

# TEACHER EDUCATION

## Majors:

- Bachelor of Science in Education, Adolescence to Young Adult Education (p. 1)
- Bachelor of Science in Education (p. 8), Early Childhood Leadership and Advocacy (p. 8)
- Bachelor of Science in Education (p. 10), Intervention Specialist (p. 10)
- Bachelor of Science in Education (p. 11), Middle Childhood Education (p. 11) \*
- Bachelor of Science in Education, Middle Childhood Education/ Intervention Specialist (p. 14) \*
- Bachelor of Science in Education, Pre-Kindergarten to Grade 5 (p. 15)
- Bachelor of Science in Education (p. 17), Secondary Catholic Religion Education (p. 17)
- Bachelor of Science in Education (p. 9), World Language Education (p. 9)

\*No new students will be admitted to this degree program for this academic year.

## Additional Educator Preparation Option:

- Pre-Kindergarten to Grade 5 Intervention Specialist (p. 18)

## Endorsements:

- Middle Childhood Generalist (p. 19)
- Prekindergarten Special Needs (p. 19)

## Certificates:

- Catholic Education (p. 19)
- Dyslexia (p. 19)
- Early Childhood Leadership and Advocacy (p. 20)
- Infant and Toddler Specialist (p. 20)
- Science, Technology, Engineering and Mathematics (p. 20)
- Teaching English to Speakers of Other Languages (p. 20)
- Urban Teacher (p. 21)

## Faculty

Treavor Bogard, Chairperson

Professors Emeriti: Bowman, Collopy, Hart, Herrelko, Kinnucan-Welsch, Kelly, Lasley, Rowley, Sudzina, Talbert-Johnson, White, Weaver

Professors: Adams, Arnold, Sableski

Associate Professors: Bogard, Gallagher, Gold, Lawless-Frank, McIntosh, Nenonene

Assistant Professors: Butler, Falk, Mills, Winn

The University of Dayton's Department of Teacher Education prepares teachers for the PK-5, middle, and secondary grade levels. In addition, the department offers multi-age programs in intervention specialist (special education), grades K-12, and world 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 be approved for the pre-service permit through the Ohio Department of Education and Workforce.

## 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. Completion of the student teaching experience is required for a student to graduate with a major in a licensure area.
2. 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 and be recommended to continue in the education program
  - 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
  - Candidates must earn grade of C- or higher in all EDT courses
  - Candidates must earn a grade of S in all EDT laboratories prior to entry into the culminating clinical experience
  - Absences in a teacher education course cannot exceed 13%

## 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 with a major 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 in the adolescence to young adult education program is required to have a single comprehensive teaching concentration. The number of semester hours to complete the teaching field requirements varies across concentrations.

Adolescence to young adult education teaching fields include:

- Integrated Language Arts (p. 3)
- Integrated Mathematics (p. 3)
- **Integrated Social Studies**
- Chemistry (p. 4)
- Chemistry/Physics (p. 4)
- Physics (p. 4)
- Earth Sciences/Chemistry (p. 5)
- Earth Sciences/Physics (p. 5)
- Earth Sciences (p. 5)
- Life Sciences/Chemistry (p. 6)
- Life Sciences/Earth (p. 6)
- Life Sciences/Physics (p. 7)
- Life Sciences
- Physical Sciences/Chemistry
- Physical Sciences/Physics
- Physical Sciences/Physics & Chemistry
- Integrated Science (This license can only be completed in conjunction with another science area concentration. It is not a stand-alone program.) (p. 7)

The Common Academic Program (CAP) is an innovative curriculum that is the foundation of a University of Dayton education. It is a learning experience that is shared in common among all undergraduate students, regardless of their major. Some CAP requirements must be fulfilled by courses taken at UD. Some major requirements must also be fulfilled by courses taken at UD. Students should consult with their advisor regarding applicability of transfer credit to fulfill CAP and major program requirements.

#### Common Academic Program (CAP) <sup>1</sup>

First-Year Humanities Commons <sup>2</sup>	6	cr. hrs.
HUM 101 Chaminade Seminar: Reading and Responding to the Signs of the Times		
HUM 102 Marie Thérèse Seminar: Human Dignity and the Common Good		
Second-Year Writing Seminar	3	cr. hrs.
Oral Communication	3	cr. hrs.
Mathematics	3	cr. hrs.
Social Science	3	cr. hrs.
Arts	3	cr. hrs.
Natural Science <sup>3</sup>	4	cr. hrs.

Crossing Boundaries	9	cr. hrs.
Faith Traditions (3 cr. hrs.)		
Practical Ethical Action (3 cr. hrs.)		
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>		
Advanced Study	9	cr. hrs.
Religious Studies (3 cr. hrs.)		
Philosophical Studies (3 cr. hrs.)		
Historical Studies (3 cr. hrs.)		
Diversity and Social Justice <sup>5</sup>	3	cr. hrs.
Major Capstone <sup>6</sup>	0-6	cr. hrs.
Experiential Learning <sup>7</sup>	0-3	cr. hrs.

- <sup>1</sup> 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.
- <sup>2</sup> May be completed with ASI 110 through the Core Program.
- <sup>3</sup> Must include a lecture course and an accompanying lab.
- <sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.
- <sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- <sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.
- <sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

#### Major Requirements

EDT 101	Introduction to the University	0
EDT 109	Personal Aspects of Teaching	3
EDT 110	The Profession of Teaching <sup>1</sup>	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 <sup>1</sup>	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) <sup>1</sup>	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT	Content methods in teaching field <sup>1,3</sup>	3
EDT	Content methods laboratory course	1
EDT 436	Adolescent to Young Adult Capstone Seminar (Satisfies CAP Capstone)	3
EDT 459	Critical Reading and Writing in the Content Area <sup>2</sup>	3
EDT 481	Adolescence to Young Adult Assessment	3
EDT 475	Student Teaching-Adolescence to Young Adult <sup>3</sup>	12
Concentration Courses Required		
<b>Total Hours</b>		<b>43</b>

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

<sup>2</sup> EDT 459 and content methods in teaching field must be taken concurrently and at the University of Dayton.

<sup>3</sup> Students will have a required seminar throughout the semester.

## Integrated Language Arts Concentration

Students will automatically earn a double major in English and Teacher Education.

### Pedagogy

EDT 431	Integrated Language Arts Methods for Adolescence to Young Adult	3
EDT 431L	Integrated Language Arts Methods AYA (7-12) Field Internship	1
EDT 436	Adolescent to Young Adult Capstone Seminar (Writing/Composition)	3

### Writing /Composition

ENG 200	Writing Seminar II	3
or ENG 114	First-Year Writing Seminar	
or ENG 198	Honors Writing Seminar	
or ASI 120	The Development of Western Culture in a Global Context	
ENG 220	Foundations of Textual Analysis & Research	3
ENG 280	Introduction to Creative Writing	3

### Media

THR 105	Theatre Appreciation	3
or EDT 417	Theatre in Education	
or FLM 201	Introduction to Film	
ENG 375	Writing for the Web	3
or ENG 408	Social Media	

### Language

ENG 250	English Grammar for Writing & Teaching	3
ENG 307	Varieties of English	3
or ENG 466	TESOL Methods for Teaching English Language Learners	
or ENG 351	Introduction to Linguistics	
or ENG 353	A Cultural History of the English Language	

### Exploring Diversity Through Literature

ENG 333	Images of Women in Literature	3
or ENG 335	African American Literature	
or ENG 336	Gender and Fiction	
or ENG 339	American Indian Literature	
or ENG 340	US Prison Literature and Culture	
or ENG 341	Asian American Literature	
or ENG 345	Colonial & Postcolonial Literature	
or ENG 346	Literature & Human Rights	
or ENG 347	Young Adult Literature	
or ENG 360	US Latinx Literature	
or ENG 396	Love & LGBTQ+ Literature	

### Literature

ENG 386	Theories of Language and Power	3
ENG 301	Survey of Early English Literature	3
ENG 302	Survey of Later British Literature	3
ENG 303	Survey of Early American Lit	3
ENG 304	Survey of Later American Lit	3
ENG 362	Shakespeare	3

**Total Hours** **49**

## Integrated Mathematics Concentration

### Pedagogy

EDT 432	Integrated Mathematics Methods for Adolescence to Young Adult	3
EDT 436	Adolescent to Young Adult Capstone Seminar <sup>*</sup>	3

### Mathematics

MTH 168	Analytic Geometry & Calculus I	4
MTH 169	Analytic Geometry & Calculus II	4
MTH 218	Analytic Geometry & Calculus III	4
MTH 308	Foundations & Discrete Mathematics	3
MTH 310	Linear Algebra & Matrices	3
MTH 361	Introduction to Abstract Algebra	3
MTH 370	Introduction to Higher Geometry	3
MTH 395	Development of Mathematical Ideas	3
MTH 411	Probability & Statistics I	3
EDT 489	AYA Math Content for Teaching	3

Choose one of the following 3

MTH 219	Applied Differential Equations	
MTH 328	Actuarial Probability Seminar	
MTH 330	Intermediate Analysis	
MTH 342	Set Theory	
MTH 367	Statistical Methods I	
MTH 376	Number Theory	
MTH 403	Boundary Value Problems	
MTH 404	Complex Variables	
MTH 412	Probability & Statistics II	
MTH 435	Advanced Multivariate Calculus	
MTH 465	Linear Algebra	
MTH 466	Graph Theory & Combinatorics	
MTH 467	Combinatorial Design Theory	
MTH 471	Topology	

CPS 132	Computer Programming for Engineering & Science	3
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or CPS 150	Algorithms & Programming I	
<b>Total Hours</b>		<b>45</b>

\* Also listed as an AYA major requirement

## Chemistry Concentration

### Pedagogical Requirements (4 credits)

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

### Chemistry Requirements (30 Credits)

CHM 123	General Chemistry I	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry II	3
CHM 124L	General Chemistry II Laboratory	1
CHM 201	Quantitative Analysis	3
CHM 201L	Quantitative Analysis Laboratory	1
CHM 302	Physical Chemistry	3
CHM 313	Organic Chemistry	3
CHM 313L	Organic Chemistry Laboratory	1
CHM 480	Professional Practices Seminar	1

**Additional Credits in Chemistry 2xx, 3xx, or 4xx to make 30 credits** 10

### Supporting Science & Mathematics Requirements (28 credits)

BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152	Concepts of Biology II: Evolution & Ecology	3
GEO 115	Physical Geology	3
GEO 115L	Physical Geology Laboratory	1
PHY 201	College Physics I	3
PHY 201L	College Physics Laboratory I	1
PHY 202	College Physics II	3
PHY 202L	College Physics Laboratory II	1
MTH 148	Introductory Calculus I	3
MTH 149	Introductory Calculus II	3
MTH 367	Statistical Methods I	3

### Technology Requirements:

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** 62

## Dual Chemistry/Physics Concentration

### Pedagogy Requirements (5 credits)

EDT 434	Science Methods for Adolescence to Young Adult	3
EDT 434L	Science Methods for AYA (7-12) Field Internship	1-2
CHM 480	Professional Practices Seminar	1
or PHY 480	Physics Capstone	

### Chemistry Requirements (22 credits)

CHM 123	General Chemistry I	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry II	3
CHM 124L	General Chemistry II Laboratory	1
CHM 201	Quantitative Analysis	3

CHM 201L	Quantitative Analysis Laboratory	1
CHM 302	Physical Chemistry	3
CHM 313	Organic Chemistry	3
CHM 313L	Organic Chemistry Laboratory	1

Additional Credits in Chemistry 2xx, 3xx, or 4xx to make 22 credits 3

### Physics Requirements (20 credits)

PHY 206	General Physics I - Mechanics	3
PHY 207	General Physics II - Electricity & Magnetism	3
PHY 208	General Physics III- Thermodynamics, Waves, and Fluids	3

PHY 210L	General Physics Laboratory I	1
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PHY 211L	General Physics Laboratory II	1
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PHY 250	Descriptive Astronomy	3-4
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PHY 321	General Physics IV - Modern Physics	3
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Additional Credits in Physics 2xx, 3xx, or 4xx to make 20 credits 3

### Supporting Science & Mathematics Requirements (23 credits)

BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1

BIO 152	Concepts of Biology II: Evolution & Ecology	3
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GEO 115	Physical Geology	3
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GEO 115L	Physical Geology Laboratory	1
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MTH 168	Analytic Geometry & Calculus I	4
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MTH 169	Analytic Geometry & Calculus II	4
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MTH 218	Analytic Geometry & Calculus III	4
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### Technology Requirements:

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** 70-72

## Physics Concentration

### Pedagogy Requirements (4 Credits)

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

### Physics Requirements (30 Credits)

PHY 206	General Physics I - Mechanics	3
PHY 207	General Physics II - Electricity & Magnetism	3
PHY 208	General Physics III- Thermodynamics, Waves, and Fluids	3

PHY 210L	General Physics Laboratory I	1
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PHY 211L	General Physics Laboratory II	1
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PHY 250	Descriptive Astronomy	3
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PHY 321	General Physics IV - Modern Physics	3
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PHY 480	Physics Capstone	1
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**Additional Credits in Physics 2xx, 3xx, or 4xx to make 30 credits** 12

### Supporting Science & Mathematics Requirements (34 credits)

BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1

BIO 152	Concepts of Biology II: Evolution & Ecology	3
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CHM 123	General Chemistry I	3
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CHM 123L	General Chemistry Laboratory	1
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CHM 124	General Chemistry II	3
CHM 124L	General Chemistry II Laboratory	1
GEO 115	Physical Geology	3
GEO 115L	Physical Geology Laboratory	1
MTH 168	Analytic Geometry & Calculus I	4
MTH 169	Analytic Geometry & Calculus II	4
MTH 218	Analytic Geometry & Calculus III	4
MTH 219	Applied Differential Equations	3

**Technology Requirements:**

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** **68**

**Dual Earth Sciences/Chemistry Concentration****Pedagogy Requirements (5 Credits)**

EDT 434	Science Methods for Adolescence to Young Adult	3
EDT 434L	Science Methods for AYA (7-12) Field Internship	1-2
CHM 480	Professional Practices Seminar	1

**Chemistry Requirements (22 credits)**

CHM 123	General Chemistry I	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry II	3
CHM 124L	General Chemistry II Laboratory	1
CHM 201	Quantitative Analysis	3
CHM 201L	Quantitative Analysis Laboratory	1
CHM 302	Physical Chemistry	3
CHM 313	Organic Chemistry	3
CHM 313L	Organic Chemistry Laboratory	1
Additional Credits in Chemistry 2xx, 3xx, or 4xx to make 22 credits		3

**Earth & Space Science Requirements (21 credits)**

GEO 103	Principles of Geography	3
GEO 115	Physical Geology	3
GEO 115L	Physical Geology Laboratory	1
GEO 116	Geological History of the Earth	3
GEO 116L	Geological History of the Earth Laboratory	1
GEO 201	Mineralogy	3
GEO 201L	Mineralogy Laboratory	1
GEO 208	Environmental Geology	3
PHY 250	Descriptive Astronomy	3-4

**Supporting Science & Mathematics Requirements (17 credits)**

BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152	Concepts of Biology II: Evolution & Ecology	3
PHY 201	College Physics I	3
PHY 201L	College Physics Laboratory I	1
MTH 148	Introductory Calculus I	3
MTH 149	Introductory Calculus II	3

**Technology Requirements:**

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** **65-67**

**Dual Earth Sciences/Physics Concentration****Pedagogy Requirements (5 credits)**

EDT 434	Science Methods for Adolescence to Young Adult	3
EDT 434L	Science Methods for AYA (7-12) Field Internship	1-2
PHY 480	Physics Capstone	1

**Earth & Space Science Requirements (24 credits)**

GEO 103	Principles of Geography	3
GEO 115	Physical Geology	3
GEO 115L	Physical Geology Laboratory	1
GEO 116	Geological History of the Earth	3
GEO 116L	Geological History of the Earth Laboratory	1
GEO 201	Mineralogy	3
GEO 201L	Mineralogy Laboratory	1
GEO 208	Environmental Geology	3
PHY 250	Descriptive Astronomy	3-4

**Physics Requirements (17 credits)**

PHY 206	General Physics I - Mechanics	3
PHY 207	General Physics II - Electricity & Magnetism	3
PHY 208	General Physics III- Thermodynamics, Waves, and Fluids	3
PHY 210L	General Physics Laboratory I	1
PHY 211L	General Physics Laboratory II	1
PHY 321	General Physics IV - Modern Physics	3
Additional Credits in Physics 2xx, 3xx, or 4xx to make 17 credits		3

**Supporting Science & Mathematics Requirements (27 credits)**

BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152	Concepts of Biology II: Evolution & Ecology	3
CHM 123	General Chemistry I	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry II	3
CHM 124L	General Chemistry II Laboratory	1
MTH 168	Analytic Geometry & Calculus I	4
MTH 169	Analytic Geometry & Calculus II	4
MTH 218	Analytic Geometry & Calculus III	4

**Technology Requirements:**

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** **70-72**

**Earth Sciences Concentration****Pedagogy Requirements: (4 Credits)**

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

**Earth & Space Science Requirements (27 Credits)**

GEO 103	Principles of Geography	3
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GEO 115	Physical Geology	3
GEO 115L	Physical Geology Laboratory	1
GEO 116	Geological History of the Earth	3
GEO 116L	Geological History of the Earth Laboratory	1
GEO 201	Mineralogy	3
GEO 201L	Mineralogy Laboratory	1
GEO 208	Environmental Geology	3
PHY 250	Descriptive Astronomy	3
Additional Credits in Geology 2xx, 3xx, or 4xx to make 27 credits		6
<b>Supporting Science &amp; Mathematics Requirements (29 credits)</b>		
BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152	Concepts of Biology II: Evolution & Ecology	3
CHM 123	General Chemistry I	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry II	3
CHM 124L	General Chemistry II Laboratory	1
PHY 201	College Physics I	3
PHY 201L	College Physics Laboratory I	1
PHY 202	College Physics II	3
PHY 202L	College Physics Laboratory II	1
MTH 148	Introductory Calculus I	3
MTH 149	Introductory Calculus II	3

**Technology Requirements:**

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** 60

**Dual Life Sciences/Chemistry Concentration****Pedagogy Requirements (5 credits)**

EDT 434	Science Methods for Adolescence to Young Adult	3
EDT 434L	Science Methods for AYA (7-12) Field Internship	1-2
CHM 480	Professional Practices Seminar	1
or BIO 420	Biology Capstone Seminar	

**Chemistry Requirements (22 credits)**

CHM 123	General Chemistry I	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry II	3
CHM 124L	General Chemistry II Laboratory	1
CHM 201	Quantitative Analysis	3
CHM 201L	Quantitative Analysis Laboratory	1
CHM 302	Physical Chemistry	3
CHM 313	Organic Chemistry	3
CHM 313L	Organic Chemistry Laboratory	1
Additional Credits in Chemistry 2xx, 3xx, or 4xx to make 22 credits		3

**Life Science Requirements (25 credits)**

BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152	Concepts of Biology II: Evolution & Ecology	3

BIO 152L	Concepts of Biology Laboratory II: Evolution & Ecology	1
BIO 301	Evolution	3
BIO 310	Ecology	3
BIO 310L	Ecology Laboratory	1
BIO 312	General Genetics	3
BIO 312L	Genetics Laboratory	1
HSS 206	Fundamentals of Human Anatomy and Physiology	3
Additional Credits in Biology 2xx, 3xx, or 4xx to make 25 credits		3
<b>Supporting Science and Mathematics Requirements (18 credits)</b>		
GEO 115	Physical Geology	3
GEO 115L	Physical Geology Laboratory	1
PHY 201	College Physics I	3
PHY 201L	College Physics Laboratory I	1
PHY 202	College Physics II	3
PHY 202L	College Physics Laboratory II	1
MTH 148	Introductory Calculus I	3
MTH 149	Introductory Calculus II	3

**Technology Requirements:**

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** 70-71

**Dual Life Sciences/Earth Sciences Concentration****Pedagogy Requirements (5 credits)**

EDT 434	Science Methods for Adolescence to Young Adult	3
EDT 434L	Science Methods for AYA (7-12) Field Internship	1-2
BIO 420	Biology Capstone Seminar	1

**Earth & Space Science Requirements (24 credits)**

GEO 103	Principles of Geography	3
GEO 115	Physical Geology	3
GEO 115L	Physical Geology Laboratory	1
GEO 116	Geological History of the Earth	3
GEO 116L	Geological History of the Earth Laboratory	1
GEO 201	Mineralogy	3
GEO 201L	Mineralogy Laboratory	1
GEO 208	Environmental Geology	3
PHY 250	Descriptive Astronomy	3-4
Additional Credits in Geology 2xx, 3xx, or 4xx		3

**Life Science Requirements (25 credits)**

BIO 151	Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L	Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152	Concepts of Biology II: Evolution & Ecology	3
BIO 152L	Concepts of Biology Laboratory II: Evolution & Ecology	1
BIO 301	Evolution	3
BIO 310	Ecology	3
BIO 310L	Ecology Laboratory	1
BIO 312	General Genetics	3
BIO 312L	Genetics Laboratory	1
HSS 206	Fundamentals of Human Anatomy and Physiology	3

Additional Credits in Biology 2xx, 3xx, or 4xx to total 25 credits	3
<b>Supporting Science and Mathematics Requirements (18 credits)</b>	
CHM 123 General Chemistry I	3
CHM 123L General Chemistry Laboratory	1
CHM 124 General Chemistry II	3
CHM 124L General Chemistry II Laboratory	1
PHY 201 College Physics I	3
PHY 201L College Physics Laboratory I	1
MTH 148 Introductory Calculus I	3
MTH 149 Introductory Calculus II	3

**Technology Requirements:**

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** 72-74

**Dual Life Sciences/Physics Concentration****Pedagogy Requirements (5 credits)**

EDT 434 Science Methods for Adolescence to Young Adult	3
EDT 434L Science Methods for AYA (7-12) Field Internship	1-2
BIO 420 Biology Capstone Seminar	1
or PHY 480 Physics Capstone	

**Life Science Requirements (25 credits)**

BIO 151 Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152 Concepts of Biology II: Evolution & Ecology	3
BIO 152L Concepts of Biology Laboratory II: Evolution & Ecology	1
BIO 301 Evolution	3
BIO 310 Ecology	3
BIO 310L Ecology Laboratory	1
BIO 312 General Genetics	3
BIO 312L Genetics Laboratory	1
HSS 206 Fundamentals of Human Anatomy and Physiology	3
Additional Credits in Biology 2xx, 3xx, or 4xx to make 25 credits	3

**Physics Requirements (20 credits)**

PHY 206 General Physics I - Mechanics	3
PHY 207 General Physics II - Electricity & Magnetism	3
PHY 208 General Physics III- Thermodynamics, Waves, and Fluids	3
PHY 210L General Physics Laboratory I	1
PHY 211L General Physics Laboratory II	1
PHY 250 Descriptive Astronomy	3-4
PHY 321 General Physics IV - Modern Physics	3
Additional Credits in Physics 2xx, 3xx, or 4xx to make 20 credits	3

**Supporting Science and Mathematics Requirements (24 credits)**

CHM 123 General Chemistry I	3
CHM 123L General Chemistry Laboratory	1
CHM 124 General Chemistry II	3
CHM 124L General Chemistry II Laboratory	1
GEO 115 Physical Geology	3
GEO 115L Physical Geology Laboratory	1

MTH 168 Analytic Geometry & Calculus I	4
MTH 169 Analytic Geometry & Calculus II	4
MTH 218 Analytic Geometry & Calculus III	4

**Technology Requirements:**

Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.

**Total Hours** 74-76

**Integrated Science Concentration**

This concentration can only be completed in conjunction with another single or dual field AYA science concentration. **It is not a stand-alone concentration.** Select a single- or dual-field concentration and complete all those requirements plus the following courses.

The Ohio Integrated Science License can only be recommended by UD after the single- or dual-field concentration license has been issued.

**Primary Single- or Dual-Field Requirement:** (Complete one of the 10 science concentrations):

**Single-Field Concentrations:** Chemistry (62 credits), Earth and Space Science (60 credits), Life Science (59 credits), Physics (68 credits).

Dual-Field Concentrations: Chemistry-Earth/Space Science (65 credits), Chemistry-Life Science (70 credits), Chemistry-Physics (70 credits), Earth/Space Science-Life Science (72 credits), Earth/Space Science-Physics (70 credits), Life Science-Physics (74 credits).

**Pedagogy Requirements (5 credits)**

EDT 434 Science Methods for Adolescence to Young Adult	3
EDT 434L Science Methods for AYA (7-12) Field Internship	1-2
CHM 480 Professional Practices Seminar	1
or BIO 420 Biology Capstone Seminar	
or PHY 480 Physics Capstone	

**Life Science Requirements (8 credits)**

BIO 151 Concepts of Biology I: Cellular & Molecular Biology	3
BIO 151L Concepts of Biology Laboratory I: Cellular & Molecular Biology	1
BIO 152 Concepts of Biology II: Evolution & Ecology	3
BIO 152L Concepts of Biology Laboratory II: Evolution & Ecology	1

**Earth & Space Science Requirements (7 credits)**

GEO 115 Physical Geology	3
GEO 115L Physical Geology Laboratory	1
GEO 116 Geological History of the Earth	3
or PHY 250 Descriptive Astronomy	

**Chemistry Requirements (12 credits)**

CHM 123 General Chemistry I	3
CHM 123L General Chemistry Laboratory	1
CHM 124 General Chemistry II	3
CHM 124L General Chemistry II Laboratory	1
CHM 313 Organic Chemistry	3
CHM 313L Organic Chemistry Laboratory	1

**Physics Requirements (8 credits)**

PHY 201 College Physics I	3
PHY 201L College Physics Laboratory I	1

PHY 202	College Physics II	3
PHY 202L	College Physics Laboratory II	1
<b>Mathematics Requirements (6-8 credits)</b>		
Note: Take either the MTH 148 & 149 or MTH 168 & 169 sequence.		
MTH 148 & MTH 149	Introductory Calculus I and Introductory Calculus II	6
MTH 168 & MTH 169	Analytic Geometry & Calculus I and Analytic Geometry & Calculus II	8
<b>Technology Requirements:</b>		
Use of computers is required in BIO 151L and BIO 152L. Students who do not possess needed skills should take CPS 111 or a higher-level CPS course.		
<b>Total Hours</b>		<b>54-55</b>

## 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 with a major 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.

The Common Academic Program (CAP) is an innovative curriculum that is the foundation of a University of Dayton education. It is a learning experience that is shared in common among all undergraduate students, regardless of their major. Some CAP requirements must be fulfilled by courses taken at UD. Some major requirements must also be fulfilled by courses taken at UD. Students should consult with their advisor regarding applicability of transfer credit to fulfill CAP and major program requirements.

### Common Academic Program (CAP) <sup>1</sup>

First-Year Humanities Commons <sup>2</sup>		6 cr. hrs.
HUM 101	Chaminade Seminar: Reading and Responding to the Signs of the Times	
HUM 102	Marie Thérèse Seminar: Human Dignity and the Common Good	
Second-Year Writing Seminar		3 cr. hrs.
Oral Communication		3 cr. hrs.
Mathematics		3 cr. hrs.
Social Science		3 cr. hrs.

Arts	3 cr. hrs.
Natural Science <sup>3</sup>	4 cr. hrs.
Crossing Boundaries	9 cr. hrs.
Faith Traditions (3 cr. hrs.)	
Practical Ethical Action (3 cr. hrs.)	
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>	
Advanced Study	9 cr. hrs.
Religious Studies (3 cr. hrs.)	
Philosophical Studies (3 cr. hrs.)	
Historical Studies (3 cr. hrs.)	
Diversity and Social Justice <sup>5</sup>	3 cr. hrs.
Major Capstone <sup>6</sup>	0-6 cr. hrs.
Experiential Learning <sup>7</sup>	0-3 cr. hrs.

- <sup>1</sup> 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.
- <sup>2</sup> May be completed with ASI 110 through the Core Program.
- <sup>3</sup> Must include a lecture course and an accompanying lab.
- <sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.
- <sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- <sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.
- <sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

### 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 460	Early Childhood Program and Personnel Management	3
EDT 460L	Early Childhood Program and Personnel Management Laboratory	1
EDT 461	Supporting Quality Curriculum and Instruction in Early Care and Education	3
or EDT 311	Curriculum and Instruction for Infants and Toddlers	
or EDT 313	Developmentally & Individually Appropriate Practice	
EDT 461L	Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory	1
or EDT 313L	Developmentally Appropriate Practices Lab	
EDT 462	Regulations, Licensing and the Law in Early Care and Education	3
or EDT 312	Infant and Toddler Practicum Seminar	
EDT 463	Managing Finances and Marketing in Early Care and Education	3
or EDT 316	Attachment, Nurturing, and Resilience and Challenging Behaviors in Infants and Toddlers	
EDT 464	Advocacy in Early Care and Education	3
EDT 465	Internship and Practicum in Early Childhood Administration	3

## Bachelor of Science in Education, World Language Education (EWO) minimum 124 hours

The Department of Teacher Education offers a Bachelor of Science in Education with a major in World Language Education. The program meets all requirements for a state of Ohio license to teach grades P-12. Two teaching concentrations are available: French and Spanish.

In addition to the Ohio Assessment for Educators professional knowledge assessment, the student will need a passing level on the Oral Proficiency Interview and the Writing Proficiency Test offered by the American Council on the Teaching of Foreign Languages (ACTFL).

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### Common Academic Program (CAP) <sup>1</sup>

First-Year Humanities Commons <sup>2</sup>		6 cr. hrs.
HUM 101	Chaminade Seminar: Reading and Responding to the Signs of the Times	
HUM 102	Marie Thérèse Seminar: Human Dignity and the Common Good	
Second-Year Writing Seminar		3 cr. hrs.

Oral Communication	3 cr. hrs.
Mathematics	3 cr. hrs.
Social Science	3 cr. hrs.
Arts	3 cr. hrs.
Natural Science <sup>3</sup>	4 cr. hrs.
Crossing Boundaries	9 cr. hrs.
Faith Traditions (3 cr. hrs.)	
Practical Ethical Action (3 cr. hrs.)	
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>	
Advanced Study	9 cr. hrs.
Religious Studies (3 cr. hrs.)	
Philosophical Studies (3 cr. hrs.)	
Historical Studies (3 cr. hrs.)	
Diversity and Social Justice <sup>5</sup>	3 cr. hrs.
Major Capstone <sup>6</sup>	0-6 cr. hrs.
Experiential Learning <sup>7</sup>	0-3 cr. hrs.

<sup>1</sup> 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.

<sup>2</sup> May be completed with ASI 110 through the Core Program.

<sup>3</sup> Must include a lecture course and an accompanying lab.

<sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.

<sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

<sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

<sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

### Major Requirements

EDT 101	Introduction to the University	0
EDT 109	Personal Aspects of Teaching	3
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	World Languages	3
EDT 433L	World Languages Field Internship	1
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
or ENG 468	Introduction to Linguistics	
EDT 481	Adolescence to Young Adult Assessment	3
Concentration (12 courses)		
Concentration/electives (3 courses)		
Study Abroad (Concentration) <sup>1</sup>		
<b>Total Hours</b>		<b>49</b>

<sup>1</sup> 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.

## Bachelor of Science in Education, Intervention Specialist (EIS) minimum 124 hours

The Department of Teacher Education offers a Bachelor of Science in Education with a major 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 and moderate to intense educational needs. Students in this program also have an emphasis in inclusive general education.

The Common Academic Program (CAP) is an innovative curriculum that is the foundation of a University of Dayton education. It is a learning experience that is shared in common among all undergraduate students, regardless of their major. Some CAP requirements must be fulfilled by

courses taken at UD. Some major requirements must also be fulfilled by courses taken at UD. Students should consult with their advisor regarding applicability of transfer credit to fulfill CAP and major program requirements.

### Common Academic Program (CAP) <sup>1</sup>

First-Year Humanities Commons <sup>2</sup>		6
		cr.
		hrs.
HUM 101	Chaminade Seminar: Reading and Responding to the Signs of the Times	
HUM 102	Marie Thérèse Seminar: Human Dignity and the Common Good	
Second-Year Writing Seminar		3
		cr.
		hrs.
Oral Communication		3
		cr.
		hrs.
Mathematics		3
		cr.
		hrs.
Social Science		3
		cr.
		hrs.
Arts		3
		cr.
		hrs.
Natural Science <sup>3</sup>		4
		cr.
		hrs.
Crossing Boundaries		9
		cr.
		hrs.
Faith Traditions (3 cr. hrs.)		
Practical Ethical Action (3 cr. hrs.)		
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>		
Advanced Study		9
		cr.
		hrs.
Religious Studies (3 cr. hrs.)		
Philosophical Studies (3 cr. hrs.)		
Historical Studies (3 cr. hrs.)		
Diversity and Social Justice <sup>5</sup>		3
		cr.
		hrs.
Major Capstone <sup>6</sup>		0-6
		cr.
		hrs.
Experiential Learning <sup>7</sup>		0-3
		cr.
		hrs.

- <sup>1</sup> 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.
- <sup>2</sup> May be completed with ASI 110 through the Core Program.
- <sup>3</sup> Must include a lecture course and an accompanying lab.
- <sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.
- <sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- <sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.
- <sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

#### Major Requirements

EDT 101	Introduction to the University	0
EDT 109	Personal Aspects of Teaching	3
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 315	Introduction to Learners with Moderate to Intense Disabilities **	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 341	Language Development, English Language Learners and Emergent Literacy	3
EDT 342	Behavior Management	3
EDT 343	Introduction to Education of Learners with Mild to Moderate Learning Needs	3
EDT 343L	Introduction to Education of Learners with Mild to Moderate Learning Needs	0
EDT 350	Foundations of Literacy through Literature	3
EDT 408	Instructional Strategies: Moderate/Intense **	3
EDT 423	Middle Childhood/Intervention Specialist Capstone Seminar	3
EDT 442	Assessment	3
EDT 442L	Intervention Specialist: Assessment Field Internship	1

EDT 443	Curriculum	2
EDT 450	Phonological Awareness, Phonics, and Fluency	3
EDT 453	Comprehension, Vocabulary, and Writing across the Content Areas	3
EDT 454	Methods of Literacy for Early Childhood	3
EDT 467	Advanced Phonics and Multisensory Instruction	3
EDT 476	Student Teaching- Intervention Specialist	12
EDT 480	Community Involvement and Transition Readiness	3
EDT 482	Dyslexia Methods Practicum	3

#### Required CAP Courses:

MTH 204	Mathematical Concepts I	3
MTH 205	Mathematical Concepts II	3

**Total Hours** **81**

#### Pre-K Special Needs Endorsement \*

EDT 313	Developmentally & Individually Appropriate Practice	3
EDT 313L	Developmentally Appropriate Practices Lab	0-1
EDT 401L	Pre-Kindergarten Special Needs Field Experience	0-1

**Total Hours** **3-5**

\* Pre-K Special Needs Endorsement is awarded by the Ohio Department of Education. These courses are optional in addition to the required courses for the BSE program.

\*\* EDT 408 offered even numbered years (spring only) and EDT 315 offered odd years (spring only).

## 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 (p. 13)
- Science (p. 13)
- Social Studies (p. 13)
- Reading/Language Arts (p. 13)

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 assessment tests.

The Common Academic Program (CAP) is an innovative curriculum that is the foundation of a University of Dayton education. It is a learning experience that is shared in common among all undergraduate students, regardless of their major. Some CAP requirements must be fulfilled by

courses taken at UD. Some major requirements must also be fulfilled by courses taken at UD. Students should consult with their advisor regarding applicability of transfer credit to fulfill CAP and major program requirements.

### Common Academic Program (CAP) <sup>1</sup>

First-Year Humanities Commons <sup>2</sup>	6
	cr. hrs.
HUM 101 Chaminade Seminar: Reading and Responding to the Signs of the Times	
HUM 102 Marie Thérèse Seminar: Human Dignity and the Common Good	
Second-Year Writing Seminar	3
	cr. hrs.
Oral Communication	3
	cr. hrs.
Mathematics	3
	cr. hrs.
Social Science	3
	cr. hrs.
Arts	3
	cr. hrs.
Natural Science <sup>3</sup>	4
	cr. hrs.
Crossing Boundaries	9
	cr. hrs.
Faith Traditions (3 cr. hrs.)	
Practical Ethical Action (3 cr. hrs.)	
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>	
Advanced Study	9
	cr. hrs.
Religious Studies (3 cr. hrs.)	
Philosophical Studies (3 cr. hrs.)	
Historical Studies (3 cr. hrs.)	
Diversity and Social Justice <sup>5</sup>	3
	cr. hrs.
Major Capstone <sup>6</sup>	0-6
	cr. hrs.
Experiential Learning <sup>7</sup>	0-3
	cr. hrs.

- <sup>1</sup> 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.
- <sup>2</sup> May be completed with ASI 110 through the Core Program.
- <sup>3</sup> Must include a lecture course and an accompanying lab.
- <sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.
- <sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- <sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.
- <sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

### Major Requirements

EDT 109	Personal Aspects of Teaching	3
EDT 110	The Profession of Teaching <sup>1</sup>	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) <sup>1,2</sup>	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 350	Foundations of Literacy through Literature	3
EDT 423	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 442L	Intervention Specialist: Assessment Field Internship	0-1
EDT 450	Phonological Awareness, Phonics, and Fluency	3
EDT 454	Methods of Literacy for Early Childhood	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

**Suggested CAP Courses**

SCI 210 The Dynamic Earth

SCI 210L The Dynamic Earth Laboratory

VAE 232 Integrating Visual Culture

or EDT 417 Theatre in Education

Concentration Courses (number of courses dependent on selection)

**Total Hours 54-55**<sup>1</sup> Must register for the corequisite laboratory course, all field experiences arranged by the University.<sup>2</sup> Designates cohort courses to be taken together in the same semester.**Middle Childhood Mathematics Concentration****Required Courses**

EDT 427 Mathematics for Middle Childhood 3

MTH 207 Introduction to Statistics \* 3

MTH 214 Mathematical Concepts for Middle School Teachers 3

MTH 215 Algebra, Functions &amp; Graphs 3

MTH 216 Calculus Concepts &amp; Applications 3

MTH 266 Discrete &amp; Finite Mathematics for Middle School Teachers 3

MTH 270 Geometry Concepts &amp; Applications 3

MTH 295 Historical Roots of Elementary Mathematics 3

**Total Hours 24**

\* CAP Inquiry

**Middle Childhood Science Concentration****Required Courses**

EDT 428 Science for Middle Childhood 3

SCI 190 The Physical Universe 3

SCI 190L The Physical Universe Laboratory 1

SCI 210 The Dynamic Earth 3

SCI 210L The Dynamic Earth Laboratory 1

SCI 220 The World of Chemistry 3

SCI 220L The World of Chemistry Laboratory 1

SCI 230 Organisms, Evolution &amp; Environment 3

SCI 230L Organisms, Evolution &amp; Environment Laboratory 1

PHY 250 Descriptive Astronomy 3-4

or PHY 108 Physical Science of Light &amp; Color

Choose one of the following 3

GEO 109 Earth, Environment, and Society

BIO 395 Global Environmental Biology

SEE 301 Earth Systems &amp; Global Climate Change

GEO 208 Environmental Geology

SEE 250 Introduction to Sustainability, Energy &amp; the Environment

**Total Hours 25-26****Middle Childhood Social Studies Concentration****Required Courses**

EDT 429 Social Studies for Middle Childhood 3

SSC 200 Social Science Integrated 3

HST 103 Introduction to Global Historical Studies 3

HST 251 American History to 1865 3

or HST 252 American History Since 1865

ECO 203 Principles of Microeconomics 3

or ECO 204 Principles of Macroeconomics

GEO 103 Principles of Geography 3

POL 201 American Political System 3

Choose one of the following 3

HST 260 History of Pre-Modern East Asia

HST 280 Making of the Modern Middle East

HST 302 Identity in Ancient Greece

HST 305 Early Medieval Europe

HST 306 High and Late Medieval Europe

HST 310 History of Spain

HST 318 History of Early Islamic Civilizations: From the Prophet to the Pashas

HST 331 India: Traditions and Encounters

HST 332 History of Modern East Asia

HST 333 Making of the Modern Middle East

HST 334 History of the Palestinian-Israeli Conflict

HST 336 History of Africa I: Pre-history to the 19th Century

HST 337 History of Africa - 19th Century to the Present

HST 339 Gandhi, Non Violence and Resistance around the World

HST 354 History of Women &amp; Gender in the Middle East

HST 357 Modern Latin America

HST 358 Social &amp; Cultural History of Latin America

HST 366 History of Religion in Latin America

HST 378 Global Immigration History

HST 382 History of Mexico

HST 383 History of the Caribbean

HST 386 China in Revolution

HST 396 History of South Africa: From Prehistory to Present

HST 398 African American History before 1877

Choose one of the following 3

HST 351 American Gender &amp; Women's History to 1870

HST 397 Black Women in America

PSY 443 Women, Gender, and Psychology

SOC 322 Crime, Film &amp; Society

SOC 332 Gender and Society

**Total Hours 27****Middle Childhood Reading/Language Arts Concentration****Required Courses**

EDT 426 Reading/Language Arts for Middle Childhood 3

CMM 100 Principles of Oral Communication 3

ENG 100 Writing Seminar I 3



ENG 200	Writing Seminar II	3
Choose one of the following		3
VAE 232	Integrating Visual Culture	
EDT 417	Theatre in Education	
Choose one of the following		3
ENG 204	Major American Writers	
ENG 303	Survey of Early American Lit	
ENG 304	Survey of Later American Lit	
Choose one of the following		3
ENG 205	Major World Writers	
Choose one of the following		3
ENG 322	Masterpieces of World Literature	
ENG 333	Images of Women in Literature	
ENG 334	Graphic Health	
ENG 335	African American Literature	
ENG 336	Gender and Fiction	
ENG 339	American Indian Literature	
ENG 340	US Prison Literature and Culture	
ENG 360	US Latinx Literature	
ENG 341	Asian American Literature	
ENG 352	Appalachian Literature and Culture	
ENG 396	Love & LGBTQ+ Literature	
Choose one of the following		3
ENG 470	The Cultural History of the English Language	
ENG 472	The Structure of English	
<b>Total Hours</b>		<b>27</b>

## Bachelor of Science in Education, Middle Childhood Education/Intervention Specialist (EIM) minimum 124 hours

The Department of Teacher Education offers the middle childhood/intervention specialist education program, which leads to the Bachelor of Science in Education. The program meets all requirements for a state of Ohio license to teach middle childhood grades four through nine and an additional license to teach as an intervention specialist grades K-12. All students in the middle childhood education program are 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 assessment tests.

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### Common Academic Program (CAP) <sup>1</sup>

First-Year Humanities Commons <sup>2</sup>		6
		cr.
		hrs.
HUM 101	Chaminade Seminar: Reading and Responding to the Signs of the Times	
HUM 102	Marie Thérèse Seminar: Human Dignity and the Common Good	
Second-Year Writing Seminar		3
		cr.
		hrs.
Oral Communication		3
		cr.
		hrs.
Mathematics		3
		cr.
		hrs.
Social Science		3
		cr.
		hrs.
Arts		3
		cr.
		hrs.
Natural Science <sup>3</sup>		4
		cr.
		hrs.
Crossing Boundaries		9
		cr.
		hrs.
Faith Traditions (3 cr. hrs.)		
Practical Ethical Action (3 cr. hrs.)		
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>		
Advanced Study		9
		cr.
		hrs.
Religious Studies (3 cr. hrs.)		
Philosophical Studies (3 cr. hrs.)		
Historical Studies (3 cr. hrs.)		
Diversity and Social Justice <sup>5</sup>		3
		cr.
		hrs.
Major Capstone <sup>6</sup>		0-6
		cr.
		hrs.
Experiential Learning <sup>7</sup>		0-3
		cr.
		hrs.

- <sup>1</sup> 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.
- <sup>2</sup> May be completed with ASI 110 through the Core Program.
- <sup>3</sup> Must include a lecture course and an accompanying lab.
- <sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.
- <sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- <sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.
- <sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

EDT 109	Personal Aspects of Teaching	3
EDT 110	The Profession of Teaching <sup>1</sup>	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 Social Justice) <sup>1</sup>	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 343	Introduction to Education of Learners with Mild to Moderate Learning Needs	3
EDT 343L	Introduction to Education of Learners with Mild to Moderate Learning Needs	0
EDT 350	Foundations of Literacy through Literature	3
<b>Choose two concentration areas:</b>		<b>6</b>
EDT 426	Reading/Language Arts for Middle Childhood <sup>2</sup>	
EDT 427	Mathematics for Middle Childhood <sup>2</sup>	
EDT 428	Science for Middle Childhood <sup>2</sup>	
EDT 429	Social Studies for Middle Childhood <sup>2</sup>	
EDT 441	Adapting Content Standards for Students with Special Needs <sup>1</sup>	3
EDT 441L	Adapting Content Standards for Students with Special Needs Laboratory	0
EDT 442	Assessment	3
EDT 442L	Intervention Specialist: Assessment Field Internship	0-1
EDT 443	Curriculum	2-3

EDT 450	Phonological Awareness, Phonics, and Fluency	3
EDT 452L	Digital Literacies, ELL and Content Reading Strategies Lab	0
EDT 453	Comprehension, Vocabulary, and Writing across the Content Areas	3
EDT 454	Methods of Literacy for Early Childhood	3
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3
EDT 423	Middle Childhood/Intervention Specialist Capstone Seminar (Satisfies CAP Capstone)	3
EDT 474	Student Teaching- Middle Childhood	9
EDT 476	Student Teaching- Intervention Specialist	6

#### Suggested CAP Courses

SCI 210	The Dynamic Earth
SCI 210L	The Dynamic Earth Laboratory
VAE 232	Integrating Visual Culture
or EDT 417	Theatre in Education

Concentration Courses (number of courses dependent on selection)

**Total Hours** **68-70**

- <sup>1</sup> Must register for the corequisite laboratory course, all field experiences arranged by the University.
- <sup>2</sup> Methods courses need to be taken at UD

## 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 with a major in Pre-Kindergarten to Grade 5. This program meets all requirements for a state of Ohio license to teach prekindergarten through grade five.

The Common Academic Program (CAP) is an innovative curriculum that is the foundation of a University of Dayton education. It is a learning experience that is shared in common among all undergraduate students, regardless of their major. Some CAP requirements must be fulfilled by courses taken at UD. Some major requirements must also be fulfilled by courses taken at UD. Students should consult with their advisor regarding applicability of transfer credit to fulfill CAP and major program requirements.

#### Common Academic Program (CAP) <sup>1</sup>

First-Year Humanities Commons <sup>2</sup>	6	cr.
		hrs.
HUM 101	Chaminade Seminar: Reading and Responding to the Signs of the Times	
HUM 102	Marie Thérèse Seminar: Human Dignity and the Common Good	
Second-Year Writing Seminar	3	cr.
		hrs.
Oral Communication	3	cr.
		hrs.

Mathematics	3
	cr.
	hrs.
Social Science	3
	cr.
	hrs.
Arts	3
	cr.
	hrs.
Natural Science <sup>3</sup>	4
	cr.
	hrs.
Crossing Boundaries	9
	cr.
	hrs.
Faith Traditions (3 cr. hrs.)	
Practical Ethical Action (3 cr. hrs.)	
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>	
Advanced Study	9
	cr.
	hrs.
Religious Studies (3 cr. hrs.)	
Philosophical Studies (3 cr. hrs.)	
Historical Studies (3 cr. hrs.)	
Diversity and Social Justice <sup>5</sup>	3
	cr.
	hrs.
Major Capstone <sup>6</sup>	0-6
	cr.
	hrs.
Experiential Learning <sup>7</sup>	0-3
	cr.
	hrs.

<sup>1</sup> 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.

<sup>2</sup> May be completed with ASI 110 through the Core Program.

<sup>3</sup> Must include a lecture course and an accompanying lab.

<sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.

<sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

<sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

<sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

### Major Requirements

EDT 101	Introduction to the University	0
EDT 109	Personal Aspects of Teaching	3
EDT 110	The Profession of Teaching <sup>1</sup>	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 212	Childhood Theory and Practice	3
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 <sup>1,3</sup>	3
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) <sup>1</sup>	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 405	Primary Field Internship K-5 <sup>4</sup>	1
EDT 409	Mathematics for 4th and 5th Grades	3
EDT 410	Science for 4th and 5th Grades	3
EDT 412	Developmentally Appropriate Practice in Mathematics for Early Childhood <sup>4</sup>	3
EDT 413	Developmentally Appropriate Practice in Social Studies for Early Childhood <sup>4</sup>	2
or EDT 403	Developmentally Appropriate Practices in Social Studies for Pre-Kindergarten to Grade 5	
EDT 414	Developmentally Appropriate Practice in Science for Early Childhood <sup>4</sup>	3
EDT 415	Working with Young Learners with Mild to Moderate Disabilities <sup>6</sup>	3
EDT 343	Introduction to Education of Learners with Mild to Moderate Learning Needs (EDT 343 Replaces EDT 415 ONLY for students in EPCIS or PKSN)	
EDT 450	Phonological Awareness, Phonics, and Fluency	3
EDT 453	Comprehension, Vocabulary, and Writing across the Content Areas	3
EDT 454	Methods of Literacy for Early Childhood	3
EDT 478	Student Teaching In Grades PK-5 <sup>5</sup>	10-12
EDT 483	Grades PK-5 Education Capstone Seminar	3
<b>Additional Program Requirements: <sup>7</sup></b>		
MTH 204	Mathematical Concepts I	3
MTH 205	Mathematical Concepts II	3
or MTH 207	Introduction to Statistics	
or MTH 114	Contemporary Mathematics	
SCI 190	The Physical Universe (Satisfies CAP Natural Sciences)	3
SCI 190L	The Physical Universe Laboratory	1
GEO 109	Earth, Environment, and Society	3
or SCI 210	The Dynamic Earth	

GEO 109L	Earth, Environment, and Society Lab	1
or SCI 210L	The Dynamic Earth Laboratory	
BIO 101	Life, Environment, and Society	3
or SCI 230	Organisms, Evolution & Environment	

**EPC IS \***

EDT 342	Behavior Management	3
EDT 343	Introduction to Education of Learners with Mild to Moderate Learning Needs (Replaces EDT 415)	3
EDT 343L	Introduction to Education of Learners with Mild to Moderate Learning Needs	0
EDT 442	Assessment	3
EDT 443	Curriculum	2-3
EDT 472	Internship in Early Childhood Special Education	5-12
<b>Total Hours</b>		<b>16-24</b>

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

<sup>2</sup> Field experiences arranged at the Bombeck Family Learning Center.

<sup>3</sup> Designates cohort courses to be taken together in the same semester.

<sup>4</sup> Designates cohort courses to be taken together in the same semester.

<sup>5</sup> Students pursuing EPCIS licensure should take the course for 10 semester hours; all other students should take the course for 12 semester hours.

<sup>6</sup> Students pursuing EPCIS or PKSN take EDT 343 and lab in lieu of EDT 415.

<sup>7</sup> Suggested CAP Courses:  
Art - MUS-232 or EDT-417 or THR-304  
History - HST-251 (AP credit for HST-251 and HST-252 does not meet the Advanced Historical Study CAP requirement.)

\* Students completing courses in EPCIS will earn a second license to teach preschool through fifth grade as an Intervention Specialist Mild to Moderate. (Pending successful completion of the program and passing OAE 013: Early Childhood Special Education until OAE 058: Primary Education is released).

## 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.

The Common Academic Program (CAP) is an innovative curriculum that is the foundation of a University of Dayton education. It is a learning experience that is shared in common among all undergraduate students, regardless of their major. Some CAP requirements must be fulfilled by courses taken at UD. Some major requirements must also be fulfilled by courses taken at UD. Students should consult with their advisor regarding applicability of transfer credit to fulfill CAP and major program requirements.

**Common Academic Program (CAP) <sup>1</sup>**

First-Year Humanities Commons <sup>2</sup>		6
		cr.
		hrs.
HUM 101	Chaminade Seminar: Reading and Responding to the Signs of the Times	
HUM 102	Marie Thérèse Seminar: Human Dignity and the Common Good	
Second-Year Writing Seminar		3
		cr.
		hrs.
Oral Communication		3
		cr.
		hrs.
Mathematics		3
		cr.
		hrs.
Social Science		3
		cr.
		hrs.
Arts		3
		cr.
		hrs.
Natural Science <sup>3</sup>		4
		cr.
		hrs.
Crossing Boundaries		9
		cr.
		hrs.
Faith Traditions (3 cr. hrs.)		
Practical Ethical Action (3 cr. hrs.)		
Interdisciplinary Investigations (3 cr. hrs.) <sup>4</sup>		
Advanced Study		9
		cr.
		hrs.
Religious Studies (3 cr. hrs.)		
Philosophical Studies (3 cr. hrs.)		
Historical Studies (3 cr. hrs.)		
Diversity and Social Justice <sup>5</sup>		3
		cr.
		hrs.
Major Capstone <sup>6</sup>		0-6
		cr.
		hrs.
Experiential Learning <sup>7</sup>		0-3
		cr.
		hrs.

<sup>1</sup> 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.

<sup>2</sup> May be completed with ASI 110 through the Core Program.

<sup>3</sup> Must include a lecture course and an accompanying lab.

- <sup>4</sup> New Crossing Boundaries category effective with the 2025-26 Catalog, which incorporates all courses previously approved in the Crossing Boundaries Inquiry or Integrative categories. This new category does not include any restriction that students must take the course outside of their unit or division.
- <sup>5</sup> May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, or Natural Science CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.
- <sup>6</sup> The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.
- <sup>7</sup> The course or experience will have variable credit, depending on the intensity and duration of the experience, or where it is housed in existing curricular and co-curricular spaces.

**Major Requirements**

EDT 101	Introduction to the University	0
EDT 109	Personal Aspects of Teaching	3
EDT 110	The Profession of Teaching <sup>1</sup>	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 331L	Religion Methods Laboratory	1
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) <sup>1</sup>	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

**Concentration Requirements**

History		3
REL 323	History of Early Christianity	
or REL 334	History of Christianity II: Medieval	
or REL 335	History of Christianity III: Reformations and Early Modern	
or REL 336	History of Christianity IV: Modern and Contemporary	
or REL 359	The Road to Hell: The Apocalypse in Classical and Contemporary Forms	
or REL 426	Topics in Church History	
Morality		3
REL 261	Faith Traditions: Human Rights	
or REL 357	Peacebuilding	
or REL 363	Faith & Justice	
or REL 367	Christian Ethics & Health Care Issues	
or REL 369	Christian Ethics and Engineering	

or REL 465 Topics in Ethics and Moral Theology		6
Scripture		
REL 310	The Pentateuch	
or REL 311	The Prophets	
or REL 312	The Psalms & the Wisdom Literature	
REL 213	The New Testament and Related Ancient Literature	
or REL 214	Magic, Medicine, or Miracles: Disability in the Ancient World, the Bible, and Today	
or REL 315	The Gospels	
or REL 318	Studies in Paul	
or REL 415	Topics in Scripture	
Sacraments		3
REL 244	Faith Traditions: Celebrating and Living the Eucharist	
or REL 443	The Sacraments	
or REL 446	Christian Liturgy	
Doctrine		3
REL 343	Theology of Humanity, Sexuality, and Marriage	
or REL 250	Faith Traditions: Special Topics in Religious Studies	
or REL 256	Faith Traditions: Prayer	
or REL 358	Liberation Theologies	
or REL 425	Augustine	
or REL 429	Modern Catholicism	
or REL 445	Topics in Systematic Theology	
or REL 449	Aquinas	
or REL 471	Women & Religion	
or REL 475	Theology of Inculturation	
Methods		4
REL 281	Forum for Catechetical Leaders I	
REL 282	Forum for Catechetical Leaders II	
REL 283	Forum for Catechetical Leaders III	
REL 284	Forum for Catechetical Leaders IV	
Additional Courses		9
REL 204	Jesus in the Jewish Imagination	
or REL 328	United States Catholic Experience	
or REL 329	African-American Religion	
or REL 322	Latino/Latina Religious Experiences	
REL 207	Faith Traditions: Judaism	
or REL 208	Faith Traditions: Islamic Religious Traditions	
or REL 335	History of Christianity III: Reformations and Early Modern	
Religion Elective (Any 300-400 course not already taken)		3
Total Hours		74

## 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. Students earning this license are qualified to teach children ages three through ten who have mild or moderate to intensive needs.



**Early Childhood Intervention Specialist License**

EDT 342	Behavior Management	3
EDT 343	Introduction to Education of Learners with Mild to Moderate Learning Needs	3
EDT 343L	Introduction to Education of Learners with Mild to Moderate Learning Needs	0
EDT 442	Assessment	3
EDT 443	Curriculum	2-3
EDT 472	Internship in Early Childhood Special Education	5
<b>Total Hours</b>		<b>16-17</b>

## 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 and allows teachers to teach children ages three to five who have mild or moderate to intensive needs.

**Prekindergarten Special Needs Endorsement**

EDT 314	Collaborative Assessment and Team Models	3
EDT 315	Introduction to Learners with Moderate to Intense Disabilities	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
<b>Total Hours</b>		<b>17</b>

## 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.

**Middle Childhood Generalist Endorsement \***

<b>Language and Reading <sup>1</sup></b>		
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3
EDT 541	Middle Childhood Reading/Language Arts 4-6 General Methods	3
or EDT 426	Reading/Language Arts for Middle Childhood	
<b>Mathematics <sup>2</sup></b>		
MTH 214	Mathematical Concepts for Middle School Teachers	3
EDT 542	Middle Childhood Mathematics 4-6 General Methods	3
or EDT 427	Mathematics for Middle Childhood	
or EDT 409	Mathematics for 4th and 5th Grades	
<b>Science <sup>3</sup></b>		
SCI 230	Organisms, Evolution & Environment	3
SCI 230L	Organisms, Evolution & Environment Laboratory	1
EDT 543	Middle Childhood Science 4-6 General Methods	3

- or EDT 428 Science for Middle Childhood  
or EDT 410 Science for 4th and 5th Grades

**Social Studies <sup>4</sup>**

HST 251	American History to 1865	3
EDT 544	Middle Childhood Social Studies 4-6 General Methods	3
or EDT 429	Social Studies for Middle Childhood	
or EDT 411	Social Studies for 4th and 5th Grades	

- <sup>1</sup> Candidates are required to complete 50 hours in an appropriate field placement for content area(s) that they add to their Middle Childhood license.
- <sup>2</sup> An approved math course of 3 semester hours is a pre-requisite for adding Mathematics
- <sup>3</sup> 8 semester hours in two of the science disciplines is a prerequisite for adding Science.
- <sup>4</sup> HST 103 is a pre-requisite for adding Social Science
- \* Completion of the listed courses can lead to an ODE endorsement for Middle Childhood Generalist. Selected in addition to two concentrations.
- \*\* A passing score on the Ohio Assessments for Educators (OAE) licensure tests/assessments are required.
- \*\*\* Educator License tests and qualifying scores listed in the ODE charts and on the ODE website are subject to change by the Ohio State Board of Education.

## 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
<b>Total Hours</b>		<b>10</b>

## 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. Students outside the Department of Teacher Education may take the certificate courses with permission from the department chair.

#### Required Courses:

EDT 450	Phonological Awareness, Phonics, and Fluency	3
EDT 467	Advanced Phonics and Multisensory Instruction	3
EDT 482	Dyslexia Methods Practicum	3

## 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 460	Early Childhood Program and Personnel Management	3
EDT 460L	Early Childhood Program and Personnel Management Laboratory	1
EDT 461	Supporting Quality Curriculum and Instruction in Early Care and Education	3
EDT 461L	Supporting Quality Curriculum and Instruction in Early Care and Education Laboratory	1
EDT 462	Regulations, Licensing and the Law in Early Care and Education	3
EDT 462L	Regulations, Licensing and the Law in Early Care and Education Laboratory	1
EDT 463	Managing Finances and Marketing in Early Care and Education	3
EDT 463L	Managing Finances and Marketing in Early Care and Education Laboratory	1
EDT 464	Advocacy in Early Care and Education	3
EDT 465	Internship and Practicum in Early Childhood Administration	3

**Total Hours** 22

## 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)

The focus on the STEM fields in the teacher preparation programs addresses the Habits of Inquiry document. The Department of Teacher Education will recognize the cross-disciplinary work of UD teacher education students in non-STEM licensure areas.

#### Early Childhood Education <sup>1</sup>

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 Education <sup>1</sup>

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 <sup>1</sup>

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	

<sup>1</sup> **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 University of Dayton issued 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.

ENG 472	The Structure of English	3
ENG 468	Introduction to Linguistics	3
or EDT 341	Language Development, English Language Learners and Emergent Literacy	
ENG 466	TESOL Methods for Teaching English Language Learners	3
EDT 437	Second Language Learning and Teaching	3
EDT 438	TESOL Practicum	3

## 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.

EDT 318	Urban Teacher Academy-Junior Seminar	0-1
EDT 418	Urban Teacher Academy- Senior Seminar	0-1
EDT 418	Urban Teacher Academy- Senior Seminar	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. 21)
- Bachelor of Science in Education, Intervention Specialist (p. 22)
- Bachelor of Science in Education, Middle Childhood/Intervention Specialist ([http://catalog.udayton.edu/undergraduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/##MID\\_CHILD\\_INTERVENTION](http://catalog.udayton.edu/undergraduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/##MID_CHILD_INTERVENTION))
- Bachelor of Science in Education, Middle Childhood ([http://catalog.udayton.edu/undergraduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/##MIDDLE\\_CHILDHOOD](http://catalog.udayton.edu/undergraduate/schoolofeducationandhealthsciences/programsofstudy/teachereducation/##MIDDLE_CHILDHOOD))
- Bachelor of Science in Education, Pre-Kindergarten to Grade 5 (p. 21)
- Bachelor of Science in Education (p. 23), Secondary Catholic Religion (p. 17)

- Bachelor of Science in Education (p. 21), World Language (p. 8)

## Adolescence to Young Adult

First Year			
Fall	Hours	Spring	Hours
EDT 101		1 EDT 110	3
EDT 109		3 EDT 110L	0
HUM 101		3 HUM 102	3
CAP Math		3 Concentration	3
CAP Natural Science		3 Concentration	3
CAP Natural Science Lab		1 Concentration	3
CAP Arts		3 CAP Adv. History	3
		<b>17</b>	<b>18</b>
Second Year			
Fall	Hours	Spring	Hours
EDT 207		3 ENG 200	3
EDT 207L		0 Concentration	3
CAP Adv. Religious Studies		3 Concentration	3
CAP Social Science		3 Concentration	3
Concentration		3 Elective	3
Concentration		3	
		<b>15</b>	<b>15</b>
Third Year			
Fall	Hours	Spring	Hours
EDT 338		3 EDT 305	3
EDT 338L		0 CAP Arts	3
EDT 340		3 Concentration	3
EDT 340L		0 Concentration	3
Concentration		3 Concentration	3
Concentration		3	
Elective		3	
		<b>15</b>	<b>15</b>
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		3	
Concentration		3	
		<b>16</b>	<b>15</b>
Total credit hours: 126			

## Pre-Kindergarten to Grade 5

First Year			
Fall	Hours	Spring	Hours
EDT 101		1 EDT 110	3
EDT 109		3 EDT 110L	0
HUM 101		3 HUM 102	3
SCI 190		3 GEO 109	3
SCI 190L		1 GEO 109L	1
CAP Arts		3 MTH 204	3
		CAP Social Science	3
		<b>14</b>	<b>16</b>
Second Year			
Fall	Hours	Spring	Hours
EDT 207		3 EDT 212	3

EDT 207L	0 EDT 305	3
EDT 341	3 EDT 415	3
	(Note: EPC-IS & PKSN do not take this course)	
ENG 200	3 EDT 450	3
MTH 205 or 207	3 CAP Adv. History	3
BIO 101	3 Elective	3
	15	18

Third Year		
Fall	Hours	Spring Hours
EDT 340		3 EDT 313 3
EDT 340L		0 EDT 410 3
EDT 344		3 EDT 453 3
EDT 350		3 Elective 3
EDT 409		3 Elective 3
CAP Adv. Religion/Faith Traditions		3
	15	15

Fourth Year		
Fall	Hours	Spring Hours
EDT 403		3 EDT 478 10-12
EDT 405		1 EDT 483 3
EDT 412		3
EDT 414		3
EDT 454		3
Elective		3
	16	13-15

Total credit hours: 122-124

World Language

First Year		
Fall	Hours	Spring Hours
EDT 101		1 EDT 110 3
EDT 109		3 EDT 110L 0
HUM 101		3 HUM 102 3
CAP Math		3 CAP Arts 3
CAP Natural Science		3 Concentration 3
CAP Natural Science Lab Concentration		1 Concentration 3
	17	15

Second Year		
Fall	Hours	Spring Hours
EDT 207		3 EDT 305 3
EDT 207L		0 ENG 468 or LNG 468 3
ENG 200		3 CAP Adv. History 3
CAP Adv. Religion/Faith Traditions		3 Concentration 3
CAP Social Science Concentration		3 Concentration 3
	15	15

Third Year		
Fall	Hours	Spring Hours
EDT 340		3 EDT 338 3
EDT 340L		0 EDT 338L 0
Concentration		3 EDT 437 3
Concentration		3 Concentration 3
Concentration		3 Concentration 3
Concentration		3 Concentration 3
	15	15

Fourth Year		
Fall	Hours	Spring Hours
EDT 433		3 EDT 471 12
EDT 433L		1 EDT 436 3
EDT 459		3
EDT 481		3
Concentration		3
Elective		3
	16	15
Total credit hours: 123		

Intervention Specialist

First Year		
Fall	Hours	Spring Hours
EDT 101		1 EDT 110 3
EDT 109		3 EDT 110L 0
HUM 101		3 HUM 102 3
MTH 204		3 MTH 205 3
CAP Natural Science		3 CAP Arts 3
CAP Natural Science Lab		1 CAP Social Science 3
	14	15

Second Year		
Fall	Hours	Spring Hours
EDT 207		3 EDT 341 3
EDT 207L		0 EDT 343 3
EDT 305		3 EDT 343L 0
CAP Adv. Religion/Faith Traditions		3 EDT 450 3
ENG 200		3 EDT 315 or 408 3
Elective		3 Elective 3-4
	15	15-16

Third Year		
Fall	Hours	Spring Hours
EDT 338		3 EDT 453 3
EDT 338L		0 EDT 408 or 315 3
EDT 340		3 EDT 482 3
EDT 340L		0 EDT 342 3
EDT 480		3 CAP Adv. History 3
EDT 350		3
EDT 467		3
Elective		3
	18	15

Fourth Year		
Fall	Hours	Spring Hours
EDT 442		3 EDT 476 12
EDT 442L		0 EDT 423 3
EDT 443		3
EDT 454		3
Elective		3
Elective		3
	15	15
Total credit hours: 122-123		

## Middle Childhood/Intervention Specialist

<b>First Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 101		1 EDT 110	3
EDT 109		3 EDT 110L	0
HUM 101		3 HUM 102	3
MTH 207		3 CAP Social Science	3
SCI 190		3 CAP Arts	3
SCI 190L		1 Concentration	3
Concentration		3	
	<b>17</b>		<b>15</b>
<b>Second Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 207		3 EDT 450	3
EDT 207L		0 ENG 200	3
CAP Adv. History		3 CAP Adv. REL/Faith Traditions	3
Concentration		3 Concentration	3
Concentration		3 Concentration	3
Concentration		3	
	<b>15</b>		<b>15</b>
<b>Third Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 350		3 EDT 305	3
EDT 338		3 EDT 343	3
EDT 338L		0 EDT 343L	0
EDT 340		3 EDT 441	3
EDT 340L		0 EDT 441L	0
Concentration		3 EDT 455	3
Concentration		3 Concentration	3
	<b>15</b>		<b>15</b>
<b>Fourth Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 426, 427, 428, or 429		3 EDT 474	9
EDT 426, 427, 428, or 429		3 EDT 476	6
EDT 442		3 EDT 423	3
EDT 442L		0-1	
EDT 443		2-3	
EDT 452L		0	
EDT 454		3	
	<b>14-16</b>		<b>18</b>
<b>Total credit hours: 124-126</b>			

## Middle Childhood Education

<b>First Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 101		1 EDT 110	3
EDT 109		3 EDT 110L	0
HUM 101		3 HUM 102	3
MTH 207		3 CAP Arts	3
SCI 190		3 Concentration	3
SCI 190L		1 Concentration	3
	<b>14</b>		<b>15</b>
<b>Second Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 207		3 EDT 450	3
EDT 207L		0 ENG 200	3

CAP Adv History		3 CAP Adv. REL/Faith Traditions	3
CAP Social Science		3 Concentration	3
Concentration		3 Concentration	3
Concentration		3	
		15	15
Third Year			
Fall	Hours	Spring	Hours
EDT 338		3 EDT 305	3
EDT 338L		0 EDT 340	3
EDT 350		3 EDT 340L	0
Concentration		3 EDT 455	3
Concentration		3 Concentration	3
Concentration		3 Concentration	3
		15	15
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 442L		1	
EDT 454		3	
Concentration		3	
Concentration		3	
		16	15

**Total credit hours: 120**

## Secondary Catholic Religion Education

<b>First Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 101		1 EDT 110	3
EDT 109		3 EDT 110L	0
HUM 101		3 HUM 102	3
CAP Math		3 CAP Adv. History	3
CAP Natural Science		3 CAP Arts	3
CAP Natural Science Lab		1 Concentration	3
CAP Social Science		3	
	<b>17</b>		<b>15</b>
<b>Second Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 207		3 ENG 200	3
EDT 207L		0 Concentration	3
CAP Adv Rel/Faith Traditions		3 Concentration	3
Concentration		3 Concentration	3
Concentration		3 Elective	3
Elective		3	
	<b>15</b>		<b>15</b>
<b>Third Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 338		3 EDT 305	3
EDT 338L		0 Concentration	3
EDT 340		3 Concentration	3
EDT 340L		0 Concentration	3
Concentration		3 Elective	3
Concentration		3	
Elective		3	
	<b>15</b>		<b>15</b>
<b>Fourth Year</b>			
<b>Fall</b>	<b>Hours</b>	<b>Spring</b>	<b>Hours</b>
EDT 331L		0 EDT 475	12



EDT 459	3	EDT 436	3
EDT 481	3		
Concentration	3		
Concentration	3		
Elective	3		
	15		15
Total credit hours: 122			

## Courses

### EDT 101. Introduction to the University. 1 Hour

This course provides an introduction to the Department of Teacher Education (EDT), the School of Education and Health Sciences (SEHS), and the University of Dayton. It also provides an orientation to academic and career planning. After completing the course, you will have developed an understanding of and an appreciation for: -The traditions, characteristics, services and policies of the University and SEHS. -The curriculum of EDT. -The tools necessary for academic and career planning along with student success.

### EDT 109. Personal Aspects of Teaching. 3 Hours

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. Prerequisites: GPA of 2.5 or higher; Majors only or permission of Dean's Office. Corequisites: EDT 110L.

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

This 20 hour field experience is designed to accompany the EDT 110 course. Both the course and field experience are designed to study the principal components of effective teaching that facilitate the learning of all students. Students will explore and demonstrate knowledge of current educational issues, the Ohio Standards for the Teaching Profession and other professional standards. Students will provide evidence of the development of professional dispositions and their understanding of the importance of developing a community of learners that respects and appreciates diversity. Students will use their lab experience as the basis for providing evidence of critical reflection on the teaching process as it relates to incorporating social justice and the Marianist characteristics of education. Prerequisites: GPA of 2.5 or higher; Majors only or permission of Dean's Office. Corequisites: EDT 110.

### EDT 112. Advanced Aspects of Professional Education. 2 Hours

This course is designed to acclimate students to the university and deepen their knowledge base regarding the teaching profession and professional standards. Students taking this course should have previous educational experience through participation in state teacher academies or teacher preparation programs. Analysis of critical educational issues and correlating theoretical frameworks will be facilitated and examined through the usage of case studies, problem based learning and independent research. The educational topics covered will include: the Ohio Standards for the Teaching Profession and other professional standards, the academic achievement gap, culturally responsive education, social-emotional learning, ethical and legal responsibilities of educators, school, home and community relationships and the Marianist Characteristics of education. Prerequisites: EDT 110, EDT 110L. Corequisites: Required permission from Dean's Office.

### 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. Prerequisites: EDT 110 and EDT 110L. Corequisites: EDT 207L.

### 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. Corequisites: EDT 207.

### 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. Prerequisites: EDT 110 and EDT 110L. Corequisites: EDT 211L.

### 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. Corequisites: EDT 211.

### 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.

Prerequisites: EDT 110 & EDT 110L. Corequisites: EDT 222L.

**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. Corequisites: EDT 222.

**EDT 303. School, Self and Society. 3 Hours**

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

**EDT 305. Philosophy and History of American Education. 3 Hours**

This course is the study of American philosophy of education in a historical framework. This course emphasizes the political analyses of educational issues in their historical context. Thematic issues from the Catholic/Marianist perspective are included among the topics studied.

**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.

**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. Prerequisites: EDT 211 & EDT 212.

**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. Prerequisites: Junior Status.

**EDT 313L. Developmentally Appropriate Practices Lab. 0-1 Hours**

FIELD-BASED EXPERIENCE: a minimum of 30 field hours (or as many as is needed to complete assignments) in a PK-5 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. Introduction to Learners with Moderate to Intense Disabilities. 3 Hours**

This course is a study of learners with moderate to intense disabilities. This course presents issues of definition, identification and placement procedures along with inclusion practices, alternative therapy options, integration needs, medical challenges, interventions, and community support available for individuals with significant disabilities. There is not an identified lab but experiential learning will be embedded into the curriculum. Prerequisites: EDT 207.

**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. Corequisite: EDT 313.

**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. Inclusive 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. Prerequisites: EDT 222, EDT 222L OR EDT 207. Corequisites: EDT 321L.

**EDT 321L. Inclusive 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. Corequisites: EDT 321.

**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. Corequisites: EDT 338L.

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

This course consists of planned field experiences providing candidates the opportunity for field reflections in regard to learning theories in school settings.

**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. Prerequisites: EDT 110. Corequisites: EDT 340L.

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

This course consists of planned field experiences providing candidates the opportunity for field reflections in relation to adapting learning experiences for diverse learners in school settings.

**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 to 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. Prerequisites: EDT 207 or EDT 211. Corequisites: EDT 343L.

**EDT 343L. Introduction to Education of Learners with Mild to Moderate Learning Needs. 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. Corequisites: EDT 343.

**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.

**EDT 350. Foundations of Literacy through Literature. 3 Hours**

The Foundations of Literacy through Literature course provides a scientifically based foundation in the cognitive, socio-cultural, linguistic, and motivational influences on literacy and language development and the role literature plays in these processes. The course presents the key scientifically based reading research foundations needed to understand how reading develops and effective methods and strategies used to teach literacy skills to young children through young adults. Topics include understanding reading research, cognitive psychology's contributions to understanding the reading process, the sequence of learning to read, the essential components of reading instruction, and an introduction to the most effective approaches to teaching reading across the grade bands. Prerequisites: Sophomore Status.

**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 401L. Pre-Kindergarten Special Needs Field Experience. 0-1 Hours**

Intervention Specialist License, this practicum includes 50-hours of experience with preschool students with disabilities. The candidate is expected to document knowledge and understanding of preschool students with disabilities and environments conducive to student learning. Prerequisites: EDT 313.

**EDT 402L. Field Experience for 4th and 5th Grade Endorsement. 0-1 Hours**

For candidates seeking to add the 4th and 5th Grade Endorsement to the Early Childhood Education License, this practicum includes 50-hours of experience with 4th and 5th grade students. The candidate is expected to document knowledge and understanding of 4th and 5th grade students and environments conducive to student learning. Prerequisite(s): EDT 211.

**EDT 403. Developmentally Appropriate Practices in Social Studies for Pre-Kindergarten to Grade 5. 3 Hours**

This course will explore resources and techniques available to provide all pre-kindergarten to Grade 5 students with a holistic, interdisciplinary understanding of social studies. Candidates will design lessons, activities, and assessments which link the state and national standards to contemporary events and children's daily lives. Developmentally appropriate practices and inquiry based social studies curriculum design will be addressed. Prerequisites: EDT 110.

**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 405. Primary Field Internship K-5. 1 Hour**

This field experience, in the first semester of the senior level internship, provides the candidate the opportunity for practice and reflection in K-5 settings.

**EDT 406. Special Topics in Teaching. 1-4 Hours**

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

**EDT 408. Instructional Strategies: Moderate/Intense. 3 Hours**

This course examines the strategies, materials, and evaluation techniques for teaching students with moderate/intense disabilities. Field experience required.

**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.

**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.

**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. Early Childhood 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 early childhood 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 early childhood classroom for 15 weeks.

**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. Corequisites: EDT 419L.

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

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

**EDT 423. 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 and in roles as an Intervention Specialist. 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 and/or Intervention Specialist classroom for 15 weeks.

**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. Prerequisites: EDT 321. Corequisites: EDT 425L.

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

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

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

This course focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques for teaching reading/ language arts to students in the middle schools with varied needs and abilities. The topics emphasized in this course include: an understanding of Ohio's academic content standards for grades 4-9, applications and instructional techniques that address the Ohio 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. Corequisites: EDT 431L.

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

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. Corequisites: EDT 431.

**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 Hour**

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. Corequisites: EDT 432.

**EDT 433. World Languages. 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. Corequisites: EDT 433L.

**EDT 433L. World Languages Field Internship. 1 Hour**

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. Corequisites: EDT 433.

**EDT 434. Science Methods for Adolescence to Young Adult. 3 Hours**

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

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

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. Corequisites: EDT 434.

**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. Corequisites: EDT 435L.

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

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. Corequisites: EDT 435.

**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.

**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. 3 Hours**

This course provides opportunities to practice planning, instruction and assessment in an ESOL classroom under the mentorship of an experienced ESOL teacher. Prerequisites: EDT 437.

**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. Corequisites: EDT 425, EDT 441L.

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

This lab focuses on the planning, diagnosis, instructional methods, materials, assessment and evaluation techniques used by intervention specialists in inclusive and more restrictive settings to address K-12 content area standards. IS students will work with licensed educators to develop an understanding of how to align Ohio's academic content standards with applications and instructional techniques that ensure the achievement of special education students in the general education curriculum. The course emphasizes the role of the intervention specialist in collaboration with general educators in making appropriate accommodations and modifications. Corequisites: EDT 441.

**EDT 442. Assessment. 3 Hours**

This course is the study of the multidisciplinary use of assessment instruments and techniques in the diagnosis, planning and evaluation of the learner with special needs and the development of individual education programs.

**EDT 442L. Intervention Specialist: Assessment 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/moderate-intense intervention specialist settings. Corequisites: EDT 442.

**EDT 443. Curriculum. 2-3 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-intense disabilities. Field experience required.

**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.

**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 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. Phonological Awareness, Phonics, and Fluency. 3 Hours**

This course is designed to teach the fundamental principles and concepts of the structure of language, with a focus on phonological awareness, phonics, and fluency. Students learn the sound-symbol correspondences of language and understand the relationship of phonemic awareness and the phonological system of language to the reading process. Students also study the linguistic and cognitive bases of reading.

**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. Corequisites: EDT 452.

**EDT 453. Comprehension, Vocabulary, and Writing across the Content Areas. 3 Hours**

Study of appropriate instruction supporting the literacy development of children and adolescents. Major emphasis is on developing the knowledge base related to fluent reading, vocabulary acquisition, comprehension and writing instruction, with a focus on supporting readers and writers across the grade levels and content areas. Principles of explicit and systematic instruction of these core aspects of reading and writing are studied and practiced. Pre/Corequisites EDT 350 and EDT 450.

**EDT 454. Methods of Literacy Assessment, Instruction, and Intervention. 3 Hours**

This course will address the use of formal and informal assessment procedures used to design and evaluate reading and writing instruction and intervention. The foci of the course include the knowledge and skills needed to choose and give appropriate reading and writing assessments for a variety of purposes, data-based decision making to guide instructional planning and intervention design, and understanding struggling readers including those with reading disabilities. Students will be instructed on how to apply both formal and informal assessments to a problem-solving model. An emphasis will be placed on creating a Multi-Tiered System of Supports (MTSS) to support all students. Prerequisites: EDT 350 and EDT 453 and EDT 450.

**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. Prerequisites: EDT 350.

**EDT 456. 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 457. 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 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. Corequisites: EDT 463L.

**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. Corequisites: EDT 463.

**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.

**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. Prerequisites: EDT 450.

**EDT 470. Early Childhood Special Education Internship. 5-12 Hours**

Supervised and evaluated teaching in a primary special education setting. Candidates are to demonstrate the knowledge, skills, attitudes and dispositions needed to comply with THE Ohio Standards for the Teaching Profession (OSTP) and the Division for Early Childhood of the Council of Exceptional Children (DEC/CEC) guidelines for appropriate practice that are specific to primary age children with special needs. Field experience required. Prerequisite(s): EDT 314, 315, 342, 445.

**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 Primary Grades. 10-12 Hours**

The student teaching experience is a full-time, evaluated experience in a primary setting. The candidate will demonstrate the knowledge, skills and dispositions required of a beginning primary grades 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. 1-12 Hours**

Full-time supervised and evaluated teaching with students demonstrating mild-moderate/moderate-intense learning needs. The candidate will demonstrate the knowledge, skills and dispositions of a beginning IS teacher. Attendance at seminars is required. Formal admission to student teaching a full semester in advance.

**EDT 477. Student Teaching- Art P-12. 9 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 478. Student Teaching In Grades PK-5. 10-12 Hours**

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

**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 480. Community Involvement and Transition Readiness. 3 Hours**

This course examines community supports, transition services and resources available to adolescents and adults with moderate to intense disabilities. It addresses areas such as post secondary, career and/or occupational training, as well as independent living skills, social/emotional learning (SEL) and self-advocacy. Field work 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. Prerequisites: 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 483. Grades PK-5 Education Capstone Seminar. 3 Hours**

The capstone seminar focuses on scholarship, vocations, and practical wisdom needed for mastery of instructional planning, incorporation of developmentally appropriate strategies, along with assessment and evaluation techniques in the context of teaching in PreK-5 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 PK-5 classroom for 15 weeks. Prerequisite(s): Successful Completion of EPC Methods Block.

**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. Prerequisites: EDT 442, EDT 442L, EDT 443.

**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 489. AYA Math Content for Teaching. 3 Hours**

This course focuses on mathematical content needed to successfully teach mathematics in grades 7-12. Topics include: Ohio's academic content standards for grades 7-12, Mathematical Modeling, Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability. Various resources, technologies, manipulatives, and other visuals, interdisciplinary connections, various grouping techniques, best practices, and current research will be discussed. Prerequisites: MTH 310 or MTH 361.

**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.