

VIII School of Education

Ellis A. Joseph, Dean

The general objectives of the School of Education coincide with the purposes of the University. Accepting the Christian world-view as its distinctive orientation and seeking to foster principles and values consonant with a caring attitude, the School assists in carrying out the four essential tasks of the University: teaching, research, serving as a critic of society, and rendering public service. The particular objective of the School of Education is to develop those special capabilities of students which enable them to become effective practitioners in the field of professional education.

The Education programs leading to the master's degree 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 teachers with at least three years' successful teaching experience to qualify for certification as principals, supervisors, executive heads, or local superintendents.
3. To prepare qualified school counselors, school psychologists, 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 baccalaureate degrees and above-average academic records to gain teacher certification on the secondary level.

The Master of Science in Education is the degree to which most of the graduate programs lead. The Master of Science in Teaching is also offered. The awarding of these degrees means that the candidates have completed programs of graduate work designed to give them the following characteristics:

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

The University of Dayton has traditionally given special consideration to those training for the education professions. In the spirit of this tradition, the Graduate School of Education changed from the semester-hour to the quarter-hour credit unit effective June 17, 1974. The quarter-hour credit system, within a trimester

calendar, permits professionally employed graduate students to begin and to finish courses and other program work at times and dates congruent with those of their other responsibilities. Students are encouraged to consult program directors and course schedules each term for details.

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, of the North Central Association of Colleges and Secondary Schools, and of the National Council for the Accreditation of Teacher Education.

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

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

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 teacher's certificate on a bachelor's degree from an accredited institution (at least state accreditation), unless specific exceptions are granted by the dean of the School of Education; and (2) must have attained an undergraduate quality-point average of at least 2.5 of a possible 4.0. An exception to the latter requirement may be made if the department in which the applicant seeks enrollment recommends it and if the recommendation is endorsed by the School's graduate review board. If the exception is granted, the applicant will be placed on conditional status, pending the successful completion of approximately 15 to 18 graduate quarter hours. All applicants must submit references from qualified professionals in appropriate fields.

An applicant who is not a graduate of the University of Dayton must submit complete official transcripts of all previous college studies. These transcripts should be sent directly to the Dean, School of Education, from the degree-granting institution.

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

Special Requirements: School Psychologist

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 or not to

make such a recommendation to the admissions committee, the staff will take into account the applicant's physical and mental health, personality adjustment as determined by appropriate tests, and general character as determined by reference appraisals solicited from former professors and employers.

Special Requirements: Master of Science in Teaching

Option three of this program leading to the Master of Science in Teaching is restricted to the student who (1) holds a nonprofessional bachelor's degree; (2) has earned the degree within a period of ten years prior to application to the program; (3) has an undergraduate cumulative point average of 2.5 or higher (on a 4.0 scale); (4) desires certification to teach in secondary school; (5) has a major teaching field which can be serviced by graduate courses offered at the University of Dayton. (Students who desire high school certification but cannot meet these requirements may take Program E-9 on the undergraduate level. See the Undergraduate Issue of this Bulletin.)

MASTER'S DEGREE PROGRAMS

Advisement

The graduate student has access to three sources for official advisement:

1. The Office of the Dean of the School of Education serves as an initial advisory source for students regardless of the program they are following.
2. The chairmen of the departments or the coordinators of the programs act as special advisors to students enrolled in programs under their jurisdiction. They counsel them with regard to their professional objectives, their selection of courses, and the options that are available in their programs. In the case of specialized programs within the department they may delegate these functions to the program directors. The student is urged to confer with his chairman and / or director in the first term of enrollment.
3. The project or internship advisor, chosen by mutual agreement of the student, the department chairman, and the prospective advisor, guides the student to the successful completion of the research project or the approved internship.

Candidacy

A student becomes a candidate for the master's degree in Education if his cumulative point average for graduate work, the preliminary plan for his research project or the approved plan for his internship experiences, and his reference appraisals are judged to be acceptable by the graduate committee of the School of Education.

The most important consideration in the admission of a student to candidacy is the graduate work to date. He must give evidence of being able to meet all the graduation requirements. Applicants who are deemed unqualified at this point will be advised to discontinue their programs.

Students should apply for admission to candidacy after the completion of approximately 20 quarter hours of graduate work, including at least two courses

in the area of concentration and EDF 503, Research Methodology and Statistics, or EDA 513, Evaluation of Educational and Organizational Systems. Application is made by filing the official candidacy form with the dean. The applicant should be sure that all the required credentials are in order and that the preliminary plan for the research project or the approved plan for the internship experiences is ready for evaluation.

The applicant with a concentration in Administration must ordinarily present evidence of at least three years of successful teaching and recommendations to the program from administrators in positions to judge his potential for educational leadership.

A student following Plan C in the School Counseling program should apply for candidacy upon completion of approximately 30 quarter hours. Approval of the plan for the research paper is required.

Academic Standing

In order to qualify for graduation, a student must achieve an average of at least 3.0 (B) in all work undertaken toward the degree.

Research Project or Internship Report

At least ten days before graduation, the student must submit, according to the requirements of the specific program, three acceptable copies of the research project and two copies of an abstract of the project; OR one acceptable copy of a formal report on the internship experiences; OR, in the case of Plan C in the School Counseling program, one copy of the research paper.

Departmental Conference

During the final term preceding graduation, the student must participate in a formal "Departmental Conference" as arranged by the appropriate departmental chairman.

JOINT PROGRAMS

The Schools of Education and Law offer mature students the opportunity to earn the Master of Science in Education and the Juris Doctor in three to three and one half calendar years. Prospective students must satisfy admission requirements for graduate work in the School of Education and for acceptance in the School of Law. See also Chapters V and X.

COUNSELOR EDUCATION AND HUMAN SERVICES (EDC)

Eugene K. Moulin, Chairman of the Department

The purpose of the Department of Counselor Education and Human Services is to prepare elementary school counselors, secondary school counselors, student service personnel in higher education, school psychologists, visiting teachers, directors of pupil personnel services, guidance supervisors for state, county and local systems, and counselors for community and other agency settings.

Courses in counseling, personality, and vocational theories; principles and techniques of pupil services; individual and group counseling; psychometrics; individual personality evaluation; educational, occupational and social information; community resources; test administration and interpretation; organization, administration and program development of pupil and student services; evaluation of educational and organizational systems; and research methodology and statistics are applicable to departmental emphases. In addition, selected courses in behavioral and social science and other related disciplines lead to provisional certification as a school counselor, visiting teacher, and school psychologist by the various state departments of education.

The ultimate goal of the graduate program is to develop fully functioning human service specialists capable of implementing a role consistent with the philosophy reflected in their training. Essentially, this role is to assist children, youth, and adults from varying socio-economic backgrounds in reaching their full academic and personal development in various educational and organizational settings. This ultimate goal is met by attending to three sets of activities: (1) those which build skills and develop understandings relative to the role of the various human service specialists in assisting children, youth, and adults from varying socio-economic backgrounds; (2) those which develop a method for conceptualizing the settings in which these skills are to be implemented; and (3) those which allow the graduate student to test and develop capacities for implementing these skills in practicum and internship experiences within new kinds of co-operating school and community agencies.

1. Toward the first end the students are assisted in developing skills in counseling. They learn to conduct group process sessions with clients of various ages and learn when and how to utilize consultative services within educational and organizational settings as well as those social services available to children, youth, and their parents living in an urban setting. They are assisted in developing competencies related to their specializations.

Graduate students are assisted in integrating essential understandings out of which these skills and techniques can continue to develop beyond their formal training. These understandings include those associated with the impact of family, poverty, and institutions on child and adolescent development, the nature

of the learning process, the impact of the specific learning setting upon learning efficiency and upon the total development of students from varying backgrounds, and thus the potential impact of the human service specialist on students, parents, teachers, administrators, and other professionals. Toward this end, the department provides opportunity for activities to clarify the values, increase the self awareness, and improve the interpersonal skills of the graduate student.

2. A second set of activities is directed toward assisting the graduate student to develop skills in examining school, community, government, and other institutional settings and in building models of those settings with particular emphasis upon factors significantly affecting children, youth, teachers, administrators, and other professionals. In brief, he formulates perceptions of the complex institutional structure within which he will function as a human service specialist and in which he will utilize his skills.

3. Toward the third end, the graduate student is provided the opportunity to test and further refine in an institutional setting his style of implementing skills gained in the course of didactics and specifically planned practica and internships. The unique perceptions and applications of techniques of the graduate student are the concern of this process. His own style of implementation will be the focus of these activities, and through individualized supervision his own system of performing many diverse professional duties will be tested and developed. The result of this phase will be to provide the graduate student a realistic experience in developing his ability to implement his skills in situations he will most likely encounter during his professional career.



INSTRUCTIONAL AND LABORATORY FACILITIES

Excellent facilities serve the instructional, conference, practicum, and internship needs of the graduate program in human services. The space assigned includes classrooms with adjacent group conference rooms, audio-visual rooms, an administration and clerical area, faculty offices, and graduate student facilities. The facilities of the department are continually available to serve observation and supervision practicum needs in counseling and testing. Eight observation rooms are equipped with one-way vision mirrors and sound recording instruments with a central console, making possible any desirable listening or recording combination. Audio-visual equipment is utilized in imaginative approaches in courses, practica and internships. A guidance materials center, adjacent to the counseling suite, contains educational and occupational information and a specimen set of standardized tests. All of the student service facilities of the University of Dayton, Sinclair Community College, Afro-American Studies Center, Model Cities Educational Center, Montgomery County Joint Vocational School, Vandalia Butler City Schools, and numerous other elementary and secondary schools and community and social agencies are available resources.

PROGRAM REQUIREMENTS

There are three plans for fulfilling the requirements of the Master of Science in Education in the Department of Counselor Education and Human Services:

- Plan A: 45 quarter hours; Research Project
- Plan B: 45 quarter hours ; Internship course
- Plan C: 54 quarter hours; Paper, Research Methodology course

SCHOOL COUNSELOR

<i>Core Courses</i>	<i>Quarter Hours</i>
EDF 502 Advanced Philosophy of Education.....	4
EDF 503 Research Methodology and Statistics (Required Plan A)	4
OR	
EDA 513 Evaluation of Educational and Organizational Systems	4

Concentration Courses
One or more courses from each of the following seven areas (Minimum of 36 quarter hours):

- 1. Guidance
 - EDC 522 Principles and Techniques of Guidance..... 3
 - EDC 539 Administration of Pupil Personnel Services..... 3
 - EDC 580 Guidance in the Elementary School 3
- 2. Human Development
 - EDC 530 Psychology of Individual Differences 4
 - EDC 531 Dynamics of Personality 4
 - EDC 532 Learning Disabilities 4
 - EDF 501 Advanced Psychology of Learning..... 4

EDF 504	Advanced Child and Adolescent Psychology	4
3. Individual and Group Appraisal		
EDC 533	Psychometrics	3
EDC 534	Individual Psychological Evaluation of Exceptional Children.....	3
EDC 535	Practicum 1: Test Interpretations and Case Studies	3
4. Counseling		
EDC 543	Counseling Theories	4
EDC 581	Counseling in the Elementary School	4
5. Group Methods		
EDC 583	Group Process	4
6. Guidance Information		
EDC 524	Educational and Occupational Information.....	3
EDC 525	Use of Community Resources.....	3
EDC 528	Career Education	3
7. Practicum		
EDC 545	Practicum in Counseling Techniques	4
<i>Other Work</i>		
EDI 591	Research Project (Plan A).....	4
EDC 599	Internship in Pupil Personnel Services (Plan B).....	4
— —	Electives (Plan C)	
EDC 574	Independent Studies in Pupil Personnel Services	1-6

VISITING TEACHER

<i>Core Courses</i>	<i>Quarter Hours</i>
EDF 502	Advanced Philosophy of Education..... 4
EDF 503	Research Methodology and Statistics..... 4
OR	
EDA 513	Evaluation of Educational and Organizational Systems..... 4

Concentration Courses

One or more courses from each of the following seven areas (minimum of 36 quarter hours):

1. Human Growth and Development	
EDC 531	Dynamics of Personality
EDF 504	Advanced Child and Adolescent Psychology.....
2. Psychology of Exceptional Children	
EDC 530	Psychology of Individual Differences
EDC 532	Learning Disabilities
3. Educational Psychology	
EDF 501	Advanced Psychology of Learning.....
4. Testing and Measurement	
EDC 533	Psychometrics
EDC 534	Individual Psychological Evaluation of Exceptional Children.....
EDC 535	Practicum 1: Test Interpretations and Case Studies

5. Pupil Personnel Services

EDC 522 Principles and Techniques of Guidance..... 3

EDC 539 Organization and Administration of Pupil Personnel Services 3

6. Counseling Principles

EDC 543 Counseling Theories 4

EDC 581 Counseling in the Elementary School 4

7. Ohio School Law, Family Counseling, Community Organizations, or Juvenile Delinquency

EDA 515 School Law 4

EDF 518 Cultural Foundations: School and the Social Order..... 4

EDC 525 Use of Community Resources 3

Other Work

EDC 545 Practicum in Counseling Techniques 4

EDC 599 Internship in Pupil Personnel Services (Plan B)..... 4

— — Electives (Plan C)

EDC 574 Independent Studies in Pupil Personnel Services 1-6

COLLEGE SERVICE PERSONNEL

General Requirements: 45 quarter hours; research study during internship.

Core Courses	Quarter Hours
EDF 502 Advanced Philosophy of Education.....	4
EDF 503 Research Methodology and Statistics.....	4
EDF 504 Advanced Child and Adolescent Psychology.....	4
OR	
EDC 531 Dynamics of Personality	4

Concentration Courses

EDC 533 Psychometrics 3

EDC 543 Counseling Theories 4

EDC 545 Practicum II: Counseling Techniques 4

EDC 551 Student Personnel Services in Higher Education..... 3

EDC 552 Seminar: College Personnel Service Problems..... 2

EDC 553 Internship in College Personnel Service 9

EDC 583 Group Process..... 4

EDF 550 History of Higher Education in the United States..... 4

SOCIAL AGENCIES COUNSELOR

General Requirements: 45 quarter hours; report, internship course.

Core Courses	Quarter Hours
EDF 502 Advanced Philosophy of Education.....	4
EDF 503 Research Methodology and Statistics.....	4
OR	
EDA 513 Evaluation of Educational and Organizational Systems	4

Concentration Courses

EDC 524	Educational and Occupational Information.....	3
OR		
EDC 525	Use of Community Resources	3
EDC 543	Counseling Theories	4
EDC 545	Practicum in Counseling Techniques	4
EDC 599	Internship in Pupil Personnel Services.....	4
EDC 574	Independent Studies in Pupil Personnel Services.....	4
EDC 583	Group Process.....	4

Electives

EDC 530	Psychology of Individual Differences	4
EDC 531	Dynamics of Personality	4
EDC 532	Learning Disabilities	4
EDC 533	Psychometrics	3
EDC 534	Individual Psychological Evaluation of Exceptional Children.....	3
EDC 535	Practicum I: Test Interpretations and Case Studies	3
EDF 501	Advanced Psychology of Learning.....	4
EDF 504	Advanced Child and Adolescent Psychology	4
EDA 515	School Law	4
EDF 518	Cultural Foundations: School and the Social Order.....	4

SCHOOL PSYCHOLOGIST*Core Courses**Quarter Hours*

EDF 502	Advanced Philosophy of Education.....	4
EDF 504	Advanced Child and Adolescent Psychology	4
EDF 593	Interpretation of Statistics and Research.....	4

Concentration Courses

EDC 531	Dynamics of Personality	4
EDC 532	Learning Disabilities	4
EDC 533	Psychometrics	3
EDC 534	Individual Psychological Evaluation of Exceptional Children	3
EDC 543	Counseling Theories	4
OR		
EDC 581	Counseling in the Elementary School	4
EDC 545	Practicum II: Counseling Techniques	4
EDC 572	The School Psychologist: Role and Function	3
EDC 576	Child and Adolescent Personality Evaluation I.....	4
EDC 577	Child and Adolescent Personality Evaluation II	4
EDF 501	Advanced Psychology of Learning.....	4
EDC 594-595	Internship (for those wanting certification in Ohio).....	16

Upon successful completion of the above program the student will be awarded the master's degree. For those students who prefer to obtain the master's degree before the internship, the following courses are required:

EDF 590	Research Design	4
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EDI 591 Research Project 4

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

COURSES OF INSTRUCTION

EDC 522. PRINCIPLES AND TECHNIQUES OF GUIDANCE: Introduction to the scope, aims, and techniques of guidance; introductory treatment of the basic guidance services and how the counselor and the teacher can make efficient use of them. 3 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 curricula, and available sources of placement; printed and personal reference sources in these fields. 3 qtr. hrs.

EDC 525. USE OF COMMUNITY RESOURCES IN GUIDANCE: Familiarization with availability of services in appraisal, guidance; local information and placement (methods of procedure and cooperation with medical, pastoral, social welfare, mental, educational, industrial, labor, commercial, governmental, and recreational agencies). 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 concerted effort of occupational guidance integrated within the total elementary and secondary school curriculum; and in increasing their educational vocational self awareness and value clarity as they are related to career development. 3 qtr. hrs.

EDC 530. PSYCHOLOGY OF INDIVIDUAL DIFFERENCES: Nature, extent, and significance of variability; hereditary and cultural influences; theories of intelligence; trait organization; group differences. 4 qtr. hrs.

EDC 531. DYNAMICS OF PERSONALITY: Personality theory and abnormal psychology are discussed with emphasis on dynamics of personal behavior. 4 qtr. hrs.

EDC 532. LEARNING DISABILITIES: Etiological, diagnostic, theoretical, and remedial factors and practical application to learning disabilities. 4 qtr. hrs.

EDC 533. PSYCHOMETRICS: Lectures and demonstrations in the principles and application of psychological measurement, with emphasis on standardized group tests of intelligence and scholastic achievement, interest tests, personality tests, etc. Practicum in test selection, use, and interpretation. 3 qtr. hrs.

EDC 534. INDIVIDUAL PSYCHOLOGICAL EVALUATION OF EXCEPTIONAL CHILDREN: The implications of individual developmental and psychological evaluation of exceptional children for classroom management, instructional materials, and teaching methodology. Laboratory experience in administering the Illinois Test of Psycholinguistic Abilities and the Gesell Developmental Scale. Direct application to teaching children experiencing developmental immaturity or learning disabilities. Principally for counselors, school psychologists, and teachers. 3 qtr. hrs.

EDC 535. PRACTICUM I: TEST INTERPRETATIONS AND CASE STUDIES: Supervised experiences in typical school guidance policies and practices, to include vocational guidance, educational guidance and curriculum structures, cumulative folder, test and profile interpretations. 3 qtr. hrs.

EDC 536W. CONFLICT IN THE CLASSROOM: THE EDUCATION OF CHILDREN WITH PROBLEMS: Workshop to assist teachers, counselors, and administrators to understand more fully and to improve their function as educators of "children in conflict." Consulting specialists work with participants to explore techniques, approaches, and school and community programs which respond to the academic and personal needs of children with problems. *2 qtr. hrs.*

EDC 539. ADMINISTRATION OF PUPIL PERSONNEL SERVICES: The effective planning, developing, and administering of a totally balanced and co-ordinated program of pupil personnel services. *3 qtr. hrs.*

EDC 543. COUNSELING THEORIES: Development of skills in counseling through an analysis of five models (relationship, behavioral, social-psychological, reality model, and rational-cognitive) for the behavior change process. An integrated approach for modifying the behavior of children and adults through individual and system change. *4 qtr. hrs.*

EDC 545. PRACTICUM II: COUNSELING TECHNIQUES: Supervised experience in counseling, using role-playing and actual counseling cases. Both group and individualized instruction and supervision. Prerequisites: EDC 524, 533, 543. *4 qtr. hrs.*

EDC 551. PERSONNEL SERVICES IN HIGHER EDUCATION: A study of personnel services in higher education; development and principles, theory and practice of administration, trends and research. *3 qtr. hrs.*

EDC 552. SEMINAR: COLLEGE PERSONNEL SERVICE PROBLEMS: Problems encountered during the internship and present-day problems of campus life. This course is integrated with the internship in College Personnel Service. *2 qtr. hrs.*

EDC 553. INTERNSHIP IN COLLEGE PERSONNEL SERVICES: A three-trimester experience in three college personnel services under the instruction and supervision of staff members of the same services working closely with the coordinator of College Personnel Work. Given in blocks of 3 quarter hours each over three terms. *9 qtr. hrs.*

EDC 572. THE SCHOOL PSYCHOLOGIST: ROLE AND FUNCTION: Topics of current significance in the profession of school psychology, with emphasis on ethics, inter-personal relationships in the school and community, research methodology, and current practices in the field. *3 qtr. hrs.*

EDC 573. OBSERVATION AND PARTICIPATION IN THE SCHOOL PROCESS: Directed observation of and participation in the usual school process under supervision within the school. Required of all school psychologist candidates who do not have teaching certificates. *6 qtr. hrs.*

EDC 574. INDEPENDENT STUDIES IN PUPIL PERSONNEL SERVICES: Independent study undertaken with permission of the chairman. *1-6 qtr. hrs.*

EDC 576. CHILD AND ADOLESCENT PERSONALITY EVALUATION I: Evaluation and interpretation of intelligence tests. Intensive experience in administering the Wechsler tests, Standord-Binet test, and individual achievement tests. (Course limited to those students in Psychology programs.) *4 qtr hrs.*

EDC 577. CHILD AND ADOLESCENT PERSONALITY EVALUATION II: Evaluation and interpretation of projective tests. Instruction in the administration and use of the Rorschach, Bender Gestalt, TAT, and such other tests commonly used by the psychologist. Laboratory experience. (Course limited to those students in Psychology programs.) *4 qtr hrs.*

EDC 580. GUIDANCE IN THE ELEMENTARY SCHOOL: A study of the most important concepts and techniques of guidance, with emphasis on the functions and responsibilities of the elementary teacher and counselor. *3 qtr. hrs.*

EDC 581. COUNSELING IN THE ELEMENTARY SCHOOL: An introduction to the principles and techniques of counseling elementary school children *4 qtr. hrs.*

EDC 583. GROUP PROCESS: This course has two purposes: to enable the counselor to work effectively with groups; and to achieve deeper counselor self-understanding, through participation in the group process. (One fourth of class time is devoted to lectures and three fourths to participation.) *4 qtr. hrs.*

EDC 594-595. INTERNSHIP FOR SCHOOL PSYCHOLOGISTS: A job-related program for nine months under the immediate supervision of a trained school psychologist. The internist will receive a stipend, made available from the State of Ohio Foundation funds. *16 qtr. hrs.*

EDC 599. INTERNSHIP EXPERIENCES IN PUPIL PERSONNEL SERVICES: Extensive directed experience in professional functions within new kinds of cooperating schools and community organizations. May be repeated three times. Prerequisite: permission, Chairman of Department of Counselor Education and Human Services. *4 qtr. hrs.*

EDI 591. RESEARCH PROJECT: Action research initiated after consultation with advisor. Systematic study of a specific problem. Prerequisite: EDF 503, Research Methodology and Statistics, and approval of Preliminary Plan. *4 qtr. hrs.*



EDUCATIONAL ADMINISTRATION (EDA)

John R. O'Donnell, Chairman of the Department

The Department of Educational Administration offers programs which lead to the Master of Science in Education and / or certification as principal, supervisor, executive head, and local superintendent. Programs are geared to meet the requirements of the State of Ohio and the needs of individual graduate students.

All students must complete 45 quarter hours for the master's degree and participate in the Departmental Conference. Requirements for the degree include the following offerings.

<i>Core Courses</i> (12 quarter hours):	<i>Quarter Hours</i>
EDF 502 Advanced Philosophy of Education.....	4
EDF 501 Advanced Psychology of Learning.....	4
OR	
EDF 504 Advanced Child and Adolescent Psychology	4
OR	
EDC 530 Psychology of Individual Differences	4
EDF 503 Research Methodology and Statistics	4
OR	
EDA 513 Evaluation of Educational and Organizational Systems	4
<i>Area Concentration</i> (23 quarter hours):	
EDA 506 School Administration.....	4
EDA 507 Planned Field Experience	4
EDA 509 School Supervision.....	4
EDA 511 Elementary School Curriculum	4
EDA 512 Secondary School Curriculum.....	4
EDC 522 Principles and Techniques of Guidance.....	3
<i>Electives</i> (10 quarter hours):	
EDA 514 Individual Study in Administration	1-3
EDA 515 School Law	4
EDA 516 School Plant.....	4
EDA 517 School Finance.....	4
EDA 521 School Public Relations.....	4
EDA 526 Educational Staff Personnel Administration.....	4
EDC 532 Learning Disabilities	4
EDC 583 Group Process.....	4
EDA 585 Organizational Systems.....	4
EDI 591 Research Project	4

Other electives may be taken in the Departments of Counselor Education and Human Services, Foundations of Education, Elementary Education, Secondary Education, and Physical Education or other departments of the University with the chairman's permission.

COURSES OF INSTRUCTION

EDA 506. SCHOOL ADMINISTRATION: General principles governing the administrative functions of planning, organizing, and controlling. Applications in the administration of both elementary and secondary schools. *4 qtr. hrs.*

EDA 507. PLANNED FIELD EXPERIENCE: Internship to give educational administration majors opportunities to associate with people in various administrative positions in both public and parochial school systems for the purpose of becoming aware of on-the-job problems, duties, responsibilities, and challenges. The student develops a planned series of experiences with the assistance of an advisor and submits written evaluations for each experience. Prerequisite: advisor's approval. *4 qtr. hrs.*

EDA 509. SCHOOL SUPERVISION: Planning, organizing and administering instructional supervision in public and private (parochial) school systems. Field observation required. *4 qtr. hrs.*

EDA 511. ELEMENTARY SCHOOL CURRICULUM: A fundamental course in curriculum development to prepare the student for effective participation in cooperative efforts to improve the curriculum. Attention to curriculum issues and to desirable instructional practices in the major areas of curriculum. *4 qtr. hrs.*

EDA 512. SECONDARY SCHOOL CURRICULUM: A fundamental course in curriculum development to prepare the student for effective participation in cooperative efforts to improve the curriculum. Attention to curriculum issues and to desirable instructional practices in the major curriculum areas. *4 qtr. hrs.*

EDA 513. EVALUATION OF EDUCATIONAL AND ORGANIZATIONAL SYSTEMS: Criteria for selecting and assessing sources of educational information. Supervised experience in finding, interpreting, and evaluating information needed to make appropriate decisions. Specific attention to evaluation of programs, preparation of proposals, and techniques for using evaluation to promote change. *4 qtr. hrs.*

EDA 514. INDIVIDUAL STUDY IN ADMINISTRATION: Opportunity to study a problem which has relevance to one's own specific educational position. Extent of the study and requirements in the course will be related to the credit requested by the student. *1-3 qtr. hrs.*

EDA 515. SCHOOL LAW: Problems in school administration which may give rise to court action. *4 qtr. hrs.*

EDA 516. SCHOOL PLANT: Types of school facilities, considerations in working with architects, remodeling and new construction, site selection, government financing, space utilization, and other aspects of the educational plant. *4 qtr. hrs.*

EDA 517. SCHOOL FINANCE: Principles of school finance, technical problems of budgeting, source of income, purchasing, accounting, and debt service. For school administrators. *4 qtr. hrs.*

EDA 521. SCHOOL PUBLIC RELATIONS: Philosophy and techniques of school-community relations for educational leaders. Parent contacts, citizens' participation, press, radio, television, printed material, etc. *4 qtr. hrs.*

EDA 526. EDUCATIONAL STAFF PERSONNEL ADMINISTRATION: The various aspects of selection, evaluation, and utilization of staff personnel in relation to the overall educational program. *4 qtr. hrs.*

EDA 585. ORGANIZATIONAL SYSTEMS: The application of systems theory to the operation of government, business, and educational organizations. Conventional theories related to the systems approach to an understanding of organizations. *4 qtr. hrs.*

EDI 591. RESEARCH PROJECT: Action research initiated after consultation with advisor. Systematic study of a specific problem. Prerequisite: completion of EDF 503, Research Methodology and Statistics, and approval of Preliminary Plan. *4 qtr. hrs.*



ELEMENTARY EDUCATION (EDE)

Simon J. Chavez, Chairman of the Department

For the Master of Science in Education, the Department of Elementary Education offers a career-oriented program that stresses development and refinement of a repertoire of teaching competencies.

The department makes a very special attempt to serve as a facilitating agency for each student's professional development. Each applicant is asked to meet with the chairman for initial advisement. All students receive individual attention in planning their programs. They are encouraged to select courses and course activities that will evolve cumulatively into programs best suiting their own perceived needs and interests by providing opportunities for the correlation of educational theory with their own school situations.

A minimum of 45 quarter hours is required to fulfill degree requirements.

CORE REQUIREMENTS

All students are required to take four core courses as follows:

	<i>Quarter Hours</i>
1. EDF 502 Advanced Philosophy of Education	4
2. EDE 591 Research Project.....	4
3. EDF 501 Advanced Psychology of Learning	4
OR	
EDE 561 Evaluation of Teaching Strategies	4
4. EDF 503 Research Methodology and Statistics.....	4
OR	
EDE 558 Independent Study-Research Seminar.....	4

AREAS OF CERTIFICATION

The student may wish to incorporate into the master's program those courses required for certification in a specific area. These courses would be in addition to core courses listed above. The following courses meet the requirements for the certificates as indicated.

READING SUPERVISOR (BOTH ELEMENTARY AND SECONDARY)

<i>Courses required for certification</i>	<i>Quarter Hours</i>
EDE 567 Survey of Research in Reading Instruction	4
EDE 568 Diagnosis of Reading and Other Academic Skills	4
EDE 569 Advanced Developmental Reading.....	4
EDE 570 Supervision and Curriculum in Reading.....	4
EDE 571 Practicum in Diagnosis of Reading and Other Academic Skills	3
<i>Recommended Courses</i>	
EDE 557 Library Materials for Children and Adolescents	4

EDE 566	Innovations and Trends in Language Arts.....	4
EDE 573	Preparing Materials for Personalized Instruction	4

ELEMENTARY SCHOOL SUPERVISOR

Courses required for certification *Quarter Hours*

EDA 511	Elementary School Curriculum	4
EDA 507	Planned Field Experience	4
EDA 509	School Supervision.....	4

Recommended courses

EDE 559	Research and Materials in Mathematics Instruction	4
EDE 560	Research in Social Studies Instruction	4
EDE 564	Advanced Science in Elementary School	4
EDE 569	Advanced Developmental Reading.....	4

SPECIAL EDUCATION (EMR – K-12)

		<i>Quarter Hours</i>
EDE 580	Psychology and Education of the Mentally Retarded and Learning Disabled.....	4
EDE 590	Learning and Behavior Disorders.....	4
EDE 587	Occupational Orientation and Job Training.....	3
EDE 411	Student Teaching – EMR	4
EDE 592	Materials, Methods and Curriculum – EMR.....	5
EDE 569	Advanced Developmental Reading.....	4

SPECIAL EDUCATION (LD – K-12)

		<i>Quarter Hours</i>
EDE 568	Diagnosis of Reading and Other Academic Skills	4
EDE 569	Advanced Developmental Reading.....	4
EDE 571	Practicum in Diagnosis of Reading and Other Academic Skills	3
EDE 590	Learning and Behavior Disorders.....	4
EDE 596	Behavior Management – LD	4
EDE 594	Field Experiences in LD.....	4

EARLY CHILDHOOD (KINDERGARTEN-PRIMARY, K-3)

		<i>Quarter Hours</i>
EDE 550	Introduction to Pre-Kindergarten Education	4
EDE 578	Practicum in Pre-Kindergarten	4
EDE 579	Kindergarten-Primary Curriculum and Instruction.....	4
EDE 590	Learning and Behavior Disorders.....	4
EDE 622	Materials for Kindergarten-Primary Instruction	4

AREAS OF CURRICULUM INSTRUCTION

MATHEMATICS-SCIENCE CONCENTRATION

		<i>Quarter Hours</i>
<i>Recommended courses (no certificate)</i>		
EDE 500	Mathematics in the Elementary School.....	4

EDE 559	Research and Materials in Mathematics Instruction	4
EDE 460	Science in the Elementary School.....	4
EDE 564	Advanced Science in Elementary School.....	4
EDE 565	Practicum in Science Instruction.....	4
EDE 562	Educational Media.....	4

GENERAL

<i>Recommended courses (no certificate)</i>		<i>Quarter Hours</i>
EDE 569	Advanced Developmental Reading.....	4
EDE 560	Research in Social Studies Instruction	4
EDE 562	Educational Media.....	4
EDE 500	Mathematics in the Elementary School.....	4
EDE 564	Advanced Science in Elementary School.....	4
EDE 565	Practicum in Science Instruction.....	4
EDE 566	Innovations and Trends in Language Arts.....	4

OTHER COMBINATIONS

The student may select a combination of courses other than those listed above.

Other electives may be taken in the Departments of Counselor Education and Human Services, Foundations of Education, Secondary Education, and Physical Education or other departments of the University with the chairman's permission.

COURSES OF INSTRUCTION

EDE 500. MATHEMATICS IN THE ELEMENTARY SCHOOL: Course or workshop for teachers and school supervisors of the Modern Arithmetic Program. Demonstration of how the logical patterns of mathematical thought can be readily acquired by pupils. 4 qtr. hrs.

EDE 550. INTRODUCTION TO PRE-KINDERGARTEN EDUCATION: A beginning course in early childhood education. Corequisite: EDE 578. 4 qtr. hrs.

EDE 557. LIBRARY MATERIALS FOR CHILDREN AND ADOLESCENTS: The study and evaluation of literature and other library materials for children and adolescents. Emphasis on familiarization and evaluative criteria. 4 qtr. hrs.

EDE 558. INDEPENDENT STUDY: Independent study in a specific area, such as reading. Research seminar is available for students ready to begin planning their research study. 1-4 qtr. hrs.

EDE 559. RESEARCH AND MATERIALS IN MATHEMATICS INSTRUCTION: Study of research and trends in contemporary mathematics. Particular attention to new materials and to action research. 4 qtr. hrs.

EDE 560. RESEARCH IN SOCIAL STUDIES INSTRUCTION: Study of significant research in social studies instruction at the elementary level. Emphasis on cognitive processes, social and study skills, and evaluation. 4 qtr. hrs.

EDE 561. EVALUATION OF TEACHING STRATEGIES: To increase awareness of the effect teaching behavior has upon pupils; proficiency in distinguishing between expectations and the resulting pupil behavior; expertise in recognizing and overcoming the natural defensive reaction when pupil behavior differs from teacher expectations. This course correlates theory of learning with application in classroom teaching. 4 qtr. hrs.

EDE 562. EDUCATIONAL MEDIA: A study of materials, equipment, and technology in education. Actual use and evaluation in the classroom. 4 qtr. hrs.

EDE 563. SUPERVISION OF STUDENT TEACHING: Demonstration of procedures and use of instruments to determine the student teacher's readiness and to guide his progress. Prerequisites: EDE 561, 562. 4 qtr. hrs.

EDE 564. ADVANCED SCIENCE IN ELEMENTARY SCHOOL: Training to integrate science with all phases of curriculum — by research projects in astronomy, biology, chemistry, geology, physics, and air-age education. Also study and evaluation of visual aids in science. Prerequisite: EDE 460, Science in the Elementary School, or another college course in physical science. 4 qtr. hrs.

EDE 565. PRACTICUM IN SCIENCE INSTRUCTION: Application of inquiry and discovery approach to the study of biotic communities, geologic formations, and balance of nature. 4 qtr. hrs.

EDE 566. INNOVATIONS AND TRENDS IN LANGUAGE ARTS: Survey of research and trends in language arts instruction, particularly in communication skills, both oral and written. 4 qtr. hrs.

EDE 567. SURVEY OF RESEARCH IN READING INSTRUCTION: A basic course for experienced teachers concerned with the psychology of learning reading and with current problems and trends. 4 qtr. hrs.

EDE 568. DIAGNOSIS OF READING AND OTHER ACADEMIC SKILLS: Study and use of informal and formal diagnostic tools for determining reading and learning difficulties. Corequisite: EDE 571. 4 qtr. hrs.

EDE 569. ADVANCED DEVELOPMENTAL READING: The psychological and sociological basis in reading. Attention to linguistics, materials, skills, and evaluation. The first course in a program designed to prepare specialists in reading. 4 qtr. hrs.

EDE 570. SUPERVISION AND CURRICULUM IN READING: Study of selected curricula and the processes of planning a sound curriculum in reading at various levels. Outline of the role of the reading supervisor, providing guidelines for effective implementation of programs. Prerequisite: EDE 568, 571. 4 qtr. hrs.

EDE 571. PRACTICUM IN DIAGNOSIS OF READING AND OTHER ACADEMIC SKILLS: Laboratory portion of EDE 568. Corequisite: EDE 568. 3 qtr. hrs.

EDE 573. PREPARING MATERIALS FOR PERSONALIZED INSTRUCTION: A practical course in preparing classroom materials for individual and small group activities. Extra fee for materials. 4 qtr. hrs.

EDE 578. PRACTICUM IN PRE-KINDERGARTEN: Observation in campus childhood center and in other centers. Corequisite: EDE 550. 4 qtr. hrs.

EDE 579. KINDERGARTEN-PRIMARY CURRICULUM AND INSTRUCTION: Considerations to designing and teaching the various areas of the curriculum to interrelate meaningful learning experiences for young children. 4 qtr. hrs.

EDE 580. EDUCATION AND PSYCHOLOGY OF THE MENTALLY RETARDED AND LEARNING DISABLED: Study of the mentally retarded child, the learning disabled child, and inter-intra factors with their environment. Prerequisite: EDE 590. 4 qtr. hrs.

EDE 586. CONTEMPORARY ISSUES IN ELEMENTARY EDUCATION: Study of societal changes, cultural values, characteristics, ways of living, and educational expectations which affect curriculum and instruction in elementary schools. 4 qtr. hrs.

EDE 587. OCCUPATIONAL ORIENTATION AND JOB TRAINING: Principles, methodology for training, guidance, and placement for the pre-adolescent, adolescent, and young adult retardate. Prerequisite: EDE 580, 590, 592. 3 qtr. hrs.

EDE 590. LEARNING AND BEHAVIOR DISORDERS: Survey of general and specific learning disabled, with accompanying behavior disorders in the context of the contemporary school structure. 4 qtr. hrs.

EDE 591. RESEARCH PROJECT: Action research initiated after consultation with advisor. A systematic study of a specific problem. 4 qtr. hrs.

EDE 592. MATERIALS, METHODS AND CURRICULUM — EMR: Development of strategies for implementation of curriculum; preparation, selection, and adaptation of materials for academic, social studies, and social skills for the EMR. Prerequisites: EDE 580, 590, 569. 5 qtr. hrs.

EDE 594. FIELD EXPERIENCES IN LD: Student teaching of the specific learning disabled; supervised field or clinical experience with the specific learning disabled. Prerequisites: EDE 590, 592, 568, 569, 571. 4 qtr. hrs.

EDE 596. BEHAVIOR MANAGEMENT — LD: Behavior management for children with specific and general learning disabilities and behavior problems; emphasis of theoretical and pragmatic implementation. Prerequisites: EDE 590, 569, 568, 571. 4 qtr. hrs.

EDE 598. THE USE OF MEDIA — THE NEWSPAPER IN THE CLASSROOM: Course or workshop to show pre-service and in-service teachers how a newspaper can be used to teach "media literacy" and academic skills to elementary, junior high, and senior high school students; also how a newspaper is published. Co-sponsored by the Dayton Journal Herald. 3 qtr. hrs.

EDE 622. MATERIALS FOR KINDERGARTEN-PRIMARY INSTRUCTION: Course or workshop devoted to the study and development of curriculum materials used in kindergarten-primary instruction. (\$15.00 materials fee.) 4 qtr. hrs.

FOUNDATIONS OF EDUCATION (EDF)

M. Audrey Grob, Chairman of the Department

EDUCATIONAL RESEARCH PROGRAM

The objectives of the program leading to the Master of Science in Education with a concentration in Educational Research include understanding educational research and evaluation, implementing research projects, and drawing correct conclusions from research data. To meet these objectives, courses focusing on educational theory, research design, problems in education, research methodology, statistics, computer usage and programming, psychometrics, and school evaluation are offered. Students also participate in an internship program (up to 18 quarter hours) through which they gain by practical and personal involvement knowledge of the research and evaluation problems in elementary and secondary schools. To provide ultimate benefit, the research experiences offered through the internship will be carefully monitored and evaluated. A research project is required of all students.

The program provides an excellent basis for doctoral work in research and evaluation and is a practical preparation for positions involved with evaluation in governmental, educational, and other professional areas.

Recent graduates with teacher certification and / or those who wish to earn the educational administrative specialist certificate with a speciality in educational research are invited to consider this program which in the educational field is gaining recognition and respect. The applicant must

- 1. Evidence an interest in educational research and evaluation, and demonstrate a level of undergraduate preparation which merits acceptance by the graduate school;
- 2. Demonstrate an interest in education by a dedication to teaching or to work in administration or service areas, or by any other strong commitment to education as a career;
- 3. Ordinarily possess a valid teacher certificate.

The program requirements for the Master of Science in Education with a concentration in Educational Research are the following:

	<i>Quarter Hours</i>
EDF 501	Advanced Psychology of Learning 4
EDF 502	Advanced Philosophy of Education..... 4
EDA 513	Evaluation of Educational and Organizational Systems..... 4
EDC 533	Psychometrics..... 3
EDF 590	Educational Research Design 4
EDF 593	Interpretation of Statistics and Research 4
EDF 596-597	Internship in Educational Research 18
— — —	Elective 4

INTERDISCIPLINARY PROGRAM

Graduate students who want to investigate the world of education in special ways can plan individualized programs leading to the Master of Science in Education with a concentration in Interdisciplinary Studies. Courses from other departments can enhance and support, for example, a study of the psychological or cultural aspects of education. This degree program offers a challenge to the serious student and at the same time provides a firm basis for doctoral work. See also Chapter V.

COURSES OF INSTRUCTION

EDF 501. ADVANCED PSYCHOLOGY OF LEARNING: An effort to relate learning theories and current issues in the psychology of learning to major aspects of growth and development. *4 qtr. hrs.*

EDF 502. ADVANCED PHILOSOPHY OF EDUCATION: Analysis of underlying educational assumptions of philosophers, educators, and agencies of society in an attempt to aid the student in developing a coherent and consistent philosophy of education. *4 qtr. hrs.*

EDF 503. RESEARCH METHODOLOGY AND STATISTICS: The nature of research: methods, research techniques, sources, evaluation of research studies, basic statistics. Students develop under guidance research in areas of personal interest. *4 qtr. hrs.*

EDF 504. ADVANCED CHILD AND ADOLESCENT PSYCHOLOGY: The principal areas of growth and development through adolescence with emphasis on mental development. *4 qtr. hrs.*

EDF 505. TEST CONSTRUCTION AND MEASUREMENT: Basic elements of test construction and analysis and classroom-related statistical procedures as a way of better meeting the needs of pre-adolescents. Preparation of test questions, evaluation of test items, interpretation of standardized test scores, and application of elementary statistics such as averages, variability, standard scores, and correlation. *2 qtr. hrs.*

EDF 518. CULTURAL FOUNDATIONS: SCHOOL AND THE SOCIAL ORDER: The relationship of the school to the total cultural pattern and the interaction between school and community. The nature of the individual child and his relations with society and culture; the special culture of the school and its accompanying social world; school, teacher, and community relations. *4 qtr. hrs.*

EDF 550. HISTORY OF HIGHER EDUCATION IN THE UNITED STATES: The growth and development of American colleges and universities: multiplication and variety; methods of instruction; aims; administration; innovations and conflicts; value of students, faculty and administrators; public opinion. *4 qtr. hrs.*

EDF 554. CULTURAL FOUNDATIONS: HISTORY OF EDUCATION IN THE UNITED STATES: The progress of education in the United States from the rise of the "Common" School to education as an international influence; the educational system within the social, cultural, religious, and political milieu; the influences of industry, finance, technology, progressivism, accreditation, etc. *4 qtr. hrs.*

EDF 578. CULTURAL FOUNDATIONS: POLITICS OF EDUCATION: Public and non-public elementary, secondary, and higher educational policies as they are influenced by the political process. Educational policies, financial allocations, etc., decided through the national, state, and local political levels; the political participants seeking to influence educational policies, financial allocations, etc.; the general environmental influences and "rules" governing outcomes. *4 qtr. hrs.*

EDF 579. CULTURAL FOUNDATIONS: COMPARATIVE EDUCATION: Comparative study of education in countries selected by students for research. Emphasis on an educational system's partaking of and being an integral part of its country's culture. *4 qtr. hrs.*

EDF 590. EDUCATIONAL RESEARCH DESIGN: This course has two major emphases: Part I, basic processes of scientific inquiry into educational problems; Part II, selected techniques which stress in detail specific methodological problems. *4 qtr. hrs.*

EDF 593: INTERPRETATION OF STATISTICS AND RESEARCH: Emphasis on descriptive statistics for observations of groups and on inferential statistics for determining parameters in observed samples and for making valid inferences and interpretations. *4 qtr. hrs.*

EDF 596-597. INTERNSHIP IN EDUCATIONAL RESEARCH: Investigation of the literature of educational research; experiences in developing research design; applications of data processing; conduct of major research activity. Area schools are used as a focus of operations. *18 qtr. hrs.*

EDF 591. RESEARCH PROJECT: Action research initiated after consultation with advisor. A systematic study of a specific problem. Prerequisite: Completion of EDF 503, and approval of Preliminary Plan. *4-6 qtr. hrs.*



EDP 519	Sport and Society	3
EDP 523	Curriculum Development of Physical Education.....	3
EDP 529	Innovative Practices in Physical Education.....	3
EDP 537	Mechanical Analysis of Motor Skills.....	4
EDP 538	The Nature and Basis of Motor Skill Acquisition.....	3
EDP 546	Scientific Principles of Athletic Conditioning	4
EDP 547	Administration of Interscholastic and Intramural Athletics.....	3
EDP 548	Human Movement Theories in Physical Education.....	3
EDP 555	Survey of Research in Physical Education.....	3
EDP 556	Issues in Physical Education (Seminar).....	3
EDP 575	Individual Studies in Physical Education	1-4
EDP 582	Internship in Physical Education	1-4
<i>Electives (9 quarter hours)</i>		
Courses selected from general, professional, physical, or health education.		
<i>Options: (6 quarter hours)</i>		
EDI 591	Research Project	6
OR		
EDP —	Additional course work in physical education.....	6

COMBINED PROGRAMS

There is an opportunity to obtain an elementary or secondary principal's certificate with this degree. An opportunity is also available to obtain a supervisor's certificate with additional course work.

COURSES OF INSTRUCTION

- EDP 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.
- EDP 510. HISTORY OF PHYSICAL EDUCATION: Study of the development of sport and physical education from early cultures to the present time. Emphasis on the United States.
3 qtr. hrs.
- EDP 519. SPORT AND SOCIETY: A study of the cultural patterns, socializing process, and other psychosocial parameters of American sport.
3 qtr. hrs.
- EDP 523. CURRICULUM DEVELOPMENT OF PHYSICAL EDUCATION: Principles and procedures for curriculum construction and revision; criteria for selecting activities and judging outcomes; the place of physical education within the total curriculum.
3 qtr. hrs.
- EDP 529. INNOVATIVE PRACTICES IN PHYSICAL EDUCATION: Practical and theoretical study of innovative methods of teaching physical activities.
3 qtr. hrs.
- EDP 537. MECHANICAL ANALYSIS OF MOTOR SKILLS: Investigations of physical principles operative in the performance of physical education activities with attempts to analyze for methods of greater effectiveness and improved performance.
4 qtr. hrs.

EDP 538. THE NATURE AND BASIS OF MOTOR SKILL ACQUISITION: A study of psychological factors which affect the acquisition of motor skills. Perceptual-motor development theories. Motor behavior. 3 qtr. hrs.

EDP 546. SCIENTIFIC PRINCIPLES OF ATHLETIC CONDITIONING: Study of the factors which affect maximum human performance in athletic competition. Application of scientific principles in preparing the athlete for maximum performance. Methods and theories of training, conditioning, and reconditioning. 4 qtr. hrs.

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

EDP 548. HUMAN MOVEMENT THEORIES IN PHYSICAL EDUCATION: Individual and group study of problems and theories related to the scientific variables of human movement. 3 qtr. hrs.

EDP 555. SURVEY OF RESEARCH IN PHYSICAL EDUCATION: Survey and critical analysis of research and other pertinent materials in the field. 3 qtr. hrs.

EDP 556. ISSUES IN PHYSICAL EDUCATION (SEMINAR): A seminar to investigate and report on a specific issue in physical education. 3 qtr. hrs.

EDP 575. INDIVIDUAL STUDIES IN PHYSICAL EDUCATION: Individual investigations of a problem in physical education or health. (With approval of advisor.) 1-4 qtr. hrs.

EDP 579. SEMINAR IN HEALTH EDUCATION: A problems course for experienced teachers. 3 qtr. hrs.

EDP 582. INTERNSHIP IN PHYSICAL EDUCATION: A job-related experience under the immediate supervision of personnel from a local school or community organization. 1-4 qtr. hrs.

EDI 591. RESEARCH PROJECT: Action research initiated after consultation with advisor. A systematic study of a specific problem. Prerequisite for registration: Completion of EDF 503, Research Methodology and Statistics, and approval of Preliminary Plan. 6 qtr. hrs.

SECONDARY EDUCATION (EDS)

Robert E. Kriegbaum, Chairman of the Department
Helen B. Frye, Coordinator of Graduate Studies

TEACHING IN SECONDARY SCHOOLS

The program for the Master of Science in Teaching (MST) in Secondary Education gives teachers of secondary school subjects an opportunity to gain greater depth in their teaching fields and to gain in application of pedagogical skills in practical settings.

Three options are available to those who wish to pursue the Master of Science in Teaching in Secondary Education. The essence of the three options is EDS 589, Seminar and Practicum in the Study of Learning Environments. Emphasis is on developing teaching competencies in practical settings. Students are asked to become proficient in assessing the verbal climate in an educational setting, to be able to elicit certain behaviors from students, and to be able to engage in a kind of self examination which results in personal growth.

OPTION ONE

Option One is designed for experienced, certificated teachers who desire improvement in their teaching fields and who desire to keep up to date in strategies of instruction. Requirements are as follows:

		<i>Quarter Hours</i>
EDS 589	Seminar and Practicum in the Study of Learning Environments	9
— —	Subjects selected from one or from related teaching fields	36

OPTION TWO

Option Two is designed for experienced, certificated teachers who desire greater depth in both teaching fields and the application of instructional strategies. Teachers choosing Option Two can prepare themselves for positions of instructional leadership as department heads, facilitators, etc. Requirements are as follows:

		<i>Quarter Hours</i>
EDF 501	Advanced Psychology of Learning.....	4
EDF 502	Advanced Philosophy of Education.....	4
EDF 503	Research Methodology and Statistics.....	4
EDF 504	Advanced Child and Adolescent Psychology.....	4
EDS 588	Personal Knowledge.....	4
EDS 589	Seminar and Practicum in the Study of Learning Environments	9
— —	Subjects selected from teaching fields or education.....	16

OPTION THREE

Option Three is designed for students who have earned the bachelor's degree and who desire to become certificated teachers while pursuing post-baccalaureate studies. Requirements are as follows:

		<i>Quarter Hours</i>
EDF 501	Advanced Psychology of Learning.....	4
EDF 502	Advanced Philosophy of Education.....	4
EDS 625	Secondary School, Self, and Society	4
— —	Special Methods in Principal Teaching Field.....	4
EDS 589	Seminar and Practicum in the Study of Learning Environments	9
EDS 598	Internship in Teaching.....	15
EDS 611	Secondary School Reading Improvement – Content Areas.....	4
— —	Electives	

NOTE: If the student needs additional work in the teaching field for certification, courses in the teaching field will be suggested. Graduate level courses in teaching fields are available in the following areas: biology, business, chemistry, communication arts, English, history, mathematics, physics, political science, social psychology, and theological studies.

TEACHING IN JUNIOR HIGH AND MIDDLE SCHOOLS

The purpose of the Master of Science in Teaching (MST) in Junior High and Middle School Education program is to give teachers, both elementary and secondary certificated, the special skills and knowledge necessary to understand and work with young adolescents. Emphasis is on developing teaching competencies in practical settings.

Quarter Hours

Required Courses (23 quarter hours):

EDF 502	Advanced Philosophy of Education.....	4
EDS 614	Junior High and Middle Schools – Theory and Implications	4
EDS 615	Interdisciplinary Teaching and Evaluation of Curriculum Materials... 4	
OR		
EDS 611	Secondary School Reading Improvement – Content Areas.....	4
EDS 589	Seminar and Practicum in the Study of Learning Environments	9
EDF 505	Test Construction and Measurement.....	2

Electives (22 quarter hours):

On the basis of experience, needs, and interests, electives may be taken in content areas or appropriate professional education courses offered by the Departments of Counselor Education and Human Services, Educational Administration, Elementary Education, Foundations of Education, Physical and Health Education, and Secondary Education.

COURSES OF INSTRUCTION

EDS 527W. BUSINESS SYSTEMS AND DATA PROCESSING: A workshop in business automation, related procedures, and equipment, to develop a program of approach the secondary schools can use in educating students in office automation and business data processing. Explanation of the Business Office Education Program of the Department of Education, State of Ohio. This workshop fulfills a requirement for IOE certification. Prerequisite: High School Certification in Business Education. 4-5 qtr. hrs.

EDS 588. PERSONAL KNOWLEDGE: The understanding and development of subjectivities through personal encounter and reading. Students are encouraged to explore personal meanings which are not discursive, not nomothetic, and not repeatable. 4 qtr. hrs.

EDS 589. SEMINAR AND PRACTICUM IN THE STUDY OF LEARNING ENVIRONMENTS: Study and participation in writing behavioral objectives and appropriate evaluation items, classifying objectives and questions according to cognitive level, analyzing classroom verbal communication, using teaching strategies, and microteaching. 4-9 qtr. hrs.

EDS 598. INTERNSHIP IN TEACHING: A full semester of directed teaching experiences under the supervision of a faculty advisor and of master teachers in local schools. Weekly seminars on campus. 15 qtr. hrs.

EDS 600. SUPERVISING THE STUDENT TEACHER IN THE URBAN SCHOOL: To equip the cooperating teacher with skills for gaining insight into the student teacher's problems in urban schools and to improve expertise of cooperating teachers as supervisors of student teachers. 2-3 qtr. hrs.

EDS 604. COLLEGE TEACHING SEMINAR: To assist graduate teaching assistants and beginning college teachers in acquiring information, understandings, and skills which are seen as important components of effective teaching; to provide experienced college faculty with a means of professional development. 1-4 qtr. hrs.

EDS 606. INDEPENDENT STUDY: Individual (or group) pursuit of special interests in the field of education through self-directed learning. 1-5 qtr. hrs.

EDI 607. THE TEACHER IN THE INDIVIDUALIZED CLASSROOM: The teacher's role and functions where the goal is individualized instruction; behavioral objectives, learning styles, and assessment procedures; implementing these concepts in the classroom. 5 qtr. hrs.

EDS 609. PREPARATION OF COMPUTER-AIDED INSTRUCTION: Study of computer-aided instruction used in the schools: problem solving, CAI-written courses, and CAI student authorized courses. Material now being used in CAI; the formation of educational objectives for CAI. 4 qtr. hrs.

EDS 611. SECONDARY SCHOOL READING IMPROVEMENT – CONTENT AREAS: To provide middle, junior high, and senior high school teachers with knowledge and selected skills for improving reading and other language-arts skills of their students in the content areas. Causes and diagnosis of reading problems. 4 qtr. hrs.

EDS 614. JUNIOR HIGH AND MIDDLE SCHOOLS – THEORY AND IMPLICATIONS: The development and rationale of schools designed for the emerging adolescent; procedures by which these theories can be implemented in the classroom. 4 qtr. hrs.

EDS 615. INTERDISCIPLINARY TEACHING AND EVALUATION OF CURRICULUM MATERIALS: Study of the basic principles, problems, and alternatives in team teaching and interdisciplinary education; exploration and evaluation of curriculum materials. 4 qtr. hrs.

EDS 623. CURRENT STRATEGIES IN TEACHING SOCIAL STUDIES: A seminar to explore current strategies in the teaching of secondary school social studies. Participants may share in shaping the course content so their special needs and interests are met. 4 qtr. hrs.

EDS 624. CURRENT STRATEGIES IN TEACHING ENGLISH: A seminar to explore current strategies in the teaching of secondary school English. Participants may share in shaping the course content so their needs and interests are met. 4 qtr. hrs.

EDS 625. SECONDARY SCHOOL, SELF AND SOCIETY: Examination of the inter-relationships between school, self, and society, utilizing group procedures when possible. Prerequisite: EDF 501. 4 qtr. hrs.

EDS 626. BUSINESS EDUCATION IN THE SECONDARY SCHOOL: Principles and techniques of business education, including social, business, and secretarial subjects. Students devote one half day each week to practicum. Prerequisite: EDF 501. First term, each year. 4 qtr. hrs.

EDS 627. LATIN IN THE SECONDARY SCHOOL: The functions and values of the study of Latin, courses of study, organization of materials, conventional and progressive methods. Students devote one half day each week to practicum. Prerequisite: EDF 501. 4 qtr. hrs.

EDS 628. ENGLISH AND SPEECH IN THE SECONDARY SCHOOL: Ways and means whereby the teacher can make his teaching more functional in the lives of students. Students devote one half day each week to practicum. First and second term each year. Prerequisite: EDF 501. 4 qtr. hrs.

EDS 629. SOCIAL STUDIES IN SECONDARY SCHOOL: Aims and values of social studies in high school. General method and special techniques. Students devote one half day each week to practicum. Prerequisite: EDF 501. First and second term, each year. 4 qtr. hrs.

EDS 630. MODERN LANGUAGE IN THE SECONDARY SCHOOL: The functions and values of language study, courses of study, organization of materials, conventional and progressive methods. Students devote one half day each week to practicum. Prerequisite: EDF 501. 4 qtr. hrs.

EDS 631. MATHEMATICS IN THE SECONDARY SCHOOL: The goals of junior and senior high school mathematics; methods and materials; individualizing instruction. Students devote one half day each week to practicum. Prerequisite: EDF 501. First and second term, each year. 4 qtr. hrs.

EDS 632. RELIGION IN THE SECONDARY SCHOOL: Modern methods of instruction with a view to the practical needs of adolescents. Prerequisite: EDF 501. 3 qtr. hrs.

EDS 633. SCIENCE IN THE SECONDARY SCHOOL: Instructional methods and materials with emphasis on inquiry; individualizing instruction. Students devote one half day each week to practicum. Prerequisite: EDF 501. First and second term, each year. 4 qtr. hrs.