

TEACHER EDUCATION

Majors:

- Bachelor of Science in Education, Adolescence to Young Adult Education (p. 1)
- Bachelor of Science in Education (p. 3), Early Childhood Leadership and Advocacy (p. 3)
- Bachelor of Science in Education (p. 4), Foreign Language Education (p. 4)
- Bachelor of Science in Education (p. 5), Intervention Specialist (p. 5)
- Bachelor of Science in Education (p. 6), Middle Childhood Education (p. 6)
- Bachelor of Science in Education, Middle Childhood Education/ Intervention Specialist (p. 8)
- Bachelor of Science in Education, Pre-Kindergarten to Grade 5 (p. 9)
- Bachelor of Science in Education (p. 10), Secondary Catholic Religion Education (p. 10)

Additional Educator Preparation Option:

- Pre-Kindergarten to Grade 5 Intervention Specialist (p. 11)

Endorsements:

- Early Childhood Generalist (p. 12)
- Middle Childhood Generalist
- Prekindergarten Special Needs (p. 12)

Certificates:

- Catholic Education (p. 12)
- Dyslexia (p. 12)
- Early Childhood Leadership and Advocacy (p. 13) (p. 14)
- Infant and Toddler Specialist (p. 13)
- Science, Technology, Engineering and Mathematics (p. 13)
- Teaching English to Speakers of Other Languages (p. 14)
- Urban Teacher (p. 14)

Faculty

Connie L. Bowman, Chairperson

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

Professors: Kinnucan-Welsch

Associate Professors: Adams, Baldwin, Bogard, Bowman, Collopy, Kelly, White

Assistant Professors: Arnold, Gallagher, Gold, Lawless-Frank, McIntosh, Nenonene, Sableski, Vasquez, Zippory

Clinical Faculty: Christman, Comingore, Mathes, Weaver, Winn

Visiting Professors: Falk

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:
 - Candidates must earn an overall grade point average of 2.5 or higher after completing EDT 109
 - Candidates must earn an overall grade point average of 2.75 after completing EDT 110
 - Candidates must earn an overall grade point average of 3.0 after completing the program specific development course
 - Candidates must earn an overall grade point average of 3.0 or higher prior to entry into the clinical experience/methods
 - 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) ¹

First-Year Humanities Commons ²	12 cr. hrs.
HST 103 The West & the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ³	
Second-Year Writing Seminar ⁴	0-3 cr. hrs.
ENG 200 Writing Seminar II	
Oral Communication	3 cr. hrs.
CMM 100 Principles of Oral Communication	
Mathematics	3 cr. hrs.

Social Science	3 cr. hrs.
SSC 200 Social Science Integrated	
Arts	3 cr. hrs.
Natural Sciences ⁵	7 cr. hrs.
Crossing Boundaries	up to 12 cr. hrs.
Faith Traditions	
Practical Ethical Action Inquiry ⁶	
Integrative	
Advanced Study	
Philosophy and/or Religious Studies (6 cr. hrs.)	
Historical Studies (3 cr. hrs.) ⁷	
Diversity and Social Justice ⁸	3 cr. hrs.
Major Capstone ⁹	0-6 cr. hrs.

¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

² May be completed with ASI 110 and ASI 120 through the Core Program.

³ May be completed with ENG 100A and ENG 100B, by placement.

⁴ May be completed with ENG 114 or ENG 198 or ASI 120.

⁵ Must include two different disciplines and at least one accompanying lab.

⁶ U.S. History AP and CLEP credit will not satisfy this requirement.

⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.

⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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	Adolescent to Young Adult Capstone Seminar (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
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 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) ¹

First-Year Humanities Commons ²		12 cr. hrs.
HST 103	The West & the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ³	
Second-Year Writing Seminar ⁴		0-3 cr. hrs.

ENG 200	Writing Seminar II	
Oral Communication		3 cr. hrs.
CMM 100	Principles of Oral Communication	
Mathematics		3 cr. hrs.
Social Science		3 cr. hrs.
SSC 200	Social Science Integrated	
Arts		3 cr. hrs.
Natural Sciences ⁵		7 cr. hrs.
Crossing Boundaries		up to 12 cr. hrs.
Faith Traditions		
Practical Ethical Action Inquiry ⁶		
Integrative		
Advanced Study		
Philosophy and/or Religious Studies (6 cr. hrs.)		
Historical Studies (3 cr. hrs.) ⁷		
Diversity and Social Justice ⁸		3 cr. hrs.
Major Capstone ⁹		0-6 cr. hrs.

- ¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.
- ² May be completed with ASI 110 and ASI 120 through the Core Program.
- ³ May be completed with ENG 100A and ENG 100B, by placement.
- ⁴ May be completed with ENG 114 or ENG 198 or ASI 120.
- ⁵ Must include two different disciplines and at least one accompanying lab.
- ⁶ U.S. History AP and CLEP credit will not satisfy this requirement.
- ⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.

⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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 and Education	3
EDT 462EL	Regulations, Licensing and the Law in Early Care and 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) ¹

First-Year Humanities Commons ²	12 cr. hrs.
HST 103 The West & the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ³	
Second-Year Writing Seminar ⁴	0-3 cr. hrs.
ENG 200 Writing Seminar II	
Oral Communication	3 cr. hrs.
CMM 100 Principles of Oral Communication	
Mathematics	3 cr. hrs.
Social Science	3 cr. hrs.
SSC 200 Social Science Integrated	
Arts	3 cr. hrs.
Natural Sciences ⁵	7 cr. hrs.
Crossing Boundaries	up to 12 cr. hrs.
Faith Traditions	
Practical Ethical Action Inquiry ⁶	
Integrative	
Advanced Study	
Philosophy and/or Religious Studies (6 cr. hrs.)	
Historical Studies (3 cr. hrs.) ⁷	
Diversity and Social Justice ⁸	3 cr. hrs.
Major Capstone ⁹	0-6 cr. hrs.

¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

- ² May be completed with ASI 110 and ASI 120 through the Core Program.
- ³ May be completed with ENG 100A and ENG 100B, by placement.
- ⁴ May be completed with ENG 114 or ENG 198 or ASI 120.
- ⁵ Must include two different disciplines and at least one accompanying lab.
- ⁶ U.S. History AP and CLEP credit will not satisfy this requirement.
- ⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.
- ⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- ⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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	Adolescent to Young Adult Capstone Seminar	3
EDT 437	Second Language Learning and Teaching	3
EDT 459	Critical Reading and Writing in the Content Area	3
EDT 471	Student Teaching- Foreign Languages P-12 (Satisfies CAP Capstone)	12
LNG 468	Introduction to Linguistics	3
EDT 481	Adolescence to Young Adult Assessment	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) ¹

First-Year Humanities Commons ²		12
		cr.
		hrs.
HST 103	The West & the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ³	
Second-Year Writing Seminar ⁴		0-3
		cr.
		hrs.
ENG 200	Writing Seminar II	
Oral Communication		3
		cr.
		hrs.
CMM 100	Principles of Oral Communication	
Mathematics		3
		cr.
		hrs.
Social Science		3
		cr.
		hrs.
SSC 200	Social Science Integrated	
Arts		3
		cr.
		hrs.
Natural Sciences ⁵		7
		cr.
		hrs.
Crossing Boundaries		up to 12
		cr.
		hrs.
Faith Traditions		
Practical Ethical Action Inquiry ⁶		
Integrative		

Advanced Study	
Philosophy and/or Religious Studies (6 cr. hrs.)	
Historical Studies (3 cr. hrs.) ⁷	
Diversity and Social Justice ⁸	3
	cr.
	hrs.
Major Capstone ⁹	0-6
	cr.
	hrs.

¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

² May be completed with ASI 110 and ASI 120 through the Core Program.

³ May be completed with ENG 100A and ENG 100B, by placement.

⁴ May be completed with ENG 114 or ENG 198 or ASI 120.

⁵ Must include two different disciplines and at least one accompanying lab.

⁶ U.S. History AP and CLEP credit will not satisfy this requirement.

⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.

⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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, English Language Learners 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
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 Grades PK-5	3
EDT 454	Methods of Literacy for Grades PK-5	3
EDT 484	Intervention Specialist Capstone Seminar (Satisfies CAP Capstone)	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	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 for transfer students, 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)¹

First-Year Humanities Commons ²	12	cr.	hrs.
HST 103 The West & the World			
REL 103 Introduction to Religious and Theological Studies			
PHL 103 Introduction to Philosophy			
ENG 100 Writing Seminar I ³			
Second-Year Writing Seminar ⁴	0-3	cr.	hrs.
ENG 200 Writing Seminar II			
Oral Communication	3	cr.	hrs.
CMM 100 Principles of Oral Communication			
Mathematics	3	cr.	hrs.
Social Science	3	cr.	hrs.
SSC 200 Social Science Integrated			
Arts	3	cr.	hrs.
Natural Sciences ⁵	7	cr.	hrs.
Crossing Boundaries	up to 12	cr.	hrs.
Faith Traditions			
Practical Ethical Action Inquiry ⁶			
Integrative			
Advanced Study			
Philosophy and/or Religious Studies (6 cr. hrs.)			
Historical Studies (3 cr. hrs.) ⁷			
Diversity and Social Justice ⁸	3	cr.	hrs.

Major Capstone ⁹	0-6	cr.	hrs.
-----------------------------	-----	-----	------

- ¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.
- ² May be completed with ASI 110 and ASI 120 through the Core Program.
- ³ May be completed with ENG 100A and ENG 100B, by placement.
- ⁴ May be completed with ENG 114 or ENG 198 or ASI 120.
- ⁵ Must include two different disciplines and at least one accompanying lab.
- ⁶ U.S. History AP and CLEP credit will not satisfy this requirement.
- ⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.
- ⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- ⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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/Middle Childhood Intervention Specialist 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 455 Reading, Writing, and Assessment in the Content Areas K-12	3

EDT 474	Student Teaching- Middle Childhood	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		93

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, Middle Childhood Education/Intervention Specialist (EIM) minimum 124 hours

Common Academic Program (CAP)¹

First-Year Humanities Commons ²		12 cr. hrs.
HST 103	The West & the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ³	
Second-Year Writing Seminar ⁴		0-3 cr. hrs.
ENG 200	Writing Seminar II	
Oral Communication		3 cr. hrs.
CMM 100	Principles of Oral Communication	
Mathematics		3 cr. hrs.
Social Science		3 cr. hrs.
SSC 200	Social Science Integrated	
Arts		3 cr. hrs.
Natural Sciences ⁵		7 cr. hrs.

Crossing Boundaries	up to 12 cr. hrs.
Faith Traditions	
Practical Ethical Action Inquiry ⁶	
Integrative	
Advanced Study	
Philosophy and/or Religious Studies (6 cr. hrs.)	
Historical Studies (3 cr. hrs.) ⁷	
Diversity and Social Justice ⁸	3 cr. hrs.
Major Capstone ⁹	0-6 cr. hrs.

¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

² May be completed with ASI 110 and ASI 120 through the Core Program.

³ May be completed with ENG 100A and ENG 100B, by placement.

⁴ May be completed with ENG 114 or ENG 198 or ASI 120.

⁵ Must include two different disciplines and at least one accompanying lab.

⁶ U.S. History AP and CLEP credit will not satisfy this requirement.

⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.

⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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 (Satisfies CAP Diversity and Social Justice) 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	3
EDT 321L	Classroom Environment for Middle Childhood Laboratory	0-1

EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Social Justice) ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 350	Foundations of Literacy through Literature	3
EDT 425	Middle School Principles and Practices	3
Choose two concentration areas:		
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	
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	0-1
EDT 444	Instructional Strategies: Mild/Moderate	3
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 452	Digital Literacies, ELL and Content Reading Strategies ¹	3
EDT 452L	Digital Literacies, ELL and Content Reading Strategies Lab	0
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3
EDT 423	Middle Childhood/Middle Childhood Intervention Specialist Capstone Seminar (Satisfies CAP Capstone)	3
EDT 474	Student Teaching- Middle Childhood	9
EDT 476	Student Teaching- Intervention Specialist: Mild/Moderate	6
GEO 204	Geology for Teachers (Satisfies CAP Natural Sciences)	4
HST 251	American History to 1865	3
MTH 207	Introduction to Statistics (Satisfies CAP Mathematics)	3
SCI 190	The Physical Universe (Satisfies CAP Natural Sciences)	3
SCI 190L	The Physical Universe Laboratory	1
VAE 232	Integrating Visual Culture (Satisfies CAP Arts and Inquiry)	3

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

² See 4-Yr Plan.

Bachelor of Science in Education, Pre-Kindergarten to Grade 5 (EPC) minimum 124 hours

The Department of Teacher Education offers a Bachelor of Science in Education in Pre-Kindergarten to Grade 5. This program meets all

requirements for a state of Ohio license to teach prekindergarten through grade five.

A student in the Pre-Kindergarten to Grade 5 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)¹

First-Year Humanities Commons ²		12
		cr.
		hrs.
HST 103	The West & the World	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ³	
Second-Year Writing Seminar ⁴		0-3
		cr.
		hrs.
ENG 200	Writing Seminar II	
Oral Communication		3
		cr.
		hrs.
CMM 100	Principles of Oral Communication	
Mathematics		3
		cr.
		hrs.
Social Science		3
		cr.
		hrs.
SSC 200	Social Science Integrated	
Arts		3
		cr.
		hrs.
Natural Sciences ⁵		7
		cr.
		hrs.
Crossing Boundaries		up
		to
		12
		cr.
		hrs.
Faith Traditions		
Practical Ethical Action		
Inquiry ⁶		
Integrative		
Advanced Study		
Philosophy and/or Religious Studies (6 cr. hrs.)		
Historical Studies (3 cr. hrs.) ⁷		
Diversity and Social Justice ⁸		3
		cr.
		hrs.

Major Capstone⁹0-6
cr.
hrs.

¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

² May be completed with ASI 110 and ASI 120 through the Core Program.

³ May be completed with ENG 100A and ENG 100B, by placement.

⁴ May be completed with ENG 114 or ENG 198 or ASI 120.

⁵ Must include two different disciplines and at least one accompanying lab.

⁶ U.S. History AP and CLEP credit will not satisfy this requirement.

⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.

⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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 Grade 5 ¹	3
EDT 211L	Child Development: Birth to Grade 5 Laboratory	1
EDT 212	Childhood Theory and Practice ^{1,2}	3
EDT 212L	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 & Individually Appropriate Practice ^{1,3}	3
EDT 313L	Intermediate (Grades 4-5) Field Internship	1
EDT 317	Integrating the Arts in 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, English Language Learners 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	Primary (K-3) Field Internship ³	1-2
EDT 416	Grades PK-5 Education Capstone Seminar (Satisfies CAP Capstone)	3
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 453	Introduction to Literacy for Grades PK-5	3
EDT 454	Methods of Literacy for Grades PK-5 ³	3
EDT 472	Internship in Early Childhood Special Education ⁴	5
EDT 473	Student Teaching in Grades K-5 ⁵	3-12
GEO 204	Geology for Teachers (Satisfies CAP Natural Sciences)	4
HST 251	American History to 1865	3
MTH 204	Mathematical Concepts I ⁶	3
MTH 205	Mathematical Concepts II (Satisfies CAP Mathematics) ⁶	3
MUS 232	Integrating Music into the Curriculum (Satisfies CAP Arts)	3
SCI 190	The Physical Universe (Satisfies CAP Natural Sciences)	3
SCI 190L	The Physical Universe Laboratory	1
SCI 230	Organisms, Evolution & Environment	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, 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) ¹

First-Year Humanities Commons ²	12 cr. hrs.
HST 103 The West & the World	
REL 103 Introduction to Religious and Theological Studies	
PHL 103 Introduction to Philosophy	
ENG 100 Writing Seminar I ³	
Second-Year Writing Seminar ⁴	0-3 cr. hrs.
ENG 200 Writing Seminar II	
Oral Communication	3 cr. hrs.
CMM 100 Principles of Oral Communication	
Mathematics	3 cr. hrs.
Social Science	3 cr. hrs.
SSC 200 Social Science Integrated	
Arts	3 cr. hrs.
Natural Sciences ⁵	7 cr. hrs.
Crossing Boundaries	up to 12 cr. hrs.
Faith Traditions	
Practical Ethical Action Inquiry ⁶	
Integrative	
Advanced Study	
Philosophy and/or Religious Studies (6 cr. hrs.)	
Historical Studies (3 cr. hrs.) ⁷	
Diversity and Social Justice ⁸	3 cr. hrs.
Major Capstone ⁹	0-6 cr. hrs.

¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

² May be completed with ASI 110 and ASI 120 through the Core Program.

³ May be completed with ENG 100A and ENG 100B, by placement.

⁴ May be completed with ENG 114 or ENG 198 or ASI 120.

⁵ Must include two different disciplines and at least one accompanying lab.

⁶ U.S. History AP and CLEP credit will not satisfy this requirement.

⁷ May be completed with ASI 110 and ASI 120 through the Core Program. U.S. History AP and CLEP credit will not satisfy this requirement.

⁸ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁹ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

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 Adolescent 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
EDT 481 Adolescence to Young Adult Assessment	3
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.

Pre-Kindergarten to Grade 5 Intervention Specialist License

The Department of Teacher Education offers the pre-kindergarten to grade 5 intervention specialist program, as an additional licensure option for students who successfully complete the pre-kindergarten to grade 5 education program. Persons earning this license are qualified to teach children ages three through ten 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 Early Childhood Special Education	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, English Language Learners and Emergent Literacy	3
EDT 344	Collaboration with Families, Professionals and Agencies	3
EDT 472	Internship in Early Childhood Special Education	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 426	Reading/Language Arts for Middle Childhood	3
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	
Mathematics		
EDT 427	Mathematics for Middle Childhood	3
MTH 266	Discrete & Finite Mathematics for Middle School Teachers	3
Science (Prerequisites: SCI 190, SCI 190L, SCI 210, & SCI 210L))		
EDT 428	Science for Middle Childhood	3
SCI 230	Organisms, Evolution & Environment	3
SCI 230L	Organisms, Evolution & Environment Laboratory	1
Social Studies		
EDT 429	Social Studies for Middle Childhood	3
HST 251	American History to 1865	3

Certificate in Catholic Education (CED)

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

Certificate in Dyslexia (DYS)

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 Grades PK-5	
EDT 454	Methods of Literacy for Grades PK-5	
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.

Certificate in Early Childhood Leadership and Advocacy (ECL)

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 and Education	3
EDT 462EL	Regulations, Licensing and the Law in Early Care and 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

Certificate in Infant and Toddler Specialist (ITS)

This certificate program is comprised of five 3 semester hour courses that are offered online. The coursework may be taken as a stand alone certificate or may be applied to a degree in Early Childhood Leadership and Advocacy. While the program offers a credential that incorporates research-based practice for any infant and toddler professional, The program was designed with input from Early Head Start professionals. Assignments are tied to the students work with infants and toddlers and serve as a catalyst for continuous improvement.

Required Courses

EDT 311	Curriculum and Instruction for Infants and Toddlers	3
EDT 312	Infant and Toddler Practicum Seminar	3
EDT 316	Attachment, Nurturing, and Resilience and Challenging Behaviors in Infants and Toddlers	3
EDT 344	Collaboration with Families, Professionals and Agencies	3
EDT 465	Internship and Practicum in Early Childhood Administration	3
Total Hours		15

Certificate in Science, Technology, Engineering and Mathematics (STM)

Ohio schools are looking for teachers who have experience in teaching mathematics, science, and engineering using technology. The several licensure programs at UD for Teacher Education are designed to have pre-service teachers take a variety of courses, including a heavy requirement for mathematics and science courses. The senior year methods classes in mathematics and science are now focusing on the integration of these topics through the lens of the engineering process. Application of the available technology now present in Fitz Hall provides an opportunity to imbue pre-service teachers with opportunities to put technology into their teaching. The focus on the STEM fields in the teacher preparation programs addresses the Habits of Inquiry document because students and faculty are observing the signs of the time as they become proficient in integrating across disciplines to use solve problems. The Department of Teacher Education will recognize the cross-disciplinary work of UD teacher education students in three licensure areas with a STEM Certificate, which acknowledges they are knowledgeable in the area of STEM education.

Early Childhood Education¹

EDT 409	Mathematics for 4th and 5th Grades	3
EDT 410	Science for 4th and 5th Grades	3
SCI 230	Organisms, Evolution & Environment	3
SCI 230L	Organisms, Evolution & Environment Laboratory	1
EGR 103	Engineering Innovation	2

Middle Childhood Education¹

EDT 427	Mathematics for Middle Childhood	3
---------	----------------------------------	---

or EDT 409	Mathematics for 4th and 5th Grades	
EDT 428	Science for Middle Childhood	3
or EDT 410	Science for 4th and 5th Grades	
SCI 230	Organisms, Evolution & Environment	3
SCI 230L	Organisms, Evolution & Environment Laboratory	1
MTH 266	Discrete & Finite Mathematics for Middle School Teachers	3

Adolescent to Young Adult ¹

EDT 432	Integrated Mathematics Methods for Adolescence to Young Adult	3
or EDT 434	Science Methods for Adolescence to Young Adult	
EDT 432L	Integrated Mathematics Methods AYA (7-12) Field Internship	1-2
or EDT 434L	Science Methods for AYA (7-12) Field Internship	

¹ **STEM Integration Project Requirement** The STEM Integration Project is required of all students who receive a STEM Certificate. It will be a 5-lesson unit which integrates developmentally appropriate key concepts and content standards in the STEM disciplines. It will coincide with a significant teaching experience in the senior block.

Certificate in Teaching English to Speakers of Other Languages (TSL)

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

Certificate in Urban Teacher (UTC)

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:

EDT 322		
or SOC 310	Perspectives on Education and Social Justice	
HST 352	Family History	
HST 355	American Urban History	
HST 371	Labor and Working Class History	
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 & Individually Appropriate Practice ¹	
EDT 313L	Intermediate (Grades 4-5) Field Internship	
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 (p. 15)
- Bachelor of Science in Education (p.), Early Childhood (p.)
- Bachelor of Science in Education (p. 15), Foreign Language (p. 3)
- Bachelor of Science in Education (p. 16), Intervention Specialist (p. 5)
- Bachelor of Science in Education, Middle Childhood/Intervention Specialist (p. 1)
- Bachelor of Science in Education (p.), Middle Childhood (p. 6)d
- Bachelor of Science in Education, Pre-Kindergarten to Grade 5 (p. 15)
- Bachelor of Science in Education (p. 17), Secondary Catholic Religion (p. 10)

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
SSC 200	3 ENG 200	3
Concentration	12 Concentration	9
	18	18
Third Year		
Fall	Hours Spring	Hours
EDT 338	3 EDT 305	3
EDT 338L	0 EDT 323	3
EDT 340	3 CAP Arts	3
EDT 340L	0 Concentration	9
CAP Adv Rel/Faith Traditions	3	
Concentration	6	
	15	18
Fourth Year		
Fall	Hours Spring	Hours
EDT 459	3 EDT 475	12
EDT 481	3 EDT 436	3
EDT Special Methods	3	
EDT Special Methods Lab	1	

Concentration	6	
	16	15

Total credit hours: 132

Pre-Kindergarten to Grade 5

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
EDT 340	3 EDT 305	3
EDT 340L	0 SCI 230	3
MUS 232	3 Faith Traditions/ Adv Religious Studies	3
VAE 101	3 HST 251	3
ENG 200	3	
SSC 200	3	
	18-19	15
Third Year		
Fall	Hours Spring	Hours
EDT 341	3 EDT 313	3
EDT 350	3 EDT 313L	0-1
EDT 344	3 EDT 317	2
EDT 450	3 EDT 453	3
Focus Area	6 Focus Area	9
	18	17-18
Fourth Year		
Fall	Hours Spring	Hours
EDT 412	3 EDT 473 or 473 and 472	12-15
EDT 413	2 EDT 416	3
EDT 414	3	
EDT 415	3	
EDT 415L	1	
EDT 454	3	
Focus Area	3	
	18	15-18

Total credit hours: 134-139

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	ENG 200	3
CAP Natural Science	3	CAP Adv Historical Study	3
CAP Social Science	3	CAP Inquiry	3
Concentration	3	Concentration	6
	15		18
Third Year			
Fall	Hours	Spring	Hours
EDT 340	3	EDT 305	3
EDT 340L	0	LNG 330	4
LNG 468	3	Concentration	9
LNG 320	2		
CAP Arts	3		
Concentration	6		
	17		16
Fourth Year			
Fall	Hours	Spring	Hours
EDT 433	3	EDT 471	12
EDT 433L	1	EDT 436	3
Concentration	12		
	16		15

Total credit hours: 129

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 484	0-3
EDT 442L	0-1		
EDT 443	2		
EDT 444	3		
EDT 454	3		
	13-15		12-15

Total credit hours: 120-126

Middle Childhood/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
MTH 207	3	REL 103	3
PHL 103	3	GEO 204	4
SCI 190	3	VAE 232	3
SCI 190L	1		
	17		16
Second Year			
Fall	Hours	Spring	Hours
EDT 222	3	ENG 200	3
EDT 222L	0	Adv. PHL/ REL and Faith Traditions	3
EDT 305	3	Concentration	12
SSC 200	3		
CAP ADV Historical St.	3		
Concentration	6		
	18		18
Third Year			
Fall	Hours	Spring	Hours
EDT 321	3	EDT 425	3
EDT 321L	0	EDT 450	3
EDT 350	3	EDT 441	3
EDT 340	3	EDT 441L	0
EDT 340L	0	EDT 455	3
Concentration	9	Concentration	6
	18		18
Fourth Year			
Fall	Hours	Spring	Hours
EDT 426, 427, 428, or 429	3	EDT 423	3
EDT 426, 427, 428, or 429	3	EDT 474	9
EDT 442	2	EDT 476	6
EDT 442L	0		
EDT 444	3		
EDT 452	3		
EDT 452L	0		
Concentration	3		
	17		18

Total credit hours: 140

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
PHL 103	3 REL 103	3
MTH 207	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. PHL/ REL and Faith Traditions	3
SSC 200	3 Concentration	9
CAP Adv Historical Study Concentration	3 6	
	15	15
Third Year		
Fall	Hours Spring	Hours
EDT 321	3 EDT 305	3
EDT 321L	1 EDT 425	3
EDT 340	3 EDT 425L	0
EDT 350	3 EDT 450	3
Concentration	6 EDT 455 Concentration	3 6
	16	18
Fourth Year		
Fall	Hours Spring	Hours
EDT 426, 427, 428, or 429	3 EDT 474	12
EDT 426, 427, 428, or 429	3 EDT 423	3
EDT 452	3	
EDT 452L	0	
Concentration	6	
	15	15

Total credit hours: 127

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	
	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
REL 281, 282, 283, 284, or UDI 419	1	
REL Doctrine	3	
REL 327, 328, or 329	3	
	16	16
Fourth Year		
Fall	Hours Spring	Hours
EDT 331L	0 EDT 475	12
EDT 459	3 EDT 436	3
EDT 481	3	
Elective	9	
	15	15

Total credit hours: 126

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. Current educational issues, the Ohio Standards for the Teaching Profession and other professional standards, developing a community of learners, service learning and teaching incorporating the Marianist traditions are other topics of the course. Field experience: 20 hours. Students must register for EDT 110 Lab.

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.

EDT 207. Child and Adolescent in Education. 3 Hours

Study of the empirical principles of childhood through adolescent development as related to performance in the classroom. Interpretations for appropriate generic teaching behaviors and developmental causes of behavior programs, are discussed. Field experience required.

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

Study of the empirical principles of intellectual, moral, physical, personality, and social development as related to performance in the classroom. Interpretations for appropriate generic teaching behaviors and developmental causes of behavior problems, are discussed. Field experience required.

EDT 211. Child Development: Birth to Grade 5. 3 Hours

This course focuses on the study of typical physical, motor, social-emotional, and aesthetic development of children from preconception through grade 5. 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 need of children and their families. This course relies on field experience to be completed at the Bombeck Family Learning Center.

EDT 211L. Child Development: Birth to Grade 5 Laboratory. 0-1 Hours

This practicum experience is one semester (3 hours a week) of a yearlong field experience held in conjunction with EDT 211 and EDT 212. Only students who have been accepted to the PK-5 Education program are eligible. During registration, students should sign up for a weekly time slot at the Bombeck Family Learning Center. All current requirements of ODJFS for Child Care staff members are required including a background check. Form are available at the Bombeck Family Learning Center website.

EDT 212. Childhood Theory and Practice. 3 Hours

This course is an introduction to the theory base that drives developmentally appropriate practice for working with children birth through 5th grade. It extends knowledge of how children develop and learn across all developmental domains. Teacher education students will learn the basic principles of planning and implementing developmentally appropriate curriculum and instruction based on knowledge of individual children, families and the community.

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

This lab is offered in conjunction with the EDT 212 course which is an introduction to the theory base that drives developmentally appropriate practice for working with children birth through grade 5. It extends knowledge of how children develop and learn across all developmental domains. PK-5 education students will learn the basic principles of planning and implementing developmentally appropriate curriculum and instruction based on knowledge of individual children, families and the community.

EDT 222. Middle Childhood to Young Adult Development in a Diverse Society. 3 Hours

Examination of the development of the preadolescent and adolescent child within the United States context with an emphasis on socioeconomic diversity. Field experience EDT 222L: 20 hours.

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

This lab course consists of planned field experiences providing candidates taking EDT 222 the opportunity for field observations, activities, and reflections related to middle childhood, young adolescent and young adult development in school settings.

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.

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 311. Curriculum and Instruction for Infants and Toddlers. 3 Hours

Students will explore the standards for the field of infant and toddler care and education and design curriculum and environments that reflect current research-based practice. Critical reflection on practice and team collaboration will be emphasized.

EDT 312. Infant and Toddler Practicum Seminar. 3 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 & Individually Appropriate Practice. 3 Hours

This course focuses on integrated curriculum and instructional practices for children from Preschool to Grade 5 in the following Ohio Early Learning and Development domains: social-emotional, approaches toward learning, physical well-being and motor, cognitive development and general knowledge, language and literacy. Students will expand their ability to use and explain developmentally appropriate methods that include child directed play, small group learning, and inquiry-based learning experiences to help children develop intellectual curiosity, solve problems, and become effective members of a learning community. Other course topics include: communication with families; home culture and diversity; child observation and documentation; guiding behaviors and integrated curriculum, with reference to the Ohio Learning Standards.

EDT 313L. Intermediate (Grades 4-5) Field Internship. 0-1 Hours

FIELD-BASED EXPERIENCE: a minimum of 30 field hours (or as many as is needed to complete assignments) in a 4th or 5th grade classroom. Experiences will provide candidates with an opportunity to work with children and teachers in high need schools. Candidates will develop skills in implementing developmentally appropriate, assessment supported and standards based instruction. Candidates will design instruction and will work with a peer partner as part of an educational team.

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 6) 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.

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 316. Attachment, Nurturing, and Resilience and Challenging Behaviors in Infants and Toddlers. 3 Hours

Research is clear that respectful and responsive relationships and interactions are critical to brain development in young children. This course will focus on strategies that support the development of attachment between very young children and adults and nurturing behaviors that foster resilience.

EDT 317. Integrating the Arts in Curriculum. 2 Hours

This course will provide opportunities for Pre-Kindergarten to Grade 5 majors to integrate the arts throughout the curriculum in meaningful ways. Music, dance, drama and visual arts will be used to represent what children know and are able to do as well as provide an opportunity to recognize and appreciate cultural difference in artistic expression. Candidates will create aesthetically pleasing newsletters and websites to communicate with families and to market their program.

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

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

EDT 321. Classroom Environment for Middle Childhood. 3 Hours

This course is the study of the middle childhood student within the classroom environment. Theories of learning and practical applications, motivation, classroom management and discipline, lesson and unit planning, teaching methodologies and assessment are examined and practiced. Field experience: 20 hours.

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.

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

This Inquiry course gives students a set of lenses to critically evaluate contemporary issues around schools and schooling from a social justice perspective. The course focuses on educational and social scientific research methodologies used for investigating educational inequalities.

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 324. Education and World Religions. 3 Hours

An examination of how world religions approach education, how they educate adherents in the religion, and how they conceive of and teach virtues. The intersection of faith and culture, and the position of religion in contemporary American education are also addressed.

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 provides a foundation in instructional planning, classroom assessment, and classroom management grounded in research-based knowledge of student learning and motivation. Students will engage in writing, teaching, and reflecting on the efficacy of lessons and assessments. Field experience.

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.

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.

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.

EDT 341. Language Development, English Language Learners 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 and English Language Learners.

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.

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.

EDT 344. Collaboration with Families, Professionals and Agencies. 3 Hours

This course will explore the complex relationships that exist in home-school partnerships as well as strategies that increase family engagement. The role of families and parents in child rearing and discipline, the impact of culture in understanding how parents view and carry out these responsibilities and protective factors that contribute to child development and resilience in difficult situations will be addressed. The cycle of abuse and child abuse prevention will be discussed. Students will participate in a family-focused service-learning project in a neighborhood school center, urban Catholic school or social service agency. Prerequisite(s): EDT 321 and EDT 321L.

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.

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.

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.

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.

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. Prerequisite(s): EDT 313 and EDT 313L.

EDT 415L. Primary (K-3) Field Internship. 0-1 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.

EDT 416. Grades PK-5 Education 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 Prek-3 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 national teacher performance assessment. Field experience: Full time clinical experience in a Prek-3 classroom for 15 weeks. Prerequisite(s): EDT 412, EDT 413, EDT 414, EDT 415, EDT 415L, EDT 454.

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.

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.

EDT 423. Middle Childhood/Middle Childhood Intervention Specialist 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 for 15 weeks. Prerequisite(s): EDT 426 or EDT 427 or EDT 428 or EDT 429.

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 (9-14 year olds), grades 4-9. It is designed to present the theoretical knowledge base about middle level (school) education. Issues and concerns, current trends and the essential elements relating to middle level education will be discussed throughout the semester of study. A variety of inquiry methods will be modeled that encourage critical thinking skills.

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.

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

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

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.

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.

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.

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.

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.

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 new academic learning 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.

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.

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.

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.

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.

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.

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.

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.

EDT 436. Adolescent to Young Adult Capstone Seminar. 3 Hours

This capstone seminar focuses on vocation, scholarship, and practical wisdom needed for mastery of instructional planning, incorporation of developmental appropriate strategies, along with data-driven assessment and evaluation techniques and content area pedagogy. 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 an Adolescent to Young Adult classroom. Prerequisite(s): EDT 431 or EDT 432 or EDT 433 or EDT 434 or EDT 435.

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. 1-3 Hours

This course provides opportunities to practice planning, instruction and assessment in an ESOL classroom under the mentorship of an experienced ESOL teacher.

EDT 439. EAS Capstone. 3 Hours

The Education and Allied Studies capstone is a project that concludes with a presentation in the scholarship, activity and/or practice related to the major. Students will present their work in a forum appropriate to the major. Prerequisite(s): Senior status.

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

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

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

This lab focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques used by intervention specialists in inclusive and more restrictive settings to address K-12 content area standards. 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.

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 and EDT 321L.

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.

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 and EDT 321L.

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 and EDT 321L.

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.

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.

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 452L. Digital Literacies, ELL and Content Reading Strategies Lab. 0 Hours

In this course lab, 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 in middle level school settings.

EDT 453. Introduction to Literacy for Grades PK-5. 3 Hours

Study of appropriate instruction and assessment supporting the literacy development of children grades PK-5. Major emphasis is on developing the knowledge base related to a comprehensive framework for literacy instruction, including reading, writing and content area literacy, with a focus on instruction supporting emerging and early readers and writers.

EDT 454. Methods of Literacy for Grades PK-5. 3 Hours

The continued study of appropriate instruction and assessment supporting the literacy development of children grades PK-5, 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.

EDT 455. Reading, Writing, and Assessment in the Content Areas K-12. 3 Hours

Study of appropriate instruction and assessment supporting the literacy development of children K-12. Major emphasis is on developing the knowledge base related to a comprehensive framework for literacy instruction, including reading, writing, and content area literacy, with a focus on instruction supporting struggling readers and writers across the grade levels.

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.

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.

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 and EDT 338L.

EDT 460. 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.

EDT 460L. 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.

EDT 461. 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.

EDT 461L. 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.

EDT 462. 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.

EDT 462L. 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.

EDT 463. 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.

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

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

EDT 464. 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.

EDT 465. Internship and Practicum in Early Childhood Administration. 3 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.

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.

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.

EDT 472. Internship in Early Childhood Special Education. 5-12 Hours

Supervised and evaluated teaching in an early childhood special education setting (age 3 to grade 5). 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 to 5th grade age children with special needs. Field experience required.

EDT 473. Student Teaching in Grades K-5. 10-12 Hours

The student teaching experience is a full-time, evaluated experience in a Kindergarten through grade 5 setting. The candidate will demonstrate the knowledge, skills and dispositions required of a beginning PK-5 teacher.

EDT 474. Student Teaching- Middle Childhood. 9-12 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.

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.

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.

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.

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.

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 338 and EDT 338L.

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.

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.

EDT 486. Comparative Study-Public Education. 3 Hours

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

EDT 498. Honors Thesis. 3 Hours

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

EDT 499. Honor Thesis. 3 Hours

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