

## 2001-03 Undergraduate Catalog

# College of Education and Human Development

**College of Education and Human Development**  
444 Education, 372-7401  
[www.bgsu.edu/colleges/edhd](http://www.bgsu.edu/colleges/edhd)

### College administration

#### Office of the Dean

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#### Office of Undergraduate and Graduate Student Services

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#### Office of Undergraduate and Graduate Student Services

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372-7372

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365 Education, 372-7389

#### Technology services

Mitch Miller, director, 215 Education,  
372-7392

#### Schools

School of Family and Consumer Sciences,  
Thomas R. Chibucos, Ph.D., director,  
217 Johnston Hall, 372-7823

School of Human Movement, Sport and  
Leisure Studies, Bonnie Berger, Ph.D.,  
director, 117 Eppler Center, 372-2334

School of Leadership and Policy Studies,  
Mike Coomes, Ph.D., acting director,  
330 Education, 372-7157

School of Education and Intervention  
Services, Rich Wilson, Ph.D.,  
453 Education, 372-7276

### Academic mission/ objectives

The College of Education and Human Development (EDHD) has two primary purposes: to provide coursework that contributes to the general education program of the University, and to provide programs that are exemplars of professional school endeavors; that is, programs that lead to graduates assuming various careers. In EDHD these career foci include the fields of education, sport management, exercise physiology, recreation, dance, health

promotion, human movement science, child and family community services, interior design, apparel merchandising and product development, dietetics, nutrition sciences, and child and family development.

### Accreditation/certification/ licensure

To meet the challenges of the education and human development world, the academic programs in the College of Education and Human Development require high standards of performance. Programs are designed to provide an intellectual challenge to a student who wishes to assume the responsibility for tomorrow's leadership.

The College of Education and Human Development is a fully accredited member of the National Council for the Accreditation of Teacher Education (NCATE), the Ohio Department of Education, National Recreation and Park Association, the American Association for the Education of Young Children, American Dietetic Association, National Association for Sport and Physical Education, North American Society for Sport Management and the Council on Rehabilitation Education.

### Organization of the college

The College of Education and Human Development's academic structure consists of four schools.

#### School of Family and Consumer Sciences

The School of Family and Consumer Sciences provides students with the opportunity to advance and apply knowledge about individuals and families as well as the environmental and other contexts of human development across the life span. Students are educated from a perspective that emphasizes multi-disciplinary study of information across areas of specialization in the school, as well as other academic disciplines. A strong emphasis is placed on the development of collaborative partnerships to service the needs of children, families and individuals across the life-span.

The school provides undergraduate programs through five program areas with majors in apparel merchandising and product development, child and family community services, dietetics, early childhood studies,

health promotion, interior design and nutrition sciences. Student organizations related to each major provide the opportunity for broadening the educational experience, exploring career and graduate-level options and developing collegial relationships.

#### School of Human Movement, Sport and Leisure Studies

Degree programs offered by the School of Human Movement, Sport and Leisure Studies are organized into two divisions and two program areas. The two program areas are the Graduate Program (HMSL) and the Physical Education General Program (PEG). The physical education general program offers instruction in physical activity/movement/dance forms to the general University student. These classes take advantage of the modern facilities available in the Gertrude M. Eppler complex, the Student Recreation Center, the Perry Fieldhouse and the ice arena.

Students majoring in recreation and tourism (RTD) or sport management (SMD) are preparing to work in the sport/recreation industries or nonprofit agencies (SMRT division). An additional sport management option prepares students to be athletic trainers/clinic managers.

Students in the kinesiology division (KNS) study a variety of careers dealing with human movement. They can become pre-K through twelve physical educators or clinical exercise specialists. Majors in dance focus on modern dance and ballet performance/choreography or teaching in non-school settings. Human movement science majors often use their degree as a pre-medical or pre-physical therapy degree.

Each division has active student organizations that help students explore the career and graduate school opportunities within their majors.

#### School of Leadership and Policy Studies

The School of Leadership and Policy Studies prepares educators to assume leadership roles in formulating and implementing administrative policy to all levels of education. A variety of graduate preparation programs are offered to meet the needs of individuals wishing to begin or continue their graduate education for eventual placement

within educational settings ranging from elementary through higher education. In addition to the formal graduate degree programs, the school provides programmatic support for both graduate and undergraduate education in the areas of history and philosophy of education, comparative education, educational psychology and research methodology.

### School of Education and Intervention Services

Degree programs offered through the School of Education and Intervention Services prepare individuals to work in school and clinical settings. All of the programs enable students to become licensed/endorsed through state licensing boards. Programs include: art education, classroom technology, gifted and talented, guidance and counseling, foreign languages, intervention specialist, middle childhood education, reading, rehabilitation counseling, adolescent/young adult education and school psychology.

### Advising

Two types of advising are available to students enrolled in the College of Education and Human Development: *faculty advising* and *college office advising*.

Upon enrolling in the college each student is assigned to a faculty adviser. Faculty advisers assist their advisees in career-decision making, selecting appropriate classes, checking progress toward a degree and long-range program planning.

To supplement faculty advising the college maintains a staff of advisers in the Undergraduate Student Services office, located in 365 Education. The college staff provides initial advisement for all students entering the college and supplements the advising at the faculty/departmental level. This staff can also explain certification/licensure and appeals procedures and help students explore career options.

The responsibility of contacting a faculty or college office adviser rests with the student. Students are given a general orientation to the college upon their initial enrollment in the college, are assigned a faculty adviser, are introduced to the services of the Undergraduate Student Services office and are periodically sent communications from the college. It is each student's responsibility, however, to seek advice, to become familiar with the academic information available in the University or college offices and the Undergraduate Catalog, and to meet the established graduation and/or certification/licensure requirements. Program revision, certification/licensure changes and shifts in the demands of the marketplace support a close adviser/student relationship.

## Degrees offered through the College of Education and Human Development

The following degree programs are offered through the college:

- Bachelor of Science in Apparel Merchandising and Product Development
- Bachelor of Science in Child and Family Community Services
- Bachelor of Science in Consumer and Resource Management
- Bachelor of Science in Dietetics
- Bachelor of Science in Education
- Bachelor of Science in Interior Design
- Bachelor of Science in Nutrition Sciences

### Programs offered

The following programs are available in the College of Education and Human Development. Unless otherwise noted, the areas indicated are majors only.

- Adapted physical education (endorsement only)
- Aquatics (minor only)
- Apparel merchandising and product development
- Art education
- Astronomy (minor only)
- Athletic coaching (minor only)
- Athletic training/clinic management
- Business education, integrated
- Child and family community services
- Dance (minor also available)
- Dietetics
- Early childhood studies
- Environmental education (minor only)
- Exercise specialist
- French education
- German education
- Health promotion (minor also available)
- Human movement science
- Interior design
- Intervention specialist
  - Hearing impaired
  - Mild/moderate
  - Moderate/intensive
- Language arts, integrated education
- Latin education
- Life science education
- Marketing education
- Mathematics, integrated education
- Middle childhood education
- Music education (see College of Musical Arts)
- Nutrition Sciences
- Physical education/teacher education
- Physical science education
- Recreation and tourism (minor also available)
- Russian education
- Science, integrated education
- Social studies, integrated education
- Spanish education
- Sport management
- Technology education, industrial

## Special opportunities

Coursework in the College of Education and Human Development is infused with field experiences and with in-depth internship experiences. Study abroad experiences and National Student Exchange opportunities are strongly encouraged.

The College of Education and Human Development offers teacher education majors the opportunity to complete their student teaching internship in an international setting. Selected students are placed in an international school in Rio de Janeiro, Brazil, or Montreal, Canada, for a student teaching internship program (see p. 17). The college also offers a semester abroad program at Keele University in England.

The Sport Management/Recreation and Tourism (SMRT) and Kinesiology (KNS) divisions of the School of Human Movement, Sport and Leisure Studies have exchange agreements with the University of Brighton and with the Chelsea School of Physical Education, Sports Science, Dance and Leisure at East Sussex, England. Additional opportunities are available through the SMRT division at Southern Cross University in Lismore, Australia (see p. 15).

Students interested in exploring these special opportunities should direct initial inquiries to the Office of Undergraduate Student Services, 365 Education.

## Transfer students

Students wishing to transfer from another college or from the Office of Pre-major Advising on main campus to the College of Education and Human Development must have an overall GPA of 2.0. Students need to go to their college office and fill out a transfer form.

Students wishing to transfer to main campus from the Firelands campus must have an overall GPA of 2.0. Advisers from main campus visit the Firelands campus during the fall and spring semesters to advise students on the transfer process.

Students with satisfactory records from other colleges and universities may enroll in the College of Education and Human Development after review of official transcripts and admission to Bowling Green State University. Grades are not transferred to BGSU from other institutions. (See also Admissions, p. 28.)

## College retention/full acceptance requirements

Several programs in the College of Education and Human Development have established retention/full acceptance requirements in addition to those specified by the college. For specific eligibility requirements, direct inquiries to the Undergraduate Student Services office, 365 Education.

## **Schools of Family & Consumer Sciences; Education & Intervention Services; Human Movement, Sport & Leisure Studies**

### **Teacher education certification/licensure program requirements**

Students registered as majors in teacher certification/licensure programs will be considered full members of the college when they have:

1. Completed ENG 112;
2. Completed IPC 102 with a "C" or better;
3. Completed EDHD 201 or a program alternative accepted by the college with a "C" or better;
4. Attained a 2.5 BGSU accumulative grade point average.
5. 15 hours of coursework at BGSU.

A teacher education student who fails to meet these criteria upon attaining junior status will not be permitted to enroll in the methods courses indicated on program area check sheets.

Students who are declared ineligible for methods courses have the right to appeal the decision. Contact the Undergraduate Student Services office, 365 Education, for information on appeals.

### **Eligibility for assignment in student teaching internship**

A student must have:

1. Filed an application for the student teaching internship at a sign-up meeting held the second Wednesday of each semester for students planning to student teach the following semester (information is available in 365 Education);
2. Been fully admitted into the College of Education and Human Development;
3. Been fully accepted in a certification/licensure program either as an undergraduate or baccalaureate degree holder;
4. Completed 90 hours of University credit, including EDFI 302 and methods course(s) required for the program;
5. Completed any additional program specific requirements listed on the official program check sheet available from the Undergraduate Student Services office;
6. Earned an accumulative grade point average of 2.5 by the end of the semester prior to student teaching.
7. All methods courses must be completed within five years prior to student teaching.

The college attempts to place student teachers in the best available stations. While student preferences are taken into consideration, they cannot be met in all cases. Stations must have both college and program approval. Students are responsible for their own transportation to student teaching stations. Consult the student teaching handbook, [www.bgsu.edu/colleges/edhd/advising/sthdbk](http://www.bgsu.edu/colleges/edhd/advising/sthdbk), for additional policies.

All students who student teach in the spring semester must follow the spring break calendar of the school system to which they have been assigned; the University spring and fall breaks are forfeited.

Upon completion of student teaching, students receive a copy of their student teaching evaluation report. Students should retain this copy for their records and future reference since the University does not include/retain this report/evaluation as part of the permanent record.

Students who are declared ineligible for student teaching have the right to appeal the decision. Contact the Undergraduate Student Services office, 365 Education, for information on appeals.

## **School of Human Movement, Sport and Leisure Studies**

### **Internship program requirements**

#### **Exercise specialist**

1. 55 hours in major and field;
2. Satisfactory completion of KNS 387;
3. Overall GPA of 2.5;
4. GPA of 2.7 in KNS 229, 230, 360, 361, 370, 423, 429, 387/487;
5. Certification in CPR and first aid.

#### **Recreation and tourism**

1. 90 total hours and program matriculation (including RTD 190, 210);
2. Satisfactory completion of RTD 190, 210, 384, 385, 386, 387;
3. Overall GPA of 2.5.

#### **Sport management**

1. 52 hours in major and program matriculation;
2. Satisfactory completion of SMD 387;
3. Overall GPA of 2.5;
4. Major GPA of 2.7.

## **Certification/licensure**

Successful completion of a BGSU teacher education program with at least a 2.5 accumulative GPA usually results in one or more types of Ohio certificates/licensures. The only times that certification/licensure does not result are 1. when a student does not successfully complete the state-mandated competency examination; 2. when a student elects to graduate on planned program (see below), or 3. when a student is following a set of degree requirements that no longer meets Ohio teacher certification/licensure standards. Because the State Dept. of Education has the authority to change certification/licensure requirements at any time, students may be required to complete additional requirements for certification/licensure. New standards went into effect July 1, 1998. Students who began the teacher education program prior to that date will have until Aug. 31, 2002, to complete the specified program/testing requirements. Failure to complete program/testing requirements and certification/licensure application by this date will require the student to meet the July 1, 1998, standards.

All candidates seeking Ohio teacher certification/licensure must have a background check completed and must fill out an application(s) for certification/licensure. Applications, fingerprint cards and directions for completing them are available from the Undergraduate Student Services office or at the student teaching internship meeting that occurs the day before student teaching begins. Completed certification/licensure applications and money orders should be submitted to 365 Education by the end of the second week of the student's final term of enrollment.

Ohio teaching certificates/licensures are not transferable to other states, but preliminary information on certification/licensure in other states is available in 365 Education.

## **Planned program (graduation without certification/licensure)**

Some students in the College of Education and Human Development decide late in the four-year sequence that they do not wish to teach or obtain teacher certification/licensure. Others may be counseled out of the teaching profession by advisers and professional education faculty. To accommodate such students, the college has a plan whereby students admitted to a program with at least a 2.0 accumulative grade point average can graduate but not be eligible for certification/licensure.

Students desiring to graduate under the planned program must complete a Planned Program Form, obtainable from and returnable to the Undergraduate Student Services office, 365 Education. If a planned program is approved, the student is not eligible for certification/licensure. If a student decides to pursue certification/licensure after a planned program has been approved, he or she must file an appeal to be removed from the planned program. Such a petition cannot be submitted any sooner than one year before the student's anticipated graduation date. If approved the candidate must meet the requirements for methods and/or student teaching internship and certification/licensure eligibility in effect at the time of the desired student teaching and/or recommendation for certification/licensure.

## **Degree requirements**

Candidates for degrees in the College of Education and Human Development must complete a minimum of 122 undergraduate semester hours of coursework with a cumulative grade point average of "C", or 2.0 on a 4.0 scale.

Students completing degree programs in teacher education must attain an overall GPA of 2.5 in order to be recommended for certification/licensure. Refer to your specific program for admission standards.

### College general education

In addition to University requirements and University general education (p. 5), the College of Education and Human Development requires all candidates to have a proficiency in communications and mathematics. The requirements (minimum total: six semester hours) include:

- A. Each student must successfully complete IPC 102 (3) with a grade of "C" or better;
- B. Each student must complete one of the following mathematics courses: MATH 115, 116, 120, 126, 128, 130, 131, 134, 135, 232.

### Majors/minors/endorsements requirements

Following is an alphabetical listing of the majors/minors/endorsements available in the College of Education and Human Development. It should be noted that all teacher certification/licensure majors, minors and endorsements in the following list that lead to Ohio teacher certification/licensure are under review through the State Dept. of Education. Please check with the Undergraduate Student Services office, 365 Education, for details of revised programs. Degree requirements for any of the majors, minors and endorsements must also include the specified college and University general education requirements.

Checksheets indicating all required coursework (content, professional, general) for each major, minor and/or endorsement are available in the Undergraduate Student Services office, 365 Education. These checksheets also indicate college retention requirements and, when appropriate, internship eligibility requirements, program area admission/retention requirements and certification/licensure eligibility requirements.

#### ♦Adapted Physical Education

**Endorsement**—for physical education/teacher education majors only (22 hours)

A candidate must be interviewed by the area coordinator before declaring this validation. This is officially recognized by the state as an endorsement for multi-age physical education license holders.

- EDSE 431, 442 (6)  
 KNS 240, 250, 270, 387, 433, 487 (13)  
 Select one: EDSE 324, 433, 451, 457, 459; PSYC 405, 406 (3)

#### ♦Apparel Merchandising and Product Development—

with Fashion Institute of Technology option  
 206 Johnston Hall, 372-2026

The apparel merchandising and product development (AMPD) program prepares students for entry-level careers in the fashion industry. The curriculum focuses on the development, merchandising and evaluation of apparel and accessories. Courses provide knowledge about textile products, evaluation techniques, computer applications used in

the fashion industry, product development strategies, and the social and cultural factors that influence the consumption of textiles and apparel. Teaching strategies encourage the development of critical thinking, analytical, communication and management skills.

#### Learning Outcomes

Upon completion of the baccalaureate degree, students in apparel merchandising and product development are expected to:

- Apply aesthetic principles of design to the development, selection and evaluation of apparel and other textile products as well as to the creation of aesthetic retail environments;
- Describe how social, economic, technological, cultural and aesthetic factors influence trends in design, merchandising, production, distribution and consumption of textiles and apparel;
- Recognize relationships among aesthetic, cultural, economic, historic, psychological, sociological and technological factors as a basis for understanding trends in fashion;
- Demonstrate logic in solving analytical problems through location of appropriate supporting information and materials, evaluation of the information and critical interpretation of results;
- Apply knowledge of interrelationships among factors (materials, design, quality standards, production methods, profitability, end use and consumer expectations) related to product development for specific target markets.

#### Content (90 hours)

- AMPD 151, 251, 281, 312, 313, 351, 401, 402, 403, 414, 451 (33)  
 AMPD 499 (30) (see faculty adviser for program requirements)  
 CS 100 (3)  
 ECON 200 or higher (3)  
 F&N 207, HDFS 107 or 408 (3)  
 ID 303 (3)  
 MKT 300 (3)  
 Elective courses (12)

Consider choosing 300- to 400-level courses from: IPC, ART, ARTH, PSYC, FCS, AMPD, ID, SOC, MKT, MGMT, ENG, foreign language or VCT

#### ♦Apparel Merchandising and Product Development—

with marketing minor option  
 206 Johnston Hall, 372-2026

#### Content (93 hours)

- ACCT 200, 221 or MGMT 305 (3)  
 AMPD 151, 251, 281, 312, 313, 351, 401, 402, 403, 414, 440, 451 (36)  
 COOP 050 (0)  
 CS 100 (3)  
 ECON 200 or higher (3)  
 F&N 207, HDFS 107 or 408 (3)  
 ID 303 (3)  
 MKT 300, 302 (6)

Select three: MKT 320, 350, 405, 410, 412, 430, 440, 442, 445, 455 (9)  
 Elective courses (18 hours)

Consider choosing 300- to 400-level course from: IPC, ART, ARTH, PSYC, FCS, AMPD, ID, SOC, MKT, MGMT, ENG, foreign language, BA, FCS 389 or VCT

#### ♦Aquatics—minor only

Students selecting this minor are required to meet with the chair of the Kinesiology Division in HMSLS.

#### ♦Art

1000 Fine Arts, 372-2786

A graduate completing art education is eligible for a multi-age (ages 3-21) teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

#### Content (60 hours)

- ART 102, 103, 112, 211, 271, 342 (24)  
 2 courses beyond beginning level in 2-D, 3-D, computer art or graphic design (6)  
 ART 2-D support (6)  
 ART 3-D support (6)  
 ARTH 145, 146 (6)  
 Select one: ARTH 442, 456, 457, 460 (3)  
 ART history elective (3)  
 Studio art electives (6)  
 PHIL 204 (3)

#### Professional education (44 hours)

- ARTE 252, 352, 382, 407, 452, 492, 497 (29)  
 EDAS 409 (3)  
 EDFI 302, 408 (9)  
 EDHD 201 (2)

#### Other programs

Programs in art also are offered by the College of Arts and Sciences and its School of Art (see p. 55).

#### ♦Astronomy

365 Education, 372-7372

**Endorsement** (leads to a strong background in astronomy, but does not lead to teacher certification) (8-9 hours)

- ASTR 201 (3)  
 Select two: ASTR 212, 305, 307, 321, 403 (5-6)

#### Other programs

Programs in astronomy also are available through the College of Arts and Sciences (see p. 57).

#### ♦Athletic Coaching—minor only

Students selecting this minor are required to meet with the chair of the Kinesiology Division in HMSLS.

#### ♦Athletic Training (see Sport Management Option 1)

### ◆Business Education, Integrated

287 Business Administration, 372-2901

A graduate completing a business education major is eligible for a vocational teaching certificate, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

#### Learning Outcomes

Upon completion of the baccalaureate degree, students in business education are expected to:

- Demonstrate knowledge and understandings necessary to perform successfully in the following four teacher performance domains: organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning and teacher professionalism;
- Describe trends and issues in workforce education including career-technical education, tech prep, career academies/majors/pathways, high schools that work and other national school reform initiatives;
- Demonstrate an understanding of the content areas for which they will be licensed to teach including such subjects as accounting, basic business, business law, business economics, computer information technology and systems, management, office procedures and software applications in business.

#### Content (61 hours)

BUSE 101, 111, 204, 210, 304, 305, 306, 308, 314, 335, 455 (25)  
 BA 203; ECON 202, 203; FIN 200; LEGS 301; MIS 200, 360, 417; MKT 300 (27)  
 ACCT 200 or 221 (3)  
 MGMT 300 or 305 (3)  
 Select 3 hours from: ACCT, BA, CS (other than CS 100), ECON, FIN, LEGS, MGMT, MIS, MKT, STAT

#### Professional education (40 hours)

BUSE 200, 463, 465, 467, 469, 497 (25)  
 EDHD 201 (2)  
 EDFI 302, 402, 408 (9)  
 EDAS 409 (3)  
 EDSE 431 (3)

### ◆Child and Family Community Services

206 Johnston Hall, 372-2026

The undergraduate child and family community services (CFCS) program is a multi-disciplinary major that focuses on the study of human development across the life-span from an ecological perspective. The CFCS major is designed to provide students with an in-depth understanding of individuals and families, the dynamics of relationships and environmental contexts affecting children, families and community services.

This program provides education and experience so that graduates can contribute to areas such as child advocacy, family

violence treatment and prevention, residential treatment centers for adolescents, family and community development and service delivery, elder-care facilities and public programs for aged adults, and child-care programs and preschools.

Graduates are also prepared to seek advanced degrees in human development and family studies, child development and related areas. The curriculum emphasizes the development of critical thinking, analytic, communication and management skills as well as on current knowledge and theory in life-span human and family development.

#### Learning Outcomes

Upon completion of the baccalaureate degree, students in child and family community services are expected to:

- Demonstrate substantive knowledge in life-span human development and family science that is based on the most current research and theory, and that emphasizes important ecological, systemic and contextual factors;
- Show understanding of the importance of developing collaborative partnerships to serve the needs of children, families and individuals across the life-span;
- Articulate and demonstrate professional ethics and conduct in all work with agencies, families, children and individuals;
- Understand and appreciate multiple aspects of diversity of individuals, families, cultures and communities;
- Demonstrate critical and reflective thinking as well as analytic abilities, facility in oral and written communication, and management skills;
- Understand the impact of public and private policies at multiple levels on children, families, education and the professions involved with children, families and individuals across the life-span.

#### Content (59 hours)

F&N 207 (3)  
 FCS 405 (3)  
 HDFS 105, 106, 107, 302, 321, 328, 407, 408, 421, 425, 427, 429 (36)  
 PSYC 201 (4)  
 SOC 101 (3)  
 Select 10 hours from: HDFS 322; FCS 389, 489

### ◆Dance

212 Eppler South, 372-6905

The dance program stresses the interdisciplinary nature of dance, encouraging the study of related courses in conjunction with the dance core curriculum to develop creative and innovative individuals.

The dance major is a four-year program leading to a B.S. in education degree. The curriculum is designed to provide a strong theoretical and anatomical mastery of movement technique. Students may choose

a concentration in either modern or classical ballet. Emphasis areas include: performance, education and production.

#### Learning Outcomes

Upon completion of the baccalaureate degree, students in dance are expected to meet the National Content Standards (1994) of the National Dance Association:

- Identify and demonstrate movement elements and skills in performing dance;
- Understand choreographic principles, processes and structures;
- Understand dance as a way to create and communicate meaning;
- Apply and demonstrate critical and creative thinking skills in dance;
- Demonstrate and understand dance in various cultures and historical periods;
- Make connections between dance, other disciplines and healthful living.

#### Content (52 hours)

DANC 115, 120, 215, 220, 224, 303, 325, 326, 327, 387, 424, 425, 426, 487 (32)  
 KNS 137, 227, 230, 313 (8)  
 MUCH 221 (2)  
 PHIL 204 (3)  
 DANC 315 (taken 4 times) or DANC 320 (taken 4 times) (4)  
 ARTH 145 or 146 (3)

#### Emphasis areas (21-23)

Performance:

DANC 110, 307 (3)  
 THEA 141, 241, 243, 352 (12)  
 DANC electives (6)

Education:

EDFI 302 (3)  
 KNS 270, 337 (5)  
 MUCH 125 (3)  
 SMD 310 (3)  
 THEA 215 or 340 (3)  
 DANC electives (6)

Production:

THEA 243, 244, 463, 469 or 330, 470 (15)  
 DANC electives (6)

#### Minor (20 hours)

DANC 115 or 215, 120 or 220, 325, 326, 424 or 425 (10)

Select either:

Dance Education (DANC 101 or 102, 303, KNS 137, 337 and DANC electives) or  
 Dance Performance (DANC 207 or 307, 215 or 315, or 220 or 320, 224, 426 and DANC electives) (10)

### ◆Dietetics

206 Johnston Hall, 372-2026

The bachelor of science degree in dietetics is designed to be completed in four years. Changing majors, academic issues or other unforeseen circumstances may require additional semesters for completion.

This major meets undergraduate education requirements of the American Dietetic Association (ADA)\*. A declaration of intent to pursue the dietetics program should be filed in the college office during the first

year at BGSU. Admission to the program requires the successful completion of 45 hours of credit, a "C" or higher in CHEM 125, 127/128; BIOL 104 or 205; F&N 207, and a minimum grade point average of 2.5.

Upon completion of a professional practicum (internship) after graduation and the successful completion of the national registration examination, a graduate can be a registered dietitian, eligible for licensure in most states.

### Learning Outcomes

Upon completion of the baccalaureate degree, students in dietetics are expected to:

- Use critical thinking and quantitative analysis skills to investigate food and nutrition science problems;
- Demonstrate competent use of a variety of laboratory techniques and instruments to investigate food and nutrition science problems;
- Plan and evaluate various menus and diets for individuals and groups that emphasize optimal nutrition for promotion of health;
- Apply food safety knowledge and principles of the Hazard Analysis Critical Control Point (HACCP) system to prevent food borne illness;
- Apply knowledge and skills necessary for quantity food production and management of a foodservice establishment.

### Content (100 hours)

*Program major courses (44 hours):*

F&N 207, 210, 212, 310, 331, 335, 431, 432, 433, 434, 435, 436, 438, 440 and MEDT 301

*Supportive required courses:*

ACCT 200 (3)  
 BIOL 104 or 205, 314, 315, 332 (12-13)  
 CHEM 125, 127, 128, 306, 308 (16)  
 CS 100, 101 or MIS 200 (3)  
 FCS 250 or EDFI 302 (3)  
 MATH 115 or STAT 211 (3)  
 MGMT 305, 361 (6)  
 POLS 110 (3)  
 PSYC 201 (4)  
 SOC 101 (3)

\*Program approval status: Bowling Green State University is currently granted dietetics approval status by the American Dietetic Association's Council on Education, Division of Education Accreditation/Approval.

### ♦Early Childhood Studies

206 Johnston Hall, 372-2026  
 365 Education, 372-7372

The undergraduate early childhood studies (ECS) program prepares graduates to work with young children and their families in a variety of settings, including public and private schools, child care and Head Start, and is approved by the Ohio Department of Education to prepare teachers of young children in pre-kindergarten through grade three. Upon completion of the major students are licensed to work with children who are typically developing, at-risk, gifted or who

have mild/moderate special needs. The ECS curriculum is based on standards for early childhood programs and teacher preparation programs promulgated by the National Association for the Education of Young Children (NAEYC), the Council for Exceptional Children (CEC), the National Council for the Accreditation of Teacher Education (NCATE) and the content specified in the Ohio Model Curriculum guidelines (OMC).

### Learning Outcomes

Upon completion of the baccalaureate degree, students in early childhood studies are expected to:

- Demonstrate knowledge in child development from prenatal development through age 10 that is based on the most current research and theory, and that emphasizes important ecological contexts including family, community and school;
- Show understanding of the importance of developing collaborative partnerships with parents and other professionals to enhance their work with children and families;
- Explain and consistently use developmentally and individually appropriate practices that are based on the professional guidelines established by the National Association for Education of Young Children and the Ohio Model Curriculum, and that are based on knowledge of individual children, their families and communities;
- Demonstrate critical and reflective thinking as well as analytic abilities, facility in oral and written communication, and management skills;
- Understand and appreciate multiple aspects of diversity of individuals, families, cultures and communities in educational and other ecological settings.

This is a highly competitive four-and-a-half year program that requires meeting the following admission criteria:

1. Completed at least 45 hours at BGSU (transfer students must have completed at least 15 semester hours at BGSU);
2. Attained a minimum overall grade point average of 3.2 at BGSU;
3. Completed the following five courses with a grade of "C" or better: ENG 112, IPC 102, EDHD 201, MATH 213, HDFS 106.

Students meeting the admissions criteria are reviewed and admitted to the program in January and June of each year. Students are notified of admission by mail at their home address. Consult the Undergraduate Student Services office, 365 Education, or the School of Family and Consumer Sciences advising office, 105 Johnston Hall, for further information.

A graduate completing the early childhood major, with at least a 2.5 accumulative grade point average and successfully completing the Praxis Examinations, is eligible for an early childhood certificate/

license. Early childhood majors meeting these criteria qualify for a pre-K through three (ages 3-8) certificate/license.

### Content (54-55 hours)

BIOL 101 or 104 (3-4)  
 ARTE 344 (2)  
 EDIS 448 (3)  
 EDTL 300, 302, 320, 321, 322, 323, 324, 325 (24)  
 ENG 342 (3)  
 HDFS 301, 322, 420, 421 (12)  
 KNS 242 (2)  
 MATH 213 (3)  
 MUED 246 (2)

### Professional education (48 hours)

FCS 389 (3)  
 EDAS 409 (3)  
 EDFI 302, 408, 492 (9)  
 EDHD 201 (2)  
 EDIS 435 (3)  
 HDFS 106, 220, 221, 423, 491 (20)  
 EDTL 491 (8)

### ♦Environmental Education

365 Education, 372-7372

The minor in environmental education offers an interdisciplinary venue for students with an interest in theories, strategies and resources to inform about environmental perspectives, awareness and activism. Students also become exposed to the diverse formal and informal arenas where environmental education is practiced.

### Minor (does not lead to certification) (24 hours minimum)

EDFI 416 (3)  
 Select one: BIOL 301, 343; GEOL 304, 306, 322; GEOG 213; PHYS 360 (3-4)  
 Select one: EDFI 490; ENVS 489; RTD 304 (3)  
 ENVS 101 or 201 (3)  
 Select one: ENVS 301, 400, 401, 412 (2-3)  
 ENVS 415 or RTD 380 (3)  
 Select one: GEOG 331; HIST/ACS 338; POLS 336; ENG 200; PHIL 332 (3)  
 KNS 433 or RTD 483 (3)

### ♦Exercise Specialist

212 Eppler South, 372-6905

This major is a broad-based, scientific course of study drawing from kinesiology and sport management. Students are prepared for careers in private or corporate health and fitness centers, sports medicine clinics, allied medical and cardiac rehabilitation settings, recreation centers and athletic or Olympic training facilities and programs.

### Learning Outcomes

Upon completion of the baccalaureate degree, students in the exercise specialist program are expected to:

- Demonstrate proficiency in computer utilization (word processing, Web-based research, spreadsheet, exercise

physiology related software), and verbal and oral communication;

- Display knowledge, skills and abilities to screen, test, prescribe, motivate, counsel, educate and individualize muscular strength and endurance, cardiorespiratory training and/or other physical fitness and lifestyle programs for normal and special populations;
- Explain the scientific bases of exercise programming, not limited to but including exercise physiology, human anatomy, biomechanics, care and prevention of injuries, safety and emergency procedures, and basic cardiopulmonary resuscitation and first aid for exercise settings;
- Demonstrate use of marketing, budgeting, management, legal information, and facilities and equipment information in exercise programming;
- Demonstrate attainment of a high-level of personal well being (physically, mentally, emotionally, socially and spiritually) and personal excellence in an active and healthy lifestyle.

In addition to the degree requirements of the University and the general education requirements of the college, the following are required:

**Kinesiology requirements** (48 hours)

KNS 227, 228, 229 (5)  
 KNS/PEG activities (4) (Suggested activities: PEG 204, 217, 243, 258, 263, 280, 287 or other PEG/DANC courses chosen in consultation the academic adviser)  
 KNS 230, 360, 361, 370, 423, 429, 440 (21)  
 KNS 387 (3)  
 KNS 489 (15)

**Other requirements** (22 hours)

SMD 310, 366, 375, 390, 414 (15)  
 BIOL 332 (4)  
 F&N 207 (3)

**Choose five from** (15 hours):

KNS 400, 487;  
 SMD 305, 306;  
 ACCT 200;  
 HED 216, 310;  
 MKT 300  
 Elective (in consultation with adviser)

**♦French**

365 Education, 372-7372

A graduate completing a major in French education is eligible for a multi-age (ages 3-21) teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (33 hours of French beyond 202)

FREN 353, 356, 357, 363, 366, 373, 376, 451 (24)

FREN electives at 400 level (9)

**Professional education** (42 hours)

EDAS 409 (3)  
 EDCI 373, 429, 497 (24)  
 EDTL 302 or EDCI 367  
 EDHD 201 (2)  
 EDFI 302, 402, 408 (9)  
 EDSE 431 (3)

**Other programs**

Programs in French also are available through the College of Arts and Sciences (see p. 62).

**♦German**

365 Education, 372-7372

A graduate completing a major in German education is eligible for a multi-age (ages 3-21) teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (31 hours of German beyond 202)

GERM 311 or 313, 317, 318, 417 (12)  
 Select two: GERM 315, 316, 416 (6)  
 GERM 491 (senior project) (2)  
 GERM electives beyond 202 (GERM 260 and 360 may not be counted toward the major) (11)

**Professional education** (42 hours)

EDAS 409 (3)  
 EDCI 373, 429, 497 (24)  
 EDTL 302 or EDCI 367  
 EDHD 201 (2)  
 EDFI 302, 402, 408 (9)  
 EDSE 431 (3)

**Other programs**

Other programs in German also are available through the College of Arts and Sciences (see p. 63).

**♦Health Promotion**

202 Eppler North, 372-2395

The health promotion (HP) program prepares students for entry-level careers in the health and fitness industry. The curriculum provides strong conceptual and practical knowledge of the field as a means to help prevent disease and maintain good health in individuals, organizations and communities.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in health promotion are expected to:

- Gather health-related data about social and cultural environments, growth and development factors, needs and interests;
- Develop and market health-related programs, implement strategies, evaluate program effectiveness and interpret results as they impact program objectives;
- Effectively use computerized database, spreadsheet, presentation and desktop publishing software;
- Use appropriate methods and techniques to communicate health information.

**Major** (health in non-school settings)

In addition to the degree requirements of the University and the general education requirements prescribed by the College of Education and Human Development, the following professional core (83-86 hours) is required:

BIOL 332  
 CS 100  
 F&N 207  
 HED 209 or 215, 216, 310, 338, 340, 348, 393, 481, 489  
 HED 411 or RTD 384  
 KNS 313, 360  
 18 hours of program electives selected from courses specified on checksheet  
 9 hours of career-focus electives approved by adviser

**♦Hearing Impaired (under review)**

451 Education, 372-7293

This is a highly competitive program that requires meeting additional admission criteria. Consult the Undergraduate Student Service Office, 365 Education, for additional information. A graduate completing a hearing impaired (ages 3-21) education major is eligible for an intervention specialist certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in hearing impaired special needs are expected to:

- Assess, diagnose and evaluate learners with special needs;
- Design instructional content for delivery to learners with special needs;

- Plan and manage the behavior, social interactions and learning environment of learners with special needs;
- Collaborate in the delivery of services to learners with special needs;
- Meet professional expectations for ethical practice in the delivery of services to learners with special needs, given the philosophical, historical and legal foundations of special education.

**Content** (59 hours)

CDIS 225 (3)  
 EDIS 324, 325, 411, 412, 436, 440, 441, 442, 443, 459, 460, 464, 465, 466, 467, 470 (53)  
 ENG 342 or 343 (6)  
 MATH 213 or 215 (3)

**Professional education** (42 hours)

EDFI 302, 408 (6)  
 EDHD 201 (2)  
 EDIS 421, 422, 424, 425, 431, 432, 492 (24)

**♦Human Movement Science**

212 Eppler South, 372-6905

The human movement science major prepares students with an in-depth understanding of the scientific aspects of human movement. Emphasis is placed on critical thinking, personal excellence, lifelong learning and the integration of sub-disciplinary knowledge. This program should appeal to students with broad vocational interests in kinesiology, physical education, exercise, sport, allied health and medical fields, and sports medicine.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in human movement science are expected to:

- Display clear, logical thinking in their writing and speaking;
- Demonstrate personal excellence in gross motor skills and health-related fitness measures;
- Understand the interdisciplinary nature of kinesiology;
- Observe, analyze and critique various movement patterns and their outcomes, integrating the information from the subdisciplines of kinesiology;
- Identify key research questions to be answered in kinesiology.

**Required courses** (55)

KNS 227, 228, 230, 340, 350, 360, 370, 387, 400, 402, 481 (31)  
 KNS/PEG/DANC activities (5)  
 SMD 365, 414, 421, 425 (12)  
 BIOL 332 (4)  
 CS 100 (3)

**Minor or cognate** (16-24)

Each student must select either a University minor of a least 21 hours or two to three cognates totaling 16 hours. (A cognate is a prescribed 8-credit-hour set of courses determined in consultation with an adviser.)

**♦Interior Design**

305 Johnston Hall, 372-7847

The undergraduate interior design (ID) program prepares students for entry-level careers in the design profession and graduate education programs. Graduates from the program find employment with interior design and architectural firms, furniture and finishes manufacturers, retail design stores, kitchen and bathroom showrooms, health-care facilities and corporations as in-house designers and facility managers. The interior design curriculum is aligned with the professional standards established by the Foundation for Interior Design Research (FIDER), the National Council for Interior Design Qualification (NCIDQ) and the National Kitchen and Bath Association (NKBA).

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in interior design are expected to:

- Collect and analyze data about client needs and set priorities of those needs in the design process;
- Prepare contract documents to legally facilitate all the components required to undertake a design project (research, programming and preliminary drawings; selection of furniture, finishes and equipment; coordination with architects, mechanical engineers, contractors and installers; finalize drawings, purchasing schedules and code documents; place orders with manufacturers, and arrange and supervise project installation);
- Plan spaces using program information that effectively and efficiently relate the interior space to client needs, utilizing furniture, finishes and equipment in the context of history of interiors and aesthetics (design theory—the elements and principles of design);
- Design for client health and safety, using knowledge of how interiors affect health and safety as well as whether interior elements comply with federal, national and state codes, particularly those that pertain to the Americans with Disabilities Act (ADA);
- Express ideas in spoken and written language and drawings (drawings either manually constructed or computer aided) to clearly show the client, contractors and code officials the full extent and intent of the design project.

**Content** (77 hours)

AMPD 281 (3)  
 ARCH 105, 236 (6)  
 ART 102, 112 (6)  
 ARTH 146, 440 (6)  
 CONS 235 (3)  
 CS 100 (3)  
 ECON 202 (3)  
 F&N 207, HDFS 107 or 408 (3)  
 ID 116, 117, 219, 303, 319, 329, 333, 345, 417, 418, 419, 423 (34)

MGMT 305 (3)

PSYC 201 (4)

SOC 101 (3)

Career electives (choose nine hours at 300-400 level)

**♦Intervention Specialist**

Refer to specific majors (Hearing impaired, Mild to Moderate, Moderate to Intensive)

**♦Language Arts Education, Integrated**

365 Education, 372-7372

A graduate completing a degree program with a major and/or minor in a secondary field, possessing a 2.5 accumulative grade point average and successfully completing the Praxis Examinations is eligible for an adolescence to young adult (ages 12-21) certificate/license valid for teaching the major and/or minor subject area in grades seven through twelve.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (64 hours)

ENG 201, 202, 343, 380, 381, 484 (18)  
 IPC 201, 308 (6)  
 JOUR 100, 450 (6)  
 THEA 202 (3)

**Reading**

ENG 301 or THEA 490 (3)  
 ENG 264 or 265 (3)  
 ENG 266, 267 or 268 (3)  
 Select one: ENG 261, 306, 320, 323, 325, 330, 333, 335; POPC 270, 370; THEA 347, 348; A&S 250 (3)  
 Select one: ENG 310, 423; JOUR 455, 475; THEA 215 (3)

**Writing**

JOUR 200 or 201  
 Select one: ENG 388, 389, 483; JOUR 250; THEA 443; ETHN 304 (3)

**Listening/visual literacy**

Select two: ENG 285; POPC 250, 290, 350; THEA 141, 191, 460; TCOM 366, 466; JOUR 310, 315, 330, 345, 465, 485; ETHN 300, 303, 340, 460; VCT 203, 204, 208 (3)

**Oral communication**

Select one: THEA 241, 243, 302, 340, 341, 440; IPC 408 (3)

**Internship**

Select one: IPC 489; JOUR 400, 480; THEA 446, 448, 450, 489; A&S 489 (1)

**Professional education**

EDAS 409  
EDCI 367, 371, 420, 497  
EDHD 201  
EDFI 302, 402, 408  
EDSE 431

**♦Latin**

365 Education, 372-7372

A graduate completing a Latin education major is eligible for a multi-age (ages 3-21) teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (31 hours beyond 202)

Courses in LAT beyond 202 (31)  
(included may be CLVC 381, 486, LAT 351, 352, 361, 362, 451, 470 and a maximum of 6 hours of Greek)

**Professional education** (42 hours)

EDAS 409 (3)  
EDCI 373, 429, 497 (24)  
EDTL 302 or EDCI 367 (3)  
EDHD 201 (2)  
EDFI 302, 402, 408 (9)  
EDSE 431 (3)

**Other programs**

Programs in Latin also are offered by the College of Arts and Sciences (see p. 65).

**♦Life Sciences**

365 Education, 372-7372

A graduate completing a degree program with a major and/or minor in a secondary field, possessing a 2.5 accumulative grade point average and successfully completing the Praxis Examinations is eligible for an adolescence to young adult (ages 12-21) certificate/license valid for teaching the major and/or minor subject area in grades seven through twelve.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, parents, educators and community members.

**Content** (58-60 hours)

ASTR 210 (3)  
BIOL 204, 205, 313, 331 or 332, 350, 354, 407, 451 (31)  
CHEM 125 or 135 (5)  
GEOL 104 or 105 (4)  
PHYS 201 or 211 (5)  
Select 10-12 hours: BIOL 301, 331 or 332  
(whichever was not chosen above),  
343, 405, 413, 422 (10-12)

**Professional education** (42 hours)

EDAS 409 (3)  
EDCI 367, 375, 420, 497 (24)  
EDHD 201 (2)  
EDFI 302, 402, 408 (9)  
EDSE 431 (3)

**Other programs**

Programs in biological sciences are also offered through the College of Arts and Sciences (see p. 57, 66).

**♦Marketing Education**

287 Business Administration, 372-2901

A graduate completing a marketing education, family and consumer sciences or integrated business education major is eligible for a vocational teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, student in marketing education are expected to:

- Demonstrate knowledge and understandings necessary to perform successfully in the following four teacher performance domains: organizing content knowledge for student learning, creating an environment for student learning, teaching for student learning and teacher professionalism;
- Describe trends and issues in workforce education including career-technical education, tech prep, career academies/majors/pathways, high schools that work and other national school reform initiatives;
- Demonstrate understanding of the content areas for which they will be licensed to teach including such subjects as advertising, basic business, business economics, e-commerce, entrepreneurship, management, marketing, sales and sports marketing.

**Content** (42 hours)

ACCT 200 or 221 (3)  
BA 203 (3)  
BUSE 101, 315 (6)  
ECON 202 (3)  
FIN 200 (3)  
LEGS 301 (3)  
MGMT 300 or 305 (3)  
MIS 200 (3)  
MKT 300, 302, 410, 430, 440 (15)

**Professional education** (40 hours)

BUSE 200, 463, 464, 465, 469, 497 (25)  
EDHD 201 (2)  
EDAS 409 (3)  
EDFI 302, 402, 408 (9)  
EDSE 431 (3)

**♦Mathematics, Integrated**

365 Education, 372-7372

A graduate completing a degree program with a major and/or minor in a secondary field, possessing a 2.5 accumulative grade point average and successfully completing the Praxis Examinations is eligible for an adolescence to young adult (ages 12-21) certificate/license valid for teaching the major and/or minor subject area in grades seven through twelve.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (40 hours)

CS 101 (3)  
MATH 131, 232, 233, 311, 322, 332, 339, 341, 402 (31)  
MATH 417, 421 or 465 (3)  
MATH elective at 300/400 level, excluding 395, 414, 490, 495 (3)

**Professional education** (42 hours)

EDAS 409 (3)  
EDCI 367, 374, 420, 497 (24)  
EDHD 201 (2)  
EDFI 302, 402, 408 (9)  
EDSE 431 (3)

**Other programs**

Programs in mathematics also are offered by the College of Arts and Sciences (see p. 65).

**♦Middle Childhood Education**

365 Education, 372-7372

This is a highly competitive, four-and-a-half year program that requires meeting additional admission criteria. Consult the Undergraduate Student Service office, 365 Education, for additional information. A graduate completing the middle childhood major, possessing a 2.5 accumulative grade point average and successfully completing the Praxis Examinations is eligible for a middle childhood certificate/license, valid for teaching grades four through nine (ages 8-14) in the two concentration areas selected (refer to the middle childhood checklist).

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content (70-88 hours)**

ARTE 345 (2)  
 BIOL 101 or 104 (3-4)  
 EDTL 300, 302, 341 (9)  
 ENG 343 (3)  
 KNS 243 (2)  
 MATH 215 (3)  
 MUED 245 (2)

Select two of the following areas:

*Science:* BIOL 101, 104; CHEM 109, 110; GEOL 104 or 105; GEOG 125 or 213; PHYS 100 or 101; ASTR 201 or 212 (24)  
*Mathematics:* MATH 131 (or 134 and 135), 216 and 415, 222 or 322, 247 or 341 or 441; EDTL 345 (20-21)

*Social studies:* HIST 151, 152, 205, 206; PSYC 201; SOC 101 or 231 or GEOG 230 or PSYC 311; ECON 200; ECON 202 or POLS 335 or GEOG 225 or ACS 338 or SOC 312 or 414 or GEOG 426 or 435 or 442 (34)

*Language arts:* THEA 202; ENG 200 or 266 or 267, 261 or 262, 380, 381, 484, THEA 215 or 350 or ETHN 330; JOUR 100, 455; TCOM 103 or POPC 165; THEA 340 or WS 301 or JOUR 201 or POPC 320 (27 hours)

**Professional education (43 hours)**

EDAS 409 (3)  
 EDHD 201 (2)  
 EDFI 303, 402, 408, 420 (10)  
 EDSE 431 (3)  
 EDTL 340, 492 (18)

Students are required to take a methods course for each area selected.

Select two: EDTL 346, 347, 348, 349 (6)

**♦Mild/Moderate**

451 Education, 372-7293

This is a highly competitive program that requires meeting additional admission criteria. Consult the Undergraduate Student Service office, 365 Education, for additional information. A graduate completing a mild/moderate (ages 5-21) education major is eligible for an intervention specialist certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in mild/moderate special needs are expected to:

- Assess, diagnose and evaluate learners with special needs;
- Design instructional content for delivery to learners with special needs;
- Plan and manage the behavior, social interactions and learning environment of learners with special needs;
- Collaborate in the delivery of services to learners with special needs;
- Meet professional expectations for ethical practice in the delivery of services to learners with special needs, given the philosophical, historical and legal foundations of special education.

**Content (64 hours)**

ARTE 382, MUED 246 or KNS 433 (3)  
 CDIS 223 or 471 (3)  
 EDHD 201 (2)  
 EDIS 310, 324, 325, 410, 411, 412, 421, 424, 425, 431, 432, 440, 441, 442, 443, 444 (38)  
 ENG 342 or 343 (3)  
 GEOG elective (except GEOG 125) (3)  
 HIST elective (3)  
 MATH 213 or 215 (3)

**Professional education (44 hours)**

EDFI 302 or 303, 408, 420 (7)  
 EDIS 422, 423, 427, 492 (28)  
 PSYC 201 and 303 or 304 (7)

**♦Moderate/Intensive**

451 Education, 372-7293

This is a highly competitive program that requires meeting additional admission criteria. Consult the Undergraduate Student Service office, 365 Education, for additional information. A graduate completing a moderate/intensive (ages 5-21) education major is eligible for an intervention specialist certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in moderate/intensive special needs are expected to:

- Assess, diagnose and evaluate learners with special needs;
- Design instructional content for delivery to learners with special needs;
- Plan and manage the behavior, social interactions and learning environment of learners with special needs;
- Collaborate in the delivery of services to learners with special needs;
- Meet professional expectations for ethical practice in the delivery of services to learners with special needs, given the philosophical, historical and legal foundations of special education.

**Content (65 hours)**

ARTE 382, MUED 246 or KNS 433 (3)  
 CDIS 223 or 471 (3)  
 EDHD 201 (2)  
 EDIS 310, 410, 411, 412, 421, 424, 425, 432, 440, 441, 442, 446, 447 (38)  
 ENG 342 or 343 (3)  
 GEOG elective (3)  
 HIST elective (3)  
 MATH 213 or 215 (3)  
 EDSE 324, 325 (6)

**Professional education (39 hours)**

EDFI 302 or 303, 408, 420 (7)  
 EDIS 422, 423, 427, 431, 492 (28)  
 PSYC 201 (4)  
 PSYC 303 or 304 (3)

**♦Music**

1031 Moore Musical Arts Center, 372-2181

**Major**

See College of Musical Arts, p. 123.

**Minor**

All prospective music minors must complete the music entrance examinations (see College of Musical Arts, p. 122)

**Other programs**

Programs in music also are offered by the College of Musical Arts (see p. 124) and College of Arts and Sciences (see p. 66).

**♦Nutrition Sciences**

206 Johnston Hall, 372-2026

The bachelor of science major is for students who would like to:

- Pursue advanced degrees in nutrition, food science, biology and biomolecular sciences that can lead to employment in:
  1. university teaching and research;
  2. industry—research and development, quality assurance, sales and marketing;
  3. research science positions in government and other agencies.
- Pursue entrance into professional schools such as medicine or dentistry.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in nutrition sciences are expected to:

- Demonstrate knowledge of biological, chemical and physical sciences concepts and apply these concepts to food and nutrition science;
- Use critical thinking and quantitative analysis skills to investigate food and nutrition science problems;
- Demonstrate effective oral and written scientific communication skills;
- Use a variety of laboratory techniques and instruments to investigate food and nutrition science problems.

The nutrition sciences major is research-oriented and emphasizes the intensive study of physical and biological sciences with core course requirements in human nutrition and food science. Supporting discipline courses highlight biology, biochemistry, microbiology,

statistics, mathematics, physics and physiology. Dietetics majors, who are interested in graduate school of research careers, may choose to double major in both dietetics and nutrition sciences.

**Content** (99 hours)

*Program major courses* (33):

FN 207, 210, 310, 335, 431, 432, 436, 438, 440, 442 (30)

STAT 200 or 211 (2)

*Supportive required courses* (66)

BIOL 204, 205, 313, 332, 407, 438 (26)

CHEM 125, 127, 128, 201, 308, 309, 342, 352 (30)

PHYS 201, 201 or 211, 212 (10)

**♦Physical Education Teacher Education**

212 Eppler South, 372-6905

A graduate completing a physical education major is eligible for a multi-age (ages 3-21) teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in physical education teacher education are expected to:

- Understand physical education content, disciplinary concepts and tools of inquiry related to the development of a physically educated person;
- Understand how individuals learn and develop and be able to provide developmentally appropriate learning opportunities;
- Understand how individuals differ in their approaches to learning and create appropriate instruction adapted to these differences;
- Create safe learning environments using a variety of strategies to institute behavior change, manage resources, promote mutual respect and self-responsibility, and motivate students;
- Demonstrate effective communication techniques and use of assorted media and technology;
- Plan for and implement a variety of instructional strategies;
- Understand and use formal and informal assessment strategies;
- Engage in reflective practice and demonstrate a commitment to professional service;
- Foster relationships with colleagues, parents/guardians and community agencies to support learners' growth and act as an advocate for physical activity in schools and communities.

These specific learning outcomes reflect the standards of the profession's learned societies as elaborated in the *Guidelines for Teacher Preparation in Physical Education – NASPE/NCATE Guidelines: An Instructional Manual* published by the National Association for Sport and Physical Education (1998).

**Content** (39-42 hours)

KNS 227, 230, 240, 250, 270, 355, 356, 360 (19)

**Movement performance**

**Selective courses** (choose three):

PEG 154, 204, 205, 206, 207, 208, 211, 212, 217, 218, 236, 237, 240, 241, 242, 243, 244, 246, 247, 248, 249, 250, 251, 253, 258, 260, 261, 263, 264, 265, 266, 267, 268, 271, 272, 273, 274, 275, 276, 277, 278, 280, 281, 283, 285, 286, 287, 291, DANC 115, 120, 303 (3-6)

**Required courses:**

KNS 137, 138, 224, 229, 232, 233, 234, 238, 337 (15)  
DANC 101, 102 (2)

**Professional education** (41-45 hours)

KNS 247, 332, 362, 402, 428, 433, 492 or 497 (30-34)

EDHD 201 (2)

EDAS 409 (3)

EDFI 302, 408 (6)

**♦Physical Science**

365 Education, 372-7372

A graduate completing a physical science major, possessing a 2.5 accumulative grade point average and successfully completing the Praxis Examinations is eligible for an adolescence to young adult (ages 12-21) certificate/license valid for teaching the major and/or minor subject area in grades seven through twelve.

**Content** (66 hours)

ASTR 201 (3)

BIOL 204 or 205, 400 (7)

CHEM 125 or 135, 127 and 128 (or 137, 138), 306, 308, 309, 352 or 405, 413 or 453 (23-25)

GEOL 104, 105 (8)

MATS 401 or 402 (3)

PHYS 201, 202 (or 211, 212), 301 or 311, 360, 400 (19)

Select one: PHYS 303, 309; MATS 401, 402 (whichever was not chosen above) (3)

**Professional education** (42 hours)

EDAS 409 (3)

EDCI 367, 375, 420, 497 (24)

EDHD 201 (2)

EDFI 302, 402, 408 (9)

EDSE 431 (3)

**Other programs**

Programs in physics and chemistry also are offered through the College of Arts and Sciences (see p. 58, 67).

**♦Recreation and Tourism**

200 Eppler North, 372-6944

The curriculum consists of four parts: *general education* requirements, *professional core* courses, *career focus* courses and *electives*. The recreation and tourism curriculum blends the study of leisure behavior, skills and philosophy with a variety of disciplines. A specified sequence of coursework has been carefully developed to facilitate student

needs, interests and wants. Coursework is interspersed with field experiences within classes, as practica and with an in-depth, 15-week internship as a capstone experience. Study abroad experiences and National Student Exchange opportunities are strongly encouraged. The 24-credit-hour *career focus* is determined by the student's ultimate goals along with consultation with assigned an academic adviser.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in recreation and tourism are expected to:

- Plan, assess and evaluate diversified programming for diverse leisure services delivery systems;
- Integrate theory and practice in administration/management, legislative and legal aspects of recreation and leisure services;
- Demonstrate a broad-based education background to enhance quality of life, to function more effectively in society and to provide an educational base from which professional competencies can evolve.

Students who start this program in their first year should be able to complete it in four years with no academic problems. Students who transfer into the program after the sophomore year will most likely add two to four semesters in order to meet all program requirements.

**Recreation professional core** (33-35 hours)

RTD 190, 210, 384, 385, 386, 387, 482, 488

**Recreation interdisciplinary core**

(15 hours)

CS 100 or MIS 200 (3)

KNS 313 (2)

KNS 433 or RTD 260 (3)

SMD 375 or RTD 483 (3)

SMD 390 (3)

**Focus—Commercial/travel and tourism**

(under review) (24 hours)

*Required:*

MKT 300; RTD 215, 315, 325, 415

*Career focus electives* (choose nine hours):

A&S 210; ACCT 200; ACS 240; BA 102, 203, 310; BUSE 455; ECON 200; F&N 210, 212, 326; GEOG 333; IPC 304; JOUR 340; LEGS 450; MGMT 305, 361; MKT 302, 310, 405; POPC 426; RTD 470; SOC 231

**Focus—Environmental education**

(24 hours)

EDFI 416 (3)

Select one: BIOL 301, 343; GEOL 304, 306, 322; GEOG 213; PHYS 360 (3-4)

Select one: EDFI 490; ENVS 489; RTD 304 (3)

ENVS 101 or 201 (3)

Select one: ENVS 301, 400, 401, 412 (2-3)

ENVS 415 or RTD 380 (3)

Select one: GEOG 331; HIST/ACS 338; POLS 336; ENG 200; PHIL 332 (3) KNS 433 or RTD 483 (3)

**Focus—Therapeutic recreation** (42-43 hours)

This collaborative focus with the University of Toledo requires at least two extra semesters of coursework.

*Required at University of Toledo:*

PED 352, 462; PSY 322, 351; RED 230, 450, 451, 452, 454, 455, 456

*Elective (electives for a PSYC minor include courses from BGSU):*

BIOL 331, 332; MEDT 301; PSYC 201, 303, 305, 311, 405

**Focus—Public/voluntary services** (under review) (24 hours)

*Required:*

MKT 300; POLS 331; RTD 215, 304

*Career focus electives (choose nine hours):*

BA 203; ECON 200; IPC 205, 304, 306; JOUR 340, 440; MGMT 305; MKT 302, 310, 410; RTD 315, 325, 415

**Focus—Leisure and aging** (under review) (24 hours)

*Required:*

MKT 300; GERO 101; RTD 215, 260, 315, 2XX (Time & Stress Management)

*Career focus electives (choose six hours):*

ECON 200; GERO 410, 420; LEGS 425; PHIL 319; PHYT 331; SOC 404

**Focus—Leisure wellness** (under review) (24 hours)

*Required:*

HED 215, 216, 310, 338, 340; MKT 300; RTD 395

*Career focus electives (choose three hours):*

ECON 200; F&N 207; HED 348, 411, 481

**Focus—Special populations** (under review) (24 hours)

*Required:*

EDSE 431, 442; KNS 340, 387, 433

*Career focus electives (choose nine hours):*

EDSE 421, 454; IPC 306; KNS 350; PSYC 405; SOC 101, 316

**Recreation minor** (21 hours)

RTD 190, 210, 384, 385 (12)

Select nine hours: RTD 215, 260, 304, 315, 325, 380, 395, 415, 482, 483, 484

**♦Russian**

365 Education, 372-7372

A graduate completing a Russian education major is eligible for a multi-age (ages 3-21) teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (29 hours beyond 202)

RUSN 313, 317, 318, 320, 401, 417, 419 (19)

RUSN electives beyond 202 (10)

**Professional education** (42 hours)

EDAS 409 (3)

EDCI 373, 429, 497 (24)

EDTL 302 or EDCI 367

EDHD 201 (2)

EDFI 302, 402, 408 (9)

EDSE 431 (3)

**Other programs**

Programs in Russian also are offered by the College of Arts and Sciences (see p. 69).

**♦Science Education, Integrated**

365 Education, 372-7372

A graduate completing a degree program with a major in science education, integrated, possessing a 2.5 accumulative grade point average and successfully completing the Praxis Examinations is eligible for an adolescence to young adult (ages 12-21) certificate/license valid for teaching the major and/or minor subject area in grades seven through twelve.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (66-67 hours)

ASTR 201 or 212 (3)

BIOL 204 or 205 (5)

CHEM 125 or 135 (5)

GEO 104 or 105 (4)

PHYS 201 or 211 (5)

Select one of the following major areas (19):

*Biology*—BIOL 204 or 205 (whichever was not chosen above), 331 or 332, 350 (12). Select seven hours: BIOL 301, 313, 331 or 332 (whichever was not chosen above), 343, 354, 451

*Chemistry*—CHEM 127 and 128 (or 137 and 138), 306, 308, 309, 352 or 405 or 413 or 453

*Earth*—GEO 104 or 105 (whichever was not chosen above), GEOG 125, 213;

GEO 493. Select three-four hours: GEO 205, 215, 302, 309, 316, 322, 457, 472; GEOG 303

*Physics*—PHYS 201 or 202 or 211 or 212 (whichever was not chosen above), 301 and 311, 360; MATS 401 or 402; PHYS 400. Select three hours: PHYS 303, 309; MATS 401 or 402 (whichever was not chosen above)

Select two of the following areas (do not choose the major area selected above):

*Biology*—BIOL 204 or 205 (whichever was not chosen above), 331 or 332, 350 (10)

*Chemistry*—CHEM 127 and 128 (or 137 and 138), 306, 413 (10)

*Earth*—GEO 104 or 105 (whichever was not chosen above); GEOG 125, 213; GEO 480 (11)

*Physics*—PHYS 201 or 202 or 211 or 212 (choose 202 if 201 was selected above; choose 212 if 211 was selected above). Select two: MATS 401, 402; PHYS 360 (10)

Select one of the following (do not choose any of the areas selected above):

*Biology*—BIOL 204 or 205 (whichever was not chosen above)

*Chemistry*—CHEM 127 and 128

*Earth*—GEO 104 or 105 (whichever was not chosen above), 480

*Physics*—PHYS 201 or 202 or 211 or 212 (choose 202 if 201 was selected above; choose 212 if 211 was selected above)

**Professional education** (42 hours)

EDAS 409 (3)

EDCI 367, 375, 420, 497 (24)

EDHD 201 (2)

EDFI 302, 402, 408 (9)

EDSE 431 (3)

**♦Social Studies, Integrated**

365 Education, 372-7372

A graduate completing a degree program with a major and/or minor in a secondary field, possessing a 2.5 accumulative grade point average and successfully completing the Praxis Examinations is eligible for an adolescence to young adult (ages 12-21) certificate/license valid for teaching the major and/or minor subject area in grades seven through twelve.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (63-64 hours)

ECON 202, 203 (6)  
 GEOG 121 or 122, 230 (3)  
 HIST 151 or 152, 205, 206, 480 (12)  
 POLS 110, 171, 172 (9)  
 PSYC 201 (4)  
 SOC 101 (3)

**American heritage**

Select one: HIST 301, 303, 306, 319, 326, 337, 432 (3)  
 Select one: HIST 421, 422, 425, 426, 428, 429, 430, 438, 439 (3)  
 Select one: HIST 310, 327, 360, 367, 370, 377, 381, 382, 384, 411, 414, 455, 459, 470, 486 (3)

**People and societies**

Select one: ETHN 201, 425, 430, 440; PSYC 306, 309, 311, 415; SOC 210, 231, 301, 312, 316, 317, 361, 404, 414, 460 (3)

**World interactions**

GEOG 225, 321, 325, 331, 337, 426, 435 (3)

**Decision making and resources**

Select one: ECON 303, 323, 331, 351, 440, 472; POLS 476 (3)

**Democratic processes**

Select one: POLS 302, 345, 346, 347, 374 (3)  
 Select one: POLS 301, 351, 354, 355, 361, 372, 404, 460, 473, 476, 478 (3)

**Citizenship rights and responsibilities**

Select one: ETHN 303; POLS 331, 440, 443, 452

**Professional education** (42 hours)

EDAS 409 (3)  
 EDCI 367, 376, 420, 497 (24)  
 EDHD 201 (3)  
 EDFI 302, 402, 408 (9)  
 EDSE 431 (3)

**♦Spanish**

365 Education, 372-7372

A graduate completing a Spanish education major is eligible for a multi-age (ages 3-21) teaching certificate/license, providing that he or she has a 2.5 accumulative grade point average and has successfully completed the Praxis Examinations.

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in teacher education programs are expected to:

- Apply theories of human development and learning to their teaching through the design of lessons and units of instruction;
- Plan, implement and assess instructional strategies;
- Exhibit professional and ethical behavior when working with students, their parents, other educators and community members.

**Content** (33 hours beyond 202)

SPAN 351, 352, 367, 368, 371, 377, 378 (21)  
 SPAN electives at 400 level (12)

**Professional education** (42 hours)

EDAS 409 (3)  
 EDCI 373, 429, 497 (24)  
 EDTL 302 or EDCI 367  
 EDHD 201 (2)  
 EDFI 302, 402, 408 (3)  
 EDSE 431 (3)

**Other programs**

Programs in Spanish also are offered by the College of Arts and Sciences (see p. 70).

**♦Sport Management**

237 Eppler Center, 372-2876

Sport management offers these options:

*athletic training and clinic management*, *sport information management* (sport information emphasis, sport marketing emphasis) and *sport organization management* (sport enterprise emphasis).

**Learning Outcomes**

Upon completion of the baccalaureate degree, students in sport management are expected to:

- Understand the sociocultural aspects of sport and appreciate sport as a medium for integrating gender, ethnic, religious and disabilities interests;
- Apply fundamental concepts of management, marketing, finance and economics to sport organizations;
- Establish a code of professional ethics and apply a personal code of ethics to issues in sport;
- Demonstrate skill in interpersonal and organizational communication and understand the theoretical foundations of mass communication and mass media, both print and electronic;
- Understand the relationships between sport and state/federal legislation, the court system, contract law, tort liability, agency law, antitrust law, constitutional law, and collective bargaining;
- Be familiar with the various agencies that govern sport at the professional, collegiate, high school, and amateur levels and understand how governmental agencies influence the roles of sport governing bodies.

These learning outcomes reflect the requirements of the program approval standards established by the National Association for Sport and Physical Education and the North American Society for Sport Management (NASPE/NASSM). The standards are published in the *Journal of Sport Management*, May 1993.

**Major—Option I (athletic training and clinic management)** (under review)

The athletic training and clinic management option develops skills and knowledge necessary to become an athletic trainer/clinic manager with sports medicine clinics or corporate or industrial fitness programs, or an athletic trainer with professional sport teams or with secondary school or college/university athletic programs. Students interested in athletic training must contact

the athletic training coordinator for academic advisement and additional requirements at 372-6810.

**Requirements** (83-86) Professional liability insurance is required for option I field experience

BIOL 331, 332 (4)  
 CS 100 (3)  
 F&N 207 (3)  
 HED 215, 340 (6)  
 KNS 230, 313, 360, 370, 429 (7)  
 SMD 210, 306, 310, 311, 366, 375, 387, 390, 410, 411, 413, 414, 489, 490 (60-66)

**Major—Option II (sport information management)**

Students choose either of two emphases. Students who choose the *sport information* emphasis usually seek careers as sport journalists, sport information directors in intercollegiate athletic programs or athletic conference offices, or they work in public/community relations with professional teams. Students who select the *sport marketing* emphasis are preparing for careers such as account executives for professional teams, sales representatives for sporting goods companies or marketing directors in intercollegiate athletic programs, conference offices, governing bodies or in professional sport.

**Requirements** (90-95 hours)

CS 100 (3)  
 SMD 201, 305, 306, 375, 387/487, 390, 489, 490 (36-39)

**Sport information emphasis** (51 hours)

ACCT 200 or 221 (3)  
 JOUR 100, 200, 341, 402, 400 (13)  
 Approved JOUR electives (12)  
 MGMT 305 or 360 (3)  
 MKT 300, 410 (6)  
 PEG (2)  
 SMD 365 or 366, 421, 425 (9)  
 SOC 417 (3)

**Sport marketing emphasis** (53 hours)

ACCT 200 or 221 (3)  
 JOUR 100, 201, 341 (9)  
 MGMT 305 or 360 (3)  
 MKT 300, 410 (6)  
 Approved MKT electives (9)  
 PEG (2)  
 SMD 414, 421, 425 (9)  
 SOC 417 (3)  
 Approved communications electives (9)

**Major—Option III (sport organization)**

This option has a strong business component to help students develop skills applicable to management-level positions in organized sport. Examples of such positions are professional sport administrator, corporate administrator of sporting events, tournament director, college/university athletics director, business manager, fund-raising administrator or sport facility manager.

**Requirements** (92 hours)

CS 100 (3)  
 SMD 201, 305, 306, 375, 387/487, 390, 489, 490 (36-39)

*Sport enterprise emphasis* (53 hours)

ACCT 221, 222 (6)

BA 310 or MKT 405 (3)

IPC elective (3)

JOUR 341 (3)

MGMT 305 or 360 (3)

MKT 300 (3)

PEG 100/200 (2)

SMD 421, 425 (6)

SOC 417 (3)

VCT 203 (3)

Approved electives (18)

## Report on the quality of teacher preparation

The following chart represents compliance with the Higher Education Act of 1998 and indicates BGSU teacher education graduates' success at passing the national licensing examinations. In 1999-2000, BGSU students took the licensing tests in 30 areas. Information is not reported in areas in which there were fewer than 10 students taking the exam: biology and general science; mathematics; physical education; physical education: content; art education; French; Spanish; Spanish content; Spanish production; earth science; home economics education; health education; marketing education.

### Bowling Green State University

Praxis II Pass-Rate Data: Regular Teacher Preparation Program

Academic year: 1999-2000 Testing period: July 1999-June 2000 Number of program completers: 628

| Type of Assessment                           | # Taking<br>Praxis II | # Passing<br>Praxis II | Ave. Pass<br>Rate (%) | OH Passing<br>Score | OH Pass<br>Rate (%) | Nat'l Pass<br>Rate (%)* |
|--|-----------------------|------------------------|-----------------------|---------------------|---------------------|-------------------------|
| General Knowledge                            | 290                   | 282                    | 97%                   |                     | 97%                 |                         |
| Professional Knowledge                       | 282                   | 282                    | 100%                  |                     | 100%                |                         |
| Principles of Learning & Teaching K-6        | 141                   | 132                    | 94%                   | 168                 | 89%                 | 70%                     |
| Principles of Learning & Teaching 5-9        | 10                    | 7                      | 70%                   | 168                 | 80%                 | 66%                     |
| Principles of Learning & Teaching 7-12       | 149                   | 144                    | 97%                   | 165                 | 95%                 | 83%                     |
| <b>Academic Content Areas</b>                |                       |                        |                       |                     |                     |                         |
| Education in the Elementary School           | 140                   | 140                    | 100%                  |                     | 100%                |                         |
| Early Childhood Education                    | 12                    | 12                     | 100%                  | 570                 | 98%                 | 87%                     |
| Elementary Education: C/I/A                  | 106                   | 102                    | 96%                   | 162                 | 93%                 | 73%                     |
| Business Education                           | 19                    | 18                     | 95%                   | 610                 | 91%                 | 59%                     |
| English Language, Literature and Comm.       | 33                    | 23                     | 70%                   | 167                 | 76.50%              | 82%                     |
| Mathematics: Content Knowledge               | 23                    | 20                     | 87%                   | 139                 | 83%                 | 53%                     |
| Social Studies: Content Knowledge            | 31                    | 28                     | 90%                   | 157                 | 83.20%              | 73%                     |
| Music: Content Knowledge                     | 24                    | 23                     | 96%                   | 154                 | 94%                 | 78%                     |
| Art: Content Knowledge                       | 14                    | 14                     | 100%                  | 157                 | 91.20%              | 88%                     |
| Special Education—Application of core        | 51                    | 51                     | 100%                  | 147                 | 76.30%              | 72%                     |
| Special Education—Knowledge-based core       | 51                    | 51                     | 100%                  | 151                 | 87.40%              | 82%                     |
| Teaching Students with Learning Disabilities | 26                    | 26                     | 100%                  |                     | 100%                |                         |
| Aggregate—Basic Skills                       | 290                   | 282                    | 97%                   |                     | 96%                 |                         |
| Aggregate—Professional Knowledge             | 582                   | 565                    | 97%                   |                     | 96%                 |                         |
| Aggregate—Academic Content Area              | 431                   | 405                    | 94%                   |                     | 94%                 |                         |
| Aggregate—Other/Special Content Area         | 16                    | 16                     | 100%                  |                     | 100%                |                         |
| Aggregate—Teaching Special Populations       | 77                    | 77                     | 100%                  |                     | 98%                 |                         |
| <b>Summary of Individual Assessments</b>     | <b>591</b>            | <b>545</b>             | <b>92%</b>            |                     | <b>91%</b>          |                         |

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