

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. 12), Middle Childhood Education (p. 12)
- Bachelor of Science in Education, Middle Childhood Education/ Intervention Specialist (p. 14)
- Bachelor of Science in Education, Pre-Kindergarten to Grade 5 (p. 16)
- Bachelor of Science in Education (p. 18), Secondary Catholic Religion Education (p. 18)
- Bachelor of Science in Education (p. 9), World Language Education (p. 9)

Additional Educator Preparation Option:

- Pre-Kindergarten to Grade 5 Intervention Specialist (p. 19)

Endorsements:

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

Certificates:

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

Faculty

Treavor Bogard, Chairperson

Professors Emeriti: Hart, Herrelko, Kinnucan-Welsch, Lasley, Rowley, Sudzina, Talbert-Johnson, Weaver

Professors: Adams

Associate Professors: Arnold, Bogard, Bowman, Collopy, Gallagher, Gold, Kelly, McIntosh, Nenonene, Sableski, White

Assistant Professors: Butler, Falk, Lawless-Frank, Mills

Clinical Faculty: Christman, 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 BCII and FBI criminal background check prior to field experience in P-12 schools. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office passing scores on the state of Ohio assessment tests.

Teacher Education Undergraduate Academic policies:

1. Candidates for undergraduate licensure are placed in schools in the Miami Valley area for all clinical experiences. Student teaching is the capstone clinical experience for the preparation programs. Once students have been approved and placed for student teaching, they may not withdraw from the program except with the approval of the department chair. A student who withdraws without this approval forfeits future placement in student teaching.
2. Candidates must meet each of the following benchmarks:
 - Candidates must earn an overall grade point average of 2.5 or higher after completing EDT 109
 - Candidates must earn an overall grade point average of 2.75 after completing EDT 110
 - Candidates must earn an overall grade point average of 3.0 after completing the program specific development course
 - Candidates must earn an overall grade point average of 3.0 or higher prior to entry into the clinical experience/methods
 - Grade of C- or higher in all EDT courses
 - Grade of S in all EDT laboratories prior to entry into clinical experience
 - Unexcused absences in a teacher education course cannot exceed 13% in any given course.

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

The Department of Teacher Education offers a Bachelor of Science in Education in Adolescence to Young Adult Education. The program meets all requirements for a state of Ohio license to teach learners ages 12-21 and grades 7-12. A student has three options to meet the program requirements for adolescence to young adult licensure: 1) BSE with a major in adolescence to young adult education; 2) BSE with a major in adolescence to young adult education and an additional major in the

College of Arts and Sciences; 3) BSE with a major in adolescence to young adult education and a Bachelor of Arts or Bachelor of Science degree in the College of Arts and Sciences (dual degree).

A student in the adolescence to young adult education program is required to have a single comprehensive teaching field. The number of semester hours to complete the teaching field requirements varies across programs. A student must meet all academic and competency requirements in order to continue in the program, to student teach and be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. Students are expected to have completed all of the teaching concentration courses prior to student teaching; exceptions must be approved by a faculty advisor. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office passing scores on the state of Ohio licensure tests.

Adolescence to young adult education teaching fields include:

- Integrated Language Arts (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. 6)
- 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 (e.g., Capstone and Diversity and Social Justice). 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) ¹

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

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

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

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

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

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

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

⁶ May be completed with ASI 110 and ASI 120 through the Core Program.

⁷ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁸ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

Major Requirements

EDT 109 Personal Aspects of Teaching	1
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EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 222	Middle Childhood to Young Adult Development in a Diverse Society ¹	3
EDT 222L	Middle Childhood to Young Adult Development in a Diverse Society Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 338	Teaching, Learning and Management ¹	3
EDT 338L	Teaching, Learning and Management Laboratory	0
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT Content methods in teaching field ^{1,3}		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 ²	3
EDT 481	Adolescence to Young Adult Assessment	3
EDT 475	Student Teaching-Adolescence to Young Adult ³	12
Concentration Courses Required		

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

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

³ 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 386	Genre in Writing	3
ENG 391	Introduction to Composition Theory	3

Media

THR 105	Theatre Appreciation	3
or EDT 417	Theatre in Education	
CMM 201	Foundations of Mass Communication	3

ENG 375	Writing for the Web	3
or ENG 408	Social Media	

Language

ENG 472	The Structure of English	3
ENG 307	Varieties of English	3
or ENG 466	TESOL Methods for Teaching English Language Learners	
or ENG 468	Introduction to Linguistics	
or ENG 470	History of English	

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	Postcolonial Literature	
or ENG 346	Literature & Human Rights	
or ENG 360	US Latinx Literature	
or ENG 396	Love & LGBTQ+ Literature	

Literature

ENG 393	Approaches to Literature for Middle and High School	3
or ENG 388	Introduction to Literary Theory	
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 55

Integrated Mathematics Concentration

Pedagogy

EDT 432	Integrated Mathematics Methods for Adolescence to Young Adult	3
EDT 436	Adolescent to Young Adult Capstone Seminar *	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 or CPS 150	Computer Programming for Engineering & Science Algorithms & Programming I	3

Total Hours **45**

* 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	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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	General Physics Laboratory	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 or PHY 480	Professional Practices Seminar Physics Capstone	1

Chemistry Requirements (22 credits)

CHM 123	General Chemistry	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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
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 & 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
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 **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
PHY 211L	General Physics Laboratory II	1
PHY 250	Descriptive Astronomy	3
PHY 321	General Physics IV - Modern Physics	3
PHY 480	Physics Capstone	1

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
CHM 123	General Chemistry	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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
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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	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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
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

Supporting Science & Mathematics Requirements (29 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	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry Laboratory	1
PHY 201	College Physics I	3
PHY 201L	College Physics Laboratory I	1
PHY 202	College Physics II	3
PHY 202L	General Physics Laboratory	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 or BIO 420	Professional Practices Seminar Biology Capstone Seminar	1

Chemistry Requirements (22 credits)

CHM 123	General Chemistry	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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

Supporting Science and Mathematics Requirements (18 credits)

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	General Physics Laboratory	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
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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		
Supporting Science and Mathematics Requirements (18 credits)		
CHM 123	General Chemistry	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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 or PHY 480	Biology Capstone Seminar Physics Capstone	1

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		

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		
Supporting Science and Mathematics Requirements (24 credits)		
CHM 123	General Chemistry	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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 or BIO 420 or PHY 480	Professional Practices Seminar Biology Capstone Seminar Physics Capstone	1

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	3
CHM 123L	General Chemistry Laboratory	1
CHM 124	General Chemistry	3
CHM 124L	General Chemistry 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	General Physics Laboratory	1
Mathematics Requirements (6-8 credits)		
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
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		54-55

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

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

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 (e.g., Capstone and Diversity and Social Justice). 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) ¹

First-Year Humanities Commons ²		12 cr. hrs.
HST 103	Introduction to Global Historical Studies	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ³	

Second-Year Writing Seminar ⁴		0-3 cr. hrs.
ENG 200	Writing Seminar II	
Oral Communication		3 cr. hrs.
CMM 100	Principles of Oral Communication	
Mathematics		3 cr. hrs.
Social Science		3 cr. hrs.
Arts		3 cr. hrs.
Natural Sciences ⁵		7 cr. hrs.
Crossing Boundaries		up to 12 cr. hrs.
Faith Traditions		
Practical Ethical Action		
Inquiry		
Integrative		
Advanced Study		
Philosophy and/or Religious Studies (6 cr. hrs.)		
Historical Studies (3 cr. hrs.) ⁶		
Diversity and Social Justice ⁷		3 cr. hrs.
Major Capstone ⁸		0-6 cr. hrs.

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

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

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

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

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

⁶ May be completed with ASI 110 and ASI 120 through the Core Program.

⁷ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁸ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

Major Requirements

EDT 305	Philosophy and History of American Education	3
EDT 340	Educating Diverse Student Populations in Inclusive Settings	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 344	Collaboration with Families, Professionals and Agencies	3
EDT 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 in World Language Education. The program meets all requirements for a state of Ohio license to teach grades P-12. Three teaching concentrations are available: French, German, and Spanish. Students enrolled in this program may also elect to complete a dual degree or an additional major in the College of Arts and Sciences.

A student must meet all academic and competency requirements in order to continue in the program, to student teach and to be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. Students are expected to have completed all of the teaching concentration courses prior to student teaching; exceptions must be approved by a faculty advisor. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office passing scores on the state of Ohio assessment tests, including the Oral Proficiency Interview and the Writing Proficiency Test offered by the American Council on the Teaching of Foreign Languages (ACTFL).

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 (e.g., Capstone and Diversity and Social Justice). 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) ¹

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

¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g.,

Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

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

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

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

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

⁶ May be completed with ASI 110 and ASI 120 through the Core Program.

⁷ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁸ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 207	Child and Adolescent in Education	3
EDT 207L	Child and Adolescent in Education Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 338	Teaching, Learning and Management	3
EDT 338L	Teaching, Learning and Management Laboratory	0
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice)	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 433	World Languages	3
EDT 433L	World Languages Field Internship	1-2
EDT 436	Adolescent to Young Adult Capstone Seminar	3
EDT 437	Second Language Learning and Teaching	3
EDT 459	Critical Reading and Writing in the Content Area	3
EDT 471	Student Teaching- Foreign Languages P-12 (Satisfies CAP Capstone)	12
LNG 468	Introduction to Linguistics	3
EDT 481	Adolescence to Young Adult Assessment	3
Concentration (12 courses) ²		36
Concentration/electives (3 courses)		9
Study Abroad (Concentration) ¹		2-14

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

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

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

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

A student must meet all academic and competency requirements in order to continue in the program, to student teach and to be recommended for licensure. In addition, all field and clinical experiences must be successfully completed. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office passing scores on the state of Ohio licensure tests.

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 (e.g., Capstone and Diversity and Social Justice). 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) ¹

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

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

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

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

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

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

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

⁶ May be completed with ASI 110 and ASI 120 through the Core Program.

⁷ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁸ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 207	Child and Adolescent in Education ¹	3
EDT 207L	Child and Adolescent in Education Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 315	Introduction to Learners with Moderate to Intense Disabilities	3
EDT 321	Inclusive Classroom Environment for Middle Childhood ¹	3
EDT 321L	Inclusive Classroom Environment for Middle Childhood Laboratory	1
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3

EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 341	Language Development, English Language Learners and Emergent Literacy	3
EDT 342	Behavior Management	3
EDT 343	Introduction to Education of Learners with Mild-Intense Learning Needs ¹	3
EDT 343L	Introduction to Education of Learners with Mild-Intense Learning Needs Laboratory	0
EDT 350	Foundations of Literacy through Literature	3
EDT 408	Instructional Strategies: Moderate/Intense	3
EDT 425	Middle School Principles and Practices	3
EDT 427	Mathematics for Middle Childhood	3
EDT 441	Adapting Content Standards for Students with Special Needs ¹	3
EDT 441L	Adapting Content Standards for Students with Special Needs Laboratory	0
EDT 442	Assessment ^{1,2}	3
EDT 442L	Intervention Specialist: Assessment Field Internship ²	1
EDT 443	Curriculum ²	2
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 454	Methods of Literacy for Early Childhood	3
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3
EDT 467	Advanced Phonics and Multisensory Instruction	3
EDT 476	Student Teaching- Intervention Specialist	12
EDT 480	Community Involvement and Transition Readiness ²	3
EDT 484	Intervention Specialist Capstone Seminar (Satisfies CAP Capstone)	3

Suggested CAP Courses

Total of 6 SCI Credit Hours + 1 Lab		
SCI 190	The Physical Universe (Satisfies CAP Natural Sciences)	
or SCI 210	The Dynamic Earth	
or SCI 230	Organisms, Evolution & Environment	
SCI 190L	The Physical Universe Laboratory ³	
or SCI 210L	The Dynamic Earth Laboratory	
or SCI 230L	Organisms, Evolution & Environment Laboratory	
MTH 204 & MTH 205	Mathematical Concepts I and Mathematical Concepts II ⁴	3-6
or MTH 114	Contemporary Mathematics	
or MTH 207	Introduction to Statistics	

Total Hours 83-86

Science of Reading Certificate*

EDT 341	Language Development, English Language Learners and Emergent Literacy	3
EDT 350	Foundations of Literacy through Literature	3
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 454	Methods of Literacy for Early Childhood	3
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3

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

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

² EDT 442, 442L, 443, and 480 must be taken concurrently. Field Experience is required.

³ Students must take one of SCI 190L, SCI 210L or SCI 230L.

⁴ MTH 114 or MTH 207 can replace MTH 204 + MTH 205

* The courses satisfying the requirements for the Science of Reading Certificate are already imbedded within the Intervention Specialist program and require no additional coursework.

**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.

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. 14)
- Reading/Language Arts (p. 14)

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 (e.g., Capstone and Diversity and Social Justice). 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) ¹

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

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

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

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

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

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

⁶ May be completed with ASI 110 and ASI 120 through the Core Program.

⁷ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁸ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 222	Middle Childhood to Young Adult Development in a Diverse Society ¹	3
EDT 222L	Middle Childhood to Young Adult Development in a Diverse Society Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 321	Inclusive Classroom Environment for Middle Childhood ^{1,2}	3
EDT 321L	Inclusive Classroom Environment for Middle Childhood Laboratory	1
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ^{1,2}	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 350	Foundations of Literacy through Literature	3
EDT 423	Middle Childhood/Middle Childhood Intervention Specialist Capstone Seminar	3
EDT 425	Middle School Principles and Practices	3
EDT 425L	Middle School Principles and Practices Laboratory	0
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 452	Digital Literacies, ELL and Content Reading Strategies	3
EDT 452L	Digital Literacies, ELL and Content Reading Strategies Lab	0
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 ³	36
Total Hours	89

Science of Reading Certificate *

EDT 341	Language Development, English Language Learners and Emergent Literacy	3
EDT 350	Foundations of Literacy through Literature	3
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3
EDT 452	Digital Literacies, ELL and Content Reading Strategies	3

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

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

* The courses satisfying the requirements for the Science of Reading Certificate require one additional course (EDT 341) with all others already embedded within the program requirements.

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 & Graphs	3
MTH 216	Calculus Concepts & Applications	3
MTH 266	Discrete & Finite Mathematics for Middle School Teachers	3
MTH 270	Geometry Concepts & Applications	3
MTH 295	Historical Roots of Elementary Mathematics	3

Total Hours	24
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* 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 & Environment	3
SCI 230L	Organisms, Evolution & Environment Laboratory	1
PHY 250	Descriptive Astronomy	3-4
or PHY 108	Physical Science of Light & Color	

Choose one of the following	3
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GEO 109	Earth, Environment, and Society
BIO 395	Global Environmental Biology
SEE 301	Earth Systems & Global Climate Change
GEO 208	Environmental Geology

SEE 250 Introduction to Sustainability, Energy & 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	The 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 & Gender in the Middle East	
HST 357	Modern Latin America	
HST 358	Social & 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 & Women's History to 1870	
HST 397	Black Women in America	
PSY 443	Women, Gender, and Psychology	
SOC 322	Crime, Film & 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	History of English	
ENG 472	The Structure of English	

Total Hours 27

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.

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 (e.g., Capstone and Diversity and Social Justice). 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) ¹

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

Diversity and Social Justice ⁷	3 cr. hrs.
Major Capstone ⁸	0-6 cr. hrs.

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

EDT 109 Personal Aspects of Teaching	1
EDT 110 The Profession of Teaching ¹	3
EDT 110L The Profession of Teaching Laboratory	0
EDT 222 Middle Childhood to Young Adult Development in a Diverse Society (Satisfies CAP Diversity and Social Justice) ¹	3
EDT 222L Middle Childhood to Young Adult Development in a Diverse Society Laboratory	0
EDT 305 Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 321 Inclusive Classroom Environment for Middle Childhood ¹	3
EDT 321L Inclusive Classroom Environment for Middle Childhood Laboratory	0-1
EDT 340 Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Social Justice) ¹	3
EDT 340L Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 350 Foundations of Literacy through Literature	3
EDT 425 Middle School Principles and Practices	3
Choose two concentration areas:	
EDT 426 Reading/Language Arts for Middle Childhood ²	
EDT 427 Mathematics for Middle Childhood ²	
EDT 428 Science for Middle Childhood ²	
EDT 429 Social Studies for Middle Childhood ²	
EDT 441 Adapting Content Standards for Students with Special Needs ¹	3
EDT 441L Adapting Content Standards for Students with Special Needs Laboratory	0

EDT 442	Assessment	3
EDT 442L	Intervention Specialist: Assessment Field Internship	0-1
EDT 444	Instructional Strategies: Mild/Moderate	3
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 452	Digital Literacies, ELL and Content Reading Strategies ¹	3
EDT 452L	Digital Literacies, ELL and Content Reading Strategies Lab	0
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3
EDT 423	Middle Childhood/Middle Childhood Intervention Specialist Capstone Seminar (Satisfies CAP Capstone)	3
EDT 474	Student Teaching- Middle Childhood	9
EDT 476	Student Teaching- Intervention Specialist	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 ³		36
Total Hours		94-96

Science of Reading Certificate [*]		
EDT 341	Language Development, English Language Learners and Emergent Literacy	3
EDT 350	Foundations of Literacy through Literature	3
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 455	Reading, Writing, and Assessment in the Content Areas K-12	3
EDT 452	Digital Literacies, ELL and Content Reading Strategies	3

¹ Must register for the corequisite laboratory course, all field experiences arranged by the University.
² Methods courses need to be taken at UD
³ Fewer concentration hours may be required depending upon chosen concentrations.
^{*} The courses satisfying the requirements for the Science of Reading Certificate require one additional course (EDT 341) with all others already embedded within the program requirements.

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

The Department of Teacher Education offers a Bachelor of Science in Education in Pre-Kindergarten to Grade 5. This program meets all requirements for a state of Ohio license to teach prekindergarten through grade five.

A student in the Pre-Kindergarten to Grade 5 program is required to complete 124 semester hours for graduation. A student must meet all academic and competency requirements in order to continue in the program, to student teach, and to be recommended for licensure. In addition, all field and clinical experiences must be successfully

completed. In order for the University of Dayton to approve the state of Ohio teaching license application, applicants must have on file in the SEHS dean's office passing scores on all the State of Ohio licensure assessments.

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 (e.g., Capstone and Diversity and Social Justice). 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) ¹		
First-Year Humanities Commons ²		12 cr. hrs.
HST 103	Introduction to Global Historical Studies	
REL 103	Introduction to Religious and Theological Studies	
PHL 103	Introduction to Philosophy	
ENG 100	Writing Seminar I ³	
Second-Year Writing Seminar ⁴		0-3 cr. hrs.
ENG 200	Writing Seminar II	
Oral Communication		3 cr. hrs.
CMM 100	Principles of Oral Communication	
Mathematics		3 cr. hrs.
Social Science		3 cr. hrs.
Arts		3 cr. hrs.
Natural Sciences ⁵		7 cr. hrs.
Crossing Boundaries		up to 12 cr. hrs.
Faith Traditions		
Practical Ethical Action		
Inquiry		
Integrative		
Advanced Study		
Philosophy and/or Religious Studies (6 cr. hrs.)		
Historical Studies (3 cr. hrs.) ⁶		
Diversity and Social Justice ⁷		3 cr. hrs.

Major Capstone ⁸	0-6 cr. hrs.
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¹ The credit hours listed reflect what is needed to complete each CAP component. However, they should not be viewed as a cumulative addition to a student's degree requirements because many CAP courses are designed to satisfy more than one CAP component (e.g., Crossing Boundaries and Advanced Studies) and may also satisfy requirements in the student's major.

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

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

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

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

⁶ May be completed with ASI 110 and ASI 120 through the Core Program.

⁷ May not double count with First-Year Humanities Commons, Second-Year Writing, Oral Communication, Social Science, Arts, or Natural Sciences CAP components, but may double count with courses taken to satisfy other CAP components and/or courses taken in the student's major.

⁸ The course or experience is designed by faculty in each major; it may, or may not, be assigned credit hours.

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 211	Child Development: Birth to Grade 5 ^{1,2}	3
EDT 211L	Child Development: Birth to Grade 5 Laboratory ^{1,2}	1
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 ^{1,3}	3
EDT 313L	Developmentally Appropriate Practices Lab ^{1,2,3}	1
EDT 317	Integrating the Arts in Curriculum ³	2
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 341	Language Development, English Language Learners and Emergent Literacy	3
EDT 344	Collaboration with Families, Professionals and Agencies	3
EDT 350	Foundations of Literacy through Literature	3
EDT 405	Primary Field Internship K-5 ⁴	1
EDT 409	Mathematics for 4th and 5th Grades	3
EDT 410	Science for 4th and 5th Grades	3
EDT 411	Social Studies for 4th and 5th Grades	3
EDT 412	Developmentally Appropriate Practice in Mathematics for Early Childhood ⁴	3
EDT 413	Developmentally Appropriate Practice in Social Studies for Early Childhood ⁴	2

EDT 414	Developmentally Appropriate Practice in Science for Early Childhood ⁴	3
EDT 415	Working with Young Learners with Mild to Moderate Disabilities ⁶	3
EDT 343	Introduction to Education of Learners with Mild-Intense Learning Needs (EDT 343 Replaces EDT 415 ONLY for students in EPCIS or PKSN)	
EDT 450	Phonics, Spelling and Vocabulary	3
EDT 456	Introduction to Literacy for Grades PK-5 ³	3
EDT 457	Methods of Literacy for Grades PK-5 ⁴	3
EDT 478	Student Teaching In Grades PK-5 ⁵	10-12
EDT 483	Grades PK-5 Education Capstone Seminar	3

Additional Program Requirements:⁷

MTH 204 & MTH 205	Mathematical Concepts I and Mathematical Concepts II	3-6
or MTH 114	Contemporary Mathematics	
or MTH 207	Introduction to Statistics	
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	
VAE 101	Early Childhood Art Education	3

EPC IS*

EDT 342	Behavior Management	3
EDT 343	Introduction to Education of Learners with Mild-Intense Learning Needs (Replaces EDT 415)	3
EDT 343L	Introduction to Education of Learners with Mild-Intense Learning Needs Laboratory	0
EDT 442	Assessment	3
EDT 443	Curriculum	2-3
EDT 472	Internship in Early Childhood Special Education	5-12

Total Hours 16-24

PreK Special Needs Endorsement**

EDT 343	Introduction to Education of Learners with Mild-Intense Learning Needs (Replaces EDT 415)	3
EDT 343L	Introduction to Education of Learners with Mild-Intense Learning Needs Laboratory	0
EDT 442	Assessment	3
EDT 443	Curriculum	2-3
EDT 401L	Pre-Kindergarten Special Needs Field Experience	0-1

Total Hours 8-10

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

² Field experiences arranged at the Bombeck Family Learning Center.

³ Designates cohort courses to be taken together in the same semester.

⁴ Designates cohort courses to be taken together in the same semester.

- ⁵ Students pursuing EPCIS licensure should take the course for 10 semester hours; all other students should take the course for 12 semester hours.
- ⁶ Students pursuing EPCIS or PKSN take EDT 343 and lab in lieu of EDT 415.
- ⁷ 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).
- **Students completing the PKSN courses will earn an endorsement from the state of Ohio to teach preschool students with disabilities. (Pending successful completion of the program and passing OAE 013L Early Childhood Special Education until OAE 058: Primary Special 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.

A student must meet all academic and competency requirements in order to continue in the program, to student teach and to be recommended for the certificate. In addition, all field and clinical experiences must be successfully completed. Students should take electives as needed to achieve 124 semester credit hours.

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 (e.g., Capstone and Diversity and Social Justice). 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) ¹

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

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

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

Major Requirements

EDT 109	Personal Aspects of Teaching	1
EDT 110	The Profession of Teaching ¹	3
EDT 110L	The Profession of Teaching Laboratory	0
EDT 222	Middle Childhood to Young Adult Development in a Diverse Society ¹	3

EDT 222L	Middle Childhood to Young Adult Development in a Diverse Society Laboratory	0
EDT 305	Philosophy and History of American Education (Satisfies CAP Practical Ethical Action and Advanced Study in Philosophy)	3
EDT 331L	Religion Methods Laboratory	1
EDT 338	Teaching, Learning and Management ¹	3
EDT 338L	Teaching, Learning and Management Laboratory	0
EDT 340	Educating Diverse Student Populations in Inclusive Settings (Satisfies CAP Integrative and Diversity and Social Justice) ¹	3
EDT 340L	Educating Diverse Student Populations in Inclusive Settings Laboratory	0
EDT 436	Adolescent to Young Adult Capstone Seminar (Satisfies CAP Capstone)	3
EDT 459	Critical Reading and Writing in the Content Area	3
EDT 475	Student Teaching-Adolescence to Young Adult	12
EDT 481	Adolescence to Young Adult Assessment	3
MTH 114	Contemporary Mathematics (Satisfies CAP Mathematics)	3
Concentration (31 hours)		

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

Pre-Kindergarten to Grade 5 Intervention Specialist License

The Department of Teacher Education offers the pre-kindergarten to grade 5 intervention specialist program, as an additional licensure option for students who successfully complete the pre-kindergarten to grade 5 education program. Persons earning this license are qualified to teach children ages three through ten who have mild or moderate to intensive needs. In order for the University of Dayton to approve the state of Ohio teaching license application, the candidate must have on file in the SEHS dean's office passing scores on the required state of Ohio licensure test.

Early Childhood Intervention Specialist License

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

Early Childhood Generalist Endorsement

The Department of Teacher Education offers the early childhood generalist endorsement program. The endorsement will allow teachers in self-contained fourth and fifth grade classrooms to teach the subjects of mathematics, science and social studies. Students enrolled in an early childhood education program may complete the coursework for the early childhood generalist endorsement as a focus area for their undergraduate degree. In order for the University of Dayton to approve the state of Ohio

endorsement application, applicants must have on file in the SEHS dean's office passing scores on the state of Ohio licensure tests.

Early Childhood Generalist Endorsement

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

Prekindergarten Special Needs Endorsement

The Department of Teacher Education offers the prekindergarten special needs endorsement program. This endorsement can be added to an intervention specialist or early childhood education license and allows teachers to teach children ages three to five who have mild or moderate to intensive needs. Students enrolled in an early childhood education program may complete the coursework for the prekindergarten special needs endorsement as a focus area for their undergraduate degree. In order for the University of Dayton to approve the state of Ohio endorsement application, candidates must have on file in the SEHS dean's office passing scores on the state of Ohio licensure tests.

Prekindergarten Special Needs Endorsement

EDT 314	Collaborative Assessment and Team Models	3
EDT 315	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
Total Hours		17

Middle Childhood Generalist Endorsement

The Department of Teacher Education offers the middle childhood generalist endorsement program. This endorsement can be added to any existing middle childhood education license for any combination of the four areas of concentration. The generalist endorsement will allow teachers to teach grades four to six only. In order for the University of Dayton to approve the state of Ohio endorsement application, candidates must have on file in the SEHS dean's office passing scores on the state of Ohio licensure tests.

Middle Childhood Generalist Endorsement *

Language and Reading ¹		
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	
Mathematics ²		
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	
Science³		
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 Studies⁴		
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	

¹ Candidates are required to complete 50 hours in an appropriate field placement for content area(s) that they add to their Middle Childhood license.

² An approved math course of 3 semester hours is a pre-requisite for adding Mathematics

³ 8 semester hours in two of the science disciplines is a prerequisite for adding Science.

⁴ 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
Total Hours		10

Certificate in Dyslexia (DYS)

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

Required Courses:

EDT 450	Phonics, Spelling and Vocabulary	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)

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

Early Childhood Education ¹

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 ¹

EDT 427	Mathematics for Middle Childhood	3
or EDT 409	Mathematics for 4th and 5th Grades	
EDT 428	Science for Middle Childhood	3
or EDT 410	Science for 4th and 5th Grades	
SCI 230	Organisms, Evolution & Environment	3
SCI 230L	Organisms, Evolution & Environment Laboratory	1
MTH 266	Discrete & Finite Mathematics for Middle School Teachers	3

Adolescent to Young Adult ¹

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

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

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

The Department of Teacher Education offers the 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.

TESOL Certificate

LNG 468	Introduction to Linguistics	3
or ENG 468	Introduction to Linguistics	
or EDT 448	Introduction to Linguistics	
ENG 472	The Structure of English	3
EDT 437	Second Language Learning and Teaching	3
ENG 466	TESOL Methods for Teaching English Language Learners	3
or EDT 466	TESOL Methods for Teaching English Language Learners	
EDT 438	TESOL Practicum	1
Total Hours		13

Certificate in Urban Teacher (UTC)

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

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. 22)
- Bachelor of Science in Education (p.), Early Childhood (p.)
- Bachelor of Science in Education, Intervention Specialist (p. 23)
- Bachelor of Science in Education, Middle Childhood/Intervention Specialist (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)
- Bachelor of Science in Education, Pre-Kindergarten to Grade 5 (p. 22)
- Bachelor of Science in Education (p. 24), Secondary Catholic Religion (p. 18)
- Bachelor of Science in Education (p.), World Language (p. 8)

Adolescence to Young Adult

First Year			
Fall	Hours	Spring	Hours
EDT 109		1 EDT 110	3
CMM 100		3 EDT 110L	0
HST 103		3 ENG 100	3
MTH 114		3 REL 103	3
PHL 103		3 CAP Natural Science	3
CAP Natural Science		3 Concentration	3
CAP Natural Science Lab		1	
		17	15
Second Year			
Fall	Hours	Spring	Hours
EDT 222		3 ENG 200	3
EDT 222L		0 CAP Adv Historical Study	3
SSC 200		3 CAP Inquiry	3
Concentration		3 Concentration	3
Concentration		3 Concentration	3
Concentration		3 Concentration	3
Concentration		3	
		18	18
Third Year			
Fall	Hours	Spring	Hours
EDT 338		3 EDT 305	3
EDT 338L		0 EDT 323	3
EDT 340		3 CAP Arts	3
EDT 340L		0 Concentration	3

CAP Adv Rel/Faith Traditions EDT 324 preferred and required for social studies concentration	3 Concentration	3	
Concentration	3 Concentration	3	
Concentration	3		
		15	
		18	
Fourth Year			
Fall	Hours	Spring	Hours
EDT 459		3 EDT 475	12
EDT 481		3 EDT 436	3
EDT Special Methods		3	
EDT Special Methods Lab		1	
Concentration		3	
Concentration		3	
		16	15

Total credit hours: 132

Pre-Kindergarten to Grade 5

First Year			
Fall	Hours	Spring	Hours
EDT 109		1 EDT 110	3
CMM 100		3 EDT 110L	0
HST 103		3 ENG 100	3
PHL 103		3 REL 103	3
SCI 190		3 GEO 109 or SCI 210	3
SCI 190L		1 GEO 109L or SCI 210L	1
VAE 101		3 CAP Arts	3
		17	16
Second Year			
Fall	Hours	Spring	Hours
EDT 211		3 EDT 212	3
EDT 211L		0-1 EDT 305	3
EDT 341		3 EDT 415	2-3
ENG 200		(Note: EPC-IS & PKSN do not take this course)	
SSC 200		3 EDT 450	3
Focus Area/Elective		3 CAP Mathematics	3
		0-3 CAP Advanced History and Inquiry	3
		12-16	17-18
Third Year			
Fall	Hours	Spring	Hours
EDT 340		3 EDT 313	3
EDT 340L		0 EDT 313L	0-1
EDT 344		3 EDT 317	2
EDT 350		3 EDT 456	3
EDT 409		3 EDT 410	3
CAP Adv PHL/REL & CB Faith Trad		3 EDT 411	3
SCI 230 or BIO 101		3 Focus Area/Elective	3
		18	17-18
Fourth Year			
Fall	Hours	Spring	Hours
EDT 405		1 EDT 478	10-12
EDT 412		3 EDT 483	3
EDT 413		2 Focus Area/Elective	3

EDT 414	3	
EDT 457	3	
Focus Area	3	
Focus Area	3	
	18	16-18

Total credit hours: 131-139

World Language

First Year

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

Second Year

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

Third Year

Fall	Hours	Spring	Hours
EDT 340		3 EDT 305	3
EDT 340L		0 Concentration	12
EDT 437		3	
LNG 468		3	
CAP Arts		3	
Concentration		6	
			18
	18		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		3-6	
			13-16
	13-16		15

Total credit hours: 126-129

Intervention Specialist

First Year

Fall	Hours	Spring	Hours
EDT 109		1 EDT 110	3
CMM 100		3 EDT 110L	0
HST 103		3 ENG 100	3
REL 103		3 PHL 103	3
SCI 190		3 SCI 210	3
SCI 190L		1 MTH 205	3

MTH 204	3	
	17	15

Second Year

Fall	Hours	Spring	Hours
EDT 207		3 EDT 305	3
EDT 207L		0 EDT 341	3
SSC 200		3 EDT 343	3
ENG 200		3 EDT 343L	0
HST 251 or HST 252		3 EDT 450	3
CAP Arts		3 EDT 315	3
Elective		3 Elective	3
			18
	18		18

Third Year

Fall	Hours	Spring	Hours
EDT 321		3 EDT 408 (Instructional Strategies Moderate to Intense)	3
EDT 321L		0 EDT 425	3
EDT 340		3 EDT 441	3
EDT 340L		0 EDT 441L	0
EDT 342		3 EDT 455	3
EDT 350		3 CAP REL/PHL & Faith Traditions	3
EDT 467		3 Elective	3
Elective		3	
			18
	18		18

Fourth Year

Fall	Hours	Spring	Hours
EDT 432		3 EDT 476	12
EDT 442		3 EDT 484	3
EDT 442L		0	
EDT 443		3	
EDT 454		3	
EDT 480 (Transition and Collaboration)		3	
			15
	15		15

Total credit hours: 134

Middle Childhood/Intervention Specialist

First Year

Fall	Hours	Spring	Hours
EDT 109		1 EDT 110	3
CMM 100		3 EDT 110L	0
HST 103		3 ENG 100	3
MTH 207 or 114		3 REL 103	3
PHL 103		3 GEO 204	4
SCI 190		3 CAP Arts (EDT 417 Recommended)	3
SCI 190L		1	
			17
	17		16

Second Year

Fall	Hours	Spring	Hours
EDT 222		3 EDT 450	3
EDT 222L		0 ENG 200	3
SSC 200		3 CAP Adv. PHL/REL and Faith Traditions	3
CAP ADV Historical St. Concentration		3 CAP Inquiry Concentration	3

Concentration	3	Concentration	3
		Concentration	3
	15		21

Third Year			
Fall	Hours	Spring	Hours
EDT 321		3 EDT 305	3
EDT 321L		0 EDT 425	3
EDT 350		3 EDT 425L	0
EDT 340		3 EDT 455	3
EDT 340L		0 EDT 441	3
Concentration		3 Concentration	6
Concentration		3	
Concentration		3	
	18		18

Total credit hours: 141

Middle Childhood Education

First Year			
Fall	Hours	Spring	Hours
EDT 109		1 EDT 110	3
CMM 100		3 EDT 110L	0
HST 103		3 ENG 100	3
PHL 103		3 REL 103	3
MTH 207 or 114		3 GEO 204	4
SCI 190		3 EDT 417	3
SCI 190L		1	
	17		16

Second Year			
Fall	Hours	Spring	Hours
EDT 222		3 EDT 450	3
EDT 222L		0 ENG 200	3
SSC 200		3 CAP Adv. PHL/REL and Faith Traditions	3
CAP Adv Historical Study		3 CAP Inquiry	3
Concentration		3 Concentration	3
Concentration		3 Concentration	3
	15		18

Third Year			
Fall	Hours	Spring	Hours
EDT 321		3 EDT 305	3
EDT 321L		1 EDT 425	3
EDT 340		3 EDT 425L	0
EDT 340L		0 EDT 455	3
EDT 350		3 Concentration	3
Concentration		3 Concentration	3
Concentration		3	
	16		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 452		3	
EDT 452L		0	
Concentration		6	
		15	15

Total credit hours: 127

Secondary Catholic Religion Education

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

Second Year			
Fall	Hours	Spring	Hours
EDT 222		3 CAP Arts	3
EDT 222L		0 REL 281, 282, 283, 284, or UDI 419	1
Adv Rel/Faith Traditions		3 REL 310, 311, or 312	3
REL 281, 282, 283, 284, or UDI 419		1 REL 315, 316, 318, or 319	3
REL 323 or 324		3 REL 443 or 446	3
REL 360 or 363		3 ENG 200	3
SSC 200		3	
		16	16

Third Year			
Fall	Hours	Spring	Hours
EDT 338		3 REL 281, 282, 283, 284, or UDI 419	1
EDT 338L		0 Religion Elective	3
EDT 340		3 REL-World Religions Course	3
EDT 340L		0 CAP inquiry	3
EDT 305		3 Elective	6
REL 281, 282, 283, 284, or UDI 419		1	
REL Doctrine		3	
REL 327, 328, or 329		3	
		16	16

Fourth Year			
Fall	Hours	Spring	Hours
EDT 331L		0 EDT 475	12
EDT 459		3 EDT 436	3
EDT 481		3	

Elective	9	
	15	15

Total credit hours: 126

Courses

EDT 109. Personal Aspects of Teaching. 1 Hour

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

EDT 110. The Profession of Teaching. 3 Hours

This course is designed to study the principal components of effective teaching that facilitate the learning of all students. Current educational issues, the Ohio Standards for the Teaching Profession and other professional standards, developing a community of learners, service learning and teaching incorporating the Marianist traditions are other topics of the course. Field experience: 20 hours. Students must register for EDT 110 Lab. 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. Prerequisite(s): EDT 110, EDT 110L, HST 103, PHL 103.

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

Students will explore the standards for the field of infant and toddler care and education and design curriculum and environments that reflect current research-based practice. Critical reflection on practice and team collaboration will be emphasized. 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. Corequisites: EDT 313L.

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. Corequisites: EDT 313.

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-Intense 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. Corequisites: EDT 343L.

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

This course consists of planned field experiences providing candidates the opportunity for field reflections in relation to the individual learning needs of students in school settings. 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

This course serves as an introductory course to the reading/language arts (listening, speaking, reading, writing, viewing, visual representation) and the role literature plays in these processes. It is a foundation course in reading and is intended to align with the requirements of Ohio Reading Core licensure standards for the ECE, MCE, and IS programs. Topics examined include the foundations of literacy, research, theories and related models of reading, various children's and young adult literature, the integration of technology in literacy, an overview of the importance of on-going assessment in teaching reading/language arts and an awareness of cultural, linguistic and ethnic diversity in individual learners. 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. Prerequisite(s): MTH 204, MTH 205.

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

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

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

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

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

This course will extend the candidate's knowledge of how children, ages six through eight, develop and learn in order to provide opportunities that support the physical, social, emotional, language, cognitive and aesthetic development of all young children. Students will learn to use knowledge of how young children differ in their development and approaches to learning mathematics in order to provide individually appropriate opportunities for learning the subject. The course will emphasize teaching in the content of mathematics and will focus on the Ohio Mathematics academic content standards and the National Council of Teachers of Mathematics (NCTM) standards. Field experience is integrated with the primary block. This course is part of the first semester senior year internship and culminates in the second semester of student teaching.

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

Students will learn to use knowledge of how young children, ages six through eight, differ in their development and approaches to learning social studies in order to provide individually appropriate opportunities for learning the subject. The course will emphasize teaching in the content of social studies and will focus on the Ohio Social Studies academic content standards and the National Council for the Social Studies (NCSS) standards. Field experience is integrated with the primary block. This course is part of the first semester senior year internship and culminates in second semester student teaching.

EDT 414. Developmentally Appropriate Practice in Science for Early Childhood. 3 Hours

This course will explore resources and techniques available to provide all early childhood students with a holistic, interdisciplinary understanding of science. Candidates will design lessons, activities and assessments which link the national standards, state model, and international goals to contemporary events and children's daily lives. Field experience is integrated with the primary block. Developmentally appropriate practices, science processes, inquiry, problem-solving and safety issues will be addressed.

EDT 415. Working with Young Learners with Mild to Moderate Disabilities. 2-3 Hours

This course is the study of the role and function of the early childhood educator in working with learners with mild to moderate disabilities. The course presents issues of definition, identification and placement procedures. The candidate will acquire knowledge of major researchers and historians, variations in belief, traditions and values across cultures, and current practices in the field.

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/Middle Childhood Intervention Specialist Capstone Seminar. 3 Hours

This capstone seminar focuses on the scholarship and practical wisdom needed for mastery of instructional planning, incorporation of developmental appropriate strategies, along with assessment and evaluation techniques where student learning is the focus for teaching all students in the middle level classrooms. The vocational tools of research and theories of learning, unit planning, teaching methodologies and assessment are practiced and mastered through the completion of a teacher performance assessment. Field experience: Full time clinical experience in a middle level classroom for 15 weeks.

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. Phonics, Spelling and Vocabulary. 3 Hours

This course provides the background knowledge necessary for effectively teaching and assessing the role of phonics in the reading process. Emphases are on developing phonemic awareness, phonics, spelling and word recognition/word meaning embedded in the context of a total reading/language arts program focused on meaning construction.

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

In this course, MCE candidates examine the strategies and techniques in the development of prior knowledge skills, study skills, vocabulary, technology and assessment as they relate to critical reading abilities in a variety of curriculum areas.

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

In this course lab, MCE candidates examine the strategies and techniques in the development of prior knowledge skills, study skills, vocabulary, technology and assessment as they relate to critical reading abilities in a variety of curriculum areas in middle level school settings. Corequisites: EDT 452.

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

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

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

The continued study of appropriate instruction and assessment supporting the literacy development of young children, with a focus on instruction supporting developing and transitional readers and writers. Major emphases are on the classroom application of the principles of comprehensive literacy instruction and assessment, including the writing process and comprehension strategies across the content areas.

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

Study of appropriate instruction and assessment supporting the literacy development of children K-12. Major emphasis is on developing the knowledge base related to a comprehensive framework for literacy instruction, including reading, writing, and content area literacy, with a focus on instruction supporting struggling readers and writers across the grade levels. 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. Prerequisite(s): ENG 200 or ENG 200H or ASI 120; and junior or senior standing or permission of department chairperson.

EDT 467. Advanced Phonics and Multisensory Instruction. 3 Hours

This is the first course of a two-course practicum sequence for the dyslexia methods certificate. This course will cover the specific nature of dyslexia as a language-based learning disability, multisensory instruction, advanced phonics, spelling, vocabulary and lesson planning for tutoring. 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. 12 Hours

Full-time supervised and evaluated teaching in art classes in schools (P-12). The candidate will demonstrate the knowledge, skills and dispositions required of a beginning art teacher. Attendance at a weekly seminar is required.

EDT 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.