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Mission Statement

The Department of Education seeks to prepare professional Christian educators who demonstrate a biblical world and life view, excellent academic preparation, and the ability to teach effectively and serve compassionately in a diversity of settings.

Programs of Study

The Department of Education offers instruction with the purpose of providing excellent Christian teachers for Christian, public, international, and missionary schools. The University is approved by the Ohio Department of Education for programs leading to a teaching license or endorsement in the following areas:

Multi-Age Special Education

Early Childhood Education (pre-K to grade 3)

Middle Childhood Education (grades 4-9)

Concentration areas include:

Reading/Language Arts

Mathematics

Science

Social Studies

*Adolescent and Young Adult (grades 7-12)

Integrated Language Arts Education

Integrated Life Science Education

Integrated Mathematics Education

Integrated Physical Science Education

Integrated Chemistry Education

Integrated Social Studies Education

*Multi-Age Licensure (pre-K to grade 12)

Health Education

Music Education

Physical Education

Spanish Education

*Endorsements

Computer/Technology

TESOL (Teaching English to Speakers of Other Languages)

Students interested in an endorsement must possess or be working toward the completion of a degree and licensure requirements in one of the teaching areas listed above.

* See appropriate department for a complete description of these programs.

Career Opportunities

Christian and public schools actively recruit Cedarville education graduates. Graduate schools also welcome Cedarville students. Careers pursued by teacher graduates include:

- Christian school education
- public elementary school teacher
- high school or middle school teacher
- international school teacher
- mission school teacher
- music teacher K-12
- physical education/health education teacher K-12
- preschool director or teacher
- special education (mild-moderate educational needs)

Licensure

Public Schools

All programs leading to licensure at Cedarville University are approved by the State of Ohio Department of Education, but are not accredited by the National Council for Accreditation of Teacher Education (NCATE). Ohio is an NCATE-partner state and as such bases its requirements and approval processes on NCATE standards. Ohio is also a participant in the *Interstate Agreement on Qualifications of Educational Personnel* and has an implementation agreement (reciprocity) with 42 states. This agreement provides for recognition of Ohio Department of Education approved programs by member states.

Although reciprocal licensure contracts exist with 42 states, in many cases, students must meet additional requirements to obtain extended or permanent licensure for those states. Also, because of the nature of Ohio's teacher licensing standards, graduates with an Ohio license will normally be granted a license of "best fit" with the state in which the graduate wishes to teach. State licensure requirements are changing in many states; therefore, students who wish to teach outside of Ohio should obtain a current description of certification requirements from the Department of Education for each state in which they would like to teach. Many states have their certification requirements posted electronically and they can be accessed through the Cedarville University Education Department home page on CedarNet.

Christian Schools

Graduates receive certification from the Association of Christian Schools International (ACSI). Christian schools around the world recognize this certification.



Ed Baumann, professor of education, instills a love for children into the hearts of future teachers.

Faculty

W. Philip Bassett, *Chairman*: Associate Professor of Education. *Education*: B.S., Plymouth State College, 1977; M.A., Grace Theological Seminary, 1986; Ph.D., Andrews University, 1991. At Cedarville since 1991.

Merlin Ager, *Dean*, School of Social Sciences and Professional Studies: Professor of Education. *Education*: B.A., Cedarville University, 1960; M.S., University of Wisconsin, 1962; Ph.D., The Ohio State University, 1967. At Cedarville 1964-75, 1978-present.

Sue Baker, Professor of Education. *Education*: B.S., Kent State University, 1968; M.Ed., Kent State University, 1972; Ed.D., University of Cincinnati, 1987. At Cedarville since 1978.

Eddie Baumann, Associate Professor of Education. *Education*: B.S., University of Wisconsin, 1983; M.S., University of Wisconsin, 1987; Ph.D., University of Wisconsin, 1995. At Cedarville since 1993.

Omer Bonenberger, Associate Professor of Education. *Education*: B.A., Bob Jones University, 1960; M.A., Arizona State University, 1968; D.Ed., University of Maine, 1981. At Cedarville since 1981.

Sally Castle, Associate Professor of Education. *Education*: B.S., Syracuse University, 1964; M.S., The University of Dayton, 1983; Ed.S., Wright State University, 1992. Ed.D., Nova Southeastern University, 1996. At Cedarville since 1994.

Barbara Chilton, Assistant Professor of Education. *Education*: B.S., Tennessee State University, 1968; M.S., The University of Dayton, 1988; Ph.D., The University of Dayton, 2001. At Cedarville since 2000.

Shelley Dugle, Assistant Professor of Education. *Education*: B.A., Cedarville University, 1995; M.Sp.Ed., Ball State University, 1998. At Cedarville since 2000.

Carol Estes, Assistant Professor of Education. *Education*: B.A., Cedarville University, 1975; M.A., The Ohio State University, 1985; Ph.D. candidate, The Ohio State University. At Cedarville since 1996.

Dwayne Frank, Professor of Education. *Education*: B.A., Cedarville University, 1960; B.S., Central State University, 1960; M.A.T. Albertson College, 1965; Ed.D., University of Idaho, 1973. At Cedarville since 1968.

Stephen Gruber, Assistant Professor of Education. *Education*: B.A., Cedarville University, 1974; M.Ed., Wright State University, 1977; Ed.S., Wright State University, 1984; Ed.D., Miami University, 1990. At Cedarville since 2000.

Timothy Heaton, Associate Professor of Education. *Education*: B.A., Wittenberg University, 1973; M.A., Grace Theological Seminary, 1986; Ph.D., University of Dayton, 1999. At Cedarville since 1987.

John Hess, Director of Student Teaching, Certification, and Accreditation: *Education*: B.S., Cedarville University, 1967; M.Ed.Ad., University of Dayton, 1980; Post-graduate work, Wright State University and University of Dayton, 1990. At Cedarville since 2000.

Cheryl Irish, Assistant Professor of Education. *Education*: B.S., Western Baptist College, 1986; Certificate in Elementary Education, University of Wisconsin, 1986; M.S.E., University of Wisconsin, 1990. Ed.D., University of Cincinnati, 2001. At Cedarville since 1998.

Brenda MacKay, Assistant Professor of Education. *Education*: B.A., Oglethorpe University, 1965; M.A., University of Georgia, 1972; Ed.D., Bob Jones University, 1992. At Cedarville since 2000.

Donald Meissner, Assistant Professor of Education. *Education*: B.A., Greenville College, 1968; M.S., University of Illinois, 1976; Ph.D., University of Southern Mississippi, 1988. At Cedarville since 2001.

Kevin Winslow, Assistant Professor of Education. *Education*: B.A., Biola University, 1987; M.Ed., George Mason University, 1994; Ph.D. candidate, George Mason University. At Cedarville since 1999.

Beverly Monroe, Associate Professor Emerita of Education. *Education*: B.A., Shelton College, 1957; M.A., Wright State University, 1971; Ph.D., Miami University, 1985. At Cedarville since 1977.

Teacher Education Program Admission Requirements

Students admitted to Cedarville University must make application for formal admission to the Teacher Education Program (TEP). To be admitted, students must meet the following requirements at least one quarter before enrolling in the first methods of teaching course for their particular program. These requirements apply to all students seeking a degree and/or licensure in either early childhood education, middle childhood education, special education, multi-age, or adolescent/young adult education (i.e. secondary education). Students seeking a degree/licensure in a program offered by another department should review the requirements of that department as well.

1. Minimum cumulative GPA of 2.7 in all courses including all TEP core curriculum courses. All TEP core courses must be completed with a grade of "C-" or above.
2. Overall GPA of 2.7 and a grade of "C" or above in all general education communications courses: COM-110 Fundamentals of Speech, ENG-110 English Composition I, ENG-140 English Composition II.
3. Minimum GPA of 2.5 in the teaching field content area(s).
4. Grade of "C-" or above in teaching field or concentration area courses.
5. Minimum passing scores on the Praxis I (Pre-Professional Skills Test): Reading, 175; Writing, 174; Mathematics, 175. Waivers may be granted to all or part of the Praxis I, based on ACT/SAT scores, and performance in selected course work at Cedarville University.
6. Satisfactory completion of all introductory field experiences: EDU-101 Contemporary Christian Schools, EDU-204 Multicultural Field Experience, and EDSP-206 Special Education Field Experience.
7. Recommendation of the Education Department's admission interview committee based on application, resume, interview, and letters of recommendation.

Report on the Quality of Teacher

Education (as required by Federal Title II Laws)

Special Features of the Cedarville University Education Program

- **Accreditation**: Cedarville University is accredited by the North Central Association of Colleges and Schools, 30 North LaSalle Street, Suite 2400, Chicago, IL 60602-2502, phone 312-263-0456. The University's teacher preparation programs are approved by the Ohio Department of Education.
- Each year approximately 10% of the senior education students pursue intercultural student teaching experiences. Teaching under the supervision of experienced, certified teachers, they teach in approved, accredited overseas institutions that use an American curriculum.
- The University's award-winning technology resources enable upper-level students to develop lessons or curriculum resource materials for K-12 partner technology schools. Because of training in the use of educational technology, graduates are sought by schools to help integrate technology into their curricula.
- Intensive clinical experiences accompany methods classes. As a result, many schools comment that Cedarville graduates possess experience and confidence uncommon in most first-year teachers.
- Cedarville's reputation for producing exceptional teachers generates significant demand from school systems. Each year more than 120 Christian and public schools visit the campus to recruit teacher education graduates.

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Praxis II Pass Rate Data: Regular Teacher Preparation Program

Academic Year: 1999-2000 Testing Period: 7/99-6/00 Number of Program Completers: 148

Type of Assessment	# Taking Praxis II	# Passing Praxis II	Ave. Pass Rate (%)	OHPass Score	OHPass Rate (%) ¹	Nat'l Pass Rate (%) ²
Basic Skills						
General Knowledge	56	56	100%	Not Available	97%	Not Available
Professional Knowledge						
Professional Knowledge	50	50	100%	Not Available	100%	Not Available
Principles of Learning and Teaching: Grades K-6	62	52	84%	168	89%	Not Available
Principles of Learning and Teaching: Grades 5-9	*	*	*	168	80%	Not Available
Principles of Learning and Teaching: Grades 7-12	34	33	97%	165	95%	Not Available
Academic Content Areas						
Education in the Elementary School	14	14	100%	Not Available	100%	Not Available
Elementary Ed: Curriculum, Instruction, & Assessment	78	76	97%	162	93%	Not Available
English Language, Literature, & Comp: Content Knowledge	15	14	93%	167	82%	Not Available
Mathematics	1	*	*	Not Available	98%	Not Available
Mathematics: Content Knowledge	5	*	*	139	83%	Not Available
Physical Education	3	*	*	Not Available	97%	Not Available
Physical Education: Content Knowledge	5	*	*	153	76%	Not Available
Music: Content Knowledge	6	*	*	154	94%	Not Available
Spanish	2	*	*	Not Available	100%	Not Available
Spanish: Content Knowledge	1	*	*	160	75%	Not Available
Spanish: Productive Language Skills	1	*	*	167	42%	Not Available
Biology	1	*	*	Not Available	100%	Not Available
Teaching Special Populations						
Special Education: Knowledge-Based Core Principles	11	11	100%	Not Available	99%	Not Available
Special Education: Application of Core Principles	11	11	100%	Not Available	98%	Not Available
Teaching English as a Second Language	3	*	*	Not Available	Not Available	Not Available

*No pass rate information is reported when fewer than 10 teacher candidates take a particular Praxis II test. Results are reported in Aggregate Assessment Pass Rate below.

¹ The state passing rate is based on data collected from all Ohio individuals taking the Praxis II in 1999-2000, regardless of their status in a teacher education program. Some test-takers may be sophomores or juniors in college. Others may be persons who are not enrolled in a teacher education program.

² The national passing rate is calculated at *Ohio's cut scores*, which are among the highest in the nation. For instance, Ohio requires the highest cut score in Principles of Learning and Teaching 5-9 (middle childhood) and ranks second in Principles of Learning and Teaching in K-6 and 7-12 (early childhood and adolescent/young adult).

Aggregate Assessment Pass Rate

Type of Assessment ³	# Taking Praxis II ⁴	# Passing Praxis II ⁵	Ave. Pass Rate (%)	OHPass Score	OHPass Rate (%) ¹	Nat'l Pass Rate (%) ²
Basic Skills	56	56	100%	3893	96%	96%
Professional Knowledge	146	135	92%	7095	96%	96%
Academic Content Areas(Math, English, Biology, etc.)	131	127	97%	6162	94%	94%
Teaching Special Populations (Special Education, ELS, etc.)	14	14	100%	838	98%	98%
Summary Totals and Pass Rates⁶	146	134	92%	7266	91%	91%

³ Institutions and/or states did not require the assessments within an aggregate where data cells are blank.

⁴ Number of completers who took one or more tests in a category and within their area of specialization.

⁵ Number who passed all tests they took in a category and within their area of specialization.

⁶ Summary Totals and Pass Rate: Number of completers who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate. The number of program completers for 1999-2000 was 148. Only 146 took Praxis II exams.

Contextual Information

Total number of students officially enrolled in teacher preparation, all specializations, in academic year 1999-2000	235
Number of students in supervised student teaching in academic year 1999-2000	148
Number of different faculty members who supervised student teachers in 1999-2000	25
Full-time faculty in professional education (total for 3 quarters)	11
Part-time faculty in professional education, but full-time in the institution (total for 3 quarters)	8
Part-time faculty in professional education, not otherwise employed by the institution (total for 3 quarters)	27
Total faculty student teaching supervisors (total for 3 quarters)	46
Student teacher/faculty supervisor ratio*	2.91/1*
The average number of student teaching hours per week required	30
The total number of weeks of supervised student teaching required	10
Average total number of hours required	300

* Average number of student teachers supervised by each supervisor in each 10-week term of student teaching. Does not include overseas student teachers.

Teacher Education Program Retention and Completion Requirements

To maintain regular standing in the Teacher Education Program, and/or to receive an education degree, students must maintain and/or complete the following requirements:

1. Maintain a GPA of 2.7 or above in all courses.
2. Obtain a "C" or above in all methods courses.
3. Satisfactorily complete field and clinical experiences.
4. Satisfactorily complete the student teaching experience.
5. Earn a passing score on state required Praxis II exams (for licensure only).

Demographic Profile

The number of teacher education program completers for the 1999-2000 reporting period was 148. Demographic profile of program completers for the 1999-2000 reporting period:

	Number	Percent
White	143	96.6
African American	1	0.7
Hispanic	1	0.7
Asian	3	2.0
Other	0	0
Male	25	16.9
Female	123	83.1

General Education Requirements for Education Majors

Early Childhood Education (EC)

Middle Childhood Education (MC)

Special Education (SpE)

<i>Biblical Education</i>	24
BEGE-171 The Christian Life	4
BEGE-172 Introduction to Bible Study	4
BEGE-273 Old Testament Survey	4
BEGE-274 New Testament Survey	4
BEGE-375 God and History	4
BEGE-376 God and the Church	4

<i>Communications</i>	10-15
COM-110 Fundamentals of Speech	5
ENG-110 English Composition I*	5
<i>*May be waived based on qualifying ACT or SAT score.</i>	
ENG-140 English Composition II	5

<i>Humanities</i>	16-17
EDU-320 Children's Literature [EC, SpE]	3
(or COM-230 Voices of Diversity [MC]	4)
EDU-450 Philosophy of Education	3
HUM-140 Introduction to the Humanities	5
Literature Elective (200-level)	5

<i>Mathematics</i>	5-10
EDU-180 Principles of Mathematics I*	5
<i>*Course may be waived based on departmental test.</i>	
EDU-280 Principles of Mathematics II	5

<i>Physical Education</i>	3
PEF-199 Physical Activity and the Christian Life	2
Physical Education elective	1

<i>Science</i>	15
BIO-100 Principles of Biology	5
(or BIO-114 Introduction to Biology	5)
GSCI-160 Principles of Earth/Space Science	5
GSCI-222 Physical Science for Elementary Education	5

<i>Social Science</i>	15
GSS-100 Foundations of Social Science	5
GEO-250 Introduction to Geography	2
GEO- Global Geography elective	4
HIST-375 Social Movements	4

<i>Foreign Language</i>	0-15
See the global awareness section of the General Education Requirements.	

Early Childhood Education

The **early childhood education major** prepares students to teach preschool and early elementary school (pre-K to grade 3) in public and Christian schools.

Course requirements involve 104 quarter hours including:

<i>Education Core</i>	19
EDSP-202 Teaching Children with Exceptionalities	3
EDSP-206 Special Education Field Experience	1
EDU-100 The Education Profession	1
EDU-101 Contemporary Christian Schools	0
EDU-200 Introduction to Teaching	3
EDU-204 Multicultural Field Experience	2
EDU-210 Technology in the Classroom	2
EDU-250 Educational Psychology	4
EDU-310 Classroom Planning and Assessment	3



Dr. Cheryl Irish, assistant professor of education, brings a wealth of practical teaching experience to the classroom.

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<i>Foundations</i>	23	EDEC-430 Reading and Language Arts Methods for Early Childhood	5
EDEC-230 Art, Music, and Drama for Early Childhood	3	EDEC-433 Early Childhood Clinical Experience I	3
EDSP-223 Survey of Mental Retardation and Developmental Disabilities	3	EDSP-401 Principles of Inclusion	1
EDSP-380 Reading: Diagnostic & Remediation Techniques	5	<i>Content Area Methods Block (Methods II)</i>	16
EDU-220 Foundations of Phonics	2	EDEC-440 Early Childhood Curriculum and Instruction: Mathematics	5
EDU-235 Introduction to the Reading Process	3	EDEC-441 Early Childhood Curriculum and Instruction: Science	4
*EDU-320 Children's Literature	3	EDEC-442 Early Childhood Curriculum and Instruction: Social Studies	4
PEO-290 Health and Movement Education for The Young Child	3	EDEC-449 Early Childhood Clinical Experience II	3
PYCH-270 Child Development	4		
*Course also fulfills a General Education requirement.			
<i>Early Childhood Education Block</i>	16	<i>Student Teaching</i>	15
EDEC-324 Early Childhood Education	4	EDEC-470 Student Teaching and Seminar (Early Childhood)	12-16
EDEC-326 Early Childhood Field Experience	2		
EDEC-330 Instructional Programs for Early Childhood	3		
EDEC-335 Issues in Early Childhood Administration	5		
EDSP-432 Communication and Collaboration Skills for Early Childhood Educators	2		
<i>Reading and Language Arts Methods Block</i>	15		
EDEC-350 Reading in the Content Area for Early Childhood	3		
EDEC-420 Teaching Reading: Phonics	3		

Early Childhood Education Major Curriculum Summary	
Proficiency requirements	0-8
General Education Requirements	88-113
Early Childhood Education requirements	104
General Elective	0-3
Total (minimum, not including proficiency)	192

A complete description of the General Education Requirements is found on page 30.

Suggested Four-Year Curriculum for a Major in Early Childhood Education

First Year:

BEGE-171 The Christian Life	4
BEGE-172 Introduction to Bible Study	4
BEGE-273 Old Testament Survey	4
BIO-100 Principles of Biology	5
COM-110 Fundamentals of Speech	5
ENG-110 Composition I	5
ENG-140 Composition II	5
EDU-100 The Education Profession	1
HUM-140 Introduction to the Humanities	5
GEO-250 Introduction to Geography	2
GSS-100 Foundations of Social Science	5
Literature elective	5
PEF-199 P.A.C.L.	2
Total	52

Second Year:

BEGE-274 New Testament Survey	4
BEGE-375 God and History	4
EDEC-230 Art, Music, and Drama for Early Childhood	3
EDSP-202 Teaching Children with Exceptionalities	3
EDSP-206 Special Education Field Experience	1
EDSP-223 Survey of Mental Retardation/Developmental Disabilities	3
EDU-101 Contemporary Christian Schools	0
EDU-180 Principles of Mathematics I	5
EDU-200 Introduction to Teaching	3
EDU-204 Multicultural Field Experience	2
EDU-210 Technology in the Classroom	2
EDU-250 Educational Psychology	4
GSCI-160 Principles of Earth and Space Science	5
GSCI-222 Physical Science for Elementary Education	5
PYCH-270 Child Development	4
EDU-235 Introduction to the Reading Process	3
Total	51

Third Year:

EDEC-324 Early Childhood Education	4
EDEC-326 Early Childhood Field Experience	2
EDEC-330 Instructional Programs for Early Childhood	3
EDEC-335 Issues in Early Childhood Administration	5
EDEC-350 Reading in the Content Area for Early Childhood	3
EDEC-420 Teaching Reading: Phonics	3
EDEC-430 Reading and Language Arts for Early Childhood	5
EDEC-433 Early Childhood Clinical Experience I	3
EDSP-380 Reading: Diagnostic and Remediation Tech.	5
EDSP-401 Principles of Inclusion	1
EDSP-432 Communication and Collaboration Skills for Early Childhood Educators	2
EDU-220 Foundations of Phonics	2
EDU-280 Principles of Mathematics II	5
EDU-310 Classroom Planning and Assessment	3
EDU-320 Children's Literature	3
PEO-290 Health and Movement Education for Early Childhood	3
Total	52

Fourth Year:

BEGE-376 God and the Church	4
EDEC-440 Early Childhood Curriculum and Instruction: Mathematics	5
EDEC-441 Early Childhood Curriculum and Instruction: Science	4
EDEC-442 Early Childhood Curriculum and Instruction: Social Studies	4
EDEC-449 Early Childhood Clinical Experience II	3
EDEC-470 Student Teaching and Seminar (Early Childhood)	15
EDU-450 Philosophy of Education	3
HIST-375 Social Movements	4
Global Geography elective	4
Physical Education elective	1
Total	47

Middle Childhood Education

The **middle childhood education major** prepares students to teach upper elementary or middle school: grades 4 to 9. Students will prepare to teach in two of the four major curriculum areas: reading and language arts, mathematics, science, and social studies.

Course requirements involve 111-122 quarter hours including:

<i>Education Core</i>	22
EDMC-250 Educational Psychology of Middle Childhood	5
EDSP-202 Teaching Children with Exceptionalities	3
EDSP-206 Special Education Field Experience	1
EDU-100 The Education Profession	1
EDU-101 Contemporary Christian Schools	0
EDU-200 Introduction to Teaching	3
EDU-204 Multicultural Field Experience	2
EDU-210 Technology in the Classroom	2
EDU-220 Foundations of Phonics	2
EDU-310 Classroom Planning and Assessment	3
 <i>Middle Childhood Methods - I</i>	 20
EDMC-350 Reading in the Content Area for Middle Childhood	5
EDMC-420 Phonics and the Structure of Language	3
EDMC-430 Teaching Reading through Middle Childhood Literature	5
EDMC-439 Middle School Clinical Exp I: Teaching Reading ...	3
EDMC-445 Responsive Schools for Middle Childhood	3
EDSP-401 Principles of Inclusion	1
<i>Middle Childhood Methods - II</i>	16
EDMC-449 Middle School Clinical Experience II	3
*EDU-450 Philosophy of Education	3
Two of the following depending on concentration areas:	
EDMC-440 Middle School Curriculum and Instruction: Mathematics	5
EDMC-441 Middle School Curriculum and Instruction: Science	5
EDMC-442 Middle School Curriculum and Instruction: Social Studies	5
EDMC-444 Writing Process and Language Arts for Middle School	5
 <i>Student Teaching</i>	 15
EDMC-470 Supervised Student Teaching and Seminar (Middle Childhood)	12-16

Concentration Areas

Mathematics	40
EDMC-380 Topics in Middle School Mathematics	5
*EDMC-440 Middle School Curriculum and Instruction: Mathematics	5
*EDU-180 Principles of Mathematics I	5
*EDU-280 Principles of Mathematics II	5
GMTH-184 College Algebra	5
MATH-281 Analytic Geometry and Calculus I	5
MATH-282 Analytic Geometry and Calculus II	5
MATH-303 Logic and Methods of Proof	5

Social Studies	42
ECON-233 Micro-Economics	4
*EDMC-442 Middle School Curriculum and Instruction: Social Studies	5
*GEO-250 Introduction to Geography	2
*GSS-100 Foundations of Social Science	5
HIST-111 United States History I	5
(or HIST-112 United States History II	5)

A complete description of the General Education Requirements is found on page 30.

Suggested Four-Year Curriculum for a Major in Middle Childhood Education

First Year:

BEGE-171 The Christian Life	4
BEGE-172 Introduction to Bible Study	4
BEGE-273 Old Testament Survey	4
BIO-100 Principles of Biology	5
COM-110 Fundamentals of Speech	5
ENG-110 Composition I	5
ENG-140 Composition II	5
EDU-100 The Education Profession	1
HUM-140 Introduction to Humanities	5
GEO-250 Introduction to Geography	2
GSS-100 Foundations of Social Science	5
Literature elective	5
PEF-199 P.A.C.L.	2
Total	52

Second Year:

BEGE-274 New Testament Survey	4
COM-230 Voices of Diversity	4
EDU-101 Contemporary Christian Schools	0
EDU-180 Principles of Mathematics I	5
EDU-280 Principles of Mathematics II	5
GSCI-160 Principles of Earth & Space Science	5
GSCI-222 Physical Science for Elementary Education	5
Concentration courses	12-15
EDSP-202 Teaching Children with Exceptionalities	3
EDSP-206 Special Education Field Experience	1
EDU-200 Introduction to Teaching	3
EDU-204 Multicultural Field Experience	2
EDU-210 Technology in the Classroom	2
Global Geography elective	4
Physical Education elective	1
Total	56-59

Third Year:

BEGE-375 God and History	4
BEGE-376 God and the Church	4
EDMC-250 Educational Psychology of Middle Childhood	5
EDU-310 Classroom Planning and Assessment	3
HIST-375 Social Movements	4
Concentration Courses	30-33
Total	50-53

Fourth Year:

EDMC-350 Reading in the Content Area for Middle School ...	5
EDMC-420 Phonics and the Structure of Language	3
EDMC-430 Teaching Reading through Middle Childhood Literature	5
EDMC-439 Middle School Clinical Experience I	3
EDMC-445 Responsive Schools for Middle Childhood	3
EDMC-449 Middle School Clinical Experience II	3
EDMC-44X M.S. Curriculum and Instruction Concentration I	5
EDMC-470 Student Teaching and Seminar (Middle Childhood)	15
EDSP-401 Principles of Inclusion	1
EDU-220 Foundations of Phonics	2
EDU-450 Philosophy of Education	3
Total	53

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HIST-201 History of Civilization I	4
(or HIST-202 History of Civilization II	4)
(or HIST-203 History of Civilization III	4)
HIST-320 History and Politics of Latin America	4
(or HIST-321 History and Politics of East Asia	4)
(or HIST-322 History and Politics of the Middle East	4)
*HIST-375 Social Movements	4
POLS-261 American National Government	5
(or POLS-262 American State and Local Government	5)
*Global geography elective	4
Science	40
*BIO-100 Principles of Biology	5
(or BIO-114 Introduction to Biology	5)
GSCI-162 Chemistry and the Environment	5
CHEM-154 Principles of Chemistry	5
*EDMC-441 Middle School Curriculum and Instruction:	
Science	5
*GSCI-160 Principles of Earth and Space Science	5
*GSCI-222 Physical Science for Elementary Education	5
Science electives (200 level or above)	10
Reading/Language Arts	62
*COM-110 Fundamentals of Speech	5
*COM-230 Voices of Diversity	4
COM-232 Theories of Mass Media	5
COM-361 Teaching Creative Drama	3
*ENG-140 Composition II	5
ENG-221 Principles of Journalism	5
ENG-307 Advanced Grammar for Teachers	5
*EDMC-350 Reading in the Content Area for Middle School .	5
*EDMC-420 Phonics and the Structure of Language	3
*EDMC-430 Teaching Reading through Middle Childhood	
Literature	5
*EDMC-444 Writing Process and Language Arts for	
Middle Childhood	5
*EDU-220 Foundations of Phonics	2
*Literature Elective (200-level)	5
LIT-239 Survey of American Literature to 1900	5

*course also satisfies a General Education requirement or a professional education requirement

Middle Childhood Education Major Curriculum Summary

Proficiency requirements	0-8
Other General Education Requirements	89-114
Middle Childhood Education requirements	73
Concentration requirements	42-62
Total (minimum not including proficiency)	204
<i>Total credits vary depending on concentrations chosen.</i>	

Special Education

The **special education major** prepares teachers to work with students in grade pre-K to grade 12 who have mild to moderate special education needs.

Course requirements involve 111-122 quarter hours including:	
<i>Education Core</i>	22
EDMC-250 Educational Psychology of Middle Childhood	5
EDSP-202 Teaching Children with Exceptionalities	3
EDSP-206 Special Education Field Experience	1
EDU-100 The Education Profession	1
EDU-101 Contemporary Christian Schools	0

EDU-200 Introduction to Teaching	3
EDU-204 Multicultural Field Experience	2
EDU-210 Technology in the Classroom	2
EDU-220 Foundations of Phonics	2
EDU-310 Classroom Planning and Assessment	3
<i>Professional Education (non-special education)</i>	27
EDEC-350 Reading in the Content Area for	
Early Childhood	3
EDEC-420 Teaching Reading: Phonics	3
EDEC-430 Reading and Language Arts Methods for	
Early Childhood	5
EDEC-440 Early Childhood Curriculum and Instruction:	
Mathematics	5
EDEC-441 Early Childhood Curriculum and Instruction:	
Science	4
EDEC-442 Early Childhood Curriculum and Instruction:	
Social Studies	4
EDU-235 Introduction to the Reading Process	3

Special Education

EDSP-223 Survey of Mental Retardation/Developmental	
Disabilities	3
EDSP-224 Survey of Behavior Disorders	3
EDSP-225 Survey of Learning Disabilities	3
EDSP-380 Reading: Diagnostic and Remediation Tech.	5
EDSP-401 Principles of Inclusion	1
EDSP-421 Career Education and Occupational Training	2
EDSP-431 Assessment of Exceptional Students	3
EDSP-432 Communication and Collaboration Skills	2
EDSP-433 Behavior and Instructional Management	3
EDSP-444 Special Education Clinical Experience	
(Early Childhood)	3
EDSP-449 Special Education Clinical Experience	
(Middle Childhood)	3
EDSP-450 Adaptive Curriculum and Instruction	4
EDSP-455 Special Education Clinical Experience	
(for Adolescents and Young Adults)	3
EDSP-470 Special Education Student Teaching	
and Colloquium (Special Education)	15
(1) Colloquium in Mild-Moderate Disabilities	
(2) Colloquium in Learning Disabilities	
(3) Colloquium in Mental Retardation/Learning Disabilities	
(4) Colloquium in Behavior Disorders	
PYCH-260 Human Development: Life Span	4
PYCH-261 Psychological Statistics	5

Special Education Major Curriculum Summary

Proficiency requirements	0-8
Other General Education Requirements	88-113
Professional Education courses	48
Special Education requirements	61
Total (minimum, not including proficiency)	*197

Special Education majors who wish to qualify for Early Childhood Education licensure (pre-K to grade 3) may do so by adding the courses listed on the next page. A combined special education/early childhood education student teaching (EDU-475) must be substituted for EDSP-470, Student Teaching and Colloquium (Special Education). The early childhood and special education student teaching experiences will be combined in a 16-17 week extended quarter.

School of Social Sciences and Professional Studies 91

Courses required to qualify for dual licensure (38 credits)

Foundations:

EDEC-230 Art, Music, and Drama for Early Childhood	3
PEO-299 Health & Movement Education for the Young Child .	3

Early Childhood Education Block (14)

EDEC-324 Early Childhood Education	4
EDEC-326 Early Childhood Field Experience	2
EDEC-330 Instructional Programs for Early Childhood	3
EDEC-335 Issues in Early Childhood Administration	5

EDU-475 Student Teaching and Seminar in Special Education and Early Childhood	18
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EDEC-230 Art, Music, and Drama for Early Childhood	3
EDSP-432 Communication and Collaboration Skills	2
EDSP-433 Behavior and Instructional Management	3
EDSP-435 Assessment of Exceptional Students	3

Adolescent/Young Adult and Multi-Age Licensure Programs

The **adolescent/young adult licensure** programs prepare teachers to work with students in grades 7-12. The Ohio Department of Education has approved Cedarville University to issue Adolescent/Young Adult licenses for teachers in the areas of Integrated Science (comprehensive), Integrated Life Science, Integrated Physical Science, Integrated Mathematics, Integrated Language Arts, and Integrated Social Studies.

A complete description of the General Education Requirements is found on page 30.

The **multi-age licensure** education programs prepare students to work with students in grades pre-K through 12. The Ohio Department of Education has approved Cedarville University to issue multi-age licenses in the areas of Music Education, Spanish Education, Physical Education, and Health Education.

The course requirements for each licensure field are outlined in the catalog under the department which offers the major. However the following courses are common to all adolescent/young adult and multi-age education majors.

Teacher Education Prerequisites

<u>Teacher Education Core</u>	8
EDU-100 The Education Profession	1
EDU-101 Contemporary Christian Schools	0
EDU-250 Educational Psychology	4

Introduction to Teaching

.....	11
<i>These courses are taken together as a block</i>	
EDSP-202 Teaching Children with Exceptionalities	3
EDSP-206 Special Education	1
EDU-200 Introduction to Teaching	3
EDU-204 Multi-cultural Field Experience	2
EDU-210 Technology in the Classroom	2

Upon completion of the Teacher Education prerequisites and before enrollment in the Principles of Teaching block, students must make formal application to the Teacher Education Program

Suggested Four-Year Curriculum for a Major in Special Education

First Year:

BEGE-171 The Christian Life	4
BEGE-172 Introduction to Bible Study	4
BEGE-273 Old Testament Survey	4
BIO-100 Principles of Biology	5
COM-110 Fundamentals of Speech	5
EDU-100 The Education Profession	1
ENG-110 Composition I	5
ENG-140 Composition II	5
HUM-140 Introduction to Humanities	5
GEO-250 Introduction to Geography	2
GSS-100 Foundations of Social Science	5
Literature elective	5
PEF-199 P.A.C.L.	2
Total	52

Second Year:

BEGE-274 New Testament Survey	4
EDU-235 Introduction to the Reading Process	3
EDSP-202 Teaching Children with Exceptionalities	3
EDSP-206 Special Education Field Experience	1
EDSP-223 Survey of Mental Retardation and Developmental Disabilities	3
EDSP-224 Survey of Behavioral Disorders	3
EDSP-225 Survey of Learning Disabilities	3
EDU-101 Contemporary Christian Schools	0
EDU-180 Principles of Mathematics I	5
EDU-200 Introduction to Teaching	3
EDU-204 Multicultural Field Experience	2
EDU-210 Technology in the Classroom	2
EDU-280 Principles of Mathematics II	5
EDU-320 Children's Literature	3
GSCI-222 Physical Science for Elementary Education	5
PYCH-260 Human Development: Life Span	4
Physical Education elective	1
Total	50

Third Year:

BEGE-375 God and History	4
BEGE-376 God and the Church	4
EDEC-350 Reading in the Content Area for Early Childhood	3
EDEC-420 Teaching Reading: Phonics for Early Childhood	3
EDEC-430 Reading and Language Arts Methods for Early Childhood	5
EDSP-401 Principles of Inclusion	1
EDSP-444 Special Education Clinical: Early Childhood	3
EDU-220 Foundations of Phonics	2
EDU-250 Educational Psychology	4
EDU-310 Classroom Planning and Assessment	3
EDU-450 Philosophy of Education	3
GSCI-160 Principles of Earth and Space Science	5
HIST-375 Social Movements	4
PYCH-261 Psychological Statistics	5
Global Geography elective	4
Total	53

Fourth Year:

EDEC-440 Early Childhood Curriculum and Instruction: Mathematics	5
EDEC-441 Early Childhood Curriculum and Instruction: Science	4
EDEC-442 Early Childhood Curriculum and Instruction: Social Studies	4
EDSP-380 Reading: Diagnostic and Remedial Techniques	5
EDSP-421 Career Education and Occupational Training	2
EDSP-432 Communication and Collaboration Skills	2
EDSP-433 Behavior and Instructional Management	3
EDSP-435 Assessment of Exceptional Students	3
EDSP-450 Adaptive Curriculum and Instruction	4
EDSP-455 Sp. Education Clinical: Adolescent/Young Adult	3
EDSP-449 Sp. Education Clinical: Middle Childhood	3
EDSP-470 Student Teaching and Colloquium (Special Education)	15
Total	53

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(TEP). The requirements for admission to the TEP are outlined earlier in this section of the catalog.

Principles of Teaching

These courses are to be taken together as a block just prior to the student teaching experience.

EDSE-302 Teaching Thinking Skills	2
EDSE-316 Principles of Teaching	4
EDSE-317 Principles of Teaching Clinical	4
<i>(The Principles of Teaching block is not required for multi-age Music Education, Physical Education, or Health Education programs)</i>	
EDSP-401 Principles of Inclusion	1
<i>(not required for multi-age Music Education, Physical Education, or Health Education programs)</i>	
EDSE-350 Reading in the Content Area	5
(recommended in the block - may be taken separately)	or
EDU-310 Classroom Planning and Assessment	3
EDU-352 Developmental Reading	5
<i>(AYA Integrated Language Arts majors only)</i>	

Additional Requirements

EDU-305 Junior Practicum	5
<i>(Music Education program ONLY)</i>	
EDU-450 Philosophy of Education	3
<i>(taken after admission to the TEP or after achieving junior status)</i>	
EDSE-470 Student Teaching and Seminar	15
<i>(Adolescent/Young Adult Education programs)</i>	
EDU-470 Student Teaching and Seminar	15
<i>(Multi-age Education program)</i>	

Course Descriptions

EDU-100 The Education Profession - A,W,S 1 hour

An introduction to the rewards and requirements of the teaching profession including social issues and the historical context of the profession. Focus is on the four Praxis domains, licensure, professional issues, and an overview of the requirements of the teacher educational program at Cedarville University.

EDU-101 Contemporary Christian Schools - A,W,S 0 hours

Students arrange a field experience for five consecutive full days in a Christian school setting where they observe and participate in classroom activities. A follow-up report is required. *Prerequisite: EDU-100 The Education Profession.*

EDU-180 Principles of Mathematics I - A,W,S 3 hours

A framework for the content of this course is Ohio's Competency Based Comprehensive Programs for Mathematics (NCTM 2000 Standards). The course utilizes a problem-solving approach and makes connections to real-world situations and other disciplines. A department test-out is available for those with a Math ACT of 25 or above or a SAT of 560 or above. *Prerequisite: EDU-100 The Education Profession.*

EDU-200 Introduction to Teaching - A,W,S,Su 3 hours

An introduction to the structure, culture, governance, and philosophies of public schools in the United States. A history of American public education is presented focusing on multicultural issues that affect American schooling. A general introduction to techniques of instruction and class management is presented. *Prerequisite: EDU-100 The Education Profession; ENG-140 Composition II; COM-110 Fundamentals of Speech. Co-requisites: other courses in the Introduction to Teaching block.*

EDU-204 Multicultural Field Experience - A,W,S,Su 2 hours

An introduction to the professional side of schooling through a four-week field experience done in a multicultural school setting. Some field-based assignments focus on issues of multicultural education. *Prerequisite: EDU-100 The Education Profession. Corequisites: other courses in the Introduction to Teaching block. (Fee: \$60)*

EDU-210 Technology in the Classroom - A,W,S,Su 2 hours

Students learn to use a wide range of technology for developing and enhancing classroom instruction. The class will focus on the technology which will be required for projects to be done in EDU-200 Introduction to Teaching and the upper-level methods courses. *Prerequisite: EDU-100 The Education Profession. Corequisite: other courses in the Introduction to Teaching block.*

EDU-220 Foundations of Phonics - A,W,S 2 hours

Designed to provide the preservice teacher with a knowledge of concepts and principles of phonetic learning. *Prerequisite: EDU-100 The Education Profession.*

EDU-235 Introduction to the Reading Process - A,W,S 3 hours

This course provides an overview of philosophies of reading and approaches to reading instruction including current issues. The class focuses on literacy, how it develops for young learners, and the experiences that influence literacy development. *Prerequisite: EDU-100 The Education Profession.*

EDU-250 Educational Psychology - A,W,S,Su 4 hours

An introduction to the principles of child and adolescent development, learning theories, and the principles and processes that affect teaching and learning. The class focuses on learning theory and the skills necessary to create and maintain an optimal learning environment in a diversity of settings. *Prerequisite: EDU-100 The Education Profession.*

EDU-280 Principles of Mathematics II - A,W,S 5 hours

A course building on the NCTM standards based framework begun in Principles of Math I and a development of new mathematical topics which are connected to real world situations and other disciplines. *Prerequisite: EDU-180 Principles of Math I.*

EDU-305 Junior Practicum - A,W,S 5 hours

A ten-week field experience required of multi-age music education students. The practicum must be completed prior to the student teaching experience. *Prerequisite: EDMU-371 Music for Early Childhood; EDMU-372 Music for Adolescents/Young Adults. Credit/no credit.*

EDU-310 Classroom Planning and Assessment - A,W,S 3 hours

An overview of classroom planning and assessment procedures with a strong focus on alternative assessment and the Ohio Competency Based Model. Requires development of lesson and unit plans and knowledge of standardized testing. *Prerequisite: EDU-100 The Education Profession.*

EDU-320 Children's Literature - W,S,Su 3 hours

A survey of the early history, major types, and modern trends of literature for children in preschool through grade 5. The social and personal value of literature is studied along with methods for using trade books for reading instruction. *Prerequisite: EDU-100 The Education Profession.*

EDU-321 Contemporary Young Adult Literature - S 3 hours

A study of contemporary young adult literature, addressing issues of interpretation, analysis, and personal response with an emphasis on literature which reflects a diversity of gender, race, and ethnicity.



Cedarville students are prepared to lovingly minister to children with special learning needs.

EDU-352 Developmental Reading - W 5 hours

An overview of the basic philosophies, current practices, testing, and evaluation for reading disabilities, corrections, materials, and methods utilized in the teaching of reading in the secondary schools. Laboratory and field experiences are included.

EDU-450 Philosophy of Education 3 hours

A critical analysis of foundational educational philosophies in the context of history and their impact on Christian educational philosophy. Examines current ethical and moral issues relevant to education, schooling, and the family. *Prerequisite: admission to the teacher education program or junior status.*

EDU-470 Student Teaching and Seminar (multi-age) - A,W,S,Su 15 hours

A teaching experience working with students in a range of age levels under the supervision of the cooperating teacher and the university supervisor. Seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. (Fee: \$90)

EDU-475 Student Teaching and Seminar in Special Education and Early Childhood - A,W,S,Su 18 hours

A 16-17 week teaching experience with significant exposure in both special education and early childhood education settings. The student teacher will work under the supervision of cooperating teachers and university supervisors in each field. Seminars encourage reflection upon the teaching experience and discussion of issues of importance to educators. (Fee: \$120)

EDUC-310 Supervised Field Experience - A,W,S,Su 1-5 hours

A one to five credit placement in an early, middle, or adolescent/young adult classroom. Designed to give a transfer student or a student repeating other field experiences an analogous experience to those in the university's teacher education program.

EDUC-322 Topics in Children's Literature - Su 5 hours

An overview of current topics and trends in children's literature. May be credited toward the reading/language arts middle school concentration. Offered during Summer School Session III and intermittently by arrangement with instructor. *Prerequisite: EDU-320 Children's Literature.*

EDUC-390 Practicum in Educational Technology 5 hours

A placement in a K-12 setting under the supervision of a qualified technology director during which the teacher education student assists in operating the technology program.

EDUC-400 Independent Study in Education - A,W,S,Su 1-4 hours

An investigation of contemporary topics in education through reading, writing, or creative projects. *Prerequisite: 15 quarter hours in education.*

EDUC-440 Special Student Teaching - A,W,S,Su 5-12 hours

Occasionally, unusual situations arise which entail special provisions: e.g., summer school student teaching for experienced teachers, and repeated experiences. (Fee: \$90)

EDUC-441 Internship in Applied Education - A,W,S,Su 5-15 hours

Juniors and seniors who have been accepted into the teacher education program may, with the approval of the education department, engage in an internship which involves the meaningful use of knowledge gained in previous education courses and experiences. A department faculty will assist with internship, arrangements, and evaluation of the experience. The department will approve the number of credit hours to be granted for the experience. *Prerequisite: permission of education department chair.* (Fee: \$25)

Early Childhood Education (EDEC)

EDEC-230 Art, Music, and Drama for Early Childhood - A,W,S 3 hours

An overview of the use of art, music, and drama to enhance the early childhood classroom. A strong emphasis on practical techniques and projects for personal expression based on an understanding of the importance of art, music, and drama at the system, school, classroom, and individual levels. *Prerequisite: EDU-100 The Education Profession.* (Fee: \$15)

EDEC-324 Early Childhood Education - A,W,S 4 hours

An introductory descriptive overview of current early childhood education including various approaches, programs, and curricula. Emphasis on the development, implementation, and evaluation of early childhood programs. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Early Childhood block.*

EDEC-326 Early Childhood Field Experience - A,W,S 2 hours

An observation and participation experience focusing on classroom routines and instruction in a kindergarten or other preschool classroom. Designed to give a practical field-based aspect to all of the courses in the early childhood block. *Prerequisite: admission to the teacher education program. Corequisites: Other courses in the Early Childhood block.* (Fee: \$55)

EDEC-330 Instructional Programs for Early Childhood - A,W,S 3 hours

A look at ongoing developments in the education of young children, their influence on the development of appropriate instructional programs and the selection of developmentally appropriate instructional activities and curriculum for young children. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Early Childhood block.*

EDEC-335 Issues in Early Childhood Administration - A,W,S 5 hours

An examination of program issues important to both teachers and administrators. Also looks at models for leadership and for developing and maintaining personal and community working relationships. *Corequisites: other courses in the Early Childhood block.*

EDEC-350 Reading in the Content Area for Early Childhood - A,W,S 3 hours

An introduction to the dimensions, strategies, and programs for learning and teaching the reading process including the nature of the reading process, assessment techniques, and instructional strategies to increase comprehension of the textual material of the various disciplines taught in the elementary grades.

EDEC-420 Teaching Reading: Phonics - A,W,S 3 hours

An introduction to the rationale, skills, instructional strategies and assessment strategies, teaching aids, resource materials, and appropriate technologies for the teaching of phonics. Emphasis given to the place of phonics in the overall reading program for young children. *Prerequisite: completion of the Early Childhood block. Corequisites: other courses in the Early Childhood Reading Methods block.*

EDEC-430 Reading and Language Arts Methods for Early Childhood - A,W,S 5 hours

An introduction to the objectives, skills, instructional strategies, teaching aids, resource materials, and assessment techniques for teaching reading and the language arts to the early childhood student. An associated clinical experience provides theory-driven application. *Prerequisite: successful completion of Early Childhood block. Corequisite: other courses in the Early Childhood Reading Methods block.*

EDEC-433 Early Childhood Clinical Experience I - A,W,S 3 hours

Students spend 16-17 full consecutive days in an early childhood classroom including 13-15 days of teaching. The implementation of reading and language arts objectives, skills, strategies of instruction, teaching aids, and resource materials is practiced in a university-supervised setting. *Corequisite: other courses in the Early Childhood Reading Methods block.* (Fee: \$90)

EDEC-440 Early Childhood Curriculum and Instruction: Mathematics - A,W 5 hours

An introduction to the objectives, skills, instructional strategies, teaching aids, and resource materials for teaching mathematics to the young child, based on the 2000 NCTM Standards. An associated clinical experience provides theory-driven application. *Prerequisite: successful completion of the Early Childhood Methods I block. Corequisites: other courses in the Early Childhood Methods II block.*

EDEC-441 Early Childhood Curriculum and Instruction: Science - A,W,S 4 hours

An examination of the science curricula for the young child with particular emphasis on the Ohio Model and the National Science Standards. Instructional methodologies which emphasize an inquiry approach will be modeled and practiced with attention given to a hands-on approach to instruction. *Prerequisite: successful completion of the Methods I block. Corequisites: other courses in the Early Childhood Methods II block.*

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EDEC-442 Early Childhood Curriculum and Instruction: Social Studies - A,W,S 4 hours

An examination of the social studies curricula for the young child with particular emphasis on the Ohio Model and the integration of social studies with other disciplines. Instructional methodologies which emphasize the teaching of thinking, student interaction, and the use of instructional technologies will be modeled and practiced.

Prerequisite: successful completion of the Methods I block.

Corequisites: other courses in the Early Childhood Methods II block.

EDEC-449 Early Childhood Clinical Experience II - A,W,S 3 hours

Students spend 16-17 days in an early childhood classroom including 13-15 days teaching content in mathematics, social studies and science. Clinical field experience provides theory-driven application to instruction with an emphasis on reflective teaching and collegial teamwork. Students are formally supervised and evaluated by university supervisors using Praxis criteria. *Prerequisite: Successful completion of the Early Childhood Methods I block.*

Corequisites: other courses in the Early Childhood Methods II block.

(Fee: \$95)

EDEC-470 Student Teaching and Seminar (Early Childhood) - A,W,S,Su 15 hours

A teaching experience in an early childhood setting under the supervision of the cooperating teacher and a university supervisor. Seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. (Fee: \$90)

Middle Childhood Education (EDMC)

EDMC-250 Educational Psychology of Middle Childhood - A,W,S 5 hours

An introduction to the principles of learning and development in middle childhood students. The class focuses on learning theory and the factors that effect learning, teaching behavior, student needs, and the skills necessary to create and maintain an optimal learning environment for middle school students in a diversity of settings.

Prerequisite: EDU-100 The Education Profession.

EDMC-350 Reading in the Content Area for Middle School - A 5 hours

An introduction to the range of strategies and programs for teaching the reading process, including the nature of the reading process, assessment techniques, and instructional strategies to increase comprehension of the textual material of the various disciplines taught in the middle childhood grades. *Corequisites: other courses in the Middle Childhood Methods I block.*

EDMC-380 Topics in Middle School Mathematics—S 5 hours

An investigative approach to the selected mathematics topics which are taught in middle schools. Logic including mathematical modeling, formulating, and problem solving in both mathematical and every day life situations. Real world connections with opportunities for exploration and communication by written, oral, and technological presentations provided. *Prerequisite: EDU-280 Principles of Mathematics II.*

EDMC-420 Phonics and the Structure of Language - A 3 hours

An introduction to the rationale, skills, instructional and assessment strategies, teaching aids, resource materials, and appropriate technologies for the teaching of phonics. Emphasis given to the source, structure, function, and history of spoken language.

Prerequisite: EDU-220 Foundations of Phonics; admission to the teacher education program. Corequisite: other courses in the Middle Childhood Methods I block.

EDMC-430 Teaching Reading Through Middle Childhood Literature - A 5 hours

A look at the current knowledge base and understanding of the reading process as it influences the use of middle childhood literature for reading instruction in middle schools. The course also examines the reading curriculum for the middle grades, particularly the Ohio model. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the Middle Childhood Methods I block.*

EDMC-439 Middle School Clinical Experience I: Teaching Reading - A 3 hours

This experience provides for implementation of the objectives, skills, and strategies of instruction relative to middle grade reading instruction in a field-based setting. Students are formally supervised and evaluated by cooperating teachers and university supervisors using Praxis criteria. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Middle Childhood Methods I block.* (Fee: \$90)

EDMC-440 Middle School Curriculum and Instruction: Mathematics - W 5 hours

An introduction to the objectives, skills, and instructional strategies for teaching middle school mathematics, based on the 2000 NCTM Standards. An associated clinical experience provides opportunity for theory driven application of knowledge and skills. *Prerequisite: successful completion of the Methods I block. Corequisites: other courses in the Middle Childhood Methods II block.*

EDMC-441 Middle School Curriculum and Instruction: Science - W 5 hours

An introduction to the objectives, skills, and instructional strategies for teaching middle school science, based on the 2000 NCTM Standards. The course provides a particular emphasis on the Ohio Model and the integration of science with other disciplines.

Prerequisite: Successful completion of the Methods I block.

Corequisites: other courses in the Middle Childhood Methods II block.

EDMC-442 Middle School Curriculum and Instruction: Social Studies - W 5 hours

An introduction to the objectives, skills, and instructional strategies for teaching middle school social studies, based on the 2000 NCTM Standards. The course provides a particular emphasis on the Ohio Model and the integration of social studies with other disciplines.

Prerequisite: successful completion of the Methods I block.

Corequisites: other courses in the Middle Childhood Methods II block.

EDMC-444 Writing Process and Language Arts for Middle School - W 5 hours

A study of the curriculum, methods, and resources for assessing and teaching the language arts at the middle school level. Emphasis will be on an integrated reading-language arts program and its importance to the school curriculum. The course will include an examination of the language arts curriculum with particular emphasis on the Ohio Model. *Prerequisite: Successful completion of the Methods I block. Corequisite: other courses in the Middle Childhood Methods II block.*

EDMC-445 Responsive Schools for Middle Childhood/ Early Adolescence - A 3 hours

An examination of the developmental periods of later childhood and early adolescence from a psychological and sociological perspective. The course will also examine how school programs can be designed and implemented to deal with the unique aspects of these developmental periods. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Middle Childhood Methods I block.*

EDMC-449 Middle School Clinical Experience II - W 3 hours

This clinical experience allows the student to apply the theories, principles and techniques provided in the associated methods courses.

Prerequisite: successful completion of the Methods I block.

Corequisites: other courses in the Middle Childhood Methods II block. (Fee: \$95)

EDMC-470 Student Teaching and Seminar (Middle Childhood) - A,S 15 hours

A teaching experience in a middle childhood setting under the cooperative supervision of the cooperating teacher and the university supervisor. Seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. (Fee: \$90)

Adolescent/Young Adult Education

EDSE-302 Teaching Thinking Skills - A,W,S 2 hours

A presentation of the methodology for teaching, planning, evaluating, and assessing critical thinking and problem solving for secondary students. Prospective teachers will be introduced to models of instruction that can be used to develop critical thinking

units during their clinical or student teaching experience. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Principles of Teaching block.* (Fee: \$70)

EDSE-316 Principles of Teaching - A,W,S 4 hours

An introduction to the objectives, skills, and instructional strategies needed for the teaching of adolescent and young adult students. An associated field experience gives opportunity to apply the knowledge and skills learned in the course. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Principles of Teaching block.*

EDSE-317 Principles of Teaching Clinical - A,W,S 4 hours

An opportunity for the implementation of the objectives, skills, and instructional strategies in a clinical experience setting appropriate for each student's discipline area. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Principles of Teaching block.* (Fee: \$55)

EDSE-350 Reading in the Content Area - 5 hours

An introduction to the range of strategies and programs for learning and teaching the reading process, including the nature of the reading process, assessment techniques, and instructional strategies to provide increased comprehension of the textual material of the disciplines represented by students in the class. This class is for AYA and MA teacher education program majors.

EDSE-382 Secondary Social Science Methods - W 2 hours

An emphasis on the identification, examination, and implementation of the methods and materials which are appropriate for the teaching of social sciences to the adolescent and young adult learner.

Prerequisite: admission to the teacher education program or permission of the instructor.

EDSE-470 Student Teaching and Seminar (Adolescent/Young Adult) - A,W,S 15 hours

A teaching experience in an adolescent/young adult setting under the cooperative supervision of the cooperating teacher and the university supervisor. Seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. (Fee: \$90)

Special Education

EDSP-202 Teaching Children with Exceptionalities - A,W,S,Su 3 hours

An exploration of the implications of federal laws with an emphasis on the definitions, characteristics, and strategies for intervention in inclusive settings. The course includes an introduction to the use of assistive technology. *Prerequisite: COM-110 Fundamentals of Speech; ENG-140 Composition II; EDU-100 The Education Profession. Corequisites: other courses in the Introduction to Teaching block.*

EDSP-206 Special Education Field Experience - A,W,S,Su 1 hour

A field-based experience in special education in which the student observes and participates with the exceptional education teacher in assisting exceptional learners. *Corequisites: other courses in the Introduction to Teaching block.*

EDSP-223 Survey of Mental Retardation/Developmental Disabilities - W 3 hours

An overview of the theories, research, and practices related to the education of individuals with mental retardation or developmental disabilities. Emphasis on causal factors, assessment, and management. *Prerequisite: EDU-100 The Education Profession or permission of instructor.*

EDSP-224 Survey of Behavior Disorders - S 3 hours

An overview of the theories, research, and practices related to the education of individuals with an emotional and/or behavior handicap. Emphasis on causal factors, assessment, and management. *Prerequisites: successful completion of Introduction to Teaching block or permission of the instructor.*

EDSP-225 Survey of Learning Disabilities - W 3 hours

An overview of the theories, research, and practices related to the education of individuals with learning disabilities. Emphasis is given to characteristics, assessment, and effective instruction. *Prerequisite: successful completion of Introduction to Teaching block.*

EDSP-380 Reading: Diagnostic and Remediation Techniques - A 3-5 hours

An introduction to the use of formal and informal assessment techniques for identification of reading difficulties. Students learn practical instructional strategies for teaching students with reading problems and apply the techniques by working with elementary

students in a school setting. Course must be taken for 5 credits unless taken with EDSP-455 Special Education Clinical Experience (Adolescent/Young Adult). *Prerequisite: EDEC-353 Introduction to the Reading Process.* (Fee: \$25)

EDSP-401 Principles of Inclusion - A,W,S 1 hour

An examination of the theories, research, and practices of adapting and modifying curriculum, instruction, and the learning environment for students with special educational needs. An accompanying clinical experience allows students to implement what they have learned.

Prerequisite: admission to the teacher education program.

EDSP-421 Career Education and Occupational Training - A 2 hours

A look at the role of occupational training in the special education curriculum including the techniques used in developing occupational interests and abilities at various age levels. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Special Education block.*

EDSP-432 Communication and Collaboration Skills - A 2 hours

A presentation of techniques of collaboration and consultation needed to enhance the communication of the teacher with exceptional individuals, parents, educational team members, and other professionals. *Prerequisite: admission to the teacher education program.*

EDSP-433 Behavior and Instructional Management - A 3 hours

A presentation of the learning theory, motivation, and behavioral approaches to management of the social and academic environment of learners with mild-moderate special educational needs. Emphasis is on functional assessment and the behavioral intervention process.

Prerequisite: admission to the teacher education program.

Corequisites: other courses in the Special Education block.

EDSP-435 Assessment in Special Education - A 3 hours

A study in the administration and interpretation of formal and informal educational assessment instruments used for the placement of students with mild-moderate needs and the development of appropriate educational goals and objectives. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Special Education block.*

EDSP-444 Special Education Clinical Experience (Early Childhood) - A 3 hours

An introduction to the objectives, skills, instructional strategies, teaching aids, and resource materials for teaching reading and the language arts to students with mild-moderate needs at the early childhood level. *Corequisite: other courses in the Early Childhood Reading block.* (Fee: \$90)

EDSP-449 Special Education Clinical Experience (Middle Childhood) - A,W,S 3 hours

An opportunity to implement the objectives, skills, and instructional strategies for teaching mathematics, science, and social studies to students with mild-moderate needs at the middle childhood level. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Methods II block.* (Fee: \$95)

EDSP-450 Adaptive Curriculum and Instruction - A 4 hours

An introduction to the curriculum, intervention strategies, instructional materials, and educational technology used with students with mild-moderate special educational needs. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Special Education block.*

EDSP-455 Special Education Clinical Experience (Adolescent/Young Adult) - A 3 hours

An opportunity to use the skills learned developing and implementing individualized educational plans and behavior intervention strategies for adolescent and young adult students with mild to moderate special educational needs. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Special Education block.* (Fee: \$95).

EDSP-470 Student Teaching and Colloquium (Special Education) - A,W,S 15 hours

A teaching experience with students who have mild to moderate special educational needs under the supervision of the cooperating teacher and the university supervisor. Seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. *Prerequisite: successful completion of the Principles of Teaching block.* (Fee: \$90)