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School of Education and Allied Professions

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In conformity with the University's mission, the School of Education and Allied Professions (SOEAP) 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 SOEAP 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 allied professions. The theme for the SOEAP is "Building Learning Communities Through Critical Reflection".

As a community of learners, collaboration and critical reflection is fostered and encouraged through efforts to integrate and connect knowledge, skills and dispositions gained from various courses in the SOEAP and the liberal arts, including the general education curriculum. This acquaints the students with the major areas of knowledge and provides the basis for their specific program of study. The SOEAP is particularly noted for the professional development of teachers and allied 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 allied professions, the school is committed to quality programs which address the professional preparation for specialists in physical education, exercise science and fitness management, sport management, health information and food and nutrition. Provisions for professional competence are made through (1) comprehensive study of the various fields, (2) thorough study of the professional foundations common to all of the program areas, (3) specialized study of the principles underlying a particular area of study, and (4) appropriate field-based experiences.

Students in the SOEAP should appraise their commitment to teaching and the allied 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 SOEAP 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.



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Baccalaureate Programs


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

Program BSE.EYA: Adolescence to Young Adult Education
 Program BSE.EHA: Dietetics
 Program BSE.ECE: Early Childhood Education
 Program BSE.ECL: Early Childhood Leadership and Advocacy
 Program BSE.EEP: Exercise Physiology
 Program BSE.EES: Exercise Science and Fitness Management
 Program BSE.EMM: Intervention Specialist (Special Education)
 Program BSE.EMS: Middle Childhood Education
 Multi-Age PK-12
 BSE.ELA: Foreign Language Education
 BSE.EAR: Visual Arts Education
 Program BSE.EHN: Nutrition and Fitness
 Program BSE.EDP: Physical Education Pre K-12
 Program BSE.EPT: Pre-Physical Therapy
 Program BSE.ERL: Secondary Catholic Religious Education
 Program BSE.ESM: Sport Management
 Teacher Licensure for students in the College of Arts and Sciences



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Teacher Licensure

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

The SOEAP prepares students for licenses in early childhood, middle childhood, adolescence to young adult, intervention specialist, art, foreign language, physical education, and music education.

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Degree Requirements

Following this general introductory section, this chapter includes specific four-year course requirements for the various programs in Health and Sport Science and in Teacher Education. The programs for licensure in early childhood, middle childhood, adolescent to young adult, intervention specialist, and multi-age (art, foreign language, physical education) teaching are all included. All of these programs lead to the Bachelor of Science (B.S.) degree.

The Department of Teacher Education has an extensive benchmarks (requirements for starting and /or continuing a program) process for students in all four years of the program. Before registering for the second year of courses, all students in teacher licensure programs should have taken and passed all three sections of the Praxis I exams. At the end of their first year, all students are required to apply for formal admission to the particular licensure program which they choose to study. The student's application is reviewed by a departmental committee to determine the extent to which their academic work and other benchmark accomplishments indicate the likelihood of their success as professional teachers. Admission requires a GPA of 2.5 overall, in professional education courses and in the various teaching field(s), the passing of Praxis I, along with other Benchmark expectations.

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

The requirements for graduation and teacher licensure are included below.

1. The student would demonstrate abilities in content and pedagogical knowledge, dispositions and skills that would be indicative of professional success. All students enrolled in programs leading to State of Ohio licensure must verify that they are of "good moral character," fingerprinted, and pass a background check. Pursuant to SOEAP policy, these students must complete the appropriate forms provided by the Office of the Dean. (Consult the SOEAP dean's office for further information.)
2. The student would successfully complete a variety of planned and supervised clinical experiences essential to the professional development of beginning teachers.
3. The student would successfully complete a minimum of 124 semester hours in approved courses; some programs may require more than 124 semester hours.
4. The student would demonstrate a cumulative grade point average of at least 2.5, overall, in the professional education courses and in each teaching field in which licensure is sought. The professional education courses, the content courses in the teaching fields, and the General Education courses must be taken under grading Option 1.
5. The student would successfully complete the following general professional education sequence of courses:
 - A. Personal and Professional Development of the Teacher
 - B. Child and/or Adolescent Development
 - C. Teaching and Learning Theories
 - D. Inclusive Education
 - E. Special Methods¹



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F. Philosophy and History of Education

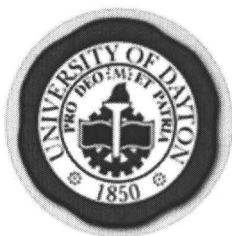
G. Student Teaching

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

6. The student would complete the University requirements in General Education and pass the Basic Skills competencies in reading and writing, oral communication, quantitative reasoning, and information literacy. Students should see Section V, Academic Regulations and consult with their advisors for more information.
7. The student must have a passing score on all three sections of the Praxis I (math, reading, and writing), which must be taken by the end of the first term of the first year of study.
8. The student must have a passing score on several Praxis II tests, which are required by Ohio's State Department of Education for eligibility for the provisional license to teach. Students should consult the dean's office for the specific tests appropriate for their programs, and the dates on which the examinations will be administered.

¹Each program has particular methods courses along with other specialized education courses; see specific programs.





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1. It is the policy of the Department of Teacher Education that the candidates for undergraduate licensure are placed in schools in the Miami Valley area for student teaching experiences. Student teaching is the capstone experience for the preparation programs. The University needs to continue supervision and contact, to maintain the consistency and the quality of the licensure programs.
2. It is the policy of the Department of Teacher Education that an education course taken as an independent study cannot be applied toward teacher licensure.
3. It is the policy of the Department of Teacher Education that if a student misses more than 13% of the regularly scheduled class time and/or required field experience (this would include absences and tardiness) because of unexcused absences, the student will receive a failing grade and must re-take the course in a subsequent semester.
4. It is the policy of the Department of Teacher Education that if a student receives a grade of D or lower in an EDT course, the student will be required to re-take the course. After the student receives a grade of C- or higher in the course, the student may continue in their regular program of study. The student may be allowed to take one EDT course simultaneously while re-taking the course, provided the student has an overall gpa of 2.5 and has passed all three sections of PRAXIS I.
5. It is the policy of the Department of Teacher Education that independent study is not available for regularly scheduled undergraduate courses.
6. It is the policy of the Department of Teacher Education to collect and interpret data on professional behavior. The Department has adopted the following "flags" in order to track student performance and identify problems as they arise:
 - Feedback which includes a "not met" or "one" in a competency on the field observation forms.
 - A "C-" in an EDT course.
 - Poor evaluation from a course instructor.
 - Inappropriate attendance, participation and/or professional disposition on campus or in the field, as determined by the program faculty. This includes exceeding excused or unexcused absences of 13%.





University Policies

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

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Advising and Scheduling

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

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Preparing to Teach Religion to Grades 7-12



As a Marianist and Catholic university, the University of Dayton seeks to collaborate with the local church in providing creative ways to serve those wishing to pursue a career in church ministry. The University of Dayton's School of Education and Allied Professions, the Religious Studies Department, the Center for Catholic Education, the Institute for Pastoral Initiatives, and the Archdiocese of Cincinnati have worked together to provide options for those wishing to prepare to be high school religion teachers. The options prepare students with actual classroom experience, theories and methods of education, and religious studies content courses.

The Archdiocese of Cincinnati requires 30 semester hours of religious studies courses with at least one course in each of the following areas: Doctrine, Historical, Liturgical/Sacramental Theology, Morality, and Scripture.

Students majoring in Education may also choose to complete additional courses in Religious Studies and graduate with two majors. The UD major in Religious Studies requires 36 semester hours in one of five tracks. The distribution of courses in the Catholic Schools track parallels most diocesan requirements. See Religious Studies (REL) major under Academic Information.

The following options are designed to meet the needs of students of different circumstances while taking into consideration the Archdiocese of Cincinnati's requirements for high school religion teachers and providing course work recommended and/or required by the Department of Teacher Education and the Religious Studies Department.

Option #1:

Major: Adolescence to Young Adult Education

Student has two Teaching fields: one recognized by the State of Ohio and Religion.

All requirements set forth by the SOEAP for the teaching field recognized by the State of Ohio must be fulfilled. Additionally, 30 semester hours in religious studies must be taken. Upon graduation, the student will receive a teaching license from the State of Ohio for the state recognized field and will have met the requirements to receive a certificate to teach religion from the Archdiocese of Cincinnati. See the Secondary Catholic Religion Education Checklist, Concentrations for both Religion and AYA, and Example Four Year Plan at <http://soeap.udayton.edu/academic/edt/checksht/eya.htm> for specific coursework.

Option #2:

Major: Catholic Religious Studies Education

Student has one Teaching Field: Religion.

A minimum of 30 semester hours in religious studies must be completed. At least one course in each of the following areas must be taken: Doctrine, Historical, Liturgical/Sacramental Theology, Morality, and Scripture. The student may add Religious Studies as a second major by completing a total of 36 semester hours in Religious Studies. Upon graduation, the student will have met the requirements to receive a certificate to teach religion from the Archdiocese of Cincinnati. See the Secondary Catholic Religion Education Checklist, Concentrations for Religion, and Example Four Year Plan at <http://soeap.udayton.edu/academic/edt/checksht/eya.htm> for specific

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coursework.

Option #3:**Major: Religious Studies**

All requirements set forth by the College of Arts and Sciences to obtain a degree in Religious Studies must be fulfilled. Upon graduation, the student will receive a degree in Religious Studies and will have met the requirements to receive a certificate to teach religion from the Archdiocese of Cincinnati.

Education Courses:

EDT 109 - Personal Aspects of Teaching *
EDT 110 - The Profession of Teaching *
EDT 222 - Development in MC and AYA
EDT 305 - Philosophy and History of American Education
EDT 338 - Teaching and Learning
EDT 340 - Educ Diverse Student Populations in Inclusive Set
EDT 459 - Critical Reading and Writing in the Content Area
EDT 475 - Student Teaching-Adolescence to Young Adult**

Religious Studies courses offered at UD that meet the requirements of the Archdiocese of Cincinnati:

For the Doctrine requirement:

REL 429 - Modern Catholicism
REL 437 - Significance of Jesus
REL 440 - The Church
REL 444 - God in Christian Tradition
REL 447 - Selected Catholic Doctrines

For the Historical requirement:

REL 323 - History of Christianity I
REL 324 - History of Christianity II

For the Liturgical/Sacramental requirement:

REL 443 - The Sacraments
REL 446 - Christian Liturgy

For the Morality requirement:

REL 360 - Christian Ethics
REL 363 - Faith and Justice

For the Scripture requirement:**One course in Old Testament:**

REL 310 - The Pentateuch
REL 311 - The Prophets
REL 312 - The Psalms and the Wisdom Literature

One course in New Testament:

REL 315 - The Gospels
REL 316 - New Testament Theologies
REL 318 - Studies in Paul
REL 319 - The Book of Revelation

Required Methods course:

REL 487 - Religious Education - Theory and Practice

Recommended courses:

REL 327 - U.S. Religious Experience
REL 328 - U.S. Catholic Experience
REL 329 - African-American Religion

* May be waived by the Chair of the Department of Teacher Education for students selecting Option #3.

** If the student does not complete before graduation the Archdiocese may consider their first semester of teaching as fulfillment of their student teaching requirement.

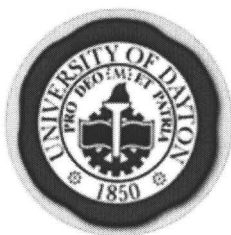
Additional program to provide related experience:**Forum for Young Catechetical Leaders**

The mission for "the Forum" is to inspire, animate, and form a new generation of dedicated catechist and catechetical leaders who are committed to teaching the

Good News in schools, parishes, and churches. For more information, visit
<http://campus.udayton.edu/~ipi/fycl>.

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Clinical Experience

The Clinical Experience, which is full-time supervised teaching with qualified mentor teachers in P - 12 schools, involves full-day sessions for approximately one semester. During the semester of student teaching, the student is advised to not register for any other courses, but as an exception will be allowed to take at most three semester hours of additional course work. These additional semester hours must be scheduled outside the normal school times in order to keep the student-teaching experience intact for the full school day. It is advised that the student make financial arrangements so that they are prepared to discontinue part-time employment during this semester. The faculty members in the Department of Teacher Education screen each candidate who applies for student teaching on the basis of the following factors: (1) grade-point averages in professional education, concentration content course work, and overall course work of at least a 2.5, (2) completion of "Good Moral Character" form, (3) passing a background check, (4) successful completion of the prerequisite courses and field experiences, and (5) successful completion of the required standardized testing.

Prerequisites for candidacy for the clinical experience are (1) official enrollment in a teacher education program at the university, (2) completion of the minimum residence requirement of thirty semester hours inclusive of student teaching, (3) formal application for student teaching submitted at the beginning of the term in advance of student teaching.

Once students have been approved and placed for student teaching, they may not withdraw from the program except with the approval of the department chairperson. A student who withdraws without this approval forfeits future placement in student teaching.



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Licensure and Securing a Teaching Position

Students who qualify for teacher licensure through the SOEAP may attend the University of Dayton Career Services' Education Interview Day and are supported by faculty and the Educational Field Office. Placement requires cooperation from the candidate in uploading the necessary information and in obtaining letters of recommendation. Dates for interviews with prospective employers arranged by the University of Dayton Career Services are announced in advance.



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Licensure for Students in Arts and Sciences



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

Students in the College of Arts and Sciences may enroll in the Department of Teacher Education's Adolescence to Young Adult Education Program without transferring to the School of Education and Allied Professions. For requirements in professional education courses and in teaching fields consult the Dean's office in the College of Arts and Sciences.


Enrollment, continuation, and successful completion in this program are subject to the same admission requirements, advising, maintenance of a unified system of records, screening, and other professional expectations of students in the School of Education and Allied Professions working toward the B.S. in Education. These include passing all three sections of Praxis I, maintaining an overall average of 2.5 in the content area and in professional education courses, completing field-based experiences in the schools, passing a background check, a semester of student teaching and taking the comprehensive Praxis II exams.

In order to finish in four years, a student in the College of Arts and Sciences will need to process an application for admission to the appropriate licensure program no later than the third semester of enrollment and begin the professional education sequence. Screening will be accomplished by the SOEAP transfer official. Failure to enroll on time may necessitate going beyond four years in order to qualify for teacher licensure and graduation. The requirements for the College of Arts and Sciences and those of the School of Education and Allied Professions must be completed before any degree is granted.

When the proper course requirements have been completed, the student may register for student teaching, upon approval of the application for student teaching. Applications must be submitted to the Educational Field Office at the beginning of the term prior to the term in which student teaching will take place.

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

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Graduate Programs

The SOEAP offers graduate programs leading to the degree Master of Science in Education and Allied Professions. These programs are designed to prepare teachers in the areas of adolescence to young adult, middle childhood, early childhood, multi-age in art, music, foreign language, and intervention specialists, as well as school counselors, school psychologists, school social workers, social agency counselors, college student personnel professionals, and school administrators. The degrees Educational Specialist and Doctor of Philosophy in Educational Leadership are also offered. For people who have bachelor degrees and are interested in becoming licensed teachers, the Department of Teacher Education offers graduate programs leading to various licensures. For in-service teachers who wish to obtain licensure in other areas, the Department of Teacher Education offers a variety of programs.



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