

Judith Herb College of Education

2017-2018 Graduate Catalog

Graduate Programs

The Judith Herb College of Education (JHCOE) offers flexible programs leading to a range of certificate, master's, educational specialist, and doctoral degrees in both academic and professional fields. The Judith Herb College of Education collaborates with other colleges in the university to offer specialized degrees. All students are encouraged to discuss academic programs with graduate faculty in their respective departments.

Admission to Graduate Programs

Program specific requirements are described under the individual graduate programs. General graduate program admission requirements are described in the College of Graduate Studies catalog. Admission to graduate study in the Judith Herb College of Education is open to graduates of accredited colleges and universities who meet the minimum admission requirements of the College of Graduate Studies as well as any additional, specific admission requirements of the college, department, and/or program.

Previously admitted students wishing to transfer to a different program within the Judith Herb College of Education must apply for admission to the new program. Admission to one program does not guarantee admission to another program.

Administration of Programs

All graduate programs in the Judith Herb College of Education are administered jointly by the college and the College of Graduate Studies of The University of Toledo. Students should visit the program website and/or contact specific programs for further information on admission requirements or programs. The associate dean coordinates graduate policies within the college.

Advising

Students are assigned a faculty member for the purpose of advising and developing a plan of study. It is the student's responsibility to meet all requirements for the degree as specified by the graduate program, the department, the College of Graduate Studies, and The University of Toledo. Students are strongly encouraged to complete the plan of study and other required forms, in consultation with their advisors, during the first semester of matriculation.

GRADUATE DEGREES in JHCOE

A list of degree programs offered in the JHCOE is below. To the right of each degree is the department that offers that degree program. Program descriptions are provided in the information under each department.

Master's Degree Programs

- Master of Arts and Education
 - Education and anthropology
 - Education and classics
 - Education and economics
 - Education and English
 - English as a second language (ESL)
 - Education and French
 - Education and geography
 - Education and German
 - Education and history
 - Education and mathematics
 - Education and political science
 - Education and sociology
 - Education and Spanish

DEPARTMENT

Curriculum and Instruction

Master of Education	
Art education	Curriculum and Instruction
Career and technical education	Curriculum and Instruction
Curriculum and instruction	Curriculum and Instruction
Early childhood education PreK-3	ECE, Higher Ed, & Special Ed
Educational administration and supervision	Educational Found & Leadership
Educational psychology	Educational Found & Leadership
Educational research and measurement	Educational Found & Leadership
Educational technology	Curriculum and Instruction
Educational theory and social foundations	Educational Found & Leadership
Higher Education	ECE, Higher Ed, & Special Ed
Middle childhood education (LAMP only)	Curriculum and Instruction
Secondary education (LAMP only)	Curriculum and Instruction
Special education	ECE, Higher Ed, & Special Ed

Master of Music in Music Education	
Music education Dept. of Music, College of Visual and Performing Arts	Curriculum and Instruction

Master of Science and Education	Curriculum and Instruction
Education and biology	
Education and chemistry	
Education and geology	
Education and physics	

Licensure And Master's Degrees

Adolescence and young adult (7-12)	Curriculum and Instruction
Art education (multi-age)	Curriculum and Instruction
Early childhood education (preK-3)	ECE, Higher Ed, & Special Ed
Foreign language (multi-age)	Curriculum and Instruction
Intervention specialist: Mild/Moderate	ECE, Higher Ed, & Special Ed
Intervention specialist: Moderate/Intensive	ECE, Higher Ed, & Special Ed
Middle grade (4-9)	Curriculum and Instruction
Music education (multi-age)	Curriculum and Instruction

Education Specialist Degree Programs

Education Specialist in Administration and Supervision	Educational Found & Leadership
Education Specialist in Curriculum and Instruction	Curriculum and Instruction & ECE, Higher Ed, & Special Ed

Doctoral Degree Programs

Doctor of Philosophy in Curriculum and Instruction with concentrations in:	
Curriculum and instruction	Curriculum and Instruction
Educational technology	Curriculum and Instruction
Early childhood education	ECE, Higher Ed, & Special Ed
Gifted and talented	ECE, Higher Ed, & Special Ed
Secondary education	Curriculum and Instruction
Special education	ECE, Higher Ed, & Special Ed
Doctor of Education in Educational Administration and Supervision	Educational Found & Leadership
Doctor of Philosophy in Foundations of Education with concentrations in:	Educational Found & Leadership
Educational psychology	
Areas of focus may include learning & cognition or human development	
Educational sociology	
Foundations of education	
History of education	
Philosophy of education	
Research and measurement	
Areas of focus may include statistics, measurement, or evaluation	
Doctor of Philosophy in Higher Education	ECE, Higher Ed & Special Ed

Endorsements

Career-based intervention
Early childhood generalist (grades 4-5)
Gifted
Pre-school special needs
Reading (PreK-12)
Transition to work

Curriculum and Instruction
Curriculum and Instruction
ECE, Higher Ed, & Special Ed
ECE, Higher Ed, & Special Ed
Curriculum and Instruction
ECE, Higher Ed, & Special Ed

Certificate Programs

Culture and Change in Institutions Certificate

Diversity Certificate
Educational Assessment Specialist Certificate

Foundations of Peace Education Certificate

Higher Education Administration Certificate
Interprofessional Teaming in Early Childhood
Virtual Educator Certificate

Educational Foundations and Leadership
ECE, Higher Ed, & Special Ed
Educational Foundations and Leadership
Educational Foundations and Leadership
ECE, Higher Ed, & Special Ed
ECE, Higher Ed, & Special Ed
Curriculum and Instruction

Department of CURRICULUM AND INSTRUCTION

Rebecca Schneider, chair

Master's, specialist and doctoral degrees are housed within this department. In addition, graduate licensure programs in middle childhood education, adolescent and young adult education, career and technical education, foreign language education, art education, and music education as well as special programs in literacy and educational technology are available.

Educational programs at The University of Toledo are accredited by the Council for Accreditation of Educator Preparation (CAEP).

Admission to Master's Degree Programs

In addition to the College of Graduate Studies admission requirements, master's programs housed in the department of curriculum and instruction (CI) require the following:

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work. Students who fail to meet this requirement may be considered for provisional admission, provided they demonstrate excellent promise for graduate study. The GRE is required for students with less than a 2.7 undergraduate grade point average.
- Three letters of recommendation regarding the prospective graduate student's potential for doing master's level work, which may come from such sources as the undergraduate major advisor, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A well-written statement describing the student's background and goals as well as the importance of the degree in achieving those goals.
- Some programs have selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

Requirements for Master's Degree Programs

Master's programs housed in the department of curriculum and instruction require a minimum of 30 or 36 semester hours (depending on program) of approved graduate course work. No more than six semester hours of credit from any combination of workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

- A plan of study identifying the courses for the master's degree is required after 12 credit hours, generally at the end of the first semester of full time study.
- All students completing one of the master's degrees in this department must fulfill core requirements by completing one course from each of the four foundations core areas within the first 18 semester hours of course work (four of the first six courses must be core courses).
- All course work for the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.
- The completion of a thesis, project, comprehensive examination, seminar, or field experience (practicum) is noted in specific program descriptions.

Programs leading to licensure or endorsement may require additional semester hours to fulfill the licensure credential as well as degree requirements.

Licensure And Master's Program (LAMP)

The licensure and master's program (LAMP) is a unique program for providing an initial license for those individuals who are seeking a career change and are interested in becoming teachers. The LAMP provides a sequence of courses applicable to teacher licensure from the State of Ohio and may be combined with an appropriate master's degree.

Licensure may be obtained in the following areas: adolescence to young adult education (grades 7-12), middle childhood education (grades 4-9), foreign language education (grades PK-12), art education (grades PK-12) and music education (grades PK-12). The program is designed to provide the student with opportunities to spend time in school settings and to put these experiences into perspective through on-campus reflective seminars. Both one year and two year programs are available.

Admission requirements for Licensure And Master's Program (LAMP)

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work.
- Three letters of recommendation regarding the prospective graduate student's potential for doing master's level work, which may come from such sources as the undergraduate major advisor, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A well-written statement describing the student's background and goals as well as the importance of the degree in achieving those goals.
- All teacher licensure candidates are required to demonstrate basic competencies in reading, writing¹ and mathematics. Candidates must receive acceptable scores on one of the following nationally normed assessments:

1. **ACT**
 1. 20 each on math, reading, and writing¹ sections
2. **SAT**
 1. math 510
 2. reading 500
 3. writing¹ 490
3. **Praxis Core Academic Skills for Educators (CASE)**
 1. mathematics (test code 5732): minimum score 150
 2. reading (test code 5712): minimum score 156
 3. writing¹ (test code 5722): minimum score 162
4. **GRE**
 1. verbal reasoning 151
 2. quantitative reasoning 153
 3. writing¹ 4.0
(¹required beginning 2021)

LAMP in Middle Grades (MGE) and Adolescent/Young Adult Education (AYA), one and two year options.

LAMP is a highly selective master's program that combines licensure in the middle grades (grades 4-9) with a master's degree in middle childhood education (MIDD) or licensure in adolescence to young adult education (grades 7-12) with a master's degree in secondary education (SECE). The one-year program is a one calendar year (August to August) full-time cohort-based program. The two-year option begins each spring semester. Please see the LAMP website link from the Department of Curriculum and Instruction web page for further details on both programs.

LAMP programs in Art Education and Music Education

Licensure in both art education and music education are available for persons with appropriate fine arts backgrounds. Students should contact the College of Arts and Letters.

LAMP program in Foreign Language Education

Licensure in foreign language education is available for person with appropriate backgrounds in French, Spanish or German. Students should contact the Department of Foreign Languages.

Master of Arts and Education

This degree program is offered by the Judith Herb College of Education in collaboration with the College of Arts and Letters and the College of Natural Sciences and Mathematics. This degree is designed for students who wish to enhance their knowledge in a humanities or social sciences field and in education. As a general rule, students will have an advisor in the Judith Herb College of Education and in the collaborative College who will jointly plan and direct the program. Students who wish to complete their culminating experience in education will work with their Judith Herb College of Education advisor. Students who wish to complete their culminating experience in their humanities or social sciences field will work with their collaborative College advisor.

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400 or 6500
 - Curriculum : CI 6800, CI 6810, CI 6830, CI 6840, CI 5860, CI 5870 or SPED 5000
- B. Specialization 21

Select a minimum of 15 semester hours in one of the following areas:
anthropology, classics, economics, English, English as a second language,
French, German, geography, history, mathematics, political science, sociology or Spanish.
See collaborative College for specific course requirements. Courses must be pre-approved by the faculty advisor.
- C. Seminar, project, or thesis 3

The master of arts and education ordinarily requires licensure as a prerequisite.

Master of Education in Art Education (LAMP available)

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, or 6500
 - Curriculum: AED 5500 or 5320
- B. Specialization 21
 - AED 5000, 5320 or 5500 and 18 hours 3
 - Courses must be pre-approved by the faculty advisor 18

- C. Culminating experience3
AED 5000, 6920, 6940 or 6960

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the Licensure And Master’s Program (LAMP) section. Students should consult their advisor for detailed information.

Master of Education in Career and Technical Education

- A. Foundations core (see general requirements).....12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CTE 5160, 5830, or 6900
- B. Specialization.....15
Courses must be pre-approved by the faculty advisor.
- C. Project, thesis or practicum 3
CTE 6920, 6960, or 5940

Master of Education in Curriculum and Instruction

- A. Foundations core..... 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 6800, CI 6810, CI, 6830, CI 6840, CI 5860, CI 5870, or SPED 5000
- B. Specialization 12
Courses must be pre-approved by the faculty advisor.
- C. Theory and Research Requirement
CI 6490, 6590, 6690, 6790, or 6890 3
- D. Seminar, project or thesis 3
CI 6900, 6920 or 6960

Master of Education in Educational Technology and Performance Technology

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: ETPT 5100
- B. Specialization 15
Areas of focus may include instructional technology, educational computing or instructional design.
Courses must be pre-approved by the faculty advisor.
- C. Seminar, project, practicum, or thesis..... 3
ETPT 6900, 6930, 6940, or 6960

Master of Education in Middle Childhood Education (LAMP only)

- A. Foundations core..... 12
 - Psychological Foundations: EDP 5110 recommended, or 5120, 5210, 5220, 5230, 5310, 5320, or 5330 as pre-approved by advisor
 - Research Foundations: RESM 5110 recommended, or 5210, 5310, or 5330 as pre-approved by advisor

- Social Foundations: TSOC 5300 recommended, or 5100, 5110, 5200, 5210, 5230, or 5400 as pre-approved by advisor
- Curriculum: SPED 5000 recommended, or CI 6800, 6810, 6830, 6840, 5860, 5870 as pre-approved by advisor

- B. Specialization12
 Select one area of focus from English/language arts, mathematics, science, or social studies. Courses must be pre-approved by the faculty advisor.
- C. Theory and research requirement 3
 CI 6890 recommended or 6490, 6590, 6690 or 6790 as pre-approved by advisor
- D. Seminar, project or thesis 3
 CI 6900 recommended, 6920 or 6960

Most requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the Licensure And Master’s Program (LAMP) section. Students should consult their advisor for detailed information.

Master of Education in Secondary Education (Adolescence to Young Adult Education, LAMP only)

- A. Foundations core12
- Psychological Foundations: EDP 5110 recommended, or 5120, 5210, 5220, 5230, 5310, 5320, or 5330 as pre-approved by advisor
 - Research Foundations: RESM 5210 recommended, or 5110, 5310, or 5330 as pre-approved by advisor
 - Social Foundations: TSOC 5300 recommended, or 5100, 5110, 5200, 5210, 5230, 5400, 5500 as pre-approved by advisor
 - Curriculum: SPED 5000 recommended, or CI 6800, 6810, 6830, 6840, 5860, 5870 as pre-approved by advisor
- B. Specialization12
 Areas of focus can be English/language arts, mathematics, science, or social studies.
 Courses must be pre-approved by the faculty advisor.
- C. Theory and research requirement 3
 CI 6890 recommended or CI 6490, 6590, 6690, or 6790 as approved by advisor
- D. Seminar, project or thesis 3
 CI 6900 recommended, 6920 or 6960

Most requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the Licensure And Master’s Program (LAMP) section. Students should consult their advisor for detailed information.

Master of Music in Music Education

- A. Foundations core12
 Curriculum core must be MED 5360
- B. Specialization21
 MUS 5900, MUS 5340, MED 5370, Music Ensembles (2 hours), Music Electives
 Courses must be approved by the faculty advisor.
- C. Project or thesis (choose one).....3
 MED 6920 or 6960
 Students will be required to pass comprehensive written and oral examinations, normally given during the last semester of work.

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. Students should consult their advisor for detailed information.

Master of Science and Education

This degree program is offered by the Judith Herb College of Education in collaboration with the College of Natural Science and Mathematics. The degree is designed for students who wish to enhance their knowledge in a science field and in education. As a general rule, students will have an advisor in the Judith Herb College of Education and in the College of Natural Science and Mathematics who will jointly plan and direct the program. Students who wish to complete their culminating experience in education will work with their Judith Herb College of Education advisor. Students who wish to complete their culminating experience in their science field or mathematics will work with their College of Natural Science and Mathematics advisor.

- A. Foundations core 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 6800, CI 6810, CI 6830, CI 6840, CI 5860, CI 5870 or SPED 5000
- B. *Specialization 21
- Select a minimum of 15 semester hours in biology, chemistry, geology, or physics
- * Refer to Graduate Programs in College of Natural Science and Mathematics for specific course requirements for dual degree programs.
- Courses must be pre-approved by the faculty advisor.
- C. Seminar, project or thesis 3

The master of science and education ordinarily requires licensure as a prerequisite.

Endorsements

- Career-based Intervention
- Early childhood generalist (grades 4-5)
- Reading (PreK-12)

Licensure Programs

- Adolescence to young adult (7-12)
- Art education (multi-age)
- Foreign language (multi-age)
- Middle grade (4-9)
- Music education (multi-age)
- Special education (multi-age)

Educational Specialist (Ed.S.) Degree Programs

Educational specialist (Ed.S.) degree is a post-master's graduate program that provides students an area of educational specialization with emphasis on practice. Specific areas represented are curriculum and instruction, educational technology, secondary education, and career and technical education.

The Ed.S. in curriculum and instruction is designed to meet the needs of individuals involved with the curriculum, teaching, and supervision aspects of discipline-centered areas of study. The degree provides patterns of study for teachers and supervisors who want an education beyond the master's degree as a specialist, but who are not interested in a doctoral degree. For the program and requirements of a specific area, contact a faculty advisor.

Admission to Educational Specialist Degree Programs

Admission requirements to the Ed.S. programs include a bachelor's degree from an accredited four-year institution and a master's degree from an accredited institution.

- The three (3) letters of recommendation are expected from academic professionals to support the applicant's ability and character to succeed in the graduate degree.
- A statement of purpose is required to demonstrate writing ability and to describe the applicant's goals and how the educational specialist degree supports those goals.

Requirements for Educational Specialist Programs

- Students must complete a minimum of 30 semester hours of approved graduate coursework beyond the master's level with a minimum GPA of 3.0 on a 4.0 scale.
- Students are required to develop a plan of study with their advisor that specifies the coursework that must be completed to fulfill degree requirements. This plan must be filed prior to the completion of 15 semester hours and must be approved by the advisor, the department chairperson, and the college associate dean.
- All course work for the Ed.S. must be taken within a six-year period immediately preceding the date the degree is awarded.
- Programs require the completion of a culminating experience, which may include field experiences, internships, or other professional projects (e.g., CI 7940, CIEC 7940).
- No more than a total of six semester hours of credit from any combination of workshops (7950), problems or special topics courses (7980) or independent studies (7990 or 8990) may be applied to a specialist's program.

Doctoral Degree Programs

The department offers a doctoral degree with concentrations in curriculum and instruction, educational technology, and secondary education. In addition, these doctoral programs are also available as minor areas of study to support other programs. Students should discuss these alternatives with their advisors.

Admission to Doctoral Programs

Individuals applying for admission to doctoral study must meet the admission requirements of the College of Graduate Studies as well as specific program requirements.

- Acceptable GRE scores with 144 in both the verbal and quantitative sections and a 3.5 writing score or above preferred.
- Evidence in prerequisite academic work that the applicant can successfully complete the doctoral program in the area of study.
- An autobiographical sketch that describes why the applicant wishes to pursue the selected doctoral program. This sketch also should include information on previous study, educational experience, professional accomplishments, immediate and future professional goals, a proposed time schedule for completing the degree, and any other information that the applicant believes is relevant for admission into the desired program.
- Evidence of research and writing ability, if required by the doctoral program. Such evidence may include a master's thesis, proctored writing sample, a written research report, one or more reprints of publications, a paper presented to a professional society, or similar evidence of competence in this respect.

Requirements for Doctoral Programs

A minimum of 60 hours of doctoral coursework (7000/8000 level) is required. Each doctoral student is expected to:

- Identify a concentration in one area of specialization (i.e., a major) and pass a written examination (major examination) that covers the major area of concentration;
- Demonstrate proficiency in tools of research;

- Depending on the program, pass a separate written examination;
- After passing the written major examination, pass an oral examination;
- Present and defend a dissertation proposal;
- Present and defend a completed dissertation in a public forum.

Academic Advising Committee

The student is assigned a temporary advisor upon admission to a program. This advisor guides the student in forming a doctoral program committee.

The doctoral program committee shall be formed before the student completes 18 hours of credit. The doctoral program committee has a minimum of three members who are selected from the membership of the graduate faculty of the University. The doctoral program committee is responsible for assisting the student in the development of a plan of study and assuring competence by overseeing the doctoral major exam, any minor exam(s) and doctoral program oral exams.

The plan of study must be approved by the doctoral program committee, the department chairperson, and the associate dean of the college. The plan of study must be filed before 18 semester hours of the doctoral program are completed; and revisions to the original plan of study should be timely updated with the College of Graduate Studies the semester a revision occurs. After completion of the academic requirements, major/minor examinations and oral defense of the major/minor examinations, the student must form a dissertation committee to guide the development of the dissertation proposal and ultimately the dissertation.

The dissertation committee must include a minimum of four graduate faculty members including one who is not in the discipline major. The student must work closely with the committee to develop a research proposal for the dissertation. Once the committee approves the research design and proposal, the student must obtain Institutional Research Board approval before beginning any phase of the research study. A public defense of the dissertation is required.

All coursework and requirements of the doctoral degree must be completed within the seven year period preceding the awarding of the degree.

Virtual Educator Certificate Program

The Online Virtual Educator Certificate program is designed for teachers, media/technology specialists, and other educational professionals who teach in a virtual school environment. The program requires completion of four (12 semester hours) of graduate courses. All courses are offered online (distance learning). Twelve credit hours earned by a non-degree seeking graduate student may be applied toward the M.Ed. degree program. This certificate will provide candidates with greater opportunities to be hired for virtual teaching positions.

Candidates in the program acquire the pedagogical skills and knowledge needed for teaching in a virtual school. These include an essential foundations in Educational Technology, which is the ability to design instruction and select strategies and media to meet the needs of diverse learners in an online environment. Candidates in this certificate program will be immersed in the learning process both as an online student and as an online teacher providing valuable experiences in understanding the needs and changing roles that exists as part of an online learning environment. Candidates will examine the application of learning theories and best practices in the design of instruction and be introduced to a variety of new and exciting technologies that can enhance teaching and learning in an online learning environment.

Prospective Students: Admission Guidelines

The application process for the Virtual Educator Certificate Program is entirely completed online. The following are minimum application requirements for admission consideration to the Certificate Program in Educational Technology. The University of Toledo application requirements and other relevant information are available on the Graduate Studies Website.

Admissions Criteria

Candidates admitted to the program must have the following:

- A baccalaureate degree from an accredited four-year institution. However, if you are planning to teach in P-12 schools, you must have a teaching licensure in a specific subject area or discipline.
- An overall grade point average (GPA) of at least 2.7 or higher on a 4.0 scale in all undergraduate work.

- Two recommendation letters concerning the prospective Virtual Educator, which may come from such sources as the undergraduate major adviser, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- All graduate degree-seeking students must apply for admission to the Virtual Educator Certificate program prior to graduation.

Program of Study

Complete 6 semester hours of required course work.

- ETPT 5000 Introduction to Educational Technology (3)
- ETPT 5100 Instructional Systems Design Principles (3)

Complete 6 semester hours from the following three elective courses:

- ETPT 6150 Designing Instruction for Diverse Learner Populations (3)
- ETPT 6510 Teaching and Learning at a Distance (3)
- EDP 5120 Alternative Approaches to Discipline (3)

Department of EARLY CHILDHOOD EDUCATION, HIGHER EDUCATION, AND SPECIAL EDUCATION

Laurie Dinnebeil, chair

Programs housed in this department include graduate programs in early childhood education, higher education, and special education (intervention specialist licenses in mild/moderate, moderate/intensive; Ohio DD early intervention certificate). In addition, teacher licensure requirements may be obtained in early childhood education or special education in conjunction with the master's degree. These programs are available at the master, education specialist (6th year program) and doctoral level. Endorsements are also available in the areas of early intervention, pre-school special needs, and transition to work. Graduate certificates are available at the master's level in, diversity, higher education administration, and interprofessional teaming in early childhood.

Educational programs at The University of Toledo are accredited by the Council for Accreditation of Educator Preparation (CAEP).

Master's Degree Programs in Early Childhood Education, Higher Education and Special Education

Admission to Master's Degree Programs in Early Childhood and Special Education

In addition to the College of Graduate Studies admission requirements, early childhood and special education master's programs require the following:

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work. Students who fail to meet this requirement may be considered for provisional admission, provided they demonstrate excellent promise for graduate study through other objective measures. An acceptable GRE score is one of the requirements for students without the 2.7 undergraduate grade point average.
- Three recommendations regarding the prospective graduate student's potential for doing master's level work, which, depending upon the student's status at the time, may come from such sources as the undergraduate major advisor, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.

- A statement describing the student's background and career goals as well as the importance of the degree in achieving those goals.
- Some programs have selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

Requirements for Master's Degree Programs in Early Childhood Education and Special Education

Master's programs in early childhood and special education require a minimum of 36 semester hours of approved graduate course work. No more than a total of six semester hours of credit from workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

- A plan of study identifying the courses for the master's degree is required after 12 credit hours, generally at the end of the first semester of full time study.
- All students completing one of the master's degrees in early childhood and special education must fulfill core requirements by completing one course from each of the four foundations core areas within the first 18 semester hours of course work (four of the first six courses must be core courses).
- All course work for the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.
- The completion of a thesis, project, comprehensive examination, seminar, or field experience (practicum) is noted in specific program descriptions.
 - Programs leading to licensure or endorsement may require additional semester hours to fulfill licensure credential as well as degree requirements.

Licensure And Master's Program (LAMP) in Early Childhood Education and Special Education

The licensure and master's program (LAMP) is a unique program for providing an initial license for those individuals who are seeking a career change and are interested in becoming a teacher. The LAMP provides a sequence of courses which lead to teacher licensure from the State of Ohio and a master's degree in education. Licensure may be obtained in early childhood education (grades PreK-3), or special education (K-12). The program is designed to provide the student with many opportunities to participate in school settings and to put these experiences into perspective through on-campus reflective seminars.

Admission requirements for LAMP in Early Childhood Education and Special Education

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work.
- Three letters of recommendation regarding the prospective graduate student's potential for doing master's level work, which may come from such sources as the undergraduate major advisor, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A well-written statement describing the student's background and goals as well as the importance of the degree in achieving those goals.
- All teacher licensure candidates are required to demonstrate basic competencies in reading, writing¹ and mathematics. Candidates must receive acceptable scores on one of the following nationally normed assessments:

5. **ACT**
 1. 20 each on math, reading, and writing¹ sections
6. **SAT**
 1. math 510
 2. reading 500
 3. writing¹ 490
7. **Praxis Core Academic Skills for Educators (CASE)**
 1. mathematics (test code 5732): minimum score 150
 2. reading (test code 5712): minimum score 156
 3. writing¹ (test code 5722): minimum score 162
8. **GRE**
 1. verbal reasoning 151
 2. quantitative reasoning 153
 3. writing¹ 4.0
(¹required beginning 2021)

Licensure Programs

- Early childhood education (PreK-3)
- Intervention specialist: mild/moderate
- Intervention specialist: moderate/intensive

Endorsements

Early intervention certificate – The Ohio Department of Developmental Disabilities offers this certificate to focus on teaching children with special needs who are age 0-3. The certificate can be added to a degree in education or a related area/degree (nursing, social work, psychology, speech pathology, OT, PT, etc.) and consists of 27 semester hours. This program can be completed entirely online.

Gifted—The Ohio Department of Education offers the GT Endorsement (State of Ohio) with specific training in the nature and needs of Gifted, Talented and Creative (GTC) students. The program is moving towards being offered entirely online.

Pre-School special needs – The Ohio Department of Education offers this endorsement on advanced skills and knowledge to work with young learners with disabilities. This endorsement may be added to a (a) K-12 Intervention Specialist, or (b) Early Childhood PK-3 teaching license. The Preschool Special Needs endorsement is 24 semester hours and can be completed 100% online.

Transition to work – The Ohio Department of Education offers this endorsement on advanced skills and practices regarding working with learners with disabilities as they move from school-age services to adult services. This endorsement may be added to a K-12 Intervention Specialist license, and consists of 16 semester hours. The Transition to Work endorsement can be completed entirely online.

Requirements for endorsements may be met as part of the M.Ed. degree – see advisor for details.

Master of Education in Early Childhood Education PreK-3

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, or 5500
 - Curriculum core: CIEC 5340 or 6310
- B. Specialization..... 18
Courses must be pre-approved by the faculty advisor.
- C. Theory and research requirement 3
CIEC 6950
- D. Seminar, project or thesis..... 3
CIEC 6900, 6920 or 6960

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the licensure and master's program (LAMP) section. Students should consult their advisor for detailed information.

Sample program of study for the master of education in early childhood education PreK-3:

	Fall Semester	Spring Semester	Summer Semester
Year 1	CIEC 6330 Lang and Concept Dev 3 CIEC 6750 Dev and Class Assess 3 EDP core 3 TSOC core 3	CIEC 6310 PreK/Primary Curr 3 RESM core 3 *Elective 3	CIEC 6320 Mean and Dev Play Beh 3 *Elective 3
Year 2	*Elective 3 CIEC 6950 Theory & Research 3	CIEC 6900 Research Seminar 3	

*Note: with pre-approval of the graduate advisor.

Master of Education in Special Education

A. Foundations core.....12

- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5310, 5320, or 5330
- Research Foundations: RESM 5110, 5210 or 5310
- Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, or 5500

Curriculum core: Students with an undergraduate degree outside of special education take SPED 5000, 5160, 5180, 5250 or 6070. Students with an undergraduate degree in special education take SPED 5820, 5860, 6470, 6490, 6590, 6800, 6810, 6830, CIEC 5340, CIEC 6310, or CIEC 6340.

B. Specialization18

Areas of focus may include, but are not limited to, general special education, early childhood special education, transition to work, or behavior disorders.

Courses must be pre-approved by the faculty advisor.

C. Culminating experience 6

SPED 6930 (Seminar) and one of the following: SPED 6930 (exam) or SPED 6920 (project), or SPED 6960 (thesis)

Requirements for initial teacher licensure may be met as part of the M.Ed. degree. See the description of the licensure and master's program (LAMP) section. Students should consult their advisor for detailed information.

Sample program of study for the master of education in special education: focus on transition to work:

	Fall Semester	Spring Semester	Summer Semester
Year 1	SPED 5170 Supporting Youth 3 EDP core 3 TSOC core 3	SPED 6250 Issues and Research 3 RESM core 3 Curriculum core 3	SPED 5260 Career & Voc 3 CTE 5080 Principles 3
Year 2	SPED 6940 Externship 4 *Elective 3	SPED 6930 Seminar 3 SPED 6930 Comp Exam 3	

*Note: with pre-approval of the graduate advisor.

Sample program of study for the master of education in special education: focus on early childhood special education:

	Fall Semester	Spring Semester	Summer Semester
Year 1	SPED 6070 Curr Model EC 3 SPED 5270 Team Models and Net 3 CIEC 6750 Dev and Classroom 3 EDP core 3	SPED 5280 Management ECSE 3 SPED 5980 Curr & Strat K-3 Dis 3 RESM core 3 TSOC core 3	SPED 5250 Family/Professional 3 SPED 6550 AAC 3
Year 2	SPED 6930 Seminar 3	SPED 6920 Project 3	

Master of Education in Higher Education

The master's program in higher education is offered in two formats with differing requirements for admission. The on-campus Master of Education in Higher Education is a 36-credit master's program that includes coursework and a practicum experience in the higher education setting. The Online Professional Master of Education in Higher Education is a cohort-based, 30-credit master's program that is offered online.

On-Campus Master of Education in Higher Education

Admission

- A completed Graduate School admissions form, https://apply.utoledo.edu/prod/bwskalog_p_displloginnew.
- A baccalaureate degree granted by an accredited institution, with a minimum GPA of 2.7.
- Official transcripts from all previous higher education institutions attended.
- A statement of purpose indicating a commitment to pursuing a career in the field of higher education.
- Two letters of reference, including at least one from a faculty member who can speak to your ability to conduct research and to write at the graduate level.
- A current resume or curriculum vitae.

Meeting the minimum admission requirements does not guarantee entrance into the program. Admission is competitive and is dependent on the availability of space within the program. Under special circumstances, the graduate admissions committee may choose to admit a promising applicant as a provisional student in the program.

Core Requirements:

- HED 6010 History of Higher Education
- HED 6640 Governance and Administration
- HED 6530 Theories of Student Development
- HED 6940 Master's Practicum*

Learning Environments: Choose 3

- HED 6770 Evaluations and Outcomes Assessment
- HED 6410 College & University Curriculum
- HED 6510 American College Student
- HED 6850 Critical Issues in Higher Education Administration
- HED 6810 Women in Higher Education Administration
- HED 6120 International Education

Institutional Administration: Choose 2

- HED 6730 Legal Aspects of Higher Education Administration
- HED 6520 Organization & Management of Student Affairs
- HED 6700 Finance of Higher Education
- HED 6790 Managing College and University Personnel

Diversity and Multiculturalisms: Choose 1

- HED 5910 Diversity Beginnings
- HED 5960 Diversity in Practice

- HED 5970 Diversity Advancement
- HED 6540 Advising Diverse Students

Research: Choose 1

- HED 6570 Research in Higher Education

Culminating Experiences: Choose 1

- HED 6980 Master's Capstone Seminar
- HED 6960 Master's Thesis

*The Practicum Seminar is comprised of 2 components: 1) 10 hours of coursework (or 4 class meetings during the semester) culminating in the completion of one or two projects, and 2) practicum experience hours (100 hours in one unit). The practicum experience hours can be waived for full-time employees of a college or university (upon documented proof).

Online Professional Master of Education in Higher Education - 30 hours

Admission

- At least two years' work experience in a higher education setting
- A completed Graduate School admissions form, https://apply.utoledo.edu/prod/bwskalog.p_displinnew .
- A baccalaureate degree granted by an accredited institution, with a minimum GPA of 2.7.*
- Official transcripts from all previous higher education institutions attended.
- A personal statement
- Three letters of recommendation.
- A current resume or curriculum vitae

*Students who fail to meet this requirement may be considered for provisional admission if they demonstrate excellent promise for graduate study through other objective measures.

Required Courses

- HED 6010 History of Higher Education
- HED 6510 American College Student
- HED 6640 Governance and Administration in Higher Education
- HED 6570 Research in Higher Education
- HED 6700 Finance in Higher Education
- HED 6770 Evaluation and Outcomes Assessment

Professional Emphasis (these are cohort specific and required – not electives)

Higher Education Administration

- HED 6730 Legal Aspects of Higher Education
- HED 6750 Strategic Planning and Decision Making
- HED 6790 Managing College and University Personnel
- HED 6850 Critical Issues (Focus on Higher Education Administration)

The Community College

- HED 6210 The Community College
- HED 6250 Technical Higher Education
- HED 6650 Community College Leadership
- HED 6850 Critical Issues (Focus on the Community College)

Globalization of Higher Education

- HED 5930 Interdisciplinary Seminar [Internationalizing Higher Education
- HED 5950 Workshop in Higher Education – International Field Study in a Selected Country
- HED 6120 International Higher Education
- HED 6850 Critical Issues (Focus on Globalization in Higher Education)

Student Affairs

- HED 6520 Organization and Management of Student Affairs
- HED 6530 Theories of Student Development
- HED 6510 Issues of Access in Higher Education
- HED 6850 Critical Issues (Focus on Student Affairs)

Educational Specialist (Ed.S.) Degree Programs

Educational specialist (Ed.S.) degree is available through a post-master's graduate program that provides students an area of educational specialization with emphasis on practice. Specific areas represented in the Department of ECE, Higher Ed, & Special Ed are special education and early childhood education.

The Ed.S. in curriculum and instruction is designed to meet the needs of individuals involved with the curriculum, teaching, and supervision aspects of discipline-centered areas of study. The degree provides patterns of study for teachers and supervisors who want an education beyond the master's degree as a specialist, but who are not interested in a doctoral degree. For the program and requirements of a specific area, contact a faculty advisor.

Admission to Educational Specialist Degree Programs

Admission requirements to the Ed.S. programs include a bachelor's degree from an accredited four-year institution and a master's degree from an accredited institution.

- The three (3) letters of recommendation are expected from academic professionals to support the applicant's ability and character to succeed in the graduate degree.
- A statement of purpose is required to demonstrate writing ability and to describe the applicant's goals and how the educational specialist degree supports those goals.

Requirements for Educational Specialist Programs

- Students must complete a minimum of 30 semester hours of approved graduate coursework beyond the master's level with a minimum GPA of 3.0 on a 4.0 scale.
- Students are required to develop a plan of study with their advisor that specifies the coursework that must be completed to fulfill degree requirements. This plan must be filed prior to the completion of 15 semester hours and must be approved by the advisor, the department chairperson, and the college associate dean.
- All course work for the Ed.S. must be taken within a six-year period immediately preceding the date the degree is awarded.
- Programs require the completion of a culminating experience, which may include field experiences, internships, or other professional projects (e.g., CI 7940, CIEC 7940).
- No more than a total of six semester hours of credit from any combination of workshops (7950), problems or special topics courses (7980) or independent studies (7990 or 8990) may be applied to a specialist's program.

Doctoral Degree Programs in Early Childhood Education, Higher Education, & Special Education

The department offers a doctoral degree in curriculum and instruction with a focus on special education or early childhood education, as well as a doctoral degree in higher education.

Admission to the Doctoral Programs in Curriculum and Instruction (Emphasis areas in early childhood or special education)

Individuals applying for admission to doctoral study must meet the admission requirements of the College of Graduate Studies as well as specific program requirements.

- A minimum 3.25 cumulative GPA, using a 4.0 scale, on all previous graduate academic work with a completed master's degree.
- Acceptable GRE scores with 50 percentile or higher preferred (taken within the last five years).
- Evidence in prerequisite academic work that the applicant can successfully complete the doctoral program in the area of study.
- An autobiographical sketch that describes why the applicant wishes to pursue the selected doctoral program. This sketch also should include information on previous study, educational experience, professional accomplishments, immediate and future

professional goals, a proposed time schedule for completing the degree, and any other information that the applicant believes is relevant for admission into the desired program.

- Evidence of research and writing ability. Such evidence may include a master's thesis, proctored writing sample, a written research report, one or more reprints of publications, a paper presented to a professional society, or similar evidence of competence in this respect.
- Evidence of successful teaching experience is preferred.

Requirements for Doctoral Programs in Curriculum and Instruction (Emphasis in early childhood or special education)

A minimum of 60 hours beyond the master's degree is required. Each doctoral student is expected to:

- Identify a concentration in an area of specialization (i.e., a major) and pass a written examination (major examination);
- Demonstrate proficiency in tools of research;
- After passing the written major examination, pass an oral examination that covers the relevant coursework;
- Present a dissertation proposal;
- Present and defend a completed dissertation in a public forum.

Academic Advising Committee

The student is assigned a temporary advisor upon admission to a program. This advisor guides the student in forming a doctoral program committee.

The doctoral program committee is to be formed before the student completes 18 hours of credit. The doctoral program committee has a minimum of three members who are selected from the membership of the graduate faculty of the University. The doctoral program committee is responsible for assisting the student in the development of a plan of study and assuring competence by overseeing the doctoral major exam and doctoral program orals.

The plan of study must be approved by the doctoral program committee, the department chairperson, and the Associate Dean of the college. The plan of study must be filed before 18 semester hours of the doctoral program are completed. After completion of the academic requirements, the student must form a dissertation committee to guide the development of the dissertation.

Dissertation

The dissertation committee must include a minimum of four graduate faculty members including one who is not in the discipline major. The members of the dissertation often include members from the doctoral program committee. The student must work closely with the committee to develop a research proposal for the dissertation. Once the committee approves the research design, the student must obtain Institutional Research Board approval before beginning the research study. A public defense of the dissertation is required.

All coursework and requirements for the doctoral degree should be completed in the seven year period immediately preceding the awarding of the degree.

Higher Education Doctoral Degree Program

The doctoral program is designed to prepare students for successful professional careers in diverse higher education settings, including public and private colleges and universities, government agencies, and professional associations. The doctoral program focuses on Administration and Policy Analysis.

Admission to Doctoral Program in Higher Education

- Currently employed at a college or university.
- A completed College of Graduate Studies admissions form.
- A baccalaureate degree granted by an accredited institution, with a minimum GPA of 2.7 preferred.
- A master's degree granted by an accredited institution, with a minimum GPA of 3.25.

- Official transcripts from all previous higher education institutions attended.
- A letter indicating the applicant's commitment to pursuing a career in the field of higher education, and a description of the applicant's potential research topic for dissertation study.
- A 1,000-word essay that discusses the most critical issue facing higher education today, the reasons for choosing this issue, and the implications of the issue for the future of higher education.
- Two letters of reference, including at least one from a faculty member who can speak to the ability of the applicant to conduct research and to write at the graduate level.
- A current resume or curriculum vitae.

Requirements for Doctoral Program in Higher Education

A minimum of 61 hours beyond the master's degree is required.

- Required HED Courses - 30 hours
 - HED 8030 Federal & State Policy Analysis
 - HED 8530 Student Development Theory
 - HED 8570 Research in Higher Education
 - HED 8640 Governance & Administration OR HED 7980 Community College Leadership
 - HED 8700 Finance of Higher Education
 - HED 8770 Evaluation & Outcomes Assessment in Higher Education
 - HED 8850 Critical Issues in Higher Education
 - HED 8790 Managing College & University Personnel
 - HED 8730 Legal Aspects of Higher Education
 - HED 8120 International Higher Education
- Elective HED Courses - 6 hours
- HED 8010 History of Higher Education or TSOC Requirement - 3 credit hours
- Research Methods Requirement - 12 hours
 - RESM 8120 Quantitative II
 - HED 8910 Introduction to Interpretive Inquiry or RESM 7330 Qualitative Research I
 - HED 8920 Advanced Seminar in Quantitative Research or RESM 8320 Research Design
 - HED 8920 Advanced Seminar in Qualitative Research
- Dissertation- 10 hours
 - HED 8930 Doctoral Research Seminar - Concept Paper (3)
 - HED 8930 Doctoral Research Seminar- Literature Review (3)
 - HED 8960 Dissertation (4)

In addition, each doctoral student is expected to:

- Concentrate in the area of specialization (i.e. a major) and pass a written examination (major examination) in the major area of concentration;
- Demonstrate proficiency in tools of research;
- Pass the written major examination and pass an oral examination that covers the relevant coursework;
- Orally present and defend a dissertation proposal in a public forum;
- Orally present and defend a completed dissertation in a public forum.

Academic Advising Committee

The student is assigned a temporary advisor upon admission to a program. This advisor guides the student in forming a doctoral program committee.

The doctoral program committee shall be formed before the student completes 18 hours of credit. The doctoral program committee has a minimum of three members, at least two of which must be members of the Higher Education Program, who are selected from the membership of the graduate faculty of the University. The doctoral program committee is responsible for assisting the student in the development of a plan of study and assuring competence by overseeing the doctoral major exam, and the doctoral program oral.

The plan of study must be approved by the doctoral program committee, the department chairperson, and the associate dean of the college. The plan of study must be filed before 18 semester hours of the doctoral program are completed. After completion of the academic requirements, the student must form a dissertation committee to guide the development of the dissertation.

Dissertation

The dissertation committee must include a minimum of four graduate faculty members, and one who is not in the discipline major. Members of the dissertation committee may also be members of the doctoral program committee. The student must work closely with the committee to develop a research proposal for the dissertation. Once the committee approves the research design, the student must obtain Institutional Research Board approval before beginning the research study. A public, oral defense of the dissertation proposal and the completed dissertation is required.

Certificate Programs housed in the Department of Early Childhood Education, Higher Education and Special Education

Diversity Certificate

The Office of Equity, Diversity and Community Engagement with the Higher Education Program offer an online, 12-credit hour Certificate Program in Diversity taken over three semesters.

Admission

Current UT graduate students

- Complete an “Adding a Certificate” form available at http://www.utoledo.edu/graduate/files/Request_to_add_a_grad_certific.pdf
- One letter of recommendation from a faculty member of your current graduate program
- A statement of purpose which, minimally, answers the following:
 - What are your career aspirations?
 - How will this certificate help you achieve your career goals?
 - What training, if any, do you have in diversity?

Not a current student

- Apply to the UT College of Graduate Studies online at <http://apply.utoledo.edu>
- A Bachelor’s degree with a minimum undergraduate GPA of 2.7
- Official transcripts from all previous coursework
- One letter of recommendation from either an employer or a faculty member
- A statement of purpose as described in third bullet under “current UT graduate students”

Courses

HED 5/7900 - Diversity Leadership (3 credit hours; Fall semester)
HED 5/7910 Diversity Beginnings (3 credit hours; Fall semester)
HED 5/7960 Diversity in Practice (3 credit hours; Spring semester)
HED 5/7970 Diversity Advancement (3 credit hours; Spring semester)

Higher Education Administration Certificate

A 12-credit hour Certificate Program in Higher Education Administration that presents course choices in two areas – institutional administration and learning environments.

Admission

- A baccalaureate degree granted by an accredited institution, with a minimum GPA of 2.7. Current graduate students must be in good academic standing, with a GPA of 3.0 or above
- Official transcripts
- A statement of purpose discussing the applicant’s interest in the Certificate Program
- A current resume

Courses

Institutional Administration: Choose 2
HED 6640 Governance and Administration
HED 6730 Legal Aspects of Higher Education
HED 6700 Finance of Higher Education
HED 6790 Managing College and University Personnel

- Learning Environments: Choose 2
- HED 6530 Theories of Student Development
 - HED 6010 History of Higher Education
 - HED 6510 American College Student
 - HED 6770 Evaluation and Outcomes Assessment

Graduate Certificate in Interprofessional Teaming in Early Childhood

The goal of the Graduate Certificate in Interprofessional Teaming is to prepare and guide professionals to engage in collaborative best practices in service to individuals with special needs and their families. The Graduate Certificate in Interprofessional Teaming advances this mission. Graduate students already enrolled in professional programs in the following six disciplines will be able to earn this certificate to augment their preparation to engage in collaborative best practices in services to young children with special needs and their families:

- Early Childhood Education,
- Occupational Therapy,
- Physical Therapy,
- School Psychology,
- Special Education,
- Speech Language Pathology

The criteria for eligibility for enrollment and retention in the certificate program include:

- Completion of the first semester in one's program of study with a minimum 3.5 GPA and otherwise in good standing, as verified by program director and/or academic advisor,
- Submission of a statement of purpose outlining one's desire to complete the certificate, and
- Grades of B or higher in all certificate courses.

Students will demonstrate competencies through individualized programs of study, approved by faculty members affiliated with the certificate program. Students should consult their advisor for detailed information.

While earning the certificate will entail documenting 38 competencies (in the areas of Collaboration, Advocacy, Diversity and Cultural Competence, Evidence-Based Practice, Professional and Ethical Standards, Technology, Human Development, Assessment and Evaluation, and Service Provision), the minimum total credit hours to be awarded the certificate is 12. In addition to the core courses required by the certificate, additional courses from the student's professional program will be identified by the advisor. The certificate must be awarded simultaneously with the professional degree.

Department of EDUCATIONAL FOUNDATIONS AND LEADERSHIP

Edward Janak, chair

The mission of the department of educational foundations and leadership (EDFL) is to prepare and develop educational leaders and scholars to be agents of transformation on all levels of educational systems. A learning paradigm informs our graduate programs, which are student-centered, inquiry-based, and integrated in terms of theory and practice, and grounded in the mission of the Judith Herb College of Education. We offer graduate degrees (Master's, Ed.S., Ed.D., and Ph.D.) in educational administration and supervision, educational psychology, research and measurement, and social foundations of education (including philosophy, sociology, and history of education).

The department is also the home of the Center for Nonviolence and Democratic Education (CNDE).

The educational administration and supervision program is accredited by the Council for Accreditation of Educator Preparation (CAEP).

Admission to Master's Degree Programs

In addition to the College of Graduate Studies admission requirements, master's programs housed in the department of educational foundations and leadership (EDFL) require the following:

- An overall grade point average (GPA) of at least 2.7 on a 4.0 scale in all undergraduate work. Students who fail to meet this requirement may be considered for provisional admission, provided they demonstrate excellent promise for graduate study. The GRE is required for students with less than a 2.7 undergraduate grade point average.
- Three letters of recommendation regarding the prospective graduate student's potential for doing master's level work, which, depending upon the student's status at the time, may come from such sources as the undergraduate major advisor, current employer, school principal, or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A statement describing the student's background and goals as well as the importance of the degree in achieving those goals.
- Some programs have selective admissions and may admit a limited number of students. Thus, meeting all formal criteria does not guarantee admission.

Requirements for Master's Degree Programs

Master's programs housed in the department of educational foundations and leadership require a minimum of 30 or 36 semester hours (depending on program) of approved graduate course work. No more than a total of six semester hours of credit from workshops (5950), problems or special topics courses (5980 or 6980), and independent studies (5990 or 6990) may be included in the degree program.

- A plan of study identifying the courses for the master's degree is required after 12 credit hours, generally at the end of the first semester of full time study.
- All students completing one of the master's degrees in this department must fulfill core requirements by completing one course from each of the four foundations core areas (Curriculum and Instruction, Theory and Social Foundation, Educational Psychology, & Research and Measurement) within the first 18 semester hours of course work (four of the first six courses must be core courses).
- All course work for the master's degree must be taken within a six-year period immediately preceding the date the degree is awarded.
- The completion of a thesis, project, comprehensive examination, seminar, or field experience (practicum) is noted in specific program descriptions.

Programs leading to licensure or endorsement may require additional semester hours to fulfill licensure credentials as well as degree requirements.

Master of Education in Educational Administration and Supervision (30 hours)

- A. Foundations core 12
- Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, 6800, 6810, 6830, 6840,
- B. Specialization 15
- Courses must be pre-approved by the faculty advisor from:
EDAS 6000, 6020, 6110, 6230, 6150 or others with pre approval
- C. Seminar, project or thesis 3
- EDAS 6900 or 6920 or 6960 or 6190

Programs leading to the M.Ed. degree in educational administration and supervision also may meet some of the requirements for a principal license in Ohio. Students should consult their advisor for detailed information.

Licensure Programs include:

- Principal (PreK-6)
- Principal (4-9)
- Principal (5-12)
- Superintendent

Master of Education in Educational Psychology (30 hours)

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, 6800, 6810, 6830 or 6840
- B. Specialization 15
Areas of focus may include learning/cognition or human development.
Courses must be pre-approved by the faculty advisor.
- C. Project or thesis 3
EDP 6960 or 6980

Master of Education in Educational Research and Measurement (36 hours)

- A. Foundations core 12
 - Psychological Foundations: EDP 5110 (recommended), 5120, 5210, 5220, 5230, , 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, , 6810, 6830 or 6840
- B. Specialization 21
Areas of focus may include statistics, measurement or evaluation.
Courses must be pre-approved by the faculty advisor.
- C. Project or thesis 3
RESM 6960 or 6980

Master of Education in Educational Theory and Social Foundations (36 hours)

- A. Foundations core 12
 - Psychological Foundations: EDP 5110, 5120, 5210, 5220, 5230, 5320, or 5330
 - Research Foundations: RESM 5110, 5210, 5310, or 5330
 - Social Foundations: TSOC 5100, 5110, 5200, 5210, 5230, 5300, 5400, 5500
 - Curriculum: CI 5860, 5870, 6810, 6830 or 6840
- B. Specialization 21
Areas of focus may include historical foundations, philosophical foundations, sociological foundations, multicultural or urban education.
Courses must be pre-approved by the faculty advisor.
- C. Project or thesis 3
TSOC 6960 or 6980

Educational Specialist (Ed.S.) Degree Program

The educational specialist (Ed.S.) degree is a post-master's graduate program in administration and supervision that provides students an area of organizational leadership or educational specialization with emphasis on practice. This 36 hour degree is designed to meet the needs of individuals whose career goals include licensure for advanced administrative positions in public and private schools (e.g., district administrator, building administrator).

Admission to Educational Specialist Degree in Educational Administration and Supervision

Admission requirements to the Ed.S. program includes:

- A bachelor's degree from an accredited four-year institution and a master's degree from an accredited institution.
- A minimum 3.25 cumulative GPA, using a 4.0 scale, on all previous graduate academic work.
- Three letters of recommendation from academic professionals regarding the applicant's character and potential for doing post-master's level work. A statement of purpose demonstrating writing ability and the applicant's goals, and how the educational specialist degree supports those goals.

Requirements for Educational Specialist

- Completion of a minimum of 36 semester hours of approved graduate coursework beyond the master's level (7000/8000 level courses) with a minimum GPA of 3.0 on a 4.0 scale. All course work for the Ed.S. must be completed within a six-year period immediately preceding the date the degree is awarded.
- Students are required to develop a plan of study with their advisor that specifies the coursework that must be completed to fulfill degree requirements including EDAS 8640 and EDAS 7920. This plan must be filed prior to the completion of 15 semester hours and must be approved by the advisor, the department chairperson, and the college associate dean.
- No more than a total of six semester hours of credit from workshops (7950), problems or special topics courses (7980) and independent studies (7990 or 8990) may be applied to a specialist's program.
- The program requires the completion of a culminating experience, which may include field experiences, internships, projects, etc.

Educational Specialist Degree in Educational Administration and Supervision (36 hours)

- A. EDAS core 3
- EDAS 8640 Leading Systems Change
- B. Major 30
- Courses must be pre-approved by the faculty advisor.
- C. Culminating Experience 3
- EDAS 7920 Specialist Project in Educational Administration

Doctoral Degree Programs

The department offers several doctoral degrees: the doctor of education (Ed.D.) in education administration and supervision, and the doctor of philosophy (Ph.D.) in the foundations of education majors of educational psychology, educational research and measurement, educational sociology, and foundations of education. Most doctoral programs are available as minor areas of study for other doctoral programs that require a minor. Additional areas of study for the minor are available within the college, as well as areas from other colleges at The University of Toledo. Students should discuss these alternatives with their advisors.

Admission to Doctoral Programs

Individuals applying for admission to doctoral study in the Judith Herb College of Education must meet the admission requirements of the College of Graduate Studies, the Judith Herb College of Education, and the specific degree program the individual chooses. The following is a composite of the College of Graduate Studies and the Judith Herb College of Education.

- A minimum 3.25 cumulative GPA, using a 4.0 scale, on all previous graduate academic work and completed master's degree from an accredited institution.
- Acceptable GRE scores, as determined by individual programs.

Recommended GRE scores for admission into the designated doctoral programs:

Program	Verbal	Quantitative	Analytic Writing
Educational Administration and Supervision (Ed.D.)	152	146	4.0
Research and Measurement	152	146	4.0
Educational Psychology	GRE not required; interview possible		
Philosophy of Education	GRE not required; interview possible		
Educational Sociology	GRE not required; interview possible		
History of Education	GRE not required; interview possible		
Foundations of Education	GRE not required; interview possible		

- A resume or curriculum vitae.
- Three letters of recommendation detailing candidate's potential for completing doctoral-level work.
- A statement of purpose that describes why the applicant wishes to pursue the selected doctoral program. This statement also should include information on previous study, educational experience, professional accomplishments, immediate and future professional goals, and any other information that the applicant believes is relevant for admission into the desired program.
- Evidence of research and writing ability. Such evidence may include a master's thesis, class paper, a written research report, one or more reprints of publications, a paper presented to a professional society, or similar evidence of competence in this respect.
- A professional interview upon the completion of the written application may be required by the following programs: Educational Administration and Supervision, Educational Psychology, Philosophy of Education, Educational Sociology, History of Education, and Foundations of Education.

Requirements for Doctoral Programs

A minimum of 61 hours beyond the master's degree is required. Each doctoral student is expected to:

- Successfully complete 6 hours in a foundations core (Educational Psychology, Theory and Social Foundations);
- Concentrate in one area of specialization (i.e., a major) and pass a written examination (major examination) in the major area of concentration;
- Demonstrate proficiency in tools of research, successfully completing 9-12 hours of coursework in Research Tools;
- Depending on program, successfully complete 9 hours in a minor program outside of major and pass a separate written examination for any minor area of concentration;
- After passing the written major examination and any written minor examination, pass an oral examination that covers the relevant coursework;
- Orally present and defend a dissertation proposal in a public forum;
- Orally present and defend a completed dissertation in a public forum.

Academic Advising Committee

The student is assigned a temporary advisor upon admission to a program. This advisor guides the student in forming a doctoral program committee.

The doctoral program committee shall be formed before the student completes 18 hours of credit. The doctoral program committee has a minimum of three members who are selected from the membership of the graduate faculty of the University. The doctoral program committee is responsible for assisting the student in the development of a plan of study and assuring competence by overseeing the doctoral major exam, any minor exam(s), and the doctoral program oral.

The plan of study must be approved by the doctoral program committee, the department chairperson, and the Associate Dean of the college. The plan of study must be filed before 18 semester hours of the doctoral program are completed. After completion of the academic requirements, the student must form a dissertation committee to guide the development of the dissertation.

Dissertation

The dissertation committee must include a minimum of four graduate faculty members, including one who is not in the discipline major. Members of the dissertation committee may also have been members of the doctoral program committee. The student must work closely with the committee to develop a research proposal for the dissertation. Once the committee approves the research design, the student must obtain Institutional Research Board approval before beginning the research study. A public, oral defense of the dissertation proposal and the completed dissertation is required.

Certificate Programs housed in the Department of Educational Foundations and Leadership

Foundations of Peace Education Certificate Program

The Online Foundations of Peace Education Graduate Certificate program is designed for educational professionals working in a variety of educational environments, ranging from P-12 schools, community colleges, universities, and non-governmental organizations. The program requires completion of four (12 semester hours) of graduate courses. All courses are offered online. The twelve credit hours earned in the certificate program may be applied toward the Master's programs in Educational Psychology (FEPP) or Educational Theory and Social Foundations (ETSF, FOED, FEPE, FEES) or the Doctoral degree in Educational Foundations; however, an admissions application to these programs must occur separately. To be applied toward the doctoral degree the certificate courses must be taken at the doctoral (7000 or 8000) level. This certificate will provide students with the concepts, skills, and values to infuse peace education throughout the curriculum, thereby providing them with greater opportunities to be hired in a variety of educational settings.

Prospective Students: Admission Guidelines

The application process for the Certificate Program is entirely completed online. The following are minimum application requirements for admission consideration to the Certificate Program in Foundations of Peace Education. The University of Toledo application requirements and other relevant information are available on the Graduate Studies website.

Admissions Criteria

Candidates admitted to the program must have the following:

- A baccalaureate degree from an accredited four-year institution. However, if you are planning to teach in P-12 schools, you must have a teaching license in a specific subject area or discipline.
- An overall grade point average (GPA) of at least 2.7 or higher on a 4.0 scale in all undergraduate work.
- Two recommendation letters, which may come from such sources as the undergraduate major adviser, current employer, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A statement describing the prospective graduate student's background and goals as well as the importance of the degree in achieving those goals.
- The program has selective admissions and may admit a limited number of graduate students. Thus, meeting all formal criteria does not guarantee admission.
- All graduate degree-seeking applicants must apply for admission to the Certificate program prior to graduation.

Program of Study

Complete 12 semester hours of required course work.

- Required Course:
TSOC 5600/7600 Foundations of Peace Pedagogy (3)
- 3 Additional Courses chosen from the following list (3 courses or 9 semester hours):
TSOC 6/8190: Theories of Justice and Educational Policy
TSOC 6/8310: Major Educational Theorists
TSOC 6/8320: Education and the Democratic Ethic

TSOC 6/8330: Ethics of War and Peace and Education
TSOC 6/8340: Human Rights Education
TSOC 6/8350: Environmental Ethics and Education
TSOC 6/8990: Independent Study in Educational Foundations

EDP 6/8120: School Violence Theory, Prevention, and Intervention
EDP 6/8150 or TSOC 6/8150: Cultural Perspectives on Learning
EDP 6/8370: News Media Literacy, Society, and the Mind
EDP 6/8360: Thinking and Reasoning in School Context
EDP 6/8990: Independent Study in Educational Psychology

Educational Assessment Specialist Certificate

The Educational Assessment Specialist certificate may be earned by students from any major and is intended to assist teachers, principals and superintendents to obtain the education needed to meet the challenges of the modern school and promote student learning. Students will acquire skills necessary to meet the data-informed decision making and accountability challenges demanded in the current educational environment.

Three fully online, three credit hour, courses are required in addition to a hands-on practicum at the student's location. The practicum is guided by University research and measurement faculty. Minimum number of credit hours for completion is 12.

The certificate may be added to a degree or completed independently.

Admission Requirements

Application
Transcripts
3 Letters of recommendation
Statement of purpose

Coursework

RESM5210 Educational Testing And Grading
RESM5310 Educational Research
RESM5110 Quantitative Methods I
RESM6940 Internship

Culture and Change in Institutions Graduate Certificate Program

The Culture and Change in Institutions Graduate Certificate program is designed for local professionals working in a variety of educational environments, including health and social service organizations, P-12 schools, community colleges, universities, and non-governmental organizations. The program requires completion of four (12 semester hours) of graduate courses. Some courses are offered online, but most courses are face-to-face to facilitate development of local network and community of learners. The twelve credit hours earned in the certificate program may be applied toward the Master's programs in Educational Theory and Social Foundations (ETSF) or the Doctoral degree in Educational Foundations (FOED, FEPE, FEHE, FEES); however, an admissions application to these programs must occur separately. To be applied toward the doctoral degree the certificate courses must be taken at the doctoral (7000 or 8000) level.

This certificate provides students with the concepts, skills, and values to recognize and use culture more effectively in their professional practices as agents in institutional settings. Courses in the certificate program foster awareness and understanding of culture and power, and also deliver practical strategies and techniques for individuals working in institutional settings to contribute to dynamic institutional culture that extends access and privilege to individuals from all cultural backgrounds and supports enactment of our national democratic values. The Certificate in Culture and Change in Institutions aligns with Standards for Academic and Professional Instruction in Foundations of Education, Educational Studies, and Educational Policy Studies.

Prospective Students: Admission Guidelines

The application process for the Certificate Program is entirely completed online. The following are minimum application requirements for admission consideration to the Culture and Change in Institutions Graduate Certificate. The University of Toledo application requirements and other relevant information are available on the Graduate Studies website.

Admissions Criteria

Candidates admitted to the program must have the following:

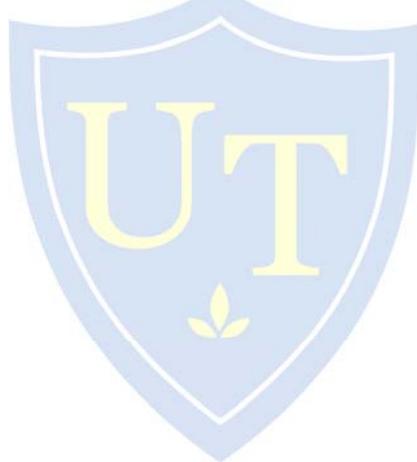
- A baccalaureate degree from an accredited four-year institution.

- An overall grade point average (GPA) of at least 2.7 or higher on a 4.0 scale in all undergraduate work.
- Two recommendation letters, which may come from such sources as the undergraduate major adviser, current employer, religious or other organization leader, school principal or others who are knowledgeable about the applicant's ability to engage in graduate work in the desired program.
- A statement describing the prospective graduate student's background and goals as well as the importance of the degree in achieving those goals.
- The program has selective admissions and may admit a limited number of graduate students. Thus, meeting all formal criteria does not guarantee admission.
- All graduate degree-seeking applicants must apply for admission to the Certificate program prior to graduation.

Program of Study

To earn the certificate, students are required to complete 12 semester hours of required course work from the following choices. Courses are regularly scheduled, including summer distance learning versions of some, to enable students to complete the certificate in four consecutive semesters, taking one course per semester, or two consecutive semesters, taking two courses per semester, and courses may be taken in any order:

TSOC 5100/7100 Group Processes
 TSOC 5210/7210 Multicultural, Nonsexist Education
 TSOC 5230/7230 Intergroup and Intercultural Education
 EDP 6150/8150 Cultural Perspectives in Learning and Development
 TSOC 6320/8320 Education and the Democratic Ethic



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