

School of Education and Health Sciences

Kevin R. Kelly, Dean

Barbara M. De Luca, Associate Dean for Graduate Education and Research

Linda A. Hartley, Associate Dean for Undergraduate Learning

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 are 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 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. 320)
- Exercise Physiology (p. 321)
- Exercise Science (p. 320)
- Sport Management (p. 324)
- Pre-Physical Therapy (p.)

Department of Teacher Education

- Adolescence to Young Adult Education (p. 330)
- Early Childhood Education (p. 332)
- Early Childhood Leadership and Advocacy (p. 333)
- Foreign Language Education (Multi-Age P-12) (p. 333)
- Intervention Specialist (Special Education) (p. 334)
- Middle Childhood Education (p. 335)
- Secondary Catholic Religion Education (p. 336)

Students who major in the College of Arts and Sciences can also earn a teaching license (p. 319). See program requirements for the majors in the Department of Teacher Education.

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. and B.S.E.

Students earning a Bachelor of Arts or a Bachelor of Science in the College of Arts and Sciences who wish to complete the requirements for a teaching license in the state of Ohio may do this by also completing the requirements for the Bachelor of Science in Education and Health Sciences. The dual degree option requires students to complete all course and academic requirements, including specific minimum GPA requirements, in both academic units. Some overlap of degree requirements may exist and students are encouraged to meet with an adviser to obtain a clear understanding of the total academic work needed for the dual degree option. For a full description of the requirements for the teacher licensure programs in the Department of Teacher Education, see Programs of Study (p. 330).

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 programs in the School of Education and Health Sciences, explore the departments:

- Health and Sport Science (p. 320)
- Teacher Education (p. 330)

Individually Designed Major

Students demonstrating extraordinary interest, special skills or needs, and sound academic status may initiate an individually designed major. Students carry the responsibility to find a faculty mentor or advisor for such major. All University and School of Education and Health Sciences requirements for the Bachelor of Science in Education must be fulfilled. The degree received will be a Bachelor of Science in Education with the major Education and Allied Studies. Plans for such major must be submitted to the appropriate chairpersons and the SEHS Dean's Office for final approval. Plans may be altered with appropriate supporting rationale and the approval of the department chairperson and dean.

Health and Sport Science

Majors:

- Bachelor of Science in Education, Dietetics
- Bachelor of Science in Education, Exercise Physiology
- Bachelor of Science in Education, Exercise Science
- Bachelor of Science in Education, Pre-Physical Therapy
- Bachelor of Science in Education, Sport Management

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, exercise physiology, exercise science, pre-physical therapy, and sport management.

The Dietetics Program prepares students for post-baccalaureate dietetic internships or preprofessional 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

Corinne Daprano, Chairperson

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

Professor: Titlebaum

Associate Professors: Daprano, DeMarco, Laubach, Linderman

Assistant Professors: Crecelius, Cuy Castellanos

Lecturers: Dalton, Gallo, Ritterhoff

Bachelor of Science in Education, Dietetics (EHA) minimum 123 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	West and the World
REL 103	Introduction to Religious and Theological Studies
PHL 103	Intro 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
SSC 200	Social Science Integrated
Arts	3
Natural Sciences ⁴	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.

⁴ Must include two different disciplines and accompanying lab.

Major Requirements

ACC 200	Introduction to Accounting	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 312	General Genetics	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 and Professional Writing	
or ENG 373	Writing in the Health Professions	
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	Community 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 428	Research in Sport and Health Sciences (Satisfies CAP Capstone)	3
HSS 439	Professional Seminar in Dietetics	2
HSS 456	Nutritional Biochemistry II	3
HSS 495	Medical Nutrition Therapy I	3
HSS 496	Medical Nutrition Therapy II	3
HST 341	Historical Perspectives on Science, Technology & Society (Satisfies CAP Adv Studies in HST)	3
or HST 344	History of Science, Technology & the Modern Corporation	
or HST 355	American Urban History	
or HST 376	Social & Cultural History of the United States	
MGT 301	Organizational Behavior	3
or HSS 356	Organizational Behavior in Health & Sport	
MTH 207	Introduction to Statistics (Satisfies CAP Mathematics)	3

PHL 312	Ethics (Any satisfies CAP Practical Ethical Action and Adv Studies 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	Practical wisdom in the business world	
PSY 101	Introductory Psychology	3
PSY 431	Interviewing & Counseling	3
CAP Arts Elective		3
CAP REL/Faith Traditions Elective		3

Bachelor of Science in Education, Exercise Physiology (EEP) minimum 131 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	West and the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Intro 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
SSC 200	Social Science Integrated	
Arts		3
Natural Sciences ⁴		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.

⁴ Must include two different disciplines and accompanying lab.

Major Requirements

BIO 151	Concepts of Biology I: Cell & Molecular Biology (Satisfies CAP Natural Sciences)	3
BIO 151L	Concepts of Biology Laboratory I: 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 Sport and Health Sciences (Satisfies CAP Capstone)	3
HSS 455	Selected Studies in Exercise Science	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	Practical wisdom in the business world	

PHY 201 & 201L	College Physics I and College Physics Laboratory I	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, Exercise Science (EES) minimum 125 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	West and the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Intro 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
SSC 200	Social Science Integrated	
Arts		3
Natural Sciences ⁴		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.

⁴ Must include two different disciplines and accompanying lab.

Major Requirements

ACC 200	Introduction to Accounting	3
BIO 151	Concepts of Biology I: Cell & Molecular Biology (Satisfies CAP Natural Science)	3
BIO 151L	Concepts of Biology Laboratory I: Cell & Molecular Biology	1
BIO 152 & 152L	Concepts of Biology II: Evolution & Ecology and Concepts of Biology Laboratory II: Evolution & Ecology	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
CMM 332	Publication Design	3
ECO 203	Principles of Microeconomics	3
ENG 370 or ENG 372 or ENG 373	Report & Proposal Writing (Satisfies CAP Inquiry) Business and Professional Writing Writing in the Health Professions	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 182	Aerobic Conditioning	2
HSS 275	History of Physical Education & Sport (Satisfies 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 & 307L	Human Physiology and Human Physiology Laboratory	4
HSS 320 or HSS 321	Essentials of Strength Conditioning Essentials of Personal Training	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 Sport and Health Sciences (Satisfies CAP Capstone)	3
HSS 431	Nutrition for Exercise & Sport Science	3
HSS 448	Safety & the Law in Physical Education & Sports	3
HSS 490	Exercise Science Internship - On Campus	2
HSS 491	Exercise Science Internship	1-3
MTH 207	Introduction to Statistics (Satisfies CAP Mathematics)	3
PHL 312	Ethics (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	Practical wisdom in the business world	
PSY 101	Introductory Psychology	3
PSY 251	Human Growth & Development	3
CAP Arts Elective		3
CAP REL/Faith Traditions Elective		3

Bachelor of Science in Education, Pre-Physical Therapy (EPT) minimum 123 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	West and the World
REL 103	Introduction to Religious and Theological Studies
PHL 103	Intro 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
SSC 200	Social Science Integrated
Arts	3
Natural Sciences ⁴	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.
- 4 Must include two different disciplines and accompanying lab.

Major Requirements

BIO 151	Concepts of Biology I: Cell & Molecular Biology (Satisfies CAP Natural Sciences)	3
BIO 151L	Concepts of Biology Laboratory I: Cell & Molecular Biology	1
BIO 152 & 152L	Concepts of Biology II: Evolution & Ecology and Concepts of Biology Laboratory II: Evolution & Ecology	4
BIO 309	Comparative Anatomy of the Vertebrates	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 & 313L	Organic Chemistry and Organic Chemistry Laboratory (Satisfies CAP Inquiry)	4
HSS 101	Introduction to the University Experience	1
HSS 114	Introduction to Physical Therapy	1
HSS 121	Fitness for Life	2
HSS 220	Adapted Physical Activity	3
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 & 307L	Human Physiology and Human Physiology Laboratory	4
HSS 320	Essentials of Strength Conditioning	3
or HSS 321	Essentials of Personal Training	
or HSS 422	Exercise for Special Populations	
or HSS 431	Nutrition for Exercise & Sport Science	
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 428	Research in Sport and Health Sciences (Satisfies CAP Capstone)	3
HSS 465	Physical Therapy Seminar	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	Practical wisdom in the business world	
PHY 201 & 201L	College Physics I and College Physics Laboratory I	4
PHY 202 & 202L	General Physics and General Physics Laboratory	4
PSY 101	Introductory Psychology	3
PSY 251	Human Growth & Development	3
PSY 363	Abnormal Psychology	3
CAP Arts Elective		3
CAP REL/Faith Traditions Elective		3

Bachelor of Science in Education, Sport Management (ESM) minimum 126 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	West and the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Intro 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
SSC 200	Social Science Integrated	
Arts		3
Natural Sciences ⁴		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.
- ⁴ Must include two different disciplines and accompanying lab.

Major Requirements

HSS 101	Introduction to the University Experience	1
HSS 111	Introduction to Sport Management	3
HSS 250	Principles of Sport Management	3
HSS 253	Sport Facility Operations	3
HSS 255	Sport Management Practicum	3
HSS 285	Sport Management Field Experience	3
HSS 330	Leadership in Sport	3
HSS 331	Sport Ethics	3
HSS 349	Financing Sport Operations	3
HSS 350	Business of Soccer	3
HSS 353	Sports Media	3
HSS 354	Sport in the Global Community (Satisfies CAP Diversity and Social Justice)	3
HSS 356	Organizational Behavior in Health & Sport	3
HSS 357	Sports Marketing	3
HSS 358	Sales & Fundraising in Sport	3
HSS 360	Sport and Bodies	3
HSS 448	Safety & the Law in Physical Education & Sports	3
HSS 485	Sport Management Internship (Satisfies CAP Capstone)	3
CPS 111	Introduction to Personal Computers	3
MTH 207	Introduction to Statistics (Satisfies CAP Mathematics)	3
Courses in Business Minor		18
Courses in Professional Competency		12

- Bachelor of Science in Education, Dietetics
- Bachelor of Science in Education, Exercise Physiology
- Bachelor of Science in Education, Exercise Science
- Bachelor of Science in Education, Pre-Physical Therapy
- Bachelor of Science in Education, Sport Management

Dietetics

First Year		
Fall	Hours Spring	Hours
HSS 101	1 BIO 152	3
HSS 113	2 CHM 124 & 124L	4
BIO 151	3 ENG 100	3
CHM 123 & 123L	4 HST 103	3
CMM 100	3 PHL 103	3
REL 103	3	
	16	16
Second Year		
Fall	Hours Spring	Hours
HSS 295	3 HSS 307	3
HSS 305 & 305L	4 CHM 313	3
ACC 200	3 ENG 200	3
PSY 101	3 MTH 207	3
SSC 200	3 Arts elective	3
	16	15

Third Year		
Fall	Hours Spring	Hours
HSS 210 & 210L	4 HSS 345	3
HSS 302	3 HSS 402	2
HSS 356	3 HSS 428	3
HSS 406	2 BIO 411	3
ENG 370, 371, 372, or 373	3 HST 340, 341, 344, 355, or 376	3
	PSY 431	3
	15	17
Fourth Year		
Fall	Hours Spring	Hours
HSS 303	2 HSS 456	3
HSS 304	3 HSS 496	3
HSS 401	3 BIO 312	3
HSS 439	2 PHL 312, 313, 315, REL 360, REL 367, or REL 368	3
HSS 495	3 Faith Traditions	3
	13	15

Total credit hours: 123

Exercise Physiology

First Year		
Fall	Hours Spring	Hours
HSS 101	1 BIO 152 & 152L	4
HSS 112	2 CHM 124 & 124L	4
BIO 151 & 151L	4 ENG 100	3
CHM 123 & 123L	4 MTH 148	3
CMM 100	3 REL 103	3
PHL 103	3	
	17	17
Second Year		
Fall	Hours Spring	Hours
HSS 295	3 HSS 121	2
HSS 305 & 305L	4 HSS 307	3
CHM 313 & 313L	4 CHM 314 & 314L	4
MTH 207	3 ENG 200	3
SSC 200	3 HST 103	3
	PSY 101	3
	17	18
Third Year		
Fall	Hours Spring	Hours
HSS 335	3 HSS 408 & 408L	4
HSS 345	3 HSS 428	3
PHL 312, 313, 315, REL 360, REL 367, or REL 368	3 BIO 312	3
PHY 201 & 201L	4 CHM 420	3
PSY 251	3 PHY 202 & 202L	4
	16	17

Fourth Year			
Fall	Hours	Spring	Hours
HSS 275	3	HSS 405	3
HSS 422		HSS 409 & 409L	4
HSS 455		1-3 Arts elective	3
BIO 403 & 403L		4 Faith Traditions	3
PSY 366		3	
		14-16	13

Total credit hours: 129-131

Exercise Science

First Year			
Fall	Hours	Spring	Hours
HSS 101	1	BIO 152 & 152L	4
HSS 112		2 ENG 100	3
HSS 182		2 HST 103	3
BIO 151 & 151L		4 PSY 101	3
CMM 100		3 REL 103	3
PHL 103		3	
		15	16

Second Year			
Fall	Hours	Spring	Hours
HSS 275		3 HSS 121	2
HSS 295		3 HSS 305 & 305L	4
ACC 200		3 CHM 124 & 124L	4
CHM 123 & 123L		4 ENG 200	3
SSC 200		3 PSY 251	3
		16	16

Third Year			
Fall	Hours	Spring	Hours
HSS 307 & 307L		4 HSS 408 & 408L	4
HSS 320 or 321		3 ECO 203	3
HSS 335		3 ENG 370, 372, or 373	3
HSS 345		3 MTH 207	3
HSS 431		3 PHL 312, 313, 315, REL 360, REL 367, or REL 368	3
		16	16

Fourth Year			
Fall	Hours	Spring	Hours
HSS 422		3 HSS 405	3
HSS 428		3 HSS 409 & 409L	4
HSS 490		2 HSS 448	3
CMM 332		3 Arts elective	3
Faith Traditions		3	
		14	13

Total credit hours: 125

Pre-Physical Therapy

First Year			
Fall	Hours	Spring	Hours
HSS 101		1 BIO 152 & 152L	4
HSS 114		1 CHM 124 & 124L	4

BIO 151 & 151L		4 ENG 100	3
CHM 123 & 123L		4 MTH 148	3
CMM 100		3 REL 103	3
PHL 103		3	
		16	17

Second Year			
Fall	Hours	Spring	Hours
HSS 295		3 HSS 220	3
HSS 305 & 305L		4 HSS 275	3
CHM 313 & 313L		4 HSS 307 & 307L	4
HST 103		3 ENG 200	3
PSY 101		3 PSY 251	3
		17	16

Third Year			
Fall	Hours	Spring	Hours
HSS 335		3 HSS 121	2
HSS 345		3 HSS 408 & 408L	4
MTH 207		3 HSS 465	3
PHY 201 & 201L		4 BIO 309	3
Arts elective		3 PHY 202 & 202L	4
		16	16

Fourth Year			
Fall	Hours	Spring	Hours
HSS 320, 321, 422, or 431		3 HSS 405	3
HSS 409 & 409L		4 PSY 363	3
HSS 428		3 SSC 200	3
PHL 312, 313, 315, REL 360, REL 367, or REL 368		3 Faith Traditions	3
		13	12

Total credit hours: 123

Sport Management

First Year			
Fall	Hours	Spring	Hours
HSS 101		1 HSS 253	3
HSS 111		3 CPS 111	3
CMM 100		3 ENG 100	3
HST 103		3 PHL 103	3
REL 103		3 Natural Science	3
Natural Science		3 Natural Science Lab	1
		16	16

Second Year			
Fall	Hours	Spring	Hours
HSS 250		3 HSS 285	3
HSS 255		3 HSS 330	3
ECO 203		3 HSS 353	3
ENG 200		3 ACC 200	3
SSC 200		3 MTH 207	3
		Arts elective	3
		15	18

Third Year			
Fall	Hours	Spring	Hours
HSS 331		3 HSS 350	3
HSS 356		3 HSS 360	3
HSS 358		3 BUS minor elective	3

MGT 201	3 Practical Ethical Action & Advanced Philosophy	3	
Professional Competency	3 Professional Competency	3	
	15	15	
Fourth Year			
Fall	Hour	Spring	Hour
			Summer
			Hours
HSS 349	3 HSS 354	3 HSS 485	3
HSS 448	3 HSS 357	3	
BUS minor elective	3 BUS minor elective	3	
Inquiry & Advanced History	3 Faith Traditions & Advanced Religion	3	
Professional Competency	3 Professional Competency	3	
	15	15	3
Total credit hours: 128			

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 115. Introduction to Therapeutic Dosing in the Health Sciences. 3 Hours

Examination of the direct relationship of dosage calculations in the health sciences. Emphasis is on the transfer of basic mathematics skills to application and problem solving in the health sciences.

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. Prerequisite(s): CHM 123, CHM 123L.

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. Sophomore standing.

HSS 302. Community Nutrition. 3 Hours

Study of the social, cultural and environmental factors relating to dietary behaviors and best practices to addressing nutrition-related needs. Prerequisite(s): HSS 295.

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. Prerequisite(s): CHM 123, CHM 123L, CHM 124, CHM 124L, BIO 151, BIO 151L, BIO 152, BIO 152L.

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, BIO 151, BIO 152.

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. Essentials of Personal Training. 3 Hours

To provide students with specific, real-world information regarding the knowledge, skills, and expectations associated with a competent personal trainer or fitness professional. Additionally, this course is designed to prepare students for the nationally accredited Certified Personal Trainer (CPT) certification exam. Prerequisite(s): HSS 305 or BIO 475.

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

Study of the ethical decisions in 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. Prerequisite(s): Junior/Senior status.

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

Study of international sport management issues through the perspective of European soccer with particular reference to professional soccer in England including the Premier League, Spain (La Liga), Italy (Serie A), Germany (Bundesliga), the UEFA Champions League, as well as major international governing bodies such as FIFA and UEFA.

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 and Bodies. 3 Hours

Critical examination of the historical and contemporary ways in which the human body is altered/modified, displayed/portrayed, valued/devalued, and included/excluded in terms of gender, race, social class, and ability status within sports. This course will examine how sport and bodies function in the political, social, and economic systems of the U.S. and globally. Using the perspectives of health and sport sciences and sociology, this course examines sport and bodies from macro and micro perspectives.

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. Prerequisite(s): HSS 295, HSS 305, HSS 307, CHM 123, CHM 124.

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 Sport and Health Sciences. 3 Hours

Application and practice of research in student's chosen profession and vocation. Emphasis will be on designing and evaluating experimental studies, collection, analysis, interpretation, and communication of data, and role of research in professional practice. Senior standing or with instructor permission.

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 of 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. Prerequisite(s): CHM 313, HSS 345, Senior Standing.

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. Prerequisite(s): CHM 313, HSS 345, HSS 495, Senior standing.

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, Adolescence to Young Adult Education
- Bachelor of Science in Education, Early Childhood Education
- Bachelor of Science in Education, Early Childhood Leadership and Advocacy
- Bachelor of Science in Education, Foreign Language Education
- Bachelor of Science in Education, Intervention Specialist
- Bachelor of Science in Education, Middle Childhood Education
- Bachelor of Science in Education, Secondary Catholic Religion Education

Additional License Option:

- Early Childhood Intervention Specialist

Endorsements:

- Early Childhood Generalist
- Prekindergarten Special Needs
- Middle Childhood Generalist

Certificates:

- Catholic Education
- Dyslexia
- Early Childhood Leadership and Advocacy
- Teaching English to Speakers of Other Languages
- Urban Teacher

Faculty

Connie L. Bowman, Chairperson

Professors Emeriti: Frye, Fuchs, Geiger, Hart, Joseph, Rowley, Sudzina, Talbert-Johnson, Weaver

Professors: Kinnucan-Welsch, Lasley, Watras

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

Assistant Professors: Arnold, Bogard, Gallagher, Sableski

Clinical Faculty: Engelhardt, Mathes, Nenonene, Scheuermann

Lecturer: Comingore

Teacher-in-Residence: Evans

Visiting Professors: Falk, Lawless Frank

The University of Dayton's Department of Teacher Education prepares teachers for the early, middle, and secondary grade levels. In addition, the department offers programs in intervention specialist (special education), grades K-12, and foreign language education, grades P-12. The music education and art education programs are offered in the College of Arts and Sciences. It is also possible for students to complete a degree in a teaching field in the College of Arts and Sciences and also complete the Bachelor of Science in Education leading to licensure.

The department has adopted a theme that is integrated throughout the programs of study, Teacher as Reflective Decision Maker in a Pluralistic Society. This theme aligns with the Marianist mission of the University, the university wide Student Learning Outcomes and the unit outcomes for the School of Education and Health Sciences (SEHS):

- Embracing diversity
- Building community
- Engaging in critical reflection
- Developing as a scholarly practitioner

The department has established policies that require students to achieve benchmarks and demonstrate professional competencies in coursework and field experiences. Furthermore, all students must complete a good moral character form, and BCII and FBI criminal background check prior to field experience in P-12 schools. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office 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 chair. 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 GPA must be # 2.5 after completing EDT 109; # 2.75 after completing EDT 110; # 3.0 after completing the program specific development course
 - GPA in each teaching concentration must be # 2.5 prior to entry into the clinical experience (methods)
 - GPA in professional education (EDT) must be # 2.5 after completing EDT 109; # 2.75 after completing EDT 110; # 3.0 after completing the program specific development course
 - Grade of C- or higher in all EDT courses
 - Grade of S in all EDT laboratories prior to entry into clinical experience
 - Unexcused absences in a teacher education course cannot exceed 13% in any given course.

Bachelor of Science in Education, Adolescence to Young Adult Education (EYA) minimum 124 hours

The Department of Teacher Education offers a Bachelor of Science in Education in Adolescence to Young Adult Education. The program

meets all requirements for a state of Ohio license to teach learners ages 12-21 and grades 7-12. A student has three options to meet the program requirements for adolescence to young adult licensure: 1) BSE with a major in adolescence to young adult education; 2) BSE with a major in adolescence to young adult education and an additional major in the College of Arts and Sciences; 3) BSE with a major in adolescence to young adult education and a Bachelor of Arts or Bachelor of Science degree in the College of Arts and Sciences (dual degree).

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 varies across programs. A student must meet all academic and competency requirements in order to continue in the program, to student teach and 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 a faculty advisor. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office passing scores on the state of Ohio licensure tests.

Adolescence to young adult education teaching fields include:

- 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 West and the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Intro 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
SSC 200 Social Science Integrated	
Arts	3
Natural Sciences ⁴	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.
- 4 Must include two different disciplines and accompanying lab.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 222	Middle Childhood to Young Adult Development in a Diverse Society ¹	3
EDT 222L	Middle Childhood to Young Adult Development in a Diverse Society Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 338	Teaching, Learning and Management ¹	3
EDT 338L	Teaching, Learning and Management Laboratory	0
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 459	Critical Reading and Writing in the Content Area ²	3
EDT 436	AYA Capstone Course (Satisfies CAP Capstone)	3
EDT 475	Student Teaching-Adolescence to Young Adult ³	12
EDT 481	Adolescence to Young Adult Assessment	3
EDT Content methods in teaching field ^{1,3}		3
EDT Content methods laboratory course		1
MTH 114	Contemporary Mathematics (Satisfies CAP Mathematics) ⁴	3
Concentration (10 courses)		30
Concentration/elective (6 courses)		18

- 1 Must register for the corequisite laboratory course, all field experiences arranged by the University.
- 2 EDT 459 and content 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, Early Childhood Education (ECE) minimum 124 hours

The Department of Teacher Education offers a Bachelor of Science in Education in Early Childhood Education. This program meets all requirements for a state of Ohio license to teach prekindergarten through grade three.

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. A student must meet all academic and competency requirements 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 in the SEHS dean's office 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 West and the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Intro 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
SSC 200 Social Science Integrated	
Arts	3
Natural Sciences ⁴	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.

⁴ Must include two different disciplines and accompanying lab.

Major Requirements

EDT 109 Personal Aspects of Teaching	1
EDT 110 The Profession of Teaching ¹	3

EDT 110L The Profession of Teaching Laboratory	0
EDT 211 Child Development: Birth to Age Eight ¹	3
EDT 211L Child Development: Birth to Age Eight Laboratory	1
EDT 212 Early Childhood Theory and Practice ^{1,2}	3
EDT 212L Early Childhood Theory and Practice Laboratory	0
EDT 305 Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 313 Developmentally Appropriate Practice for Preschool ^{1,3}	3
EDT 313L Developmentally Appropriate Practice for Preschool Laboratory	1
EDT 317 Integrating the Arts in Early Childhood Curriculum ³	2
EDT 340 Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3
EDT 340L Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 341 Language Development and Emergent Literacy	3
EDT 344 Collaboration with Families, Professionals and Agencies	3
EDT 350 Foundations of Literacy through Literature	3
EDT 412 Developmentally Appropriate Practice in Mathematics for Early Childhood ³	3
EDT 413 Developmentally Appropriate Practice in Social Studies for Early Childhood ³	2
EDT 414 Developmentally Appropriate Practice in Science for Early Childhood ³	3
EDT 415 Working with Young Learners with Mild to Moderate Disabilities ^{1,3}	2-3
EDT 415L Early Childhood Primary (K-3) Field Internship ³	1-2
EDT 416 Early Childhood Capstone Seminar (Satisfies CAP Capstone)	3
EDT 450 Phonics, Spelling and Vocabulary	3
EDT 453 Introduction to Literacy for Early Childhood	3
EDT 454 Methods of Literacy for Early Childhood ³	3
EDT 472 Internship in Prekindergarten 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 Advanced Study in History)	3
MTH 204 Mathematical Concepts I ⁶	3
MTH 205 Mathematical Concepts II (Satisfies CAP Mathematics) ⁶	3
MUS 232 Integrating the Arts (Satisfies CAP Arts)	2
SCI 190 The Physical Universe (Satisfies CAP Natural Sciences)	3
SCI 190L The Physical Universe Laboratory	1

SCI 230	Organisms, Evolution & Environment (Satisfies CAP Natural Sciences and Inquiry)	3
VAE 101	Early Childhood Art Education	2
Focus area electives (0-4 courses)		Variable credit

- 1 Must register for the corequisite laboratory course, all field experiences arranged by the University.
- 2 Field experiences arranged at the Bombeck Family Learning Center.
- 3 Designates cohort courses to be taken together in the same semester.
- 4 Course should only be taken by students pursuing PKSN focus area or ECIS licensure.
- 5 Students pursuing PKSN focus area or ECIS licensure should take the course for 10 semester hours; all other students should take the course for 12 semester hours.
- 6 MTH 168 can also substitute for MTH 204 and MTH 205.

Bachelor of Science in Education, Early Childhood Leadership and Advocacy (ECL) minimum 121 hours

The Department of Teacher Education offers a Bachelor of Science in Education in Early Childhood Leadership and Advocacy. The early childhood leadership and advocacy 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 degree or equivalent in early childhood education or a related field. Students 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	West and the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Intro 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
SSC 200	Social Science Integrated	
Arts		3
Natural Sciences ⁴		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.
- 4 Must include two different disciplines and accompanying lab.

Major Requirements

EDT 305	Philosophy and History of American Education	3
EDT 340	Educating Diverse Student Populations in Inclusive Settings	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 344	Collaboration with Families, Professionals and Agencies	3
EDT 460E	Early Childhood Program and Personnel Management	3
EDT 460EL	Early Childhood Program and Personnel Management Laboratory	0-1
EDT 461E	Supporting Quality Curriculum and Instruction in Early Care and Education	3
EDT 461EL	Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory	0-1
EDT 462E	Regulations, Licensing and the Law in Early Care & Education	3
EDT 462EL	Regulations, Licensing and the Law in Early Care & Education Laboratory	0-1
EDT 463E	Managing Finances and Marketing in Early Care and Education	3
EDT 463EL	Managing Finances and Marketing in Early Care and Education Laboratory	0-1
EDT 464E	Advocacy in Early Care and Education	3
EDT 465E	Internship and Practicum in Early Childhood Administration	6
Workshop		12

Bachelor of Science in Education, Foreign Language Education (ELA) minimum 124 hours

The Department of Teacher Education offers a Bachelor of Science in Education 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. Students enrolled in this program may also elect to complete a dual degree or an additional major in the College of Arts and Sciences.

A student must meet all academic and competency requirements 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 a faculty advisor. In order for the University

of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office passing scores on the state of Ohio licensure tests, including the Oral Proficiency Interview and the Writing Proficiency Test 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 West and the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Intro 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
SSC 200 Social Science Integrated	
Arts	3
Natural Sciences ⁴	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.

⁴ Must include two different disciplines and accompanying lab.

Major Requirements

EDT 109 Personal Aspects of Teaching	1
EDT 110 The Profession of Teaching	3
EDT 110L The Profession of Teaching Laboratory	0
EDT 207 Child and Adolescent in Education	3
EDT 207L Child and Adolescent in Education Laboratory	0
EDT 305 Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 338 Teaching, Learning and Management	3
EDT 338L Teaching, Learning and Management Laboratory	0
EDT 340 Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice)	3

EDT 340L Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 433 Foreign Language Methods for Adolescence to Young Adult	3
EDT 433L Foreign Language Methods for AYA (7-12) Field Internship	1-2
EDT 436 AYA Capstone Course	3
EDT 471 Student Teaching- Foreign Languages P-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 Mathematics (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, Intervention Specialist (EIS) minimum 124 hours

The Department of Teacher Education offers a Bachelor of Science in Education in Intervention Specialist Education. The intervention specialist 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.

A student must meet all academic and competency requirements 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 in the SEHS dean's office 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 West and the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Intro 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
SSC 200 Social Science Integrated	
Arts	3
Natural Sciences ⁴	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.
- 4 Must include two different disciplines and accompanying lab.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching ^{1,3}	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 207	Child and Adolescent in Education ¹	3
EDT 207L	Child and Adolescent in Education Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 321	Classroom Environment for Middle Childhood ¹	3
EDT 321L	Classroom Environment for Middle Childhood Laboratory	1
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 341	Language Development and Emergent Literacy	3
EDT 342	Behavior Management	3
EDT 343	Introduction to Education of Learners with Mild/Moderate Learning Needs ¹	3
EDT 343L	Introduction to Education of Learners with Mild/Moderate Learning Needs Laboratory	0
EDT 344	Collaboration with Families, Professionals and Agencies	3
EDT 350	Foundations of Literacy through Literature	3
EDT 425	Middle School Principles and Practices	3
EDT 441	Adapting Content Standards for Students with Special Needs ¹	3
EDT 441L	Adapting Content Standards for Students with Special Needs Laboratory	0

EDT 442	Assessment: Mild/Moderate ^{1,2}	3
EDT 442L	Intervention Specialist: Mild/Moderate Field Internship ²	1-2
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 and Vocabulary	3
EDT 453	Introduction to Literacy for Early Childhood	3
EDT 454	Methods of Literacy for Early Childhood	3
EDT 484	Intervention Specialist Capstone Seminar (Satisfies CAP Capstone)	0-3
EDT 476	Student Teaching- Intervention Specialist: Mild/Moderate	12
GEO 204	Geology for Teachers (Satisfies CAP Natural Sciences)	4
HST 251	American History to 1865 (Either satisfies CAP Advanced Study in History)	3
or HST 252	American History Since 1865	
MTH 204	Mathematical Concepts I	3
MTH 205	Mathematical Concepts II (Satisfies CAP Mathematics)	3
SCI 190	The Physical Universe (Satisfies CAP Natural Sciences) ⁴	3

- 1 Must register for the corequisite laboratory course, all field experiences arranged by the University.
- 2 EDT 442, EDT 442L, EDT 443 and EDT 444 must be taken concurrently. Field experience is required.
- 3 Designates cohort courses to be taken together in the same semester.
- 4 Students must take either SCI 190L or SCI 230L.

Bachelor of Science in Education, Middle Childhood Education (EMS) minimum 124 hours

The Department of Teacher Education offers the middle childhood education program, which leads to the Bachelor of Science in Education. The program meets all requirements for a state of Ohio license to teach grades four through nine. 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:

- Mathematics
- Science
- Social Studies
- Reading/Language Arts

A student must meet all academic and competency requirements 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 a faculty advisor. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office 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 West and the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Intro 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
SSC 200 Social Science Integrated	
Arts	3
Natural Sciences ⁴	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 120.⁴ Must include two different disciplines and accompanying lab.**Major Requirements**

EDT 109 Personal Aspects of Teaching	1
EDT 110 The Profession of Teaching ¹	3
EDT 110L The Profession of Teaching Laboratory	0
EDT 222 Middle Childhood to Young Adult Development in a Diverse Society ¹	3
EDT 222L Middle Childhood to Young Adult Development in a Diverse Society Laboratory	0
EDT 305 Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 321 Classroom Environment for Middle Childhood ^{1,2}	3
EDT 321L Classroom Environment for Middle Childhood Laboratory	1
EDT 340 Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ^{1,2}	3
EDT 340L Educating Diverse Student Populations in Inclusive Settings Laboratory	0

EDT 350 Foundations of Literacy through Literature	3
EDT 423 Middle Childhood Capstone Seminar	3
EDT 425 Middle School Principles and Practices	3
EDT 425L Middle School Principles and Practices Laboratory	0
EDT 450 Phonics, Spelling and Vocabulary	3
EDT 452 Digital Literacies, ELL and Content Reading Strategies	3
EDT 458 Reading, Writing and Assessment - Middle Childhood ^{1,2}	3
EDT 458L Middle Level (4-9) Field Internship	1-2
EDT 474 Student Teaching- Middle Childhood (Satisfies CAP Capstone)	12
Methods courses (select two):	6
EDT 426 Reading/Language Arts for Middle Childhood	
EDT 427 Mathematics for Middle Childhood	
EDT 428 Science for Middle Childhood	
EDT 429 Social Studies for Middle Childhood	
SCI 190 The Physical Universe (Satisfies CAP Natural Sciences)	3
SCI 190L The Physical Universe Laboratory	1
Concentration (12 courses) ³	36
Total Hours	94-95

¹ Must register for the corequisite laboratory course, all field experiences arranged by the University.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, Secondary Catholic Religion Education (ERL) minimum 124 hours**

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

A student must meet all academic and competency requirements 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 West and the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Intro 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
SSC 200 Social Science Integrated	
Arts	3
Natural Sciences ⁴	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.
- 4 Must include two different disciplines and accompanying lab.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 222	Middle Childhood to Young Adult Development in a Diverse Society ¹	3
EDT 222L	Middle Childhood to Young Adult Development in a Diverse Society Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 331L	Religion Methods Laboratory	1
EDT 338	Teaching, Learning and Management ¹	3
EDT 338L	Teaching, Learning and Management Laboratory	0
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 436	Adolescence to Young Adult Capstone Seminar (Satisfies CAP Capstone)	3
EDT 459	Critical Reading and Writing in the Content Area	3
EDT 475	Student Teaching-Adolescence to Young Adult	12
MTH 114	Contemporary Mathematics (Satisfies CAP Mathematics)	3

Concentration (31 hours)

¹ Must register for the corequisite laboratory course, all field experiences arranged by the University.

Early Childhood Intervention Specialist License

The Department of Teacher Education offers the early childhood intervention specialist program, as an additional licensure option for students who successfully complete the early childhood education program. Persons earning this license are qualified to teach children ages three through eight who have mild or moderate to intensive needs. In order for the University of Dayton to approve the state of Ohio teaching license application, the candidate must have on file in the SEHS dean's office passing scores on the required state of Ohio licensure test.

Early Childhood Intervention Specialist License

EDT 314	Collaborative Assessment and Team Models	3
EDT 315	Health and Medical Issues for Early Childhood	3
EDT 342	Behavior Management	3
EDT 445	Application of Computers/Technology in Special Education	2
EDT 472	Internship in Prekindergarten Special Needs	5
Total Hours		16

Early Childhood Generalist Endorsement

The Department of Teacher Education offers the early childhood generalist endorsement program. The endorsement will allow teachers in self-contained fourth and fifth grade classrooms to teach the subjects of mathematics, 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 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.

Early Childhood Generalist Endorsement

EDT 409	Mathematics for 4th and 5th Grades	3
EDT 410	Science for 4th and 5th Grades	3
EDT 411	Social Studies for 4th and 5th Grades	3
Total Hours		9

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 education license and allows teachers to teach children ages three to five 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.

Prekindergarten Special Needs Endorsement

EDT 314	Collaborative Assessment and Team Models	3
EDT 315	Health and Medical Issues for Early Childhood	3
EDT 341	Language Development and Emergent Literacy	3
EDT 344	Collaboration with Families, Professionals and Agencies	3

EDT 472	Internship in Prekindergarten Special Needs	5
Total Hours		17

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 education license for any combination of the four areas of concentration. The generalist endorsement will allow teachers to teach grades four to six 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 541	Middle Childhood Reading/Language Arts 4-6 General Methods	3
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Select one course from 3

EDT 608	The Writing Classroom	
ENG 470	History of English	
ENG 472	The Structure of English	
LNG 468	Introduction to Linguistics	
or EDT 448	Introduction to Linguistics	
or ENG 468	Introduction to Linguistics	

Mathematics

EDT 542	Middle Childhood Mathematics 4-6 General Methods	3
MTH 266	Discrete & Finite Mathematics for Middle School Teachers	3

Science (Prerequisites: SCI 190, SCI 190L, SCI 210, & SCI 210L)

EDT 543	Middle Childhood Science 4-6 General Methods	3
SCI 230	Organisms, Evolution & Environment	3
SCI 230L	Organisms, Evolution & Environment Laboratory	1

Social Studies

EDT 544	Middle Childhood Social Studies 4-6 General Methods	3
HST 251	American History to 1865	3

Catholic Education Certificate

The Department of Teacher Education offers the undergraduate Catholic education certificate, which is an interdisciplinary program designed for University of Dayton students enrolled in any major. The program includes courses in the departments of Teacher Education and Religious Studies, and prepares students with historical, cultural, catechetical, and spiritual background that is particularly relevant for students interested in teaching in Catholic schools or pursuing parish ministry. Embedded within the program are opportunities for preservice teacher education students to develop competencies and dispositions that are considered desirable by Catholic school administrators, while for others it may provide experience that may help the student to discern a call to a career in Catholic education or in another ecclesial area. It should be noted that the certificate alone does not meet the requirements for teacher licensure in the state of Ohio.

Certificate in Catholic Education

EDT 306	History of Catholic K-12 Schools in the United States	3
EDT 336	The Culture of the Catholic School	3
REL 281	Forum for Catechetical Leaders I	1
REL 282	Forum for Catechetical Leaders II	1
REL 283	Forum for Catechetical Leaders III	1
REL 284	Forum for Catechetical Leaders IV	1
Total Hours		10

Dyslexia Certificate

The Department of Teacher Education offers the undergraduate dyslexia certificate program. This certificate program provides knowledge and practical application of skills for instructing students with dyslexia within the regular classroom. Teacher Education candidates enrolled in a licensure program may choose to add the dyslexia certificate to their coursework. This is a University issued certificate and does not represent state licensure.

Required Courses:

EDT 340	Educating Diverse Student Populations in Inclusive Settings ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 350	Foundations of Literacy through Literature	3
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 467	Advanced Phonics and Multisensory Instruction	3
EDT 482	Dyslexia Methods Practicum	3

Early Childhood and Intervention Specialist Required Coursework:

EDT 453	Introduction to Literacy for Early Childhood	
EDT 454	Methods of Literacy for Early Childhood	

Middle Childhood Required Coursework:

EDT 452	Digital Literacies, ELL and Content Reading Strategies	
EDT 458	Reading, Writing and Assessment - Middle Childhood ¹	
EDT 458L	Middle Level (4-9) Field Internship	

¹ Must register for the corequisite laboratory course, all field experiences arranged by the University.

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 education 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	Early Childhood Program and Personnel Management	3
EDT 460EL	Early Childhood Program and Personnel Management Laboratory	0-1

EDT 461E	Supporting Quality Curriculum and Instruction in Early Care and Education	3
EDT 461EL	Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory	0-1
EDT 462E	Regulations, Licensing and the Law in Early Care & Education	3
EDT 462EL	Regulations, Licensing and the Law in Early Care & Education Laboratory	0-1
EDT 463E	Managing Finances and Marketing in Early Care and Education	3
EDT 463EL	Managing Finances and Marketing in Early Care and Education Laboratory	0-1
EDT 464E	Advocacy in Early Care and Education	3
EDT 465E	Internship and Practicum in Early Childhood Administration	6
Total Hours		21-25

Teaching English to Speakers of Other Languages Certificate

The Department of Teacher Education offers the undergraduate certificate in teaching English to speakers of other languages (TESOL) 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 postsecondary 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	Introduction to Linguistics	3
or ENG 468	Introduction to Linguistics	
or EDT 448	Introduction to Linguistics	
ENG 472	The Structure of English	3
EDT 437	Second Language Learning and Teaching	3
ENG 466	TESOL Methods for Teaching English Language Learners	3
or EDT 466	TESOL Methods for Teaching English Language Learners	
EDT 438	TESOL Practicum	1
Total Hours		13

Urban Teacher Certificate

The Department of Teacher Education offers the urban teacher certificate program. This certificate program provides for the development for the development of knowledge, skills and dispositions that prepares candidates to be culturally competent educators who can understand and respond to the needs and challenges of urban students, families and schools. Students enrolled in any licensure program in Teacher Education who complete the Urban Teacher Academy program qualify for this certificate.

Foundational Coursework:

EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 340	Educating Diverse Student Populations in Inclusive Settings ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
One of the following Sociology or History Courses with an Urban Focus:		3
EDT 322	Perspectives on Education and Social Justice	
or SOC 310	Perspectives on Education & Social Justice	
HST 352	History of the American Family	
HST 355	American Urban History	
HST 371	United States Working Class	
HST 376	Social & Cultural History of the United States	
HST 398	African American History before 1877	
HST 399	History of Blacks in the United States Since 1900	
SOC 328	Racial & Ethnic Relations	
SOC 339	Social Inequality	
SOC 341	Self & Society	
SOC 351	Urban Sociology	
SOC 352	Community	
SOC 355	Families & the Economy	
SOC 371	Sociology of Human Rights	
SOC 432	Structure of Privilege	
SOC 438	Urban Poverty	
SSC 200	Social Science Integrated	

Early Childhood Coursework: ²

EDT 313	Developmentally Appropriate Practice for Preschool ¹	
EDT 313L	Developmentally Appropriate Practice for Preschool Laboratory	
EDT 344	Collaboration with Families, Professionals and Agencies	

Middle Childhood and Adolescence to Young Adult Coursework: ²

EDT 222	Middle Childhood to Young Adult Development in a Diverse Society ¹	
EDT 222L	Middle Childhood to Young Adult Development in a Diverse Society Laboratory	

Intervention Specialist Coursework: ²

EDT 207	Child and Adolescent in Education ¹	
EDT 207L	Child and Adolescent in Education Laboratory	

Certificate Coursework:

EDT 318	Urban Teacher Academy-Junior Seminar ^{3,4}	0-1
EDT 418	Urban Teacher Academy- Senior Seminar ^{3,4}	0-1

¹ Must register for the corequisite laboratory course, all field experiences arranged by the University.

² Candidates must apply by the second semester of sophomore year in order to complete certificate requirements.

³ Must register for credit in both Fall and Spring semesters.

4 All field placements will be in urban settings, including the culminating full term student teaching in licensure area.

- Bachelor of Science in Education, Adolescence to Young Adult
- Bachelor of Science in Education, Early Childhood Education (p. 332)
- Bachelor of Science in Education, Foreign Language (p. 333)
- Bachelor of Science in Education, Intervention Specialist (p. 334)
- Bachelor of Science in Education, Middle Childhood Education (p. 335)
- Bachelor of Science in Education, Secondary Catholic Religion Education (p. 336)

Adolescence to Young Adult

First Year

Fall	Hours	Spring	Hours
EDT 109	1	EDT 110	3
CMM 100	3	EDT 110L	0
HST 103	3	ENG 100	3
MTH 114	3	REL 103	3
PHL 103	3	CAP Natural Science	3
CAP Natural Science	3	Concentration	3
CAP Natural Science Lab	1		
	17		15

Second Year

Fall	Hours	Spring	Hours
EDT 222	3	CAP Adv Historical Study	3
EDT 222L	0	CAP Inquiry	3
Concentration	12	Concentration	9
SSC 200	3	ENG 200	3
	18		18

Third Year

Fall	Hours	Spring	Hours
EDT 338	3	CAP Arts	3
EDT 338L	0	EDT 305	3
EDT 340	3	Concentration	12
EDT 340L	0		
CAP Adv Rel/Faith Traditions	3		
Concentration	6		
	15		18

Fourth Year

Fall	Hours	Spring	Hours
EDT Assessment Course	3	EDT 475	12
EDT 459	3	EDT 436	0-3
EDT Special Methods	3		
EDT Special Methods Lab	1		
Concentration	6		
	16		12-15

Total credit hours: 129-132

Early Childhood Education

First Year

Fall	Hours	Spring	Hours
EDT 109	1	EDT 110	3
CMM 100	3	EDT 110L	0
HST 103	3	ENG 100	3
MTH 204	3	REL 103	3

PHL 103	3	GEO 204	4
SCI 190	3	MTH 205	3
SCI 190L	1		
	17		16

Second Year

Fall	Hours	Spring	Hours
EDT 211	3	EDT 212	3
EDT 211L	0-1	EDT 212L	0
MUS 232	2	SCI 230	3
VAE 101	2	Faith Traditions/Adv Religious Studies	3
ENG 200	3	HST 251	3
EDT 340	3	EDT 305	3
EDT 340L	0		
SSC 200	3		
	16-17		15

Third Year

Fall	Hours	Spring	Hours
EDT 341	3	EDT 313	3
EDT 350	3	EDT 313L	1
EDT 344	3	EDT 317	2
EDT 450	3	EDT 453	3
Focus Area	6	Focus Area	9
	18		18

Fourth Year

Fall	Hours	Spring	Hours
EDT 412	3	EDT 473 or 473 and 472	12-15
EDT 413	2		
EDT 414	3		
EDT 415	2-3		
EDT 415L	1-2		
EDT 454	3		
Focus Area	3		
	17-19		12-15

Total credit hours: 129-135

Foreign Language

First Year

Fall	Hours	Spring	Hours
EDT 109	1	EDT 110	3
CMM 100	3	EDT 110L	0
HST 103	3	ENG 100	3
MTH 114	3	REL 103	3
PHL 103	3	CAP Natural Science	3
Concentration	3	CAP Natural Science Lab	1
		Concentration	3
	16		16

Second Year

Fall	Hours	Spring	Hours
EDT 207	3	EDT 338	3
EDT 207L	0	EDT 338L	0
Adv Rel/Faith Traditions	3	CAP Adv Historical Study	3
CAP Natural Science	3	Concentration	6
SSC 200	3	ENG 200	3
Concentration	3	CAP Inquiry	3
	15		18

Third Year

Fall	Hours Spring	Hours
LNG 468	3 LNG 330	4
Concentration	6 Concentration	12
EDT 340	3	
EDT 340L	0	
LNG 320	2	
CAP Arts	3	
	17	16

Fourth Year

Fall	Hours Spring	Hours
EDT 305	3 EDT 471	12
EDT 433	3 EDT 436	0-3
EDT 433L	1-2	
Concentration	9	
	16-17	12-15

Total credit hours: 126-130

Intervention Specialist

First Year

Fall	Hours Spring	Hours
EDT 109	1 EDT 110	3
CMM 100	3 EDT 110L	0
HST 103	3 ENG 100	3
REL 103	3 PHL 103	3
SCI 190	3 GEO 204	4
SCI 190L	1 MTH 205	3
MTH 204	3	
	17	16

Second Year

Fall	Hours Spring	Hours
EDT 207	3 EDT 305	3
EDT 207L	0 EDT 341	3
SCI 230	3 EDT 343	3
SSC 200	3 EDT 343L	0
CAP Adv Rel/Faith Traditions	3 ENG 200	3
HST 251 or 252	3 CAP Arts	3
	15	15

Third Year

Fall	Hours Spring	Hours
EDT 321	3 EDT 425	3
EDT 321L	0-1 EDT 441	3
EDT 342	3 EDT 441L	0
EDT 445	2 EDT 450	3
EDT 350	3 EDT 453	3
EDT 340	3 Elective	3
EDT 340L	0	
Elective	3	
	17-18	15

Fourth Year

Fall	Hours Spring	Hours
EDT 344	3 EDT 476	12
EDT 442	2-3	
EDT 442L	0-1	
EDT 443	2	
EDT 444	3	
EDT 454	3	
	13-15	12

Total credit hours: 120-123

Middle Childhood Education

First Year

Fall	Hours Spring	Hours
EDT 109	1 EDT 110	3
CMM 100	3 EDT 110L	0
HST 103	3 ENG 100	3
MTH 114 or 207	3 REL 103	3
PHL 103	3 GEO 204	4
SCI 190	3 CAP Arts	3
SCI 190L	1	
	17	16

Second Year

Fall	Hours Spring	Hours
EDT 222	3 ENG 200	3
EDT 222L	0 Adv Rel/Faith Traditions	3
CAP Adv Historical Study	3 CAP Inquiry	3
SSC 200	3 Concentration	9
Concentration	6	
	15	18

Third Year

Fall	Hours Spring	Hours
EDT 321	3 EDT 305	3
EDT 321L	0-1 EDT 425	3
EDT 350	3 EDT 425L	0
EDT 340	3 EDT 450	3
EDT 340L	0 EDT 452	3
Concentration	6 Concentration	6
	15-16	18

Fourth Year

Fall	Hours Spring	Hours
EDT 458	3 EDT 474	12
EDT 458L	1-2 EDT 423	3
EDT 426, 427, 428, or 429	3	
EDT 426, 427, 428, or 429	3	
Concentration	6	
	16-17	15

Total credit hours: 130-132

Secondary Catholic Religion Education

First Year

Fall	Hours Spring	Hours
EDT 109	1 EDT 110	3
CMM 100	3 EDT 110L	0
HST 103	3 ENG 100	3
MTH 114 or 207	3 PHL 103	3
REL 103	3 CAP Natural Science	3
CAP Natural Science	3 Adv Historical Study	3
CAP Natural Science Lab	1	
	17	15

Second Year

Fall	Hours Spring	Hours
EDT 222	3 CAP Arts	3
EDT 222L	0 REL 281, 282, 283, 284, or UDI 419	1
Adv Rel/Faith Traditions	3 REL 310, 311, or 312	3

REL 281, 282, 283, 284, or UDI 419	1 REL 315, 316, 318, or 319	3
REL 323 or 324	3 REL 443 or 446	3
REL 360 or 363	3 ENG 200	3
SSC 200	3	3
	16	16
Third Year		
Fall	Hours Spring	Hours
EDT 338	3 REL 281, 282, 283, 284, or UDI 419	1
EDT 338L	0 Religion Elective	3
EDT 340	3 REL-World Religions Course	3
EDT 340L	0 CAP inquiry	3
EDT 305	3 Elective	6
	9	16
Fourth Year		
Fall	Hours Spring	Hours
EDT 331L	0-1 EDT 475	12
EDT 459	3 EDT 436	0-3
Elective	15	
	18-19	12-15

Total credit hours: 119-123

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. 3 Hours

This course is designed to study the principal components of effective teaching that facilitate the learning of all students. Students will explore and demonstrate knowledge of current educational issues, the Ohio Standards for the Teaching Profession and other professional standards. Students will provide evidence of the development of professional dispositions and their understanding of the importance of developing a community of learners that respects and appreciates diversity. Students will provide evidence of critical reflection on the teaching process as it relates to incorporating social justice and the Marianist characteristics of education. Prerequisite(s): EDT 109 or by permission. Corequisite(s): EDT 110L.

EDT 110L. The Profession of Teaching Laboratory. 0 Hours

This 20 hour field experience is designed to accompany the EDT 110 course. Both the course and field experience are designed to study the principal components of effective teaching that facilitate the learning of all students. Students will explore and demonstrate knowledge of current educational issues, the Ohio Standards for the Teaching Profession and other professional standards. Students will provide evidence of the development of professional dispositions and their understanding of the importance of developing a community of learners that respects and appreciates diversity. Students will use their lab experience as the basis for providing evidence of critical reflection on the teaching process as it relates to incorporating social justice and the Marianist characteristics of education into their understanding about the profession. Corequisite(s): EDT 110.

EDT 207. Child and 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. Prerequisite(s): EDT 110, EDT 110L. Corequisite(s): EDT 207L.

EDT 207L. Child and Adolescent in Education Laboratory. 0 Hours

This course 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 Eight. 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, EDT 110L. Corequisite(s): EDT 211L.

EDT 211L. Child Development: Birth to Age Eight Laboratory. 0-1 Hours

This 45 contact hour practicum course is one semester of a yearlong field experience held in conjunction with EDT 211 and EDT 212. Only students who have been accepted to the ECE 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 and 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. Field experience required at the Bombeck Family Learning Center. Prerequisite(s): EDT 211, EDT 211L. Corequisite(s): EDT 212L.

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

This practicum course is a yearlong field experience held in conjunction with EDT 211 and EDT 212. Only students who have been accepted to the ECE 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. Middle Childhood to Young Adult Development in a Diverse Society. 3 Hours

Examination of early adolescence to young adulthood development within the United States context with an emphasis on socioeconomic diversity. Students will explore the complexity of environmental influences on development and on disparities in outcomes. They will examine the teacher's role in promoting resiliency and positive developmental and educational outcomes. Prerequisite(s): EDT 110, EDT 110L. Corequisite(s): EDT 222L.

EDT 222L. Middle Childhood to Young Adult Development in a Diverse Society Laboratory. 0 Hours

This course 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 and Society. 3 Hours

A study of the relationships among social change, institutional reform, and student socialization in various levels and types of schools. The students will make a comparison of schools around the world. One aim of such a study is to locate the differences that derive from differences in the cultures of the communities they serve. Another aim is to record how schools responded to forces of globalization and from internal forces of change.

EDT 305. Philosophy and 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, EDT 110L, 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, EDT 110L, HST 103, PHL 103.

EDT 312. Infant and 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 three 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. 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 mathematics 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 212, EDT 212L. Corequisite(s): EDT 313L, EDT 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 453.

EDT 314. Collaborative Assessment and 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 212, EDT 212L.

EDT 315. Health and 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 ECE majors to integrate the arts throughout the ECE 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. Prerequisite(s): EDT 222, EDT 222L. Corequisite(s): EDT 321L.

EDT 321L. Classroom Environment for Middle Childhood Laboratory. 0-1 Hours

This course 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

Exploration of 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 and Historical Thinking. 3 Hours

Exploration of the cognitive processes that constitute historical thinking and historical understanding with emphases 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

This course examines the planning, diagnosis, instructional methods, materials and assessment techniques used in teaching religion to students with varied needs and abilities.

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 110L.

EDT 338. Teaching, Learning and Management. 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. Prerequisite(s): EDT 207 and EDT 207L or EDT 222 and EDT 222L. Corequisite(s): EDT 338L.

EDT 338L. Teaching, Learning and Management Laboratory. 0 Hours

This course 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

The study of the evidence based practice in multicultural education where teachers are knowledgeable about and respect diversity, including cultural and racial/ethnic origins, language, gender, sexual identity, religion, economic status and learning challenges associated with exceptionalities. Candidates will aspire to create democratic classrooms with a culturally relevant and inclusive curriculum, incorporating legal aspects and social justice perspectives associated with student learning. Candidates will gain knowledge in the importance of assessments, and ways to differentiate the curriculum to the individual learning needs of students in general classrooms, working in collaboration with other adults in the student's life. Prerequisite(s): EDT 110, EDT 110L or permission of the department. Corequisite(s): EDT 340L.

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

This course 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 and 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 110L.

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.

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. Corequisite(s): EDT 343L.

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

This course 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, Professionals and 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, EDT 343L; ECE: EDT 340, EDT 340L.

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 ECE, MCE, and IS 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 110L.

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 and 5th Grades. 3 Hours

Planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching mathematics to students in grades four and five 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. Prerequisite(s): MTH 204, MTH 205.

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

Planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching science to students in grades four and five 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 and 5th Grades. 3 Hours

Course designed to address social studies content including social aspects of learning and pedagogy specific to fourth and fifth grades.

EDT 412. Developmentally Appropriate Practice in Mathematics for Early Childhood. 3 Hours

This course will extend the candidate's knowledge of how children, ages six through eight, 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 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 National Council of Teachers of Mathematics (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 313, EDT 313L, EDT 453. Corequisite(s): EDT 413, EDT 414, EDT 415, EDT 415L, EDT 454.

EDT 413. Developmentally Appropriate Practice in Social Studies for Early Childhood. 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 National Council for the Social Studies (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 313, EDT 313L, EDT 453. Corequisite(s): EDT 412, EDT 414, EDT 415, EDT 415L, EDT 454.

EDT 414. Developmentally Appropriate Practice in Science for Early Childhood. 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. Field experience is integrated with the primary block. Developmentally appropriate practices, science processes, inquiry, problem-solving and safety issues will be addressed. Prerequisite(s): EDT 313, EDT 313L, EDT 453, GEO 204; SCI 190, SCI 190L, SCI 230. Corequisite(s): EDT 412, EDT 413, EDT 415, EDT 415L, EDT 454.

EDT 415. Working with Young Learners with Mild to Moderate Disabilities. 2-3 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 is integrated with the primary block. Prerequisite(s): EDT 313, EDT 313L, EDT 453. Corequisite(s): EDT 412, EDT 413, EDT 414, EDT 415L, EDT 454.

EDT 415L. Early Childhood 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 416. Early Childhood Capstone Seminar. 3 Hours

The exploration of different aspects of the teaching profession through the application of knowledge and skills. Three student learning outcomes are assessed through the capstone course; scholarship, vocation, and practical wisdom. Successful completion of the capstone course includes the submission of a teacher performance assessment and a summative teaching assessment. Prerequisite(s): EDT 412, EDT 413, EDT 414, EDT 415, EDT 415L, EDT 454. Corequisite(s): EDT 473.

EDT 417. Theatre in Education. 3 Hours

Theories and practices of educational drama and theatre as applied to content areas in the early, middle and secondary classroom. Attention given to the relationship of creative drama and applied theatre practices to speaking, thinking, writing, reading, history and other curricular subjects. Co-curricular and experiential immersion required.

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 and 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 mathematics and science will be emphasized. Prerequisite(s): EDT 212, EDT 212L. Corequisite(s): EDT 419L.

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

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

EDT 423. Middle Childhood Capstone Seminar. 3 Hours

This capstone seminar focuses on the scholarship and practical wisdom needed for mastery of instructional planning, incorporation of developmental appropriate strategies, along with assessment and evaluation techniques where student learning is the focus for teaching all students in the middle level classrooms. The vocational tools of research and theories of learning, unit planning, teaching methodologies and assessment are practiced and mastered through the completion of a teacher performance assessment. Field experience: Full time clinical experience in a middle level classroom.. Prerequisite(s): EDT 426 or EDT 427 or EDT 428 or EDT 429. Corequisite(s): EDT 474.

EDT 425. Middle School Principles and Practices. 3 Hours

This course is primarily a study of organization (school structure), philosophy and curriculum of middle level education (ages 9 to 14), grades four to nine. 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 321, EDT 321L. Corequisite(s): MCE: EDT 425L.

EDT 425L. Middle School Principles and Practices Laboratory. 0 Hours

This course 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 (ages nine to 14), grades four to nine. 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 four to nine, applications and instructional techniques that address the Ohio achievement tests, various resources, technologies, interdisciplinary connections, various grouping techniques and current research. Prerequisite(s): EDT 425, EDT 425L. Corequisite(s): EDT 458, EDT 458L; an additional MCE content methods course.

EDT 427. Mathematics 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 four to nine, 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 425, EDT 425L. Corequisite(s): EDT 458, EDT 458L; an additional MCE content methods course.

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 four to nine, 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 425, EDT 425L. Corequisite(s): EDT 458, EDT 458L; an additional MCE content methods course.

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 four to nine, 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 425, EDT 425L. Corequisite(s): EDT 458, EDT 458L; an additional MCE content methods course.

EDT 431. Integrated Language Arts Methods for Adolescence 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 seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 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. Prerequisite(s): EDT 338, EDT 338L, EDT 340, EDT 340L. Corequisite(s): EDT 431L, 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 in an AYA setting. Corequisite(s): EDT 431, EDT 459.

EDT 432. Integrated Mathematics Methods for Adolescence 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 seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 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. Prerequisite(s): EDT 338, EDT 338L, EDT 340, EDT 340L. Corequisite(s): EDT 432L, EDT 459.

EDT 432L. Integrated Mathematics 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 mathematics AYA setting. Corequisite(s): EDT 432, EDT 459.

EDT 433. Foreign Language Methods for Adolescence 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 seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 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. Prerequisite(s): EDT 338, EDT 338L, EDT 340, EDT 340L. Corequisite(s): EDT 433L.

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 433.

EDT 434. Science Methods for Adolescence 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 seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 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. Prerequisite(s): EDT 338, EDT 338L, EDT 340, EDT 340L. Corequisite(s): 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 434, EDT 459.

EDT 435. Integrated Social Studies Methods for Adolescence 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 seven to 12 with varied needs and abilities. Topics include: understanding Ohio's academic content standards for grades seven to 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. Prerequisite(s): EDT 338, EDT 338L, EDT 340, EDT 340L. Corequisite(s): 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 435, EDT 459.

EDT 436. Adolescence to Young Adult Capstone Seminar. 0-3 Hours

The examination of different aspects of the teaching profession through critical self-reflection in the implementation of content area pedagogy, data-driven assessment, and the integration of these elements to measure and improve student achievement. Three learning outcomes are assessed: vocation, practical wisdom, and scholarship. Successful completion of the capstone course includes the submission of a teacher performance assessment and a summative teaching assessment. Corequisite(s): EDT 475.

EDT 437. Second Language Learning and 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. TESOL 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. Prerequisite(s): EDT 437, LNG 468, ENG 472, ENG 466.

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. Prerequisite(s): EDT 343, EDT 343L. Corequisite(s): EDT 441L.

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. IS 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 course emphasizes the role of the intervention specialist in collaboration with general educators in making appropriate accommodations and modifications. Corequisite(s): EDT 441.

EDT 442. Assessment: Mild/Moderate. 2-3 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 321L, EDT 441, EDT 441L, EDT 425. Corequisite(s): EDT 442L, EDT 444.

EDT 442L. Intervention Specialist: Mild/Moderate Field Internship. 0-1 Hours

This 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 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 321L, EDT 340, EDT 340L, EDT 343, EDT 343L, EDT 425. Corequisite(s): 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 321L, EDT 340, EDT 340L, EDT 343, EDT 343L, 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 343L.

EDT 446. Career Education/Special Education. 2 Hours

Theory and techniques of job classification, assessment, selection, placement and activities related to work from preschool to adult. Prerequisite(s): EDT 343, EDT 343L. 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 321L, EDT 340, EDT 340L, EDT 343, EDT 343L, EDT 425, EDT 425L. Corequisite(s): EDT 442, EDT 442L, EDT 443, EDT 444.

EDT 448. Introduction to Linguistics. 3 Hours

Survey of the various aspects of a scientific description of human language: phonetics, phonology, morphology, syntax, semantics, and pragmatics. Interdisciplinary exploration of the reciprocal impact of linguistics on psychology, sociology, and language acquisition theory.

EDT 450. Phonics, Spelling and Vocabulary. 3 Hours

This course provides the background knowledge necessary for effectively teaching and assessing the role of phonics in the reading process. Emphases are 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.

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

In this course, MCE 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.

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

Study of appropriate instruction and assessment supporting the literacy development of children grades P-3. Major emphases are 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.

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

The continued study of appropriate instruction and assessment supporting the literacy development of children grades P-3, with a focus on instruction supporting developing and transitional readers and writers. Major emphases are 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. Corequisite(s): ECE: EDT 412, EDT 413, EDT 414, EDT 415, EDT 415L.

EDT 458. Reading, Writing and Assessment - Middle Childhood. 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. Prerequisite(s): EDT 350. Corequisite(s): EDT 458L; two content methods courses.

EDT 458L. 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 and 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 AYA licenses. Prerequisite(s): EDT 338, EDT 338L. Corequisite(s): One of the following sets: EDT 431 and EDT 431L or EDT 432 and EDT 432L or EDT 434 and EDT 434L or EDT 435 and EDT 435L.

EDT 460E. Early Childhood Program and 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 course 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 and Instruction in Early Care and 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 and Instruction in Early Care and Education Laboratory. 0-1 Hours

This course 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 and the Law in Early Care and 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 and the Law in Early Care and Education Laboratory. 0-1 Hours

This course 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 and Marketing in Early Care and 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 460EL. Corequisite(s): EDT 463EL.

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

This course 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 and 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 460EL.

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

This internship serves as the culminating experience where students demonstrate the knowledge, skills and dispositions addressed in the four preceding 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 460EL.

EDT 466. TESOL Methods for Teaching English Language Learners. 3 Hours

Introduction to key concepts in Teaching English to Speakers of Other Languages. Theoretical perspectives on second language (ESL) and literacy instruction will be interwoven with practical techniques for classroom instruction. Students will investigate approaches to teaching the four skills of English (reading, writing, listening, speaking) across varying contexts and proficiency levels. Prerequisite(s): ENG 200 or ENG 200H or ASI 120; and junior or senior standing or permission of department chairperson.

EDT 467. Advanced Phonics and Multisensory Instruction. 3 Hours

This is the first course of a two-course practicum sequence for the dyslexia methods certificate. This course will cover the specific nature of dyslexia as a language-based learning disability, multisensory instruction, advanced phonics, spelling, vocabulary and lesson planning for tutoring. Prerequisite(s): EDT 340, EDT 340L, EDT 350; EDT 450.

EDT 471. Student Teaching- Foreign Languages P-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 Prekindergarten 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 prekindergarten age children with special needs. Field experience required. Prerequisite(s): EDT 314, EDT 315, EDT 344, 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): EDT 412, EDT 413, EDT 414, EDT 415, EDT 415L, EDT 454; Formal admission to student teaching a full semester in advance. Corequisite(s): EDT 416.

EDT 474. Student Teaching- Middle Childhood. 12 Hours

Full-time supervised and evaluated teaching in grades four through nine 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 the following: EDT 426, EDT 427, EDT 428, EDT 429; formal admission to student teaching a full semester in advance. Corequisite(s): EDT 423.

EDT 475. Student Teaching-Adolescence 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. Corequisite(s): EDT 436.

EDT 476. Student Teaching- Intervention Specialist: Mild/Moderate. 0-12 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 IS teacher. Attendance at seminars is required. Formal admission to student teaching a full semester in advance. Prerequisite(s): EDT 442, EDT 442L, EDT 444.

EDT 477. Student Teaching- Art P-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 P-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 242, MUS 250, MUS 331, MUS 332, MUS 335, MUS 450; formal admission to student teaching a full semester in advance.

EDT 481. Adolescence to Young Adult Assessment. 3 Hours

Student performance assessment is one of the most challenging tasks teachers must create. To do so effectively, teachers must know their state standards, learning goals, and lesson objectives and how they can be measured. The course objectives are aimed at using assessment tools to improve student learning and how the teacher can frame instruction to meet the needs of a diverse group of students. The course will introduce how to analyze data results and communicate assessment results to students, parents, and the school. These objectives will be met by readings, activities, assignments, discussions, lectures, and demonstrations.

EDT 482. Dyslexia Methods Practicum. 3 Hours

This is the second course of a two-course practicum sequence for the dyslexia methods certificate. This course will take place in a local school and will involve one-to-one, supervised tutoring of a student with reading difficulties using a multisensory instructional approach. Prerequisite(s): EDT 467.

EDT 484. Intervention Specialist Capstone Seminar. 0-3 Hours

This capstone focuses on the scholarship and practical wisdom needed for mastery of instructional planning, incorporation of developmentally appropriate strategies, along with assessment and evaluation techniques where student learning is the focus for teaching students with disabilities in both general education and special education K-12 settings. The vocational tools of research and theories of learning, unit planning, teaching methodologies and assessment are practiced and mastered through the completion of a teacher performance assessment. Field experience: Full time clinical experience in a K-12 setting under the supervision of university and K-12 faculty. Prerequisite(s): EDT 442, EDT 442L, EDT 443, EDT 444, EDT 445. Corequisite(s): EDT 476.

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. Prerequisite(s): Permission of program director and department chairperson.

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.