

School of Education

AIMS AND OBJECTIVES

The general objective of the School of Education coincides with the purpose of the University of Dayton: "To provide an academic atmosphere in which Christian principles of thought and action are the essential integrating and dynamic forces impelling the student to pursue, to cherish, and to disseminate what is true, good, and beautiful."

The particular objective of the School of Education is to develop those special capacities 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 needs of school personnel who are actually engaged in school work in order to:

1. Develop Master Teachers on the elementary and secondary school levels.
2. Enable those teachers with at least one year's successful teaching experience to work toward certification as a school counselor.
3. Enable those teachers with at least three years' successful teaching experience to qualify for certification as principal, or as supervisor, or as executive head.

Development of Master Teachers

In undertaking the task of developing master teachers, the School endeavors to provide a continuation on the graduate level of a recognized baccalaureate teacher education program. It addresses itself to the needs of the in-service teacher and other professional school personnel who carry initial certification as teachers. Hence, the program represents an additional year beyond the professional baccalaureate degree involving work at a more advanced level than that which characterizes undergraduate study. (This Master's program is not to be confused with the fifth year undergraduate program for graduates holding a liberal arts or other non-professional baccalaureate degree which the School of Education has carried for the past several years. The latter

fifth-year undergraduate program simply prepares the candidate for initial teacher certification. For details of this undergraduate program, see University of Dayton Catalog, Program XII "For Non-Professional Degree Holders.")

Through sufficient curriculum flexibility, the undergraduate and graduate education of teachers at the University of Dayton represent parts of a carefully planned inter-locking single program. The graduate level of this program simply focuses attention on those needs of an in-service teacher that go beyond his pre-service curriculum.

a. Master High School Teachers: To develop master teachers on the secondary school level, a program is provided to enable the teacher to advance himself primarily in the SUBJECT-MATTER of his teaching field.

b. Master Elementary School Teachers: To develop master teachers on the elementary school level, a program is planned to fit the special needs of each teacher involving provision on the graduate level for greater depth in general education, or greater mastery of an academic subject field, or greater proficiency in professional practice, or a combination of two or all three of the above. Considerable attention is directed to those objectives which are established through a clear conception of what the competencies and qualities of a skilled teacher should be.

Preparation of School Counselors:

This program is designed to prepare school personnel for specialized services in the area of school guidance and counseling. This preparation calls for the development of competencies that enable the counselor to perform such duties as:

a. Counseling pupils on their curricular programs, extra-curricular activities, in their personal-social adjustment, in occupational adjustment, in placement problems, and in other related matters.

b. Working with teachers in studying, diagnosing, and understanding students; planning and conducting group guidance activities; utilizing community resources; and participating in in-service teacher-education activities.

c. Working with the administrative staff and other school personnel in planning, developing, and conducting the total guidance program, curriculum, study, and research.

d. Working with lay groups, parents, and individuals in coordinating school and community resources and activities which contribute to improve pupil personnel services.

Preparation of School Administrators:

This program endeavors to develop in the candidate such attributes as the following:

a. Knowledge of the purposes of the work to be administered and a sincere loyalty to those purposes.

b. Appreciation and use of the strategic institutional structure to carry out the purposes.

c. Knowledge of the large principles of administration (the science of administration) to apply them particularly in elementary and secondary school administration.

d. Knowledge and practice of the principles of effective supervision.

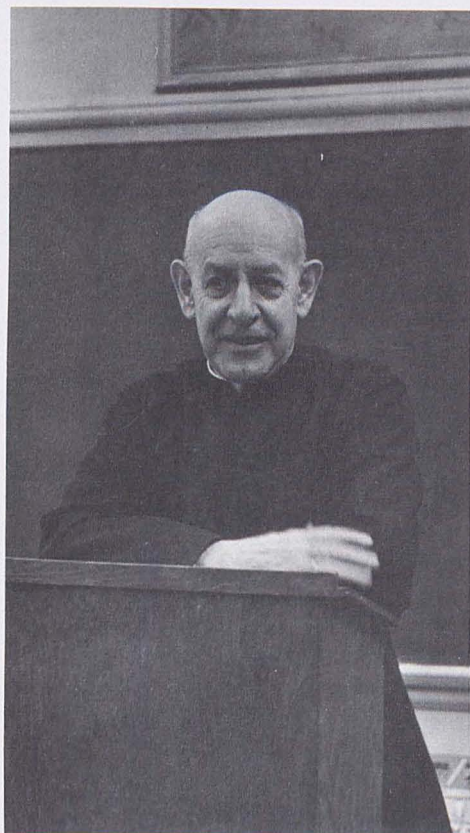
e. Understanding of the processes of evaluation of the whole school program in the light of the school's philosophy and objectives, plus the ability to apply these processes to curriculum improvement.

f. Ability in social and professional leadership in both school and community which will cause the candidate to be recognized as an organizer and leader.

g. Ability to locate and solve problems within a school or school system on the basis of sound research, understandings, and practices.

h. Functional knowledge of the ethics of the teaching profession.

i. Functional knowledge of the principles and procedures of guidance.



THE MASTER'S PROGRAM IN EDUCATION

Title and Meaning of the Degree:

The title of the Master's degree to which all three of the indicated programs lead is the MASTER OF SCIENCE IN EDUCATION. Insofar as this degree represents the attainment of a definite and inclusive professional objective, it may be viewed as a terminal degree ; i.e., it is not planned as a step toward the doctor's degree even though the latter may not necessarily be precluded.

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 approval of the North Central Association of Colleges and Secondary Schools and of the State of Ohio, Department of Education.

The programs in School Counseling and in School Administration 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 certificate held.

Admission 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 registration in any graduate course, both special students and regular students must hold a teacher's certificate on a bachelor's degree from an accredited institution (at least State Accreditation) and must have attained an undergraduate quality-point average of at least 2.500 on hours attempted.

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 "Chairman of the Graduate Committee, 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 as a special student or as a regular student does not imply admission to candidacy for a degree.

Entrance Examination:

Either the Graduate Record Examination or the Teacher Education Examination Program is required of all graduate students, and the results must be on file with the Graduate Committee, School of Education, prior to application for degree candidacy.

The Graduate Record Examination is given four times annually at a number of universities including the University of Dayton. Arrangements should be made through the U.D. Guidance Center. Both the Aptitude Test and one Advanced Test should be taken.

The Teacher Education Examination Program is administered directly by the School of Education four times a year. The dates when the TEEP Examinations are scheduled to be given are announced in the calendar of this Bulletin. The fee for the examinations as assessed by the Educational Testing Service, Princeton, New Jersey, is \$5.00 per person (This same TEEP is being used as the comprehensive examinations for under-graduate Seniors in partial fulfillment of the requirements for the BACHELOR OF SCIENCE IN EDUCATION Degree.)

The Teacher Education Examination Program consists of the General Professional Examinations and a series of Teaching Field Tests.

The General Professional Examinations have seven discrete tests which are designed to measure the student's knowledge and understanding of the basic principles in professional education, English usage, and general culture. Other significant factors which contribute to teacher-effectiveness, such as personality and interest in children, are not measured by the examinations. The student takes this group of tests in one session of 185 minutes.

The Teaching Field Tests provide the student with an opportunity to demonstrate certain competencies essential for teaching in a specific field. The time limit for each test is 80 minutes, and the student should take one (preferably in his principal teaching field). The tests are :

- Early Childhood Education
- Elementary School Education
- English Language and Literature
- Social Studies (History-Government included)
- Biological Science
- Physical Science
- Mathematics

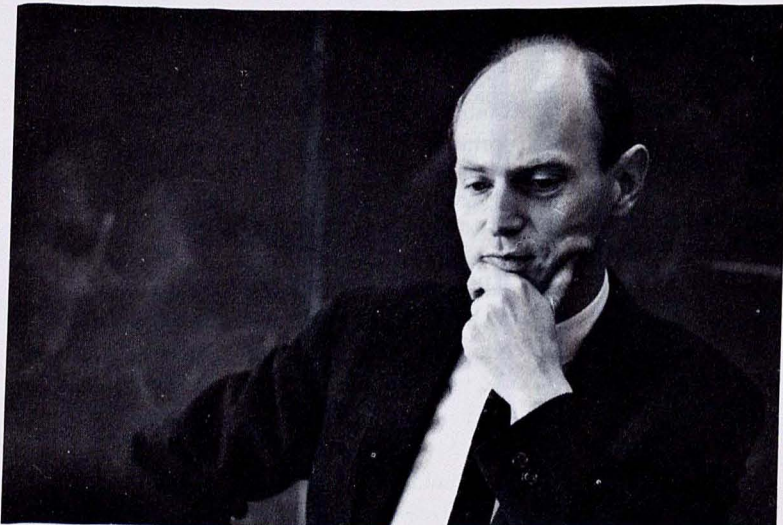
French
Spanish
Physical Education
Business Education
Music Education

Early Childhood Education is designed primarily for students preparing to teach kindergarten through third grade. Elementary School Education covers the broad range of elementary education from grade one through eight. The remaining Teaching Field Tests are appropriate for students preparing to teach at the secondary-school level.

It is recommended that students take the General Professional Examinations and at least one Teaching Field Test. This recommendation is based on the belief that all pre-service or in-service teachers should be able to demonstrate reasonable competence with respect to professional knowledge, English usage, and general culture as well as specific competencies in a teaching field.

All of the questions are of the objective multiple-choice type. Examinees mark their answers on a separate answer sheet, using a special electrographic pencil provided by ETS.

Scores on all of the tests will be reported as scaled scores established so as to have a mean of 20 and a standard deviation of 5 for a sample of seniors preparing to teach. Scores will range from approximately 5 to 35.



Admission To Candidacy for Degree:

A student becomes a candidate for the MASTER OF SCIENCE IN EDUCATION degree upon approval of his credentials. At this time the candidate is assigned to an official adviser who will guide the student in his degree program and direct his Field Project.

To receive the approval, the student must meet the following conditions:

a. Application should be filed with the Graduate Committee after the completion of at least the prescribed nine semester hours in the core subjects and after the results of the Graduate Record Examination or of the Teacher Education Examination Program are on record in the student's confidential folder (in Education office).

The most important consideration in the admission of a student to candidacy is the qualitative standard of the student's record in his graduate work. Applicants who are deemed unqualified at this point will be advised to discontinue their program.

b. The applicant must submit the following kinds of evidence, depending on his field of concentration:

(1) Applicants who are pursuing the Master Teacher program must present evidence of at least one year of successful teaching.

(2) Applicants with a concentration in Administration must present evidence of at least three years of successful teaching, a letter of recommendation to the program from an administrator in position to judge the potential ability of the applicant, and must submit to careful screening to guarantee wholesome leadership qualities.

(3) Applicants with a concentration in School Counseling must present evidence of at least one year of successful teaching and must submit to careful screening to guarantee wholesome personal, emotional, and social adjustment. (To facilitate this screening, recommendations of school supervisors and principals under whom the candidate has taught shall be examined together with recommendations of the U. D. Guidance Center through interpretation of appropriate tests.)

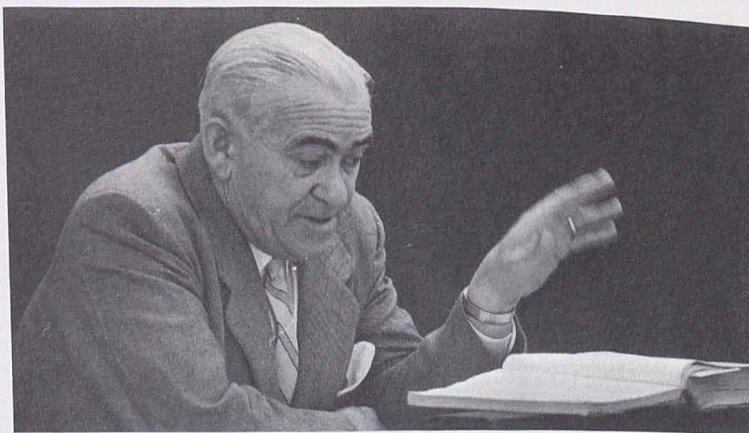
c. The applicant must submit either an acceptable Research Paper or an acceptable preliminary plan regarding his Field Project as developed in Edu 503.

Requirements for the Degree:

a. FIELD PROJECT or RESEARCH PAPER Requirement:

PLAN A—Field Project: The Field Project is designed to prepare the candidate as a qualified contributor toward locating and solving problems within a school or school system or within his own teaching or counseling performance. The candidate must give evidence of proficiency in research connected with the solution of an on-the-job problem.

The preliminary plan for the Field Project is prepared in conjunction with Edu 503 Research Methodology and Statistics.



At least ten days before graduation the student must submit three typed copies of his Field Project Report together with an abstract of his Field Project.

Students enrolled in PLAN A are required to complete a minimum of 30 credit hours for the Master of Science in Education degree.

PLAN B—The Research Paper: The Research Paper is done in conjunction with Edu 503 Research Methodology and Statistics and involves less emphasis on the solution of an on-the-job problem done through actual research. The topic under investigation should be related to the student's area of concentration. It needs to demonstrate:

- (1) Power of organization and expression.
- (2) Ability to do initial consumer research.
- (3) Clarity of thought and conciseness of expression.
- (4) Adherence to the standards of form and style as contained in Turabian's Manual.

Students enrolled in PLAN B are required to complete a minimum of 33 credit hours for the Master of Science in Education degree.

b. Required Average: Students must achieve an average of at least 3.00 ("B" average) in all work undertaken in order to qualify for graduation.

c. Comprehensive Examination: The student must pass a final oral comprehensive examination conducted by his examining board. This examination covers the whole field of the student's graduate studies.

This examination may be taken no later than two weeks before graduation.

A student who fails his comprehensive examination may be given permission to take a second examination at the discretion of the examining board at least one semester or summer term (but no later than one academic year) after the first examination. No third examination is given.

Advisement:

The Dean of the School of Education acts as general advisor to all graduate students before their admission to candidacy for the Master's degree. In this capacity, he will counsel students with a view toward orienting them in the purposes and requirements of graduate work and will assist them until they are admitted to candidacy and a special adviser is appointed.

PROGRAM OF STUDIES

Core Courses:

To insure proper orientation and a measure of integration in the programs for the MASTER OF SCIENCE IN EDUCATION degree, all candidates must include three core courses which are planned to supply a basic synthesis for the proper guidance of educational theory and practice. These courses are:

Edu 502 Comparative Philosophies of Educationthree credit hours

Edu 503 Research Methodology and Statisticsthree credit hours

Edu 504 Advanced Child and Adolescent Psychologythree credit hours

or

Edu 501 Advanced Psychology of Learningthree credit hours



Area of Concentration:

To insure mastery of a particular area of education, all candidates must include in their programs one of the following areas of concentration:

- a. Master High School Teachers.....(twelve credit hours)

For high school teachers, concentration must be in an academic field for furtherance of subject-matter mastery in a recognized teaching field.

- b. Master Elementary Teachers.....(seven credit hours)

For elementary teachers, concentration must be in specified professional education courses, as follows:

Edu 511 Elementary School Curriculumtwo credit hours

Edu 522 Principles and Techniques of Guidance.....three credit hours

Edu 520 Psychology of Individual Differences.....two credit hours

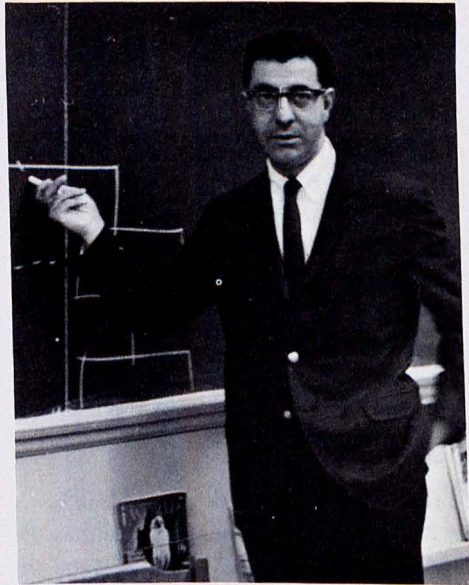
(Teachers who wish to move from elementary teaching to high school teaching should follow the Master High School Teacher Program.)

- c. School Counseling Program.....(sixteen credit hours)

Concentration must include:

Prerequisite: Edu 448 Psychodynamics of Behavior.....three credit hours

(or a combination of undergraduate courses in Mental Hygiene and Abnormal Psychology).



Edu 522 Principles and Techniques of Guidance.....	three credit hours
Edu 523 Occupational Information and Community Resources...	two credit hours
Edu 533 Psychometrics	three credit hours
Edu 535 Practicum I: Test Interpretations and Case Studies....	two credit hours
Edu 543 Principles and Techniques of Counseling.....	three credit hours
Edu 545 Practicum II: Counseling Techniques.....	three credit hours

d. School Administration Program :

(1) Elementary School Principal.....	(thirteen credit hours)
Edu 506 School Administration	three credit hours
Edu 509 School Supervision	three credit hours
Edu 511 Elementary School Curriculum.....	two credit hours
Edu 513 Elementary School Evaluation.....	two credit hours
Edu 522 Principles and Techniques of Guidance.....	three credit hours
(2) Secondary School Principal.....	(thirteen credit hours)
Edu 506 School Administration	three credit hours
Edu 509 School Supervision	three credit hours
Edu 512 Secondary School Curriculum.....	two credit hours
Edu 514 Secondary School Evaluation.....	two credit hours
Edu 522 Principles and Techniques of Guidance.....	three credit hours
(3) Executive Head	(seventeen credit hours)
Edu 506 School Administration	three credit hours
Edu 509 School Supervision	three credit hours
Edu 511 Elementary School Curriculum.....	two credit hours
Edu 512 Secondary School Curriculum.....	two credit hours
Edu 515 School Law	two credit hours
Edu 517 School Finance	two credit hours
Edu 518 School and the Social Order.....	three credit hours
(4) Supervisory	(fourteen credit hours)
Edu 509 School Supervision	three credit hours
Edu 511 Elementary School Curriculum.....	two credit hours
Edu 512 Secondary School Curriculum.....	two credit hours
Edu 513-14 Elementary or Secondary School Evaluation.....	two credit hours
Edu 518 School and the Social Order.....	three credit hours
Edu 530 Psychology of Individual Differences.....	two credit hours

Electives:

To round out the candidate's needs in line with the major purpose to be served through the Master's degree, the candidate may elect under advisement sufficient credit hours of pertinent course work to bring total to the minimum requirement for the degree.

a. Master High School Teachers:

Elective courses should preferably be selected from the student's teaching field or allied fields; they may also be selected with the approval of the adviser from courses in general education or professional education.

b. Master Elementary Teachers:

The student is directed into such a selection of courses as would best serve to complete his pre-service curriculum and to give him the professional skills needed. Consequently these twelve elective hours may be selected from one of the following three areas or a combination thereof: (1) a departmental subject-matter field to follow through on an area of academic concentration; (2) courses from one or more graduate academic departments to fulfill a broadening of general education; (3) or professional education courses.

c. School Counseling Program:

May be selected from the following:

Edu 530 Psychology of Individual Differences.....	two credit hours
Edu 534 Interpretation of Individual Tests.....	two credit hours
Edu 539 Administration of a School Guidance Program.....	two credit hours
Edu 547 Psychology of Exceptional Children.....	two credit hours
Edu 550 Reading Problems and the Guidance Program.....	two credit hours

d. School Administration Program:

Future administrators are advised to elect additional credit hours from the following:

Edu 515 School Law	two credit hours
Edu 517 School Finance	two credit hours
Edu 518 School and the Social Order.....	three credit hours
Edu 522 Principles and Techniques of Guidance.....	three credit hours
Edu 521 School Public Relations.....	two credit hours
Edu 530 Psychology of Individual Differences.....	two credit hours
Edu 539 Administration of a School Guidance Program.....	two credit hours
Edu 533 Psychometrics	three credit hours
Edu 543 Principles and Techniques of Counseling.....	three credit hours
Edu 547 Psychology of Exceptional Children.....	two credit hours
Eco 501 Advanced Principles of Economics.....	three credit hours

Field Project or Alternate:

a. For students enrolled in PLAN A:

Edu 590 Field Project	three credit hours
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b. For students enrolled in PLAN B:

Additional pertinent electives to bring total to the minimum of thirty-three credit hours.