

IX 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.

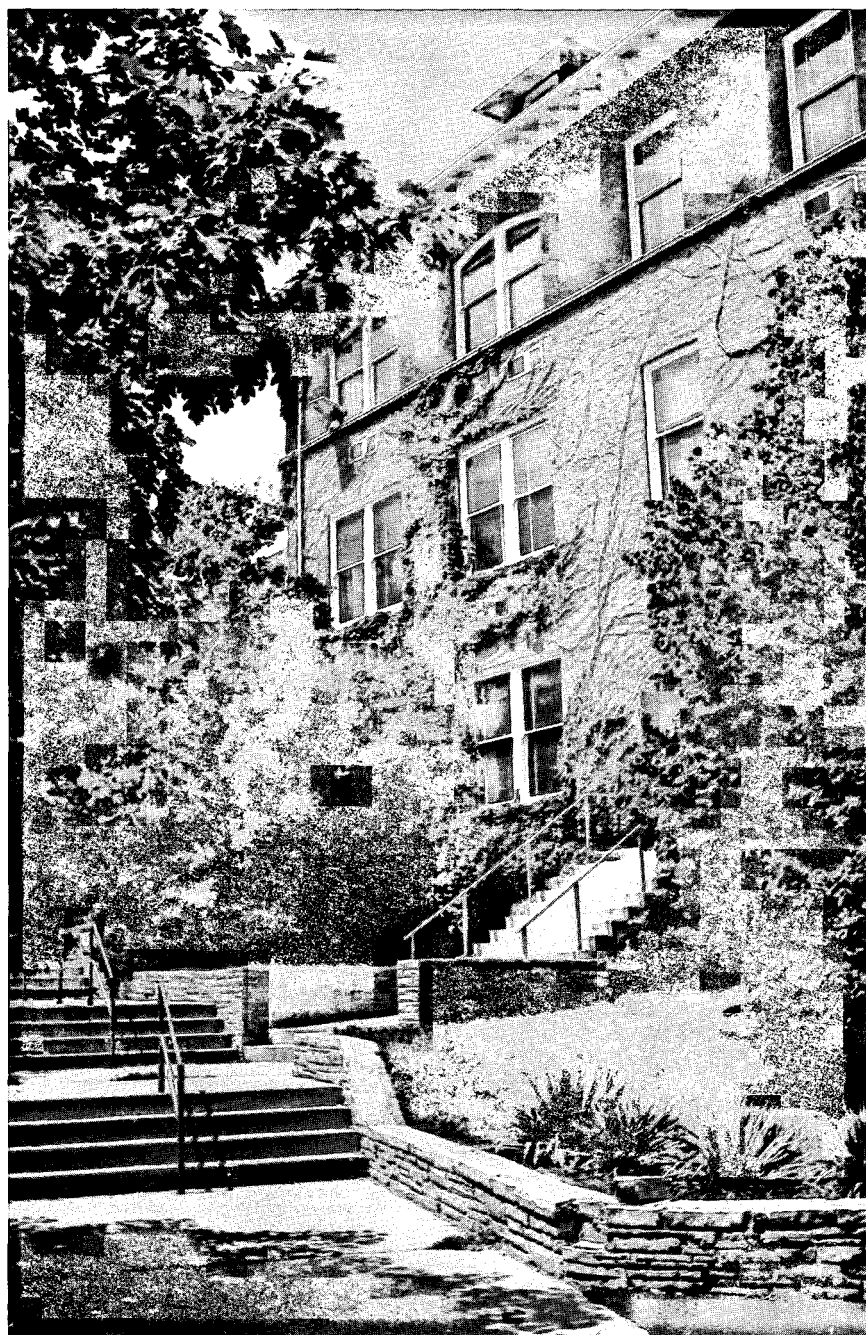
The Education programs leading to the master's degree are designed primarily to meet the following purposes:

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 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 quarters 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.

Employed Graduate Students

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

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 VI and XI.

COUNSELOR EDUCATION AND HUMAN SERVICES (EDC)

Eugene K. Moulin, Chairperson of the Department

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

1. 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;
2. to provide teachers and other helping professionals with specific inservice course credit offerings designed to build skills and develop understandings relative to identified professional functions.

These two missions are conducted at The University of Dayton campus, Steubenville, Lima, Springfield, Piqua, Sidney, Carlisle, Kettering, Jefferson Township, Beavercreek, Washington Court House, Bellefontaine, Valley View, and other sites by invitation of local authorities.

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 students.

2. A second set of activities is directed toward assisting graduate students 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, they formulate perceptions of the complex institutional structures within which they will function as human service specialists.

3. Toward the third end, graduate students are provided the opportunity to test and further refine in institutional settings their styles of implementing skills gained in the course of didactics and specifically planned practica and internships. The unique perceptions and applications of techniques of graduate students are the concern of this process. Their own styles of implementation will be the focus of these activities, and through individualized supervision their own systems of performing many diverse professional duties will be tested and developed. The result of this phase will be to provide graduate students realistic experiences in developing their abilities to implement skills in situations they will most like encounter during their professional careers.

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, Montgomery County Joint Vocational School, Dayton City Schools, Jefferson Township Schools, Tipp 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: 45 quarter hours; Paper, Educational Research Methodology course

Core Courses		SCHOOL COUNSELOR	Quarter Hours
EDF 502	Philosophical Studies in Education		4
EDF 503	Educational Research Methodology		
	OR (Required Plans A and C)		4
EDA 513	Evaluation of Educational and Organizational Systems		4
Concentration Courses			
One or more courses from each of the following seven areas (minimum of 37 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 (Required)		4
EDF 501	Learning Theory and Education		4
EDF 504	Human Development and Education		4
3. Individual and Group Appraisal			
EDC 533	Psychometrics		3
EDC 534	Individual Psychological Evaluation of Exceptional Children		3
EDC 535	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	Community Resources		3
EDC 528	Career Education		3
7. Practicum			
EDC 545	Practicum: Counseling Techniques		5
Other Work			
EDI 591	Research Project (Plan A)		4
EDC 599	Internship in Personnel Services (Plan B)		4
EDC 574	Independent Studies in Personnel Services (Elective)		1-6
EDC 602	Counseling Seminars (Elective)		1-6
EDC 635	Family Counseling (Elective)		4

VISITING TEACHER

<i>Core Courses</i>	<i>Quarter Hours</i>
EDF 502 Philosophical Studies in Education	4
EDF 503 Educational Research Methodology	
OR (Required Plans A and C)	4
EDA 513 Evaluation of Educational and Organizational Systems	4
 <i>Concentration Courses</i>	
One or more courses from each of the following seven areas (minimum of 37 quarter hours):	
1. Human Growth and Development	
EDC 531 Dynamics of Personality	4
EDF 504 Human Development and Education	4
2. Psychology of Exceptional Children	
EDC 530 Psychology of Individual Differences	4
EDC 532 Learning Disabilities (Required)	4
3. Educational Psychology	
EDF 501 Learning Theory and Education	4
4. Testing and Measurement	
EDC 533 Psychometrics	3
EDC 534 Individual Psychological Evaluation of Exceptional Children	3
EDC 535 Test Interpretations and Case Studies	3
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 School and Society	4
EDC 525 Community Resources	3
EDC 635 Family Counseling	4
 <i>Other Work</i>	
EDC 545 Practicum: Counseling Techniques (Required Plans A, B, & C)	5
EDC 599 Internship in Personnel Services (Plan B)	4
OR	
EDC 653 Internship: Visiting Teacher (Plan B)	8
EDC 574 Independent Studies in Personnel Services (Elective)	1-6
EDC 602 Counseling Seminars (Elective)	1-6

COLLEGE SERVICE PERSONNEL

General Requirements: 49 quarter hours; research study during internship.

Core Courses		Hours
EDF 502	Philosophical Studies in Education	4
EDA 513	Evaluation of Educational and Organizational Systems	4
OR		
EDF 503	Educational Research Methodology	4
EDF 504	Human Development and Education	4
OR		
EDC 531	Dynamics of Personality	4
Concentration Courses		
EDC 543	Counseling Theories	4
EDC 545	Practicum: Counseling Techniques	5
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
Electives		
EDC 524	Educational and Occupational Information	3
EDC 525	Human Resources	3
EDC 533	Psychometrics	3
EDC 530	Psychology of Individual Differences	4
EDC 602	Counseling Seminars	1-6
CPS 502	Computing — General Survey (sem. hrs.)	3
CPS 504	Business Application of Computers (sem. hrs.)	3
Internships in three college student personnel services are required and must be taken during the regular office hours of the services. Some courses may be taken during summer, but this is not a summer program.		

SOCIAL AGENCIES COUNSELOR

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

Core Courses		Quarter Hours
EDF 502	Philosophical Studies in Education	4
EDF 503	Educational Research Methodology	4
OR		
EDA 513	Evaluation of Educational and Organizational Systems	4
Concentration Courses		
EDC 524	Educational and Occupational Information	3
OR		
EDC 525	Community Resources	3
EDC 543	Counseling Theories	4
EDC 545	Practicum: Counseling Techniques	5
EDC 583	Group Process	4
EDC 599	Internship in Personnel Services	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	Test Interpretation and Case Studies	3
EDC 574	Independent Studies in Personnel Services	1-6
EDC 602	Counseling Seminars	1-6
EDC 635	Family Counseling	4
EDF 501	Learning Theory and Education	4
EDF 504	Human Development and Education	4
EDA 515	School Law	4
EDF 518	School and Society	4

SCHOOL PSYCHOLOGIST

<i>Core Courses</i>	<i>Quarter Hours</i>
EDF 502 Philosophical Studies in Education	4
EDF 504 Human Development and Education	4
EDF 593 Educational Statistics	4
EDF 503 Educational Research Methodology	4
OR	
EDA 513 Evaluation of Educational and Organizational Systems	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
EDC 583	Group Process	4
EDC 545	Practicum: Counseling Techniques	5
EDC 572	The School Psychologist: Role and Function	3
EDC 576	Child and Adolescent Personality Evaluation I	5
EDC 577	Child and Adolescent Personality Evaluation II	5
EDF 501	Learning Theory and Education	4
EDI 591	Research Project	4-6

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

EDC 594-595	Internship (for those wanting certification in Ohio)	12
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Students from outside Ohio are responsible for initiating and completing the internships and certification requirements of their respective states.

Students taking EDC 576 and EDC 577 are expected to spend a half-day in pre-internship.

A student must be a certified teacher or hold a degree in psychology to enter this program. The student who does not hold an Ohio teacher's certificate must also complete 18 quarter hours well distributed over the following areas: 1. curriculum of the schools, 2. purpose and organization of the schools, 3. directed observation of and participation in the normal school processes under supervision within a school setting, 4. educational administration and 5. remedial instruction and educational disability.

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. COMMUNITY RESOURCES: 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 concentrated 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; procedures for the implementation of Public Law 94-142 and House Bill 455. *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. 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 536. CLASSROOM EDUCATION OF PROBLEM CHILDREN: 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. *3 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: COUNSELING TECHNIQUES: Supervised experience in counseling. Both group and individualized instruction and supervision. Last course for master's degree. *5 qtr. hrs.*

EDC 551. PERSONNEL SERVICES IN HIGHER EDUCATION: A study of personnel services in higher education; 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. *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; special reference to Public Law 94-142 and House Bill 455. *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 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, Stanford-Binet test, individual achievement tests, and other appropriate tests used in multifactor assessment according to Public Law 94-142 and House Bill 455. (Course limited to those students in Psychology programs.) *5 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, and which may be included in the multifactor analysis required by Public Law 94-142 and House Bill 455. Laboratory experience. (Course limited to those students in Psychology programs.) *3 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. 12 qtr. hrs.

EDC 599. INTERNSHIP EXPERIENCES IN 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, Educational Research Methodology and approval of Preliminary Plan. 4 qtr. hrs.

EDC 602. COUNSELING SEMINAR: The goal of the Counseling Seminar is to assist graduate students to gain depth in knowledge and increased skills within the Nine Dimensions identified in *Guidance Services for Ohio Schools*. 1-6 qtr. hrs.

EDC 620. REALITY OF A SUCCESS ORIENTED CLASSROOM: The problems encountered in providing a meaningful and realistic educational experience for students, particularly for those who deviate from a normal profile pattern, will require that counselors obtain a new set of skills in working with administrators, teachers, and parents. 3-5 qtr. hrs.

EDC 635. FAMILY COUNSELING: Skills and understandings relative to the role of counselor and teacher in assisting families to develop new methodologies designed to solve problems within the structure. Special focus on family sculpturing and skill development through the utilization of simulations and role-playing demonstrations. 4 qtr. hrs.

EDC 653. INTERNSHIP: VISITING TEACHER: Extensive directed experience in professional functions within new kinds of cooperating schools. Prerequisite: permission of Chairman of Department of Counselor Education and Human Services. 8 qtr. hrs.

EDC 655. CAREER GUIDANCE INSTITUTE: Designed to assist counselors, teachers, and administrators in implementing an effective Career Guidance Program within their respective schools. 3 qtr. hrs.

EDC 801: INTERPERSONAL DYNAMICS: INDIVIDUAL AND ORGANIZATIONAL: Accurate communication by a leader is essential for effective organizational functioning. The purpose of this course is to improve a student's ability to communicate effectively in complex social systems. In addition, students will be given the opportunity to become more aware of the fact that an effective educational organization is a system composed of human beings working together in the accomplishment of its goals and objectives. The interaction patterns among group members and the leader produce the group process. Each member is a producer and receiver of stimuli. The more each member and leader are aware of the process, the more effectively each can influence the process. Prerequisite: Master's Degree. 3 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, local superintendent, and 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
EDA 676	Social Aspects of Educational and Organizational Leadership.	4
EDF 501	Advanced Psychology of Learning	4
OR		
EDF 504	Advanced Child and Adolescent Psychology	4
OR		
EDF 530	Psychology of Individual Differences	4
EDF 503	Research Methodology and Statistics	4
OR		
EDF 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
OR		
EDC 543	Group Process	4
OR		
EDC 583	Counseling Theories	4
<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
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.

EDA 676. SOCIAL ASPECTS OF EDUCATIONAL AND ORGANIZATIONAL LEADERSHIP: A course which deals with the basic premises of social leadership, the social role of organizational leadership and the influence of social systems on organization leadership. The course also discusses some social strategies useful to administrators, staff and clients. 4 qtr. hrs.



ELEMENTARY EDUCATION (EDE)

Simon J. Chavez, Chairperson 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	5
3.	EDE 561 Evaluation of Teaching Strategies	4
	OR	
	EDE 501 Advanced Psychology of Learning	4
4.	EDF 556 Research Seminar	4
	OR	
	EDE 503 Research Methodology and Statistics	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 (Concurrent with 571)	4
EDE 569 Advanced Developmental Reading I	4
EDE 669 Advanced Developmental Reading II (For Secondary Teachers)	4
EDE 570 Supervision and Curriculum Reading	4
EDE 571 Practicum in Diagnosis of Reading and Other Academic Skills (Concurrent with 568)	4
EDC 531 Dynamics of Personality	4
EDC 557 Library Materials for Children and Adolescents	4

Recommended Courses

EDE 566	Innovations and Trends in Language Arts	4
EDE 573	Preparing Materials for Personalized Instruction	4
EDS 611	Secondary School Reading Improvement — Content Areas	4
EDE 656	Psycholinguistics and Reading (Workshop)	3
EDE 657	Applying Psycholinguistics in Classroom Reading (Workshop).....	3

READING TEACHER (K-12)

Quarter Hours

EDE 567	Survey of Research in Reading Instruction	4
EDE 568	Diagnosis of Reading with Other Academic Skills (Concurrent with 571)	4
EDE 569	Advanced Developmental Reading I.....	4
EDE 571	Practicum in Diagnosis of Reading and Other Academic Skills (Concurrent with 568)	4
EDC 531	Dynamics of Personality	4

ELEMENTARY SCHOOL SUPERVISOR

Courses required for certification

Quarter Hours

EDA 511	Elementary School Curriculum	4
EDA 507	Planned Field Experience.....	4
EDA 512	Secondary School Curriculum	4
EDA 509	School Supervision	4

Recommended Courses

EDE 559	Research and Materials in Mathematics Instruction	4
EDE 586	Research in Social Studies Instruction	4
EDE 564	Advanced Science in Elementary School	4
EDE 569	Advanced Developmental Reading I.....	4

SPECIAL EDUCATION (EMR—K-12)

Quarter Hours

EDE 580	Psychology and Education of the Retarded	4
EDE 590	Learning and Behavior Disorders	4
EDE 587	Career Development — Special Education	4
EDE 611	Student Teaching — MR	4
EDE 592	Curriculum Materials and Instructional Procedures for Teaching the Mentally Retarded	6

Recommended Courses

EDE 569	Advanced Developmental Reading I.....	4
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SPECIAL EDUCATION (LD — K-12)

<i>Courses required</i>		<i>Quarter Hours</i>
EDE 588	Educating Parents of Exceptional Children	3
EDE 589	Education of the Multi-Handicapped	4
EDE 590	Learning and Behavior Disorders	4
EDE 594	Field Experiences — LD	4
EDE 595	Diagnostic Teaching in Learning Disabilities	4
EDE 596	Behavior Management — LD	4
 <i>Recommended Courses</i>		
EDE 569	Advanced Developmental Reading I	4

EARLY CHILDHOOD (KINDERGARTEN-PRIMARY, K-3)

		<i>Quarter Hours</i>
EDE 500	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>Recommended courses (no certificate)</i>		<i>Quarter Hours</i>
EDE 500	Mathematics in the Elementary School	4
EDE 559	Research and Materials in Mathematics Instruction	4
EDE 560	Advanced Science in the Elementary School	4
EDE 564	Research and Materials in Elementary Science Instruction	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 I	4
EDE 560	Research in Social Studies Instruction	4
EDE 562	Educational Media	4
EDE 500	Mathematics in the Elementary School	4
EDE 564	Research and Materials in Elementary Science Instruction	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 permission of chairperson of Elementary Education.

COURSES OF INSTRUCTION

EDE 500. MATHEMATICS IN THE ELEMENTARY SCHOOL: Course or workshop for teachers and school supervisors of the Modern Math 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. Characteristics of young children are discussed, and research in the area of early childhood education is examined. *4 qtr. hrs.*

EDE 556. RESERACH SEMINAR: Introductory course in research, retrieval of information, and statistics. This course is designed to help the professional educator acquire the skills needed to work more efficiently and effectively in the area of educational research. *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. Consult Chairman. *1-4 qtr. hrs.*

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

EDE 560. ADVANCED SCIENCE IN THE ELEMENTARY SCHOOL: Understanding the challenge of the newer developments of science for the elementary school program. Study of the objectives of elementary science and of the selection and grade placement of subject matter. *4 qtr. hrs.*

EDE 561. EVALUATION OF TEACHING STRATEGIES: Analyze and experiment with various models of teaching that can be useful in studying classroom interaction and for evaluating teaching-learning performance. *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 and guide the student teacher's progress. *4 qtr. hrs.*

EDE 564. RESEARCH AND MATERIALS IN ELEMENTARY SCIENCE INSTRUCTION: Training to integrate science with all phases of curriculum — by research projects in astronomy, biology, chemistry, geology, physics, and air-age education. Evaluation of visual aids in 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 or 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 in reading and children's literature.

4 qtr. hrs.

EDE 568. DIAGNOSIS OF READING: Study and use of informal and formal diagnostic tools for determining reading levels for remedial or advanced reading skills. Prerequisites: 569, 567. Corequisite: EDE 571.

4 qtr. hrs.

EDE 569. ADVANCED DEVELOPMENTAL READING: The psychological and sociological basis in reading. Attention to linguistics, materials, skills, literature, 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.

4 qtr. hrs.

EDE 578. PRACTICUM IN PRE-KINDERGARTEN: Observation in campus childhood center and in other centers. Prerequisite: 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. PSYCHOLOGY AND EDUCATION OF THE RETARDED: A survey course giving a broad overview of mental retardation. Includes curriculum planning and practicum. Prerequisite: EDE 590.

4 qtr. hrs.

EDE 584. MUSIC IN ELEMENTARY EDUCATION — INTERMEDIATE: A course intended to increase one's understanding of the concepts of music and to enable one to project those musical concepts to the intermediate grades.

3 qtr. hrs.

EDE 586. 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 587. CAREER DEVELOPMENT—SPECIAL EDUCATION: Techniques of job classification, selection, placement, activities related to work experience from pre-school to adult. Prerequisite: EDE 592, 580.

4 qtr. hrs.

EDE 588. EDUCATING PARENTS OF EXCEPTIONAL CHILDREN: Techniques and methods for helping the parents accept and plan for the handicapped child. Interpretation of handicaps to parents, school-home relations. 3 qtr. hrs.

EDE 589. EDUCATION OF THE MULTI-HANDICAPPED: Problems, program development, and educational needs of the multi-handicapped. Pre-school to adulthood. Prerequisites: EDE 580, 596. 4 qtr. hrs.

EDE 590. LEARNING AND BEHAVIOR DISORDERS: In-depth study of the nature and characteristics of handicapping conditions in children. 4 qtr. hrs.

EDE 591. RESEARCH PROJECT: The writing of an action research report under consultation with an adviser. A systematic study of a specific situation in the teacher's classroom. Prerequisite: EDE 556. 5 qtr. hrs.

EDE 592. CURRICULUM MATERIALS AND INSTRUCTIONAL PROCEDURES FOR TEACHING THE MENTALLY RETARDED: Preparation, selection and adaptation of instructional materials; multi-factored assessment and evaluation techniques relative to placement and individual programming. Practicum and clinical experiences. 4 qtr. hrs.

EDE 594. FIELD EXPERIENCES IN LD: Student teaching of the specific learning disabled; supervised field or clinical experiences. Prerequisites: EDE 590, 596. 4 qtr. hrs.

EDE 595. DIAGNOSTIC TEACHING IN LEARNING DISABILITIES: A course to provide functional knowledge about sensori-motor, perceptual-motor development, memory, language and basic cognitive skills based on theoretical implication. Prerequisite: EDE 590, 596. Concurrent with EDE 594. 4 qtr. hrs.

EDE 596. CLASSROOM STRUCTURE AND BEHAVIOR MANAGEMENT: Application of methods of observing, recording, and measuring human behavior with emphasis on behavior management techniques for the developmentally disabled and for children with learning disabilities and behavior disorders. 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. 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. 4 qtr. hrs.

EDE 656. PSYCHOLINGUISTICS AND READING — DIAGNOSIS AND READING STRATEGIES: Course or workshop devoted to developing knowledge of the reading process, diagnosing reading and planning strategy lessons. 3 qtr. hrs.

EDE 657. APPLYING PSYCHOLINGUISTICS IN READING IN THE CLASSROOM: Course or workshop devoted to planning reading strategy lessons, comprehension-centered approaches and organization of the classroom reading program. 3 qtr. hrs.

EDE 669. ADVANCED DEVELOPMENTAL READING II: Taken in lieu of EDE 569. The first course for secondary teachers desiring certification as Reading Supervisors. Limited to English and Modern Language majors and those seeking certification as reading supervisor. 4 qtr. hrs.

EDE 696. TEACHING IN THE ELEMENTARY SCHOOL: Study of the role of the teacher in the classroom including human relations, assessment, instruction, and evaluation of teaching. 4 qtr. hrs.

**EDUCATIONAL FOUNDATIONS
AND RESEARCH (EDF)**

John O. Geiger, Chairperson of Department

EDUCATIONAL RESEARCH (EDR)

The purposes of this program leading to the Master of Science in Educational Research are to develop:

- 1. knowledge in a specialized educational field in which the student intends to do research or evaluation, as for example, curriculum, administration, teaching methodology, counseling or other areas selected by the student;
- 2. basic competence in educational research methodology and evaluation, educational statistics, conducting a research project and in participating in actual school-related research or evaluation activities.

The program provides an excellent preparation for doctoral work in education as well as for research and evaluation positions with school systems, state departments of education, and other agencies. It provides a basis for the teacher, administrator and counselor to develop the competency necessary to generate funded and non-funded projects in their school systems.

The course requirements are:

	<i>Quarter Hours</i>
EDF 502 Philosophical Studies in Education	4
EDF 503 Educational Research Methodology	4
EDF 593 Educational Statistics	4
EDF 596 Internship in Educational Research	4-8
EDF 590 Educational Research Design	2
EDF 591 Research Project	4-6
_____ Elective courses in Educational Field and/or additional research courses	23-17

Interested students should contact Dr. Herman Torge, program director.

INTERDISPLINARY STUDIES IN EDUCATION (EDI)

Graduate students who want to pursue a specialized program in education which is not offered in other departments can do so and secure the Master of Science in Education in Interdisciplinary studies. The program requires a minimum of 45 quarter hours.

	<i>Quarter Hours</i>
EDF 501 Learning Theory and Education	4
EDF 502 Philosophical Studies of Education	4
EDF 503 Educational Research Methodology	4
EDF 504 Human Development and Education	4
EDF 591 Research Project	4
_____ Concentration Courses in Area of Interest	25

Typical interdisciplinary programs have centered around the following: adult education; multi-culture education; values education; psychology and education; educational policy studies; studies in higher education. Interested students should contact Dr. John Geiger, department chairperson.

COURSES OF INSTRUCTION

EDF 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.

4 qtr. hrs.

EDF 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 and educational administration.

4 qtr. hrs.

EDF 503. EDUCATIONAL RESEARCH METHODOLOGY: Study of Educational research design, proposal writing, ERIC and other bibliographic sources, and techniques for conducting research in teaching, administration and counseling.

4 qtr. hrs.

EDF 504. HUMAN DEVELOPMENT AND EDUCATION: Study of contemporary developmental theories such as those of Piaget, Kohlberg, Erikson, and Lewin with interpretations made for teaching methodology, curriculum design, counseling and psychological services.

4 qtr. hrs.

EDF 505. TEST CONSTRUCTION AND MEASUREMENT: Study of the basic elements of constructing and analyzing tests, using simple statistical procedures for evaluating students, preparing and evaluating test items and interpreting standardized test scores.

2 qtr. hrs.

EDF 518. SCHOOL AND SOCIETY: Study of the impact of culture, community and socio-economic status on achievement and attitudes toward schooling. Interpretations are made for teaching methodology, educational administration, curriculum design, counseling and psychological services.

4 qtr. hrs.

EDF 550. HISTORY OF HIGHER EDUCATION IN THE UNITED STATES: Study of the development of post-secondary education in the United States from Colonial period to the present with special emphasis on topics such as liberal arts, vocational preparation, and community colleges.

4 qtr. hrs.

EDF 554. HISTORY OF EDUCATION IN THE UNITED STATES: Study of the development of education from the colonial period to the present with the examination of such issues as pluralism, complexity and comprehensiveness.

4 qtr. hrs.

EDF 578. POLITICS OF EDUCATION: Study of educational policy-making at the local, state and federal levels. Specific attention is given to the interdependence of these levels as related to contemporary issues.

4 qtr. hrs.

EDF 579. COMPARATIVE EDUCATION: Comparative study of educational systems from around the world. Special attention is given to contrasting other educational systems with those in the United States. When possible, this course will be conducted abroad.

4 qtr. hrs.

EDF 590. EDUCATIONAL RESEARCH DESIGN: Study of the techniques for organizing and managing an educational research project. Designed to assist students in setting up their research project.

2 qtr. hrs.

EDF 591. RESEARCH PROJECT: Study conducted through research of a specific problem under the individual guidance of a faculty member. 4-6 qtr. hrs.

EDF 593: EDUCATIONAL STATISTICS: Study of basic statistics used to describe groups, of inferential statistics for determining parameters in observed samples, and of formulating valid inferences and interpretations. 4 qtr. hrs.

EDF 596. INTERNSHIP IN EDUCATIONAL RESEARCH AND EVALUATION: Participation in actual school-related research or evaluation activities in the Office of Educational Services, in elementary or secondary schools, or in higher education. Emphasis is on all the activities of research and evaluation from conceptualization to final reporting. 4-8 qtr. hrs.

EDF 603. STUDY IN EDUCATIONAL FOUNDATIONS: An opportunity for students (individually or in small groups) to investigate a specific area normally not contained in existing courses. 1-6 qtr. hrs.

EDF 638. VALUES CLARIFICATION AND MORAL EDUCATION: Study of the theories and techniques of clarifying values and educating for morality. Such theorists as Simon, Kohlberg, Hall and others are studied. Students participate in a variety of values clarification and moral education exercises. 4 qtr. hrs.

EDF 641. SOCIAL JUSTICE EDUCATION: Study of selected issues of justice such as equality, rights, duties, freedom and democracy. Interpretations of these social principles are made for teaching methodology, curriculum design and educational administration. 4 qtr. hrs.

EDF 642. EDUCATIONAL WRITINGS OF THE CATHOLIC CHURCH: A study of the educational writings of the Popes and other significant Catholic writers (e.g. Pius XI, John XXIII, deChardin, Maritain). Interpretations are made for educational policies and practices. 4 qtr. hrs.

EDF 643. RELIGION STUDIES IN PUBLIC SCHOOLS: Study of the approaches to the study and teaching of religion and the legislation and litigation regarding religious studies in public schools. Specific interpretations are made for teaching methodology and curriculum design. 4 qtr. hrs.

EDF 670W. CURRENT CONTROVERSIES IN EDUCATION: Study of selected controversies in education as they relate to policy and practice. 2 qtr. hrs.

PHYSICAL AND HEALTH EDUCATION (EDP)

James B. LaVanche, Chairperson of the Department

Doris A. Drees, Coordinator of Graduate Studies

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

ADMISSION REQUIREMENTS

The applicant for graduate study must meet the following requirements:

1. The applicant must be a graduate of an accredited four-year college or university.
2. The applicant must hold a teacher's certificate in physical education.
3. The applicant must have a grade point average of 2.5 or better out of a possible 4.0 in his undergraduate program. Exceptions to this requirement will be based on recommendations and the endorsement by the School of Education'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 quarter hours of graduate credit.

ADVISEMENT

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 his first term of enrollment in an effort to meet his 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.

UNDERGRADUATE COURSES

The following undergraduate courses may be taken for graduate credit:

- EDP 405 Tests and Measurements
- EDH 407 Current Issues in Health Education
- EDP 408 Physiology of Exercise
- EDP 409 Kinesiology
- EDP 410 Adapted Physical Education

The maximum number of undergraduate credits that can be taken for graduate credit is six hours. The students may not repeat any courses for which they already have undergraduate credit. Any exceptions to the above must be approved by the departmental graduate committee, the Dean of the School of Education, and the Dean for Graduate Studies and Research.

DEGREE REQUIREMENTS

A minimum of 45 quarter hours is required. Students must achieve an average of at least B (3.0) in all work undertaken in order to qualify for graduation.

Candidacy

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

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

Students should apply for admission to candidacy after completion of 25 quarter hours of graduate work, including at least two courses in physical education and EDF 503, Research Methodology. Application is made by filing the official candidacy form with the coordinator of the departmental graduate program.

Comprehensive Examination

Successful completion of a written comprehensive examination is required for graduation. The comprehensive examination, three hours in length, will basically cover the student's area of concentration (physical education courses). The examination may be taken during the student's last term of course work or after he has completed 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 the student fails the examination the first time, he will be given a second opportunity. Failure the second time incurs failure and dismissal from the program.

Program Requirements

	<i>Quarter Hours</i>
<i>Core Courses (12 quarter hours)</i>	
EDF 502 Philosophical Studies of Education	4
EDF 503 Educational Research Methodology	4
EDF 501 Learning Theory and Education	4
OR	
EDF 504 Human Development and Education	4
<i>Area of Concentration (18 quarter hours chosen from the following)</i>	
EDP 508 Physical Education Workshops (maximum of two courses)	1-4
EDP 510 History of Physical Education	3
EDP 519 Sport and Society	3
EDP 523 Curriculum Development of Physical Education	3

EDP 529	Innovative Practices in Physical Education	3
EDP 530	Athletic Training	3
EDP 537	Biomechanics	4
EDP 538	The Nature and Basis of Motor Skill Acquisition	3
EDP 540	Women in Sport	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 550	Physiological Responses to Exercise	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

Electives (9 quarter hours)

Courses selected from general, professional, physical, or health education.

Options: (6 quarter hours)

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 530. ATHLETIC TRAINING: Application of principles involved in prevention, care and treatment of athletic injuries.

3 qtr. hrs.

EDP 537. BIOMECHANICS: 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 540. WOMEN IN SPORT: A study of the historical, psychological, sociological and biophysical aspects of the American woman in sport. 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 550. PHYSIOLOGICAL RESPONSES TO EXERCISE: A study of the physiological changes that occur during exercise and training. 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, Chairperson of the Department

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:

Quarter Hours

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:

Quarter Hours

EDF 501	Learning Theory and Education	4
EDF 502	Philosophical Studies in Education	4
EDF 503	Educational Research Methodology	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:

		Quarter Hours
EDF 501	Learning Theory and Education	4
EDF 502	Philosophical Studies in Education	4
EDS 625	Secondary School, Self, and Society	4
EDS 611	Advanced Secondary School Reading Improvement	3
EDS 613	Human Relations in Education	3
— — —	Special Methods in Principal Teaching Field	4
EDS 589	Seminar and Practicum in the Study of Learning Environments	9
EDS 598	Practicum and Internship Teaching	10-14
— — —	Electives	0-4

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.

A cumulative point average of 2.5 in principal teaching field is required for certification; students with a lower average accepted into the program must agree to take additional courses to raise it to criterion level.

Once a student has been approved and placed for internship, he may not withdraw from the program except with the approval of the Department Chairperson. A student who withdraws without this approval forfeits future placement in internship.

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 competencies in practical settings.

		Quarter Hours
<i>Required Courses (27 quarter hours)</i>		
EDF 502	Philosophical Studies in Education	4
EDS 614	Junior High and Middle Schools — Theory and Implications	4
EDS 615	Interdisciplinary Teaching and Evaluation of Curriculum Materials	4
EDS 611	Advanced Secondary School Reading Improvement	4
EDS 589	Seminar and Practicum in the Study of Learning Environments	9
EDF 505	Test Construction and Measurement	2

Electives (18 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 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. PRACTICUM AND INTERNSHIP TEACHING: A full semester of practicum and directed teaching experiences under the supervision of a faculty advisor and of master teachers in local schools. Weekly seminars on campus. 10-14 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.

EDS 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. ADVANCED SECONDARY SCHOOL READING IMPROVEMENT: 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, Practicum included. For students seeking initial certification. 3-4 qtr. hrs.

EDS 613. HUMAN RELATIONS IN EDUCATION: Ways of working with people regardless of race, political affiliation, age, sex, socioeconomic status, or level of academic achievement (not requiring specialized educational environment). 3 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 interrelationships between school, self, and society, utilizing group procedures when possible. Students devote one half day each week to practicum. 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. Prerequisite: EDF 501. First and second term each year. 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 term, each year.

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.

EDS 639. I.O.E. CONTENT AND METHODOLOGY: A qualifying course for Intensive Office Education Teachers. Includes historical background, curriculum, state criteria, and student and teacher considerations. 3-4 qtr. hrs.

EDS 652. SPECIAL TOPICS IN POST-SECONDARY EDUCATION: Provides (1) knowledge and skills and (2) a basis for formation of attitudes and values to groups and organizations in response to expressed needs in specialized areas of post-secondary education. 1-4 qtr. hrs.

EDS 662. ADVISING SCHOOL PUBLICATIONS: Fundamentals in teaching journalism, newspaper and yearbook production, school press law and financing of school publications. 4 qtr. hrs.

EDS 663. ECONOMIC ISSUES FOR TEACHERS: A course designed to acquaint education students with basic economic concepts and analytical approaches through the discussion of current economic issues. In addition, particular emphasis will be placed on teaching techniques and materials which can be used in the secondary school. The course will emphasize the logic of economic concepts while minimizing the use of economic jargon and analytical techniques. 4 qtr. hrs.

EDS 665. DISCIPLINE SKILLS AND DECISION MAKING IN THE SECONDARY CLASSROOM: A course designed to enable participants to gain knowledge of various techniques used successfully by teachers in improving the performance of troubled students in their classrooms. *3 qtr. hrs.*

EDS 678. STUDIES IN INTERNATIONAL EDUCATION: A course designed to focus on integrating global education with existing social studies courses. *1-6 qtr. hrs.*



EDUCATIONAL SPECIALIST DEGREE IN EDUCATIONAL LEADERSHIP (EDL)

Offered by
The Colleges of Education and The Graduate Schools of
The University of Dayton and Wright State University

This 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.

A planned program of study will cover two years, with a required minimum of 54 quarter hours of graduate work beyond the Master's Degree. In this combined degree program one half of the course work (27 qtr. hours) will be completed at each university. Previous post master's course work may be transferred into the program if it supports the objectives of the over all program.

A candidate for the Educational Specialist Degree must fulfill the residency requirements by completing two consecutive summer sessions with full-time status.

The program will begin in the fall term of each school year and course work will be offered in a sequential order so that all of the requirements can be completed in a two year period.

ADMISSION REQUIREMENTS

1. A Master's Degree
2. Three years of professional experience: Administration and / or Supervision
3. Submission of letters of recommendation
4. Earned cumulative grade point average of 3.5 on the graduate level
5. Acceptance by faculty interviewing team
6. Commitment to complete the Ed.S. within a 24 month time limit.

Program Requirements

Common Curriculum (12 quarter hours)

This component will include course work in areas such as interpersonal dynamics, organizational systems and research.

Concentration Courses (21 quarter hours)

Course work in this area will include such things as school law, finance, facilities, program evaluation and negotiations.

Cognate Course (6 quarter hours)

This component will include course work in areas such as sociology, communications, economics and management.

Electives (6 quarter hours)

Course work taken as electives will depend on the career focus of the individual.

Field-Based Experience (9 quarter hours)

This course work will give the individual an opportunity to apply knowledge and information in a practical learning situation.

One half of this course work will be completed at the University of Dayton and the other half will be completed at Wright State University.

COURSES OF INSTRUCTION

The following specialist degree courses are to be completed at The University of Dayton:

EDC 801. **INTERPERSONAL DYNAMICS:** Accurate communication by a leader is essential for effective organizational functioning. The purpose of this course is to improve a student's ability to communicate effectively in complex social systems. In addition, students will be given the opportunity to become aware of the fact that effective educational organization is a system composed of human beings working together toward the accomplishment of its goals and objectives. *3 qtr. hrs.*

EDA 802. **FIELD-BASED EXPERIENCE IN EDUCATIONAL LEADERSHIP II:** A continuation of the purpose and function of the initial field-based experience. Focus of this course is upon an added depth of demonstration of the concepts and skills of educational leaders. Further, this course will emphasize and utilize the knowledge and skills acquired in the concentration area. *3 qtr. hrs.*

EDF 803. **RESEARCH:** The student will consider 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 804. **PROFESSIONAL NEGOTIATIONS FOR EDUCATORS:** A practical course in the act and skills of negotiations. Exploration of legal cases and concepts which have emerged as a result of conflict resolution and adjudication in the courts and an analysis of negotiated agreements and case studies in the field of education will be utilized. *3 qtr. hrs.*

EDA 805. **ADVANCED SEMINAR IN EDUCATIONAL LEADERSHIP:** A capstone course which synthesizes the concepts, skills, and information of the total specialist's program. An integration of the basic purposes of the program with the common curriculum, electives, cognates, and areas of concentration is provided through this course. *3 qtr. hrs.*

EDA 815. **SCHOOL LAW:** Knowledge of statutes and judicial decisions related to legal authority; responsibilities of boards of education, teachers and administrators. Emphasis will be placed on understanding the legal framework necessary for education to carry out its mandated responsibility — the education of all children of all people. *3 qtr. hrs.*

EDA 817. **SCHOOL FINANCE:** To present 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. *3 qtr. hrs.*

EDA 821. THE ADMINISTRATOR'S PUBLIC RELATIONS: This course is designed to assist school administrators in identifying their responsibility for public communication planning and the leadership role which is a basic element of communication. Provisions are made for the development of guidelines, techniques, and practices which can be utilized to facilitate wholesome relationships between school and community. *3 qtr. hrs.*

In addition to the above mentioned courses, one elective course and one cognate course will be completed at the University of Dayton.

The following specialist degree courses are to be completed at Wright State University:

(WSU) ORGANIZATIONS AS SOCIAL SYSTEMS: The focus on this course is upon the analysis of organizations. A variety of organizational structures which reflect a continuum of beliefs are explored and organizational theory is analyzed in an attempt to specify the relationship between the needs of an organization. Also covered is the individual's role and function within an organization. Emphasis is placed on the following concepts: Behavioral science theory, management and leadership styles, theories and models of leadership, and the skills necessary for effective leadership. *3 qtr. hrs.*

(WSU) ORGANIZATIONAL CHANGE AND SYSTEMS ANALYSIS: This course advances the student's knowledge of effecting change with individuals and groups within a social system. It also provides students with a working familiarity with systematic models useful for effecting change and assists them in identifying and developing skills useful to a leader functioning as a change agent. *3 qtr. hrs.*

(WSU) SCHOOL BUILDINGS AND EQUIPMENT: This course provides knowledge of types of buildings, architectural structures and designs, efficient use of buildings and equipment, and the relationship of physical facilities to the program offered to students. The planning of new structures, remodeling of existing structures and the major concepts of energy conservation are stressed. *3 qtr. hrs.*

(WSU) STAFF PERSONNEL IN THE PUBLIC SCHOOL: The course presents hypotheses, principles, and practices for dealing with school personnel problems which are the primary concern of this course. Emphasis is placed on the areas of recruitment, selection, induction, appraisal, development, compensation and motivation of personnel. Students are also helped to assess career goals and guide them in their interests in school personnel roles. *3 qtr. hrs.*

(WSU) PROGRAM DEVELOPMENT AND EVALUATION: This course is for prospective or practicing educational leaders and has a K-12 orientation. The focus is upon the identification of problems faced by the participants and the use of a systems approach to the analysis and evaluation of problems. Students will be given the opportunity to design a format for translating research into practice and to develop and apply criteria for the evaluation of a curricular innovation or an instructional practice. *3 qtr. hrs.*

(WSU) FIELD-BASED EXPERIENCE IN EDUCATIONAL LEADERSHIP I: The intention of this course is to provide students with the opportunity to relate coursework with practical field-based experience in the area of educational leadership. The focus of this experience is broad based in terms of leadership and will help the student plan the specific concentration activities of the second field-based experience. Students are given the opportunity to identify and refine their human relations skills necessary in achieving organizational goals. *3 qtr. hrs.*