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# College of Education

## McCracken Hall

**Tom Davis**  
*Interim Dean*

**Glenn Doston**  
*Sr. Associate Dean*

**Dianne Gut**  
*Associate Dean*

<http://www.ohio.edu/education/>

**Graduate study and research in the College of Education are designed to bridge the gap between theory and practice—between research and the educational and human problems that confront students, teachers, counselors, curriculum workers, administrators, and other professionals in related fields. Field experiences and internships coupled with research integrate theory with practice. Interdisciplinary study is encouraged.**

Master's students may attend full or part time. There is no residency requirement for a master's degree. Full-time students can complete most master's programs in a minimum of four academic quarters. Doctoral programs require a three-quarter continuous residency on the Athens campus and can usually be completed in a minimum of three academic years.

All professional education programs are fully accredited by the National Council for Accreditation of Teacher Education (NCATE). The Counselor Education Program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and CORE.

Detailed information concerning graduate programs is available from the Office of Student Services, College of Education, Ohio University, McCracken Hall 124, Athens OH 45701-2979 or online at <http://www.ohio.edu/education/>.

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## Master's Programs

To major in a given area, you must have a program of study planned and approved by a faculty advisor to meet your professional needs and objectives.

The minimum number of credit hours required will vary, depending on program requirements and, when applicable, requirements for licensure. Specific admissions criteria and program requirements are available from the Office of Student Services, College of Education, and online at <http://www.ohio.edu/education/>.

Master's programs are offered in several areas of professional education:

### Department of Counseling and Higher Education

College Student Personnel  
Counselor Education (school, community and rehabilitation counseling)  
Higher Education

### Department of Educational Studies

Computer Education and Technology  
Cultural Studies in Education  
Educational Administration  
Educational Research and Evaluation

### Department of Teacher Education

Adolescent to Young Adult Education  
Curriculum and Instruction  
Mathematics Teaching at the Adolescent to Young Adult Level  
Middle Childhood Education  
Reading Education  
Special Education

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## Doctoral Programs

Advanced preparation leading to the Ph.D. or Ed.D. is offered in the College of Education.

Following admission to a doctoral program, you are expected to apply for admission to advanced studies after two quarters of coursework. Admission is based on review of your progress, faculty recommendations and completion of at least nine hours of course credit.

You are assisted throughout your program of study by a faculty advisor and a doctoral program committee.

Successful completion of a written and oral comprehensive examination is required after most coursework is completed. Doctoral candidates then submit a research proposal for review by the faculty chair and committee, before completing the doctoral dissertation.

Specific information regarding criteria for admission, financial assistance, and scholarships is available from the Office of Graduate Studies, College of Education, McCracken Hall 124, and online at <http://www/ohio.edu/education/>.

Doctoral degree programs are offered within each of the College's three departments, as follows:

#### **Department of Counseling and Higher Education**

Counselor Education (Ph.D.)  
Higher Education (Ph.D.)

#### **Department of Educational Studies**

Cultural Studies  
Instructional Technology (Ph.D.)  
Educational Administration (Ed.D.)  
Educational Research and Evaluation (Ph.D.)

#### **Department of Teacher Education**

Curriculum and Instruction (Ph.D.)  
Math Education (Ph.D.)  
Middle Level Education (Ph.D.)  
Reading and Language Arts (Ph.D.)  
Social Studies Education (Ph.D.)  
Special Education (Ph.D.)

Note: If you have earned a master's degree in education at Ohio University and plan to take additional coursework in education, you must reapply for admission to a doctoral level of study through the Office of Graduate Student Services.

Criteria for admission to a doctoral program in the College of Education include evidence of continuing potential for academic and professional success as reflected in prior grade-point averages at master's and bachelor degree levels of study, and score performance on standardized tests. Additional requirements at point-of-application vary by the specific program, and may include the quality of evidence provided in letters of recommendation, an autobiographical statement and/or resume, and/or an invited interview.

Alternative admission may be granted if you do not meet the required grade-point average or test score on one of the required standardized tests. Alternative admission may be based on the achievement of a compensating test score, successful completion of an interview with program area faculty, or such factors as extensive work experience or outstanding recommendations.

## Department of Counseling and Higher Education

<http://www.ohio.edu/education/>

The Department of Counseling and Higher Education (CHE) prepares students for professional positions in schools, colleges, and community agencies. Graduates function in a variety of roles, including administration, supervision, counseling, consultation, teaching, and research. Programs are designed to meet state licensing requirements where applicable, in addition to providing flexibility to meet specific student interests and competency needs.

To pursue graduate study in the Department of Counseling and Higher Education you must meet established graduate requirements and be accepted for admission by the relevant program faculty.

If you are an applicant for a master's degree program and do not have a 2.9 overall (4.0 scale) or a 3.25 g.p.a. on the last 90 quarter hours (4.0 scale), you are required to submit scores (verbal plus quantitative) on the Graduate Record Examination (GRE).

If you are applying for a doctoral program, results of the GRE (verbal and quantitative) are required of all applicants.

Applicants at all levels must submit letters of recommendation and an autobiography, and may be required to appear for interviews. Ph.D. applicants are required to take a writing exercise at the time of the admission interview.

If you are considering graduate work in CHE, arrange to complete the application process well in advance of the quarter in which you expect to begin study. If you have not taken the GRE within the past five years, note that this examination is administered on specified dates and that the interval between administration and receipt of scores is ordinarily six weeks. You may also take this exam by computer at selected locations for a faster turnaround time.

You may apply for graduate assistantships and fellowships. If you are accepted for a graduate assistantship, you will do research or be assigned teaching responsibilities in the College of Education, other departments in the University, or other institutions or agencies outside the University.

Further information regarding programs and admissions procedures is available from the Department of Counseling and Higher Education, McCracken Hall, Ohio University, Athens OH 45701-2979, telephone 740.593.4440.

### **Counselor Education (EDCE)**

Programs in Community Counseling, Rehabilitation Counseling, and School Counseling are offered leading to graduate degrees in Counselor Education. Within these programs, you may emphasize courses and fieldwork leading to a professional counseling career in elementary, middle, or secondary schools; college counseling; business and industry; chemical dependency; agency work; or private practice. Doctoral-level work also leads to supervisory and university faculty positions.

The Community Counseling Program is designed for those interested in professional counseling services in a community mental health center, in private practice, or in other agencies or business settings that provide health and social services. The program meets academic requirements necessary to become licensed in Ohio as a Professional Counselor (PC) with the option of completing the additional academic hours for a clinical endorsement in mental health counseling (Ohio Professional Clinical Counselor, PCC). It also meets academic and experience requirements for becoming a National Certified Counselor (NCC).

The Rehabilitation Counseling Program meets the needs of personnel presently employed in public and private rehabilitation agencies, as well as graduates in such areas as psychology, sociology, education, and human services. Upon completion of the program, you will have met the academic requirements to become a Certified Rehabilitation Counselor (CRC), and with additional clinical courses you will be eligible for the PC license.

The School Counseling Program is for those who wish to practice as elementary or secondary school counselors. It meets the academic and counseling experience requirements to receive state Department of Education certification as a school counselor in Ohio and most other states, and also meets academic requirements for PC and NCC.

Master's degree programs consist of a minimum of 72 quarter hours of study and can be completed in six to eight quarters of full-time attendance, depending upon the area of concentration. Many core courses are offered during the summer, and many late afternoon and evening classes are available during the regular academic year to accommodate students with full-time employment. Along with a counseling practicum (120 work experience hours), two quarters of required internship (600 total work experience hours) provide extensive experience. Ohio licensing as a PC or PCC requires an additional 18 hours for a total of 90 quarter hours.

The doctoral program in counseling is psychological in content, experience, and nature. Ph.D. specializations are available in counseling, counselor education, supervision, and research and evaluation. The courses of study combine personal growth, theoretical foundations, research methodology, and relevant practical experience. They are designed on the basis of the specialty sought and the background you bring to the program. The array of courses included in the curriculum may be used to meet the requirements for professional certification or licensure. It is your responsibility, however, to consult the credentialing agencies to determine their exact requirements. Be aware that credentialing agencies periodically change their qualification requirements. The program requires a minimum of 135 quarter hours beyond a bachelor's degree and 90 quarter hours beyond a master's.

Approximately 25 to 35 M.Ed. students and 8 to 14 Ph.D. students are admitted each year. Academic credentials, experience, and compatibility of personal characteristics and professional goals with advanced study in the field of counseling and counselor education are all taken into consideration in the

evaluation process. You may apply for admission at any time, but priority will be given to those applications completed prior to March 1 since admissions and financial aid decisions are made early in the spring for summer or fall quarter entry.

Undergraduates interested in such work will find knowledge in the areas of the behavioral and social sciences, including psychology, education, sociology, and communications, most helpful. Those interested in school counseling may be required to have teaching certification or licensure and teaching experience for work in Ohio and many other states.

All degree programs in counselor education are nationally accredited. Community counseling (M.Ed.), school counseling (M.Ed.), and the Ph.D. program in counselor education and supervision are accredited by the Council for Accreditation of Counseling and Related Programs (CACREP); the M.Ed. rehabilitation program is accredited by the Council on Rehabilitation Education (CORE); and all College of Education programs, including counselor education, are accredited by the North Central Association of Colleges and Secondary Schools and the National Council for Accreditation of Teacher Education. Such accreditation can be advantageous in gaining professional credentials and employment after graduation.

For further information, contact the Coordinator for Counselor Education.

### **Counselor Education Courses (EDCE)**

#### **520 Elementary School Counseling (4)**

Rationale, scope, and nature of elementary school guidance; multiple approaches to provision of guidance services with emphasis upon role of elementary school counselors in child study counseling, consultation, classroom group guidance and coordination, and curriculum development. *Hazler; F, Su; Y.*

#### **521 Counseling, Teaching, and the Behavior Change Process (5)**

Theories of behavior-change process in educational, community, and business settings. Application and evaluation of techniques to modify behavior that involve counselor clients and the counselor in the behavior change process with effective communication emphasized. *D.*

#### **522 Career Development: Research and Theory (4)**

Prereq: 520 or 530 or 541. Theories, practices, methods, and processes of career development for varied settings: school, community, business; review programs which develop career planning/life components; exploration of career education

and counseling opportunities; review and/or implementation of career-related research. *Olsheski; F, Su; Y.*

#### **525 Foundations of Rehabilitation Counseling (4)**

History and development of counseling of individuals with disabilities. Other topics include philosophy, counseling process, place of rehabilitation counseling in community, legislative aspects, and overview of agency activities. *Olsheski; W; Y.*

#### **526 Medical Issues in Rehabilitation (4)**

Overview of basic anatomy, physiology, and the normal functioning of body systems. Emphasis on functional aspects of disability; psychosocial and vocational implications; and importance of incorporating a sense of wellness. *Olsheski; F; Y.*

#### **528 Psychosocial Aspects of Disability (4)**

Explores the emotional and social factors contributing to disabilities, the interaction of these factors in the rehabilitation process, and the role of the rehabilitation counselor in understanding the dynamics of disability. *Olsheski; Sp; Y.*

#### **529 Job Placement Theory and Techniques (4)**

Provides rehabilitation counselor trainees with requisite skills to perform job analyses, suggest job modifications or restructuring, conduct job development activities that affect successful job placement for individuals with disabilities. *Olsheski; W; Y.*

#### **530 Foundations of Counseling (4)**

Rationale, scope, and nature of counseling services in educational, community, and business settings; multiple approaches to provision of such services with emphasis on role of counselor in needs assessment, program planning, counseling, consultation, coordination of services, and curriculum development for diverse populations. Study of problems, issues, trends, and ethical responsibilities in the field of counseling. *Hazler; F, Su; Y.*

#### **531 Appraisal I (4)**

Prereq: 520 or 530 or 541. Concepts of reliability and validity as applicable to appraising human characteristics set stage for considering critical role that clinical judgment plays in professional helping. Emphasis on basic appraisal techniques, including diagnostic interviewing, observational systems, rating scales, interactional analysis, and educational and psychological testing. Testing portion provides introduction to intelligence, achievement, aptitude, and perceptual, vocational, and personality (objective and projective) measures. *Hazler; W; Y.*

#### **545 Counseling Over the Life Span (4)**

Prereq: 520, 525, 530, 541. Implications of life-span development issues for counselors. Issues in counseling and counseling needs throughout the life span will be explored. Techniques and strategies for counselors to use in dealing with the needs of persons of different ages will be covered. *W, Su; Y.*

#### **550 Counseling in Groups (5)**

Introduction to group processes and their application in a variety of settings. Topics include history, theory, techniques, group dynamics and counseling, group leadership, ethics, research and evaluation, lectures, demonstrations, and group lab experience. *Sp, Su; Y.*

#### **555 Counseling Theory and Techniques I (5)**

Didactic phase includes a review of the basic counseling competencies applicable to all theoretical approaches. Affective, behavioral, and cognitive-oriented approaches to counseling also discussed from a general perspective. The lab phase of the course allows students to

practice the counseling competencies addressed in the classroom. *F, Su*.

**570 Organizational Theory and Techniques in Counseling and Personnel Services (4)**

Prereq: 520 or 530 or 541. Identification of need for counseling and human resource development programs in the workplace. Employee assistance programs, training and development, and career development issues addressed. The course content can be considered for a variety of work settings such as business and industry, educational institutions, and mental health facilities. *Davis; W; D*.

**610 Field Experience in Counseling (1–12)**

Supervised field work in educational or community setting selected with regard to professional needs and interests of individual student. Student should have a clear idea of type of field experience desired and required setting for the experience before enrollment. Course requirements will include on-site supervision by staff, regularly scheduled on-campus conferences, and progress and terminal reports. *D*.

**620 Readings and Research:**

**School Counseling (1–5, max 12)**

Study and interpretation of professional literature on counseling and other guidance services provided in elementary, secondary, and vocational school settings, as well as two-year colleges. Independent and directed projects. *F, W, Sp, Su*.

**621 Readings and Research in**

**Community Counseling (1–5, max 12)**

Study and interpretation of scientific research on community mental health or selected government agencies. Independent and directed projects. *F, W, Sp; Y*.

**623B Special Topics Seminar: Stress, Biofeedback, and Self-Control (1–3, max 18)**

Provides overview of holistic approach to well-being, nature, and sources of stress and distress, effects of distress upon mind-body systems, and methods that are important for developing physical and mental relaxation, cognitive intervention, and assertive behavior. Specific applications in occupational and life settings suggested. *F*.

**623C Special Topics Seminar: Marriage and Family Counseling (1–3, max 18)**

Analysis of factors contributing to marital and family dysfunction. Development and implementation of selected counseling models and strategies commonly used in working with couples and families. *Beamish; F; Y*.

**623D Special Topics Seminar: Assertiveness Training (1–3, max 18)**

Focuses on theory and strategies of assertiveness training. Attention to goal setting, role playing, alternative behavior, evaluating consequences, and implementation of assertive behavior. Emphasis on differentiating nonassertive, assertive, and aggressive behavior. *D*.

**623E Special Topics Seminar: Counseling and Human Sexuality (1–3, max 18)**

Study of human sexuality and stereotypical attitudes, attainment of basic knowledge, awareness of sexual abuse and violence, and understanding sexual dysfunction and sexual adequacy. *D*.

**623F Special Topics Seminar: Adlerian Theory, Methods, and Research (1–3, max 18)**

Theory, research, and applications of individual psychology in educational, community, business, and private practice settings. Counseling, consultation, and psychotherapy methods and techniques will be demonstrated. *Sweeney; D*.

**623G Special Topics Seminar: Human Relations Skills for a Multicultural Society (1–3)**

Provides for understanding of human relations skills

for effective interpersonal communication. Focus on skill development, cultural and value differences among ethnic, racial, religious, and other groups. These skills have generic application for helping professionals in educational, community, family, work, and leisure settings. *Doston; D*.

**623H Special Topics Seminar (1–3, max 18)**

Prereq: perm. Seminar topics include areas of study in human potential, rehabilitation counseling, normal and dysfunctional physical, mental, and emotional development.

**638 Gerontological Counseling (3)**

Attitude awareness regarding older persons, knowledge of developmental periods of aging, basic gerontological counseling concepts, and skills in applying knowledge of aging and counseling to work with older persons are emphasized. *D*.

**652 Laboratory: Group Counseling (5)**

Prereq: 550 Advanced study of group theory, research, and applications. Group dynamics, leadership styles, and techniques are examined as they apply to various settings. Lecture, demonstration, and group lab experiences. *W; Y*.

**655 Counseling Theory and Techniques II (5)**

Prereq: 555. Didactic phase of the course focuses upon specific theoretical orientations of counseling. These include individual psychology, rational emotive, behavioral, gestalt, reality, and multimodal theories of counseling. The lab phase allows practice of theoretical approaches addressed in the classroom. *Davis; W; Y*.

**660 Chemical Dependency Counseling (3)**

Focuses on the addictive process, stages and symptoms of chemical abuse, and intervention and treatment strategies for addiction. *Davis; F, Su; Y*.

**662 Diagnosis and Treatment Planning in Counseling (4)**

Emphasis on diagnostic and treatment process facing the mental health professional. Provides an opportunity to familiarize oneself with the diagnostic and statistical manual of mental disorders, as well as to interpret and make diagnostic assessment with a confederate client. Alternative treatment and planning are reviewed. *Davis; Sp, Su; Y*.

**664 Mental Health Consultation (3)**

Introduction to the theory and process of mental health consultation as practiced in such settings as social service, rehabilitation, child care, community mental health agencies, prisons, schools, employee assistance programs, health maintenance organizations, and private practice. *Sp; Y*.

**685 Multicultural Education (4)**

Provides understanding of cultural, ethnic, and racial differences and similarities in American society. Focuses on preparing professionals in educational, community, and leisure settings for working successfully with America's multicultural population. *Doston; F, Su; Y*.

**691 Seminar in Education (4)**

Prereq: 35 grad hrs, EDRE 501. A culminating evaluative experience involving the scholarly application of research, theory, and professional practice. *F, W, Sp, Su; Y*.

**695 Thesis (2–10)**

*F, W, Sp, Su; D*.

**700A Advanced Counseling Practicum: School (5–15, max 15)**

Prereq: advanced standing, perm. Students conduct supervised counseling sessions. Preparing case notes, consulting with other professionals, critiquing audio- and videotapes of their counseling sessions, participating in practical seminars, etc., are part of the experience. Students must submit an application for admission to the practicum the

quarter before expected enrollment. *F, W, Sp; Y*.

**700B Advanced Practicum: Community (5–15, max 15)**

Prereq: advanced standing. Students conduct supervised counseling sessions. Preparing case notes, consulting with other professionals, critiquing audio- and videotapes of their counseling sessions, participating in practica seminars, etc., are part of the experience. Students must submit an application for admission to the practicum the quarter before expected enrollment. *F, W, Sp; Y*.

**700C Advanced Practicum: College (5–15, max 15)**

Prereq: advanced standing. Students conduct supervised counseling sessions. Preparing case notes, consulting with other professionals, critiquing audio- and videotapes of their counseling sessions, participating in practica seminars, etc., are part of the experience. Students must submit an application for admission to the practicum the quarter before expected enrollment. *D*.

**700D Advanced Practicum: Rehabilitation (5–15, max 15)**

Prereq: advanced standing. Students conduct supervised counseling sessions. Preparing case notes, consulting with other professionals, critiquing audio- and videotapes of their counseling sessions, participating in practica seminars, etc., are part of the experience. Students must submit an application for admission to the practicum the quarter before expected enrollment. *F, W, Sp; Y*.

**710 Counseling Internship (8–16)**

Prereq: advanced M.Ed. standing. A culminating experience providing counseling and related services to clients in educational, community, and business settings. Services may include functions related to special problems and populations. On-site supervision by staff is required, along with regular on-campus conferences. *F, W, Sp; Y*.

**720 Advanced Seminar in Counseling (2–15)**

Prereq: advanced standing. Doctoral seminar providing students with preparation for in-depth study of counseling in educational, community, and business settings. *Hazler; F*.

**722 Career Development and Counseling (4)**

Prereq: advanced standing. Methods and practices in career planning and decision making; career patterns and theories; counseling services that promote career and vocational development and research. *Olsheski; D*.

**731 Appraisal II (5)**

Prereq: 531. Special attention devoted to intelligence theory and tests (e.g., Stanford-Binet and Wechsler instruments); case data interpretation; and report writing and communication of appraisal results to other professionals. *Leinbaugh; W; Y*.

**732 Advanced Appraisal (5)**

Prereq: 531 and practicum. Advanced appraisal techniques reviewed, with particular attention to personality measures. Both objective and projective techniques considered, and each student is expected to develop applied expertise with a method of each type. Actual case appraisals analyzed and critiqued; integration of data from a variety of appraisal procedures and professional communication of results emphasized. *Sp, Su*.

**735 Counseling the Exceptional (4)**

Prereq: advanced standing. Characteristics of exceptional individuals; developing and implementing counseling services for exceptional individuals in educational, business, and community settings. *D*.

**736 Counseling and Behavioral Aspects of Special Populations (4)**

Prereq: advanced standing. Intervention and treatment of special populations such as

substance abusers; counseling and intervention for disenfranchised, including those who are emotionally, mentally, or physically disabled or incarcerated; and study of cultural and socio-logical influences on culturally different and implications for counseling. *D.*

**740 Family Counseling Practicum (2–5)**

Prereq: 623C, 821C. Supervised counseling experiences with families. *Beamish; D.*

**750 Practicum in Group (5, max 15)**

Supervised experiences in group counseling in a variety of community mental health, university, business, and/or school settings. Individualized readings and study of group counseling theory and techniques. *D.*

**755 Counseling Theory Advanced (5)**

Theories and systems of psychology as applied to counseling and psychotherapy. Integration of theories and methods of counseling and psychotherapy to assessment and diagnosis, goal setting, treatment, procedures, and evaluation of progress and outcomes. Use of case study to demonstrate knowledge in the treatment of selected mental, emotional, and behavioral disorders. Application of concepts of human development to personal growth and career-life planning. Review of innovative methods, recent research, and issues and trends. *Beamish; Sp; Y.*

**759 Counselor Supervision (2–4)**

Prereq: adv standing and/or clinical counseling field exp. Offers advanced graduate students theories and models of clinical supervision used in the counseling profession. Students participate in both didactic and lab activities. *Davis; F.*

**760 Counselor Education (4)**

Counselor education history and development including standards, selection, and retention policies and practices, program design for pre- and in-service training, and current issues and research. *Hazler; D.*

**761 Practicum in Counselor Education (5–15)**

Experience in program development and professional counselor preparation activities. Includes supervising of, consulting with, and education of pre- and in-service counselors. Other activities may include student and staff evaluation; organization of personnel programs; and use of staff meetings for counselee study, staff consultation, and program management. *F, W, Su; Y.*

**762 Legal and Ethical Aspects of Counseling Community, Personnel Services (4)**

Law and ethics considered for educational and mental health contexts. Federal, state, and local statutes relevant to professional functioning, and rights of persons receiving counseling, and psychological services considered. Court decisions, critical cases, and legislation analyzed and interpreted. Code of ethics for counselors, psychologists, and human service workers reviewed. Guidelines for ethical behavior in delivery of services. *Davis; F.*

**763 Advanced Practicum in Specially Oriented Community Services (5)**

Doctoral-level practicum and seminar providing in-depth practical experience in selected human services in varied colleges and universities, community agencies, and other noneducational settings. *D.*

**800 Internship (10–15)**

Prereq: perm quarter prior to enrollment. Internship may be taken at pre- or postdoctoral level. Intern works full-time in professional setting consistent with program emphasis for at least two quarters of full-time work or three quarters of half-time work. *F, W, Sp, Su.*

**821B Special Topics Seminar: Stress, Biofeedback, and Self-Control (1–3, max 18)**

Overview of holistic approach to well-being, nature and sources of stress and distress, effects of distress upon mind-body systems, and methods important for developing physical and mental relaxation, cognitive intervention, and assertive behavior presented. Specific applications in occupational and life settings suggested. Review and critique of papers on selected literature are expected. *D.*

**821C Special Topics Seminar: Marriage and Family Counseling (1–3, max 18)**

Analysis of factors contributing to marital and family dysfunction. Development and implementation of selected counseling models and strategies commonly used with couples and families. Individualized project, and/or supervised counseling experience required. Review and critique of papers on selected literature are expected. *Beamish; F; Y.*

**821D Special Topics Seminar: Assertiveness Training (1–3, max 18)**

Focuses on theory and strategies of assertiveness training. Attention to goal setting, role-playing, alternative behavior, evaluating consequences, and implementation of assertive behavior. Emphasis on differentiating nonassertive, assertive, and aggressive behavior. Review and critique papers on selected literature are expected. *D.*

**821E Special Topics Seminar: Counseling and Human Sexuality (1–3, max 18)**

Study of human sexuality and stereotypical attitudes, attainment of basic knowledge, awareness of sexual abuse and violence, and understanding sexual dysfunction and sexual adequacy. Review and critique of papers on selected literature are expected. *D.*

**821F Special Topics Seminar: Adlerian Theory, Methods, and Research (1–3, max 18)**

Theory, methods, and research related to individual psychology and its applications to educational, community, business, and private practice settings. Counseling, consultation, and psychotherapy methods and techniques will be demonstrated. Review and critique of papers on selected literature are expected. *Sweeney; D.*

**821G Special Topics Seminar: Human Relations Skills for a Multicultural Society (1–3, max 18)**

Provides for understanding of human relations skills for effective interpersonal communication. Focus on skill development, cultural and value difference among ethnic, racial, religious, and other groups. These skills have generic application for helping professionals in educational, community, family, work, and leisure time settings. Review and critique of papers on selected literature are expected. *Doston; F, Su.*

**821H Special Topics Seminar (1–3, max 18)**

Other seminar topics include areas of study in human potential, rehabilitation counseling, normal and dysfunctional physical and emotional development, etc.

**823 Advanced Readings and Research in Counseling and Student Personnel (1–10)**

Prereq: advanced standing. Independent studies and specialized projects for doctoral students. *F, W, Sp, Su; Y.*

**825 Colloquium (1, max 3)**

Doctoral-level seminars to examine contemporary issues in counselor education. *D.*

**852 Advanced Laboratory in Applied Group Dynamics (5)**

Group experience as method of studying and applying selected theoretical models of group counseling. Participants experience membership and leadership roles. Individual readings and research on selected group counseling models. *D.*

**895 Dissertation (2–15)**

*F, W, Sp, Su; Y.*

## Higher Education

The area of higher education consists of graduate programs in College Student Personnel and Higher Education Administration. The primary mission of this area is to prepare people for leadership roles in colleges, universities, and other agencies devoted to adult learning. Adult learning occurs not only in traditional institutions of higher education, but also in business and industry, social and government agencies, the military, and health care organizations.

These programs differentiate application and theoretical conceptualizations according to degree level. Master's programs focus on the development and application of skills. Doctoral programs emphasize the study, development, and testing of theoretical concepts. Students progress through the degree levels from M.Ed. or Ph.D. while increasing integration among the components of the individual, organization, and society.

### College Student Personnel (EDCP)

The college student personnel program focuses upon the knowledge, values, attitudes, and skills needed by entry-level student affairs practitioners. Students in this program are involved in direct services, which are educational and developmental in nature. The master's degree is a two-year program that follows national standards for professional preparation for student affairs practitioners. The deadline for completed applications is February 1.

### College Student Personnel Courses (EDCP)

**520 Introduction to College Student Affairs (4)** Introduction to field of student personnel including history and development of the profession, roles, and functions of student affairs professionals. *Young; F; Y.*

**521 College Student Development: Theory with Practice (4)**

Prereq: 520. Provides an understanding of college student development theories and how they are applied in student affairs. *Stewart; F.*

**522 College Campus/Student Environment: From Theory to Practice (4)**

Prereq: 521. Provides an understanding of college environment theories and their application. *Stewart; Sp.*

**523 Multicultural Student Development (4)**

Prereq: 521. Analysis of theories of multicultural student development in a broad spectrum of areas, with a particular focus on gender, race, and sexual orientation. Theories of multicultural development for individuals and organizations also will be considered. Emphasizes application in higher education settings. *Stewart, W.*

**544A Leadership Issues of College Students (2)**

Prereq: 520. Study of theories related to leadership development and student organizations. Future trends and several models are included.

**544B Budget Management (2)**

Prereq: 520. An introduction to the budgeting processes and issues related to student affairs programs.

**544C Residential Campus Issues (2)**

Prereq: 520. Provides the opportunity to develop knowledge about concerns of residential students.

**544D Legal Ethical Issues (2)**

Prereq: 520. Study of critical legal and ethical issues that student affairs practitioners confront.

**544E Assessment (2)**

Prereq: 520. Study of the role of assessment in student affairs administration. The course focuses on issues of retention and campus involvement.

**544F Student Learning Imperatives (2)**

Prereq: 520. Explores the philosophical base, organizational patterns, management styles and practices, and evaluation methods used in the development of holistic learning in higher education.

**544G International Student Services (2)**

Prereq: 520. Focuses on the rationale for foreign student services, the functions and services performed, and the foreign student experience in institutions of higher education.

**544H Wellness Issues of College Students (2)**

Prereq: 520. A study of the principles, functions, and practices of health education and wellness in regard to the development of college students.

**544J Supervision (2)**

Prereq: 520. Introduces students to concepts, components, and personnel styles of effective supervision.

**544K Two-Year College Students (2)**

Prereq: 520. The study of practices in the two-year college setting.

**544L Computer Applications and New Technology (2)**

Prereq: 520. Students master skills necessary to understand the use of computers and new technology in their field.

**603 Practicum in Student Personnel (3-5)**

Must be taken 3 times for total of 12 hrs. Supervised experiences in offices of the university or of neighboring educational institutions. *Stewart, Young; F, W, Sp.*

**620 Administration and Organization of Student Affairs Programs (4)**

Prereq: 520. Relates theories, skills, and practices of leadership, decision making, organization, and administration to student affairs. *Young; W.*

**622 Readings and Research in Student Personnel (1-12)**

Survey, analysis, interpretation, and synthesis of professional literature on college student personnel. Independent, directed research project in area of college student personnel. *Stewart, Cutright, Young; F, W, Sp.*

**720 College Student Affairs: Theories and Research (4)**

Introduction of college student affairs field including history, development of the profession, and roles, functions, and issues in the profession. *Young; F.*

**721 College Student Development: Theories and Research (4)**

In-depth study of the major theories of college student development that are used in college student affairs. Emphasis on understanding and critiquing the theories and related research. *Stewart; F.*

**722 College Student-Environmental Interactions (4)**

Prereq: advanced standing. Explores several person-environmental theories, emphasizes assessment of environment for purposes of changing environment to foster student development. *Stewart; Sp.*

**743 Advanced Seminar in Student Personnel: Current Issues (2, max 8)**

Seminar format concerned with specific professional issue each quarter. Research and guest speakers used extensively. *F, W, Sp.*

**803 Advanced Practicum in College Student Personnel (3-6)**

Doctoral-level practicum and seminar providing in-depth experiences in selected student affairs offices on various campuses. *Stewart, Young; F, W, Sp, Su.*

**820 College Student Affairs Administration and Organization Theories and Research (4)**

Study of selected theories of administration, organization, and leadership with specific application to student affairs operations in higher education. *Young; Sp.*

**890 Advanced Readings and Research in College Student Personnel (2-6)**

Independent studies and specialized projects for doctoral students. *Moden, Young; F, W, Sp, Su.*

**Higher Education (EDHE)**

Higher education focuses on administration and teaching. In administration, the program focuses on preparing individuals for leadership positions in higher education. Required coursework examines the background of higher education, the study of internal organizational standards, policy perspectives, and the principles of finance and governance. In college teaching, the program assists students in examining pedagogy and curriculum development on the collegiate level. Coursework provides an opportunity to examine the theory and practice of college teaching, professional development, and the nature of students and the collegiate environment.

**Higher Education Courses (EDHE)****588 Introduction to American Higher Education (4)**

Background and growth of higher education in the U.S. Present status of various types of institutions. *Dressel, Stewart, Young; F, Su.*

**589 Community Colleges (4)**

Prereq: 590. Special problems related to administration of community colleges, regional campuses, vocational and technical colleges, and adult education programs. *Young.*

**687 History and Philosophy of American Higher Education (4)**

Prereq: 588 or equivalent. An exploration of the

events and concepts that have shaped American higher education. Focus is on the evolution of the undergraduate college, the comprehensive university, and research and graduate education missions. *Ping, Young; F.*

**688 Contemporary Higher Education (4)**

Prereq: 588 or equivalent. A critical analysis of the role of higher education in contemporary American society. Included are examinations of current and ideal roles and of the factors that influence the evolution of American higher education. *Cutright, W.*

**689 Legal Issues in Higher Education (5)**

Deals with the history, development, and current status of legal issues in higher education. The course considers basic legal relationships involving: governance; relationship with students, faculty, and staff; federal and state regulations, and liability issues. *Sp.*

**690 Issues in Higher Education (1-9)**

Prereq: 590. Ongoing, up-to-date treatment of significant developments in higher education. *Conley, Cutright, Stewart, Young.*

**691 Seminar in Education (4)**

Prereq: 35 grad. hrs.; EDRE 501. Students choose area of study; engage in library research, interviews, questionnaires, etc.; and write a substantial scholarly paper. Students must submit a proposal to the instructor by the ninth week of the quarter prior to the quarter enrollment.

**695 Thesis (2-10)****778 Assessment and Evaluation (4)**

Provides students with an understanding of the principles and practices that are associated with assessment in higher education. Focuses on the reasons for the development of the current assessment movement, and on approaches for improving academic programs and support services. *Conley, Moden; Sp.*

**779 Finance and Budgeting in Higher Education (4)**

The course is an overview of the principles and practices of financing institutions of higher education. The course will also focus on the structure, process, and skills of building institutional budgets. *Moden; Sp.*

**780 Dynamics of College Teaching (4)**

Examination of the intent, current practice and potential improvement of college teaching. *Young; Sp.*

**781 Directed Experiences in College Instruction (1-10)**

Individualized program under guidance of instructor or department which would include field study and experience in college teaching. *F, W, Sp.*

**782 Curriculum Development in Higher Education (4)**

Prereq: advanced standing. Critical study of factors and issues involved in curriculum development. Types of curricula and underlying philosophies. Curriculum research and evaluation in higher education. *Young; W.*

**783 Institutional Research and Self-Study in Higher Education (4)**

Prereq: advanced standing. Problems of institutional research office including institutional need and methods of data collection and reporting. Principles of long-range planning. *Conley.*

**784 Practicum in Higher Education Administration (3-6)**

Practice in working under supervision in offices in the university and other institutions of higher education. *F, W, Sp, Su.*

**785 Organization and Governance of Higher Education (4)**

In-depth study of internal organizational patterns and structure of a variety of institutions of higher learning. Policy perspectives in higher education. *Cutright; F.*

**786 Management of Higher Education (4)**

Prereq: 785. Focus on internal management issues and practices. *Conley; W.*

**788 Policy Perspectives in Higher Education (4)**

Prereq: 786. Explores public and private policy questions about the success of contemporary higher education. Examines the economic and social benefits for individual citizens and for society as a whole. *Conley; Sp.*

**823 Readings and Research in Higher Education (1-3)**

Independent study and specialized research projects for advanced students in field of higher education. (May be repeated for credit.) *F, W, Sp, Su.*

**890 Special Topic Seminar (1-4)**

Seminar treatment of areas of current or topical interest in field of higher education. (May be repeated for credit.) *W.*

**895 Dissertation (2-15)**


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## Department of Educational Studies

<http://www.ohio.edu/education/>

The Department of Educational Studies provides courses for undergraduate and graduate students in the areas of educational leadership and administration, cultural studies of education, educational research and evaluation, technology in teaching and learning.

The academic specialties of the department faculty and the courses they teach are interdisciplinary in nature and relate to programs across the entire College of Education. The faculty work in close collaboration with the other two departments in curriculum planning, teaching, advising, and research.

For more information about programs, contact the Chair, Department of Educational Studies, College of Education, Ohio University, McCracken Hall, Athens OH 45701-2979.

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### Educational Administration (EDAD)

The Educational Administration Program at Ohio University prepares individuals for leadership positions in K-12 schools and

other education agencies. Emphasizing the knowledge, skills, and practices of responsive leadership, the program fosters a vision of humane, engaging, inviting schools where administrators, teachers, and students work democratically to promote academic excellence. The program is committed to an ethic of leadership that is attentive to the human side of school change.

The program places special emphasis on rural and small schools. Coursework and field experiences integrate conceptual and practical knowledge, grounding leadership practice in a thoughtful appreciation of the context in which schooling takes place.

The Educational Administration Program offers graduate degrees at the master's and doctoral levels as well as coursework required for Ohio licensure as an elementary-middle or middle-high school principal or as a superintendent.

### Educational Administration Courses (EDAD)

**592A-Z Workshop for School Leaders (1-4)**

Designed to provide practicing school leaders with short courses, workshops, and summer institutes directed toward their identified needs. Areas of concentration include: (A) School Business Functions, (B) Principalship, and (C) Superintendency. Does not apply to requirements for graduate degrees in educational administration.

**601 Introduction to Educational Administration (4)**

Nature and critical tasks of educational administration, problems and issues, purposes, situational factors, processes; qualifications for the job, personal assessment, preparation, in-service training, professional opportunity, and challenge. *Su.*

**602 Organizational Structure in Education (4)**

Considers general organizational theory as applied to the existing structure of schools and other educational agencies such as colleges, universities, private, and alternative schools. *Su.*

**603 Human Behavior in Educational Organizations (4)**

Provides potential leaders of educational institutions with the theoretical knowledge and skills necessary to function effectively within the human element of educational organizations. *F.*

**604 Technology for Administrative Decision Making (4)**

This course prepares aspiring administrators to use various technologies including telecommunications and information systems to enrich curriculum and instruction as well as to manage the business functions of schools and districts. *Sp.*

**611 Educational Law (5)**

Prereq: 601. Selected principles of constitutional, statutory, case, and common law affecting schools and school personnel with special reference to Ohio school law. *Su.*

**621 Educational Finance (5)**

Examines economics and education; educational finance as type of public finance; theories,

concepts, and issues related to programs designed to achieve equalization of educational opportunities; local, state, and federal programs of financial support for education. *Su.*

**631 Personnel Administration in Education (4)**

Prereq: 601. Organization and implementation of personnel functions. Covers organizational structure, staff procurement, staff selection, staff development, and conditions of service for people in the organization. Competencies in course conceptually oriented to provide understanding of personnel process. *F.*

**640 The Principalship (4)**

Prereq: 9 hrs incl 601. Leadership theories and practices. School/ community organization; social-political forces; instructional leadership; teacher appraisal; elementary, middle, and secondary school administration. *W.*

**641 The Principalship—Skill Competencies (4)**

Prereq: 9 hrs incl 601. Designed for persons aspiring to become administrators. Individualized approach to developing job skills for specific tasks in elementary, middle, and secondary schools in actual job setting and simulated settings. *W.*

**642 The Role of the Principal in Instruction (4)**

This course examines the role of principal in instructional supervision, leadership, development, and evaluation. It considers the evaluation and selection of instructional programs, techniques of supervision, and approaches to the professional development of teachers. *W.*

**661 Public Relations in Education (4)**

Principles, program organization, agents, and media in effective public relations; models of communication; attitude change; development of problem situations and simulations of practical problem-solving techniques; examples from public school administration, higher education administration, and sports administration. *F.*

**671 Community Education (4)**

Introduction to philosophy of community education with emphasis on role of school administrator in conceptualizing philosophy and then taking leadership in developing and implementing community education programs. *W.*

**690 Research in Educational Administration (1-6)**

Prereq: 601. Individual research studies. *F, W, Sp, Su.*

**691 Seminar in Education (4)**

Prereq: 35 grad. hrs., EDRE 501. Student chooses area of study, engages in library research, interviews, questionnaires, etc., and writes a substantial, scholarly paper. Students must submit a proposal to the instructor by the ninth week of the quarter prior to the quarter of enrollment. *F, W, Sp, Su.*

**695 Thesis (2-10)**

*D.*

**702 State and National Administration of Education (4)**

Prereq: 601. State program of education, state responsibility, educational organization, certification and tenure, national problems in education.

**703 Administration of Education in Other Countries (4)**

Prereq: 601. Programs, organizational structure, and control of education in other countries. U.S. assistance programs for educational administration in developing nations. *S.*

**731 Conflict Management in Educational Administration (4)**

Theories, attitudes, techniques, and strategies for managing conflict, solving problems, negotiating, and decision making in educational organizations. Focuses on understanding conflict

and persons involved. Practice for third-party mediators, as well as conflict participants.

#### **734 Competency Development in Personnel Administration (5)**

Prereq: 631. Practicum designed to develop competency to perform effectively in area of personnel administration. Includes all aspects of personnel administration as a team concept. Specific competencies developed include writing policy, staff selection, staff evaluation, establishing record systems, career counseling, salary administration, and meeting organizational and staff needs. Competencies developed in terms of actual situation. *F*.

#### **740 Special Problems of the Principalship (2–6)**

Prereq: master's degree; practicing principal. Critical appraisal of major problems and issues in elementary, middle, and secondary school administration. Individual and group study procedures.

#### **742 Planning Educational Facilities (5)**

Prereq: 601. Helps student to gain an appreciation for importance of facilities to educational enterprises. Acquaints student with principles, processes, and problems involved in identification of need for planning and acquisition of new facilities and for improvements to existing facilities.

#### **744 Leadership in Rural Settings (4)**

Analyzes the general and specific skills required for leadership in rural schools. Comparisons are made with leadership demands in urban settings. Examines formal and informal interactions, and individual and collaborative leadership needs. *Su*.

#### **751 Business Administration in Education (4)**

Prereq: 601. Helps student develop increased awareness of and appreciation for role and function of business administration in total educational enterprise. Promotes understanding of major task areas and competencies required to become knowledgeable about current theories and recommended practices in administration of business affairs in education. *W*.

#### **752 Problems in Administration of Education (1–6)**

Intensive course or workshop for practicing educational administrators. Content of each offering specially selected to meet needs of particular group being served. Amount of credit depends on length of course. Topics include:

- A. Administration in Bilingual Settings
- B. Business Administration
- C. Collective Bargaining in Education
- D. Community Education
- E. Conflict Management in Educational Administration
- F. Educational Facilities Planning
- G. Educational Finance
- H. Educational Law
- I. Leadership
- J. Personnel Administration in Education
- K. Planning and Evaluation in Education
- L. The Principalship
- M. School-Community Relations
- N. The Superintendency
- O. Pupil Transportation
- P. Politics of Education

#### **780 Politics/Policy in Education (4)**

Examines ideas related to political power and educational decision making, community power structure, school board member nomination and election, politics and innovations, and administrator's base of influence in community. *Reed; Sp*.

#### **784 Educational Planning and Evaluation (5)**

Intended to help advanced graduate students gain better understanding of theories related to and systems and techniques employed in compre-

hensive planning and evaluation in educational enterprises of all types and levels, and help students gain some competence in application of those theories, systems, and techniques. *Sp*.

#### **791 Leadership Project—Problem Identification (4)**

Individualized field-oriented course designed to assist practicing educator in conducting systematic, in-depth studies to identify critical problem areas in selected phase of school system operation. *F, W, Sp, Su*.

#### **792 Leadership Project—Implementation (4)**

Individualized field-oriented course to assist practicing educator in developing skills in identifying techniques and strategies for implementing change related to critical problem areas identified in 791. *F, W, Sp, Su*.

#### **793 Leadership Project—Analysis and Evaluation (4)**

Individualized field-oriented course to assist practicing educators in identifying and using techniques for analyzing their practices in implementing change. Complete leadership project (791, 792, and 793) culminates in a written analysis and evaluation under direction of advisor. *F, W, Sp, Su*.

#### **811 Legal Aspects of Educational Administration (4)**

Prereq: 611. Intensive study of selected aspects of both case and statutory law, constitutional basis for education, schools in their legal setting, school legislation, and relevant court decisions. Extensive reading in an approved law library required.

#### **824 Seminar in Educational Finance (5)**

Helps students gain greater depth of understanding of theories, practices, problems, and issues to foster an increased competence in financing educational enterprises.

#### **831 Seminar in Collective Bargaining in Education (4)**

Gives students understanding of collective bargaining movement in education through simulation, readings, guest lectures, media presentations, and discussions. Each student assigned a bargaining team which has responsibility for negotiating a contract. Attention given to analyzing contracts between selected employee groups and boards of education, impasse resolution, and contract administration.

#### **844 Seminar in Educational Facilities (5)**

Helps students gain greater depth of understanding of and competence in planning of educational facilities and administration of building programs.

#### **854 Seminar in Business Administration in Education (5)**

Helps students gain understanding of and competence in administration of business affairs in education.

#### **864 Seminar in Public Relations (5)**

Prereq: 661. Special topics, new concepts, and specific techniques for public relations in public, private, higher education, and sports administration; in-depth investigation of problems of specific interest.

#### **880 Rural Schools and Communities (4)**

Consideration of the relationship between schools and rural communities, including issues related to democratic localism, state and national education agendas, and economic development in rural areas.

#### **881 Organization in Educational Systems (4)**

Study of organizational and systems theories and analysis of organizational systems. Study of implications of such theories and systems for educational administration.

#### **890 Research in Educational Administration (1–6)**

Individual research studies. *F, W, Sp, Su*.

#### **895 Dissertation (2–15)**

*F, W, Sp, Su*.

## **Educational Leadership**

### **Educational Leadership Courses (EDLE)**

#### **710 Cultural and Contextual Foundations of Leadership (4-5)**

Investigation of cultural and social influences on the development of leadership in educational settings. Comparative models of leadership presented in their special settings.

#### **720 Moral and Ethical Dimensions of Leadership (4-5)**

Examination of the moral dimensions of the process and content of leadership from theoretical and practical perspectives. Emphasis is placed on the application of ethical thinking and concepts to leadership issues and problems in educational settings.

#### **730 Leadership Seminar in Education (4-5)**

A survey course emphasizing the philosophical, social and political aspects of leadership. Focusing specifically on leadership for change, especially for leaders in education.

#### **740 Organizational Theory for Educational Leaders (4-5)**

Examination of appropriate theory to assist educational leaders in working with diverse groups in an organizational setting.

## **Computer Education and Instructional Technology**

The master's specialization serves educators in K-12 schools and technical and community colleges who wish to pursue advanced preparation in computer education and technology.

The program prepares classroom teachers to use technology effectively in their teaching and to become technology leaders in their schools or districts.

Graduates of the program who hold an Ohio teaching license will be qualified for the multi-age endorsement in Computer Education and Technology.

The doctoral specialization in Instructional Technology is designed for individuals whose major professional interest is in instructional and informational technologies in elementary and secondary schools or in institutions of higher education.

The program prepares graduates for positions as technology leaders in school districts, state technology consortia, professional development centers, educational technology centers, or



distance learning projects; as instructional designers for educational enterprises; and for faculty positions in higher education.

It may also prepare individuals for technology leadership positions in ministries of education and higher education administration.

### Computer Education and Instructional Technology Courses (EDCT)

**501 Technological Applications in Education (4)**  
This course will acquaint students with applications commonly found in educational settings. Students will use application software, hypermedia, e-mail, and the Internet. Emphasis will be on integrating technology across the curriculum. This course will acquaint students with applications commonly found in education.

**521 Programming Concepts for Teachers (4)**  
Prereq: 501. This course introduces students to the basic logic in computing. Lego and Logo will be used to design thematic/integrated lessons using Logo programming.

#### 531 Educational Applications of the Internet (4)

Prereq: EDCT 501; EDCT 601. In-depth study of the applications of the Internet in K–12 education. Topics include accessing global information resources, collaborative online learning environments, video conferencing, and distance learning. Students develop instructional activities that integrate telecommunications across the school curriculum.

#### 541 Software Integration in the K–12 Curriculum (4)

Prereq: 501, 601. This course provides an opportunity to explore what it means to integrate software in the classroom. We will explore different kinds of software and discuss the kinds of learning opportunities the software can provide. We will focus on software use in the content areas. Legal, ethical, and some social issues associated with software use in the classroom will also be considered.

#### 592 Workshop in Computer Education (1-15)

Designed to provide practicing teachers and other instructional personnel with short course workshops and summer institutes directed toward their identified needs. Areas of concentration are (A) Productivity Tools, (B) Information Tools, (C) Network Tools, (D) Hypermedia Tools, (E) Programming Concepts, (F) Curriculum Development, (G) Special Topics, (H) Distance Learning. Effective: spring 2000-2001. *F, W, Sp, Su.*

#### 601 Instructional Design (4)

Systematic procedures for the design, implementation, and evaluation of instruction.

#### 602 Instructional Multimedia for the Classroom (4)

Prereq: 501, 601. Students will use computer technology to design and produce instructional materials, including hypermedia stacks, concept maps, and slide presentations. The materials will integrate a variety of multimedia: text, graphics, animation, speech, sound, and video.

#### 636 Media and the Young Adult (4)

Theoretical approach to young adult programming and services; analyzing general characteristics of young adults, their information needs, institutional services and operational factors,

materials and media, information-seeking behavior, media use, and impact of media.

#### 661 Leadership and Professional Development in Technology (5)

Prereq: 601, 24 grad hours of EDCT. Designed to enhance the principal's or technology coordinator's role as an instructional and building leadership and to become knowledgeable leaders in the use of technology in schools.

#### 690 Research in Education (1–6)

Individualized research project.

#### 691 Master's Research Project (4)

Prereq: 35 hrs. Nonthesis option, major paper required.

#### 692 Internship: Theory into Practice (1)

Prereq: perm. The Computer Education and Technology Internship allows the intern to apply theory to practice in a world setting. The intern is expected to perform a particular function in an organization that has a definite educational technology focus. Effective: fall 2001-2002.

#### 693 Masters Portfolio (1-3)

Students will develop a professional electronic portfolio and participate in a public showcase. The portfolio is the culminating experience for master's students. *F, W, Sp, Su.*

#### 695 Thesis (1-10)

#### 697 Analysis of Media Theory, Research, and Instructional Design Model Nomenclature (3)

Prereq: EDRE 501. Review, analysis, and criticism of research in educational media, with interpretation and application of research findings of primary concern. Suggestions for future research in educational media, sequencing of instruction in relation to hierarchies of competence, and design of multimedia instruction explored. *D.*

#### 790 Research Literature in Instructional Technology (4)

Prereq: 720, 750. This course introduces doctoral students to current and historical research in instructional technology and appropriate research methods in the field. *F, W, Sp, Su.*

#### 890 Research in Education (1–12)

Guided readings or research, tailored to meet the needs and interests of individual students, in selected topics in instructional technology. *F, W, Sp, Su.*

#### 895 Dissertation (1–15)

*F, W, Sp, Su.*

## Cultural Studies in Education (EDCS)

Cultural Studies in Education is an interdisciplinary field that brings perspectives from the humanities and social sciences to bear on the study of education. It recognizes that educational systems are situated in the contexts of culture, knowledge, and power. Cultural Studies seeks to investigate and analyze the dynamic relationship between school and society with interpretive, normative, critical, and comparative theory and methods.

Both the master's and doctoral specializations in Cultural Studies are

designed to meet the academic needs of individuals, and the faculty views the diversity of students in the program as one of its important strengths.

Students in the master's program take core courses in Cultural Studies topics, prepare themselves in one method of inquiry, and, in collaboration with an advisor, develop a plan of study for an individualized concentration. At the end of their programs of study, students complete a master's research project or thesis.

In the doctoral program, students develop programs of study that build upon coursework in Cultural Studies focusing on history and philosophy of education, diversity issues, gender studies, democratic education, and critical pedagogies. Elaborating an interdisciplinary perspective, the program enables students to construct programs of study that incorporate coursework from a variety of related disciplines such as Philosophy, Communications, Sociology, African Studies, and African-American Studies. Having also focused attention on several methods of systematic inquiry, doctoral students propose, conduct, and present culminating dissertation studies based on original research or creative scholarship.

## Cultural Studies Courses (EDCS)

#### 500 History of Western Education (4)

Survey of education in western world from ancient Judaic schools to major contemporary developments. Emphasis on institutional developments and cultural events that accompanied them. *A*

#### 501 History of Education in the U.S. (4)

Survey of educational developments from colonial America to present. Readings include both primary and secondary sources. Emphasis on institutional developments and cultural events that accompanied them. *F; Y.*

#### 502 Evolution of Educational Thought (4)

Study of selected educational theorists and cultural assumptions that influenced their ideas. Where available, readings are from primary sources. *A*

#### 503 Philosophies of Education (4)

Survey of European and American educational theorists and movements from a philosophic perspective. Contemporary educational thought in U.S. emphasized. *W; Y.*

#### 504 Social Structure and Change in Education (4)

Studies in interaction of social structure and educational reform. Concepts of class, status, bureaucracy, technocracy, and cultural pluralism assessed in their relationships to sociology of knowledge and educational alternatives. *Muhammad; Sp; Y.*

**505 Comparative Cultures and Education (4)**  
Studies in learning as a social process with emphasis on the non-Western experience. Introduction to techniques of comparative analysis and ethnographic examination of learning systems. *Y.*

**506A Education and Development in Africa (4)**  
Interdisciplinary course focusing on the role of learning systems in changing African societies. Historical and ethnographic studies of pre-colonial, colonial, and post-independence African education. Education and training as tools for contemporary change and socioeconomic development. *Howard; F.*

**507 Programs in International Education (3)**  
Assistance programs to education in developing nations; foundation programs, UNESCO programs, A.I.D. programs. Assistance programs of other nations. Objectives, structures, funding, organization, and plans for implementation. *D.*

**508 Poverty, Education, and International Development (5)**

Interdisciplinary course focusing on poverty in African, Asian, and Latin American societies and the uses of education, including nonformal education, adult education, and literacy programs, to promote rural development. Problems in planning and implementation. Social impact of intervention. *Y.*

**509 Political Philosophies of Citizenship Education (4)**

Use of popular literature and documentary evidence to critically examine citizenship education as seen by liberals, conservatives, and socialists. Focus on relationships among social/political crises, citizenship philosophy, and issues in education. *A.*

**510 Introduction to Cultural Studies in Education (5)**

Interdisciplinary course that brings perspectives from the humanities and social sciences to bear on the study of education. Students investigate and analyze the dynamic relationship between education and culture with interpretive, normative, critical, and comparative theory and methods. *Howard, Hutchinson, Muhammad; F; Y.*

**550 Teaching Strategies for Cultural and International Understanding (4)**

Prereq: EDRE 501. Psychological and sociological foundations of cultural values and ways of life investigated. Strategies for developing cross-cultural understanding and cooperation studied and developed. Emphasis upon innovative approaches to learning for elementary and secondary school pupils. Practicum provided. *D.*

**605 Individual Studies in Comparative Education (2-6)**

Studies in an area of national development. *D.*

**606 Seminar in Comparative Education (3-5)**

Topical interdisciplinary seminar focusing on variable themes. Possible topics include women, education, and development, Third World children and youth, etc. *Sp.*

**700 Advanced Foundations of Education (4)**

Seminar for selected interdisciplinary studies in social, cultural, and philosophic foundations of education. *S; Y.*

**706 Advanced Seminar in Comparative Education (5)**

Emphasis on interdisciplinary treatment of problems and concerns. Contemporary situations investigated. Techniques for comparative study of educational systems and developments.

**709 Internship in Comparative Education—United States or Abroad (10-15)**

One-year assignment with stateside operation (such as aiding or assisting in comparative education

program) or assignment abroad. Interns required to have had experience in teaching in the U.S. *D.*

**801 The School as a Dynamic Social Institution (5)**

Prereq: master's degree, 800 or equiv. School as changing social system; changing philosophies, functions, and cultural styles of school. Politics, control, and conflict resolution in school.

## Educational Research and Evaluation (EDRE)

The College of Education offers both a master's and Ph.D. program in Educational Research and Evaluation (EDRE) to prepare graduates for research and faculty positions as well as leadership roles in research organizations in Ohio and around the world. This program offers students courses in several areas—research design, testing and measurements, questionnaire development, statistics, computer programming, evaluation, and qualitative research. The student-faculty ratio is quite favorable, and there are opportunities for students to interact with faculty and to become involved with both new and ongoing projects and research in the United States and sometimes overseas.

Low minimum course requirements allow students to design individualized programs with courses across the University. In particular, we often have students taking courses in higher education, mathematics, psychology, and computer science. In addition, many students develop areas of interest within various specializations of teacher education.

Our students come from a variety of undergraduate disciplines. While there are no specific requirements, we seek students with a reasonable background in mathematics (calculus and linear algebra) or in an area closely related to mathematics. Statistical and/or computer skills are desirable.

### Educational Research and Evaluation Courses (EDRE)

**501 Introduction to Research Methods (4)**

Methods of research in education. Selecting, planning, and evaluating research problems. *Barcikowski, Brooks, Johanson; F, W, Sp, Su; Y.*

**510 Educational Measurements (4)**

Construction of tests, item analysis, and statistics for test scores. Reliability, validity, and standard scores. *Brooks, Johanson; F; Y.*

**690 Readings in Educational Research and Evaluation (1-4)**

Guided readings course, tailored to meet needs and interests of individual students, in selected topics in educational research, measurement, statistics, and evaluation. *D.*

**692 Special Projects in Educational Research and Evaluation I (1-8, max 8)**

Prereq: 6 hrs in area. Individual research in problem areas in educational research, statistics, measurements, and evaluation. May be a theoretical or critical evaluation of recent research in some area in regard to objectives, content, and methodology. Projects may be individual or small groups. *D.*

**693 Seminar in Educational Research and Evaluation (1-5, max 10)**

Prereq: perm. Special problems in elementary education, secondary education, counselor education, college student personnel, cultural studies, higher education, international and comparative education, special education, and school administration. *D.*

**695 Thesis (2-10)**

*D.*

**711 Techniques of Test Development (5)**

An introduction to classical (true-score) test theory including such topics as reliability, validity, generalizability theory, standard-setting, and differential item functioning. *Johanson; W.*

**712 Research in Educational Measurements (5)**

An introduction to item response theory (IRT) including such topics as test construction, equating, data simulation, parameter estimation, and computer adaptive testing. *Johanson; W.*

**720 Educational Statistics (5)**

Measures of central tendency, measures of variability, standard scores, normal curve, simple regression, correlation, point estimates, testing statistical hypotheses, confidence intervals, t-distributions, chi-square distributions, and F-distributions. Use of computer statistical packages. *Barcikowski, Brooks, Johanson; F, Su; Y.*

**721 Regression Analysis in Education (5)**

Prereq: 720. Multiple and multivariate regression, one-way and two-way analysis of variance (univariate and multivariate), contrasts. Use of computer statistical packages. *Barcikowski, Brooks; W, Su; Y.*

**722 Multivariate Methods in Education (5)**

Prereq: 721. Factor analysis, canonical correlation analysis, discriminate analysis, higher order factorial designs, nested designs, analysis of covariance, repeated measures designs, and analyses where there are missing values. Use of computer statistical packages. *Barcikowski, Brooks; Sp; Y.*

**723 Questionnaires and Nonparametric Statistics in Education (5)**

Prereq: 720. Emphasis on questionnaire design and analysis using nonparametric statistics. Scaling, sampling, and selected parametric procedures are included. *Barcikowski, Johanson, Brooks; W; D.*

**724 Research in Educational Statistics (4)**

Prereq: 722. Examination of research designs involving hierarchical linear models. *Barcikowski; D.*

**731 Computer Science Applications in Education I (5)**

Prereq: 720 concurrent. Use of Monte Carlo methods in educational statistics using the SAS programming language. *Barcikowski, Brooks; F; Y.*

**732 Computer Science Applications in Education II (5)**

Prereq: 721 and 731 concurrent. Advanced application of SAS Proc Matrix to problems in education. *Barcikowski, Brooks; D.*

**733 Research Design in Education (5)**

Prereq: 720 and 721. Critical evaluation and development of research studies. Emphasis on development of problems which admit to scientific investigation, statement of hypotheses, definition of terms, problems of sampling, statistical methods, and interpretation and generalization of findings. *Barcikowski, Brooks, Johanson; Sp; Y.*

**750 Introduction to Qualitative Methods in Education (4)**

Introduction to the experience of qualitative data collection methods in educational research. Review of origins, theory, and design of method; issues of validity, reliability, and human subject ethics. *Howard.*

**751 Qualitative Interviewing Methods in Education (5)**

In this course we examine the process of designing studies in which qualitative interviews are performed for data collection purposes. Students will conduct in-depth personal and/or focus group interviews, prepare transcripts of interviews, and interpret as well as evaluate the qualitative data they collect. Different approaches to interpreting interview data will be studied (e.g. thematic, conceptual, narrative, metaphor, grounded theory, etc.).

**752 Ethnographic Methods in Education (5)**

In this course we examine the process of designing and executing ethnographic research studies. Students will learn to engage in different forms of participant observation, write field notes, conduct ethnographic interviews, and analyze cultural artifacts and documents. Different approaches to interpreting ethnographic data will be studied including domain, taxonomic, componential, and thematic analyses.

**790 Advanced Readings in Educational Research and Evaluation (2–8, max 15)**

Guided readings course, tailored to meet needs and interests of individual students, in selected advanced topics in educational research, measurement, statistics, and evaluation. May be a theoretical or critical evaluation of recent research in some area in regard to objectives, content, and methodology. These projects may be individual or small groups. *D.*

**792 Special Projects in Educational Research and Evaluation II (2–10, max 15)**

Individual research in problem areas in research and evaluation. May be a theoretical or critical evaluation of recent research in regard to objectives, content, and methodology. Projects may be individual or small groups. *D.*

**793 Advanced Seminar in Educational Research and Evaluation (1–6, max 15)**

Advanced seminar in selected topics in educational research and evaluation, including current trends, issues, and techniques. *D.*

**895 Dissertation (2–15) D.**

Master's degree programs are offered in teacher education, including emphases in middle childhood, reading, adolescent to young adult education, special education, mathematics education, and curriculum and instruction. An initial teaching license may be pursued in the following areas: middle child, adolescent to young adult, or special education.

The doctoral program in teacher education is designed to prepare curriculum and instruction personnel to serve in schools, two-year community or technical colleges, and university settings. The Ph.D. program requires a common core of experiences. Areas of specialization include curriculum and instruction/learning, reading and language arts, social studies education, mathematics education, middle level education, and special education.

To pursue graduate study, you must meet established graduate entrance requirements and be recommended for admission by the department's graduate committee. Depending on the grade-point average earned as an undergraduate, you may be required to submit the results of the Graduate Record Examination (verbal and quantitative) or the Miller Analogies Test if you are applying for master's degree study. If you are applying for doctoral study, you must submit Graduate Record Examination (verbal and quantitative) or Miller Analogies Test scores.

Students not seeking a degree may pursue graduate courses on a non-degree basis in a planned professional development program. Applicants may submit applications online at <http://www.ohio.edu/graduate/>.

You should arrange to complete the application process at least a month in advance of the term in which you plan to begin study. You can take the Graduate Record Examination only on certain dates throughout the year. Submit your application for financial aid before March 15 to receive consideration for the following academic year.

For more information about programs, contact the Chair, Department of Teacher Education, or the Office of Graduate Studies in the College of

Education, 124 McCracken Hall, Athens OH 45701.

## Teacher Education/ Curriculum and Instruction Courses (EDTE)

**510 Principles of Curriculum (4)**

Major curricular movements, principles of curriculum development, forces affecting what is taught, curriculum evaluation, and recent trends including content area national and state standards. *F, Su; Y.*

**510L Laboratory in Principles of Curriculum (1)**

Prereq: enrollment in 510. Application of curriculum theory, development, and evaluation in clinical/field settings including development and teaching of standards-based lessons. *F, Su; Y.*

**511 Developing a Thinking Skills Program for the Elementary/Secondary Classroom (4)**

Examines current research and theory about the teaching of thinking skills. Emphasis on the integration of theory, research, and classroom instruction. *D.*

**514 The Kindergarten Curriculum and the Kindergarten Child (6)**

Provides students with opportunity to develop understanding of kindergarten child and curriculum. Focus is on helping develop personal teaching philosophy based on current theory, research, and practice. Assists in developing teaching techniques and teaching materials for kindergarten children. *Y.*

**520 Foundations of Reading Instruction—Elementary (5)**

Prereq: EDRE 501. Current programs, materials, and practices in reading instruction; developmental concept, emphasizing optimum realization of pupil potential, and use of reading in total school curriculum. *F, Su; Y.*

**521 Foundation of Language Instruction (5)**

Prereq: EDRE 501. Current programs, materials, and instructional practices in language-arts curriculum. Treatment of both impression and expression aspects of oral and written communication, identification and individual investigation of problem areas. *W; Y.*

**522 Diagnosis: Reading/Language (5–15)**

Prereq: 520 or 526. Correlation of variability in reading proficiency with incidence of retardation and disability. Exploration of causes of failure and concept of multiple causation. Review of specialized materials and instructional efforts. Systematic observation of cases of reading disabilities and preparation of case report. *W; Y.*

**523 Reading/Language: Laboratory (5–15)**

Prereq: 522. Application of developmental approach to problem cases in reading instruction, participation in diagnostic examination, parent and teacher conferences, individual procedures in tutoring, staffing of cases, and preparation of reports. (Weekly group discussion period, lab sessions arranged.) *Sp; Y.*

**524 Literature for Children and Adolescents (5)**

Seminar in critical analysis of research and theory related to children's and adolescent literature. Opportunity to study individual problems. *Sp; Y.*

**526 Secondary Reading Instruction (5)**

Materials, methods, and techniques of secondary reading instruction for teaching adolescent learners of various abilities. Emphasis on diagnosis of reading difficulties and adaptation of materials and teaching methods for content area instruction. *Su; Y.*

## Department of Teacher Education

<http://www.ohio.edu/graduate/>

The Department of Teacher Education offers programs of graduate study designed to meet the academic and professional needs of those involved in teaching, learning, and curriculum development.

- 530 Problems and Practices in Modern Elementary Mathematics—Practicum (4)**  
Prereq: EDRE 501. Modern elementary mathematics curriculum with emphasis on why changes are occurring. Nature of changes as reflected from experimental programs; effect on teaching methods. Implementation of these changes in the classroom. *Sp; Y.*
- 540 New Programs and Practices in Science (4)**  
Prereq: EDRE 501. New programs and trends in science teaching identified and evaluated. Philosophy, content, and grade level placement of topics in federal, foundation, and privately sponsored experimental programs in elementary and/or secondary science education identified and practiced in a classroom setting. *Su; Y.*
- 541 New Topics in Science and Science Education (2–6)**  
Prereq: teaching experience. Modern advances in science and current science education topics to determine suitable content, apparatus, and grade level placement for presentation in schools. Development and use of curriculum guides, curriculum models, modern units, outdoor education, science fairs, field trips, programmed materials, uses of technology, and similar methods of advancing science education. *D.*
- 542 Seminar in Science Education (2–6)**  
Prereq: bachelor's degree. Provides elementary, middle, and secondary school teachers with a variety of techniques that enable them to integrate new concepts of science education into their teaching, such as environmental education, population education, energy conservation, world hunger, food problems, outdoor biology, etc. *D.*
- 551 Programs and Practices in Elementary Social Studies—Practicum (4)**  
Prereq: EDRE 501. Trends in contemporary social studies including materials and models for developing historical reasoning, geographic literacy, multiple perspective analysis, and social justice. *D.*
- 560 Advanced Studies of Children and Adolescents (5)**  
Prereq: 20 hrs of education and/or psychology. Intensive study of research in child development from conception to maturity and implications for educational practices. *W, Su; Y.*
- 592 Workshop in Curriculum and Instruction (1–15)**  
(Max of 8 hrs may be counted toward M.Ed. requirements.) Designed to provide practicing teachers and other instructional personnel with short courses, workshops, and summer institutes directed toward their identified needs. Areas of concentration are: (A) Language Arts, (B) Social Studies, (C) Science, (D) Mathematics, (E) Reading, (F) Kindergarten, (G) Individualizing Instruction, (H) Team Teaching, (I) Interaction Analysis, (J) Developing Behavioral Objectives, (K) Curriculum Development, (L) Interdisciplinary Topics, (M) Special Topics, (N) Special Education Topics, (O) Supervision of Instruction. *D.*
- 610 Elementary School Curriculum (5)**  
Prereq: EDRE 501. Curriculum as a basic educational concern; issues involved in selecting and organizing content; systematic study of curriculum development in elementary school. *F; Y.*
- 612 Middle Childhood Curriculum (4)**  
Prereq: 510. Critical examination of programs, purposes, and practices of schooling for middle level learners, from upper elementary through junior, middle, and high schools, with emphasis on curriculum articulation within and across levels of schooling. *Y.*
- 613 High School Curriculum (4)**  
Prereq: 510. Study of high school curriculum including emphasis on sources of curriculum and major curriculum movements, study of current issues and program alternatives, and development and evaluation of high school curriculum. *Sp; Y.*
- 660 Advanced Principles of Teaching and Learning (4)**  
Critical appraisal of research in areas of learning and teaching. Study and development of instructional models as applied to classroom teaching and learning. *W, Su; Y.*
- 660L Laboratory in Advanced Principles of Teaching and Learning (1)**  
Prereq: concurrent enrollment in 660. Application of instructional models related to Pathwise and Praxis in clinical/field settings. *W, Su; Y.*
- 690 Research in Education (1–6)**  
Individualized research project. *F, W, Sp, Su; Y.*
- 691 Master's Research Project (4)**  
Prereq: 35 graduate hrs in special education. Student conducts a review of the literature pertinent to his/her major field of study and designs implements an applied, action research project. *F, W, Sp; Y. Advisor.*
- 692 Practicum: Secondary Education (4)**  
Prereq: perm. Practical applications of theory in educational setting. *D. Advisor.*
- 695 Thesis (1–10)**  
*F, W, Sp, Su; Y.*
- 712 Middle Level Education: Theory, Philosophy, Curriculum, and Practices (5)**  
Prereq: 612. Analytical investigation of the historical, philosophical, and theoretical foundations and developmental characteristics relative to middle level education; analysis of exemplary practices of middle level curriculum and educational programs. Review of major theories, relevant research, and the study of contemporary middle level structures and programs. *D.*
- 714 Advanced Seminar in Middle Level Education (5)**  
Critical analysis and discussion of theory, research, major issues, problems, and trends in the field of middle level education with particular emphasis on future plans, projections, and orientations. The seminar will provide a forum for students and professor interaction relative to new ideas and issues in the middle level education movement. *D.*
- 715 Theories of Curriculum Change (5)**  
Prereq: 660. Major curriculum models and their underlying theory. Critical reading and interpretation of research related to curriculum change and effectiveness. Applications of theory and research in new models. *F; Y.*
- 716 Theories of Instructional Design and Evaluation (5)**  
Prereq: 660, 715. Theories and models of instruction, their psychological and philosophical basis; construction of models of instructional design, and their evaluation to effect desired learning outcomes. *W; Y.*
- 719 Curriculum and Instruction Practicum (6)**  
Prereq: 715, 716. Supervised experiences in analysis and application of theories and techniques of curriculum change and instructional change in school setting. *D.*
- 720 Foundations of Elementary Reading Instructions (5)**  
Critical evaluation of literature and recent research on objectives, content, and methodology. History of instruction, current problems and issues, recent trends and emphases in teaching practices. Impact of dominant theories of learning and philosophies of education. Research design and methodology in scientific investigations. *F; Y.*
- 721 Foundations of Language Instruction (5)**  
Critical evaluation of literature and recent research on objectives, content, and methodology. History of instruction, current problems and issues, recent trends and emphases in teaching practices, impact of dominant theories of learning and philosophies of education. Research design and methodology in scientific investigations. *Rebottini, W; Y.*
- 722 Diagnosis: Reading/Language (5–15)**  
Prereq: 720 or 726. Correlation of variability in reading proficiency with incidence of retardation and disability. Exploration of causes of failure and concept of multiple causation. Review of specialized materials and instructional efforts. Systematic observation of cases of reading disabilities and preparation of case report. *W; Y.*
- 723 Laboratory Reading/Language (5–15)**  
Prereq: 722. Application of developmental approach to problem cases in reading instruction; participation in diagnostic examination, parent and teacher conferences, individual procedures in tutoring, staffing of cases, and preparation of reports. (Weekly group discussion period, lab sessions arranged.) *Sp; Y.*
- 724 Literature for Children and Adolescents (5)**  
Seminar in critical analysis of research and theory related to children's and adolescent literature. Opportunity to study individual problems. *Sp; D.*
- 726 Secondary Reading Instruction (5)**  
Materials, methods, and techniques of secondary reading instruction for teaching adolescent learners of various abilities. Emphasis on diagnosis of reading difficulties and adaptation of materials and teaching methods for content area instruction. *Su; Y.*
- 730 Curriculum in Elementary Education—Mathematics (4)**  
Prereq: Teaching experience. Critical evaluation of literature and recent research on objectives, content, and methodology. History of instruction, current problems and issues, recent trends and emphases in teaching practices. Impact of dominant theories of learning and philosophies of education. *D.*
- 740 Curriculum in Science Education (4)**  
Prereq: teaching experience. History of science instruction, curriculum problems, issues, recent trends and emphases in teaching practices. Impact of dominant theories of learning and philosophies of education on current curriculum changes in science. Critical review of existing conventional programs used as a background for examining experimental programs. Emphasis on historical development of science education from dominance of nature study and aesthetics to modern experimental programs. *D.*
- 750 Inquiry and Value Clarification in Social Studies (4)**  
Prereq: 550 or 551. Critical discussion of curricula for the social sciences, social life in classrooms, schools and communities, and social justice. Emphasis is placed on active teaching, inquiry, problem-based and service learning, teaching of social studies. *D.*
- 760 Readings and Research in Human Development (3–5)**  
Interpretation of scientific literature on human development as related to classroom experience in preschool through adolescence. Independent projects and solving selected educational problems. *D.*
- 790 Advanced Seminar in Education—Research (4)**  
Review of current literature and research in education. Preparation of research proposal. *D.*

**800 Advanced Dynamics of Human Learning (5)**

Prereq: master's degree. Study and critique of major theories of learning and human development; analysis of present and future social and cultural changes and their potential impact on human learning and development. *F; Y.*

**802 Dynamics of Change in Educational Institutions (5)**

Prereq: master's degree, 800, 801, or equiv. Analytical study of theories, concepts, and strategies of change, and roles of change agents as related to educational institutions and programs. Case studies and field experiences related to change are examined with emphasis on planning, analysis, and evaluation. *Sp; Y.*

**820 Research and Curriculum in Elementary Education Reading (4)**

Critical evaluation of literature and recent research on objectives, content, and methodology. History of instruction, current problems and issues, recent trends and emphases in teaching practices. Impact of dominant theories of learning and philosophies of education. Research design and methodology in scientific investigations. *D.*

**821 Field Experience: Reading (5–15)**

Prereq: 720 or 726. Supervised field experiences in reading. *D.*

**822 Field Experience: Language (5–15)**

Prereq: 721. Supervised field experience in language. *D.*

**823 Independent Study: Reading (5–15)**

Prereq: 720 or 726. Independent study with topic restricted to some aspect/level of reading instruction. *D.*

**824 Independent Study: Language (5–15)**

Prereq: 721. Independent study with topic restricted to some aspect/level of language instruction. *D.*

**827 Practicum in Secondary Education—English (5)**

In-depth study of school system and its English curriculum with critique by faculty and report by student using available research. *D.*

**828 Practicum in Secondary Education—Modern Foreign Languages (5)**

In-depth study of school system and its modern foreign language curriculum with critique by faculty and report using available research. *D.*

**830 Research in Elementary Education—Mathematics (4)**

Research design and methodology in scientific investigations. *D.*

**840 Research in Science Education (1–6)**

Critical evaluation of recent research on objectives, content, and methodology in science education. Research design and methodology of these investigations studied in detail. Review of microfilm research studies and abstracts made to identify areas and problems requiring further research. *D.*

**841 Practicum in Science Education (2–6)**

In-depth study of theory and foundations of science curricula and instructional practices within given school system; analysis of research as it applies to science education in schools. *D.*

**850 Seminar in Social Studies Education: Curriculum in Social Studies (3)**

Prereq: 8 hrs grad work in social studies education. Post-master's analysis of social, curricular, and instructional theories of various contemporary schools of thought in social studies. *D.*

**851 Seminar in Social Studies Education: Program Analysis (3)**

Prereq: 850. In-depth analysis of school system and its social studies curriculum. *D.*

**852 Seminar in Social Studies Education Research (3)**

Prereq: 851. Identification of reasonable researchable problems in social studies and development of appropriate research design. *D.*

**869 Writing for Professional Publication in Education (2)**

Prereq: admission to doctoral study. This course is designed to introduce doctoral students to the professional publication process. Students will become familiar with editorial policies of relevant periodicals, identify various publication outlets, and review a manuscript using editorial criteria. The course culminates with a manuscript or comparable product submitted for publication. *W.*

**870 Legal Issues in Special Education (5)**

This course provides an in-depth and critical study of the historical evolution of legal issues in disabilities with attention to its changing impact on policy and service delivery for people with disabilities. Particular emphasis is placed on special education law as it applies to public schooling. *D.*

**872 Critical Issues and Current Trends in Special Education (5)**

The intention of this course is to examine the most salient issues and questions facing the field of special education at the onset of the next millennium. Divergent perspectives regarding these challenges that currently confront the profession will be analyzed and evaluated. *D.*

**874 Applied Research in Disabilities (5)**

This course provides an overview of applied interdisciplinary research on disabilities. Research will be grouped and analyzed according to the type of methodology employed, including field-based quantitative investigations, single-subject/applied behavior analysis designs, qualitative studies, and experimental and quasi-experimental approaches. *D.*

**876 Collaborative Leadership in Special Education Teacher Education (5)**

The demand being placed on leaders in the field of special education is changing due to the emphasis placed on inclusion and collaboration. The purpose of this course is to provide students with insight into the fundamental skills necessary for leaders in special education teacher education. Through readings, guest speakers, and individual projects, students will develop a leadership style and network that will enable them to function successfully in the field of special education teacher education. *D.*

**880 Practicum in Special Education (2-15)**

This practicum provides applied learning experiences in a university, public school, governmental office, or agency to participate in professional activities such as college teaching, program development, grant writing, curriculum development, materials development, in-service personnel instruction, special education issues analysis, policy development, and/or program management. Students will collaborate with professionals in special education, related services, and/or their professional colleagues. It will be a field-based investigation intended to connect theory and research with practical applications. *D.*

**890 Research in Education (1–12)**

Prereq: admission to advanced standing. *F, W, Sp, Su; Y.*

**895 Dissertation (1–15)**

*F, W, Sp, Su; Y.*

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**Special Education**

The College of Education offers a master's degree in Special Education for a teaching license in the following: Intervention Specialist for Mild-Moderate Educational Needs (to serve students with specific learning disabilities, mild mental retardation, mild developmental handicap, and/or emotional/behavioral handicap); Intervention Specialist for Moderate-Intensive Educational Needs (to serve students with moderate-severe mental retardation and/or multihandicapping conditions); or Early Childhood Intervention Specialist (to serve students with special needs ages 0-8). Each program meets the Ohio teacher licensure requirements. Persons holding no previous teacher license or certification are encouraged to apply. Specific training is provided for all students in assessment, curriculum planning, career development, teaching methodologies, prescriptive and remediation techniques, behavioral management, collaboration, technological applications, research methods, and educational foundations.

Additional information concerning these programs may be obtained from a Special Education faculty advisor or from the Office of Student Services, Student Personnel Services, McCracken Hall 124, Ohio University, Athens OH 45701, 740.593.4413.

**Planning Graduate Programs of Study.**

Before or while completing the first 16 credit hours of graduate study, students must meet with the faculty advisor to clarify personal and professional goals, which are to be outlined on Form A in Student Handbook materials. Before completing 25 credit hours, students should plan a graduate program of study based on their professional goals. The graduate program of study is to be approved by the advisor who forwards it to the graduate committee for final approval. Any change in a graduate program of study must be approved by the advisor and the graduate committee and be filed with the student's original program of study.

Students must complete a minimum of 48 graduate hours of coursework. The number of hours required is determined in consultation with their advisor and is

based on previous experience and areas of preparation. A typical Intervention Specialist teaching licensure program is 57 hours for a person with a previous elementary teaching license or certification and it will require 82 hours for persons seeking the initial teaching license in a single area and 96 hours for a dual license. A typical program of study for a student who is not seeking a teaching license will total 48 hours.

### Requirements for Continuation.

Students must maintain a 3.00 grade-point average to remain in good standing in the program.

### Special Education Courses (EDSP)

#### 570 Nature and Needs of Exceptional Children and Adults (5)

An introductory, survey-level course presenting an overview of individuals with exceptionalities. Class members will collectively examine and evaluate a variety of educational, vocational, and social programs for exceptional children and adults. *F, W, Y.*

#### 571 Curriculum Planning for Learners with Special Needs (4)

Prereq: 5 hrs in special education. Students conceptualize a rationale, a philosophy, and a procedure for analysis, selection, and development of curricula and materials fitting to the goals of the school and to the individual needs, abilities, and interests of exceptional learners. Skills are developed in planning a program curriculum, a subject curriculum, a unit of study, daily lesson plans, and selecting instructional materials. *Su, Y.*

#### 572 Career Development and Transition Planning for Individuals with Disabilities (4)

Prereq: 5 hrs in special education. A comprehensive overview of the continuum of vocational options and procedures for preparing exceptional children and adults to fulfill their career roles as family members, as community residents and as workers. *W, Y.*

#### 573 Assessment of Learners with Special Needs (4)

Prereq: 5 hrs in special education. Formal and informal methods of assessment, screening, and classification, collections, and appropriate application of clinical data utilizing laboratory experiences and multidisciplinary consultations. *F, Y.*

#### 574 Behavioral Management for Learners with Special Needs (4)

Prereq: 5 hrs in special education. Study of student and teacher needs and behaviors considered when selecting appropriate management methods for a specific situation and when establishing a classroom management plan. Develops skills in establishing classroom expectations, consequences, specific intervention procedures, and a comprehensive management system. *F, Y.*

#### 575 Collaboration and Consultation in Special Education (4)

Prereq: 5 hrs in special education. Examines issues in parent/teacher, teacher/teacher, and teacher/student/parent interactions such as: consultation, collaboration, communication, attitudes, problems and solutions, when to counsel, the role of exceptionalities, family dynamics, parent groups, legal issues, economics, expectations, and home and school

environment. The development of collaboration and consultation skills is emphasized. *W, Y.*

#### 576 Nature and Needs of Learners with Moderate-Intensive Educational Needs (4)

Focuses on analysis of etiologies, characteristics, and diagnosis of learners with moderate to intensive educational needs (including those with moderate, severe, or profound mental retardation; physical and sensory impairments; and medical and behavioral disabilities) and the theoretical and therapeutic implications for transdisciplinary coordination of life span planning and service delivery. Topics covered are medical communicative, and psychosocial aspects of disabilities; as well as legal, ethical, cultural, family, and advocacy issues from birth through adulthood. *F, Y.*

#### 577 Methods and Materials for Learners with Moderate-Intensive Educational Needs (4)

Prereq: 576 and 5 hrs in special education. Focus is upon design and implementation of multi-factored/transdisciplinary assessment, curricular adaptations/development, IEP planning, instructional strategies, adaptive equipment/materials, evaluation, and methods of structuring and arranging training environments from a life span/interagency perspective for persons with moderate to intensive educational needs. *Sp, Y.*

#### 578 Nature and Needs of Learners with Mild-Moderate Educational Needs (4)

Cross-categorical orientation to disability areas of specific learning disabilities, emotional/behavior disorders and mild mental retardation. Topics include etiology, definitions; identification and assessment procedures; educational services; cognitive academic and social-emotional characteristics; life span ramifications, and current issues in the field. *F, Y.*

#### 579 Methods and Materials for Learners with Mild-Moderate Educational Needs (4)

Prereq: 578 and 6 hrs in special education. Organization and methods of selection, planning and teaching of appropriate units in the special classroom, emphasis on implementation of current theory and research to strengthen academic-personal-social-vocational adjustment of children with mild-moderate disabilities. *S, Y.*

#### 670 Technological Applications in Special Education (4)

Prereq: 5 hrs in special education. Provides knowledge and experience necessary to use microcomputers and other technology with persons who have special needs considering the functionality of hardware, software and peripherals. Focus on using Computer Aided Instruction and other technology including: compensation for sensory, physical, communications and learning handicaps. *W, Y.*

#### 671 Interventions for Students with Emotional and Behavioral Needs (4)

Prereq: 574 and 5 hrs in special education. Emphasizes skill development in evaluation and functional behavior assessment methods, social skills training, crisis intervention, self-management techniques, psychoeducational interventions, medication use and collaborating with other professionals. *Sp, Y.*

#### 680 Practicum in Moderate-Intensive Educational Needs (4-8)

Prereq: 35 hrs in special education. Practical, field-based, learning experience involving classroom observations and teacher aiding activities as well as independent planning and practice teaching. Complete a minimum of 20 hours of field work per college credit hour in an approved special education placement. *F, W, Sp, Y.*

#### 681 Graduate Practicum in Mild-Moderate Educational Needs (2-8)

Prereq: 35 hrs in special education. A practical, field-based learning experience involving

classroom observations and teacher aiding activities as well as independent planning and practice teaching. Complete a minimum of 20 hours of field work per college credit hour in an approved special education placement. *Gut, Jageman, Sparks, Yanok; F, W, Sp, Y.*

#### 682 Graduate Practicum in Early Childhood Special Education (2-8)

Prereq: 35 hrs in special education. A practical, field-based learning experience involving classroom observations and teacher aiding activities as well as independent planning and practice teaching. Complete a minimum of 20 hours of field work per college credit hour in an approved special education placement. *F, W, Sp, Y.*

## Professional Laboratory Experiences

Professional laboratory experiences are individually designed by the faculty advisor or instructor and a collaborating teacher and building administrator. The experience is planned as a meaningful extension of your experience as a teacher, counselor, or administrator. In general, undergraduate student teaching is a prerequisite for all graduate-level laboratory experiences, unless the graduate student is enrolled in a licensure-seeking degree program.

### Professional Laboratory Experiences Courses (EDPL)

#### 560 Internship in Education (3-9)

Prereq: 9 hrs grad work in education. Teaching certificate and experience for interns in administration and supervision. Internship in school administration, supervision of instruction, or classroom teaching for minimum of one quarter, full time. Following brief period of orientation to school and community, assumption of increasing responsibility under direct supervision of staff member of school system. Functioning as classroom teacher with regular supervision, as team member in team-teaching situation, or as assistant to administrator or supervisor. Weekly seminar conducted by college staff and public school associates. *F, W, Sp, Su, Y.*

#### 561 Internship in Education (3-9)

Prereq: 9 qtr hrs graduate work in education. Continuation of 560. See 560 for description. *F, W, Sp, Y.*

#### 562 Student Teaching (3-15)

Prereq: perm. In-school student teaching experience. Capstone experience in the master's program in secondary education with teacher certification. *F, W, Sp, Y.*

#### 563 Student Teaching (3-15)

Prereq: perm. Student teaching professional experience extends 562. Capstone experience in the master's program in secondary education with teacher certification. *F, W, Sp, Y.*

#### 565 Student Teaching Seminar (1-3)

Prereq: 562, 563. Seminar to accompany graduate level student teaching. Is a part of the masters in secondary education program with teacher certification. Seminar processes student teaching experience. *F, W, Sp, Y.*

#### 570 Supervision of Student Teaching (3-9)

Prereq: teaching certificate and experience. Principles and techniques in supervision of

student teaching and other professional laboratory experiences. Designed primarily to prepare public school teachers and college instructors for more effective supervision. *D.*

**690 Professional Laboratory Studies (3–9)**

Special studies based upon direct experience in supervision of student teachers in campus or public school laboratories. *D.*

**691 Seminar in Education (3)**

Prereq: perm. Explores research in teaching. Can accompany 562 or 563; can be used preparatory to 692. *F, W, Sp; Y.*

**692 Internship: Theory Into Practice (4)**

Prereq: EDCI 691. This course is a theory into practice internship based upon research findings in EDCI 691. All master's students must arrange for their internship at a site that will permit them to plan for the implementation of the findings developed in EDCI 691. *F, W, Sp, Su; Y.*

**760 Internship in Education (3–9)**

Prereq: 9 qtr hrs graduate work in education. Teaching certificate and experience for interns in administration and supervision. Internship in school administration, supervision of instruction, or classroom teaching for minimum of one quarter, full-time. Following brief period of orientation to school and community, assumption of increasing responsibility under direct supervision of staff member of school system. Functioning as classroom teacher with regular supervision, as team member in team-teaching situation, or as assistant to administrator or supervisor. Weekly seminar conducted by college staff and public school associates. *F, W, Sp, Su; Y.*

**761 Internship in Education (3–9)**

Prereq: 9 qtr hrs graduate work in education. Continuation of 760. See 760 for description. *F, W, Sp, Su; Y.*

**790 Professional Laboratory Studies (3–9)**

Special studies based upon direct experience in supervision of student teachers in campus or public school laboratories. *D.*