will learn to respond to regulations, licensing, and laws that impact programs for young children. Corequisite(s): EDT 462EL.

EDT 462EL. Regulations, Licensing & the Law in Early Care & Education Laboratory. 0-1 Hours

This lab consists of planned field experiences providing candidates the opportunity for field reflections in relation to regulations, licensing and laws that impact programs for young children. Corequisite(s): EDT 462E.

EDT 463E. Managing Finances & Marketing in Early Care & Education. 3 Hours

Students will explore strategies for managing finances and developing marketing plans in the field of early care and education. Prerequisite(s): EDT 460E.

EDT 463EL. Managing Finances & Marketing in Early Care & Education Laboratory. 0-1 Hours

This lab supports students in EDT 463E as they explore managing finances and developing marketing plans in the field of early care and education.

EDT 464E. Advocacy in Early Care & Education. 3 Hours

This course explores current political, educational, and societal issues related to early care and education and examines how teachers develop leadership skills to become better advocates for children, families, and the profession. Prerequisite(s): EDT 460E.

EDT 465E. Internship & Practicum in Early Childhood Administration. 6 Hours

This internship serves as the culminating experience where students demonstrate the knowledge, skills, and disposition addressed in the four proceeding early childhood leadership courses. Students complete a six week full time internship working with/as an early childhood director or administrator. Prerequisite(s): EDT 460E.

EDT 471. Student Teaching- Foreign Languages K-12. 12 Hours

Full-time supervised and evaluated teaching of foreign languages in P-12 classes. The candidate will demonstrate the knowledge, skills, and dispositions required of a beginning foreign language teacher. Attendance at weekly seminars is required. Prerequisite(s): EDT 433; formal admission to student teaching a full semester in advance; completion of 80% of the content area courses.

EDT 472. Internship in Pre-Kindergarten Special Needs. 5 Hours

Supervised and evaluated teaching in a preschool special education setting. Candidates are to demonstrate the knowledge, skills, attitudes, and dispositions needed to comply with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council of Exceptional Children (DEC) guidelines for appropriate practice that are specific to pre-kindergarten age children with special needs. Field experience required. Prerequisite(s): EDT 314, EDT 315, EDT 415, EDT 415L; Students must register for the course and submit a student teaching/internship application packet to the Department of Teacher Education by the deadline in January prior to the fall methods block.

EDT 473. Student Teaching-Primary Grades. 3-12 Hours

The student teaching experience is a full-time, evaluated experience in a primary setting. The candidate will demonstrate the knowledge, skills and dispositions required of a beginning primary grade teacher. Prerequisite(s): Formal admission to student teaching a full semester in advance.

EDT 474. Student Teaching- Middle Childhood. 12 Hours

Full-time supervised and evaluated teaching in grades 4-9 in at least one of the two candidate's concentration subjects. The candidate will demonstrate the knowledge, skills and dispositions required of a beginning middle-level teacher. Attendance at weekly seminars is required. Prerequisite(s): Two of following: EDT 426, EDT 427, EDT 428, EDT 429; formal admission to student teaching a full semester in advance.

EDT 475. Student Teaching-Adolescent to Young Adult. 12 Hours

Full-time supervised and evaluated teaching in the content area in a junior or senior high school classroom. The candidate will demonstrate the knowledge, skills, and dispositions required of a beginning secondary teacher. Attendance at weekly seminars is required. Prerequisite(s): Formal admission to student teaching a full semester in advance; completion of 80% of the content area courses.

EDT 476. Student Teaching- Intervention Specialist: Mild/Moderate. 12 Hours

Full-time supervised and evaluated teaching with students demonstrating mild/moderate learning needs. The candidate will demonstrate the knowledge, skills and dispositions of a beginning mild/moderate intervention specialist teacher. Attendance at seminars is required. Prerequisite(s): EDT 342, EDT 343, EDT 343L, EDT 344, EDT 442, EDT 442L, EDT 443, EDT 444, EDT 445; formal admission to student teaching a full semester in advance.

EDT 477. Student Teaching- Art K-12. 12 Hours

Full-time supervised and evaluated teaching in art classes in schools (P-12). The candidate will demonstrate the knowledge, skills, and dispositions required of a beginning art teacher. Attendance at a weekly seminar is required. Prerequisite(s): VAE 231, VAE 383, VAE 483; formal admission to student teaching a full semester in advance and the methods courses.

EDT 479. Student Teaching- Music K-12. 12 Hours

Full-time supervised and evaluated teaching in music classes in schools (P-12). The candidate will demonstrate the knowledge, skills and dispositions required of a beginning music teacher. Attendance at a weekly seminar is required. Prerequisite(s): MUS 331, MUS 332, MUS 335; formal admission to student teaching a full semester in advance; piano proficiency and completion of junior/senior recital.

EDT 486. Comparative Study-Public Education. 3 Hours

This course is designed to study the background and development of education as compared to educational systems in other countries. The organizing themes are how social, political, and cultural foundations shape schools. Comparisons across countries and cultures will provide a context to understand how educational practices are shaped by culture.

EDT 498. Honors Thesis. 3 Hours

This course is based on the selection, design, investigation, and completion of an independent, original research thesis under the guidance of a faculty research director. Restricted to juniors in the University Honors or Berry Scholars Programs with permission of the program director and EDT chairperson. Prerequisite(s): Permission of department chairperson and program director.

EDT 499. Honor Thesis. 3 Hours

This course is based on the selection, design, investigation, and completion of an independent, original research thesis under the guidance of a faculty research director. Restricted to seniors in the University Honors or Berry Scholars Programs with permission of the program director and EDT chairperson.