Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

1. Students will have a broad understanding of current debates about education on the local, national, and international levels.
2. Students will be aware of the cultural and historical context of education.
3. Students will be able to evaluate and apply educational research, in one or more specialty areas.
4. Students will be prepared for PhD programs in education.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? No

DIRECT MEASURES (means of assessment that measure performance directly, are authentic and minimize mitigating or intervening factors)

Standardized tests

• Certification or licensure examinations
• Local comprehensive or proficiency examinations
Classroom assignments

• Embedded testing (i.e. specific questions in homework or exams that allow faculty to assess students' attainments of a specific learning goal)
• Pre- and post-testing
• Other classroom assessment methods (e.g., writing assignments, oral presentations, oral exams)

Evaluation of a body of work produced by the student

• Practicum, internship or research evaluation of student work
• Portfolio evaluation of student work
• Capstone course reports, papers, or presentations

Direct assessment methods specifically applicable to graduate programs

• Research proposals written and grants awarded
• Thesis/dissertation oral defense and/or other oral presentation
• Thesis/dissertation (written document)
• Publications

INDIRECT MEASURES (means of assessment that are related to direct measures but are steps removed from those measures)

Surveys and Interviews

• Student evaluation of instruction

Additional types of indirect evidence

• Job or post-baccalaureate education placement
• Student or alumni honors/recognition achieved
• Curriculum or syllabus review
• Grade review
• Comparison or benchmarking

USE OF DATA (how the program uses or will use the evaluation data to make evidence-based improvements to the program periodically)

• Meet with students directly to discuss their performance
• Analyze and discuss trends with the unit's faculty
• Analyze and report to college/school
• Analyze and report to accrediting organization
• Make improvements in curricular requirements (e.g., add, subtract courses)
• Make improvements in course content
• Make improvements in course delivery and learning activities within courses
• Periodically confirm that current curriculum and courses are facilitating student attainment of program goals
• Benchmark against best programs in the field

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? No
Attachments

- ma pgm ltr lhead.doc: EPL MA Letter
  (Letter from Program-offering Unit. Owner: Anderman,Eric Mitchell)
- Rationale for MA Program.docx: EPL MA Rationale
  (Program Rationale Statement. Owner: Anderman,Eric Mitchell)
- Transition Plan MA.docx: EPL MA Transition Plan
  (Transition Policy. Owner: Anderman,Eric Mitchell)
- Director Revision Letter October 2011.pdf: Unit Cover Letter
  (Letter from Program-offering Unit. Owner: Zircher,Andrew Paul)
- EPL_ES MA (3).docx: Revised Program Proposal
  (Program Proposal. Owner: Zircher,Andrew Paul)

Comments

- Revision Requested per Andrew Zircher. (by Soave,Melissa A on 10/19/2011 11:21 AM)

Workflow Information

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October 19, 2011

Curriculum Committee
College of Education and Human Ecology
The Ohio State University
Columbus, OH 43210

Dear Committee Members:

I am pleased to provide this letter describing revisions to the Ph.D., Ed.D., and M.A. semester programs in Educational Policy and Leadership (EPL). Several weeks ago, we were informed that there were some concerns with our programs, and revisions were requested by the Graduate School curriculum committee. In the attached document, all of the requested revisions have been addressed.

Simultaneously, we have been working on a plan for restructuring of the College of Education and Human Ecology. In that restructuring plan, four concentrations from the School of Physical Activity and Education Services (PAES) will be joining with EPL to form a new combined larger unit. After discussions with Associate Dean Jackie Blount, Associate Dean Elliot Slotnick from The Graduate School, and Associate Vice Provost Randy Smith, it was decided that the best approach at this time would be to combine the required revisions for EPL and the four concentrations from PAES into a single semester-conversion document, since we quite likely will be functioning as a new unit once semesters start next summer. Consequently, in the attached document, you will find the combined semester-revisions for both units.

We have addressed all of the concerns that were raised by the Graduate School and CAA in the revised document. The following issues were addressed in the revised document:

1. The previous proposal was described as being complex and cumbersome to read; the revised proposal has been completely re-written in a more organized manner.
2. In the previous proposal, there was too much autonomy allowed for faculty to determine coursework in consultation with individual students. In the revised proposal, specific plans and specific courses are provided for all concentrations.
3. We now have clearly identified core foundations and research courses for the Ph.D. and Ed.D. degrees. For the M.A. program, we also have clearly identified core multicultural/human diversity courses.
4. Transition plans are now presented in greater detail for all concentrations. The overall number of concentrations in this proposal is greater than in the original, but that is because we were asked to incorporate the four new concentrations formerly in the School of Physical Activity and Educational Services into the EPL proposal, due to mandatory college restructuring.
5. The number of credit hours required for each concentration has been more tightly aligned, and is now more consistent across concentrations. There is still some variation, but this is mainly due to specific licensure requirements in some concentrations.

6. The nature of each degree has now been more clearly described (i.e., the degrees are offered by the School, not separately by individual concentrations).

7. We have added extensive documentation regarding how the Graduate Studies Committee will provide oversight of the graduate programs.

Dr. Bryan Warnick served as the coordinator of the revision process for EPL, and Dr. Joe Wheaton served as the coordinator for PAES. Dr.’s Warnick and Wheaton worked with five section heads from EPL and three section heads from PAES to carefully respond to concentration-specific concerns from the previous proposal. Dr. Warnick also worked closely with Dr. Ray Calabrese on revisions to the Ed.D. program. A joint faculty meeting between the EPL faculty and the ES faculty was held on October 4, 2011; at that meeting, we discussed the need for core courses to exist for all programs across the new unit. A subsequent meeting was held with a smaller sub-group to further refine the core requirements on October 17, 2011.

All Ph.D. concentrations are now consistent, in that all will include the requirements of (a) two core courses, (b) nine credit hours of a research core, and (c) a minimum of six credit hours of dissertation research. Transition plans from quarters to semesters have now been added for all concentrations.

The concentrations that will be available for the Ph.D. are:

- Cultural Foundations of Education
- Qualitative Research in Education
- Educational Policy
- Educational Technology
- Educational Administration
- Quantitative Research, Evaluation, and Measurement
- Philosophy of Education
- Educational Psychology
- Teacher Education Policy and Leadership
- Higher Education and Student Affairs
- Counselor Education
- School Psychology
- Special education
- Workforce Development

For the Ed.D. program, all concerns also have been addressed. The revised proposal now includes a more detailed rationale for the degree’s placement within the unit, including a description of the national trend in the administration of Ed.D. programs to provide a professional doctorate for practicing school administrators. The curriculum for the Ed.D. is more clearly articulated, and core requirements have been aligned with the core requirements for the Ph.D. The need for the program and projected enrollment streams also are more clearly described.

For the M.A. programs, we also have addressed all of the concerns that were raised, while simultaneously merging the concentrations from EPL and from the four sections of PAES that are realigning with EPL. It is important to note that some of the Masters degree programs that will be offered within the restructured department differ radically. For example, some of the programs involve licensure (e.g., Counselor Education; School Psychology), and others are professional degree programs with very specific disciplinary and professional requirements attached to them (e.g., Higher Education and Student Affairs).
Nevertheless, we have organized the Masters programs so that there will be several common core experiences for all students. First, all students will need to meet a three-credit hour foundations requirement, that will be selected from one of six possibilities; the six courses were selected so that each includes broad foundational knowledge. Second, all students will be required to take one three-credit hour course to satisfy a multicultural/human diversity requirement; the courses available for this option all focus on the education in diverse populations. Third, all students will be required to meet a research foundation requirement by taking at least one course focusing on either quantitative research, qualitative research, behavioral research, or assessment. Both thesis and non-thesis options are available for students who will be enrolled in our Masters programs.

There will be 12 areas of concentration available. These areas are:

Cultural Foundations of Education  
Educational Policy  
Educational Administration  
Educational Technology  
Quantitative Research, Evaluation, and Measurement  
Philosophy of Education  
Educational Psychology  
Teacher Education Policy and Leadership  
Higher Education and Student Affairs  
Counselor Education  
Special Education  
Workforce Development.

The unit-level review process for the revisions of the M.A., Ed.D., and Ph.D. programs included the following:

1. Dr. Jackie Blount informed School Directors and Associate Directors in EPL and PAES that revisions would be required to our graduate program submissions (late summer).

2. Associate Dean Blount organized a meeting on September 16th for administrators and graduate studies committee chairs to discuss some of these revisions and to prepare for a subsequent meeting with Dr. Slotnick and Dr. Smith.

3. Dr.’s Anderman, Errante, Calabrese, Warnick, Wheaton, Gardner, and Kinder attended a meeting with Dr. Elliot Slotnick from the Graduate School and Dr. Randy Smith (Vice Provost for Academic Programs) to discuss the required revisions; that meeting was held on Wednesday, September 28th, 2011.

4. Dr. Bryan Warnick was re-appointed as coordinator of semester conversion for EPL, and Dr. Joe Wheaton assumed those duties for PAES.

5. A meeting was organized for all faculty from EPL and the four units from PAES to discuss core courses for the doctoral programs; that meeting was held on October 4th, 2011.

6. A subsequent meeting was held on October 17th with faculty representatives from EPL and PAES, to further refine the core course requirements.
7. Meetings were organized to discuss revisions with Section Heads.

8. Dr. Warnick and Dr. Wheaton worked directly with section heads from the two Schools to work out specific course lists for individual concentrations.

9. Dr. Warnick and Dr. Wheaton worked together to create one unified document; Andy Zircher was of great assistance in this process.

10. The document was reviewed by the Student Services Director, Graduate Studies committees, and was sent to faculty for comment over e-mail.

11. The proposals are currently being voted on by faculty.

As Interim Director of the School of Educational Policy and Leadership, I recommend approval of these programs. Our faculty have re-worked the Ph.D., M.A., and Ed.D. programs to address all of the concerns raised by the Graduate School. These programs maintain high standards of academic excellence, focus on training students as top-level scholars, researchers, and practitioners, and consists of high quality courses. I recommend this program for approval without hesitation.

Please feel free to contact me if I can provide you with any additional information.

Sincerely,

Eric M. Anderman, Ph.D.
Interim Director and Professor
MA in Educational Policy and Leadership

RATIONALE STATEMENT

The School of Educational Policy and Leadership is submitting a master’s program for approval under the semester system. We have large enrollments of MA students, particularly in the areas of Higher Education and Student Affairs and Educational Administration (although master’s students are enrolled throughout our five sections). Our students are placed in excellent positions, and they have been admitted to outstanding doctoral programs upon completion of our master’s programs. We have several programs that are ranked in the top 10 (Higher Education and Student Affairs; Educational Administration) and top 20 (Educational Psychology) by *U.S. News and World Report*. Our converted MA program continues in the tradition of our previous programs, and is designed to help us to maintain these rankings.

The areas of concentration in EPL reflect the various approaches to understanding and practicing education in the larger society. EPL is comprised of five organizational sections:

- Educational Psychology and Philosophy (EPP)
- Higher Education and Student Affairs (HESA)
- Educational Administration (EA)
- Quantitative Research, Evaluation, and Measure (QREM)
- Cultural Foundations, Technology, and Qualitative Inquiry (CFTQI)

These sections together train students in nine distinct areas of concentration. Some sections, therefore, have responsibility over more than one concentration. The nine areas of concentration are:

1. Cultural Foundations of Education (CFTQI section)
2. Educational Policy (EA and CFTQI sections)
3. Educational Technology Concentration (CFTQI section)
4. Educational Administration (EA section)
5. Quantitative Research, Evaluation, and Measurement (QREM section)
6. Philosophy of Education (EPP section)
7. Educational Psychology (EPP section)
8. Teacher Education Policy and Leadership (EA section)
9. Higher Education and Student Affairs (HESA section).
Given the widely different needs of professional training, and the equally wide needs of preparing researchers and professionals in distinct disciplines, our MA allows for multiple areas of study. Nevertheless, we also believe that all our students, despite their different trajectories, benefit from foundational coursework relating to educational and social questions, particularly relating to pressing questions of cultural difference. Consequently, we retain foundations and multicultural requirements. Whereas students may select one of several courses to fulfill these options, all the courses are similar in that they are broad surveys of key historical, philosophical, or ethical issues in education. Thus, our MA program consists of these requirements coupled with additional requirements and options associated with specific areas of concentration. The foundations and multicultural requirement, as well as the requirements and options associated with concentrations, are listed below. Note that required hours vary considerably depending on factors such as licensure issues and the specific demands of different fields of professional practice.

UNIT RESTRUCTURING

The College of Education and Human Ecology is currently developing a proposal to realign from six academic units (three schools and three departments) to three departments. The plan, subject to official approval, includes a plan to unite the sections of the School of Physical Activity and Educational Services that share common professional missions (that is, preparing professionals whose work has an educational focus) with Educational Policy and Leadership: Counselor Education, School Psychology, Special Education, and Workforce Development and Education. The common foundations and multicultural requirements (designed in consultation with all faculty from the proposed unit) will remain the same, and the new sections will add four areas of concentration to the nine originally located in Educational Policy and Leadership. The new concentrations coming from the School of Physical Activity and Educational Services will be:

1. Counselor Education
2. Special Education
3. Workforce Development

MASTER'S PROGRAM REQUIREMENTS

Foundations requirement (choose 1): (3 hrs)

6212 - American Schools and Society (3)
6250 - History of Education (or 7572 - History of Colleges and Universities) (3)
6410 - Philosophy of Education (3)
7359 - Leadership, Inquiry, and Ethics (3)
5624 - Foundations of Workforce Development and Education (3)

6731 - Foundations of Professional Counseling (3)
Multicultural and Human Diversity Requirement (choose 1): (3 hrs)
6360 - School and Community Relations (3)
7520 - Diversity in Higher Education (3)
7214 or 7215 - An Interpretative History of African American Education (3)
7741 - Multicultural Issues in Counseling (4)
5650 - Introduction to Exceptional Children (3)

Research Requirement (choose 1 of these or other approved courses): (3 hrs)
6625 - Introduction to Educational Research (3)
7230 - Qualitative Research for Educators (3)
8861 - Behavioral Research Methods in Applied Settings (3)
6734 - Assessment in Counseling (3)

Thesis Requirement or Non-Thesis Option (choose 1)

Thesis Option
Students must submit a complete typed thesis draft approved by the student’s Master’s Examination Committee before being examined over the thesis. The Master’s Examination Committee is composed of at least two Graduate Faculty members, including the student’s faculty advisor. The thesis must conform to Graduate School Format Requirements as described in the Graduate school Guidelines for Preparing Theses, Dissertations, and D.M.A documents. Students will complete a minimum of 3 credits of 7999 thesis credit.

Non-Thesis Option
Students must take and satisfactorily pass a minimum four-hour examination that has been constructed and evaluated by the student’s Master’s Examination Committee during the final semester of the student’s program. Included in the Non-Thesis Option is the Action Research Project Option to be developed in consultation with the student’s advisor or the Case Study Exam option for Higher Education and Student Affairs students.

Concentration Requirement
Students are required to complete coursework in at least one area of concentration.

Program oversight
Each student will plan their program of study in consultation with an advisor and based on degree requirements. Students will be provided with a checklist of department and concentration requirements at the beginning of each academic year; students should meet with their advisor and plan their annual coursework with that checklist in mind. Faculty will meet with students annually in the spring semester to discuss their progress toward completion of degree. The Graduate Studies Committee will provide
additional oversight that is intended to facilitate that annual review.

1. As part of a student's annual progress review, each concentration will develop a checklist of student progress. Students will fill the checklist out annually. Items on the checklist will include:

- **School requirements** (e.g. multicultural, foundations, residency, research methods) as well as **concentration requirements**. Additional indicators of progress such as publications and conference presentations can also be included. Students should indicate the number of requirements they have met to date, identify those that they must still meet, and propose the semesters in which they plan to meet those requirements. Although students’ plans might change, completing the checklist and identifying their plan will ensure they schedule coursework with those requirements in mind.

- A section where faculty could note concerns regarding academic progress and a summary of any communications with students regarding these concerns;

- A section where plans for redressing concerns are described. These plans should be formulated jointly as a result of discussions between student and advisor.

- A place for faculty and student signatures that indicates the student and advisor understand the student's progress toward degree completion to date.

- Students would be asked to also attach documentation of all the coursework they have taken to date as well as overall credit hours.

2. Students would bring this checklist, review it, and sign it when they have their annual progress review with their advisor. Faculty may develop additional assessments or procedures as part of individual concentrations’ internal reviews of student progress.

3. Students should submit these annual checklists to the Graduate Student Services Director, who will assess these progress reports on behalf of the Graduate Studies Committee and bring to our attention any cases that merit concern or follow up. These checklists should be submitted no later than week 13 of spring semester.

**Timelines for reviews**

1. Sections should send out checklists to students in their section at the beginning of every academic year.
2. Meetings between students and advisor should occur some time during spring semester.
3. MA students should be sure to submit their checklists to the Director of Graduate Student Services no later than week 13 of the spring semester.
4. For students that faculty were not able to reach or who did not respond to faculty attempts to review their progress to completion, faculty should submit any correspondence they have had with the student by week 13 of spring quarter to the Chair of Graduate Studies.
School Transition Plan
Students who begin their doctoral graduate work in EPL under the quarter system will not experience a
delay or disruption in their progress toward their degree if they: (1) meet the standards for progress
declared by the School, (2) continue to complete appropriate course loads successfully, and (3) develop
and follow the checklist developed in consultation with their academic advisors. Issues specific to the
concentration areas, if any, will be developed in each section below.

Understanding that some classes may have been eliminated, or may now offer expanded content under the
semester system, EPL will provide alternatives (in the form of independent studies or special seminars) to
accommodate students who have entered our graduate program under the quarter system. Issues in
students’ individual transition to semesters should be identified as they meet with their adviser for their
checklist meeting. This portion of the checklist is also reviewed by representatives of the Graduate
Studies Committee. In addition, the following policies may be used by advisors in consultation with
Graduate Studies Committee and School Director when working with students to assure their progress
toward degree.

A. Waive pre-requisites for semester courses when necessary and appropriate
C. For special circumstances, Individual Studies or Group Studies options may be used
D. For courses that have minimal changes an automatic transfer of credits will be used
CULTURAL FOUNDATIONS OF EDUCATION CONCENTRATION
(30 HRS MINIMUM)

Concentration Requirement: (3 hrs)
7220 - Cultural Studies in Education (3)

Concentration Foundations of Education Requirement (choose 2): (6 hrs)
A minimum of 6 hours of graduate credit must be concerned with cultural, comparative, historical, sociological, and anthropological foundations of education. These hours go beyond the School Foundations Requirement.
6250 - History of Education (3)
7217 - Globalization Processes in Education (3)
6212 - American Schools and Society (3)
8200 - Cultural Foundations of Educations (3)
8209 - Cultural Processes in Education (3)

Concentration Multicultural Education Requirement (choose 1): (3hrs)
A minimum of 3 hours of graduate credit must relate to multicultural education beyond the School Multicultural Requirement. The 3 hours must be selected from one of the following courses
5260 - Children, Families, and Communities in Conflict (3)
7225 - Visualizing the Curriculum (3)
7229 - Technology, Society, and Schools (3)
7215 - An Interpretative History of African American Ed. 1850-1990 (3)
7214 - An Interpretative History of African American Ed. 1700-1950 (3)
7288 - Urban Communities, Tech, and Education (3)

Electives (choose 3 of these or other approved courses): (9 hrs)
7230 - Qualitative Research for Educator
7240 - Life History Interviewing in Education
6250 - History of Education
6410 - Philosophy of Education
7210 - Fundamentals of Curriculum
7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies:
7212 - Laboratory in Curriculum Development and Praxis for Educators
7213 - The Historical Basis of Curriculum Development
8206 - Instructional Theory
8209 - Cultural Processes in Education
8266 - Policy and politics of English Language Learning
7217 - Globalization Processes in Education
7225 - Visualizing the Curriculum
7229 - Technology, Society, and Schools

**Transition plan:**

Core courses are converted quarter courses with expanded content. Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.46) or independent studies (8193) will be arranged for those students.
EDUCATIONAL POLICY CONCENTRATION

(30 HRS MINIMUM)

Concentration Requirement: (9 hrs)

8201 - Social Foundations of Education
8352 - Educational Policy in Democratic Society
7224 - Educational Policy Analysis in Contemporary Culture

Elective Requirements (choose 4 of these or other approved courses): (12 hrs)

5260 - Children, Families, and Communities in Conflict
6410 – Philosophy of Education
7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies:
7222 - History of Educational Policy
8266 - Policy and Politics of English Language Learning
8410 - Ethics and Education: Equality, Freedom, and Justice in Schools
6360 - School Community Relations and Politics
8310 - Educational Change
8356 - Economic Viewpoints
8361 - Social and Political Contexts of Education
6250 - History of Education
8312 - Politics and Political Leadership in American Education
7214 - An Interpretative History of African American Education 1700-1950
7215 - An Interpretative History of African American Education 1850-1990
7288 - Urban Communities, Technology, and Education.
8209 - Cultural Processes in Education
7217 - Globalization Processes in Education
7225 - Visualizing the Curriculum

7229 - Technology, Society, and Schools

**Transition plan:**

Core courses are converted quarter courses with expanded content (except 7224, which is a 5 quarter-hour course converted to 3 semester hours). Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.46) or independent studies (8193) will be arranged for those students.
EDUCATIONAL TECHNOLOGY CONCENTRATION
(MINIMUM 33 HRS)

Concentration Requirement: (12 hrs)
6223 - Issues and Practices in Educational Technology
7229 - Technology, Society, and Schools
6278 - Instructional Systems Development
7392 - Learning, Culture and Technology

Elective Requirement (choose 4 of these or other approved courses): (12 hrs)
6271 - Fundamentals of Computer Applications in Education and Training
6273 - Improving Professional Practice of Teaching with Technology using Action Research
7277 - Educational Telecommunications
5280 - Educational Videography
5281 - Introduction to Developing Educational Web Sites
6282 - Introduction to teaching online for K12 educators
6372 - Educational Technology Leadership and Administration
7278 - Formative Evaluation of Instructional Systems
7288 - Urban Communities, Technology and Education
7225 - Visualizing the Curriculum
8253 - Women, Technology, and Education
8216 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology
7297 - Designing Multimedia for Instruction
EDUCATIONAL ADMINISTRATION CONCENTRATION
(MINIMUM 30 HRS)

Concentration Requirement: (6 credits)
6350 - Introduction to Educational Leadership
7356 - Instructional Leadership and Supervision

Elective Requirement: (choose 3 of these or other approved courses) (9 credits)
6360 - School-Community Relations and Politics
7350 - Educational Leadership: Learning & Teaching: Early Childhood
7351 - Educational Leadership: Learning & Teaching: Adolescent/Young Adult
6372 - Educational Technology Leadership and Administration
6366 - School Finance and Business Administration
6356 - Legal Aspects of School Administration
7359 - Leadership, Inquiry, and Ethics

Cognate area: (6 hrs)
Students are required to take at least six credit hours in a cognate area relevant to their interests.

Transition plan:
Advisors will contact their MA advisees to schedule a conference during Autumn Quarter 2011. The purpose of the conference is to assess the students’ progress and to determine a plan for coursework in the transition to semesters. Faculty will offer special seminars, independent studies, or online modules to accommodate students who may wish to engage in the expanded content of the core courses.
QUANTITATIVE RESEARCH, EVALUATION, MEASUREMENT CONCENTRATION
(MINIMUM 30 HRS)

Concentration Requirement: (15 hrs)
6641 - Introduction to Educational Statistics (4)
6621 - Intro to Educational Evaluation (3)
6625 - Introduction to Educational Research (3)
6661 - Intro to Educational Measurement (3)
7414 - Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)

Elective Requirement: (6 hrs)
One course from the following list (3 hrs)
8648 - Multivariate Experimental Designs (4)
7648 - Univariate Experimental Designs (4)
8657 - Factor and Cluster Analyses (3)
7643 - Categorical Data Analysis (3)
7651 - Regression Analysis (4)
8659 - Structural Equation Modeling (3)
8658 - Applied Multilevel Data Analysis (3)
8895.60: Seminar – Advanced Problems (e.g., analysis of longitudinal data; meta-analysis) (2-5)

One course from the following list: (3 hrs)
7627 - Sampling and Survey Research Methods (3)
7631 - Applied Evaluation Design (3)
7635 - Research Methods (3)
8895.60: Seminar – Advanced Problems (3)
7661 - Instrument Construction (3)
8674 - Scaling and Item Response Theory (3)
7667 - Authentic Assessment (3)
7663 - Test Reliability and Validity (3)
8895.60: Seminar – Advanced Problems (e.g., advanced IRT) (2-5)

Transition plan:

We anticipate a smooth transition from quarters to semesters for QREM students because our core and elective courses are based on the number of courses completed rather than credit hours accumulated. Furthermore, we have scheduled courses beginning Autumn 2011 so that courses sequences, such as our general statistics stream, allow students to begin sequences under the quarter system and continue the sequence into the semester format without gaps or dramatic overlap in curricular topics. These courses sequences also should meet the needs of students from outside our specialization.
PHILOSOPHY OF EDUCATION CONCENTRATION
(MINIMUM 30 HRS)

Concentration Requirement: (9 hrs)
6410 – Philosophy of Education (3)
7410 – Modern Trends in Philosophy of Education (3)
7574 – Curriculum in Higher Education (History of Liberal Education) (3)

Elective Requirement (choose 4 of these or other approved courses): (12 hrs)
6250 – History of Education (3)
6212 - American Schools and Society (3)
6403 – Ethics and the Professional Context of Teaching (3)
7411 - Sources of Progressive Thought (3)
7401 – Psychological Perspectives on Teaching (3)
7413 - Professional Education, Past and Present (3)
7414 - Examining Knowledge, Truth, and Objectivity (3)
7415 - Philosophical Foundations of Educational Technology (3)
7572 - History of Universities (3)
8209– Cultural Processes in Education (3)
8352 - Educational Policy in a Democratic Society (3)
8410 – Ethical Problems in Education (3)
8411 - Educational Philosophy of John Dewey (3)

Transition plan:
Two core courses, 6410 and 7410, are converted quarter courses with expanded content. Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.42) or independent studies (8193) will be arranged for those students.
EDUCATIONAL PSYCHOLOGY CONCENTRATION

(MINIMUM 30 HRS)

Concentration Requirement: (9 hrs)
7401 - Psychological Perspectives on Teaching (3)
7402 – Cognition, Learning and Instruction (3)
7403 – Motivation in Learning and Teaching (3)

Elective Requirement (choose 4 of these or other approved courses): (12 hrs)
5401 - Adolescent Learning and Development in School Contexts (3)
7404 - College Teaching (3)
7405 - Cooperative Learning for Teachers and Supervisors (3)
8401 - Research on Teachers Knowledge and Beliefs (3)
8402 - Classroom Research on Student Motivation (3)
8403 - Theory and Research in Educational Psychology (3)

Transition Plan
All current MA students in Educational Psychology are being contacted to attend individual meetings with their advisors in the Fall Quarter, 2011. For those courses that contribute to an identified year-long sequence (primarily those in quantitative and qualitative methods), students are being strongly advised to complete a full year’s sequence under either the Quarter or Semester versions and to avoid trying to combine the two versions. For most other courses in the program, no hard pre-requisites are required. In cases where students do require additional coursework to transition from a Quarter-length prerequisite to a Semester-length course, independent study options will be developed individually.
TEACHER EDUCATION POLICY AND LEADERSHIP CONCENTRATION

(MINIMUM 30 HRS)

Concentration Requirement: (12 hrs)
6350 - Introduction to Educational Leadership (3)
8352 - Educational Policy in a Democratic Society (3)
8312 - Politics and Political Leadership in American (3)
8423 - Trends, Issues, Problems in Teacher Education (3)

Elective Requirement (choose 3 of these or other approved courses): (9 hrs)
7402 - Professional Development of Teachers (3)
8402 - Pedagogy in Teacher Education (3)
8421 - Inquiry in Teacher Education (3)
8424 - Field Experience in Teacher Education (3)
7356 - Instructional Leadership and Supervision (3)
7350 - Educational Leadership, Learning and Teaching: Early Childhood (3)
7351 - Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence and Adulthood (3)

Transition plan:
Because of a delay in admitting new students, there are no current MA students. There are no issues for semester conversion.
HIGHER EDUCATION AND STUDENT AFFAIRS CONCENTRATION
(MINIMUM 39 HRS)

Concentration Requirement: (Minimum 30 hrs beyond school requirements)

7500 - Introduction to Student Affairs (3)
7510 – College Student Development I (3)
7540 – Higher Education Institutions and Core Academic Issues (3)
7513 - Understanding Educational Organizations (3)
7545 - Case Studies in Higher Education (3)
7520 – Race & Diversity in Higher Education (3) (overlaps with multicultural requirement)
7518 - Group Interventions in Higher Education (3)
7512 - Interaction of Student and Environments (3)
7530 - Practicum in Higher Education (3)
PAES 6732 – Introduction to Counseling (3)
7572 - History of Universities (3) (overlaps with foundations requirement)
8511 – College Student Development II (3)

Elective Requirement (students are required to take 2 of these or other approved courses): (6 hrs)

7558 - Administering Service Learning Programs (3)
7562 - The Community College (3)
7564 - Financing Higher Education (3)
7550 - Women in Higher Education (3)
8560 - Legal Aspects of Higher Education (3)
7574 - Curriculum in Higher Education (3)
7570 - Internationalizing Colleges and Universities (3)
7554 - Admission and Retention in Higher Education (3)
8552 - Impact of College on Students (3)
7566 - Strategy and University Leadership (3)
7568 – Globalization and Public Good (3)
7556 - C.S. Jung and Psychological Types (3)
7576 - Assessment in Higher Education (3)
7569 – Higher Education Governance & Policy Analysis* (3)
7404 – College Teaching (3)
6736 – Educational and Career Counseling (3)

**Inquiry Course Specification (students are required to take 2 of these or other approved courses):**

(3 hrs beyond school research requirement)

6625 – Introduction to Educational Research (3)
6641 – Introduction to Educational Statistics (3)
8895.32 – Designing Qualitative Research in HESA Contexts (3)
7230 – Qualitative Research for Educators (3)
6621 – Introduction to Educational Evaluation (3)
8895.6 – Quantitative Research, Evaluation, and Measurement (3)
7631 – Applied Evaluation Design (3)
Please Note: After 30 credits students are eligible for a master’s degree, but they cannot be licensed as a School Counselor or Licensed Professional Clinical Counselor in Ohio without completing the required courses shown below for the respective license.

Concentration Requirement: (34.5 hrs; Both specialties)

6731 Foundations of Professional Counseling (3) (overlaps with foundations requirement)

6732 Theories of Professional Counseling (3)

6733 Techniques of Individual Counseling (1.5; concurrent with 6732)

6734 Assessment in Counseling (3) (overlaps with research requirement)

6735 Human Growth & Lifespan Development (2)

6736 Lifespan Career Development & Counseling (2)

6737 Group Counseling (3)

6738 Techniques of Group Counseling (1.5; concurrent with 6737)

6739 Legal and Ethical Issues in Counseling (1.5)

6740 Techniques for Counseling Children & Adolescents (1.5)

6931 Diagnosis of Mental & Emotional Disorders (3)

7741 Multicultural Issues in Counseling (4) (overlaps with multicultural requirement)

7742 Addictions Counseling (2)

7743 Family & Couples Counseling (2)

7745 Theories of Consultation (1.5)

Electives (optional)

5889.xx Seminars in Interprofessional Care (various topics)

7934 Theories of Counseling and Supervision (1.5)

Required Courses in School Counseling Specialization (23 hrs)

5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)

6189.01 Practicum in School Counseling (4)

6831 Professional School Counseling (3)
7191.01 Internship in School Counseling (10)
7832 Current Issues in Professional School Counseling (3)

**Required Courses in Clinical Mental Health Counseling Specialization (25.5 hrs)**

6189.02 Practicum in Clinical Mental Health Counseling (4)
7191.02 Internship in Clinical Mental Health Counseling (10)
7932 Psychopathology, Trauma and Crisis Counseling (3)
7933 Wellness & Prevention Counseling (3)
7934 Theories of Counseling Supervision (1.5)
7935.34 Advanced Assessment: Personality Testing (4)

**Transition plans:**

*School Counseling Specialization.* Students in the M.A. concentration in School Counseling can follow all current requirements in Year 1 of their M.A. concentrations and all new (semester) requirements in Year 2.

Additional course:

They will need the Ethics course (which will be offered in year 1 in the new concentration and is currently offered in year 2). That course is already scheduled to be offered in the spring semester, so no additional courses will be necessary to transition these students through their graduate concentrations.

*Clinical Health Counseling.* Students in the M.A. concentration in Clinical Mental Health Counseling can follow all current requirements in Year 1 of their M.A. concentrations and all new (semester) requirements in Year 2 (see adviser for Year 1 and Year 2 program sheets).
SPECIAL EDUCATION CONCENTRATION (34 HRS. MINIMUM)

Please Note: After 30 credits students are eligible for a Master’s degree, but they cannot be licensed in Special Education in Ohio without completing the required courses shown below for the respective license.

Concentration Requirement: (13 hrs)

8832 Advanced Applied Behavior Analysis (3)
8861 Behavioral Research Methods in Applied Settings (3) (overlaps with research requirement)
8189 Field Experience in Special Education (4)
8193.10 Independent Study in Special Education (1-6 taken if needed to fulfill 30 hr requirement)
8999.10 Thesis Research (3-9)

Prerequisites

The following courses, or their equivalents, are pre-requisites for the concentration. See your advisor for scheduling.

5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
5742 Applied Behavior Analysis for Teachers (3)

Early Intervention Specialist Specialization (18 hrs)

5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
5760 Educational Assessment in Early Childhood Special Education (3)
5761 Educational Intervention for Young Children with Disabilities (3)
5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

Moderate to Intensive Intervention Specialist Specialization (18 hrs)

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
5676 Programming for Severe Physical Impairments (3)
5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)

Mild to Moderate Intervention Specialist Specialization (15 hrs)
5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)
5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)
5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

Applied Behavior Analysis Specialization (18 hrs)
5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)
5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)
5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)
5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)
5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)
5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)
5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)
5760 Educational Assessment in Early Childhood Special Education (3)
5761 Educational Intervention for Young Children with Disabilities (3)
5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)
7830 Urban Education & Precision Teaching (3)
8833 Emotional and Violent Behavior in Youth: Perspective, Practice, and Promise (3)
8871 Behaviorism: Schedules and Translational Research (3)
8874 Behavioral Research in Education (3)
8891 Contemporary Issues in Special Education (3)
8917 Verbal Behavior and Behaviorism: Applications and Implications of Skinner's Works (3)
8922 Topics in Early Childhood Special Education (3)
Transition Policy

Students who begin the special education master’s concentration under the quarter system will not be delayed in graduating. The same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Most students will be able to complete the master’s concentration within a year so most will not be affected by the transition. However, part time students who enter under the quarter system will be able to complete the concentration under the semester system. Students will be individually advised on a case-by-case basis.
WORKFORCE DEVELOPMENT AND EDUCATION CONCENTRATION

After 30 credits students are eligible for a Master’s degree, but they cannot be a licensed teacher in Ohio without completing the required courses shown below for the respective license.

**Required Core Courses (3 hrs)**

5624. Foundations of Workforce Development and Education (3) (overlaps with foundations requirement)

**Business Education (37 hrs)**

5622 Introduction to Software Applications for Teachers and Trainers (3)
5623 Advanced Software Applications for Teachers and Trainers (3)
5646 Teaching Methods for Business Education (3)
5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
5667 Curriculum/Instruction and Assessment in Career and Technical Education (3)
5672 Lifelong Learning in the Adult Years (3)
5442 Teaching Reading Across the Curriculum (in Edu T&L) (3)
5784. Student Teaching in Business Education (12)
5189.01 Business Education Field Experience I (2)
5189.02 Business Education Field Experience II (2) (for some reason this course is still pending)

**Adult Education and Human Resource Development (27 hrs)**

5649 Teaching Adults in the workplace (3)
5662 Job and Task Analysis (3)
5672 Lifelong Learning in the Adult Years
5701 Fundamentals of Teaching Adults Online (3)
7684 Evaluation of Adult Education and Human Resource Development Programs (3)
7757 Aspects of Human Resource Development (3)
7817 Developing Instruction for Business and Industry (3)
7935.40 Program Planning in Adult Education (3)

**Career and Technical Education (27)**

5189.03 Career and Technical Education Clinical Field Experience I (2)
5189.04 Career and Technical Education Clinical Field Experience II (2)
5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
5633 Instructional Strategies for Career Based Intervention Programs (3)
5665 Teaching Methods for Career and Technical Education (3)
5667 Curriculum/Instruction and Assessment in Career and Technical Education (3)
5668 Career and Technical Education Capstone (1)
5672 Lifelong Learning in the Adult Years (3)
5677 New Career and Technical Education Teacher Clinic (4)
5622 or 5623 Intro/Advanced Software Applications for Teachers and Trainers (3)

**Family and Consumer Sciences Education (32)**
5189.05 Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3)
5191.01 Designing Family and Consumer Sciences Instruction Internship (4)
5650 Introduction to Exceptional Children (3) (overlaps with multicultural requirement)
5741 Culturally Responsive Teaching in Family and Consumer Sciences (3)
5746 Problem-Based Instruction in Family and Consumer Sciences (4)
5747 Planning for Teaching and Learning in Family and Consumer Sciences (4)
5790 Analyzing student work samples in Family and Consumer Sciences (1)
5791.02 Facilitating Learning in Family and Consumer Sciences Classrooms Internship (4)
5791.03 Professional Development of Teachers in Family and Consumer Sciences (4)
5442 Teaching Reading Across the Curriculum (in Edu T&L) (3)
# MA COURSE LIST

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<td>Introduction to Inquiry, Principles, Strategies, and Techniques</td>
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**COUNSELOR EDUCATION REQUIRED COURSES**

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<td>Family and Couples Counseling</td>
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**COUNSELOR EDUCATION OPTION COURSES**

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<td>Current Issues in Professional School Counseling</td>
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<td>Psychopathology, Trauma and Crisis Counseling</td>
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<td>926.02 Doctoral Seminars: Advanced Interventions II: Brief Approaches to Counseling 3</td>
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<td>Wellness and Prevention Counseling</td>
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<td>PAES 7935.34</td>
<td>Advanced Assessment: Personality Testing</td>
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**CULTURAL FOUNDATIONS OF EDUCATION REQUIRED COURSE**

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**CULTURAL FOUNDATIONS OF EDUCATION OPTION COURSES**

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<td>The Historical Basis of Curriculum Development</td>
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<td>Cultural Studies in Education</td>
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<td>Life History Interview Methods in Education</td>
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<td>Themes and Theories in Cultural Foundations</td>
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**EDUCATIONAL ADMINISTRATION REQUIRED COURSE**

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<td>School Finance and Business Administration</td>
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**EDUCATIONAL POLICY REQUIRED COURSE**

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<td>History of Educational Policy</td>
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<td>Educational Policy Analysis in Contemporary Culture</td>
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<td>Educational Change</td>
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<td>Economic Viewpoints in Education</td>
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**EDUCATIONAL TECHNOLOGY REQUIRED COURSE**

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<td>Issues and Practices in Educational Technology</td>
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<td>Fundamentals of Computer Applications in Education and Training</td>
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<td>Improving Professional Practice of Teaching with Technology</td>
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<td>Introduction to Instructional Design</td>
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<td>Introduction to Teaching Online for K-12 Educators</td>
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<td>Formative Evaluation of Learning Technologies</td>
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<td>Designing Multimedia for Instruction</td>
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<td>Learning, Culture, and Technology</td>
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<td>Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology</td>
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<td>Group Intervention in Higher Education</td>
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<td>Higher Education Institutions and Core Academic Issues</td>
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<td>Admission and Retention of College Students</td>
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<td>Psychological Types: Implications for Education</td>
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<td>Administration of Service-Learning Programs in Higher Education</td>
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### Education and Student Affairs

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<td>Strategy &amp; University Leadership</td>
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<td>Higher Education and Public Policy</td>
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<td>Higher Education Governance and Policy Analysis</td>
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<td>Internationalizing College and Universities</td>
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<td>Assessment in Higher Education</td>
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<td>The Impact of College on Students</td>
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<td>Legal Aspects of Higher Education Administration</td>
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<td>Seminars: Higher Education and Student Affairs</td>
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### PHILOSOPHY OF EDUCATION REQUIRED COURSES

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<td>Ethics and the Professional Context of Teaching</td>
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<td>609, 650.03 Teaching as a Profession: General Student Body; Humanistic Foundations of Education: Applied Ethics for Teachers</td>
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<td>Modern Trends in Philosophy of Education</td>
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### PHILOSOPHY OF EDUCATION OPTION COURSES

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<td>Professional Education</td>
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<td>Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers</td>
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<td>882 Philosophy of Science and Educational Research: Issues and Controversies</td>
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<td>Philosophical Foundations of Educational Technology</td>
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<td>Educational Philosophy of John Dewey</td>
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### EDUCATIONAL PSYCHOLOGY REQUIRED COURSE

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### EDUCATIONAL PSYCHOLOGY OPTION COURSES

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<td>901 Cooperative Learning for Teachers and Supervisors</td>
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<td>Cooperative Learning: Research and Practice</td>
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<td>Research on Teachers' Knowledge and Beliefs</td>
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<td>Advanced Seminar in Educational Psychology</td>
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**QUANTITATIVE RESEARCH, MEASUREMENT, AND EVALUATION REQUIRED COURSE**

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<td>Introduction to Educational Measurement</td>
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**QUANTITATIVE RESEARCH, MEASUREMENT, AND EVALUATION OPTION COURSES**

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<td>Sampling Designs and Survey Research Methods</td>
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<td>Advanced Research Methods</td>
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<td>Categorical Data Analysis</td>
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<td>Univariate Experimental Design</td>
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<td>Regression Analysis</td>
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<td>Instrument Construction</td>
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<td>Test Reliability and Validity</td>
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<td>Structural Equation Modeling</td>
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<td>Scaling and Item Response Theory (IRT)</td>
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**SPECIAL EDUCATION REQUIRED COURSES**

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<td>Reading Instruction for Children with Disabilities or Severe Reading Deficits</td>
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<td>EDU PAES 8832</td>
<td>Advanced Applied Behavior Analysis</td>
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<td>Behavioral Research Methods in Applied Settings</td>
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<td>EDU PAES 5769</td>
<td>Delivering Effective Services to Enhance the Inclusion of Students with Special Needs</td>
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### SPECIAL EDUCATION OPTION COURSES

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<td>Methods of Instruction II for Students with Moderate/Intensive Disabilities</td>
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<td>Educational Assessment in Early Childhood Special Education</td>
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<td>Educational Intervention for Young Children with Disabilities</td>
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<td>Urban Education &amp; Precision Training</td>
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<td>Emotional and Violent Behavior in Youth: Perspective, Practice, &amp; Promise</td>
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<td>Behaviorism: Schedules and Transitional Research</td>
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<td>Topics in Early Childhood Special Education</td>
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<td>Issues and Problems in Teacher Education</td>
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<td>Trends Issues, and Problems in Teacher Education</td>
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### TEACHER EDUCATION POLICY AND LEADERSHIP REQUIRED COURSE

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### TEACHER EDUCATION POLICY AND LEADERSHIP OPTION COURSES

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### WORKFORCE DEVELOPMENT REQUIRED COURSE

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### WORKFORCE DEVELOPMENT OPTION COURSES

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<td>Instructional Strategies for Career based Intervention Programs</td>
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<td>Career and Technical Education Capstone</td>
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CULTURAL FOUNDATIONS OF EDUCATION CONCENTRATION.  

Required Core Courses........................................................................................................ Errors! Bookmark not defined.

Electives ..................................................................................................................................... Errors! Bookmark not defined.

QUALITATIVE INQUIRY ....................................................  Errors! Bookmark not defined.

Required Core Courses........................................................................................................ Errors! Bookmark not defined.

Electives ..................................................................................................................................... Errors! Bookmark not defined.

EDUCATIONAL TECHNOLOGY (MINIMUM 33 HRS) .... Errors! Bookmark not defined.

Required Core Courses (12 hrs) ................................................................................................. Errors! Bookmark not defined.

Electives (choose 4 of these or other approved courses) (12 hrs) ........................................ Errors! Bookmark not defined.

EDUCATIONAL ADMINISTRATION (MINIMUM 30 HRS) ............. Errors! Bookmark not defined.

Required Core Courses (6 credits).............................................................................................. Errors! Bookmark not defined.

Elective courses (choose 3 of these or other approved courses) (9 credits) ......................... Errors! Bookmark not defined.

Cognate area (6 hrs)................................................................................................................ Errors! Bookmark not defined.

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