

Education & Allied Studies

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| Theron Ford | Teacher Education; Multicultural Education; Special Education |
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| Jeanne E. Jenkins | Educational Psychology; School Psychology |
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The mission of the Department of Education and Allied Studies is to provide educational leadership for a more just society.

To achieve that end, the unit embodies four goals: to provide professional education in a liberal arts context; to uphold traditional values, yet be responsive and sensitive to society's changing needs; to focus on personal as well as professional development of the individual; and to emphasize teaching that is anchored in a strong research base and the Jesuit ideal of an educator. The five characteristics of the Jesuit ideal of an educator are:

- Formation of the total person
- Integration of the disciplines
- Personal influence of the educator
- Education as a vocation
- Educational settings as communities of personal influence

These characteristics are operationalized within academic course sequences constructed around four curricular strands for advanced professional preparation: ***personal and professional development; scholarship; specialization; and leadership***. These advanced programs are designed to prepare individuals as leaders in human service and educational

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contexts. The advanced graduate programs are aligned with the unit's mission, outcomes, conceptual framework, academic strands and Specialized Professional Associations (SPA's).

The Department of Education and Allied Studies academic unit is accredited by the National Council for the Accreditation of Teacher Education (NCATE) and approved by the Ohio Department of Education. The School Counseling and Community Counseling Programs are CACREP accredited programs. The department's initial and advanced licensure programs have achieved a rating of National Recognition through the respective SPA's.

The Department of Education and Allied Studies offers a variety of graduate programs:

- Master of Education degree programs designed to prepare candidates for:
 - A. Special concentrations in such areas as reading teacher, classroom teacher, computer/technology, chemical dependency, early childhood education, curriculum specialist (teacher leader), middle and secondary teaching and specialized sequences which may be taken as part of the master's program or independent of a formal degree program. Some of these may lead to the endorsement or validation of an existing teacher's certificate/licensure
 - B. Initial Teaching Licensure
 - C. School Administration
 - D. School Counseling
 - E. Educational Psychology
 - F. School Psychology
- Master of Arts programs designed to meet the needs of students primarily interested in research-oriented programs. M.A. programs are offered in many of the areas listed above.
- Post-Baccalaureate Initial Licensure Programs in early childhood, middle childhood, adolescent and young adult, and multi-age licensure for applicants with a baccalaureate or higher degree.
- Post-Master's licensure programs for:
 - 1) School Counseling
 - 2) School Psychology
 - 3) Educational Administration
 - 4) Endorsement programs in Reading, Educational Technology, Literacy Specialist, Early Childhood Generalist, and Middle Child Generalist open to candidates who hold a bachelor's degree and a valid Ohio teaching license.
 - 5) Certificate of Advanced Studies: Assessment, Research and Measurement designed to help professionals at the master's and post master's level to develop skills in quantitative and qualitative research methods, assessment, measurement, program evaluation and data-driven decision making.

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NOTE: Candidates planning to apply for one of the state licenses or endorsements should be aware of possible changes in state licensure requirements. Candidates will be required to meet the state requirements in effect at the time application is made for licensure. Although the program descriptions included in the *Graduate Studies Bulletin* conform to the current standards, additional information may be obtained by consulting department officials. An individual orientation is held with the academic adviser for candidates for the M.Ed. degree following admission to graduate studies. Candidacy evaluation will be arranged for candidates for the M.A. degree. Details of these procedures are available in the Department of Education and Allied Studies offices.

At the conclusion of the master's degree coursework, a written comprehensive examination is required for both the M.Ed. and M.A. degrees. The examination consists of a general section and a program section. Examination schedules are available in the department office. Successful completion of the comprehensive examination is a requirement for graduation.

Candidates for Initial and Advanced Licensure and some endorsements will be required to pass the PRAXIS exam(s) in the specific licensure/endorsement, area in order to be recommended for licensure/endorsement.

Admission Criteria

The following admission criteria for full acceptance into the M.Ed. or M.A. programs apply to all graduate programs:*

- An undergraduate degree from an accredited institution with a major in education (equivalent to the training necessary for a teacher credential) or the equivalent in training or experience. Candidates ordinarily are or have been licensed teachers. To encourage the participation of individuals from underrepresented groups and other students, alternatives to the established admission procedure may be determined by the chair and faculty.
- An undergraduate cumulative GPA of at least 2.75.
- A written statement indicating personal interests, goals, and expectations from the degree program.
- Two letters of reference from persons who are familiar with and able to assess the applicant's ability to succeed in graduate studies.
- Miller Analogies Test (MAT) **or** Graduate Record Examination (GRE) score(s).
- A personal interview with the Program Coordinator for the specific program.
- Verification of valid teaching certificate/license for specific programs.

***NOTE:** Applicants for the School-Based M.Ed., Post-Bac M.Ed with Initial Licensure, Educational Psychology, School Counseling, or School Psychology programs do not

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require a major in education, teaching experiences, and/or a teaching credential.

* Please check specific program admission requirements that may be different from and/or are in addition to these requirements.

I. Master of Education Programs

A. Professional Teacher Degree Program

For certified and licensed teachers the programs are designed to encourage individual interest and to develop further the competencies of a master teacher. A sequence of courses may be taken in a teaching field, e.g., English, or in education, wherein a number of specializations are possible. Each program is a minimum of 30 hours.

General Course Requirements

- ED 500 Foundations of Education **or** ED 453 Multicultural Education
- ED 502 Research Methods
- ED 534 Learning-Teaching
- 12 or more credit hours in one sequence (see specific sequences below)
- Six credit hours of electives (except where stated in a specific sequences)
- ED 595 Seminar in Teaching (except where stated in specific sequences)

Specialization Sequences – Candidates must consult with their advisor regarding required courses and alternative course options

- Chemical Education: CG 514, 515, 516, and 535 or 511
 - Classroom Teacher: ED 419, 524, 556, 586 or ED 587
 - Computer/Technology: ED 547, 549, 585, ED 586 (ED586 may be waived based on admission evaluation), 587, 589 (this course sequence qualifies for Ohio Department of Education endorsement in Computer Technology)
 - Reading Teacher: ED 565, 570, 571, 573, 578 and two (2) electives: (ED 565, 571, 573 and 578 course sequence qualifies for Ohio Department of Education endorsement in Reading upon passage of PRAXIS II)
 - Curriculum Specialist (Teacher Leader): ED 517, 556, 557, 585 (course work can be used for post-master's principal's license)
- f. Middle Child Education, Adolescent/Young Adult Education:
Middle Child, Adolescent/Young Adult teachers may take 12 credits of graduate-level work in the teaching field. The following departments cooperate in this program: Biology, Communications, English, History, Mathematics, and Religious Studies. Teaching field electives are chosen on an individual basis

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by the student, the advisor, and a cooperating advisor from the academic department involved.

- g. Specialized Sequence: four courses from a specific area of interest, e.g., Reading, Computer/Technology, Early Childhood, Middle Childhood, Adolescent & Young Adult, Multi-Age, which is planned in consultation with the chair and/or an academic advisor.

Candidates may also choose to take an individually designed track. This must be developed with the advisor and approved through petition by the department chair and the Office of Graduate Studies.

Electives

Some sequences provide opportunity for elective course work. Candidates may choose any 500-level education course as an elective with approval from the department. Candidates seeking assistance with the National Board Certification should take ED 546. Some 400-level courses may be used as electives. If a 400 level course is used in a degree program a grade of “B” or higher is required. Consult with the chair and/or an academic advisor.

Certain workshops may apply toward elective credit in the M.Ed. or M.A. Professional Teacher programs that allow elective courses. The criteria on which approval rests are as follows:

- The workshop must occur within the time period allowed by the Office of Graduate Studies.
- The content of the workshop must demonstrate the rigor associated with graduate coursework for master’s degree programs.
- The workshop must assign a letter grade rather than credit/no credit. The letter grade must meet standards for master’s degree programs.
- If taken somewhere other than John Carroll University, the workshop must fall within the total number of transfer hours allowed by the John Carroll University Office of Graduate Studies.
- Courses or workshops which are “make it/take it,” have no academic assignments, or showcase the work or instructional materials of a specific publisher or author are not permitted in graduate programs.
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Note: Candidates are required to obtain approval for the workshop to count as graduate credit prior to beginning the coursework. Supporting documentation should accompany the request, e.g., a syllabus that details course content and assessments.

B. Master of Education Programs with Initial Teaching Licensure

The Department of Education and Allied Studies offers two options for a Master of Education with an initial teaching licensure.

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Note: The Department also has a non-degree, licensure-only program. See page 71 for details regarding the Post-Baccalaureate Initial Licensure program.

School-Based M.Ed. Program

The School-Based M.Ed. Program is a full-time, accelerated 11-month program designed for adults who hold a liberal arts degree (B.A. or B.S.) or equivalent and wish to obtain teaching licensure while completing a M.Ed. degree.

The program is a cooperative venture between the Department of Education and Allied Studies of John Carroll University, the South Euclid–Lyndhurst City Schools; Collinwood High School; Hawken Lower School; and St. Ignatius High School. Course work is divided between classes at the university and site-based classes at the participating schools. The program requires a summer and one full academic year that encompass course work and daylong experiences at the participating school*. Candidates must receive grades of B or higher in all 400-level course work, and grades of “C” or higher in 500-level course work. Graduate Studies policy permits a maximum of two grades of “C” within a master’s degree program. Candidate must maintain a minimum GPA of 2.7 in all education coursework and course work required for specific teaching fields.

The master’s degree course of study is a 40 or 46 credit-hour program at the graduate level, which includes a six-semester-hour teaching internship to meet licensure requirements. Other general education requirements may be necessary for the licensure, depending on the candidate’s previously completed course work. These requirements will be determined during individual transcript evaluations. Successful completion of the appropriate PRAXIS Assessments is required for licensure. All teacher licensure candidates must submit to fingerprinting and background checks by government investigative agencies.

*Candidates who require additional content area courses for licensure normally must complete this coursework prior to actually entering the official School-Based 11 month sequence.

NOTE: School-Based candidates for the Middle Child, Adolescent and Young Adult, and Multi-Age licenses must pass the PRAXIS II assessments in the teaching content area(s) prior to entering the internship semester.

School-Based Core Courses (required for each of the four areas of teaching licensure)

| | |
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| ED 418 | Exceptionalities |
| ED 445 | Teaching Internship |
| ED 452 | Reading and Writing Across the Curriculum |
| ED 500 | Foundations of Education |
| ED 502 | Educational Research |

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| ED 503A | Introduction to Education |
| ED 505 | Child and Adolescent Study |
| ED 534 | Learning-Teaching |
| ED 594 | Professional Development Seminar |

Course Work For Licensure (by licensure area)

Early Childhood (Pre-K - 3rd grade)

| | |
|---------|--|
| ED 425 | Integrated Learning in Early Childhood Education |
| ED 426A | Learning Across the Early Childhood Years |
| ED 426B | Learning Across the Early Childhood Years |
| ED 454 | The Study of Language Development and Phonics |
| ED 456 | Reading Assessment and Intervention |
| ED 457 | Methods of Reading Education |

Middle Childhood (4th - 9th grade) (two areas of concentration are required:

Select from Language Arts, Social Studies, Science, and Math)

| | |
|----------|--|
| ED 432 | Middle Childhood Education Philosophy and Instruction |
| ED 433-6 | Middle Childhood Curriculum and Special Methods: Language Arts, Social Studies, Science, Math (select two) |
| ED 454 | The Study of Language Development and Phonics |
| ED 456 | Reading Assessment and Intervention |
| ED 457 | Methods of Reading Education |

Adolescent/Young Adult (7th - 12th grade) (8 licensure options: Integrated Language Arts, Integrated Social Studies, Integrated Mathematics, Life Science, Chemistry/Life Science, Physical Science: Physics, Chemistry, Chemistry/Physics)

| | |
|---------|-------------------|
| ED 464A | Secondary Methods |
| ED 464B | Secondary Methods |

Two Graduate Elective Course in Teaching Content Area at the 400 or 500 level (400 level = grade of "B" or higher required)

Multi-Age (Pre-K - 12th grade) Foreign Languages (French, Spanish, German, Latin) or Physical Education

| | |
|---------|-------------------|
| ED 464A | Secondary Methods |
| ED 464B | Secondary Methods |

Two Graduate Elective Course in Teaching Content Area at the 400 or 500 level (400 level = grade of "B" or higher required)

Professional Teacher M.Ed. with Initial Licensure

The Initial Licensure with a Master of Education is offered for students who hold a bachelor's degree and are seeking an initial teaching license within an M.Ed program. This program can be either full-time or part-time.

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Students who enter this program can select the Early Child, Middle Child, Adolescent/Young Adult, or Multi-Age licensure track. Each licensure program includes (1) a series of graduate courses that lead to a master's degree and apply toward partial fulfillment of the specific teaching license; and (2) license-specific undergraduate courses. The number of credits required for both the M.Ed and license varies due to the course requirements for different licenses.

Other general education requirements may be necessary for licensure depending on the candidates previous coursework.

In addition to the Education coursework for the M.Ed. and Licensure, candidates for the Middle Child, Adolescent/Young Adult or the Multi-Age license may need additional teaching content area coursework to satisfy content area requirements for the specific license.

These requirements will be determined during individual transcript evaluation.

Candidates for the Middle Child, Adolescent/Young Adult, and Multi-Age licenses must pass the PRAXIS II teaching content area exams prior to entering the Student Teaching semester. Successful completion of the appropriate PRAXIS II assessment(s) is required for licensure. All licensure candidates must submit to fingerprinting and background checks by government investigative agencies.

Core Courses (required for each of the four types of teaching licenses)

| | |
|--------|--|
| ED 452 | Reading and Writing Across the Curriculum |
| ED 453 | Multicultural Education |
| ED 500 | Foundations of Education |
| ED 502 | Research Methods |
| ED 503 | Orientation to the Educational Environment |
| ED 505 | Child and Adolescent Development |
| ED 534 | Learning and Teaching |
| ED 586 | Introduction to the Professional Uses of Instructional Technology & Design |

Early Childhood (Pre-K - 3rd grade)

Additional Courses Required for the Master of Education

| | |
|--------|-------------------------------------|
| ED 419 | The Exceptional Learner |
| ED 454 | Study in Language and Phonics |
| ED 456 | Reading Assessment and Intervention |
| ED 457 | Methods in Reading Education |

Early Child Licensure Requirements

| | |
|--------------------|---|
| ED 224 | Introduction to Early Childhood Education |
| ED 225 | Observational Assessment of the Young Child |
| ED 225E Seminar I: | Focus on Family Ecology |
| ED 325 | Learning Across the Early Childhood Years |

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| ED 331 | Integrated Learning in Pre-School |
| ED 332 | Integrated Learning in the Early Elementary Years |
| PE 411 | Physical Education in Early Childhood |
| ED 405A | Seminar III: Integrating Family, School and Community Ecologies |
| ED 445A | Teaching Internship |

Total Hours: 60-66 hours

Middle Childhood (4th – 9th grade) (in addition, two areas of concentration are required: in consultation with an Academic Adviser select from Language Arts, Social Studies, Science, and Math)

Additional coursework for Master of Education

| | |
|--------|-------------------------------------|
| ED 454 | Study in Language and Phonics |
| ED 456 | Reading Assessment and Intervention |
| ED 457 | Methods in Reading Education |

Middle Childhood Licensure Coursework

| | |
|---------|---|
| ED 330 | Introduction to Middle Childhood Philosophy and Instruction |
| ED 405B | Middle Childhood Education Seminar |
| ED 424 | Special Topics: Middle Childhood Curriculum and Content Methods |
| ED 445B | Teaching Internship |

Total hours: 48-51 (+ content areas coursework, if needed)

Adolescent/Young Adult (7th – 12th grade) (8 licensure options: Integrated Language Arts, Integrated Social Studies, Integrated Mathematics, Life Science, Chemistry/Life Science, Physical Science: Physics, Chemistry, Chemistry/Physics)

Additional coursework for Master of Education

- Elective – Teaching content area or Education
- Elective – Teaching content area or Education

Adolescent/Young Adult Licensure Coursework

| | |
|---------|--------------------------------------|
| ED 337 | Adolescent Education Special Methods |
| ED 427 | Adolescent Education Special Topics |
| ED 405C | Adolescent Education Seminar |
| ED 445C | Teaching Internship |

Total Hours: 45 (+ content area coursework if needed)

Multi-Age (Pre-K – 12th Grade) (Foreign Languages: French, Spanish, German, Latin; or Physical Education)

Additional coursework for Master of Education

- Elective – Teaching content area or Elective
- Elective – Teaching content area or Elective

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Multi-Age Licensure Coursework

| | |
|---------|--------------------------------------|
| ED 337 | Adolescent Education Special Methods |
| ED 405D | Adolescent Education Seminar |
| ED 427 | Adolescent Education Special Topics |
| ED 445D | Teaching Internship |

Total Hours: 45 (+ content area coursework if needed)

C. Educational Administration Program

The M.Ed. in Educational Administration can lead to one or more of the following licenses: Ages 3-12 (Pre-K to 6th grade); Ages 8-14 (Grades 4th to 9th); Ages 10-21 (Grades 5th to 12th). To be eligible for this educational administration license, the applicant must have two (2) years of teaching experience, and hold a valid Ohio Department of Education (ODE) teaching license. A candidate is eligible for the M.Ed. upon completion of the 30 hour Master's curriculum. The licensure program requires an additional 15 semester hours for a total of 45 hours.

Course Requirements

- ED 500 Foundations of Education **or** ED 453 Multicultural Education (3)
- ED 502 Research Methods (3)
- ED 534 Learning-Teaching (3)
- ED 517 School Leader as a Facilitator of Organizational Change (3)
- ED 551 School Leadership I: An Introduction to School Leadership (3)
- ED 551L School Leadership I: Lab (1)
- ED 553 School Leadership II: Instructional Leadership (3)
- ED 553L School Leadership II: Lab (1)
- ED 556 Curriculum (3)
- ED 558 School Law (3)
- ED 560 School Leadership III: Issues in School Reform (3)
- ED 560L School Leadership III: Lab (1)

After completion of the courses listed above and other degree requirements, the M.Ed. degree may be awarded.

In addition, beyond the M.Ed., the following courses are required for licensure:

- ED 557 Applied Curriculum Principles
- ED 561 Personnel Administration
- ED 562 School Finance and Economics
- ED 585 Technology and the School Administrator
- ED 596 Internship for School Leaders

Internship (ED 596) placement is based on substantial completion of the licensure coursework and submission of the completed application form, including a letter of

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consent from the cooperating school administrator, as specified in the course handbook. See the Coordinator of the Educational Administration Program for specific details and permission to enter the Internship. (**Note: Completion of all internship requirements will require at least one academic year.**)

Ohio administrative licensure requirements are distinct from M.Ed. degree requirements. Candidates seeking both the master's degree and state licensure must complete all courses listed above or have equivalent course work on their transcript. Candidates should schedule an assessment conference with the Coordinator of the Educational Administration Program or the Graduate Education Coordinator to determine requirements for licensure.

D. School Counseling Program

The School Counseling Program is a 48 semester-hour M.Ed. graduate program designed to prepare candidates for licensure as counselors in an elementary, middle, or high school setting. The program meets Ohio Department of Education, NCATE and the Council on the Accreditation of Counseling and Related Educational Programs (CACREP) standards for school counselor education programs.

Please see the Counselor Education section of this bulletin for a detailed description of this program.

E. Educational Psychology Program

The Educational Psychology Program is open to those who have a sufficient number of credits in undergraduate professional education to be admitted to a M.Ed. program in the department or who have an undergraduate major in psychology. Applicants who do not meet these requirements should consult with the Program Coordinator regarding prerequisites for admission to this program. The Educational Psychology Program is a 30 semester-hour program.

Course Requirements

- ED 500 Foundations of Education **or** ED 453 Multicultural Education
- ED 502 Research Methods
- ED 529 Qualitative Research Methods
- ED 530 Tests and Measurements
- ED 532 Developmental Psychology
- ED 533 Introductory Statistics
- ED 534 Learning-Teaching
- Three electives from ED 419 Exceptional Learner; ED 451 Theories of Personality; ED 524 Classroom Organization and Behavior Management; CG 561 Counseling Theories; and CG 562 Counseling Techniques

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The Master's of Education degree is conferred at the satisfactory completion of the above courses and comprehensive examination. The Educational Psychology M.Ed. candidate is also eligible for the Certificate of Advanced Studies: Assessment, Research and Measurement (see page 73 for details).

F. School Psychology Program

The School Psychology Program is a specialist-level program approved by the National Association of School Psychologist and meets Ohio Department of Education and NCATE training standards. It is a full-time program that requires 78 semester hours of continuous full-time study. The School Psychology Program is open to those who have an undergraduate major in psychology or hold a valid Ohio teaching license or professional education degree. The program follows a scientist-practitioner training model and is advised by a committee comprised of the core faculty, part-time faculty, pupil service directors, and practicing school psychologists. Candidates are required to follow a prescribed sequence of coursework beginning with the summer session immediately following formal admission to the program. Individuals admitted to the program during the Fall semester may begin coursework in the Spring semester. Field experiences are an integral part of this program beginning with the first year. Accordingly, students are required to make available at least one day per week for these experiences during the first two years. The third year internship requires a full-time, five day per week commitment. In the event that the candidate is unable to complete the Internship during the third year of the program, an internship placement **may not** be available during the fourth year or subsequent years. Individuals unable to complete the internship during the third year in the program must notify the School Psychology Coordinator at least one semester prior to the scheduled internship placement.

School Psychology applicants should apply for admission to the program through the Office of Graduate Studies. It is the applicant's responsibility to ensure that all required application materials including the School Psychology Questionnaire are received by the deadline date. Application deadlines for School Psychology applicants are October 15, and February 1. The Office of Graduate Studies will not forward an incomplete file to the department for review. Application files completed and received by the department by October 15, and February 1, will be evaluated and considered for admission interviews. Applicant files that are not completed and received by the deadline date(s) may not be included in the initial applicant pool for the next cohort.

Course Requirements

- ED 419 The Exceptional Learner
- ED 503* Orientation to the Educational Environment
- ED 530 Tests and Measurements
- ED 532 Developmental Psychology
- ED 534 Learning-Teaching
- ED 536A Psychoeducational Evaluation I
- ED 536B Psychoeducational Evaluation II
- ED 540 The Role and Function of the School Psychologist

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- CG 561 Counseling Theories
- CG 562 Counseling Techniques and Practice

*For incoming students without a valid Ohio teaching license. PS 457 (Psychopathology) or ED 451 (Theories of Personality) must be taken in place of ED 503 (Orientation to the Educational Environment) for those with a valid teaching license.

The master's degree in School Psychology is conferred upon the satisfactory completion of the above courses and a comprehensive examination.

NOTE: A master's degree or doctoral degree in another area cannot be accepted in lieu of the M.Ed. in School Psychology. Graduate coursework to be considered for transfer credit should be petitioned by the student following admission to the program. Consult Graduate Studies for information regarding procedures and policies for transferring coursework.

In addition to the above courses leading to the M.Ed. degree, candidates seeking School Psychology licensure must also complete the following courses:

- ED 453 Multicultural Education
- ED 502 Research Methods
- ED 533 Introductory Statistics
- ED 541 Child Psychopathology
- ED 543 Practicum Experience I: School Psychology
- ED 578 Literacy Diagnosis and Intervention Models
- ED 590 Practicum Experience II: School Psychology
- ED 592 Consultation Skills
- ED 593 Seminar in School Psychology (A & B)
- ED 597 Supervised Experience in School Psychology (A, B, & C)
- CG 535 Group Dynamics, Processing, and Counseling

The number and availability of internship placements (ED 597) are restricted from year to year. Criteria and procedures for determining placements are located in the Program Handbook. Failure to accept an internship placement as planned may result in losing the opportunity for this experience due to the limited number of placements available. Candidates accepting a state paid internship must agree in writing to provide one year of service as a School Psychologist in the State of Ohio.

Successful completion of the appropriate PRAXIS II Assessments is required for program completion and licensure.

Certificate of Advanced Graduate Standing in School Psychology

A Certificate of Advanced Graduate Standing in School Psychology will be awarded to each School Psychology licensure candidate upon successful completion of all

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coursework, a passing PRAXIS score, and residency requirements for the specialist level of training in School Psychology in accordance with NASP Standard 1.6:

“Specialist-level programs consist of a minimum of three years of full-time study or the equivalent at the graduate level. The program shall include at least 60 graduate semester hours or the equivalent, at least 54 hours of which are exclusive of credit for the supervised internship experience. Institutional documentation of program completion shall be provided.”

II. Master of Arts Programs

Course Programs

Programs leading to the Master of Arts degree include a research component not required in the M.Ed. programs. The research component is completed under Plan A by registration in ED 599 and the submission of a satisfactory thesis, and under Plan B by the submission of a satisfactory research essay. The thesis or essay must be closely related to the candidate’s chosen program.

Candidates approved for Plan A must register for ED 599 in the semester in which the thesis is to be completed.

Ordinarily, the thesis, which carries six hours of credit, is substituted for two elective courses.

Candidates approved for Plan B **may not** substitute the essay for course work.

Course requirements for the M.A. degree parallel those for the M.Ed. degree.

Candidacy evaluation and review takes place after the student has completed the required core courses. Procedures for the evaluation and review are available in the department office.

A. Professional Teacher Program

This program is designed to encourage individual interest and to develop competencies contributing to becoming a master teacher. Specializations may be taken in a teaching field, e.g., English, or in education, wherein a number of options are possible. In a sequence with no electives, the M.A. with thesis option may require additional credit hours.

This program requires a total of 30 hours, except where indicated in specific sequences.

Degree Requirements

- Plan A: Course requirements for the M.A., including six credits for thesis.
- Plan B: Course requirements for the M.A., with a research essay.
- Completion of ED 502 by candidates in the first 15 hours of their program.
- Required courses (see page 62).

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B. Educational Administration Program

The M.A. degree program in administration *does not* lead to licensure as a school principal. The licensure program requires a total of 45 hours of specific content course work.

Degree Requirements

- Plan A: Course requirements for the M.A., including six credits for thesis.
(Credit hours = a minimum of 51 semester hours for licensure and thesis)
- Plan B: Course requirements for the M.A., with a research essay.
- Completion of ED 502 by candidates in the first 15 hours of their program.
- Required courses (see page 67).

C. School Counseling Program

The M.A. program in school counseling requires 48 semester hours of specific content area course work in order to qualify for licensure as a school counselor. Substitution of six credit hours for thesis **will not** lead to licensure. Additional information may be obtained from department faculty who advise in school counseling.

Degree Requirements

- Plan A: Course requirements for the M.A., including six credits for thesis.
(Credit hours = minimum of 54-60 semester hours for licensure and thesis)
- Plan B: Course requirements for the M.A., with a research essay.
- Completion of ED 502 or CG 509 by candidates in the first 15 hours of their program.
- Required courses (see page 68).

D. Educational Psychology Program

The M.A. program in educational psychology is open to those who have a sufficient number of credits in undergraduate teacher education to be admitted to an M.A. program in the department or who have an undergraduate major in psychology. Applicants who do not meet these requirements should consult with the Program Coordinator regarding prerequisites for admission to this program. The Educational Psychology Program is a 30 semester-hour sequence of graduate studies.

Degree Requirements

- Plan A: Course requirements for the M.A., including six credits for thesis.
- Plan B: Course requirements for the M.A., with a research essay.
- Completion of ED 502 by candidates in the first 15 hours of their program.
- Required courses (see page 68).

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III. Teaching Licensure Post-Baccalaureate Programs

The Post-Baccalaureate is a non-degree graduate licensure program for adults with a bachelor's degree seeking a teaching license. These programs are designed for individuals with a baccalaureate or higher degree who seek: 1) Early Childhood (EC), 2) Middle Childhood (MC), 3) Adolescent and Young Adult (AYA), or 4) Multi-Age (MA) licensure. The program is designed to meet individual needs. Candidates may attend part-time or full-time. Comparable courses generally are offered during the day and in the evenings.

Candidates may choose to enter the licensure-only program initially and elect to change to the Master of Education and Licensure track within the first 12 semester hours of coursework. Candidates who choose to switch to the Master of Education track must complete all admission requirements for the Master of Education.

A license for teaching MC (grades 4-9) requires coursework in two of the following teaching content areas:

- Language Arts
- Social Studies
- Mathematics
- Science

A license for teaching AYA (grades 7-12) is available for the following teaching content areas:

- Integrated Language Arts
- Integrated Social Studies
- Mathematics
- Life Science
- Life Science/Chemistry
- Physical Science
 - Physics
 - Chemistry
 - Chemistry/Physics

A license for teaching Multi-Age (K-12) is available in the following teaching content areas:

- French
- German
- Spanish
- Latin
- Physical Education

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Admission Criteria:

Criteria for acceptance into the Post-Baccalaureate licensure program are as follows:

- An undergraduate degree from an accredited institution
- Overall GPA of 2.7; Content Area GPA of 2.7
- Two letters of recommendation
- Note: The Miller's Analogy Test (MAT) or the GRE will be required if the candidate decides to pursue graduate coursework for the license
- Interview with Coordinator of Post-Baccalaureate Programs
Candidates with GPAs below a 2.7 may receive Conditional Acceptance with specific conditions identified on the evaluation form.
- Candidates deferred from admission may be provided opportunity to re-apply when specific conditions have been achieved, as identified on the evaluation form.

Additional Criteria:

- Course work required for licensure will vary according to the undergraduate record.
- All candidates must meet the General Education requirements for licensure (30 hours met through the baccalaureate degree, including coursework in Humanities, Social Sciences, Mathematics, and Science.
- Candidates for the Middle Child, Adolescent/Young Adult or Multi-Age license must satisfy all teaching content area coursework required for licensure in addition to the education coursework.
- Candidates must maintain grades of "C" or higher in all teaching content area courses and all Education courses.
- Candidates must maintain a 2.7 GPA in teaching content area courses, and a 2.7 GPA in all Education course work.
- Candidates must complete all course work prior to entering the Student Teaching semester.
- Candidates for Middle Child, Adolescent and Young Adult, and Multi-Age licenses must pass PRAXIS II assessments in the teaching content area prior to entering the student teaching semester.
- All applicants for initial licensure are required to student-teach and to participate in pre-professional field experiences.
- Successful completion of the appropriate PRAXIS II Assessments is required for licensure.

IV. Post-Master's Licensure Programs

An individual who holds a master's degree and wishes to be recommended for a designated license must complete the courses outlined below or their equivalents.

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Successful completion of the appropriate PRAXIS II Assessments is also required. The Principal's Licensure Program requires that the applicant hold a valid teaching license and have two years of teaching experience.

At least 24 semester hours must be taken in the department to qualify for a departmental recommendation for a Principal's License, and at least 12 hours in the other programs. In addition to the 12 hours in the School Psychology Program, ED 540 and 597 must also be taken in the department. In addition to the 12 hours in the School Counseling program, ED 503C, ED 591, and ED 598 A/B must also be taken in the department.

Electives may be petitioned for acceptance where required courses have already been completed for the master's degree.

Post-Master's School Psychology candidates must fulfill all admission requirements as listed for the M.Ed., including the School Psychology Questionnaire and the MAT or GRE. Previous scores on the MAT or GRE will not be accepted.

- School Counselor: Please see the Counselor Education section of this bulletin for more information.
- School Psychologist: ED 419, 451, 453, 502, 503, 512, 530, 532, 533, 534, 535, 536A, 536B, 540, 543, 578, 590, 592, 593, 597A, 597B, 597C, and one elective selected from ED 511 or HU 562 or PS 457.
- Principal's License: ED 500/453, 502, 517, 534, 551, 551L, 553, 553L, 556, 557, 558, 560, 560L, 561, 562, 585, 596.

V. Endorsements

The Ohio Department of Education (ODE) provides Endorsements in certain professional areas. The candidate pursuing an endorsement must initially possess a valid ODE teaching license in order to be eligible for an endorsement. The Department of Education & Allied Studies has approved curriculum in the following endorsement content area:

- Reading: ED 565, 571, 573, 578. In addition, students must successfully complete the PRAXIS Assessment.
- Computer/Technology: ED 547, 549, 585, 586 (if needed), 587, 589.
- Literacy Specialist (LS): ED 575A, 575B, 576A, 576B, 577, 579A/B.
- Middle Child Generalist (see Middle Child Program Coordinator for specific coursework).
- Early Childhood Generalist: ED 424A, ED 424B, ED 432.

Reading Endorsement (Pre-K-12th Grade)

This course sequence provides the classroom teacher an in-depth preparation in literacy, reading assessment, and diagnosis of reading problems. Successful completion of this curriculum and the PRAXIS II exam is required to be recommended for the Reading Endorsement.

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Computer Technology (Pre-K – 12th Grade)

The Educational Technology Integration Program (ETIP) prepares candidates to serve as building/campus-level technology facilitators. Candidates completing this program will exhibit knowledge, skills, and dispositions enabling them to teach technology applications: demonstrate effective use of technology to support student learning of content: and provide professional development, mentoring, and basic technical assistance for other teachers who require support in their efforts to apply technology to support student learning (ISTE, <http://cnets.iste.org/ncate>.)

Literacy Specialist (LS)

The Literacy Specialist Endorsement Program is an online Consortium-Based program and is an advanced program in reading education. The program is designed as a one-year program, consisting of 18 semester-hours that include both coursework and an internship. Successful completion of the program will fulfill the requirements for a Literacy Specialist endorsement, and can be added to a current teaching license or certificate. Candidates accepted into this program must have a valid ODE teaching license or certificate, a Reading Endorsement (Pre-K – 12th Grade), and three or more years of teaching experience.

Middle-Child Generalist

The Middle-Child Generalist Endorsement is available to teachers who hold a valid ODE Middle-Child license in two teaching content areas. Eligibility for this endorsement requires that the licensed teacher complete content area course work (6 semester hours) in one or both of the other two teaching content areas, and pass the required PRAXIS II exam. A Middle-Child teacher with this Generalist Endorsement is eligible to teach all subjects in a self-contained classroom 4th – 6th Grade. Approved coursework may be taken at the undergraduate or graduate level. Please contact the Middle Child Coordinator for the specific approved course work within each teaching content area.

Early Childhood Generalist

The Early Childhood Generalist Endorsement is available to teachers who hold a valid ODE Early Childhood license. Eligibility for this endorsement requires that the licensed teacher complete 9 hours of coursework and pass the required PRAXIS II exam. A PK-3 teacher with this endorsement is eligible to teach all subjects in grades 4-5.

Admission Criteria

To seek admission to an endorsement program, students may apply as a post-baccalaureate, degree-seeking, or post-master's student. Criteria vary according to program.

VI. Certificate of Advanced Studies: Assessment, Research and Measurement (18 semester hour)

The purpose of this certificate program is to facilitate the development of competencies related to understanding and using data from assessment, research, and measurement, on

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a daily basis to improve data-based decision-making and assessment practices in the professional's content areas. The program is designed to supplement existing master's and post-master's programs in the Department of Education and Allied Studies.

Professionals at the master's or post-master's level will develop skills in quantitative and qualitative research methods, assessment, measurement, program evaluation, and data-based decision-making. Beyond the two required courses, professionals are provided the flexibility to select coursework that supports their development within their specific fields. The certificate would benefit both the professional and their potential employer as the professional would develop further knowledge and skills in assessment, research and measurement that are needed in schools and community agencies.

Required Coursework: (9 semester hours)

- ED 502 Research Methods 3 cr.
- ED 529 Qualitative Research Methods 3 cr.
- ED 530 Tests and Measurements 3 cr.

Electives: (9 semester hours approved by the CAS coordinator)

- ED 533 Introductory Statistics 3 cr.
- ED 536 Psycho-education Evaluation (A) 3 cr.; (B) 3 cr.; (C) 3 cr.
- ED 578 Literacy Assessment and Intervention Models 3 cr.
- ED 580C. SP TP: Promoting Rigorous Assessment and Accountability 3 cr.
- CG 531 Career Development
- CG 571 Clinical Evaluation
- CG 572 Clinical Diagnosis
- Other courses from student's professional content area with approval of the CAS coordinator.

Admission Criteria

To seek admission to the CAS Program a candidate must:

- Submit an application to a certificate program.
- Criteria are the same for those required of degree-seeking students.
- Application materials are forwarded to the Department of Education & Allied Studies.
- The Department reviews the application and makes a recommendation regarding admission to Graduate Studies.
- Students may apply at either the Post-Baccalaureate or Post-Master's level.
- Admission to a certificate program does not imply admission to a graduate degree program.
- Accepted students must complete the CAS program within three years.

COURSE DESCRIPTIONS

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418. EXCEPTIONALITIES 2 cr. Overview of the identification process and delivery of educational services for students with special needs in light of current legislation. Includes the on-site application of instructional strategies during internship. **For School-Based M.Ed. Program candidates only.**

419. THE EXCEPTIONAL LEARNER 3 cr. Learning problems of the exceptional child, including intellectual, physical, emotional, and social exceptionalities. Emphasis on the professional educator's responsibilities in light of inclusion legislation.

424. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS 4 cr. Specific content area methods for planning, implementing and integrating curriculum, assessing student achievement, and teaching to individual differences. Taken concurrently with pre-student teaching.

424A. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS IN MATHEMATICS AND SCIENCE 3 cr. Mathematics and science content in early middle-childhood grades. Methods for planning and implementing curriculum with an emphasis on integration and assessment. Substantial online component.

424B. MIDDLE CHILDHOOD CURRICULUM AND CONTENT METHODS IN SOCIAL STUDIES AND LANGUAGE ARTS 3 cr. Social studies and language arts content in early middle-childhood grades. Methods for planning and implementing curriculum with an emphasis on integration and assessment. Substantial online component.

425. INTEGRATED LEARNING IN EARLY CHILDHOOD EDUCATION 3 cr. In-depth examination of early childhood practices and curricula. Presents content, instructional methods and materials for integrated approaches to learning in grades Pre-K through 3rd. Emphasizes active engagement, positive interactions in concepts development, problem-solving, and skill development. Fieldwork site-based placement included. **For School-Based M.Ed. Program candidate only.**

426A. LEARNING ACROSS THE EARLY CHILDHOOD YEARS IN THE CONTENT AREAS 3 cr. Exploration of methods, curriculum and material that promote meaningful learning experiences for children at different developmental levels across early childhood. Consideration of children's cognitive, social, emotional, language, and physical development, individual needs and interests, cultural backgrounds, and exceptionalities. Subject areas addressed: Reading, Writing, Social Studies, Art. Fieldwork site-based placement included. **For School Based M.Ed. Program candidates only.**

426B. LEARNING ACROSS THE EARLY CHILDHOOD YEARS IN THE CONTENT AREAS 3 cr. Exploration of methods, curriculum and material that promote meaningful learning experiences for children at different developmental levels across early childhood. Consideration of children's cognitive, social, emotional, language, and physical development, individual needs and interests, cultural

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backgrounds, and exceptionalities. Subject areas addressed: Mathematics, Science, Music, Physical Education. Fieldwork site-based placement included. **For School-Based M.Ed. Program candidates only.**

432. MIDDLE CHILDHOOD EDUCATION PHILOSOPHY AND INSTRUCTION 3 cr. The historical development, goals, philosophy, and mission of middle-grades education. The planning and managing, developmentally and culturally responsive instruction and the use of organizational elements such as interdisciplinary team, flexible scheduling and grouping. Includes middle-grades field experience. **For Post-Bac M.Ed. and School-Based M.Ed. Program candidates only.**

433. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: LANGUAGE ARTS 3 cr. Curriculum issues, methods, instructional resources and assessment strategies for middle-grades language arts. Students take two special-methods courses concurrently during pre-service teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

434. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: SOCIAL STUDIES 3 cr. Methods, instructional resources and assessment strategies for middle-grades social studies. Students take two special-methods courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

435. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: SCIENCE 3 cr. Methods, instructional resources and assessment strategies for middle-grades science. Students take two special-methods courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

436. MIDDLE CHILDHOOD EDUCATION CURRICULUM AND SPECIAL METHODS: MATH 3 cr. Methods, instructional resources and assessment, strategies for middle-grades math. Students take two special-methods courses concurrently during pre-student teaching semester. Courses are team-taught to foster interdisciplinary learning. **For School-Based M.Ed. Program candidates only.**

445. TEACHING INTERNSHIP 6 cr. A full-day semester-long supervised teaching experience involving classroom responsibilities in using a full range of planning, teaching, management, and evaluation techniques. **For Post-Bac M.Ed and School-Based M.Ed. Program candidates only.**

451. THEORIES OF PERSONALITY 3 cr. Major personality theories with critical consideration of research support, clinical and counseling applications, and guides to self-management.

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452. READING AND WRITING ACROSS THE CURRICULUM 3 cr. Literacy development examined through psychological, socio-cultural and historical perspectives. Examines reading as an interactive, problem-solving process. Strategies that foster critical thinking, active engagement and social interaction in the teaching of reading and writing across the curriculum.

453. MULTICULTURAL EDUCATION 3 cr. Builds the personal and professional development of education and counseling practitioners through studying the sociological, historical, and philosophical scholarship on the many cultures, races, and ethnic groups that constitute the diverse student body of American schools. Considerations of racism, sexism, exceptionality and other diversity issues are applied to a variety of educational, counseling and agency settings. ED 453 will have one section for community counseling and school counseling.

454. STUDY IN LANGUAGE AND PHONICS 3 cr. Examines the links between oral and written language with focus on the grapho-phonemic, syntactic, morphemic, and semantic systems as they relate to literacy instruction. Explores literacy development, phonological awareness, and orthography.

456. READING ASSESSMENT AND INTERVENTION 3 cr. Gaining familiarity with formal and informal tools for assessing literacy development with emphasis on planning, implementing and evaluating intervention strategies. Includes field experience.

457. METHODS IN READING EDUCATION 3 cr. Advanced examination of various reading methods and techniques for instructional planning and classroom organization. Includes practicum experience.

458. LITERATURE FOR CHILDREN AND ADOLESCENTS 3 cr. Critical analysis of various genres of literature for children and adolescents with attention to multicultural literature and the relevance of literature across all disciplines. Required for students in the Middle Childhood language arts content area.

459. ADOLESCENT LITERATURE 3 cr. Critical analysis of the genres of adolescent literature with emphasis on major authors. Themes related to intellectual, social, cultural, and political issues, and the role of adolescent literature in the traditional language arts curriculum. Required for students in the AYA Integrated Language Arts License.

464A. SECONDARY METHODS 3 cr. Methods of teaching in secondary schools. Classroom management strategies, curriculum construction, instructional strategies. Provides the intern with a repertoire of methods from which to choose, depending on classroom situation and student needs. **For School-Based M.Ed. Program candidates only.**

464B. SECONDARY METHODS 3 cr. Methods for planning and implementing curricula in the content areas and assessing student achievement consistent with the standards set forth by the learned societies and the State of Ohio Content Standards.

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Teacher and peer-centered methods to promote problem solving and concept development using a range of pedagogic tools, including technologies, manipulatives, visuals, oral and writing strategies, cooperative learning, and various forms of authentic assessment. Attention given to nurturing a risk-taking classroom community responsive to students with diverse backgrounds, abilities and learning styles. Practical application of methods and issues to candidates' intern placement in a secondary classroom. **For School-Based M.Ed. Program candidates only.**

480. SPECIAL TOPICS 1-3 cr. Department approval required. In-depth study of a topic in workshop form or as an individual project under supervision.

482. SPECIAL TOPICS 1-3 cr. Center for Mathematics and Science Education, Teaching and Technology (CMSETT) courses. Workshop credit at the 400-level is not applicable toward a graduate degree.

483. SPECIAL TOPICS 1-3 cr. Institute for Educational Renewal (IER) courses. Admission is limited to teachers in IER schools. Workshop credit at the 400-level is not applicable toward a graduate degree.

484. SPECIAL TOPICS 1-2 cr. Cleveland Clinic eXpressions. A workshop that trains teachers to use the arts to engage high school students in the world of scientific research. Through project-based learning, teachers guide their students in interpreting scientific research through other disciplines. This workshop is conducted in conjunction with the Cleveland Clinic's Science Internship Program.

500. FOUNDATIONS OF EDUCATION 3 cr. Personal and professional development of education practitioners through a critical, reflective inquiry into the philosophical, historical, and sociological scholarship that focuses on educational institutions in their socio-cultural settings.

501. ECOLOGY OF URBAN SCHOOLS 3 cr. Examines perceptions, problems, and possibilities in urban schools with a focus on urban communities and the urban environment. Explores effective practices for improving urban schools, including issues in school and district organizations, curriculum and instruction, partnerships, and parent, family, and community involvement.

502. RESEARCH METHODS 3 cr. Overview of the principles, strategies, and instruments of quantitative and qualitative educational and counseling research and evaluation. The course emphasizes informed, research-based decision making at the classroom, school, and school system levels, and in community agency settings. ED 502 will have one section for community counseling and school counseling.

503. ORIENTATION TO THE EDUCATIONAL ENVIRONMENT 3 cr. Primarily a field experience for Post-Bac M.Ed. with licensure candidates, school-psychology and school-counseling candidates who are not licensed teachers. Placement will be in school settings across grade levels.

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503A. INTRODUCTION TO EDUCATION 2 cr. Introductory course for the adult learner pursuing teacher licensure. The course will focus on the teacher as a person, the learner, performance-based assessment of the teacher, the learning environment, and issues related to the teaching-learning process. **For School-Based M.Ed. Program candidates only.**

504. URBAN CLASSROOMS AS LEARNING ENVIRONMENTS 3 cr. Examines the teacher as change agent and reflective practitioner. Explores the meaning of learning community in a democratic classroom and school. Addresses critical theories underlying the human-environment relationship.

505. CHILD AND ADOLESCENT STUDY 3 cr. In-depth study of theories pertaining to cognitive, social, emotional, and physical development of the person from infancy to adulthood with special emphasis on the educational implications of development.

506. PROGRAM EVALUATION 3 cr. Provides students with an understanding of the principles of program evaluation and acquisition of techniques necessary to evaluate human service and educational programs. Introduces students to the application of research methodology to assess human service and/or educational needs and the effectiveness of service programs designed to examine roles of program evaluators as advocates for empowerment of oppressed groups.

517. SCHOOL LEADER AS A FACILITATOR OF ORGANIZATIONAL CHANGE 3 cr. Provides an understanding of the facilitator's role, and provides a basic set of skills that will enable leaders to facilitate both large and small groups. Fundamental skills such as Story Boarding, vision and mission statement development, long-range planning (strategic) and site-based decision making are covered.

519. INTEGRATING CHILDREN WITH SPECIAL NEEDS IN EARLY CHILDHOOD SETTINGS 3 cr. Prepares candidates to translate theory and developmental knowledge into appropriate and successful practices for integrated learning. Examines adaptations, strategies, and methods of preparing three to eight year-old children and designing environments for classroom integration. Evaluates and assesses handicapping conditions and disabilities in the context of home and school.

524. CLASSROOM ORGANIZATION AND BEHAVIOR MANAGEMENT 3 cr. Introduces principles of classroom organization in order to maximize effective student learning time, including a range of approaches to dealing with students who have behavior difficulties. Special emphasis on students with learning or behavior disorders.

529. QUALITATIVE RESEARCH METHODS 3 cr. Prerequisite: ED 502 or consent of instructor. An overview of the principles, strategies, and analysis of qualitative research. The course emphasizes informed research-based decision-making in schools and social service agencies. The purposes of the course include the

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creation of research questions, and the development of qualitative designs, data collection, and analysis procedures.

530. TESTS AND MEASUREMENTS 3 cr. Prerequisite: ED 502 or consent of instructor. Basic knowledge and skills related to the selection and use of tests and measurements for individuals planning careers in counseling or psychology in school and non-school settings. Technical skills necessary for selecting and properly employing tests and measurements (reliability, validity, norming, test scores) and major types of tests employed by counselors and school psychologists, such as ability, intelligence, achievement, personality, family, and behavioral.

532. DEVELOPMENTAL PSYCHOLOGY 3 cr. Specialized scholarship on the developmental aspects in the life span from infancy to old age. Emphasis on the reflective application of this knowledge in a variety of professional settings.

533. INTRODUCTORY STATISTICS 3 cr. Prerequisite: ED 502 or equivalent. Review of descriptive statistics. Introduction to statistical inference; interpretation and applied problems in hypothesis testing, including analysis of variance and chi-square analysis.

534. LEARNING-TEACHING 3 cr. Contemporary theories of teaching and learning; application of the theories in classrooms sensitive to the developmental needs of children and youth, including those with atypical characteristics. Stresses reflective application of this knowledge by any professional working with students and teachers.

536. PSYCHO-EDUCATIONAL EVALUATION (A) 3 cr.; (B) 3 cr. Theoretical and practical treatment of the measurement of intelligence and personality. Intensive study of individual psychological tests and other assessment methods and their use with diverse populations, including all exceptionalities. (A) Pre-school and elementary-age children; (B) adolescents.

540. THE ROLE AND FUNCTION OF THE SCHOOL PSYCHOLOGIST 3 cr. Prerequisite: Acceptance into the School Psychology Program. Analysis of the role and function of the school psychologist, including legal, ethical and professional issues. Provides an introduction to an intervention focused, problem-solving model.

541. CHILD PSYCHOPATHOLOGY 3 cr. Prerequisites: ED 536A and ED 536B. Reviews the major psychological disorders of childhood and adolescence. Focus on assessment and intervention within the educational environment.

543. PRACTICUM EXPERIENCE I: SCHOOL PSYCHOLOGY 3 cr. Prerequisites: All required coursework for the M.Ed. in School Psychology. Instruction and practice in the design of behavioral interventions and observational methods of assessing children's behaviors that interfere with learning and the development of socialization skills. Includes a weekly field experience in the schools under the supervision of a licensed school psychologist. School psychology students only.

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544I. PRACTICUM: EARLY CHILDHOOD EXPERIENCE IN AN INTEGRATED SETTING 6 cr. Prerequisite: ED 519. Advanced practical experience in planning, implementing, and evaluating developmentally appropriate content and methodology in all curriculum areas for handicapped and non-handicapped pre-kindergarten children in an integrated setting. Field experience at approved sites with university supervision.

544N. PRACTICUM: PRE-KINDERGARTEN EXPERIENCE IN A NON-INTEGRATED SETTING 6 cr. Advanced practical experience in planning, implementing, and evaluating developmentally appropriate content and methodology in all curriculum areas for pre-kindergarten children in non-integrated settings. Field experience at approved sites with university supervision.

546. ORIENTATION TO NBPTS 1-6 cr. Introduces teachers to the requirements and standards of the NBPTS process. Provides an opportunity for teachers to dialogue with national board-certified teachers, develop portions of their individual portfolios, and obtain feedback from one another. Assists in helping teachers realize the value of reflective practice.

547. LITERACY AND TECHNOLOGY 3 cr The digital context of literacy in the lives of children and adolescents taught from educational perspectives in cultural studies, neuroscience, and psychology. Current methods in the design of literacy experiences and technology integration in K-12 education is emphasized. The Internet, hypermedia, and computer-assisted literacy instruction in a hands-on computer lab environment.

549. SCIENCE, MATHEMATICS AND TECHNOLOGY 3 cr Explores current research and practice in the use of technology to enhance the teaching and learning of science, and integrated modern technology into classrooms specifically to enhance the instruction and learning of science and mathematics. The course seeks to increase the candidate's technological literacy, use of technology to problem-solve, use of technology to plan, assess and conduct classroom activities, and to make connections between technology and the disciplines of science and mathematics.

551. SCHOOL LEADERSHIP I: AN INTRODUCTION TO SCHOOL LEADERSHIP 3 cr. Corequisite: ED 551L. Introductory course in school leadership. Assessment of candidate knowledge base, individual style, and possible preparatory needs for school leadership. The candidate designs a *Personal/ Professional Improvement Plan*. Analysis of current theories of management and leadership as applied to schools as organizations. Includes an introduction to both an organizational behavior and organizational development (OD) approach to understanding issues in school leadership.

551L. SCHOOL LEADERSHIP I: LABORATORY 1 cr. Corequisite: ED 551. Clinical component to observe and record the cultural, ethnic, and racial make-up of a community surrounding a school, as well as any special-interest groups that may impact the school program.

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553. SCHOOL LEADERSHIP II: INSTRUCTIONAL LEADERSHIP 3 cr.

Corequisite: ED 553L. Principles and practices of clinical supervision (a coaching model) for improving both instruction and academic learning. Includes opportunities to do fieldwork in the schools, as well as using course participants' microteaching episodes for application of the skills associated with effective clinical supervision.

553L. SCHOOL LEADERSHIP II: LABORATORY 1 cr. Corequisite: ED 553.

Clinical component to observe the instruction in a school using the script-taking technique, and using four types of conferences.

556. CURRICULUM 3 cr. Theoretical and practical design and development of the school program with emphasis on current practices.

557. APPLIED CURRICULUM PRINCIPLES 3 cr. Prerequisite: ED 556.

Application of curriculum theory and principles, highlighting the principal as facilitator of curriculum development in the school. Trends in curriculum delivery using contemporary technology. Taken at post-master's level.

558. SCHOOL LAW 3 cr. Survey, from the viewpoint of the school administrator, of the legal structure of education, the legal rights and responsibilities of students, and the responsibilities of teachers. Emphasis on Ohio law.

560. SCHOOL LEADERSHIP III: ISSUES IN SCHOOL REFORM 3 cr.

Corequisite: ED 560L. Advanced seminar on selected topics in school reform, including creative problem solving, proactive management, systems theory, planning systems (e.g., strategic planning), public relations, staff development, and student/client/program assessment. Introduces ideas and skills related to the learning organization and quality assurance.

560L. SCHOOL LEADERSHIP III: LABORATORY 1 cr. Corequisite: ED 560.

Clinical component to conduct research to identify and clarify current best practices to reach a district's future goal, and model the process for effective communication.

561. PERSONNEL ADMINISTRATION 3 cr. Prerequisite: ED 551/551L. Analysis of the role and function of staff and faculty personnel administrators with emphasis on modern personnel practices. Taken at post-master's level.

562. SCHOOL FINANCE AND ECONOMICS 3 cr. Fundamentals of finance and economics for school administrators. Consideration of school finance from the sources of school funds through the expenditure process. Taken at post-master's level.

565. LITERACY PERSPECTIVES 3 cr. Literacy development from historical, educational, and individual learning perspectives. Changes in the definition of literacy in response to social and economic needs. Theoretical frameworks of literacy acquisition and development, and literacy as a social invention.

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570. WRITING THEORY AND PROCESS 3 cr. Current ideas and methods in the teaching of writing P-12. Attention to the teacher's own writing and to understanding writing as a developmental and recursive process. Study of effective writing workshops and conference techniques, strategies for improving writing in all genres, reading-writing connections, and writing across the curriculum.

571. INTEGRATED LANGUAGE ARTS 3 cr. Trends and innovations in language-arts theory and instruction. Special consideration of the role of children's and adolescents' literature in the curriculum.

573. LITERACY INTERNSHIP 3 cr. Prerequisite: ED 578. Enables candidates to apply diagnostic techniques and intervention strategies in the clinic setting under the supervision of faculty. Provides a richer understanding of the teaching-learning process. Candidates engage in tutorials designed to enhance teaching skills and the ability to articulate professional judgments to various audiences.

574. APPLIED RESEARCH IN LITERACY EDUCATION 3 cr. Prerequisite: ED 502. Advanced course in research methods applied to literacy. Includes critical review of current qualitative and quantitative studies with emphasis on problem formulation, methodology, findings, and interpretation of results. Culminates in a research plan outlining a literacy study of importance to the student and the field of literacy. For candidates who have completed the Reading Teacher Sequence and are seeking Reading Coordinator/ Consultant specialization.

575A. COACHING IN DIVERSE CLASSROOMS 2 cr. Online course that focuses on the preparation of literacy specialists to coach teachers in the implementation of culturally responsive instruction for diverse learners. This population includes special needs, culturally and linguistically diverse students. Emphasis will be placed on connections between current theory, research, and instructional practice. **For Literacy Specialist Endorsement Program students only.**

575B. COACHING FOR EFFECTIVE ASSESSMENT PRACTICE 2 cr. Online course designed for the preparation for literacy specialists, this course teaches knowledge, skills and dispositions in school-based professional development and coaching in classroom-based reading assessment concepts and skills. **For Literacy Specialist Endorsement Program students only.**

576A. PEDAGOGY OF EFFECTIVE LITERACY INSTRUCTION 2 cr. Online course enables candidates to demonstrate knowledge of a wide range of instructional practices, methods, and curriculum materials, including technology, that support effective reading and writing instruction. Candidates integrate their knowledge and dispositions regarding curriculum, instructional practices, curricular materials, assessment and evaluation to create literate environments that foster both reading and writing in all students. **For Literacy Specialist Endorsement Program students only.**

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576B. PROFESSIONAL DEVELOPMENT IN LITERACY 2 cr. Online course that introduces research and knowledge bases related to teacher professional development from a variety of perspectives. Examines multiple approaches to supporting teacher professional development, including coaching. **For Literacy Specialist Endorsement Program students only.**

577. ADVANCED LITERACY RESEARCH 2 cr. Online course that examines literacy research as an integral part of professional development. Builds on candidate understanding of a variety of research paradigms in reading and writing research, supports engagement in inquiry that significantly advances candidates' current understanding of the teaching of reading and writing, and provides opportunities for candidates to collaborate with other literacy professionals in order to advance understanding of evidence-based practice. **For Literacy Specialist Endorsement Program students only.**

578. LITERACY ASSESSMENT AND INTERVENTION MODELS 3 cr. Advanced course in processes and procedures of reading diagnosis and the application of findings to instruction. Candidates develop skills in observing, analyzing, and interpreting reading behaviors and design instructional intervention plans. Examination of current intervention models: classroom, school-wide, and community-based.

579A, B: INTERNSHIP 8 cr. (A) 4 in fall; (B) 4 in spring. Prerequisites: ED 575A, B; and 576A. The culminating activity supporting and integrating the accomplishment of the Literacy Specialist Endorsement Standards I – VI. This school-based internship over an academic year includes providing group and individual professional development to colleagues for continuous improvement of literacy curriculum, instruction, and assessment. Diagnostic reading and writing clinical experiences focus on data based decision making to inform coaching. **For Literacy Specialist Endorsement Program students only.**

580. SPECIAL TOPICS 1-3 cr. Department approval required. In-depth study of a topic in workshop form or as an individual project under supervision.

581. LEADERSHIP, ORGANIZATION AND ADMINISTRATION OF THE LITERACY CURRICULUM 3 cr. Examines instructional leadership in P-12 schools, with special attention to the development, implementation, and evaluation of the literacy curriculum and the design of literacy-improvement programs. Organizational and administrative strategies which literacy leaders can employ to develop an effective literacy program.

582. SPECIAL TOPICS 1-3 cr. Center for Mathematics and Science Education, Teaching and Technology (CMSETT) courses.

583. SPECIAL TOPICS 1-3 cr. Institute for Educational Renewal (IER) courses. Admission is limited to teachers in IER schools.

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584. SPECIAL TOPICS 1-2 cr. Cleveland Clinic eXpressions. A course that trains teachers to use the arts to engage high school students in the world of scientific research. Through project-based learning, teachers guide their students in interpreting scientific research through other disciplines. Teachers, in collaboration with a university faculty member, create and implement an independent study project related to their students' participation in the Cleveland Clinic's Science Internship Program.

585. THE SCHOOL ADMINISTRATOR CHANGE PROCESSES AND TECHNOLOGY 3 cr. The integration of curriculum and the uses of educational technology as both a reflection and projection of changes within the educational processes of the information/communications age, including legal concerns and future trends in such processes. Role of professional organizations, purchasing and maintenance planning also addressed. *Candidates pursuing the Principal's License complete this course within the Post-Master's sequence.*

586. INTRODUCTION TO THE PROFESSIONAL USES OF INSTRUCTIONAL TECHNOLOGY AND DESIGN 3 cr. Basic uses of educational technology at the personal and professional level using productivity tools, telecommunications, problem solving and software selection and evaluation. Ongoing program development emphasized, along with developing awareness of computing/technology standards.

Required for some M.Ed. programs and initial licensure. May be required for candidates of the ETIP program. Portfolio evaluation will be part of the ETIP admission process.

587. TECHNOLOGY FOUNDATIONS AND STANDARDS 3 cr. The application of educational technology applied to instructional outcomes, teaching methodology, classroom practices, applied learning theory and the specific uses of technology tools for learning outcomes.

589. EDUCATIONAL TECHNOLOGY PRACTICUM 3 cr. Provides the candidate opportunities to explore complex and essential areas of technology integration. Emphasis on networking, assistive and adaptive technologies and professional development. Design, maintenance and assessment of school-based digital information networks. Integration of assistive and adaptive technology and the design, delivery and assessment of student learning activities that integrate technology for diverse student populations within an educational setting. Design, implementation and assessment of professional development in technology integration.

590. PRACTICUM EXPERIENCE II: SCHOOL PSYCHOLOGY 3 cr.
Prerequisites: All coursework for the M.Ed. in School Psychology and ED 543. Advanced supervised experience in the diagnosis of children with disabilities including recommendations for classroom management and instructional interventions. Includes a weekly field experience in the schools under the supervision of a licensed school psychologist. School psychology students only.

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592. CONSULTATION SKILLS 3 cr. Theory and practice in school-based consultation for School Psychology students. Addresses the skills of effective communication and problem solving, in the context of major models for school-based consultation. Requires a weekly field experience in the schools under the supervision of a licensed school psychologist and a culminating research project. School Psychology students only.

593A & B. SEMINAR IN SCHOOL PSYCHOLOGY 6 cr. (A) 3 cr. fall; (B) 3 cr. spring. Corequisite: ED 597A/B. Topics germane to the internship experience. Critical examination of issues related to the practice of school psychology, including case study, contemporary service delivery, implementation of current state standards, and the role and function of the school psychologist.

594. PROFESSIONAL DEVELOPMENT SEMINAR 3 cr. Corequisite: ED 445. Emphasis on individual advisement; practice in observation, analysis, interpretation, prescriptions of classroom teaching; reflection and dialogue; in-depth examination of teacher effectiveness literature; discussion of practice; and problem solving. Requires the development of a professional portfolio. **For School-Based M.Ed. Program students only.**

595. SEMINAR IN TEACHING 3 cr. Prerequisite: substantial completion of the specialization sequence. Process and content of change in the direction of improved teacher competencies.

596. INTERNSHIP FOR SCHOOL LEADERS 3 cr. Prerequisite: substantial completion of sequence in administration or supervision. Cooperatively guided administrative experience in selected communities and school systems for the advanced student.

597A, B, C. SUPERVISED EXPERIENCE IN SCHOOL PSYCHOLOGY 15 cr. (A) 6 in fall; (B) 6 in spring, (C) 3 in summer 1. Prerequisite: acceptance into the school psychology program and successful completion of all course work in the school psychology licensure program. Corequisite: ED 593A/B (fall and spring). Candidate must successfully complete three consecutive semesters of a 1400 hour internship in a public school district approved by the Office of Exceptional Children Ohio Department of Education and the university. The candidate is under the direct supervision of a licensed school psychologist with a minimum of three years experience. The candidate is provided with experiences to develop competencies in the areas aligned with program and professional association (NASP) goals.

599. MASTER'S THESIS 6 cr. upon approval.