



VI School of Education

AIMS AND OBJECTIVES

The general objectives of the School of Education coincide with the purposes of the University. Accepting the Christian world-view as its distinctive orientation and seeking to foster principles and values consonant with Catholicism and the living traditions of the Society of Mary, the School assists in carrying out the four essential tasks of the University: teaching, research, serving as critic of society, and rendering public service.

The particular objective of the School of Education is to develop those special capabilities of the student which enable him to become an effective practitioner in the field of professional education.

The programs leading to the Master of Science in Education degree are designed primarily to meet the following purposes:

1. To develop Master Teachers on the elementary and secondary school levels by providing advanced work for those who have completed a recognized baccalaureate teacher education program.
2. To enable teachers with at least three years' successful teaching experience to qualify for certification as principals, supervisors, executive heads, or local superintendents.
3. To prepare qualified school counselors, school psychologists, or counselors and psychologists for social agencies.
4. To develop personnel for student services in higher education.
5. To prepare educational research specialists.
6. To enable students with nonprofessional baccalaureate degrees and above-average academic records to gain teacher certification on the secondary level.

THE MASTER'S PROGRAM IN EDUCATION

Title and Meaning of the Degree:

The title of the Master's degree to which all the indicated programs lead is the Master of Science in Education.

The awarding of this degree means that the candidate has completed a program of graduate work designed to give him the following characteristics:

- a. Broader knowledge of an advanced nature of the tested psychological and philosophical theories of education.
- b. Essential understandings and skills necessary for intelligent consumption of educational research.
- c. More extensive knowledge and skill involved in teaching, or in school counseling, or in school administration.
- d. Ability to contribute toward the improvement of school conditions and/or professional practice through consumer research.

Authorization:

The University of Dayton's offerings in graduate work leading to the Master of Science in Education degree have the official approval of the State of Ohio, Department of Education, of the North Central Association of Colleges and Secondary Schools, and of the National Council for the Accreditation of Teacher Education.

The programs in School Counseling, in School Psychology, in School Administration, and in Educational Research lead to Provisional Certification by the State of Ohio.

The Master Teacher program may lead to Eight Year Professional or to Permanent Certification depending on the years of successful teaching performed under the previous provisional certificate held.

Admission Requirements:

a. General Requirements: The School of Education accepts those students into its graduate program who can present undergraduate records which show them capable of meeting the standards of graduate work and of becoming leaders in their respective fields of professional education.

In order to qualify for admission to the graduate programs, applicants (1) must hold a teacher's certificate on a bachelor's degree from an accredited institution (at least State Accreditation), unless specific exceptions are granted by the

Dean; and (2) must have attained an undergraduate quality-point average of at least 2.50 out of a possible 4.00. An exception to the latter requirement may be made if the Department in which the applicant seeks enrollment recommends it and if the recommendation is endorsed by the School's Graduate Review Board. If the exception is granted, the applicant will be placed on conditional status, pending the successful completion of nine to twelve graduate credit hours.

An applicant who is not a graduate of the University of Dayton must submit complete official transcripts of all of his previous college studies. These transcripts should be sent directly to the Dean, School of Education, from the degree-granting institution at least twenty days before the opening of the term or summer session in which the student expects to enroll.

Admission to graduate study on regular, special, or conditional status does not imply admission to candidacy for a degree.

b. **School Psychologist:** Besides meeting the above requirements, an applicant for the School Psychologist Program must receive a favorable recommendation from the School Counseling staff. In deciding whether or not to make such a recommendation to the Admissions Committee, the staff will take into account the applicant's physical and mental health, his personality adjustment as determined by appropriate tests, and his general character as determined by reference appraisals solicited from former professors and employers.

c. **Teacher Certification:** This program is restricted to students who (1) hold a non-professional bachelor's degree; (2) have earned the degree within a period of ten years prior to application to the program; (3) have an undergraduate cumulative point average of 3.0 or higher (on a 4.0 scale); (4) desire certification to teach in secondary school; (5) have a major teaching field which can be serviced by graduate courses offered at the University of Dayton. (Students who desire high school certification but cannot meet these requirements may take Program E-9 on the undergraduate level. Cf. Undergraduate Catalog.)

Admission to Candidacy for Degree:

A student becomes a candidate for the Master of Science in Education degree if his cumulative point average for graduate work, the Preliminary Plan for his Research Project or the approved plan for his internship experiences, and his reference appraisals are judged to be acceptable by the Graduate Committee of the School of Education.

The most important consideration in the admission of a student to candidacy is the qualitative aspect of his graduate work to date. He must give evidence of

being able to meet all the graduation requirements. Applicants who are deemed unqualified at this point will be advised to discontinue their program.

Students should apply for admission to candidacy after the completion of fifteen (15) semester credit hours of graduate work, including at least two courses in the area of concentration and EdF 503 Research Methodology. Application is made by filing with the Dean the official candidacy form. Applicants should be sure that all the required credentials are in order and that their Preliminary Plan for the Research Project or the approved plan for their internship experiences is ready for evaluation.

Applicants with a concentration in Administration must present evidence of at least three years of successful teaching and a letter of recommendation to the program from an administrator in position to judge their potential for educational leadership.

Students following Plan C in the School Counseling Program should apply for candidacy upon completion of twenty-four (24) semester credit hours. Approval of the plan for the Research Paper is required.

Requirements for the Degree:

a. Cumulative Point Average: Students must achieve an average of at least 3.00 (“B” average) in all work undertaken in order to qualify for graduation.

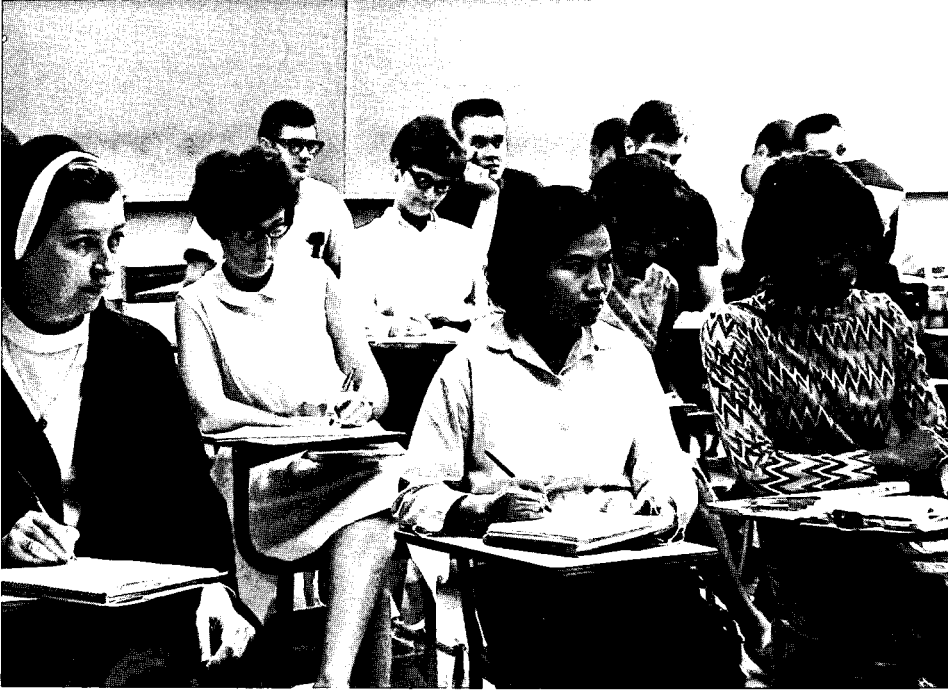
b. Research Project or Internship Report: At least ten days before graduation the student must submit three acceptable copies of his Research Project and two copies of an abstract of the Project; OR one acceptable copy of a formal report on his internship experiences; OR, in the case of Plan C, one copy of his Research Paper.

c. Seminar and Department Conference: During the final term preceding his graduation the student must participate in the Graduate Seminar (EdF 592) and in a formal “Departmental Conference” as arranged by his Department Chairman.

Advisement

The student, while pursuing his graduate program, has access to three official advisors:

a. The Dean of the School of Education acts as general advisor to all graduate students regardless of the program they are following. In this capacity he will counsel students with a view toward orienting them in the purpose and requirements of graduate work and will assist them in planning their programs and schedules.



b. The Chairman of the Department acts as special advisor to students enrolled in programs under his jurisdiction. He counsels them with regard to their professional objectives, their selection of courses, and the options that are available in their programs. In the case of specialized programs within the Department he may delegate these functions to the program directors. The student is urged to confer with his chairman and/or Director in the very first term of his enrollment.

c. The Project or Internship Advisor, chosen by mutual agreement between the student, the department chairman, and the prospective advisor, guides the student to the successful completion of the Research Project or the approved internship experiences.

PROGRAMS OF STUDY

PROGRAM I: MASTER HIGH SCHOOL TEACHER

<i>Core Courses</i>	<i>Nine credit hours</i>
EdF 501 Advanced Psychology of Learning	three credit hours
EdF 502 Comparative Philosophies of Education	three credit hours
EdF 503 Research Methodology	three credit hours

Area of Concentration *Twelve credit hours*

Content courses in a selected teaching field

Electives *Six credit hours*

Further courses in the selected teaching field or in allied field; or (with the approval of the advisor) courses in general or professional education.

Research Project (EdF 591) *Three credit hours*

Graduate Seminar (EdF 592)

NOTE: A special program, including EdF 588 and EdF 589, can be arranged for students desiring a concentration in the Humanities. Students who are interested should confer with the Chairman of the Department of Secondary Education.

PROGRAM II: MASTER ELEMENTARY TEACHER

<i>Core Courses</i>	<i>Nine credit hours</i>
EdF 501 Advanced Psychology of Learning	three credit hours
EdF 502 Comparative Philosophies of Education	three credit hours
EdF 503 Research Methodology	three credit hours

Possible Concentrations *Eighteen credit hours*

1. GENERAL ELEMENTARY EDUCATION

- EdE 500 Mathematics in the Elementary School
- EdA 511 Elementary School Curriculum
- EdE 564 Advanced Science in the Elementary School
- EdE 568 Diagnosis and Correction of Reading Difficulties
- EdE 560 Social Studies Through Unit Teaching
- EdE 566 Innovations and Trends in Language Arts

2. SCIENCE AND MATHEMATICS *Eighteen credit hours*

- EdE 500 Mathematics in the Elementary School
- EdE 559 Research and Materials in Mathematics Instruction
- EdE 564 Advanced Science in the Elementary School

- EdE 565W Practicum in Science Instruction
 EdE 561 Analysis of Instruction
 EdE 562 New Media and Methods in Elementary Education
 — — Elective

3. READING SPECIALIST *Eighteen credit hours*

- EdA 511 Elementary School Curriculum
 EdE 566 Innovations and Trends in Language Arts
 EdE 567 Survey of Research in Reading
 EdE 568 Diagnosis and Correction of Reading Difficulties
 EdE 570 Supervision and Curriculum in Reading
 — — Elective

4. IMPROVEMENT OF INSTRUCTION *Eighteen credit hours*

- EdE 500 Mathematics in the Elementary School
 EdE 560 Social Studies Through Unit Teaching
 EdE 561 Analysis of Instruction
 EdE 562 New Media and Methods in Elementary Education
 EdE 563 Supervision of Student Teaching
 EdE 568 Diagnosis and Correction of Reading Difficulties

NOTE: Other possible concentrations to fit the needs of students may be worked out in conference with the Dean or the Chairman of the Department.

Research Project (EdF 591) *Three credit hours*

Graduate Seminar (EdF 592)

PROGRAM III: SCHOOL COUNSELOR

Three options are available to students following this program:

- Plan A: Requires 30 credit hours, a Research Project, and participation in the Departmental Conference.
 Plan B: Requires 30 credit hours, completion of a set of internship experiences, and participation in the Departmental Conference.
 Plan C: Requires 36 credit hours, a Research Paper, and participation in the Departmental Conference.

<i>Core Courses</i>	<i>Nine credit hours</i>
EdF 502 Comparative Philosophies of Education	three credit hours
EdF 503 Research Methodology and Statistics	three credit hours
EdF 504 Advanced Child and Adolescent Psychology	three credit hours

<i>Concentration</i>	<i>Eighteen credit hours</i>
EdC 531 Dynamics of Personality	three credit hours
EdC 522 Principles and Techniques of Guidance, <i>or</i>	three credit hours
EdC 580 Guidance in the Elementary School	three credit hours
EdC 583 Group Process	three credit hours
EdC 524 Educational and Occupational Information	two credit hours
EdC 533 Psychometrics	two credit hours
EdC 543 Principles and Techniques of Counseling, <i>or</i>	three credit hours
EdC 581 Counseling in the Elementary School	three credit hours
EdC 545 Practicum in Counseling Techniques	three credit hours
<i>Research Project</i> (EdF 591) (Plan A) <i>or</i>	<i>three credit hours</i>
<i>Internship in Guidance and Counseling</i> (EdF 599) (Plan B) <i>or</i>	<i>three credit hours</i>

Electives (Plan C)*Graduate Seminar* (EdF 592)

NOTE: Students who desire to qualify for a SUPERVISOR'S CERTIFICATE IN SCHOOL COUNSELING should add to the above program the following courses:

EdA 509 School Supervision	three credit hours
EdA 511 Elementary School Curriculum	two credit hours
EdA 512 Secondary School Curriculum	two credit hours
EdA 515 School Law, <i>or</i>	two credit hours
EdA 521 School Public Relations	two credit hours
EdF 518 School and Social Order	three credit hours
EdC 530 Psychology of Individual Differences, <i>or</i>	two credit hours
EdF 593 Interpretation of Statistics	two credit hours

**PROGRAM IV: STUDENT SERVICE PERSONNEL
IN HIGHER EDUCATION**

<i>Core Courses</i>	<i>Nine credit hours</i>
EdF 502 Comparative Philosophies of Education	three credit hours
EdF 503 Research Methodology	three credit hours
EdF 504 Advanced Child and Adolescent Psychology	three credit hours
<i>Concentration</i>	<i>Nineteen credit hours</i>
EdC 533 Psychometrics	two credit hours
EdC 543 Principles and Techniques of Counseling	three credit hours

EdC 545	Practicum II: Counseling Techniques	three credit hours
EdC 583	Group Process	three credit hours
EdF 550	History of Higher Education in the United States	three credit hours
EdC 551	Education Personnel Services in Higher Education	two credit hours
EdC 552	Seminar: College Personnel Service Problems	three credit hours
<i>Electives</i>		<i>Five credit hours</i>
<i>Internship in College Personnel Services (EdC 553)</i>		<i>Three credit hours</i>
<i>Graduate Seminar (EdF 592)</i>		

PROGRAM V: SCHOOL PSYCHOLOGIST

<i>Core Courses</i>		<i>Nine credit hours</i>
EdF 502	Comparative Philosophies of Education	three credit hours
EdF 504	Advanced Child and Adolescent Psychology	three credit hours
EdF 590	Educational Research Design	three credit hours
<i>Concentration</i>		<i>Twenty-seven credit hours</i>
EdC 531	Dynamics of Personality	three credit hours
EdC 532	Learning Disabilities	three credit hours
EdC 533	Psychometrics	two credit hours
EdC 543	Principles and Techniques of Counseling	three credit hours
EdC 545	Practicum II: Counseling Techniques	three credit hours
EdC 572	The School Psychologist: Role and Function	two credit hours
EdF 593	Interpretation of Statistics, <i>or</i>	three credit hours
Psy 501	Advanced Statistics	three credit hours
EdC 576	Child & Adolescent Personality Evaluation I	four credit hours
EdC 577	Child & Adolescent Personality Evaluation II	four credit hours
<i>Internship (EdC 594-595)</i>		<i>Twelve credit hours</i>
<i>Research Project (EdF 591)</i>		<i>Three credit hours</i>
<i>Graduate Seminar (EdF 592)</i>		

Upon successful completion of the above program the student will be awarded the Master's degree.

Students from Ohio who desire certification may then register for EdC 594-595 Internship for School Psychologists.

Students from outside Ohio are responsible for initiating and completing the internship and certification requirements of their respective states.

PROGRAM VI: SCHOOL ADMINISTRATOR

Two options are available to students following this program:

Plan A: Requires 30 credit hours, a Research Project, and participation in the Departmental Conference.

Plan B: Requires 30 credit hours, completion of a set of approved internship experiences, and participation in the Departmental Conference.

<i>Core Courses</i>	<i>Nine credit hours</i>
EdF 502 Comparative Philosophies of Education	three credit hours
EdF 503 Research Methodology and Statistics	three credit hours
EdF 504 Advanced Child and Adolescent Psychology, <i>or</i>	three credit hours
EdF 501 Advanced Psychology of Learning	three credit hours

<i>Concentration</i>	<i>Thirteen credit hours</i>
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Students interested in *Elementary School Administration* should take the following courses:

EdA 506 School Administration	three credit hours
EdA 509 School Supervision	three credit hours
EdA 511 Elementary School Curriculum	two credit hours
EdA 513 Elementary School Evaluation	two credit hours
EdC 522 Principles and Techniques of Guidance	three credit hours

Students interested in *Secondary School Administration* should take the following courses:

EdA 506 School Administration	three credit hours
EdA 509 School Supervision	three credit hours
EdA 512 Secondary School Curriculum	two credit hours
EdA 514 Secondary School Evaluation	two credit hours
EdC 522 Principles and Techniques of Guidance	three credit hours

<i>Electives</i>	<i>Five credit hours</i>
EdA 515 School Law	two credit hours
EdA 516 School Plant	two credit hours
EdA 517 School Finance	two credit hours
EdF 518 School and the Social Order	three credit hours
EdA 521 School Public Relations	two credit hours
EdC 522 Principles and Techniques of Guidance	three credit hours
EdC 530 Psychology of Individual Differences	two credit hours

EdC 533	Psychometrics	two credit hours
EdC 539	Administration of a School Guidance Program	two credit hours
EdC 543	Principles and Techniques of Counseling	three credit hours
EdC 583	Group Process	three credit hours
<i>Research Project (EdF 591) (Plan A) or</i>		<i>Three credit hours</i>
<i>Internship Experiences in School Administration</i> (EdA 507) (Plan B)		<i>Three credit hours</i>
<i>Graduate Seminar (EdF 592)</i>		

NOTE: Programs can be arranged for students who desire to work for higher administrative and supervisory certificates.

PROGRAM VII: EDUCATIONAL RESEARCH SPECIALIST

<i>Core Courses</i>		<i>Six credit hours</i>
EdF 501	Advanced Psychology of Learning	three credit hours
EdF 502	Comparative Philosophies of Education	three credit hours
<i>Concentration</i>		<i>Thirteen credit hours</i>
EdA 514	School Evaluation	two credit hours
EdC 533	Psychometrics	two credit hours
EdF 593	Interpretation of Statistics	three credit hours
— —	Data Processing and Computer Techniques	three credit hours
EdF 590	Educational Research Design	three credit hours
<i>Internship in Educational Research (EdF 596-597)</i>		<i>Twelve credit hours</i>

PROGRAM VIII: TEACHER CERTIFICATION

<i>Core Courses</i>		<i>Nine credit hours</i>
EdF 501	Advanced Psychology of Learning	three credit hours
EdF 502	Comparative Philosophies of Education	three credit hours
EdF 518	School and the Social Order	three credit hours
<i>Concentration</i>		<i>Nineteen credit hours</i>
EdS 351	The Secondary School: Self and Society	two credit hours
— —	Special Methods in Principal Teaching Field	two credit hours
— —	Content Courses in Principal Teaching Field	fifteen credit hours
<i>Internship in Teaching (EdS 598)</i>		<i>Eight credit hours</i>