

Department of

Education

Mission Statement

The Cedarville University Department of Education seeks to prepare compassionate, professional educators who are committed to the integration of faith, learning, and life as demonstrated in teaching competence and Christ-like character through leadership and service.

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 State of Ohio Department of Education.
- Each year approximately 10% of the senior education students pursue cross-cultural student teaching experiences. They teach under the supervision of experienced, certified teachers 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 100 Christian and public schools visit the campus to recruit teacher education graduates.

Licensure – Public Schools

The education licensure programs listed in the catalog are subject to revision at any time given changes in national and state requirements for the Teacher Education programs in Ohio, which may also result in adjustment to your graduation requirements.

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 these can be accessed through the Cedarville University Education Department home page on CedarNet.

Licensure – Christian Schools

Individuals completing the program 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 2006-07 reporting period was 116. The demographic profile of program completers for the 2006-07 reporting period is:

	Number	Percent
White	113	97.4
African American	1	0.86
Hispanic	1	0.86
Asian	1	0.86
Other	0	0.0
Male	20	17.2
Female	96	82.7

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 Opportunities

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 also make application for formal admission to the Teacher Education Program (TEP) usually late in the sophomore year. 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 education, 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. Combined GPA of 2.65 and a grade of "C-" or above in both general education communications courses: COM-1100 Fundamentals of Speech and ENG-1400 English Composition.
3. Minimum GPA of 2.5 in the teaching field content area(s), and content core for early childhood education.
4. No grade of less than "C-" in teaching field or concentration area courses. For early childhood and special education, this includes general education courses in the content areas of humanities, science, mathematics, and social science.
5. Minimum passing scores on the Praxis I (Pre-Professional Skills Test): Reading, 175; Writing, 174; Mathematics, 175.
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.
8. Valid "No Record" background check for the State of Ohio and an additional FBI background check.

Teacher Education Program Retention and Completion Requirements

To maintain regular standing in the teacher education program and/or to receive a degree, students must maintain and/or complete the following requirements:

- Maintain a GPA of 2.7 or above in all courses.
 1. Obtain a "C-" or above in all methods courses.
 2. Satisfactorily complete field and clinical experiences.
 3. Earn a passing score on state-required Praxis II exams before enrolling in student teaching (licensure only).
 4. Satisfactorily complete the internship 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 - Intervention Specialist
- Early Childhood Education (pre-K to grade 3)
- Middle Childhood Education (grades 4-9)

Two concentrations chosen from:

- Mathematics
- Reading/Language Arts
- Science
- Social Studies

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

- Adolescent and Young Adult (grades 7-12)
 - Language Arts Education – Integrated (department of language and literature, page 119)
 - Life Science Education
 - Mathematics Education – Integrated
 - Physical Science Education
 - Physics Education
 - Science Comprehensive Education – Integrated (department of science and mathematics, page 157)
 - Social Studies Education – Integrated (department of history and government, page 101)
- Multi-Age Licensure (pre-K to grade 12)
 - Health Education
 - Physical Education (department of exercise and sport science, page 89)
 - Music Education (department of music, art, and worship, page 129)
 - Spanish Education (department of language and literature, page 119)

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.

Early childhood or special education majors who wish to qualify for pre-kindergarten special education endorsement may do so by adding the following courses to their early childhood licensure:

ECSP-2500 Young Children w/ Special Needs	3
ECSP-3500 Assessing & Teaching Young Children	3
ECSP-3550 Clinical: Young Child. w/ Special Needs	3

TESOL (Teaching English to Speakers of Other Languages) Course requirements:

COM-2140 Intercultural Communication.....	3
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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
Praxis II TESOL exam	

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 teacher
- Church education programs
- 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
- Elementary school teacher
- Special education (mild-moderate educational needs)
- Youth camps
- Library science

Faculty

- Stephen Gruber**, *Chair*: Associate 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.
- Merlin Ager**, 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**, 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**, 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.
- Terry Comers**, Instructor of Education. *Education*: B.A., Cedarville University, 1977; M.Ed. Wright State University, 1995. At Cedarville since 2004.
- Shelley Dugle**, Assistant Professor of Education. *Education*: B.A., Cedarville University, 1995; M.Sp.Ed., Ball State University, 1998; Ed.D., University of Cincinnati, 2007. At Cedarville since 2000.
- 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. PT/Adjunct since 2003.
- Margaret Grigorenko**, Assistant Professor of Education. *Education*: B.S., Bowling Green State University, 1978; M.Ed., Cedarville University, 1995; Ph.D. course work completed, The Ohio State University, 2008. At Cedarville since 2006.
- Timothy Heaton**, 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.

Education

School of Social Sciences and Human Performance

John Hess, Director of Student Teaching and Licensure. *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.

Ruth Hess, Instructor of Education. *Education:* B.A., Cedarville University, 1967; graduate work at Cedarville University, 2006-2008. At Cedarville since 2008.

Cheryl Irish, Director of Teacher Education Program: Associate 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, Associate 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.

Thomas Sweigard, 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., George Mason University, 2005. At Cedarville since 1999.



Praxis II Pass Rate Data: Regular Teacher Preparation Program

Academic Year: 2006-07

Testing Period: 7/06-6/07

Number of Program Completers: 108

Type of Assessment	# Taking Praxis II	Ave. Pass Rate (%)	OH Pass Score	OH Pass Rate (%) ¹
Professional Knowledge				
Principles of Learning and Teaching: Early Child	30	100	166	99%
Principles of Learning and Teaching: K-6	1	*	168	94%
Principles of Learning and Teaching: 5-9	24	96	168	93%
Principles of Learning and Teaching: 7-12	29	100	165	96%

*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.

¹The state passing rate is based on data collected from all Ohio individuals taking the Praxis II in 2004-2005, regardless of their status in a teacher education program.

²The 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 (%)	OH Pass Rate (%)
Aggregate- Professional knowledge	84	83	99	97
Aggregate- Academic Content Areas (Math, English, Biology, etc.)	101	100	100	98
Aggregate- Teaching Special Populations (Special Ed., ELS, etc.)	7	*	*	95
Summary Totals and Pass Rates⁵	84	83	99	95

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

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

⁵Number who successfully completed one or more tests across all categories used by the state for licensure and the total pass rate.

*No pass rate information reported when fewer than 10 candidates take the exam.

Contextual Information for the 2006-07 Academic Year

Total number of students officially enrolled in teacher preparation, all specializations, in academic year 2006-07	369
Number of students in supervised student teaching in academic year 2006-07	114
Number of faculty members who supervised student teachers in 2006-07	23
Student teacher/faculty supervisor ratio*	4.9:1*
The average number of student teaching hours per week required	30
The total number of weeks of supervised student teaching required	13
Average total number of hours required	345

*Average number of student teachers supervised by each supervisor in each 13-week term of student teaching. Does not include overseas student teachers.

General Education Requirements for Education Majors

Early Childhood Education (EC)
Middle Childhood Education (MC)
Special Education – Intervention Specialist (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)..... 3
 (or COM-2300 Voices of Diversity (MC) 3)
¹EDUC-4500 Philosophy of Education..... 2
 *HUM-1400 Introduction to the Humanities 3
 *Literature Elective..... 3

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

Science and Mathematics..... 13-17
 *GBIO-1000 Principles of Biology..... 3.5
 EDUC-1800 Principles of Mathematics I 3
 EDUC-2800 Principles of Mathematics II 3
 *GSCI-1010 Principles of Earth Science (EC, SpE) 3.5
 *GSCI-2010 Physical Science for Teachers (EC, SpE) 4
 Any GSCI or ESCI laboratory course (MC) 3.5-4.0

Social Science 9
 *GSS-1100 Politics and American Culture 3
 HIST-1110 United State History 1 3
 (or HIST-1120 United States History 2..... 3)

***Global Awareness elective selected from 3**
 ANTH-1800 Cultural Anthropology 3
 GEO-3520 World Regional Geography-East..... 3
 HIST-3220 History and Politics of the Middle East..... 3
 HIST-XXXX History Elective 3

Foreign Language 0-8
 See the global awareness section of the general education requirements.

¹Taken concurrently with student teaching

*Content core courses for early childhood & special education

Teacher Education Core

Required of all Teacher Education majors

Teacher Education Core 12
 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
 EDSP-2000 Teaching Children with Exceptionalities 2
 EDSP-2050 Special Education Field Experience 1



Education



A complete description of the general education requirements is found on page 24.

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 page 73)	12
Early Childhood Foundations	11
EDEC-2100 Art, Music, & Drama for Early Childhood	2
EDEC-2300 Phonics and the Reading Process.....	4
EDSP-2500 Survey of Mental Retardation and Developmental Disabilities: EC	1
ESED-2900 Health and Movement Education.....	2
PYCH-2725 Child Development.....	2
Early Childhood Methods I	19
EDEC-3500 Early Childhood Education	3
EDEC-3600 Issues in Early Childhood Administration	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
EDSP-3100 Diagnostic and Remedial Reading.....	3
EDUC-3600 Principles of Value Added Assessment	2
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: EC	10-12
*Capstone Course	

Early Childhood Education Major Curriculum Summary

Proficiency Requirements	0-5
General Education Requirements.....	61-69
Early Childhood Education Major Requirements.....	69
Total (minimum, not including proficiency)	130



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
COM-1100 Fundamentals of Speech	3
EDUC-1000 The Education Profession.....	1
EDUC-1050 Contemporary Christian Schools.....	0
ENG-1400 Composition.....	3
GBIO-1000 Principles of Biology	3.5
GEO-3520 World Regional Geography: East	3
GSCI-1010 Principles of Earth Science	3.5
GSS-1100 Politics and American Culture.....	3
PEF-1990 Physical Activity and the Christian Life	1
PYCH-2725 Child Development.....	2
Literature Elective	3
Total	32

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-2400 Children's Literature.....	3
ESED-2900 Health and Movement Education	2
GSCI-2010 Physical Science for Teachers.....	4
HIST-3750 Social Movements	3
Total	34

Third year:

BEGE-3760 Christian Worldview Integration	2
EDEC-2300 Phonics and the Reading Process	4
EDEC-3500 Early Childhood Education	3
EDEC-3600 Issues in Early Childhood Administration	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
EDUC-3700 Principles of Value Added Assessment	2
HUM-1400 Introduction to the Humanities.....	3
Physical Education Activity Elective.....	1
Total	35

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

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 50 education semester hours plus 21-24 concentration area hours including:

Teacher Education Core (see page 73)	12
Middle School Methods I	14
EDMC-3500 Principles of Teaching for Middle Childhood	3
EDMC-3600 Phonics/Structure Language	3
EDMC-3700 Teaching Reading / Middle Child. Lit.	4
EDMC-3950 Middle School Clinical I.....	2
EDUC-3600 Principles of Value Added Assessment	2
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.....	2
EDSP-4000 Principles of Inclusion	1
Two of the following based on concentration areas	6
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

*Capstone Course

Concentration Areas (must choose two)

Mathematics	24
EDMC-3300 Topics in Middle School Mathematics	3
*EDUC-1800 Principles of Mathematics I.....	3
*EDUC-2800 Principles of Mathematics II.....	3
GMTH-1020 College Algebra.....	3
GMTH-1030 Pre-Calculus.....	4
GMTH-3010 Proof and Mathematical Modeling.....	3
MATH-1710 Calculus I	5
Reading/Language Arts	21
COM-2320 Theories of Mass Media.....	3
*ENG-1400 Composition	3
ENG-2230 Advanced Composition	3
ENG-3060 English Language.....	3
ENG-3070 Adv. Grammar for Adolescent Teachers	3
*LIT-2300 Introduction to Literature.....	3
(or LIT-2340 Western Literature.....)	3
LIT-2390 Survey of American Literature to 1900.....	3
Science	23-24
*GBIO-1000 Principles of Biology.....	3.5
CHEM-1000 Principles of Chemistry	5
(or CHEM-1110 General Chemistry I.....)	4
*GSCI-1010 Principles of Earth Science.....	3.5
GSCI-2010 Physical Science for Teachers.....	4
GSCI-3010 Concepts in Middle School Science.....	4
GSCI-3060 Env. Science for Middle School Educators	4
Social Studies	24
ECON-2110 Essentials of Economics.....	3
*GEO-3510 World Regional Geography West	3
GEO-3520 World Regional Geography East	3
*GSS-1100 Politics and American Culture	3
*HIST-1110 United States History I.....	3
HIST-1120 United States History II.....	3
HIST-2010 History of Civilization I.....	3
HIST-2020 History of Civilization II	3

*Course also satisfies a general education requirement or a professional education requirement

Middle Childhood Education Major Curriculum Summary

Proficiency Requirements.....	0-8
General Education Requirements.....	57-65
Middle Childhood Education Major Requirements.....	50
Concentration Requirements	21-24
Total (minimum, not including proficiency)	128-147

*Total credits vary depending on concentrations chosen.

A complete description of the general education requirements is found on page 24.

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
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
GBIO-1000 Principles of Biology	3.5
GSS-1100 Politics and American Culture.....	3
HUM-1400 Introduction to the Humanities.....	3
PEF-1990 Physical Activity and the Christian Life	1
Concentration Electives.....	8
Physical Education Activity Elective.....	1
Total	35.5

Second year:

BEGE-2730 Old Testament Literature	3
BEGE-2740 New Testament Literature	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-2500 Educational Psychology	3
EDUC-2800 Principles of Mathematics II	3
ESCI/GSCI-1XXX Physical Science Elective	3.5-4
Concentration Electives.....	5
Global Studies Elective.....	3
Literature Elective	3
Total	34.5-35

Third year:

BEGE-3750 Christian Worldview Development.....	2
EDMC-3500 Principles of Teaching Middle School	3
EDMC-3600 Phonics and Structure of Language	3
EDMC-3700 Teaching Reading Middle Childhood Literature	4
EDMC-3950 Middle School Clinical I.....	2
EDSP-4000 Principles of Inclusion	1
EDUC-3600 Principles of Value Added Assessment	2
HIST-XXXX History Elective	3
Concentration Electives.....	4-7
Total	24-27

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.....	2
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.....	4
Total	34-36

A complete description of the general education requirements is found on page 24.

Special Education – Intervention Specialist

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

Course requirements involve 77 semester hours including:

Teacher Education Core (see page 73)	12
Special Education Foundations	10
EDEC-2300 Phonics and the Reading Process.....	4
EDSP-2400 Language Development.....	2
EDSP-3500 Special Education Law	1
PYCH-2735 Child-Adolescent Development.....	3
Special Education Block	16
EDSP-2700 Teaching Children Mild to Moderate Disabilities ...	3
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
Reading Methods	12
EDEC-3800 Teaching Reading and Lang. Arts: E.C.	4
EDSP-3150 Intervention & Diag. in Reading Sp.Ed.....	3
EDSP-3950 Special Ed. Clinical: Early Childhood.....	3
EDUC-3600 Principles of Value Added Assessment	2
Early Childhood Methods II	17
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
EDEC-4250 Communication, Collaboration and Inclusion Skills.....	2
EDSP-4450 Special Ed. Clinical: Middle Childhood.....	3
Student Teaching	10-12
*EDSP-4900 Student Teaching and Seminar: Sp.E.....	10-12
*Capstone Course	

Special Education Major Curriculum Summary

Proficiency Requirements	0-8
General Education Requirements.....	57-65.5
Special Education Major Requirements.....	77
Total (minimum, not including proficiency)	134-142.5



Suggested Four-Year Curriculum for a Major in Special Education-Intervention Specialist

First year:

BEGE-1710 Christian Life and Thought.....	3
BEGE-1720 Spiritual Formation	3
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.....	3
ENG-1400 Composition.....	3
GBIO-1000 Principles of Biology	3.5
GSS-1100 Politics and American Culture.....	3
HUM-1400 Introduction to the Humanities.....	3
PEF-1990 Physical Activity and the Christian Life	1
PYCH-2735 Child-Adolescent Development.....	3
Literature Elective	3
Physical Education Activity Elective.....	1
Total	36.5

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-2400 Language Development.....	2
EDSP-2050 Special Education Field Experience	1
EDSP-3500 Special Education Law	1
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
EDEC-2300 Phonics and the Reading Process	4
EDUC-2500 Educational Psychology	3
EDUC-2800 Principles of Mathematics II	3
GSCI-2010 Physical Science for Teachers.....	4
Total	36

Third year:

BEGE-3760 Christian Worldview Integration	2
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
EDUC-3600 Principles of Value Added Assessment	2
HIST-3750 Social Movements	3
Total	31

Fourth year:

EDSP-2700 Teaching Children Mild-Moderate Disabilities	3
EDSP-4100 Adaptive Curriculum and Instruction	2
EDSP-4150 Career Educ. & Occ. Training for Exc. Indvls	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	
GEO-3520 World Regional Geography: East	3
Total	31-33

A complete description of the general education requirements is found on page 24.

Suggested Four-Year Curriculum for Dual Licensure for Majors in Special Education-Intervention and Early Childhood Education

First year:

BEGE-1710 Christian Life and Thought.....	3
BEGE-1720 Spiritual Formation	3
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.....	3
ENG-1400 Composition.....	3
GBIO-1000 Principles of Biology	3.5
GSCI-1010 Principles of Earth Science	3.5
GSS-1100 Politics and American Culture.....	3
HUM-1400 Introduction to the Humanities.....	3
PEF-1990 Physical Activity and the Christian Life	1
PYCH-2735 Child-Adolescent Development.....	3
Literature Elective	3
Physical Education Activity Elective.....	1
Total	40

Second year:

BEGE-2730 Old Testament Literature	3
BEGE-2740 New Testament Literature	3
BEGE-3750 Christian Worldview Development.....	2
EDEC-2100 Art, Music, & Drama for Early Childhood.....	2
EDSP-2000 Teaching Children with Exceptionalities	2
EDSP-2400 Language Development.....	2
EDSP-2050 Special Education Field Experience	1
EDSP-2500 Survey of MR/DD: Early Childhood.....	1
EDSP-3500 Special Education Law	1
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
EDEC-2300 Phonics and the Reading Process	4
EDUC-2500 Educational Psychology	3
EDUC-2800 Principles of Mathematics II	3
GSCI-2010 Physical Science for Teachers.....	4
Total	39

Third year:

BEGE-3760 Christian Worldview Integration	2
EDEC-3500 Early Childhood Education	3
EDEC-3600 Issues in Early Childhood Administration	3
EDEC-3800 Teaching Reading & Language Arts: Early Childhood... 4	
EDEC-3900 Field Experience in Early Childhood Education	1
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
EDUC-3600 Principles of Value Added Assessment	2
ESED-2900 Health and Movement Education for Young Child.....	2
HIST-3750 Social Movements	3
Total	41

Fourth year:

EDSP-2700 Teaching Children Mild-Moderate Disabilities	3
EDSP-4100 Adaptive Curriculum and Instruction	2
EDSP-4150 Career Educ. & Occ. Training for Exc. Indvls	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-4950 Student Teaching and Seminar: Spcl Educ/EC.....	12
GEO-3520 World Regional Geography: East	3
Total	33

Special Education/Early Childhood Education Dual Licensure Option

Special education majors who wish to qualify for early childhood education licensure (pre-K to grade 3 all subjects) 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.

Additional Courses for dual licensure.....15.5-16

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
EDSP-2500 Survey of Mental Retardation and Developmental Disabilities: EC	1
ESED-2900 Health and Movement Education.....	2
GSCI-1010 Principles of Earth Science	3.5
(or GSCI-2010 Physical Science for Teachers.....)	4)



Adolescent/Young Adult and Multi-Age Licensure Programs

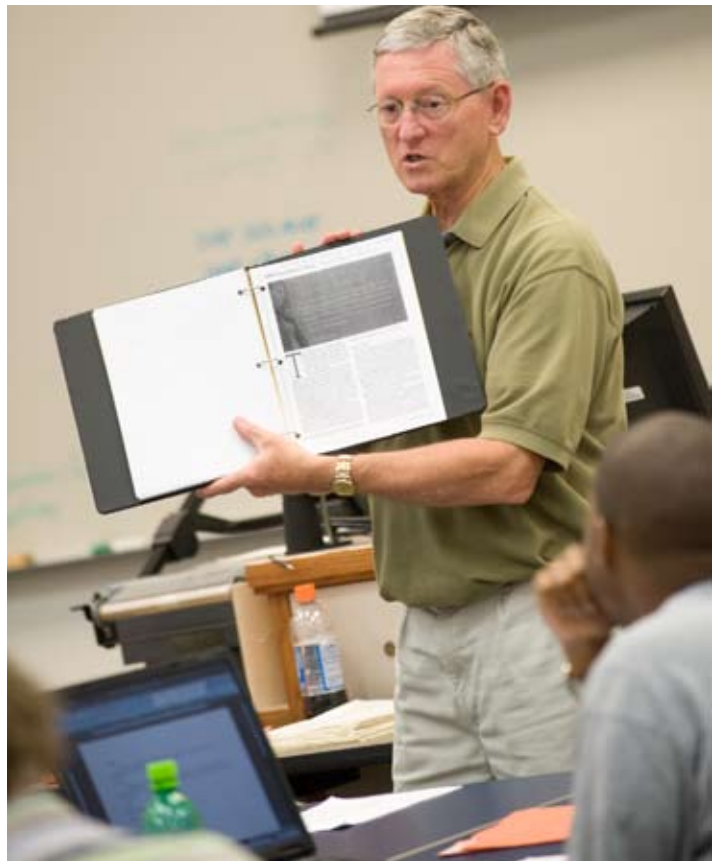
The **adolescent/young adult licensure** programs prepare teachers to work with students in grades 7 to 12. The Ohio Department of Education has approved Cedarville University to issue adolescent/young adult licenses for teachers in the areas of integrated science (comprehensive), integrated life science, integrated physical science, integrated physics, integrated chemistry, integrated mathematics, integrated language arts, and integrated social studies. In addition to approving the previously listed programs, the Association of Christian Schools International has also approved Cedarville to offer ACSI certification in integrated Bible.

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 that 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.

Teacher Education Core courses	15
COM-2300 Voices of Diversity	3
EDSP-2050 Special Education Field Experience	1
EDSP-2000 Teaching Children with Exceptionalities	2
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 TEP. The requirements for admission to the TEP are outlined earlier in this section of the catalog. Most adolescent and young adult and multi-age teacher education majors apply for admission during their junior year. The education department's licensure and testing coordinator provides students with specific information on procedures for admission to the TEP.



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
<i>Additional Requirements:</i>	
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.

