



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 three purposes:

1. Develop Master Teachers on the elementary and secondary school levels.
2. Enable certified teachers to work toward certification as school counselors, school psychologists, or educational research specialists.
3. Enable 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 graduates 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.

- a. Master High School Teachers: To develop master teachers on the second-

ary 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.

Program adjustments are made for students who desire to become personnel specialists in colleges and universities or counselors for social agencies.

Preparation of School Psychologists:

This program requires an intensive psychological study of children and adolescents designed to prepare specialists who can serve both the school and the community:

a. As experts in educational and personality diagnosis and remediation.

b. As consultants in problems relating to curriculum and instruction, group testing, counseling and guidance, pupil personnel policies, special education—

particularly as these problems affect the adjustment of children and adolescents to school situations.

c. As resource persons in such areas as child development, mental health, and psychological therapy.

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.

Preparation of Educational Research Specialists:

This program is designed to prepare individuals to perform the varied research and evaluative functions which are becoming increasingly vital for school systems. This preparation stresses the development of the following competencies:

a. Developing and testing creative hypotheses congruent with the functioning of a particular school or school system.

b. Working with administrators, teachers, and those in pupil personnel toward the end of researching the effectiveness of regular practices as well as innovative programs.

c. Assisting administrators in the task of efficient data collection and sched-

uling, utilizing the latest scientific instruments.

d. Becoming able to assume the unique dual role of administrator and researcher by earning the administrative specialist in research certificate.

e. Perceiving clearly, actively, and practically the relationships between research and the following: curriculum development, teaching and learning strategies, guidance services, and effective administrative and institutional structures.

Preparation of Certified High School Teachers:

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.)

The program described here, leading to the Master's degree, involves professional education courses on the graduate level, graduate courses in the student's major (principal teaching field), and a teaching internship.

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, 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 provisional 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 2.50 out of a possible 4.00. An exception to the latter requirement may be made if the applicant has a cumulative point average of 3.0 or higher for his junior and senior years. In marginal or doubtful cases the Graduate Admissions Committee may require that the applicant take the Graduate Record Examination, the National Teacher Examination, or an appropriate substitute.

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 as a special student or as a regular student does not imply admission to candidacy for a degree.

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.

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, and his reference appraisals are judged to be acceptable by the Graduate Committee.

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 may apply for admission to candidacy after the completion of twelve semester credit hours of graduate work (including EdF 503 Research Methodology and Statistics) by filing with the Graduate Committee the official application form. They should be sure that all the required credentials are in order and that their Preliminary Plan for the Research Project 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 the School Psychologist Program are admitted to candidacy at the time they are approved for internship. Since no Research Project is included in this program, completion of EdF 503 and submission of the Preliminary Plan are not requirements for candidacy.

Students following Plan C in the School Counseling Program are admitted to candidacy upon completion of 36 semester credit hours or in the term in which the final courses are taken.

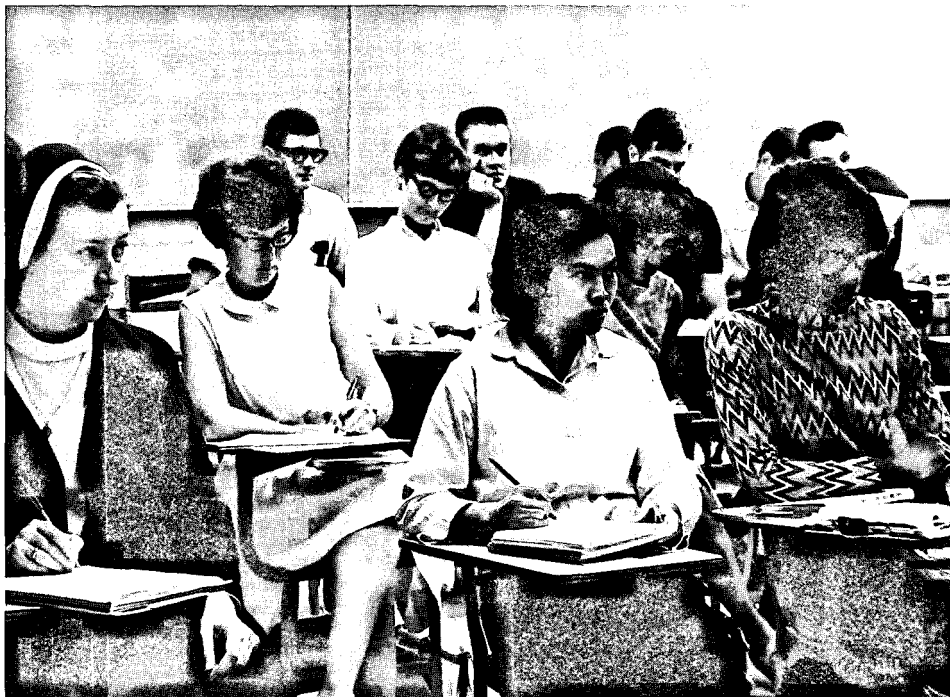
Requirements for the Degree:

a. Research Project: At least ten days before graduation (in programs where applicable) the student must submit three acceptable copies of his Research Project and three copies of an abstract of the Project.

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 comprehensive examination conducted by his examining board. This examination covers the whole field of the student's graduate studies.

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 regardless of the program they are following. 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 in planning their programs and schedules.

PROGRAMS OF STUDY

PROGRAM I: MASTER HIGH SCHOOL TEACHER

Core Courses

EdF 501 Advanced Psychology of Learning
 EdF 502 Comparative Philosophies of Education
 EdF 503 Research Methodology and Statistics

Nine credit hours

three credit hours
 three credit hours
 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.

*Graduate Seminar (EdF 592)**Three credit hours*

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*Core Courses**Nine credit hours*

EdF 501	Advanced Psychology of Learning	three credit hours
EdF 502	Comparative Philosophies of Education	three credit hours
EdF 503	Research Methodology and Statistics	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. COOPERATING TEACHER

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.

Graduate Seminar (EdF 592)

Three credit hours

PROGRAM III: SCHOOL COUNSELOR

Three options are available to students following this program:

Plan A: Requires 30 credit hours, a Research Project, and an oral comprehensive examination.

Plan B: Requires 30 credit hours, a Study in Guidance and Counseling, and a written comprehensive examination.

Plan C: Requires 36 credit hours, a Research Paper, and a written comprehensive examination.

As early as possible in their program students should choose a departmental advisor and with him decide upon which Plan they will follow.

Core Courses

Nine credit hours

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

Concentration

Twenty-five to Twenty-seven credit hours

EdC 531 Dynamics of Personality

three credit hours

EdC 522 Principles and Techniques of Guidance, or

three credit hours

EdC 580 Guidance in the Elementary School

three credit hours

EdC 583	Group Guidance	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
EdF 592	Graduate Seminar (Plan A)	three credit hours
EdF 599	Individual Study in Guidance & Counseling (Plan B)	three credit hours

Electives

EdC 525	Use of Community Resources in Guidance	two credit hours
EdC 530	Psychology of Individual Differences	two credit hours
EdC 535	Practicum in Test Interpretations and Case Studies	two credit hours
EdC 539	Administration of a School Guidance Program	two credit hours
EdF 501	Advanced Psychology of Learning	three credit hours
EdF 593	Interpretation of Statistics	three credit hours
EdS 455	Practicum in High School Reading Improvement	two credit hours
EdE 480	Psychology of Slow Learning Children	two credit hours
EdE 568	Diagnosis and Correction of Reading Difficulties	three credit hours
Psy 533	Decision Processes	three credit hours
Psy 579	Practicum in Interviewing and Counseling College Students	three credit hours

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 the 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

Students who desire to prepare for positions in College Personnel Work should include the following courses in their program:

EdF 550	History of Higher Education in the United States	three credit hours
EdC 551	Personnel Services in Higher Education	two credit hours

EdC 552	Seminar: College Personnel Service Problems	three credit hours
EdC 553	Internship in College Personnel Service	three credit hours

PROGRAM IV: SCHOOL PSYCHOLOGIST

<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 504 Advanced Child and Adolescent Psychology	three credit hours

<i>Concentration</i>		<i>Twenty-five 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	two 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>

PROGRAM V: SCHOOL ADMINISTRATOR

<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>	
Students interested in <i>Elementary School Administration</i> 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

Electives *Five credit hours*

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
EdE 547	Psychology of Exceptional Children	three credit hours

Graduate Seminar (EdF 592) *three credit hours*

NOTES: (1) By arrangement with the Chairman of the Department, local area students may substitute practicum or internship experiences for the Research Project.
 (2) Programs can be arranged for students who desire to work for higher administrative and supervisory certificates.

PROGRAM VI: EDUCATIONAL RESEARCH SPECIALIST

<i>Core Courses</i>	<i>Six credit hours</i>
EdF 501	Advanced Psychology of Learning
EdF 502	Comparative Philosophies of Education

<i>Concentration</i>	<i>Thirteen credit hours</i>
EdA 514	School Evaluation
EdC 533	Psychometrics

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 VII: 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>