

## IX SCHOOL OF EDUCATION

Patricia F. First, Dean  
James R. Biddle, Associate Dean

The basic mission of the Graduate School of Education is to prepare competent and compassionate professionals in several fields. Specifically, the mission is to prepare teachers and administrative leaders, exercise scientists, and human service specialists. The Graduate School is further committed to preparing scholar-practitioners at the Ph.D. level in the area of educational leadership. The School of Education programs leading to graduate degrees are designed primarily to meet the following purposes:

1. To develop advanced proficiency in elementary and secondary school teachers who have completed recognized baccalaureate teacher education programs.
2. To enable individuals to qualify for certification as principals, supervisors, and superintendents.
3. To prepare qualified school counselors, school psychologists, and counselors 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 education baccalaureate degrees and above-average academic records to gain teacher certification.
7. To prepare leaders in the field of physical education.

In implementing the graduate program, faculty are committed to help students:

- understand the knowledge base that undergirds their field of interest;
- apply their knowledge base to practice;

- value the relationship of theory to practice;
- reflect mindfully upon professional practice;
- value community and collaboration;
- appreciate the moral dimensions of their work; and
- commit themselves to improving the quality of life within schools and the larger community.

In working to address the mission, faculty and staff in all departments endeavor to:

- create a supportive environment for learning;
- respond to individual students' program needs;
- draw upon the knowledge base of their field in providing quality instruction;
- maintain high academic standards;
- provide students the opportunity to choose a research or a practice emphasis in their academic program;
- contribute to the knowledge base of their field;
- assist the community in translating the knowledge base of their field to everyday practice;
- serve as responsible social critics;
- demonstrate collaborative teaching and inquiry behaviors; and
- engage in professional activity focused on the improvement of school and community life.

Most graduate programs lead to the Master of Science in Education degree. Other degree programs include the Master of Science in Teaching, the Ed.S. and the Ph.D. in Educational Leadership.

### AUTHORIZATION

The University of Dayton's offerings

in graduate work leading to the Master of Science in Education have the official approval of the State of Ohio Department of Education and of the National Council for the Accreditation of Teacher Education.

### ASSISTANTSHIPS

The School of Education offers a limited number of assistantships. For information about these assistantships see the Associate Dean for Academic Affairs.

### ADMISSION

#### General Requirements

The School of Education accepts into its graduate programs applicants who can present undergraduate records showing them capable of meeting the standards of graduate work. An applicant (1) must hold a bachelor's degree from an accredited institution (at least state and regional accreditation), unless specific exceptions are granted by the Dean of the School of Education; and (2) must have attained a baccalaureate cumulative average of 2.75 or higher on a 4.0 scale. Applicants who do not satisfy the grade point criterion may be admitted if they achieve a minimum score of 40 or higher on the Miller Analogies Test (MAT) or scores of 430 and 490 respectively on the verbal and analytical sections of the Graduate Record Exam (GRE). Students may register one time only and accumulate no more than 8 quarter hours prior to formal acceptance. Students are not permitted to register for a second term without having been formally admitted. Hours earned in excess of 8 may not be accepted toward completion of the degree. All applicants must submit three references from qualified professionals.

### Special Requirements: School Psychologist Program

Besides meeting the above requirements, an applicant for the School Psychologist Program must receive a favorable recommendation from the Department of Counselor Education and Human Services. In deciding whether to make such a recommendation, the faculty will take into account the applicant's physical and mental health, personality adjustment, and general character as determined by reference appraisals and other appropriate requirements which are in accordance with department policy.

### Special Requirements: Master of Science in Teaching

The program leading to the Master of Science in Teaching is restricted to the student who (1) holds a bachelor's degree; (2) has an undergraduate cumulative point average of 2.75 or higher (on a 4.0 scale); (3) does not have a teaching certificate; (4) desires certification to teach; (5) has a major teaching field which can be serviced by graduate courses offered at the University of Dayton.

### Academic Standing

To qualify for graduation, a student must achieve a grade point average of at least 3.0 (B) in all work undertaken toward the degree.

### Employed Graduate Students

The maximum course load permitted for any graduate student who is fully employed is nine quarter hours for the first and second terms and for the first half of the third term. Adjustments to this policy are made on an individual basis in the cases of those not employed or partly employed.

### Workshop Credit

No more than 8 quarter hours of workshop credit may be applied toward a degree.

### Registration Dates For Courses At Off-Campus Sites

Students taking graduate courses at

off-campus sites of the School of Education should note that registration dates for courses at these sites are different from the registration date for courses taken at the University of Dayton campus.

### Credit System

All graduate credits in the School of Education are counted in quarter hours; these are converted into semester hours when required.

### "T" and "P" GRADES

The "T" grade may stand for a period of *no more than one year* from the end of the term in which the grade was assigned. If the grade is unchanged after one year, it has permanence, and the course must be retaken.

The "P" grade may stand for a period of *no more than two years* from the end of the term in which the grade was assigned. If the grade is unchanged after two years, it has permanence, and the course must be retaken.

## Department of COUNSELOR EDUCATION AND HUMAN SERVICES (EDC)

William R. Drury,  
Chair of the Department

The goals of the Department of Counselor Education and Human Services are:

1. To prepare elementary and secondary school counselors, student service personnel in higher education, school psychologists, guidance supervisors for state, county, and local systems, and counselors for community and other agency settings to reflect the Human Service Practitioner as a facilitator of Individual and Community Growth.
2. To provide teachers and other helping professionals with specific in-service course credit

offerings designed to build skills and develop understandings relative to identified professional functions within the Learning Communities. These two missions are conducted at the University of Dayton campus, Lima, Columbus, and other sites as approved.

The Department offers four emphases at the graduate level:

School Counseling  
College Student Personnel Services  
Counseling  
Community Counseling  
School Psychology

In addition, selected courses in behavioral and social science and other related disciplines lead to provisional certification as a school counselor or school psychologist, as well as to Professional Counselor licensure and Professional Clinical Counselor licensure for social agency personnel.

True to Marianist ideals, the faculty is committed to developing the human service practitioner as a skilled facilitator of individual and community growth and as a person knowledgeable of self and children, and youth and adults from varying socio-economic backgrounds.

### ADMISSION REQUIREMENTS

In addition to the general requirements of the School of Education, each program requires additional specialized requirements as detailed in the handbook. Students are accepted into programs at specific times during the year. See special requirements in footnotes to individual programs.

### SCHOOL COUNSELING

#### General Requirements

50 quarter hours  
Report, Field Experiences  
course  
Culminating Seminar/Exit  
Examination, EDC 600

## Recommended Sequence of Courses

### Quarter Hours

1. **Guidance: Services, Personnel, Organization, Ethics, Law** (One Course Required)
  - EDC 522 Introduction to Guidance and Counseling ..... 3
  - EDC 580 Guidance in the Elementary School ..... 3
2. **Social and Cultural Foundations** (Required)
  - EDC 673 Counseling Multiethnic Populations ..... 3
3. **Human Development** (Required)
  - EDC 531 Psychology of Personality Development ..... 3
  - EDC 532 Psychology of Learning Disabilities and other Exceptionalities ..... 4

Student certified in LD will take another counseling course.
4. **Philosophy**
  - EDT 502 Philosophical Studies in Education (Required) ... 4
5. **Appraisal of the Individual** (One Course Required)
  - EDC 533 Psychometrics ..... 3
  - EDC 535 Test Interpretation and Case Studies ..... 3
6. **Counseling Theories and Techniques of Counseling** (Required)
  - EDC 543 Theories and Techniques of Counseling ..... 4
7. **Group Dynamics, Processing, Counseling** (Required)
  - EDC 583 Theories and Techniques of Group Counseling .... 4

Prerequisite: EDC 543
8. **Lifestyles and Career Development** (One Course Required)
  - EDC 524 Educational and Occupational Information in Counseling ..... 3
  - EDC 525 Independent Research: Community Resources . 3
  - EDC 528 Career Education ..... 3
  - EDC 529 Psychology of Life Styles & Career Decision Making ..... 3
  - EDC 655 Career Guidance Institute ..... 3

## 9. Research and Evaluation

(One Course Required)

- EDA 513 Evaluation of Educational and Organizational Systems ..... 4
- EDT 503 Educational Research Methodology ..... 4

## 10. Practicum (Required)

- EDC 545 Practicum: Counseling Techniques ..... 5
- Includes substantial hours in school/agency setting

## 11. Culminating Experience

- EDC 600 Culminating Seminar/Exit Examination ..... 2
- To be taken in last term

## 12. Field Experience (Required)

- EDC 599 Field Experience in School Counseling ..... 4
- Includes substantial hours in school/agency setting.

## Some Electives

- | Courses                                  | Quarter Hours |
|--|---------------|
| EDC 574 Independent Studies ..           | 1-3           |
| EDC 602 Counseling Seminars              | 1-4           |
| EDC 635 Marriage & Family Counseling     | 4             |
| EDT 504 Human Development and Education. | 4             |
| EDC 578 Consultation in the Schools.     | 4             |
| EDC 581 Techniques of Child Counseling.  | 3             |

**Note:** To become a Certified School Counselor, a student must:

1. Be a certified teacher.
2. Have two years of successful teaching experience.
3. Have completed a minimum of 45 graduate quarter hours in Counseling courses which cover the eleven areas decreed by the State.
4. Have a master's degree.
5. Achieve success on the State Department of Education exam.
6. Apply for School Certification to the State Department of Education through the office of the Dean.

**Note:** School counselors wishing to pursue the status of Professional Counselor should see an advisor.

## TEACHER AS CHILD/YOUTH DEVELOPMENT SPECIALIST

This program is currently under review. New students are not being accepted at this time.

## SCHOOL SOCIAL WORKER

This program is currently under review. New students are not being accepted at this time.

## COLLEGE STUDENT PERSONNEL SERVICES COUNSELING

Program curriculum and requirements are currently under revision and subject to change.

### General Requirements

- 60 quarter hours
- Reports, Internships, EDC 553
- Exit Examination in EDC 600
- Program for Full-Time Students and for Staff members of College Student Personnel Services in Dayton.

## Recommended Sequence of Courses

### 1. Human Development

(One Course Required)

- EDC 531 Psychology of Personality Development ..... 3
- EDT 504 Human Development in Education ..... 4
- EDC 532 Psychology of Learning Disabilities and Other Exceptionalities ..... 4

### 2. Social and Cultural Foundations (Required)

- EDC 673 Counseling Multiethnic Populations ..... 3

### 3. Philosophy, Professional Ethics, Law (Required)

- EDC 544 Philosophical, Professional, Ethical, Legal Aspects of Counseling .. 3

### 4. General Administration, Objectives, Services, Trends (Two Courses Required)

EDC 554 Introduction to College Student Personnel Services ..... 3	EDC 553 Internships in College Student Personnel Services ..... 9	4. <b>Appraisal of the Individual</b> (Two Courses Required)
EDC 555 Administration and Organization of CSP Programs ..... 3	Note: Often first internship is taken during student's second term at UD. (Three internships, 3 quarter hours each, one internship per term)	EDC 535 Test Interpretation and Case Studies ..... 3
5. <b>History of American Colleges/Universities</b> (Required)	Internships must be taken during the office hours of the services, usually mornings and early afternoons. Summer internships begin in May and finish at the end of June. This is not a summer program. Courses given only on Main Campus: EDC 554, EDC 555, EDC 553, EDT 512. All internships must be approved by the director of the program.	*EDC 631 Diagnosis of Emotional and Mental Disorders .... 4
EDT 512 History of Higher Education in the US ..... 4	Electives: EDC 602 Seminars	*Prerequisite: EDC 623
6. <b>Appraisal of Individual</b> (Required)	<b>COMMUNITY COUNSELING</b>	5. <b>Lifestyle and Career Development</b> (Required)
EDC 533 Psychometrics ..... 3	General Requirements	EDC 529 Psychology of Lifestyles and Career Decision Making ..... 3
7. <b>Lifestyles and Career Development</b> (Required)	72 quarter hours	6. <b>Counseling Theory and Techniques</b> (Two Courses Required)
EDC 529 Psychology of Lifestyles and Career Decision Making ..... 3	600 clock hour internship	EDC 543 Counseling Theory and Techniques ..... 4
8. <b>Counseling Theories and Techniques</b> (Required)	Scholarly Project	EDC 545 Practicum: Counseling Techniques (Prerequisite: EDC 543) ..... 5
EDC 543 Theories and Techniques of Counseling ..... 4	Comprehensive Exam	7. <b>Group Dynamics</b> (Required)
9. <b>Group Dynamics, Process</b> (Required)	<b>Courses Required</b>	EDC 583 Theories and Techniques of Group Counseling ..... 4
EDC 583 Theories and Techniques of Group Counseling ..... 4	1. <b>Human Development</b> (Two Courses Required)	Prerequisite: EDC 543
*Prerequisite: EDC 543	EDC 531 Personality & Human Development Across the Lifespan ..... 3	8. <b>Research &amp; Evaluation</b> (One Course Required)
10. <b>Research, Statistics, Proposal Writing, Evaluation</b> (One Course Required)	*EDC 623 Foundations in Abnormal Psychology (Prerequisite: EDC 531) 4	EDA 513 Evaluation of Educational and Organizational Systems ..... 4
EDA 513 Evaluation of Educational and Organizational Systems ..... 4	2. <b>Social &amp; Cultural Foundations</b> (Two Courses Required)	EDT 503 Educational Research Methodology ..... 4
EDT 503 Educational Research Methodology ..... 4	EDC 673 Counseling Multiethnic Populations... 3	9. <b>Supervised Practica</b> (Required)
11. <b>Practicum</b> (Required)	*EDC 635 Marriage and Family Counseling ..... 4	EDC 584 Practicum: Group Counseling ..... 4
EDC 545 Practicum: Counseling Techniques . 5	3. <b>Foundations of Professional Responsibilities, Ethical, and Legal</b> (Required)	Prerequisites: EDC 545 & EDC 583
Prerequisite: All required Counseling courses. Includes substantial hours in school/agency/college counseling setting.	EDC 544 Philosophical, Professional, Ethical, and Legal Aspects in Counseling... 3	10. <b>Internship</b> (12 quarter hours required)
12. <b>Culminating Seminar/Exit Examination</b>		EDC 598 Field Experience I (Internship) ..... 4
EDC 600 Culminating Seminar/Exit Examination ..... 2		Prerequisite: EDC 584
To be taken in last term		EDC 598 Field Experience II (Internship) ..... 4
13. <b>Internships in College Student Personnel Services</b> (Three Internships Required)		Prerequisite: EDC 584
		EDC 598 Field Experience III (Internship) ..... 4
		Prerequisite: EDC 584
		Scholarly Project (One Required) (Title and Course Number are in Process)
		EDC Thesis (Scholarship with Inquiry)
		Prerequisite: EDT 503 or EDA 513
		OR

EDC Project of Excellence  
(Scholarship with  
Counseling Competence)

Prerequisite: EDT 503 or EDA 513  
OR

EDC Transformative Project  
(Scholarship with Social  
Action Application)  
Prerequisite: EDT 503 or  
EDA 513

Culminating Seminar/Exit Examination  
(Required)

EDC 600 Culminating Seminar ..... 2  
Prerequisite: EDC 584

Professional Seminars ..... 6

\*Clinical counseling courses

Notes: In order to fulfill the education requirements for the status of Professional Counselor (PC), in addition to completing the master's degree students must also complete in community counseling the 18 quarter hour post master's program in clinical counseling (as follows).

### Content Areas and Coursework

#### General Requirements

18 quarter hours

#### 1. Evaluation of Mental and Emotional Status (Required)

EDC 630 Evaluation of Mental and Emotional Condition ..... 4

#### 2. Methods of Intervention and prevention of Mental and Emotional Disorders (Required)

EDC 681 Integrative Approach to Clinical Counseling ..... 4

#### 3. Treatment of Mental and Emotional Disorders (Two Courses Required)

EDC 683 Treatment of Mental and Emotional Disorders ..... 4

EDC Counselor Supervision (Title and Course Number in Process) ..... 4

Professional Seminars ..... 2

Total: 18 Quarter hours

Licensure Total: 90 quarter hours

### Clinical Counseling Program Notes:

For the license of PC, the Board of Counseling and Social Work requires 30 quarter hours in five content areas. Eighteen quarter hours meeting three content areas are completed in the post-master's clinical counseling program outlined above. Twelve quarter hours are completed in the required coursework for Community Counseling; EDC 623 Foundations in Abnormal Psychology, (content area: Clinical Psychopathology, Personality, and Abnormal Behavior); EDC 635 Marriage and Family Counseling, (content area: Methods of Intervention and Prevention of Mental and Emotional Disorders); EDC 631 Diagnosis of Emotional and Mental Disorders (content area: Diagnosis of Mental and Emotional Disorders).

Note: Students who are pursuing the 90 quarter hour education requirements and have completed a 60 hour master's degree in Counseling before July 1, 1997, a 30-hour program in Clinical Counseling will be available. Please see an advisor.

### Counseling Licensure

According to the Ohio Counseling and Social Worker law revised in December, 1996, students desiring the license of Professional Counselor must successfully complete a master's degree in Counseling and achieve a total of 90 quarter hours in the specified content areas. In addition, the student must achieve a passing grade on the competency test administered by the Board of Counseling and Social Work. Counselors who have obtained the PC license and who have received two additional years (3000 hours) of approved supervised clinical experience will be awarded the Professional Clinical Counselor (PCC) license.

### MASTER'S DEGREE AND OHIO CERTIFICATION IN SCHOOL PSYCHOLOGY

(Applicants should send for "School Psychology Program Description" booklet.)

### I. Psychological Foundations

(24 quarter hours)

#### A. Cultural Diversity and Human Exceptionality (Two Courses Required)

EDT 590 Educating Diverse Student Population in an Inclusive Setting ..... 4  
AND

EDC 673 Counseling Multiethnic Populations ..... 3  
OR

EDT 646 Multicultural Education ..... 3

#### B. Human Learning (Required)

EDT 501 Learning Theory 4

#### C. Normal & Abnormal Child and Adolescent Development (Two Courses Required)

EDT 504 Human Development ..... 4

EDC 536 Psychology of Personality Development ..... 3

#### D. Biological Bases of Behavior (Required)

EDC 571 Foundations of Neuropsychology ..... 3

#### E. Social and Emotional Bases of Behavior (Required)

+EDC 537 Diagnosis & Treatment Planning ..... 3

### II. Educational Foundations (8 -17 hours)

#### F. Philosophy (Required)

EDT 502 Philosophical Studies in Education ..... 4

#### G. Curriculum and Instructional Techniques (Required)

++EDA 511 Curriculum ..... 4

#### H. Education of Exceptional Learners (Required)

EDT 593 Educating Students with SLD ..... 4

<b>I. Organization and Operation of Schools (Required)</b> ++EDC 539 Administration of Pupil Personnel Services ..... 3	Techniques of Counseling ..... 4 +EDC 583 Theories & Techniques of Group Counseling ..... 4	+++EDT 528 Teaching in the Elementary School ..... 4
<b>J. Field Based Experiences (Required)</b> ++EDC 573 Orientation to the Educational Process ..... 2	+EDC 545 Practicum: Counseling Techniques ..... 5	+++EDT 544 Reading and Language Arts ..... Elementary School ..... 4
<b>III. Assessment and Intervention (46-49 quarter hours)</b>	<b>P. Practicum (Taken across three terms)</b>	+++EDT 587 Career Education for Persons with Special Needs .... 3
<b>K. Diagnosis &amp; Remed. of Basic Academic Areas (Two Courses Required)</b>	EDC 579 Practicum: Indiv. Assessment & Interv. .... 2	+++EDT 588 Collaborating with Families, Professionals, and Agencies ..... 4
EDT 581 Assessment of the Learner with Special Needs .... 4	+EDC 579 Practicum: Indiv. Assessment & Intervention .... 5 OR 7	+++EDT 595 Student Teaching: SLD ..... 5-10
OR EDC 535 Test Interpretation & Case Study .... 3	<b>IV. Statistics &amp; Research Design (Two Courses Required)</b>	Total hours required for M.S. Degree ..... 63
OR EDC 533 Psychometrics ... 3	<b>Q. Statistics</b> EDT 638 Educational Statistics ..... 4	Total hours required for completion of School Psychology Program and Ohio Certification in School Psychology ..... 103
AND EDT 594 Diagnostic Teaching in SLD ..... 4	<b>R. Research Design</b> EDT 503 Educational Research Methodology ..... 4	+ Indicates additional courses (40-42 quarter hours) required beyond the master's degree for program completion and state certification.
<b>L. Psychoeducational Assessment (Three Courses Required)</b> EDC 577 Ind. Behavior & Personality Assessment ..... 4	OR EDA 513 Evaluation of Educational & Organizational Systems ..... 4	++ Indicates additional courses (9 quarter hours) required for students who do not have teaching certification, but who completed at least two years of successful post-bachelor's employment serving clients in a human service agency.
AND EDC 576 Individual Cognitive Assessment ..... 4	<b>V. School Psychology Foundations (One Course Required)</b>	+++Indicates additional courses (24-29 quarter hours) required for students who will obtain SLD teaching certification. Five or ten student teaching credits are required depending on whether the student enrolls for five and ten weeks. (Some of these graduate courses may be waived, and some other courses may be added to meet Ohio general education and curriculum content requirements for teaching certification).
AND +EDC 534 Individual Psych. Evaluation of Exceptional Children ..... 4	<b>S. History of School Psychology</b>	
<b>M. Behavior Management (Required)</b> EDT 596 Behavior Management ..... 4	<b>T. Ethical &amp; Professional Standards in Sch. Psych.</b>	
<b>N. Consultation and Interview Techniques (Required)</b> +EDC 578 Consultation in the Schools ..... 4	<b>U. Role &amp; Function of the School Psychologist</b>	
<b>O. Counseling Theory and Practice (Three Courses Required)</b> EDC 543 Theories &	<b>V. Legal Requirements in School Psychology</b> + EDC 572 Role & Function of the School Psychologist ..... 4	
	<b>VI. Internship (12 quarter hours)</b> +EDC 594/595 Internship in School Psychology ..... 12	
	<b>VII. Teaching Certification (24-29 quarter hours)</b> +++EDT 526 Math and Science in the Elementary School ..... 4	

## SCHOOL PSYCHOLOGY PROGRAM NOTES

### Admission

In addition to the admission criteria described elsewhere (positive references and baccalaureate grade point average of 2.75 or better), school psychology applicants are required to a) take either the Miller Analogies Test (MAT) or the Graduate Record Exam (GRE); b) submit a typewritten statement of their interest in and current perception of the role of the school psychologist; and c) appear for an interview with program faculty and complete an extemporaneous writing exercise.

### Admission Prerequisites

To be accepted into the school psychology program, students must a) possess a valid Ohio teaching certificate; or b) possess a degree in psychology or another human services related major AND have completed at least two years of successful full-time employment serving clients in a human service agency. Sample schedule "A" reveals a pattern of courses which is recommended for most school psychology students who already possess teaching certification.

### Teaching Certification

Applicants who do not possess either of the above credentials must first obtain an Ohio provisional teaching certificate in learning disabilities at the beginning of their school psychology program. (Most of these courses are already required in the school psychology program.) This requirement is based on the perception that much of the time a school psychologist's client is a classroom teacher, and school psychologists need to be credible and resourceful in their consultations with teachers. Sample schedule "B" reveals a pattern of courses which is recommended for most school psychology students who will first obtain Ohio teaching certification in learning disabilities.

Upon acceptance into the school psychology program, transcripts will be

reviewed in order to determine the possibility of waiving some required courses, and to identify any courses which may need to be added or substituted. Such a review must produce a course listing totaling at least 90 quarter hours. Also, it may be necessary for students to add two to four general education or core teacher preparation courses to meet Ohio's teacher certification requirements. For example, students who have an undergraduate major in psychology may not have taken a chemistry, physics, or earth science course, or teacher preparation courses in physical education, art, or music.

Upon obtaining the learning disabilities teaching certificate, it is intended that the graduate student will obtain full-time or part-time employment as a learning disabilities or inclusion teacher or tutor, while completing the remainder of the school psychology courses. In this plan, graduate students will be gaining invaluable teaching experience upon which they will draw when they become school psychologists, and will be earning a salary to help support the remainder of their education.

### Applicants with Experience in Human Service Work

Applicants who are not teacher certified but who have completed the equivalent of at least two years of successful employment serving clients in a human service setting need not obtain teaching certification but must, instead, take three courses (9 quarter hours): EDA 511 Curriculum, EDC 539 Administration of Pupil Personnel Services, and EDC 573 Orientation to the School Process.

### Residency

All school psychology students must meet a residency requirement by enrolling in coursework on a full-time basis (12 or more quarter hours) for two consecutive terms (e.g., fall and winter, or winter and summer).

### Competency Test

To obtain the Ohio certificate in school psychology, students must take the NTE Specialty Area Test #40

(School Psychologist) administered three times each year by Educational Testing Service, and achieve Ohio's passing score. This test is normally taken in March of the internship year.

### Internship

Students seeking Ohio School psychology certification who wish to intern in Ohio will be required to sign a statement of intent to work in Ohio as a school psychologist for at least one year following internship.

The State of Ohio limits the number of internships each year to approximately 75 to 100. Of this number, UD receives an average of seven internship slots per year. For students not intending to work in Ohio following internship, internship arrangements may be made in another state.

### Fellowships

Fellowships are funded by a federal grant which our school psychology program has obtained, to develop special skills in meeting the assessment and intervention needs of children with severe disabilities. The grant funds six two-year fellowships for school psychology graduate students. The grant will pay all tuition plus a \$500 monthly stipend for 24 months. Graduate students will attend a weekly seminar and spend a minimum of 10 hours per week in field experiences. All first-year school psychology students are eligible to apply for the fellowship.

### Job Market

Both national and state surveys reveal a shortage of school psychologists and an excellent job market, especially for persons who are able to move to locations where the job shortages are greatest. Job hunting may be more uncertain for persons who are unable to relocate.

### Salaries

Starting salaries for beginning school psychologists in Ohio range above \$30,000 for 11-month contracts. Experienced school psychologists earn over \$50,000.

**Accreditation**

This program is accredited by the National Association of School Psychologists (NASP) and by the Ohio Department of Education. In accordance with NASP standards, this program requires the equivalent of at least three years of full-time graduate study, including at least 90 graduate quarter hours and including at least one academic year of supervised internship. The program excludes credit for undergraduate study.

## DEPARTMENT OF COUNSELOR EDUCATION AND HUMAN SERVICES

**COURSES OF INSTRUCTION****EDC 522. INTRODUCTION TO GUIDANCE AND COUNSELING:**

This course is designed to assist graduate students in building skills and developing understandings relative to the guidance and counseling role of human service practitioners. Essentially, this role consists of assisting children, youth, and adults from diverse backgrounds in reaching their maximum academic and personal development within various educational and community settings.

3 qtr. hrs.

**EDC 523. DELINQUENTS AND JUVENILE COURT:**

This course examines (1) the Juvenile Court System and (2) underlying ideologies and current debates concerning treatment and/or punishment decisions and (3) children and families at risk of Juvenile Court involvement.

2 qtr. hrs.

**EDC 524. EDUCATIONAL AND OCCUPATIONAL INFORMATION:**

Selection, utilization, and evaluation of educational and occupational information materials; familiarization with standard labor market data, current requirements for admission into college, and available sources of placement information.

3 qtr. hrs.

**EDC 525. INDEPENDENT RESEARCH: COMMUNITY RESOURCES:**

Designed to enable the graduate student to acquire the skills

and knowledge needed to develop, organize, and utilize a working resource file of local and national organizations and agencies (medical, pastoral, social welfare, mental, educational, industrial, labor, commercial, governmental, and recreational).

3 qtr. hrs.

**EDC 528. CAREER EDUCATION:**

Assistance for teachers, counselors, administrators and social agency personnel in improving their career education functions through a coordinated and concentrated effort of occupational guidance integrated within the total curriculum.

3 qtr. hrs.

**EDC 529. THE PSYCHOLOGY OF LIFE STYLE AND CAREER DECISION MAKING:**

Focuses on theories, strategies, information, assessment, and resources to be used in the career counseling of children, youth, and adults.

3 qtr. hrs.

**EDC 530. PSYCHOLOGY OF INDIVIDUAL DIFFERENCES:**

An overview of diversity in all forms, perceptions of diversity and their importance on society and self.

4 qtr. hrs.

**EDC 531. PSYCHOLOGY OF PERSONALITY DEVELOPMENT:**

Personality theory and abnormal psychology are discussed with emphasis on dynamic of personal behavior. This course discusses a representative selection of personality theories, personality structure, development, dynamics, maladaptive behavior, and personality change.

3 qtr. hrs.

**EDC 532. PSYCHOLOGY OF LEARNING DISABILITIES & OTHER EXCEPTIONALITIES:**

Designed to provide an overview of the range of handicapping conditions for which educational program standards have been developed. Emphasis is given to the cognitive and affective impact upon the individual and family.

4 qtr. hrs.

**EDC 533. PSYCHOMETRICS:**

A graduate level course designed to foster knowledge and skills related to the principles and application of psychological measurement with emphasis on

standardized group tests of intelligence, academic achievement, special aptitude tests, personality measures, interest inventories, and attitude scales.

3 qtr. hrs.

**EDC 534. INDIVIDUAL PSYCHOLOGICAL EVALUATION OF EXCEPTIONAL CHILDREN:**

This course provides students with insight into the processes necessary for the effective evaluation of special needs individuals. The school psychology student will be exposed to requirements for completing a non-discriminatory and multi-factored assessment and intervention-based assessment. The student will learn specific diagnostic and prescriptive techniques that lead to remediation and intervention as well as classification.

4 qtr. hrs.

**EDC 535. TEST INTERPRETATIONS AND CASE STUDIES:**

Understanding of the individual through the appraisal techniques of individual and group testing and case study. Tests include a wide range of educational and psychological instruments. Individual differences influenced by elements such as ethnic, cultural, and gender factors are considered.

3 qtr. hrs.

**EDC 536. PERSONALITY AND HUMAN DEVELOPMENT**

**ACROSS THE LIFE-SPAN:** Individual growth and development across the life-span are discussed with emphasis on dynamic of personal behavior. This course emphasizes the integrating theme that cognitive structure is an important director of human behavior, and that the understanding of personality requires that we understand the role of cognitive structure personality. While this cognitive perspective is emphasized, the course covers a wide range of concerns to the student of personality across the life-span. It discusses a representative selection of personality theories, personality structure, development, dynamics, maladaptive behavior, and personality change.

3 qtr. hrs.



**EDC 537. DIAGNOSIS AND TREATMENT PLANNING IN COUNSELING:** Development of skills related to the use of the current edition of the Diagnostic and Statistical Manual for Mental Disorders as a tool for diagnosing the conditions of clients. Treatment plans designed to guide the counselor's treatment for specific evaluations are examined. 3 qtr. hrs.

**EDC 539. ORGANIZATION AND ADMINISTRATION OF PUPIL PERSONNEL SERVICES:** The effective planning, developing and administering a totally balanced and coordinated program of pupil services. 3 qtr. hrs.

**EDC 543. THEORIES AND TECHNIQUES OF COUNSELING:** Through analysis of varied theoretical models, skills in counseling will be developed in an integrated approach for modifying the behavior of children, youth, and adults through individual and system change. 4 qtr. hrs.

**EDC 544. PHILOSOPHICAL, PROFESSIONAL, ETHICAL & LEGAL ASPECTS OF COUNSELING:** Study of philosophical assumptions of the various theories of counseling and psychotherapy. Treatment of counseling ethics and professional practices; laws and court decisions pertaining to counseling. 3 qtr. hrs.

**EDC 545. PRACTICUM: COUNSELING TECHNIQUES:** Supervised experience in counseling. Both group and individualized instruction and supervision. Last course for master's degree. 5 qtr. hrs.

**EDC 551. INTRODUCTION TO STUDENT PERSONNEL:** This is an entry level course providing an overview of the student affairs profession to include history of the profession, roles of the student affairs practitioner, developmental theory, and legal and ethical issues. 3 qtr. hrs.

**EDC 553. INTERNSHIP IN COLLEGE PERSONNEL SERVICES:** Participate as a professional to gain significant practical experience in a student affairs office under the supervision of a practicing professional. The

student is required to take a total of 9 quarter hours over 3 quarters. Each internship experience must be at a different site. 9 qtr. hrs.

**EDC 555. ADMINISTRATION AND ORGANIZATION OF COLLEGE STUDENT PERSONNEL PROGRAMS:** This course deals with issues of the administration of student personnel programs in colleges and universities and examines the organizational structures associated with the delivery of these programs in the context of current higher education administrative environments. 3 qtr. hrs.

**EDC 571. FOUNDATIONS OF CHILD AND ADOLESCENT NEUROPSYCHOLOGY:** Historical models of brain organization. Normal and abnormal neuropsychological development with a focus on functional systems. Basic neuroanatomy. Relationship to learning and school achievement. Special neurological pathologies in children and their impact on learning. Theory, status, research, and clinical applications in pediatric neuropsychology. Screening and referral decisions. Implications for instruction, treatment, and rehabilitation. 3 qtr. hrs.

**EDC 572. ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST:** Topics of significance in the profession of school psychology, with emphasis on history and foundations of school psychology, legal and ethical issues, professional issues and standards, and roles and functions of the school psychologist. 4 qtr. hrs.

**EDC 573. ORIENTATION TO THE EDUCATIONAL PROCESS:** Directed observation of and participation in the normal school process under supervision within the school. Required of all school psychology candidates who do not have either teaching certificates or at least two years of successful full-time employment experiences serving clients in a human service agency. 2 qtr. hrs.

**EDC 574. INDEPENDENT STUDY:** Independent study undertaken with permission of the chairman. 1-3 qtr. hrs.

**EDC 576. INDIVIDUAL COGNITIVE ASSESSMENT:** Administration, scoring, evaluation and interpretation of intelligence tests, and their use in conducting multifactorial evaluations of children and youth, birth through age 21. (Course limited to those students in psychology programs.) 4 qtr. hrs.

**EDC 577. INDIVIDUAL BEHAVIORAL AND PERSONALITY ASSESSMENT:** This course will introduce the school psychology student to the multifactorial evaluation process. The assessment focus will be on the pre-referral process, observations of pupil behavior, the use of teacher and parent rating scales, the use of pupil self-rating procedures, the use of interviews with pupils, and direct assessment procedures. Assessment of background information through review of records and through interviews with parents and teachers is included. 4 qtr. hrs.

**EDC 578. CONSULTATION IN THE SCHOOLS:** The role of the consultant in a school setting is examined with emphasis on acquiring effective consultation skills. A school-based problem-solving model is presented that requires development of appropriate consultant skills. 4 qtr. hrs.

**EDC 579. PRACTICUM: INDIVIDUAL ASSESSMENT AND INTERVENTION:** Assessment and intervention experiences, supportive of tests learned in EDC 534, 576, and 577, and of interventions learned in 596, and of consultation skills learned in EDC 578, carried out in schools under the supervision of school psychologists. 3 qtr. hrs.

**EDC 580. GUIDANCE IN THE ELEMENTARY SCHOOL:** Guidance in the Elementary is a course for teachers and counselors to discuss concepts and techniques of guidance within the framework of the elementary school. The emphasis is on today's child; child problem situations; theories for understanding child behavior; basic guidance services; roles and responsibilities of personnel; cross-cultural counseling; consulting

with parents, teachers, and administrators; record analysis, observation; pupil-participating assessment techniques; and information dissemination and career education. 3 qtr. hrs.

**EDC 581. TECHNIQUES OF CHILD COUNSELING:** This course focuses on practical counseling, consulting, and intervention techniques for specific developmental, social, or behavior problems children experience. The course will provide suggestions for counseling all children, including the exceptional and those who are experiencing special concerns resulting from societal problems. 3 qtr. hrs.

**EDC 583. THEORIES AND TECHNIQUES OF GROUP COUNSELING:** Course content focuses on the stages, theories, strategies, and applications of the group counseling process. 4 qtr. hrs.

**EDC 584. PRACTICUM: GROUP COUNSELING:** Supervised practice and observation in group counseling techniques. 4 qtr. hrs.

**EDC 594-595. INTERNSHIP IN SCHOOL PSYCHOLOGY:** A job-related program for nine months under the immediate supervision of a certified school psychologist. The intern will receive a stipend, made available from the State of Ohio foundation funds. 12 qtr. hrs.

**EDC 598. FIELD EXPERIENCE IN SOCIAL AGENCIES:** Directed experience in professional functions within cooperating social agencies in the community. 4 qtr. hrs.

**EDC 599. FIELD EXPERIENCE IN SCHOOL COUNSELING:** Extensive directed experience in professional functions within cooperating schools and community organizations. May be taken three times. Prerequisite: permission, department chair. 4 qtr. hrs.

**EDC 600. CULMINATING SEMINAR:** This course prepares students to take a comprehensive examination covering the course content of their masters degree program. In addition for students who will seek certification as School Counselors or licensure as

Professional Counselors or Professional Clinical Counselors the course serves as a preparation for the competency exams related to these credentials. 2 qtr. hrs.

**EDC 602. COUNSELING SEMINAR:** The goal of the Counseling Seminar is to assist graduate students in gaining knowledge and increased skills within the Counseling, Guidance, and Program Administration Core within the Teacher Education and Certification Standards for a school counselor by the State of Ohio. 1-6 qtr. hrs.

**EDC 623. FOUNDATIONS OF CLINICAL COUNSELING:** Description of the specific aspects of personality theory and cultural and biological factors that lead to an understanding of abnormal behavior and psychopathology as it affects a wide range of individuals from children through the aged. The relevance of these concepts and theories to clinical counseling is explored. This incorporates theory (quantitative) and group exercises (qualitative and performative knowledge). 4 qtr. hrs.

**EDC 630. EVALUATION OF EMOTIONAL AND MENTAL CONDITION:** Includes the use of assessment procedures in diagnosis, treatment planning, and outcome measurement. Methods of administering and interpreting individual and group standardized tests of mental ability interest, and personality are emphasized. 4 qtr. hrs.

**EDC 631. DIAGNOSIS OF EMOTIONAL AND MENTAL DISORDERS:** Presentation of the mental status exam and other means of developing a diagnosis as described in the current edition of the "Diagnostic and Statistical Manual for Mental Disorders." Special problems including mental retardation, psychosexual disorders, substance abuse, and addiction are also considered. This incorporates theory (quantitative knowledge) and case studies (qualitative and performative knowledge). 4 qtr. hrs.

**EDC 635. MARRIAGE AND FAMILY COUNSELING:** This graduate level course is designed to introduce

students to systems theory, the dynamics of human relationships, theories and techniques of marital and family counseling, and professional and legal issues in marital and family counseling. Students will acquire skills and understanding relative to the role of the counselor in assisting families to develop new strategies to solve problems and facilitate individual and family growth. 4 qtr. hrs.

**EDC 655. CAREER GUIDANCE INSTITUTE:** Designed to assist counselors, teachers, and administrators in implementing an effective career guidance program and promote a positive working relationship between education and business and industry leaders. 3 qtr. hrs.

**EDC 673. COUNSELING MULTIETHNIC POPULATIONS, DOMESTIC AND GLOBAL:** Designed to develop sensitivity and awareness in human diversity; introduce multicultural concepts, competencies, and research; and provide an experiential component. 3 qtr. hrs.

**EDC 680. THEORIES OF CLINICAL COUNSELING:** This course provides a critical review of theory construction, an overview of a wide range of theories and an understanding of matching the theory to the individual and presenting problem. Includes techniques used with a wide range of populations and conditions. This includes theory (quantitative knowledge), self reflection (qualitative knowledge), and small group exercises (performative knowledge). 4 qtr. hrs.

**EDC 681. INTEGRATIVE APPROACH TO CLINICAL COUNSELING:** Assistance for the students in selecting that theory or those aspects of various theories of clinical counseling that best characterize their approach to clients. Emphasis is on the integration of theories with the counselor's personal characteristics and experience. This includes emphasis on self reflection (qualitative knowledge), theory (quantitative knowledge), and counseling exercises (performative knowledge). 4 qtr. hrs.

**EDC 682. COUNSELING MARITAL AND FAMILY CONFLICT:** Theories and techniques used in the intervention of serious crisis situations, family violence, child abuse, and other related matters (about two-thirds of class time is devoted to theory — quantitative knowledge and one-third small group exercises — performative and qualitative knowledge). 4 qtr. hrs.

**EDC 683. TREATMENT OF MENTAL AND EMOTIONAL DISORDERS:** Presentation of methods utilized in treatment and management of mental disorders including treatment planning, counseling techniques, record keeping, and referral procedures, and use of psychotropic medication. 4 qtr. hrs.

**EDC 684. SPECIAL PROBLEMS IN TREATING THE SEVERELY MENTALLY DISABLED PERSON:** Unique needs of the severely mentally disabled persons including the chronic schizophrenic population and a wide spectrum of treatment modalities. This incorporates theory and lecture (quantitative knowledge) with participation and interaction with guest members (qualitative and performative knowledge). 4 qtr. hrs.

**EDC 685. SPECIAL PROBLEMS IN TREATING THE SEVERELY EMOTIONALLY DISTURBED CHILD:** Unique needs of the severely emotionally disabled child approaches treatment from a systems approach. This incorporates theory and lecture (quantitative knowledge) with interaction with guest members (qualitative and performative knowledge). 4 qtr. hrs.

**EDC 690. INTERNSHIP IN CLINICAL COUNSELING:** Supervised experience in a field placement setting that specializes in the evaluation and treatment of persons with emotional and mental disorders. This incorporates on-site experience with self-reflection model and case presentations in a senior format (qualitative and quantitative knowledge). 6 qtr. hrs.

## Department of EDUCATIONAL ADMINISTRATION (EDA)

Charles J. Russo  
Chair of the Department

It is the primary mission of the Department of Educational Administration to prepare individuals to be educators and scholar-practitioners who will understand and be able to implement a leadership role. The department is committed to productive scholarship, effective teaching, disciplined inquiry, collaborative learning, and the acceptance, in an academic sense, of divergent views.

The Department of Educational Administration is committed to providing quality instruction and support to individuals who 1) have demonstrated leadership potential within an educational setting and have expressed interest in pursuing a master's degree in educational leadership, or 2) hold a master's degree and wish to pursue a specific administrative certification program, or 3) are interested in earning the Educational Specialist's degree or the Ph.D., or 4) wish to improve their educational leadership knowledge and skills.

### ADMISSION REQUIREMENTS

(See School of Education requirements)

#### Advisor

Upon acceptance into the program, the student will be assigned a faculty advisor who will be available to help develop a course of study to meet the individual needs of the student.

### DEGREE REQUIREMENTS

To earn a Master of Science in Education Degree in Educational Leadership, the student is required to complete a minimum of 45 quarter hours, achieving a grade point average of 3.0 or better. The following courses

are included in the required 45 quarter hours:

EDA 505	Educational Leadership . . . 4
EDA 506	School Administration . . . 4
EDA 509	Supervision . . . 4
EDA 513	Evaluation of Educational & Organizational Systems . . . 4
EDA 511	Curriculum . . . 4
EDA 510	Instructional Leadership . . . 4
EDT 502	Philosophical Studies in Education . . . 4
EDC 530	Psychology of Individual Differences . . . 4
EDA 515	School Law I . . . 3
EDA 508	Computers in Educational Leadership . . . 3
EDA 507	Planned Field Experience I . . . 4
EDA 519	Independent Learning . . . 3

### DEPARTMENTAL CONFERENCE

Students are no longer required to participate in Departmental Conferences prior to graduation. In light of possible changes concerning state licensure/certification, the Department is exploring other options in lieu of the Conferences. Students will still be sent a program evaluation questionnaire that they must return to the Departmental office three weeks prior to graduation.

### SUPERVISOR'S CERTIFICATE WITHIN THE MASTER'S DEGREE

A student may apply for a supervisor's certificate upon completing the course work required for the master's degree in Educational Leadership and providing evidence of 27 months of successful teaching experience under a standard certificate. Application for the certificate should be made through the School of Education, Office of the Assistant Dean.

### ELEMENTARY SCHOOL PRINCIPAL'S CERTIFICATE

A total of 68 quarter hours is required to obtain an elementary school principal's certificate. If 45 of the

hours have been completed through the master's degree program, an additional 23 quarter hours will be needed to fulfill the requirements for a principal's certificate.

The 23 quarter hours of post-master's coursework required for the elementary school principal's certificate are listed below:

EDA 604	Elementary School Administration .....	3
EDA 610	Curriculum Development & Leadership .....	3
EDA 621	Public Relations/Policy Development .....	3
EDA 615	School Law II .....	3
EDA 617	School Finance & Economics .....	4
EDA 626	Staff Personnel Services .....	4
EDA 607	Planned Field Experience II .....	3

Also required is evidence of 27 months of satisfactory teaching experience of which at least 18 months shall have been in grades K-8 under a standard teaching certificate or under a standard special teaching certificate.

## SECONDARY SCHOOL PRINCIPAL'S CERTIFICATE

A total of 68 quarter hours is required to obtain a secondary school principal's certificate. If 45 of the hours have been completed through the master's degree program, an additional 23 quarter hours will be needed to fulfill the requirements for a principal's certificate.

The 23 quarter hours of post-master's course work required for the secondary school principal's certificate are listed below:

EDA 605	Secondary School Administration .....	3
EDA 610	Curriculum Development & Leadership .....	3
EDA 621	Public Relations/Policy Development .....	3
EDA 615	School Law II .....	3
EDA 617	School Finance & Economics .....	4
EDA 626	Staff Personnel Services .....	4
EDA 607	Planned Field Experience II .....	3

Also required is evidence of 27 months of satisfactory teaching experience of which at least 18 months shall have been in grades 7-12 under a standard high school teaching certificate or under a standard special teaching certificate.

## EDUCATIONAL ADMINISTRATIVE SPECIALIST CERTIFICATE

The Educational Administrative Specialist certificate may be earned with a total of 68 quarter hours issued in the following areas of specialization:

- 1) Business Management
- 2) Educational Research
- 3) Educational Staff Personnel Administration
- 4) Instructional Services
- 5) Pupil Personnel Administration
- 6) School and Community Relations
- 7) Special Education (Exceptional Children)

For information concerning this type of certificate, contact the Department of Educational Administration at (937) 229-3737.

## ASSISTANT SUPERINTENDENT'S CERTIFICATE

A total of 75 quarter hours is required to obtain an assistant superintendent's certificate. If 45 of the hours have been completed through the master's degree program, an additional 30 quarter hours will be needed to fulfill the requirements for an assistant superintendent's certificate.

The 30 quarter hours of post-master's coursework required for the assistant superintendent's certificate are listed below:

EDA 604	Elementary School Administration .....	3
EDA 605	Secondary School Administration .....	3
EDA 610	Curriculum Development & Leadership .....	3
EDA 621	Public Relations/Policy Development .....	3
EDA 615	School Law II .....	3

EDA 617	School Finance & Economics .....	4
EDA 626	Staff Personnel Services .....	4
EDA 607	Planned Field Experience II .....	3
EDA 716	Business Affairs & Physical Resources .....	4

Also required is evidence of 27 months of satisfactory experience in a teaching, supervisory or administrative position under the appropriate certificate.

## SUPERINTENDENT'S CERTIFICATE

A total of 90 quarter hours is required to obtain a superintendent's certificate. If 45 of the hours have been completed through the master's degree program, an additional 45 quarter hours will be needed to fulfill certification requirements.

The 45 quarter hours of post-master's course work required for superintendent certification are as follows:

EDA 604	Elementary School Administration .....	3
EDA 605	Secondary School Administration .....	3
EDA 610	Curriculum Development & Leadership .....	3
EDA 621	Public Relations/Policy Development .....	3
EDA 615	School Law II .....	3
EDA 617	School Finance & Economics .....	4
EDA 626	Staff Personnel Services .....	4
EDA 607	Planned Field Experience II .....	3
EDA 716	Business Affairs & Physical Resources .....	4
EDA 718	The Superintendency .....	4
EDA 719	Human Relations in Educational Leadership .....	4
EDA 710	Curriculum Evaluation & Instruction .....	3
EDA 722	Collective Bargaining & Contract Management .....	4

Also required is evidence of 27 months of satisfactory experience in an

administrative or supervisory position under the appropriate certificate.

## COURSES OF INSTRUCTION

**EDA 505. EDUCATIONAL LEADERSHIP:** The focus of this course is leadership within schools and the role of the leader in maintaining and/or bringing about change within the school building, department or other educational unit. 4 qtr. hrs.

**EDA 506. SCHOOL ADMINISTRATION:** This survey course in school administration focuses upon the history and philosophies of administration, theories of administration, the school governance system, and major administrative task areas. 4 qtr. hrs.

**EDA 507. PLANNED FIELD EXPERIENCE I:** This course provides opportunities for the student to experience supervisory responsibilities. Emphasis is placed on practicing the skills learned in the master's program, receiving feedback on efforts, and relating practice to theory. Should be taken in the last 15 hours of the program. 4 qtr. hrs.

**EDA 508. COMPUTERS IN EDUCATIONAL LEADERSHIP:** This course focuses on understanding the uses of the computer for instructional and management purposes. Emphasis is placed on planning for instruction, evaluating software and hardware, record keeping, projecting costs, etc. 3 qtr. hrs.

**EDA 509. SUPERVISION:** This course is designed to explore supervision concepts and skills essential to providing leadership in the improvement of teaching and learning. Emphasis is placed on the means of providing leadership in supervisory task areas. 4 qtr. hrs.

**EDA 510. INSTRUCTIONAL LEADERSHIP:** This course develops the skills and attitudes essential to helping others refine their instructional effectiveness. Emphasis is placed on helping teachers use alternative models of teaching (reading and math emphasized), prescribing appropriate learning approaches, and using classroom observation data. 4 qtr. hrs.

**EDA 511. CURRICULUM:** This course develops an understanding of the history, purposes, and practices of the elementary/secondary school with emphasis upon materials and practices which have been found effective. 4 qtr. hrs.

**EDA 513. EVALUATION OF EDUCATIONAL & ORGANIZATIONAL SYSTEMS:** This course is designed to develop knowledge and skills necessary for researching program effectiveness with emphasis placed on delineating, collecting, analyzing, and applying descriptive and judgmental information for the purpose of decision-making. 4 qtr. hrs.

**EDA 515. SCHOOL LAW I:** This course addresses legal issues pertinent to teacher, administrator, and student legal rights and responsibilities in daily school happenings. The legal process, structures of the law, legislation/litigation, and practices to avoid legal infringements are addressed. Primary emphasis is on building level activities. 3 qtr. hrs.

**EDA 519. INDEPENDENT LEARNING:** This course involves an in-depth project in the area of educational leadership. The activity may be research-based or may involve evaluation of a recently planned and implemented project within a school system or organization. 3 qtr. hrs.

**EDA 604. ELEMENTARY SCHOOL ADMINISTRATION: POLICY & PRACTICE:** This course places emphasis on the application of the administrative processes to the elementary school setting. Administering the day-to-day operation, and managing and evaluating the elementary school program are addressed. 3 qtr. hrs.

**EDA 605. SECONDARY SCHOOL ADMINISTRATION: POLICY & PRACTICE:** Emphasis is placed on the application of the administrative process as well as the research on school effectiveness to the secondary school setting. Focus includes administering the day-to-day operation, as well as managing and evaluating the secondary school program. 3 qtr. hrs.

**EDA 607. PLANNED FIELD EXPERIENCE II:** The planned field experience is intended to provide the participant an opportunity to relate the course work, research, simulation, and independent study in which he/she has engaged to actual problems encountered in administering the elementary or secondary school building/program. 3 qtr. hrs.

**EDA 610. CURRICULUM LEADERSHIP:** (See EDA 811). 3 qtr. hrs.

**EDA 615. SCHOOL LAW II:** (See EDA 815). 3 qtr. hrs.

**EDA 617. SCHOOL FINANCE:** (See EDA 817). 4 qtr. hrs.

**EDA 621. PUBLIC RELATIONS AND POLITICS:** (See EDA 821). 3 qtr. hrs.

**EDA 626. STAFF PERSONNEL SERVICES:** This course looks at the systematic selection, evaluation, assignment, and development of both professional and classified school personnel. Emphasis is placed on professional negotiations with an analysis of various negotiated agreements as they relate to the staff and to administration. 4 qtr. hrs.

**EDA 708. COMPUTERS IN EDUCATIONAL LEADERSHIP:** (See EDA 508). 3 qtr. hrs.

**EDA 710. CURRICULUM EVALUATION AND INSTRUCTION:** (See EDA 810). 3 qtr. hrs.

**EDA 716. BUSINESS AND FACILITIES MANAGEMENT:** (See EDA 816). 4 qtr. hrs.

**EDA 718. THE SUPERINTENDENCY:** (See EDA 818). 4 qtr. hrs.

**EDA 719. HUMAN RELATIONS IN EDUCATIONAL LEADERSHIP:** (See EDA 819). 4 qtr. hrs.

**EDA 722. COLLECTIVE BARGAINING:** (See EDA 822). 4 qtr. hrs.

## EDUCATIONAL SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP (EDL)

Charles J. Russo, Program Director

**The Educational Specialist Degree is Offered Jointly by The Colleges of Education and The Graduate Schools of The University of Dayton and Wright State University**

This Post-Master's Educational Specialist Degree, Ed.S., program is designed to enhance individual capabilities for educational leadership in the following roles: superintendent, assistant superintendent, director, supervisor, and principal. The areas of staff/organizational development, program development and evaluation, law/finance/facilities, public relations, research, and computers are included. Emphasis is given to preparing individuals for central office positions.

A planned program of study requires a minimum of 50 quarter hours of graduate work beyond the master's degree. Course work is offered in a sequential order so that all requirements can be completed in a two-year period. The program may be completed either at the University of Dayton or at Wright State University. Previous post-master's course work may be transferred into the program if it supports the objectives of the overall program.

### ADMISSION REQUIREMENTS

1. Admission to the Graduate School.
2. A master's degree.
3. Three years of professional experience in teaching and/or administration.

4. Submission of 3 letters of recommendation.
5. Earned cumulative grade point average of 3.5 or better on the graduate level.
6. Acceptance by a committee of department members.

### PROGRAM REQUIREMENTS

#### Quarter Hours

#### Core Courses ..... 17

EDA 819	Human Relations .....	4
EDA 810	Curriculum Evaluation & Instruction .....	3
EDA 812	Program & Staff Development & Evaluation ....	4
EDT 808	Ideas that Shape American Education .....	3
EDT 803	Research .....	3

#### Concentration Courses ..... 28

EDA 818	The Superintendency ....	4
EDA 811	Curriculum Leadership .	3
EDA 708	Computers in Educational Leadership .....	3
EDA 822	Collective Bargaining ....	4
EDA 821	Public Relations/Politics	3
EDA 817	School Finance .....	4
EDA 816	Business & Facilities Management .....	4
EDA 815	School Law .....	3

#### Field-Based Experience ..... 3

#### Research Project ..... 2

### COURSES OF INSTRUCTION

The following specialist degree courses are offered through the University of Dayton:

**EDT 803. RESEARCH:** The student considers practical applications and issues in research as they relate to educational leadership. It is assumed that all students have demonstrated competency in basic descriptive and inferential statistics. 3 qtr. hrs.

**EDA 807. RESEARCH PROJECT:** Completion of the research project is an integral part of this degree program. Students earn two quarter hours of credit for the completion of their research project. This project will

relate to the individual's course work, interest, and work responsibilities. 2 qtr. hrs.

**EDT 808. IDEAS THAT SHAPE AMERICAN EDUCATION:** This course addresses the ideas which have shaped American education. Particular emphasis will be placed upon the learner and the curriculum. Underlying these considerations and emphases is the assumption that history may be utilized as a policy science. 4 qtr. hrs.

**EDA 810. CURRICULUM EVALUATION AND INSTRUCTION:** This course is designed to refine participant understanding of the realms of meaning, characteristics of effective programs, research findings on effective instruction, and curriculum management. 3 qtr. hrs.

**EDA 811. CURRICULUM DEVELOPMENT AND LEADERSHIP:** This course is designed to develop the skills and abilities necessary to lead others in the curriculum development/refinement process. 3 qtr. hrs.

**EDA 812. PROGRAM & STAFF DEVELOPMENT:** This course is designed to strengthen student competence with program development and evaluation processes. Major emphasis is focused on staff development planning, program implementation, and program assessment. 4 qtr. hrs.

**EDA 815. SCHOOL LAW II:** This course addresses the statutes and judicial decisions which relate to schools and the responsibilities of boards of education, teachers, and administrators. Emphasis is placed on understanding the legal framework as it relates to providing quality education. 3 qtr. hrs.

**EDA 816. BUSINESS AND FACILITIES MANAGEMENT:** In this course the student examines the fiscal operation of school districts from a business affairs point of view, as well as the proper use of the school district's physical resources. Energy conservation, facilities for the handicapped, and construction of new facilities are discussed. 4 qtr. hrs.

**EDA 817. SCHOOL FINANCE:** This course presents guiding principles for developing adequate financial programs; the detailed study of sources of revenues, local, state, and federal; and the procedures in managing school funds with reference to budgeting, accounting, and auditing. 4 qtr. hrs.

**EDA 818. THE SUPERINTENDENCY:** This course addresses the duties and responsibilities of central office administrators, especially those of the superintendent. Emphasis is placed on board of education relations, communication, and an analysis of the political structures within which the superintendent operates. 4 qtr. hrs.

**EDA 819. HUMAN RELATIONS IN EDUCATIONAL LEADERSHIP:** This course focuses on improving the student's ability to communicate effectively in complex social systems. Emphasis is placed on group process, conflict management, values, and leader communication in an organization. 4 qtr. hrs.

**EDA 821. PUBLIC RELATIONS AND POLITICS:** This course is designed to assist school administrators in refining their communication skills and political understandings. Provisions are made for the development of guidelines, techniques, and practices which facilitate wholesome relationships between school and community. 3 qtr. hrs.

**EDA 822. COLLECTIVE BARGAINING:** This course provides students with a history of the development of collective bargaining, the procedures and techniques of collective bargaining and contract management, and the role and responsibilities of administrators in carrying out these functions. 4 qtr. hrs.

**EDA 833. PLANNED FIELD EXPERIENCE III:** This experience is intended to provide the participant with an opportunity to relate the coursework, research, simulation, and independent study in which he/she has engaged to actual problems encountered in administration. 3 qtr. hrs.

**EDA 841. HISTORY, PHILOSOPHY, AND CURRICULUM OF HIGHER**

**EDUCATION:** (See EDA 941). 3 qtr. hrs.

**EDA 842. STUDENT CHOICE IN HIGHER EDUCATION:** (See EDA 942). 3 qtr. hrs.

**EDA 843. CRITICAL REFLECTION IN HIGHER EDUCATION LEADERSHIP:** (See EDA 943). 4 qtr. hrs.

**EDA 844. BUILDING LEARNING COMMUNITIES IN HIGHER EDUCATION:** (See EDA 944). 4 qtr. hrs.

**EDA 845. PUBLIC POLICY IN HIGHER EDUCATION:** (See EDA 945). 4 qtr. hrs.

**EDA 846. LEGAL ISSUES IN HIGHER EDUCATION:** (See EDA 946). 3 qtr. hrs.

## PH.D. IN EDUCATIONAL LEADERSHIP (DEL)

The Ph.D. Program in Educational Leadership is designed for elementary and secondary school educators who are committed to providing leadership in the schools (Pre-K-12), and for higher education personnel whose focus is the preparation of elementary and secondary school educators. The program seeks to prepare scholar-practitioners, that is, leaders who 1) value both speculative and practical knowledge and engage in continuous inquiry on professional concerns; 2) deliberate with colleagues upon organizational purposes and the means for achieving them; 3) work selflessly with others; and 4) commit themselves to improving the quality of life within society.

### ADMISSION REQUIREMENTS

1. Master's degree.
2. A minimum 3.5 grade point average in a master's degree program.

3. Three letters of recommendation.
4. A minimum score of 40 on the Miller Analogies Test (MAT) or 430 on the verbal and 490 on the analytical sections of the Graduate Record Exam (GRE).
5. Submission of a research paper which was completed during the applicant's master's work.

### COURSEWORK

Formal coursework in the Ph.D. program is organized around the concepts of research, foundations, organizational behavior, school management, and personal-professional growth. Coursework in an academic field outside of education is also required. Minimum requirements are as follows:

- Research—9 qtr. hrs.
- Dissertation—15 qtr. hrs.
- Foundations—16 qtr. hrs.
- Organizational Principles and Issues—12 qtr. hrs.
- Personal-Professional Development—9 qtr. hrs.
- Program Concentration—21 qtr. hrs.
- Cognate Area—18 qtr. hrs.
- Total: 100 qtr. hrs.

### Residency

The program embodies a full-time residency requirement of two consecutive trimesters on campus. The two terms may be August-May; or January-August.

### Comprehensive Examination

In addition to completing coursework and residency requirements, students will successfully complete a comprehensive examination based on the contents of their coursework.

### COURSES OF INSTRUCTION

**EDA 901. INQUIRY, THEORY, AND QUALITATIVE RESEARCH:** Course emphasizes the design of studies and the issues faced by researchers using qualitative methods. Focus is on field work methods in educational settings, specifically observation, interviewing, collecting



written documents, using questionnaires, and data reduction and analysis.  
3 qtr. hrs.

**EDA 902. INTRODUCTION TO QUANTITATIVE RESEARCH AND STATISTICS:** Course is designed to provide an introduction to the methods and techniques used in quantitative research methodology. No previous research or statistical background is assumed.  
3 qtr. hrs.

**EDA 903. STATISTICS AND ADVANCED RESEARCH:** Course is designed to extend the focus of EDA 902 with particular emphasis on experimental design methodology and the use of computer programs in analyzing research data.  
3 qtr. hrs.

**EDA 904. DISSERTATION:** Course is designed to provide each Ph.D. candidate the opportunity to pursue, with faculty guidance and support, inquiry on a topic of personal significance which also offers promise of adding to the knowledge base of the profession. Prerequisite: Successful completion of comprehensive examination.  
a minimum of 15 qtr. hrs.

**EDT 911. THE STRUCTURE OF KNOWLEDGE:** Prospective leaders will become familiar with intellectual issues in the realms of meaning so that they may lead their school faculties in examining curricular implications of these issues.  
4 qtr. hrs.

**EDT 912. CULTURE OF THE SCHOOLS:** Examination of the school culture and an analysis of how social, political, and environmental influences affect student behavior and teacher and administrator practices.  
4 qtr. hrs.

**EDT 913. HISTORY OF EDUCATIONAL ADMINISTRATION:** An historical introduction to the development of educational administration as a profession; emphasis is placed on development of the knowledge base and its applicability to leaders who choose to be scholar-practitioners.  
3 qtr. hrs.

**EDA 914. CATHOLIC EDUCATION: AN ANALYSIS OF CHURCH DOCUMENTS AND COMMENTARIES:** Development of an understanding of the history, principles and issues of Catholic social teaching.  
4 qtr. hrs.

**EDT 914. ETHICS IN EDUCATIONAL LEADERSHIP:** In this doctoral seminar, students carefully examine the moral dimension of decision-making in educational leadership. Particular attention is given to the development of a model for the articulation of moral views and its application to case situations.  
4 qtr. hrs.

**EDA 915. CATHOLIC SCHOOL: HISTORY AND FUTURE:** Study of the history of United States Catholic schools, elementary through university, within the political, social, economic and religious context.  
4 qtr. hrs.

**EDA 921. ORGANIZATIONAL THEORY:** Development of organizational concepts that will help educational leaders become skilled organizational diagnosticians. Emphasis will be centered upon organizational behavior and how the leader can use the theories and research of the field in dealing with problems involving people.  
4 qtr. hrs.

**EDA 922. ORGANIZATIONAL CHANGE AND DEVELOPMENT:** Development of the fundamental concepts, and procedures relative to effective planning. Applications of these concepts will also be made to program development and evaluation.  
4 qtr. hrs.

**EDA 923. EFFECTIVE CATHOLIC SCHOOLS:** Course focuses on the application of leadership theory and behavior in the Catholic school setting.  
4 qtr. hrs.

**EDA 924/925. ISSUES IN EDUCATIONAL LEADERSHIP I & II:** This Ph.D. residency seminar provides an opportunity for students to integrate their learning from other courses in educational leadership. It is designed to require that each student create his/her own individual synthesis as the entire class develops and justifies their identification of the crucial issues in educational leadership.  
4 qtr. hrs.  
over two terms of residency.

**EDA 930/931. SEMINAR IN WRITING I & II:** The major focus of this two-term course is developing a literature review. Corollary emphases include refining one's writing style, mastering APA, and critiquing the work of others. Prerequisite: Admission to the Ph.D. Program and completion of the core foundations coursework.  
4 qtr. hrs.  
over two terms of residency.

**EDA 932/933. INTERNSHIP I & II:** Taken in conjunction with required field involvements, students are to reflect upon their leadership behavior and the behavior of those with whom they work, to link theory and practice, and to generate theory from practice. Prerequisite: Admission to the Ph.D. Program and completion of the core foundations coursework.  
5 qtr. hrs.  
over two terms of residency.

**EDA 941. HISTORY, PHILOSOPHY, AND CURRICULUM OF HIGHER EDUCATION:** This course examines the evolution of higher education in the United States from the colonial era to the present. Particular attention is given to the purpose(s) and curriculum of higher education as they evolve in American society.  
3 qtr. hrs.

**EDA 942. STUDENT CHOICE IN HIGHER EDUCATION:** This course examines the factors that influence student choice in higher education, including decisions about attending college, which college to attend, program of study, persistence, and graduate education. The ways in which student choice research can inform the development and refinement of enrollment management, study support services, and academic program development will also be analyzed and discussed.  
3 qtr. hrs.

**EDA 943. CRITICAL REFLECTION IN HIGHER EDUCATION LEADERSHIP:** This course examines the convergence between the literature on reflective practice, leadership theory, and leadership in higher education. Particular attention is given to the role of critical reflection in improving the practice of leadership in higher education.  
4 qtr. hrs.



**EDA 944. BUILDING LEARNING COMMUNITIES IN HIGHER EDUCATION:** This course examines the literature on governance in higher education, financial management in higher education, and the use of action inquiry methods. 4 qtr. hrs.

**EDA 945. PUBLIC POLICY IN HIGHER EDUCATION:** This course examines the literature on public policy, public finance of higher education, and critical social issues in higher education. It will explore the role of government agencies in the funding and regulation of financial and social issues in higher education. 4 qtr. hrs.

**EDA 946. LEGAL ISSUES IN HIGHER EDUCATION:** This course examines the literature on the law and higher education. It will provide a perspective on what active higher education administrators need to know about legal issues. 3 qtr. hrs.

## Department of HEALTH AND SPORT SCIENCE

Lloyd L. Laubach  
Chair of the Department

The Department of Health and Sport Science offers a program leading to the Master of Science in Education. It is a flexible, personalized program providing the student with advanced training in physical education to develop special capabilities that will enable the student to become a competent practitioner and leader in the field of physical education.

### ADMISSION CRITERIA

Applicants must hold a bachelor's degree from an accredited institution (at least state and regional accreditation), unless specific exceptions are granted by the Associate Dean, and

must have attained a baccalaureate degree cumulative average of 2.75 or higher on a 4.0 scale. Students who have less than a 2.75 average may be admitted if they achieve a score of 40 or higher on the Miller Analogies Test (MAT) or scaled scores of 430 or higher on the verbal and 490 or higher on the analytical sections of the Graduate Record Exam (GRE). All applicants must submit three references from qualified professionals in appropriate fields.

### ADVISING

The coordinator of the graduate program within the department will act as the student's academic advisor. A personalized program will be planned with the student during the first term of enrollment in an effort to meet the student's professional and personal goals and needs. The coordinator will also counsel the student on the purpose and requirements of graduate work, selection of courses, and the options available within the department.

### PROGRAM REQUIREMENTS

A minimum of 45 quarter hours is required. Students must achieve an average of at least B (3.0) in all work undertaken to qualify for graduation. Students who receive grades of C or less in two courses will be dismissed from the program.

#### Candidacy

A student becomes a candidate for the master's degree if the cumulative point average for graduate work, the preliminary plan for the research project (if Option A), and the reference appraisals are judged acceptable by the graduate committee of the Department of Health and Sport Science.

The most important consideration in the admission of students to candidacy is the quality of their graduate work to date. Evidence of being able to meet all the graduation requirements must be given. The applicant who is deemed unqualified at this point will be advised to discontinue the program.

A student should apply for admission to candidacy after completion of 8

quarter hours of graduate work, including at least HSS 555, Survey of Research Processes and Design in Sport Science and HSS 560, Evaluation and Applied Statistics in Sport Science. Application is made by filing the official candidacy form with the Department of Health and Sport Science.

Successful completion of a written comprehensive examination is required for graduation. If the student chooses to write a thesis/research project, the comprehensive examination requirement is waived. The comprehensive examination, four hours in length, will basically cover the student's area of concentration (Sport Science courses.) The comprehensive examination may be taken during the student's last term of course work or upon the completion of the course work in the area of concentration. It is given once during each of the three regular terms. It is the student's responsibility to make formal application one month in advance for the examination. Examination dates will be posted at the beginning of each term. If a student fails the examination the first time, a second opportunity will be given. Failure the second time incurs failure and dismissal from the program.

#### Quarter Hours

Master of Science in Physical Education .....		45
Required Core Courses .....		16
EDT 502	Philosophical Studies in Education .....	4
EDT 501	Learning Theory and Education .....	4
OR		
EDT 504	Human Development and Education .....	4
HSS 555	Survey of Research Processes & Design in Sport Science .....	4
HSS 560	Evaluation & Applied Statistics in Sport Science .....	4

**Area of Concentration—Sport Science** ..... 18 quarter hours

**MUST TAKE A MINIMUM OF ONE COURSE FROM EACH OF THE THREE SUB-CATEGORIES. MUST DECLARE AREA OF INTEREST. SELECT ONE OF THE**

**FOLLOWING SUB-CATEGORIES.  
MINIMUM OF THREE COURSES  
REQUIRED IN STUDENT'S AREA  
OF INTEREST.**

*Quarter Hours*

- I. Historical and Sociological Aspects  
of Physical Education**
- HSS 510 History of Physical  
Education ..... 4
- HSS 519 Sport and Art ..... 3
- HSS 540 Minorities in Sport ..... 4
- HSS 575 Individual Studies in  
Sport Science ..... 1-8
- II. Administration: Methodology**
- HSS 523 Curriculum Development  
in Sport Science ..... 3
- HSS 529 Innovative Practice in  
Sport Science ..... 3
- HSS 547 Administration of  
Interscholastic and  
Intramural Athletics ..... 3
- HSS 548 Safety and the Law in the  
Sport Sciences ..... 3
- HSS 556 Issues in Sport Science  
(Seminar) ..... 3
- HSS 575 Individual Studies in  
Sport Science ..... 1-8
- III. Scientific Basis**
- HSS 531 Nutrition for Exercise/  
Sport ..... 4
- HSS 537 Biomechanics ..... 4
- HSS 538 The Nature and Basis of  
Motor Skill Acquisition ..... 3
- HSS 539 Vitamins and Minerals ..... 4
- HSS 550 Physiological Responses  
to Exercise ..... 4
- HSS 551 Laboratory Techniques  
for the Practitioner in  
Sport Science ..... 3
- HSS 563 Advanced Statistics in  
Sport Science ..... 4
- HSS 575 Individual Studies in  
Sport Science ..... 1-8

**Electives** ..... 3-6  
Courses selected from general, profes-  
sional, physical, or health education.

- Options** ..... 5-8
- A. Research Project ..... 5-8  
OR
- B. Additional coursework in physical  
education ..... 5

**COURSES OF INSTRUCTION**

**HSS 508. PHYSICAL EDUCATION  
WORKSHOPS:** Workshops designed

for study of special topics of current  
interest in physical education. May  
focus attention on substantive material  
or operational problems. May be  
repeated up to a maximum of 2 courses.  
1-4 qtr. hrs.

**HSS 509. HEALTH EDUCATION  
WORKSHOPS:** Workshops designed  
for study of special topics of current  
interest in health education. May focus  
attention on substantive material or  
operational problems. May be repeated  
up to a maximum of 2 courses.  
1-4 qtr. hrs.

**HSS 510. HISTORY OF SPORT  
AND PHYSICAL ACTIVITY:** Study  
of the development of sport and  
physical education from early cultures  
to the present time. Emphasis on the  
United States. 4 qtr. hrs.

**HSS 514. MOVEMENT BASED  
PHYSICAL EDUCATION IN THE  
ELEMENTARY SCHOOL:** Designed  
for Elementary Education and Physical  
Education Graduate Students who are  
returning to school for recertification.  
4 qtr. hrs.

**HSS 518. STUDENT TEACHING:**  
Course consists of teaching physical  
education under supervision in elemen-  
tary, middle, or high school. 10 qtr. hrs.

**HSS 519. SPORT AND ART:** An  
overview of sport as it is interpreted in  
selected pieces of literature, painting,  
and sculpt art, and film and theater.  
3 qtr. hrs.

**HSS 523. CURRICULUM DEVEL-  
OPMENT IN SPORT  
SCIENCE:** Principles and procedures  
for curriculum construction and  
revision; criteria for selecting activities  
and judging outcomes; the place of  
sport science within the total curricu-  
lum. 3 qtr. hrs.

**HSS 529. INNOVATIVE PRAC-  
TICES IN SPORT SCIENCE:** Practical  
and theoretical study of innovative  
methods of teaching physical activities.  
3 qtr. hrs.

**HSS 530. BASIC ATHLETIC  
TRAINING:** Application of principles  
and methods involved in prevention,  
care and treatment of athletic injuries.  
4 qtr. hrs.

**HSS 531. NUTRITION FOR EXER-  
CISE/SPORT:** A course designed to  
investigate the latest research trends in  
the nutritional assessment of the  
athlete. Topics to be discussed will  
pertain to dietary needs, fluid replenish-  
ment, pre-game meals, and "fad" diets  
for the athlete. 4 qtr. hrs.

**HSS 537. BIOMECHANICS:** Investi-  
gations of physical principles operative  
in the performance of physical educa-  
tion activities with attempts to analyze  
for methods of greater effectiveness  
and improved performance. 4 qtr. hrs.

**HSS 538. THE NATURE AND  
BASIS OF MOTOR SKILL  
ACQUISITION:** A study of psycho-  
logical factors which affect the acqui-  
sition of motor skills. Perceptual-motor  
development theories. Motor behavior.  
3 qtr. hrs.

**EDA 539. VITAMINS AND MINER-  
ALS:** To examine the metabolic and  
physiologic functions of vitamins and  
minerals in human metabolism.  
4 qtr. hrs.

**HSS 540. MINORITIES IN  
SPORT:** A study of the historical,  
psychological, sociological and  
biophysical aspects of the American  
woman in sport. 4 qtr. hrs.

**HSS 547. ADMINISTRATION OF  
INTERSCHOLASTIC AND INTRA-  
MURAL ATHLETICS:** Organization  
of high school athletic and intramural  
programs, staff, program, budget,  
health and safety, and other phases of  
administration. 3 qtr. hrs.

**HSS 548. SAFETY AND LAW IN  
THE SPORT SCIENCES:** Study of  
basic safety measures to prevent  
injuries and avoid legal suits. Investiga-  
tion of the fundamental principles  
involved in the legal aspects of sports  
in contemporary society. Analysis of  
specific court cases dealing with  
negligence in physical education and  
sport. 3 qtr. hrs.

**HSS 550. PHYSIOLOGICAL RE-  
SPONSES TO EXERCISE:** A study of  
the physiological changes that occur  
during exercise and training.  
4 qtr. hrs.

**HSS 551. LABORATORY TECHNIQUES FOR THE SPORT SCIENCE PRACTITIONER:** The practical application of selected sport science tests and measurements. Emphasis will be placed on human performance (strength, cardiovascular, flexibility, and body composition) testing.

3 qtr. hrs.

**HSS 554. WOMEN'S HEALTH ISSUES:** Explores the myriad of health problems and concerns facing today's women. The focus is on person from physical, emotional and spiritual perspectives.

3 qtr. hrs.

**HSS 555. SURVEY OF RESEARCH PROCESSES AND DESIGN IN SPORT SCIENCE:** This course is designed to develop an understanding of the nature of the general field of sport science research. It emphasizes the application of various research processes and design, learning by doing, and learning through example. It is intended for use by individuals who have minimal knowledge of statistics.

4 qtr. hrs.

**HSS 556. ISSUES IN SPORT SCIENCE (SEMINAR):** A seminar to investigate and report on a specific issue in sport science.

3 qtr. hrs.

**HSS 560. EVALUATION AND APPLIED STATISTICS IN SPORT SCIENCE:** Application of descriptive and inferential statistics to sport science tests and measurements. Qualitative and quantitative analysis of selected physical fitness, motor performance, and body composition data.

4 qtr. hrs.

**HSS 561. DEATH EDUCATION/LIVING:** Emphasis is on "education for healthy living" which is accomplished by bringing the subject of death into reality and comfort. Field trips, group sharing, and guest speakers are highlights.

3 qtr. hrs.

**HSS 563. ADVANCED STATISTICS IN SPORT SCIENCE:** Learning the theory and hands-on applications of various social science statistical analyses to include: independent and dependent groups t-test, analysis of variance and covariance, multiple aggression and non-parametric analyses.

4 qtr. hrs.

**HSS 575. INDIVIDUAL STUDIES IN SPORT SCIENCE:** Individual investigations of a problem in sport science. Students may not register for HSS 575 without having completed HSS 555 and HSS 560.

1-8 qtr. hrs.

**EDH 576. INDIVIDUAL STUDIES IN HEALTH:** Individual investigations of a problem in health. Students may not register for HSS 576 without having completed HSS 555 and HSS 560.

1-4 qtr. hrs.

**HSS 582. INTERNSHIP IN SPORT SCIENCE:** A job-related experience under the immediate supervision of personnel from a local school or community organization.

4 qtr. hrs.

**HSS 591. RESEARCH PROJECT:** Action research initiated after consultation with advisor. A systematic study of a specific problem. Prerequisite for registration: Completion of HSS 555 and 560 and approval of preliminary plan.

1-6 qtr. hrs.

#### Department of

### TEACHER EDUCATION (EDT)

C. Daniel Raisch

Chair of the Department

The Teacher Education Department's mission is the development of competent and humane teachers. Recognizing the value of balancing theory and practice in professional education, the department provides its students and faculty with the opportunity to be of service and to do research in schools and in other educational agencies. It dedicates itself to the discovery and transmission of the knowledge, skills, attitudes, and values which enable teachers to become educational leaders. Its goal is to be a center of excellence in teacher education.

Some programs are offered at the Capital off-campus center. Students should contact the Assistant Chair, Department of Teacher Education, to determine which program concentrations are available.

### ADMISSION REQUIREMENTS

(See School of Education requirements)

In addition to the School of Education requirements, students who wish to pursue a graduate degree or complete a licensure/endorsement program must be admitted into Graduate School.

If students have student teaching as part of their program, they must apply for an assignment in the term prior to the student teaching term and must have all prerequisites and program requirements satisfied.

### DEGREE REQUIREMENTS

To earn a master's degree the student is required to complete a minimum of 45 quarter hours and maintain a grade point average of 3.0 or higher. Eight quarter hours of UD workshops are permitted if they are applicable to a student's program. Workshop courses from other universities cannot be accepted in transfer.

### CORE REQUIREMENTS FOR THE MASTER'S DEGREE

	Quarter Hours
1. EDT 500	Models of Teaching ... 4
2. EDT 502	Philosophical Studies in Education ..... 4
3. EDT 503	Educational Research Methodology ..... 4
4. EDT 670	Thesis ..... 5
OR	
4. EDT 671	Research Seminar ..... 2
AND one of the following	
EDC 533	Psychometrics ..... 3
EDC 535	Test Interpretations and Case Studies ..... 3
EDT 511	History of Education .4
EDT 638	Educational Statistics 4

#### Notes

1. EDT 503 is a prerequisite for EDT 670, and EDT 671.
2. EDT 503 should be taken after the 30th quarter hour of coursework has been completed.

## CONCENTRATION REQUIREMENTS

Art Education		Quarter Hours
VAH 490	Art History .....	4.5
COM 508	Interpersonal Communication .....	
	OR	
COM 527	Small Group Process	
	OR	
COM 537	Conflict Resolution through Communication .....	4.5
PHL 653	Aesthetics .....	4.5
EDT 620	Curriculum Theory in Art Education .....	3
EDT 622	Current Issues in Art Education .....	3
	Electives .....	8-9

**Note:**  
Students interested in the Art Education Program should make an appointment to meet with Dr. Mary Zahner.

## Technology in Education

		Quarter Hours
EDT 538	Introduction to Technology in Education (See Note 1) .....	4
EDT 539	Technology in Education (See Note 1) .....	4
EDT 540	Advanced Technology in Education .....	4
EDT 541	Methods: Technology in Education .....	4
EDT 542	Topics in Technology .....	1-4
	Approved Electives ..	7-8

### Notes

1. Students who wish to test out of either EDT 538 or EDT 539 should contact the Director of the Computer Center.
2. Students should register for a total of four quarter hours for EDT 542, which consists of different on-campus computer workshop/course experiences.

## Middle Childhood Education

		Quarter Hours
Approved Concentration Courses .....		20
Approved Electives .....		7-8

### Note:

The completion of this program does not result in a middle childhood education license. It is designed for middle school teachers who wish to acquire the knowledge, skills, and

attitudes to help them become more competent professionals. The concentration courses and electives are determined by the student and the student's advisor.

## INTERDISCIPLINARY

		Quarter Hours
—	Approved Concentration Courses in Education .....	16
—	Approved Concentration Courses outside Education .....	11-12

### Note:

Students in the Interdisciplinary program normally select from courses offered by two or more departments in the University. One of those departments must be outside the School of Education.

## Literacy (Reading)

The following courses are required for the reading endorsement and the master's degree in Reading/Language Arts:

		Quarter Hours
EDT 545	Advanced Study in Reading/LA .....	4
EDT 546	Issues, Trends, and Research in Reading .....	4
EDT 543	Advanced Children's Literature .....	4
	OR	
EDT 555	Adolescent Literature .....	4
EDT 547	Assessment & Evaluation of Reading Difficulties .....	4
EDT 548	Practicum in Reading Intervention Techniques .....	4
EDT 554	Critical Reading in the Content Areas .....	3
	Total Quarter Hours .....	23

### Notes

1. EDT 547 and EDT 548 are taken concurrently. Prerequisites for these courses are EDT 545 and EDT 543 or 555.
2. Passing the NTE Specialty Area Test, Introduction to the Teaching of Reading, is required before one can apply for the reading endorsement.

The endorsement is limited to the age and grade levels listed on the teacher licensure to which you are adding this endorsement.

3. To obtain the reading endorsement the student must complete all the courses listed above. If a student wishes to earn a master's degree with a concentration in Reading/Language Arts, the student must complete all of the reading courses as listed above, complete the core courses, obtain a minimum of 45 quarter hours, and adhere to the other requirements needed for the degree as outlined in the current graduate bulletin.

4. EDT 549 Phonics (4 quarter hours) or its equivalent is a prerequisite for the concentration and/or endorsement.

## Adolescence to Young Adult Education

		Quarter Hours
Approved Concentration Courses .....		22
Approved Electives .....		5-6

### Note:

The completion of this program does not result in an adolescence to young adult license. It is designed for teachers who work with this age group and wish to acquire the knowledge, skills, and attitudes to help them become more competent professionals. The concentration courses and electives are determined by the student and the student's advisor.

## Teacher as Leader

Required Concentration .....

		Quarter Hours
EDA 505	Educational Leadership .....	4
EDA 509	Supervision .....	4
EDA 511	Curriculum .....	4
EDA 515	School Law I .....	3
EDT 513	Professional Development of Teacher Leaders .....	3
EDT 511	History of Education in the United States .....	4
EDT 505	Human Relations .....	3
EDT 522	Introduction to Guidance .....	3

## Middle Childhood License

This is a permission-only licensure

program. Students interested in this license must contact the program advisor before enrolling in it. Call (937) 229-3348 for the name of the advisor.

### Adolescent to Young Adult License

This is a permission only licensure program. Students interested in this license must contact the program advisor before enrolling in it. Call (937) 229-3348 for the name of the advisor.

### Intervention Specialist License

This is a permission only licensure program. Students interested in this license must contact the program advisor before enrolling in it. Call (937) 229-3348 for the name of the advisor.

### Transdisciplinary Early Childhood Education

This graduate program is designed to prepare individuals who seek to work with young children and their families.

This program is intended to lead to a Master's of Science in Education with a specialization in Transdisciplinary Early Childhood Education from the University of Dayton as well as the following proposed Ohio Department of Education teaching licenses. It is also possible to meet the requirements for the Early Intervention Certificate awarded by the Ohio Department of Health and Human Services in conjunction with the Board of Mental Retardation and Developmental Disabilities.

#### 1. Early Childhood License:

Valid for teaching children who are typically developing, at-risk, gifted, and who have mild to moderate educational needs. Licenses shall be issued for ages three through eight and prekindergarten through grade three.

#### 2. Early Intervention Specialist License:

Valid for teaching learners with mild/moderate/intensive educational needs from ages three through eight and prekindergarten through grade three, and for providing service coordination.

#### 3. Early Intervention Certificate:

Valid for servicing infants and toddlers, ages birth through 2, who have an identified developmental delay or who are at risk for developing such a delay. The young child is served within the context of its family.

Prerequisite courses for the Early Childhood and Early Intervention Specialist licenses are EDT 504 and EDT 590. To be eligible for either of these licenses the courses in the following section must be completed as part of an initial certification program or upon the completion of the licensure related coursework.

#### Prerequisites:

EDT 207 or 504. Human Development 3 (4) qtr. hrs.

EDT 390/590. Educating Diverse Student Populations in Inclusive settings 3 (4) qtr. hrs.

#### Corequisites:

EDT 391/691. Language Development 2(3) qtr. hrs.

EDT 415/515. Early Childhood Theory and Practice 3 (4) qtr. hrs.

EDT 418/518. Integrated Curriculum and Instruction for Kindergarten & the Primary Grades 3 (4) qtr. hrs.

EDT 425/525. Literacy for Kindergarten & the Primary Grades 3 (4) qtr. hrs.

EDT 473/573. Guided Practicum for Kindergarten & the Primary Grades 4(5) qtr. hrs.

*EDT 504 and 590 must be taken within the past five years. Evidence of 300 field hours needs to be provided.*

***Bold and italics indicate coursework for the Early Intervention option.***

EDT 517. Intro. to Transdisciplinary Early Childhood Education. 4 qtr. hrs.

EDT 524. Emerging Literacy 3 qtr. hrs.

EDT 525. Summer Play Institute. 3 qtr. hrs.

EDT 527. Developmentally & Individually Appropriate Practice. 3 qtr. hrs.

***(Or EDT 535. Cur. and Instr. for Infants and Toddlers with Special Needs Early Inter. only)***

EDT 579. Collaborative Assessment: B to 8 4 qtr. hrs.  
***(And EDT 514. Infant/Toddler Development Practicum. Early Inter. only)***

EDT 588. Collaborating with Families, Professionals, and Agencies 4 qtr. hrs.

EDT 586. Early Childhood Seminar on Med. and Health Issues 3 qtr. hrs.

EDT 549. Phonics (Not for EI) 4 qtr. hrs.

EDT 523. Internship in Inclusive Early Childhood (5 weeks) 5 qtr. hrs.  
***(Or EDT 522. Internship in Early Intervention 5 Early Inter. only)***

**Additional Certification Programs**  
The Department of Teacher Education also offers certification through graduate coursework in the following areas: Developmental Handicaps, Multi-handicaps, Specific Learning Disabilities, and Kindergarten-Primary. Persons interested in pursuing these certifications should contact the Dean's office (Undergraduate Secretary) or the certification secretary.

## COURSES OF INSTRUCTION

**EDT 500. MODELS OF TEACHING:** Analysis and experimentation with several models of teaching that are useful in studying classroom interactions and evaluating teacher performance. 4 qtr. hrs.

**EDT 501. LEARNING THEORY AND EDUCATION:** Study of contemporary learning theories such as Behaviorism, Gestalt, and cognitive-field psychologies. Interpretations are made for teaching methodology, curriculum design, counseling, and

psychological services. Field and/or Clinical experiences. 4 qtr. hrs.

**EDT 502. PHILOSOPHICAL STUDIES IN EDUCATION:** Study of writings of major philosophers as they relate to education (including those in the Marianist tradition). Interpretations are made for the development of a critical, personal theory of teaching, counseling, educational administration, and psychological services. 4 qtr. hrs.

**EDT 503. EDUCATIONAL RESEARCH METHODOLOGY:** Study of educational research design, proposal writing, organization of data, and techniques for conducting research in teaching, administration, and counseling. Emphasis is on developing a proposal to conduct an individual research project. Prerequisites: completion of 30 qtr. hrs. 4 qtr. hrs.

**EDT 504. HUMAN DEVELOPMENT IN EDUCATION:** The study of contemporary developmental theories, including those of Freud, Skinner, Maslow, Kohlberg, Erikson, and Piaget, with interpretations made for teaching methodology, educational administration, counseling, and psychological services. Clinical experiences. 4 qtr. hrs.

**EDT 505. HUMAN RELATIONS IN EDUCATION:** Study and development of the human relations skills that promote learning and democratic classroom interaction and management regardless of race, political affiliation, religion, age, sex, socio-economic status, or exceptionality. Clinical experience. 3 qtr. hrs.

**EDT 508. CURRENT ISSUES IN EDUCATION:** Study of selected controversies in education as they relate to policy and practice. 4 qtr. hrs.

**EDT 511. HISTORY OF EDUCATION IN THE UNITED STATES:** Study of the relationship of schools and social changes in the United States from colonial times to the present. Interpretations of changes in educa-

tional policies for the development of a critical theory of education. Second term. 4 qtr. hrs.

**EDT 512. HISTORY OF HIGHER EDUCATION IN THE UNITED STATES:** Study of the development of post-secondary education in the United States from the Colonial period to the present with special emphasis on topics such as liberal arts, vocational preparation, and community colleges. 4 qtr. hrs.

**EDT 513. PROFESSIONAL DEVELOPMENT OF TEACHER LEADERS:** A study of existing and emerging models of professional development designed to provide classroom teachers with opportunities to assume new leadership roles and responsibilities in the school community. 3 qtr. hrs.

**EDT 514. INFANT AND TODDLER DEVELOPMENT PRACTICUM:** This guided practicum will provide an opportunity for students to develop and apply their knowledge of typical and atypical development from conception to age 3 as they observe young children in both structured and naturalistic settings. Developmental milestones as well as related risk factors will be emphasized. Prerequisite: EDT 517 Clinical Hours: 0 Field Hours: 40 3 qtr. hrs.

**EDT 517. INTRODUCTION TO INCLUSIVE EARLY CHILDHOOD EDUCATION:** An introduction to the theory base which drives developmentally appropriate practice for working with young children birth through age 8 and their families. Students will explore educational models and current issues associated with the field of early childhood education. This course serves as an introduction to early childhood special education and the risk factors that are common for young children who are served in these programs. Prerequisites: EDT 504 & 590 Clinical Hours: 10 Field Hours: 10 4 qtr. hrs.

**EDT 518. KINDERGARTEN-PRIMARY (Ages 5-8) CURRICULUM AND INSTRUCTION:** Planning, diagnosis, instructional methods,

materials, and evaluation techniques for teaching children on the kindergarten-primary levels. Field and clinical experiences. 4 qtr. hrs.

**EDT 522. INTERNSHIP IN EARLY INTERVENTION (Ages Birth to 3).** Supervised and evaluated teaching in an infant/toddler educational setting. Students are to demonstrate the knowledge, skills, attitudes, and values needed to comply with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council of Exceptional Children (DEC) guidelines for appropriate practice. Prerequisites: EDT 514, 524, 525, 535, 579, 586 and 588. Clinical Hours: 0 Field Hours: 150 5 qtr. hrs.

**EDT 523. INTERNSHIP IN TRANSDISCIPLINARY EARLY CHILDHOOD EDUCATION (Ages 3 to 5).** Supervised and evaluated teaching in an integrated preschool setting. Students are to demonstrate the knowledge, skills, attitudes, and values needed to comply with the National Association for the Education of Young Children (NAEYC) and the Division for Early Childhood of the Council of Exceptional Children (DEC) guidelines for appropriate practice. Clinical Hours: 0 Field Hours: 150 Prerequisites: EDT 524, 525, 527, 579, 586 and 588. 5 qtr. hrs.

**EDT 524. EMERGING LITERACY:** This course provides an in-depth study of developmentally appropriate practice as it is associated with emerging literacy. Taken in conjunction with the Summer Play Institute, students have the opportunity to develop and implement activities that involve early literacy and integrated curricula. Clinical Hours: 10 Field Hours: 0 Prerequisite: EDT 517 3 qtr. hrs.

**EDT 525. SUMMER PLAY INSTITUTE.** The Summer Play Institute is a field-based forum in which students implement the language experiences and integrated curriculum activities developed in EDT 524. Students will engage in child-initiated play sessions which will be video-taped and re-

viewed by peers, play facilitators, the instructor and the student. Supported play which facilitates development will be emphasized. 3 qtr. hrs.

**EDT 526. MATHEMATICS AND SCIENCE IN THE ELEMENTARY SCHOOL:** Course for teachers and administrators dealing with modern math and science programs. Demonstration of how patterns of mathematical and scientific thought can be acquired by students. Clinical and field experience. 4 qtr. hrs.

**EDT 527. DEVELOPMENTALLY AND INDIVIDUALLY APPROPRIATE PRACTICE:** This course shifts focus from age appropriate practice to the needs of the individual child and family. Students will learn to develop practice which supports and facilitates the development of young children ages 3 to 8—specifically those with disabilities. Significant review of related research drives this course. Prerequisites: EDT 524 and 525 Clinical Hours: 10 Field Hours: 10 3 qtr. hrs.

**EDT 528. TEACHING IN THE ELEMENTARY SCHOOL:** Study of the role of the teacher in the classroom including classroom management and human relations, lesson planning, assessment, instructional methods and media, and evaluation of teaching. Clinical experience. Prerequisites: EDT 501 and 504. For initial certification students. 4 qtr. hrs.

**EDT 529. STUDENT TEACHING—ELEMENTARY:** Full-time supervised and evaluated teaching for a full term in an elementary school. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning elementary teacher. Weekly seminar. Prerequisites: Formal approval must be obtained a full term in advance, and required methods courses must have been completed. 5-10 qtr. hrs.

**EDT 535. CURRICULUM AND INSTRUCTION FOR INFANTS AND TODDLERS WITH SPECIAL NEEDS** Planning, instructional methods, materials and evaluation techniques for working with young children (birth-3)

and their families. Prerequisite: EDT 514 Clinical Hours: 10 Field Hours: 20 4 qtr. hrs.

**EDT 538. INTRODUCTION TO TECHNOLOGY IN EDUCATION:** The course is an introduction for those learners who have had little or no experience in using microcomputers in the classroom. The course focuses on Macintosh system software, word processing skills, simple computer graphics, evaluation of computer software, and ethical and legal issues of software use in the classroom. 4 qtr. hrs.

**EDT 539. TECHNOLOGY IN EDUCATION:** The purpose of the course is to introduce the learner to the uses of the computer as a tool in the classroom. The course focuses on applications of spread sheet, data base, teacher utilities for classroom management and instruction, and on sharing effective uses of computers and technology with other users. 4 qtr. hrs.

**EDT 540. ADVANCED TECHNOLOGY IN EDUCATION:** This course includes integration of computers and related technology into teaching in all subject areas. Also covered are criteria for effective software and hardware and creation of teaching, evaluation, and management instruments. 4 qtr. hrs.

**EDT 541. METHODS: TECHNOLOGY IN EDUCATION:** The focus of this course is planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching computer science, K-12 curriculum in computer/technology literacy, the educational technology resource person, and establishing and maintaining technology facilities in schools are also included. Field and clinical experience required. 4 qtr. hrs.

**EDT 542. TOPICS IN TECHNOLOGY:** The course is an examination of current issues and topics of emerging technologies with direct application to the educational setting, including Internet, Contemporary Issues in Teaching, or Independent study. 4 qtr. hrs.

**EDT 543. ADVANCED CHILDREN'S LITERATURE:** Study of children's books to develop critical standards for judgment. Guidance in selection of books for specific needs, interests, and reading abilities in eight genres; instructional techniques for use in the classroom. Clinical experience. 4 qtr. hrs.

**EDT 544. READING AND LANGUAGE ARTS IN THE ELEMENTARY SCHOOL:** An integrated language arts course focusing upon the knowledge base undergirding the teaching of reading and related language arts processes in the elementary school setting. Clinical and field experience. 5 qtr. hrs.

**EDT 545. ADVANCED STUDY IN READING/LANGUAGE ARTS:** Designed to provide teachers the opportunity to extend and update their knowledge of the reading/language arts processes and the principles underlying effective instruction. Key concepts are drawn from recent research and theory in language learning, developmental reading research, and research describing the composing processes of children. 4 qtr. hrs.

**EDT 546. ISSUES, TRENDS, AND RESEARCH IN READING:** A basic course for teachers concerned with the psychology of learning to read and current issues, trends, and research in the area of reading/language arts. 4 qtr. hrs.

**EDT 547. ASSESSMENT & EVALUATION OF READING DIFFICULTIES:** Study of formal and informal diagnostic tests and procedures for identifying reading strengths and weaknesses with applications for reading programs across grade levels. Field experience. Summer term. Prerequisites: EDT 545 and EDT 543 or EDT 555. Corequisite: EDT 548. 4 qtr. hrs.

**EDT 548. PRACTICUM IN READING INTERVENTION TECHNIQUES:** Laboratory portion of EDT 547. Summer term. Corequisite or Prerequisite: EDT 547. 4 qtr. hrs.



**EDT 549. PHONICS:** Participants will learn to assist students in mastering spelling, phonics, and writing skills within a holistic program. 4 qtr. hrs.

**EDT 554. CRITICAL READING IN THE CONTENT AREAS:** Exploration of the problems of developing vocabulary and critical reading ability in a variety of curriculum areas across grade levels. 3 qtr. hrs.

**EDT 555. ADOLESCENT LITERATURE:** Study of the development of literature for adolescents (grades 6-12), formulation of criteria for judging various genres of literature, and integration of young adult literature into the curriculum. 4 qtr. hrs.

**EDT 562. ENGLISH AND SPEECH IN SECONDARY SCHOOL:** Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching English and speech to students with varied needs and abilities. Field and clinical experience. First term. Prerequisites: EDT 501 and 504. 4 qtr. hrs.

**EDT 563. SOCIAL STUDIES IN SECONDARY SCHOOL:** Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching social studies to students with varied needs and abilities. Field and clinical experience. First term. Prerequisites: EDT 501 and 504. For initial certification students. 4 qtr. hrs.

**EDT 564. FOREIGN LANGUAGE TEACHING:** Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching foreign languages in elementary and secondary schools to students with varied needs and abilities. Field and clinical experience. First term. Prerequisites: EDT 501 and 504. For initial certification students. 4 qtr. hrs.

**EDT 565. MATHEMATICS IN THE SECONDARY SCHOOL:** Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching mathematics to students with varied needs and abilities. Field and clinical experience. First term. Prerequisites: EDT 501 and 504. For initial certification students. 4 qtr. hrs.

**EDT 566. RELIGION IN THE SCHOOL:** Modern methods of instruction in religion in the school with a view to the needs of children and adolescents. 4 qtr. hrs.

**EDT 567. SCIENCE IN SECONDARY SCHOOL:** Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching the biological and physical sciences to students with varied needs and abilities. Field and clinical experience. Prerequisites: EDT 501 and 504. For initial certification students. 4 qtr. hrs.

**EDT 570. SCHOOL, SELF, AND SOCIETY:** Study of the relationship between institutional reform, personality development, and social change; comparison of rural, urban, and suburban schools and social settings; study of the laws and policies affecting the education of students with disabilities. Field and clinical experience. 4 qtr. hrs.

**EDT 572. STUDENT TEACHING—SECONDARY:** Full-time supervised and evaluated teaching in content area junior or senior high school classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning secondary teacher after completion of a 65-hr. on-site clinical experience. Weekly seminar. Prerequisites: Formal approval must be obtained a full term in advance, and required methods courses must have been completed. 5-10 qtr. hrs.

**EDT 579. COLLABORATIVE ASSESSMENT: BIRTH TO AGE 8:** Study of the transdisciplinary and collaborative nature of assessment in the diagnosis, screening, and instruction of young children (birth to age 8) who are typically developing as well as those with disabilities. The course will focus on the role of the family in the assessment process. Systematic observation using a play-based approach will be emphasized. Prerequisite: EDT 527. Clinical Hours: 20. Field Hours: 0. 4 qtr. hrs.

**EDT 580. PSYCHOLOGY AND EDUCATION OF PERSONS WITH**

**MENTAL RETARDATION:** Study of identification, characteristics, learning theories, and curriculum planning appropriate to the mentally retarded. Field and clinical experience. Prerequisite: EDT 590. 4 qtr. hrs.

**EDT 581. ASSESSMENT OF THE LEARNER WITH SPECIAL NEEDS:** Study of the multidisciplinary use of assessment devices and techniques in the diagnosis, planning, and evaluation of the special-needs learner and the development of individual education plans. Clinical experience. Prerequisite: EDT 590. 4 qtr. hrs.

**EDT 582. STUDENT TEACHING—MH:** Full-time supervised and evaluated teaching in an MH classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning MH teacher. Weekly seminar. Prerequisite: EDT 592, EDT 589. 5-10 qtr. hrs.

**EDT 584. ADVANCED BEHAVIOR MANAGEMENT:** Study of the principles and methods of dealing with the hard-to-manage student. Clinical experience. Prerequisite: EDT 596. 3 qtr. hrs.

**EDT 585. STUDENT TEACHING—DH:** Full-time supervised and evaluated teaching in a DH classroom. Student is to demonstrate the knowledge, skills, attitudes, and values required of a beginning DH teacher. Weekly seminar. Prerequisite: EDT 592. 5-10 qtr. hrs.

**EDT 586. EARLY CHILDHOOD SEMINAR ON MEDICAL AND HEALTH ISSUES:** Study of the health care needs and medical aspects of disabilities associated with young children. This course is taught at Children's Medical Center where health care professionals serve as invited speakers and where medical technology is available. Prerequisites: EDT 527 or 535, EDT 579 and 588. Clinical Hours: 10. Field Hours: 10. 3 qtr. hrs.

**EDT 587. CAREER EDUCATION FOR PERSONS WITH SPECIAL NEEDS:** Theory and techniques of job classification, assessment, selection,



placement, and activities related to work experience from pre-school to adult. Prerequisite: EDT 590 or may be taken concurrently. 3 qtr. hrs.

**EDT 588. COLLABORATING WITH FAMILIES, PROFESSIONALS, AND AGENCIES:** A study of the collaborative group process needed to effectively include parents, educators, and professionals from agencies in the educational decision-making process. Family systems theory and family empowerment will be the focus of the course. Students will learn the difference between the Individual Family Service Plan (IFSP) process and the Individualized Education Plan (IEP) process. Prerequisites: EDT 579 and 590. Clinical Hours: 20. Field Hours: 0. 4 qtr. hrs.

**EDT 590. EDUCATING DIVERSE STUDENT POPULATIONS IN INCLUSIVE SETTINGS:** Study of special needs learners and the learning challenges they face in classrooms; resources, curricular modifications, and instructional strategies that facilitate learning in general educational settings. 4 qtr. hrs.

**EDT 592. CURRICULUM AND METHODS — MR:** Curriculum development, instructional materials, and evaluation techniques and individual programming for students with special needs. Field and clinical experience. Prerequisite: EDT 580. 4 qtr. hrs.

**EDT 593. EDUCATING STUDENTS WITH SLD:** Study of history, identification, characteristics, learning theories, and curriculum planning appropriate to the education of students with specific learning disabilities. Field and clinical experience. Prerequisite: EDT 590 or concurrently. 4 qtr. hrs.

**EDT 594. CURRICULUM AND METHODS:** Instructional strategies, materials, and evaluation techniques for teaching students with special needs. Field experience. Prerequisite: EDT 593. 4 qtr. hrs.

**EDT 595. STUDENT TEACHING—SLD:** Full-time supervised and evaluated teaching in an SLD class-

room. Student is to demonstrate the knowledge, skills, attitudes, and values of a beginning SLD teacher. Prerequisite: EDT 594. 5-10 qtr. hrs.

**EDT 596. BEHAVIOR MANAGEMENT:** Principles and methods of observing, recording, measuring, and managing human behavior with emphasis on students with mental retardation, learning disabilities, and behavior disorders. Clinical experience. Prerequisite: EDT 590 or concurrently. 4 qtr. hrs.

**EDT 597. CHILD/YOUTH LEADERSHIP:** Purposes are to enable the participant (1) to understand the learner as a human being; (2) to gain skills in describing an individual's behavior; and (3) to learn group leadership skills. The participant will thus be able to lead a child/youth study group. 4 qtr. hrs.

**EDT 598. CHILD/YOUTH STUDY:** Participants will master specified processes as each studies one pupil through a case study, to include (1) writing descriptive anecdotes; (2) becoming familiar with a framework that permits organizing and analyzing individual behavior; (3) using a scientific approach to understanding selected bits of behavior; and (4) summarizing a pupil's experience from both the pupil's and the school's point of view. 4 qtr. hrs.

**EDT 599. ADVANCED CHILD/YOUTH LEADERSHIP:** This is designed to produce professional educators who have mastered the skills, knowledge, and attitudes to serve as leaders of advanced child study groups. Emphases are upon (1) group leadership skills; and (2) processes which as a part of Advanced Child/Youth leadership lead to an understanding of the growing and schooling experience from the internal frame of reference of child/youth. Prerequisite: EDT 598. 4 qtr. hrs.

**EDT 600. ADVANCED CHILD/YOUTH STUDY:** Groups of professional educators study individual children/youth through a case record with includes mastering scientific processes that permit an analysis of the pupil's world. 4 qtr. hrs.

**EDT 620. CURRICULUM THEORY IN ART INSTRUCTION.** An analysis of critical, aesthetic, artistic and historical inquiries in the curriculum, with emphasis on the interdependence of the community, school, art educator and student in multi-cultural, cross-cultural settings. 3 qtr. hrs.

**EDT 622. CURRENT ISSUES IN ART EDUCATION:** Study and analysis of literature on teaching approaches to art education. The role of the art teacher is examined with emphasis on the development of an awareness of various philosophical positions on current issues in art education. 4 qtr. hrs.

**EDT 627. VOCAL MUSIC IN HIGH SCHOOL:** Study of instructional content, instructional strategies, etc. for the vocal music educator in the secondary school. Field and clinical experience. 4 qtr. hrs.

**EDT 628. TOPICS IN MUSIC EDUCATION:** A seminar in which current issues, problems, etc. are studied by music educators. 1-4 qtr. hrs.

**EDT 634. TOPICS IN SCIENCE INSTRUCTION:** Study of research in contemporary science instruction, materials, and curriculum. 1-4 qtr. hrs.

**EDT 635. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL:** Planning, diagnosis, instructional methods, materials, and evaluation techniques for teaching social studies to students with varied needs and abilities. Clinical and field experience. Prerequisite: EDT 528. 4 qtr. hrs.

**\*EDT 636. TOPICS IN MATHEMATICS INSTRUCTION:** Study of research in contemporary mathematics instruction. Emphases include effective curriculum and curricular materials. 1-4 qtr. hrs.

**EDT 638. EDUCATIONAL STATISTICS:** Study of basic statistics used to describe groups of inferential statistics for determining parameters in observed samples, and for formulating valid inferences and interpretations. Prerequisite: EDT 503. 4 qtr. hrs.

**EDT 645. INDIVIDUAL STUDY IN TEACHING:** An opportunity for students (independently or in a small group) to investigate in depth a topic that usually is unaddressed in existing coursework. (With approval of advisor) 1-4 qtr. hrs.

**EDT 646. CURRENT TOPICS IN TEACHING:** Issues of current national or regional interest to teachers (i.e. accountability, testing of teachers, etc.) are studied. (Workshops) 1-4 qtr. hrs.

**\*EDT 647. SPECIAL TOPICS IN FAMILY AND SCHOOL:** Presentation and evaluation of methods of improving the communication between the home and school. 2-4 qtr. hrs.

**EDT 670. MASTER'S THESIS:** The culminating course in the Teacher Education Program. Individually or with a small group of students, the student undertakes a demonstration, evaluation, or research project in the area of the student's concentration. An individual full-time faculty member in the Department of Teacher Education acts as advisor. EDT 500, 502, 503 and at least three-fourths of concentration courses need to have been completed prior to registration for EDT 670. See Department of Teacher Education's Master's Project Handbook for more information. 5 qtr. hrs.

**EDT 671. RESEARCH SEMINAR:** Implementation of a planned informal research study individually or with a small group. Prerequisite: EDT 503. 2 qtr. hrs.

**EDT 682. MUSIC AND ART IN THE ELEMENTARY SCHOOL:** A study of instructional content, materials, planning, and assessment for music and art in the elementary school classroom. Clinical and/or field experience. 3 qtr. hrs.

**EDT 691. LANGUAGE DEVELOPMENT:** Study of language development in children with implications for the learner with special needs including alternative communication modes, sign language, communication boards, and augmentative devices. Clinical experience (10 hrs.). Prerequisite: 590 or 591. 3 qtr. hrs.

**EDT 803. RESEARCH:** A research course for students in the Educational Specialist program. Prerequisite: EDT 503. 3 qtr. hrs.

**EDT 808/908. IDEAS THAT SHAPE AMERICAN EDUCATION:** This course's major purpose is to provide students the historical bases for policy decisions. The primary expectation is that students learn to use the history of education as a foundation for policy making. 4 qtr. hrs.

**EDT 911. THE STRUCTURE OF KNOWLEDGE:** Prospective leaders will become familiar with intellectual issues in the realms of meaning so that they may lead their school faculties in examining curricular implications of these issues. 4 qtr. hrs.

**EDT 912. CULTURE OF THE SCHOOLS:** Examination of the school culture and an analysis of how social, political, and environmental influences affect student behavior and teacher and administrator practices. 4 qtr. hrs.

**EDT 913. HISTORY OF EDUCATIONAL ADMINISTRATION:** An historical introduction to the development of educational administration as a profession; emphasis is placed on the development of the knowledge base and its applicability to leaders who choose to be scholar-practitioners. The course is designed to inculcate the habit of reflection in those who would be educational leaders. 3 qtr. hrs.

**EDT 914. ETHICS IN EDUCATIONAL LEADERSHIP:** In this doctoral seminar, students carefully examine the moral dimension of decision-making in educational leadership. Particular attention is given to the development of a model for the articulation of moral views and its application to case situations. 4 qtr. hrs.