

Education

School of Social Sciences and Professional Studies

Purpose Statement

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

Department Distinctives

- **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 and 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.

Licensure - Public Schools

All programs leading to licensure at Cedarville University are approved by the State of Ohio Department of Education. Ohio bases its requirements and approval processes on standards set by the National Council for Accreditation of Teacher Education (NCATE). Cedarville is not a member of NCATE and thus programs are not approved directly by NCATE. Ohio is 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.

Licensure - Christian Schools

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

Demographic Profile

The number of teacher education program completers for the 2001-2002 reporting period was 87. The demographic profile of program completers for the 2001-2002 reporting period is:

	Number	Percent
White	87	100
African American	0	0.0
Hispanic	0	0.0
Asian	0	0.0
Other	0	0.0
Male	19	21.8
Female	68	78.2

Personal Requirements

Students interested in the teacher education program should enjoy the teaching and learning process and enjoy working with people. The best teachers are those who are life-long learners and enjoy serving others; they are people who are motivated more by making a difference in others' lives than in making a lot of money. Cedarville University desires to work with students who are becoming a professional in their treatment of others, in their dress and demeanor, and in punctuality and responsibility for tasks. Because of the increasingly stringent standards for teachers nationwide, teacher candidates must be able to demonstrate their preparedness to teach by achieving good grades and passing state-mandated tests for teachers.

Co-Curricular Activities

Numerous opportunities exist for tutoring in public schools, mentoring K-12 students and becoming involved in local church ministries to children and adolescents.

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 semester before enrolling in the first methods of teaching course for their particular program. These requirements apply to all students seeking a degree and/or license 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 and 2.7 GPA in 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 both general education communications courses: COM-1100 Fundamentals of Speech, ENG-1400 English Composition.
3. Minimum GPA of 2.5 in the teaching field content area(s).
4. No grade of less than "C-" 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: EDUC-1050 Contemporary Christian Schools, EDUC-2200 Multicultural Field Experience, and EDSP-2050 Special Education Field Experience.
7. Recommendation of the Education Department's admission interview committee based on application, resumé, interview, and letters of recommendation.

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. Earn a passing score on state required Praxis II exams before enrolling in student teaching (licensure only).
5. Satisfactorily complete the student teaching experience.

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 several areas.

Multi-Age Special Education

Early Childhood Education (pre-K to grade 3)

Middle Childhood Education (grades 4-9)

Two concentrations chosen from:

Reading/Language Arts	Science
Mathematics	Social Studies

See appropriate department for a complete description of the following programs.

Adolescent and Young Adult (grades 7-12)

Department of Language and Literature: (page 114)

Integrated Language Arts Education

Department of Science and Mathematics: (page 154)

Integrated Science Education (Comprehensive)

Integrated Life Science Education

Integrated Physical Science Education

Integrated Physics Education

Integrated Chemistry Education

Integrated Mathematics Education

Department of History and Social Sciences: (page 180)

Integrated Social Studies Education

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

Department of Exercise and Sport Science: (page 96)

Health Education

Physical Education

Department of Music: (page 126)

Music Education

Department of Literature and Language: (page 114)

Spanish Education

Endorsements

Students interested in an **endorsement** must possess or be working toward the completion of a degree and licensure requirements in any of the current teaching licensure areas.

Computer/Technology

Course requirements:

EDUC-2100 Technology in the Classroom	2
EDUC-3560 Practicum in Educational Technology	3
MIS-1100 Introduction to Computers	1
MIS-1500 Information Mgmt in a Dynamic World	2
MIS-1510 Information Mgmt Software Tools Lab	1
MIS-2000 Structured Programming	3
MIS-2100 Modern Programming Tools	3
TESOL (Teaching English to Speakers of Other Languages) Course requirements:	
COM-314 Intercultural Communication	2
ENG-3060 History of the English Language	3
ENG-3070 Advanced Grammar for AYA Teachers	3
LING-3080 Linguistics for Language Learning	3
LING-3090 Sociolinguistics	3
LING-3600 Clinical Experience	1
LING-3610 Practicum	2
LING-3700 Teaching Foreign Language	2

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
- Church education programs
- 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
- Public elementary school teacher
- Special education (mild-moderate educational needs)
- Youth camps

Faculty

W. Philip Bassett, *Chairman*: 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.

Education

School of Social Sciences and Professional Studies

Praxis II Pass Rate Data: Regular Teacher Preparation Program

Academic Year: 2001-2002 Testing Period: 7/01-6/02 Number of Program Completers: 128

Type of Assessment	# Taking Praxis II	# Passing Praxis II	Ave. Pass Rate (%)	OH Pass Score	OH Pass Rate (%) ¹	Nat'l Pass Rate (%) ²
Professional Knowledge						
Principles of Learning and Teaching: Grades K-6	17	15	88%	168	90%	71%
Principles of Learning and Teaching: Grades 5-9	12	12	100%	168	92%	66%
Principles of Learning and Teaching: Grades 7-12	36	36	100%	165	95%	73.8%

*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 2001-2002, regardless of their status 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.

Aggregate Assessment Pass Rate

Type of Assessment	# Taking Praxis II ³	# Passing Praxis II ⁴	Institutional Pass Rate (%)	Ohio Pass Rate (%)
Academic Content & Specialty Areas (English, Biology, etc.)	89	83	93%	93%
Teaching Special Populations (Special Education, ELS, etc.)	6	6	100%	99%
Summary Totals and Pass Rates⁵	87	79	91%	91%

³ Number of completers who took one or more tests in a category and within their area of specialization.

⁴ Number who passed all tests they took in a category and within their area of specialization.

⁵ 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.

Contextual Information for the 2001-2002 Academic Year

Total number of students officially enrolled in teacher preparation, all specializations, in academic year 2001-2002	205
Number of students in supervised student teaching in academic year 2001-2002	129
Number of different faculty members who supervised student teachers in 2001-2002	18
Student teacher/faculty supervisor ratio*	5.6/1*
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.

Shelley Dugle, Assistant Professor of Education. *Education*: B.A., Cedarville University, 1995; M.Sp.Ed., Ball State University, 1998; ABD, University of Cincinnati, 2003. 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. Part time since 2003.

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.

Thomas Swiegard, Assistant Professor of Education. *Education*: B.S., Bowling Green State University, 1973; M.A., The Ohio State University, 1982; Ph.D., The Ohio State University, 1992. At Cedarville since 2003.

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.

General Education Requirements for Education Majors

Early Childhood Education (EC)
Middle Childhood Education (MC)
Special Education (SpE)

Biblical Education 16
 BEGE-1710 Christian Life and Thought 3
 BEGE-1720 Spiritual Formation 3
 BEGE-2730 Old Testament Literature 3
 BEGE-2740 New Testament Literature 3
 BEGE-3750 Christian Worldview Development 2
 BEGE-3760 Christian Worldview Integration 2

Communications 6
 COM-1100 Fundamentals of Speech 3
 ENG-1400 English Composition 3

Humanities 10-11
 EDUC-2400 Children's Literature (EC, SpE) 2
 (or COM-2300 Voices of Diversity (MC) 3)
¹EDUC-4500 Philosophy of Education 2
 HUM-1400 Introduction to the Humanities 3
 Literature Elective 3

Science and Mathematics 13-17
 BIO-1000 Principles of Biology 3.5
 EDUC-1800 Principles of Mathematics I 3
 EDUC-2800 Principles of Mathematics II 3
²GSCI-1010 Principles of Earth Science 3.5
²GSCI-2010 Physical Science for Teachers 4

Physical Education 2
 PEF-1990 Physical Activity and the Christian Life 1
 Physical Education Activity Elective 1

Social Science 9
 GSS-1000 Foundations of Social Science 3
 Global Geography Elective 3
 HIST-3750 Social Movements 3

Foreign Language 0-8
 See the global awareness section of the General Education Requirements.

¹Taken concurrently with student teaching
²Middle Childhood and Special Education majors select either GSCI-1010 or GSCI-2010.

Teacher Education Core

Required of all Teacher Education majors

Teacher Education Core 12
 EDSP-2000 Teaching Children with Exceptionalities .. 2
 EDSP-2050 Special Education Field Experience 1
 EDUC-1000 The Education Profession 1
 EDUC-1050 Contemporary Christian Schools 0
 EDUC-2000 Introduction to Teaching 2
 EDUC-2100 Technology in the Classroom 2
 EDUC-2200 Multicultural Field Experience 1
 EDUC-2500 Educational Psychology 3
 (or EDMC-2500 Educational Psychology of Middle Childhood* 3)
 *Middle Childhood majors only

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 69 semester hours including:
Teacher Education Core (see previous column) 12
Early Childhood Foundations 13
 EDEC-2100 Art, Music, & Drama for Early Childhood .. 2
 EDUC-2300 Introduction to the Reading Process 2
 EDSP-2500 Survey of Mental Retardation and Developmental Disabilities 1
 EDSP-3100 Diagnostic and Remedial Reading 3
 ESED-2900 Health and Movement Education 2
 PSYCH-2700 Child Development 3

Early Childhood Methods I 17
 EDEC-3500 Early Childhood Education 3
 EDEC-3600 Issues in Early Childhood Administration 3
 EDEC-3700 Teaching Reading: Phonics 3
 EDEC-3800 Teaching Reading and Lang. Arts: E.C. ... 4
 EDEC-3900 Field Experience in E.C. Education 1
 EDEC-3950 Early Childhood Clinical I 3

Early Childhood Methods II 17
 EDEC-4000 Reading in the Content Area: E.C. 2
 EDEC-4100 Teaching Mathematics: Early Childhood .4
 EDEC-4200 Teaching Science: Early Childhood 3
 EDEC-4300 Teaching Social Studies: Early Childhood 3
 EDEC-4450 Early Childhood Clinical II 3
 EDSP-4250 Communication, Collaboration, and Inclusion Skills 2

Student Teaching 10-12
 EDEC-4900 Student Teaching and Seminar 10-12

Early Childhood Education Major Curriculum Summary

Proficiency Requirements 0-5
 General Education Requirements 60-68
 Early Childhood Education Major Requirements 69
Total (minimum, not including proficiency) 129

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, or social studies.

Course requirements involve 48 education semester hours plus 29-35 concentration area hours including:
Teacher Education Core (see previous column) 12
Middle School Methods I 12
 EDMC-3500 Principles of Teaching for Middle Childhood 2
 EDMC-3600 Phonics/Structure Language 3
 EDMC-3700 Teaching Reading / Middle Child. Lit. 3
 EDMC-3950 Middle School Clinical I 3
 EDSP-4000 Principles of Inclusion 1

Middle School Methods II 14
 EDMC-4000 Reading in Content Area: Middle Childhood 3
 EDMC-4050 Responsive Schools for Middle Childhood 2
 EDMC-4440 Middle School Clinical II 3

Two of the following based on concentration areas:
 EDMC-3800 Writing Process and Language Arts Methods for Middle School 3
 EDMC-4100 Teaching Math: Middle Childhood 3
 EDMC-4200 Teaching Science: Middle Childhood ... 3
 EDMC-4300 Teaching Soc. St.: Middle Childhood. ... 3

Student Teaching 10-12
 EDMC-4900 Student Teaching and Seminar 10-12

Education

School of Social Sciences and Professional Studies

Concentration Areas (must choose two)

Mathematics	24-27
EDMC-3300 Topics in Middle School Mathematics	3
*EDMC-4100 Teaching Math: Middle Childhood	3
*EDUC-1800 Principles of Math I	0-3
*EDUC-2800 Principles of Math II	3
GMTH-1020 College Algebra	3
GMTH-1030 Pre-Calculus	4
GMTH-3010 Proof and Mathematical Modeling	3
MATH-1710 Calculus I	5
Science	31
*BIO-1000 Principles of Biology	3.5
CHEM-1000 Principles of Chemistry	5
*EDMC-4200 Teaching Science: Middle Childhood	3
*GSCI-1010 Principles of Earth Science	3.5
GSCI-2010 Physical Science for Teachers	4
GSCI-3010 Concepts for Middle Childhood Science	4
GSCI-3060 Env. Biology for Middle School Educators	4
One of the following Science Electives	4
ESCI-2310 Introduction to Oceanography	4
ESCI-2410 General Meteorology	4
ESCI-2510 Introductory Astronomy	4
Social Studies	27
ECON-2330 Microeconomics	3
*EDMC-4300 Teaching Social Studies: M.C.	3
*GEO-3510 World Regional Geography West	3
(or GEO-3520 World Regional Geography East	3)
*GSS-1000 Foundations of Social Science	3
HIST-1110 United States History I	3
(or HIST-1120 United States History II	3)
HIST-2010 History of Civilization I	3
(or HIST-2020 History of Civilization II	3)
*HIST-3750 Social Movements	3
POLS-2610 American National Government	3
One of the following:	3
GEO-3510 World Regional Geography West	
GEO-3520 World Regional Geography East	
HIST-3200 History and Politics of Latin America	
HIST-3210 History and Politics of East Asia	
HIST-3220 History and Politics of the Middle East	
HIST-3540 History and Politics of Africa	
Reading/Language Arts	35
*COM-1100 Fundamentals of Speech	3
*COM-2300 Voices of Diversity	3
COM-2320 Theories of Mass Media	3
THTR-3610 Teaching Creative Dramatics	2
*ENG-1400 Composition	3
ENG-2210 Principles of Journalism	3
ENG-3070 Adv. Grammar for Adolescent Teachers	3
*EDMC-3600 Phonics and the Structure of Language	3
*EDMC-3700 Teaching Reading / Middle Child. Lit.	3
*EDMC-3800 Writing Process and Language Arts	
Methods for Middle School	3
*LIT-2300 Introduction to Literature	3
(or LIT-2340 Western Literature	3)
LIT-2390 Survey of American Literature to 1900	3
*course also satisfies a General Education requirement or a professional education requirement	
Middle Childhood Education Major Curriculum Summary	
Proficiency Requirements	0-5
General Education Requirements	57-65
Middle Childhood Education Major Requirements	48
Concentration Requirements	29-39
Total (minimum not including proficiency).....	134-144
Total credits vary depending on concentrations chosen.	

A complete description of the General Education Requirements is found on page 18

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

First year:	
BEGE-1710 Christian Life and Thought	3
BEGE-1720 Spiritual Formation	3
BIO-1000 Principles of Biology	3.5
COM-1100 Fundamentals of Speech	3
EDUC-1000 The Education Profession	1
EDUC-1050 Contemporary Christian Schools	0
ENG-1400 Composition	3
GEO-3520 World Regional Geography: East	3
GSCI-1010 Principles of Earth Science	3.5
GSS-1000 Foundations of Social Science	3
PEF-1990 Physical Activity and the Christian Life	1
PYCH-2700 Child Development	3
Literature Elective	3
Total	33
Second year:	
BEGE-2730 Old Testament Literature	3
BEGE-2740 New Testament Literature	3
BEGE-3750 Christian Worldview Development	2
EDEC-2100 Art, Music, and Drama for Early Childhood	2
EDSP-2000 Teaching Children with Exceptionalities	2
EDSP-2050 Special Education Field Experience	1
EDSP-2500 Survey of Mental Retardation & Dev. Disabilities	1
EDUC-1800 Principles of Mathematics I	3
EDUC-2000 Introduction to Teaching	2
EDUC-2100 Technology in the Classroom	2
EDUC-2200 Multicultural Field Experience	1
EDUC-2300 Introduction to the Reading Process	2
EDUC-2400 Children's Literature	2
ESED-2900 Health and Movement Education	2
GSCI-2010 Physical Science for Teachers	4
HIST-3750 Social Movements	3
Total	35
Third year:	
BEGE-3760 Christian Worldview Integration	2
EDEC-3500 Early Childhood Education	3
EDEC-3600 Issues in Early Childhood Administration	3
EDEC-3700 Teaching Reading: Phonics	3
EDEC-3800 Teaching Reading and Language Arts: Early Childhood	4
EDEC-3900 Field Experience in Early Childhood Education	1
EDEC-3950 Early Childhood Clinical I	3
EDSP-3100 Diagnostic and Remedial Reading	3
EDUC-2500 Educational Psychology	3
EDUC-2800 Principles of Mathematics II	3
HUM-1400 Introduction to the Humanities	3
Physical Education Activity Elective	1
Total	32
Fourth year:	
EDEC-4000 Reading in the Content Area: Early Childhood	2
EDEC-4100 Teaching Mathematics: Early Childhood	4
EDEC-4200 Teaching Science: Early Childhood	3
EDEC-4300 Teaching Social Studies: Early Childhood	3
EDEC-4450 Early Childhood Clinical II	3
EDEC-4900 Student Teaching and Seminar (Early Childhood)	10-12
EDSP-4250 Communication, Collaboration, and Inclusion	2
EDUC-4500 Philosophy of Education	2
Total	29-31

A complete description of the General Education Requirements is found on page 18

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

First year:

BEGE-1710 Christian Life and Thought	3
BEGE-1720 Spiritual Formation	3
BIO-1000 Principles of Biology	3.5
COM-1100 Fundamentals of Speech	3
EDUC-1000 The Education Profession	1
EDUC-1050 Contemporary Christian Schools	0
EDUC-1800 Principles of Mathematics I	3
ENG-1400 Composition	3
GSS-1000 Foundations of Social Science	3
HUM-1400 Introduction to the Humanities	3
PEF-1990 Physical Activity and the Christian Life	1
Concentration Electives	6-8
Physical Education Activity Elective	1
Total	33.5-35.5

Second year:

BEGE-2730 Old Testament Literature	3
BEGE-2740 New Testament Literature	3
EDMC-2500 Educational Psychology of Middle Childhood	3
EDSP-2000 Teaching Children with Exceptionalities	2
EDSP-2050 Special Education Field Experience	1
EDUC-2000 Introduction to Teaching	2
EDUC-2100 Technology in the Classroom	2
EDUC-2200 Multi-cultural Field Experience	1
EDUC-2800 Principles of Mathematics II	3
GSCI-1020 Physical Science for Teachers	4
Concentration Electives	5-6
Global Geography Elective	3
Literature Elective	3
Total	35-36

Third year:

BEGE-3750 Christian Worldview Development	2
EDMC-3500 Principles of Teaching Middle School	2
EDMC-3600 Phonics and Structure of Language	3
EDMC-3700 Teaching Reading Middle Childhood Literature	3
EDMC-3950 Middle School Clinical I	3
EDSP-4000 Principles of Inclusion	1
HIST-3750 Social Movements	3
Concentration Electives	15-21
Total	32-38

Fourth year:

BEGE-3760 Christian Worldview Integration	2
COM-2300 Voices of Diversity	3
EDMC-4000 Reading in the Content Area Middle Childhood	3
EDMC-4050 Responsive Schools for Middle Childhood	2
EDMC-4440 Middle School Clinical II	3
EDMC-4900 Student Teaching and Seminar	10-12
EDMC-XXXX Middle School Methods II Concentration Areas	6
EDUC-4500 Philosophy of Education	2
Concentration Electives	3-4
Total	34-37

Special Education

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

Course requirements involve 76 semester hours including:

<i>Teacher Education Core (see page 75)</i>	<i>12</i>
<i>Special Education Foundations</i>	<i>12</i>
EDSP-2510 Survey of Mental Retardation and Developmental Disabilities	2
EDSP-2600 Survey of Behavior Disorders	2
EDSP-3150 Intervention & Diag. in Reading Sp.Ed.	3
EDUC-2300 Introduction to the Reading Process	2
PYCH-2600 Human Development: Lifespan	3
<i>Special Education Block</i>	<i>15</i>
EDSP-2300 Survey of Learning Disabilities	2
EDSP-4100 Adaptive Curriculum and Instruction	2
EDSP-4150 Career and Occupational Training	2
EDSP-4300 Behavior and Instructional Management ...	2
EDSP-4400 Assessment in Special Education	4
EDSP-4550 Special Education Clinical: AYA	3
<i>Reading Methods</i>	<i>10</i>
EDEC-3700 Teaching Reading: Phonics	3
EDEC-3800 Teaching Reading and Lang. Arts: E.C.	4
EDSP-3950 Special Ed. Clinical: Early Childhood	3
<i>Early Childhood Methods II</i>	<i>17</i>
EDEC-4000 Reading in the Content Area	2
EDEC-4100 Teaching Mathematics: Early Childhood ...	4
EDEC-4200 Teaching Science: Early Childhood	3

EDEC-4300 Teaching Social Studies.: Early Childhood 3	
EDSP-4450 Special Ed. Clinical: Middle Childhood.	3
EDSP-4250 Communication, Collaboration and Inclusion Skills	2
<i>Student Teaching</i>	<i>10-12</i>
EDSP-4900 Student Teaching and Seminar: Sp.E. 10-12	

Special Education Major Curriculum Summary

Proficiency Requirements	0-5
General Education Requirements	56.5-64.5
Special Education Major Requirements	76
Total (minimum, not including proficiency)	132.5

Special Education majors who wish to qualify for Early Childhood Education licensure (pre-K to grade 3) may do so by adding the following courses. A combined special education/early childhood education student teaching (EDUC-4950) must be substituted for EDSP-4900, Student Teaching and Seminar: Special Education. The early childhood and special education student teaching experiences will be combined in a single semester-long experience.

Courses required to qualify for dual licensure (14.5 credits)	
EDEC-2100 Art, Music, and Drama for Early Childhood	2
EDEC-3500 Early Childhood Education	3
EDEC-3600 Issues in Early Childhood Administration .	3
EDEC-3900 Field Experience in Early Childhood Educ.	1
ESED-2900 Health and Movement Education	2
GSCI-1010 Principles of Earth Science	3.5

Education

School of Social Sciences and Professional Studies

A complete description of the General Education Requirements is found on page 18

Suggested Four-Year Curriculum for a Major in Multi-Age Special Education

First year:

BEGE-1710 Christian Life and Thought	3
BEGE-1720 Spiritual Formation	3
BIO-1000 Principles of Biology	3.5
COM-1100 Fundamentals of Speech	3
EDUC-1000 The Education Profession	1
EDUC-1050 Contemporary Christian Schools	0
EDUC-1800 Principles of Mathematics I	3
EDUC-2400 Children's Literature	2
ENG-1400 Composition	3
GSS-1000 Foundations of Social Science	3
HUM-1400 Introduction to the Humanities	3
PEF-1990 Physical Activity and the Christian Life	1
PYCH-2600 Human Development: Lifespan	3
Literature Elective	3
Physical Education Activity Elective	1
Total	35.5

Second year:

BEGE-2730 Old Testament Literature	3
BEGE-2740 New Testament Literature	3
BEGE-3750 Christian Worldview Development	2
EDSP-2000 Teaching Children with Exceptionalities	2
EDSP-2050 Special Education Field Experience	1
EDSP-2510 Survey of Mental Retardation and Dev. Disabilities	2
EDSP-2600 Survey of Behavior Disorders	2
EDSP-3150 Intervention & Diagnosis in Reading for Sp. Educators	3
EDUC-2000 Introduction to Teaching	2
EDUC-2100 Technology in the Classroom	2
EDUC-2200 Multicultural Field Experience	1
EDUC-2300 Introduction to the Reading Process	2
EDUC-2500 Educational Psychology	3
EDUC-2800 Principles of Mathematics II	3
GSCI-2010 Physical Science for Teachers	4
HIST-3750 Social Movements	3
Total	38

Third year:

BEGE-3760 Christian Worldview Integration	2
EDEC-3700 Teaching Reading: Phonics	3
EDEC-3800 Teaching Reading & Language Arts: Early Childhood	4
EDEC-4000 Reading in the Content Area: Early Childhood	2
EDEC-4100 Teaching Mathematics: Early Childhood	4
EDEC-4200 Teaching Science: Early Childhood	3
EDEC-4300 Teaching Social Studies: Early Childhood	3
EDSP-3950 Special Education Clinical: Early Childhood	3
EDSP-4250 Communication, Collaboration, and Inclusion	2
EDSP-4450 Special Education Clinical: Middle Childhood	3
GEO-3520 World Regional Geography: East	3
Total	32

Fourth year:

EDSP-2300 Survey of Learning Disabilities	2
EDSP-4100 Adaptive Curriculum and Instruction	2
EDSP-4150 Career Education & Occ. Training for Exc. Individuals	2
EDSP-4300 Behavior and Instructional Management	2
EDSP-4400 Assessment in Special Education	4
EDSP-4550 Special Education Clinical: Adolescent / Young Adult	3
EDUC-4500 Philosophy of Education	2
EDUC-4900 Student Teaching and Seminar: Special Education	10-12
Total	27-29

Adolescent/Young Adult and Multi-Age Licensure Programs

The **adolescent/young adult licensure** programs prepare teachers to work with students in grades 7 to12. 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 physics, integrated chemistry, integrated mathematics, integrated language arts, and integrated social studies.

The **multi-age licensure** education programs prepare students to work with students in grades pre-K to 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 and are prerequisites for admission to the Teacher Education Program and upper-level classes.

<i>Teacher Education Core</i>	12
EDSP-2000 Teaching Children with Exceptionalities ...	2
EDSP-2050 Special Education Field Experience	1
EDUC-1000 The Education Profession	1
EDUC-1050 Contemporary Christian Schools	0
EDUC-2000 Introduction to Teaching	2
EDUC-2100 Technology in the Classroom	2
EDUC-2200 Multicultural Field Experience	1
EDUC-2500 Educational Psychology	3

Upon completion of the Teacher Education Core and before enrolling in the Principles of Teaching block, students must make formal application to the Teacher Education Program (TEP). The requirements for admission to the TEP are outlined earlier in this section of the catalog. Multi-age physical education majors take upper-level methods classes from the Department of Exercise and Sport Science during the fall of the senior year and should apply for admission to the TEP in the spring of the junior year. Multi-age music education majors take upper-level methods classes from the Department of Music during the junior and senior year and should apply for admission to the TEP at the beginning of the semester prior to the semester they will take the first methods class.

Principles of Teaching Block (all AYA majors and MA Spanish)

The following courses are to be taken together just prior to the student teaching experience.

EDSE-4100 Principles of Teaching: AYA	5
¹ EDSE-3300 Developmental Reading	3
² EDSE-4000 Reading in the Content Area: AYA	3
EDSE-4450 AYA Clinical Experience	3
EDSP-4000 Principles of Inclusion	1

Additional Requirements:

³ EDUC-4500 Philosophy of Education	2
EDSE-4900 Student Teaching and Seminar: AYA	10-12
(or EDUC-4900 Student Teaching and Seminar: MA	10-12

¹AYA integrated language arts majors only

²AYA integrated language arts does not take this course. AYA math majors may take this course out-of-class in the summer.

³Must have been admitted to the TEP or achieved junior status. Normally taken concurrently with student teaching.

Course Descriptions

EDUC-1000 The Education Profession—Fa,Sp **1 hour**

An introduction to the rewards and requirements of the teaching profession including social issues and historical context of the profession. Focus is on the five domains of good teaching, teacher licensure, professional issues, and an overview of the mission statement, conceptual framework, and requirements of the teacher education program at Cedarville University.

EDUC-1050 Contemporary Christian Schools—Fa,Sp **0 hours**

Teacher candidates 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: EDUC-1000 The Education Profession; or permission of instructor.*

EDUC-1800 Principles of Mathematics I—Fa,Sp **3 hours**

A framework for the content of this course is Ohio's Competency Based Comprehensive Programs for Mathematics (NCTM Standards). The course utilizes a problem-solving approach and makes connections to real-world situations and other disciplines. *Prerequisite: EDUC-1000 The Education Profession.*

EDUC-2000 Introduction to Teaching—Fa,Sp,Su **2 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. *Prerequisites: EDUC-1000 The Education Profession; ENG-1400 Composition; COM-1100 Fundamentals of Speech. Co-requisites: other courses in the Introduction to Teaching block. (Fee:\$30)*

EDUC-2100 Technology in the Classroom—Fa,Sp,Su **2 hours**

Teacher candidates learn to use a wide range of technology for developing and enhancing classroom instruction. The class focuses on the technology required for projects to be done in EDUC-2000 Introduction to Teaching and in the upper-level methods courses. *Prerequisite: EDUC-1000 The Education Profession. Co-requisites: other courses in the Introduction to Teaching block.*

EDUC-2200 Multicultural Field Experience—Fa,Sp,Su **1 hour**

An introduction to the professional side of schooling through a four-week field experience in a multicultural school setting. Some field-based assignments focus on issues of multicultural education. *Prerequisites: EDUC-1000 The Education Profession; ENG-1400 Composition; COM-1100 Fundamentals of Speech. Co-requisites: other courses in the Introduction to Teaching block. (Fee: \$60)*

EDUC-2300 **2 hours**

Introduction to the Reading Process—Fa,Sp

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: EDUC-1000 The Education Profession.*

EDUC-2400 Children's Literature—Fa,Sp **2 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: EDUC-1000 The Education Profession.*

EDUC-2500 Educational Psychology—Fa,Sp,Su **3 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: EDUC-1000 The Education Profession.

EDUC-2600 Topics in Children's Literature—Su **3 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: EDUC-2400 Children's Literature; or permission of dept. chairman.*

EDUC-2800 Principles of Mathematics II—Fa,Sp **3 hours**

A course building on the NCTM standards-based framework begun in Principles of Math I and including a development of new mathematical topics which are connected to real world situations and other disciplines. *Pre-requisite: EDUC-1800 Principles of Mathematics I.*

EDUC-3030 Computers in Education—Su **3 hours**

This course prepares the teacher candidate to use computers and related technology to support instruction in the K-12 setting. Productivity tools, assistive technologies, and instructional strategies prepare the student for the practicum experience. *Prerequisite: EDUC-2100 Technology in the Classroom. Offered in Fall or Spring on an as-needed basis only.*

EDUC-3560 **3 hours**

Practicum in Educational Technology—Fa,Sp,Su

A placement in a K-12 setting under the supervision of a qualified technology director during which the teacher education teacher candidate assists in operation of the technology program. *Prerequisite: completion of 75% of the computer/technology endorsement; or permission of instructor.*

EDUC-3570 Supervised Field Experience **1-3 hours**

A 30-90 clock hour supervised placement in an early, middle, or adolescent/young adult classroom. Designed to give a transfer teacher candidate or a teacher candidate repeating other field experiences an analogous experience to those in the university's teacher education program.

EDUC-3610 Practicum—Fa,Sp,Su **2 hours**

Independent teaching of ESL students under the general supervision of a master teacher. In a K-12 placement under the supervision of a qualified ESL teacher, the student will practice teaching in a formal classroom situation. During this experience, the student will be provided opportunities to establish goals and objectives and design curricula that reflect Ohio's grade-level learning outcomes in content areas. The student will also be given opportunities to select, adapt, create, and use varied resources appropriate to age, cultural groups, and different learning styles. Activities should include integrating technology in planning and delivering instruction and strategies for creating and maintaining communication with families. Practicum will also provide the student with knowledge and skills in assessment. Ongoing during this experience, the student will analyze, evaluate, reflect on and describe his/her field experience. *Prerequisite: LING-3700 Methods of Teaching Foreign Language. (Fee: \$45)*

EDUC-3990 Independent Study in Education **1-3 hours**

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

EDUC-4000 Reading in the Content Area: Multi-Age **3 hours**
Su (*Out-of-Class*)

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 course is for AYA Mathematics and MA Music and Physical Education teacher education program majors.

Education

School of Social Sciences and Professional Studies

Prerequisite: admission to the teacher education program; or senior status and permission of department chair.

EDUC-4500 Philosophy of Education—Fa,Sp 2 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 permission of department chair. Normally taken with student teaching.*

EDUC-4850 Internship in Applied Education 3-12 hours

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

EDUC-4900 10-12 hours

Student Teaching and Seminar: Multi-Age—Fa,Sp

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: \$100)

EDUC-4910 Special Student Teaching 3-10 hours

Occasionally, unusual situations arise which entail special provisions: e.g., summer school student teaching for experienced teachers, repeated experiences, etc. (Fee: \$100)

EDUC-4950 12 hours

Student Teaching and Seminar in Special Education and Early Childhood—Fa,Sp

A full semester 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)

Early Childhood Education (EDEC)

EDEC-2100 2 hours

Art, Music, and Drama for Early Childhood—Fa,Sp

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: EDUC-1000 The Education Profession.* (Fee: \$20)

EDEC-3500 Early Childhood Education—Fa,Sp 3 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. Corequisite: other courses in the E.C. Methods I block.*

EDEC-3600 3 hours

Issues in Early Childhood Administration—Fa,Sp

An examination of program issues important to both teachers and administrators. Includes examination of models for leadership and for developing and maintaining personal and community working relationships. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the E.C. Methods I block.*

EDEC-3700 Teaching Reading: Phonics—Fa,Sp 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 place of phonics in the overall reading program for young children. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the E.C. Methods I block.*

EDEC-3800 4 hours

Teaching Reading and Language Arts: Early Childhood—Fa,Sp

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: admission to the teacher education program. Corequisite: other courses in the E.C. Methods I block.*

EDEC-3900 1 hour

Field Experience in Early Childhood Education—Fa,Sp

An observation and participation experience in which teacher candidates spend 12-15 full consecutive days 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 Methods I block. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the E.C. Methods I block.* (Fee: \$35)

EDEC-3950 Early Childhood Clinical I—Fa,Sp 3 hours

Teacher candidates spend 14-17 full consecutive days in an early childhood classroom including 12-15 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. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the E.C. Methods I block.* (Fee: \$105)

EDEC-4000 2 hours

Reading in the Content Areas: Early Childhood—Fa,Sp

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. *Prerequisite: successful completion of the E.C. Methods I block. Corequisite: other courses in the Early Childhood Methods II block.*

EDEC-4100 4 hours

Teaching Mathematics: Early Childhood—Fa,Sp

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

EDEC-4200 3 hours

Teaching Science: Early Childhood—Fa,Sp

An examination of 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 E.C. Methods I block. Corequisite: other courses in the E.C. Methods II block.*

EDEC-4300 3 hours

Teaching Social Studies: Early Childhood—Fa,Sp

An examination of social studies curricula for the young child with particular emphasis on the Ohio Model, the NASS Standards, 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 E.C. Methods I block. Corequisite: other courses in the E.C. Methods II block.*

EDEC-4450 Early Childhood Clinical II—Fa,Sp 3 hours

Teacher candidates spend 20-25 days in an early childhood classroom including 17-22 days teaching mathematics, social studies, and science. This field experience provides theory-driven application to instruction with an emphasis on reflective teaching and collegial teamwork. Teacher candidates are formally supervised and evaluated by university supervisors using Praxis/Pathwise criteria. *Prerequisite: successful completion of the E.C. Methods I block. Corequisite: other courses in the E.C. Methods II block. (Fee: \$105)*

EDEC-4900 10-12 hours

Student Teaching and Seminar: Early Childhood—Fa,Sp

A teaching experience in an early childhood setting under the supervision of the cooperating teacher and a university supervisor. Required seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. *Prerequisite: successful completion of the E.C. Methods II block. (Fee: \$100)*

Middle Childhood Education (EDMC)

EDMC-2500 3 hours

Educational Psychology of Middle Childhood—Fa,Sp

An introduction to the principles of learning and development in middle childhood students. The class focuses on learning theory and the factors that affect learning, teaching behavior, student needs, and the skills necessary to create and maintain an optimal learning environment for middle school students in a variety of settings. *Prerequisite: EDUC-1000 The Education Profession.*

EDMC-3300 3 hours

Topics in Middle School Mathematics—Sp

An investigative approach to selected mathematics topics which are taught in middle schools. Topics include logic, mathematics 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 are provided. *Prerequisite: EDUC-2800 Principles of Mathematics II.*

EDMC-3500 2 hours

Principles of Teaching Middle School—Sp

Teacher candidates learn to develop instruction and various types of assessment based on observable learning objectives aligned with curriculum guides. Emphasis will be given to instructional models most appropriate for middle school students including use of instructional technology. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the M.C. Methods I block.*

EDMC-3600 3 hours

Phonics and the Structure of Language—Sp

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: admission to the teacher education program. Corequisite: other courses in the M.C. Methods I block.*

EDMC-3700 3 hours

Teaching Reading Through Middle School Literature—Sp

A survey of the early history, major types, and modern trends of literature for children in grades 4-9. The social and personal

value of literature is studied along with methods for using trade books to support reading instruction in an integrated reading/writing/language arts program. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the M.C. Methods I block.*

EDMC-3800 3 hours

Writing Process and Language Arts Methods for Middle School—Sp

A study of the curriculum, methods, and resources for assessing and teaching of the language arts at the middle school level. Emphasis will be on an integrated reading/writing/language arts program and its importance across the curriculum. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the M.C. Methods I block.*

EDMC-3950 3 hours

Middle School Clinical I: Teaching Reading—Sp

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

EDMC-4000 3 hours

Reading in the Content Area: Middle Childhood—Fa

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. The use of trade books and informational books in the content areas across the disciplines taught in the middle childhood grades is emphasized. *Prerequisite: successful completion of the M.C. Methods I block. Corequisite: other courses in the M.C. Methods II block.*

EDMC-4050 2 hours

Responsive Schools for Middle Childhood—Fa

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: successful completion of the M.C. Methods I block. Corequisite: other courses in the M.C. Methods II block.*

EDMC-4100 3 hours

Teaching Mathematics: Middle Childhood—Fa

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

EDMC-4200 Teaching Science: Middle Childhood—Fa 3 hours

An introduction to the objectives, skills, and instructional strategies for teaching middle school science, based on the Ohio Model and NSTA Standards. The course provides a particular emphasis on hands-on science instruction, the scientific method, and the integration of science with other disciplines. *Prerequisite: successful completion of the M.C. Methods I block. Corequisite: other courses in the M.C. Methods II block.*

EDMC-4300 3 hours

Teaching Social Studies: Middle Childhood—Fa

An introduction to the objectives, skills, and instructional strategies for teaching middle school social studies, based on

Education

School of Social Sciences and Professional Studies

the NSSA 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 M.C. Methods I block. Corequisite: other courses in the M.C. Methods II block.*

EDMC-4440 Middle Childhood Clinical II—Fa 3 hours

This clinical experience allows the teacher candidate to apply the theories, principles, and techniques provided in the associated methods courses. *Prerequisite: successful completion of the M.C. Methods I block. Corequisite: other courses in the M.C. Methods II block. (Fee: \$105)*

EDMC-4900 10-12 hours

Student Teaching and Seminar: Middle Childhood—Fa,Sp

A teaching experience in a middle childhood setting under the supervision of the cooperating teacher and the university supervisor. Required seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. *Prerequisite: successful completion of the M.C. Methods II block. (Fee: \$100)*

Adolescent / Young Adult (EDSE)

EDSE-3100 3 hours

Contemporary Young Adult Literature—Sp

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. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the AYA Principles of Teaching block; or permission of department chair.*

EDSE-3300 Developmental Reading—Sp 3 hours

This course focuses on the reading goals and processes used in teaching English, language arts, and literature by language arts teachers at the secondary level. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the AYA Principles of Teaching block; or permission of department chair. (Fee: \$60)*

EDSE-3800 2 hours

Teaching Social Studies: Adolescent and Young Adult—Fa

An emphasis on the identification, examination, and implementation of the methods and materials which are appropriate for each teacher candidate's discipline area. *Prerequisite: admission to the teacher education program. Corequisite: other courses in the AYA Principles of Teaching block; or permission of department chair.*

EDSE-4000 3 hours

Reading in the Content Areas: Adolescent and Young Adult—Fa

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 teacher candidates in the class. This class is for MA Spanish and AYA teacher education program majors. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the AYA Principles of Teaching block; or permission of department chair. (Fee: \$60)*

EDSE-4100 5 hours

Principles of Teaching: Adolescent and Young Adult—Fa,Sp

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 AYA Principles of Teaching block.*

EDSE-4450 3 hours

Adolescent / Young Adult Clinical Experience—Fa,Sp

An opportunity for the implementation of the objectives, skills, and instructional strategies in a setting appropriate for each discipline area. Teacher candidates teach two-three periods a day for five weeks. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the AYA Principles of Teaching block. (Fee: \$75)*

EDSE-4900 10-12 hours

Student Teaching and Seminar: Adolescent / Young Adult—Fa,Sp

A teaching experience in an adolescent/young adult setting under the supervision of the cooperating teacher and the university supervisor. Required seminars encourage reflection on the teaching experience as well as discussion of issues of importance to educators. (Fee: \$100).

Special Education (EDSP)

EDSP-2000 2 hours

Teaching Children with Exceptionalities—Fa,Sp

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: EDUC-1000 The Education Profession. Corequisites: other courses in the Introduction to Teaching block.*

EDSP-2050 1 hour

Special Education Field Experience—Fa,Sp,Su

A field-based experience in special education in which the teacher candidate observes and participates with the teacher in assisting exceptional learners. *Prerequisites: COM-1100 Fundamentals of Speech; ENG-1400 Composition; EDUC-1000 The Education Profession. Corequisites: other courses in the Introduction to Teaching block.*

EDSP-2300 Survey of Learning Disabilities—Fa 2 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: admission to the teacher education program. Corequisites: other courses in the Special Education block.*

EDSP-2500 1 hour

Survey of Mental Retardation and Developmental Disabilities: Early Childhood—Su

Survey of the multidisciplinary perspectives, identification, early influences, causation, levels of support and practices



The education program allows students to gain multiple experiences working in classrooms of local schools.

related to the education of individuals with mental retardation and developmental disabilities in early childhood. *Offered summers only in a mediated (out-of-class) format. Taken in a special 2-week block during the sophomore summer.*

EDSP-2510 **1 hour**

Survey of Mental Retardation and Developmental Disabilities—Su (Out-of-Class)

An extended overview of the theories, research, and practices related to the education of individuals with mental retardation and/or developmental disabilities. For early childhood and special education double majors who have already taken EDSP-2500 Survey of Mental Retardation and Developmental Disabilities: Early Childhood and need to complete the requirements for EDSP-2520 Survey of Mental Retardation and Developmental Disabilities: Special Education. Emphasis on causal factors, assessment, and management. *Prerequisites: successful completion of the Introduction to Teaching block; or permission of department chair; and EDSP-2500.*

EDSP-2520 **2 hours**

Survey of Mental Retardation and Developmental Disabilities: Special Education—Su

An overview of the theories, research, and practices related to the education of individuals with mental retardation and developmental disabilities. Emphasis on causal factors, assessment, and educational implications. *Prerequisite: successful completion of the Introduction to Teaching block; or permission of department chair.*

EDSP-2600 Survey of Behavior Disorders—Su **2 hours**

An overview of the theories, research, and practices related to the education of individuals with emotional and/or behavioral disorders. Emphasis on causal factors, assessment, and management. Taken in a special two-week block during the sophomore summer. *Prerequisite: successful completion of Introduction to Teaching Block; or permission of instructor.* (Fee: \$150)

EDSP-3100 **3 hours**

Diagnostic and Remedial Reading—Fa,Sp

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

Prerequisite: EDUC-2300 Introduction to the Reading Process. (Fee: \$30)

EDSP-3150 **3 hours**

Intervention and Diagnosis in Reading for Special Educators—Sp

Study and implementation of individual testing and teaching strategies for skill development in reading; analysis of programs and materials; and development of individualized plans for remediation of specific skill deficits. *Prerequisites: the Introduction to Teaching block; and EDUC-2300 Introduction to the Reading Process.* (Fee: \$60)

EDSP-3950 **3 hours**

Special Education Clinical: Early Childhood—Fa,Sp

An introduction to the objectives, skills, instructional strategies, teaching aids, and resource materials for teaching reading and the language arts to students with and without mild-moderate needs at the early childhood level.

Prerequisites: admission to the teacher education program; and major in special education. Corequisite: other courses in the Early Childhood Methods I block. (Fee: \$105)

EDSP-4000 Principles of Inclusion—Fa,Sp **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 teacher candidates to implement what they have learned. *Prerequisite: admission to*

the teacher education program. Corequisite: enrollment in the appropriate upper-level methods block.

EDSP-4100 Adaptive Curriculum and Instruction—Fa **2 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.

Corequisite: other courses in the Special Education block.

EDSP-4150 Career and Occupational Training—Fa **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. Corequisite: other courses in the Special Education block.*

EDSP-4250 **2 hours**

Communication, Collaboration, and Inclusion Skills—Fa,Sp

A presentation of the techniques of collaboration and consultation needed to enhance communication of the teacher candidate with exceptional individuals, parents, educational team members, and other professionals. Also includes strategies for adapting and modifying instruction for special needs students. *Prerequisite: admission to the teacher education program. Corequisite: Early Childhood Clinical II.*

EDSP-4300 **2 hours**

Behavioral and Instructional Management—Fa

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-4400 Assessment in Special Education—Fa **4 hours**

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 education goals and objectives. *Prerequisite: admission to the teacher education program. Corequisites: other courses in the Special Education block.*

EDSP-4450 **3 hours**

Special Education Clinical: Middle Childhood—Fa,Sp

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: successful completion of the E.C. Methods I block. Corequisites: other courses in the E.C. Methods II block.* (Fee: \$105)

EDSP-4550 **3 hours**

Special Education Clinical: Adolescent and Young Adult

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. Corequisite: other courses in the Special Education block.* (Fee: \$105)

EDSP-4900 **10-12 hours**

Student Teaching and Seminar: Special Education

A teaching experience for special education only majors 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 Early Childhood Methods II and Special Education blocks.* (Fee: \$100)