Credit Hour Explanation

<table>
<thead>
<tr>
<th>Program credit hour requirements</th>
<th>A) Number of credit hours in current program (Quarter credit hours)</th>
<th>B) Calculated result for 2/3rds of current (Semester credit hours)</th>
<th>C) Number of credit hours required for proposed program (Semester credit hours)</th>
<th>D) Change in credit hours</th>
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<tr>
<td>Total minimum credit hours required for completion of program</td>
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<td>Required credit hours offered outside of the unit</td>
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<td>Required prerequisite credit hours not included above</td>
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<tr>
<td>Maximum</td>
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Program Learning Goals

Students will have a broad understanding of current debates about education on the local, national, and international levels.

Students will be aware of the social and historical context of educational policy and practice.

Students will be prepared to engage in high-level research, in one or more specialty areas, that contributes to educational understanding, sound policy, and effective leadership.

Students will have the experiences necessary to succeed in professional careers related to education. This includes experiences in teaching, conference presentations, grant activity, and publishing.

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
• 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**
- Candidacy exams
- 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**
- Alumni survey
- 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

**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
- Make improvements in learning facilities, laboratories, and/or equipment
- Periodically confirm that current curriculum and courses are facilitating student attainment of program goals

**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.

<table>
<thead>
<tr>
<th>Program Specialization/Sub-Plan Name</th>
<th>Qual Research in Ed</th>
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<tr>
<td>Program Specialization/Sub-Plan Goals</td>
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**Pre-Major**

Does this Program have a Pre-Major? No

### Attachments

- ES - Final version2.0.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)*
- Comparison of # of hours has been added to Rationale attachment. *(by Anderman, Eric Mitchell on 11/11/2010 04:42 PM)*

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Status: PENDING  
Last Updated: Zircher, Andrew Paul  
10/21/2011
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 at the university-level. 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 programs 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 units 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 M.A. programs, we also have clearly identified core multicultural/human diversity courses.
4. Transition plans are now presented in greater detail for all concentrations.
5. The number of credit hours required for each concentration has been more tightly aligned, and is now more consistent across programs.
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 programs).
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 three 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 and the Committee on Academic Affairs. 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
PhD in Educational Policy and Leadership

RATIONALE STATEMENT

The School of Educational Policy and Leadership (EPL) is submitting a Ph.D. program for approval under the semester system. The Ph.D. is a research-intensive degree and designed to prepare graduates to work in research-intensive settings. Our doctoral program has maintained strong and consistent enrollments for many years. Our students have received prestigious national awards, completed many peer-reviewed journal publications prior to graduation, and presented papers and posters at numerous national and international conferences. We have several concentrations 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 Ph.D. continues in this tradition 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 organizational sections together train students in ten distinct areas of concentration. Thus, some sections have organizational responsibility over more than one concentration. The ten areas of concentration are:

1. Cultural Foundations of Education (CFTQI section)
2. Qualitative Research in Education (CFTQI section)
3. Educational Technology (CFTQI section)
4. Educational Policy (EA and CFTQI sections)
5. Educational Administration (EA section)
6. Quantitative Research, Evaluation, and Measurement (QREM section)
7. Philosophy of Education (EPP section)
8. Educational Psychology (EPP section)
9. Teacher Education Policy and Leadership (EA section)
10. Higher Education and Student Affairs (HESA section)

Given the widely different needs of professional training, and the equally diverse needs of preparing researchers in distinct intellectual disciplines, our Ph.D allows for a great deal of flexibility. Nevertheless, we also believe that our students, despite their different trajectories, benefit from meeting each other and from being exposed to interdisciplinary approaches to pressing educational and social questions. Consequently, we retain a common core experience at the beginning of our students’ programs. The EPL graduate program therefore consists of common core requirements that are coupled with additional requirements associated with specific areas of concentration. The common core and the requirements and options associated
with each of these options are listed below. Although concentration requirements vary, the number of credit hours needed is similar across doctoral concentrations (the range is 57-66 credit hours).

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 core (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. School Psychology
3. Special Education
4. Workforce Development

PHD PROGRAM REQUIREMENTS

Common Core Requirements (6 hrs)

6890.01 Core 1: Introduction to graduate study. This course introduces the students to the faculty and areas of research within the unit. Human subjects review procedures will also be addressed.

6890.02 Core 2: An interdisciplinary analyses of current areas of shared interest to the faculty.

Research Core (9 hrs)

Students will select 9 credits from the following list of course sequences. Students will select one sequence, plus an additional course that reflects their research interests (see the list of approved research courses in Appendix A). This coursework will be selected by the student in consultation with the advisor, and is subject to the rules of the Graduate Studies Committee. Some areas of concentrations have additional research requirements or specify specific courses.

ANOVA Sequence:
7648: Univariate Experimental Designs (3 hours)
8648: Multivariate Experimental Designs (3 hours)
One more methods course (3 hours)
Regression Sequence:
7651: Regression Analysis (3 hours)
8658: Applied Multilevel Data Analysis (3 hours)
One more methods Course (3 hours)

Qualitative Sequence
8280 - Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
8290 - Qualitative Research in Education: Methods and Analysis (3)
One more methods course

Classroom Discourse Sequence
8210 - Qualitative Research: The Analysis of Interaction in Educational Settings (3)
8211 - Analysis of Classroom Discourse (3)
One more methods course (3)

Specialized Sequence
Students, in consultation with their advisors, may design their own methodology sequence. This is particularly suited to humanistic scholarship in education (e.g., history or philosophy of education). To complete a specialized sequence, students must take three methodology courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

Dissertation Credit (6 hrs minimum)
Students will complete a minimum of 6 credits of 8999 dissertation credit. Students must be registered for 3 credits during the semester they defend their dissertations.

Minimum Hours
According to university guidelines, a minimum of 80 graduate credit hours beyond the baccalaureate degree is required to earn a doctoral degree. If a master’s degree has been earned by the student, then a minimum of 50 graduate credit hours beyond the master’s degree is required. Most areas of concentration in EPL, however, will require coursework that goes somewhat beyond this minimum requirement.

Master’s Degree Information
The School of Educational Policy and Leadership accepts doctoral students with and without master’s degrees. If a master’s degree was earned at another university or from Ohio State in a program outside of the School of Educational Policy and Leadership, students may transfer those earned hours to their doctoral degree with approval from their advisor and the Graduate Studies Committee for a total of 30 semester hours. Students should discuss the transfer of graduate hours with their advisor during their first quarter of enrollment at Ohio State. Procedures for requesting transfer credit are available on the EPL web site and in the EPL PhD Handbook.

Students with a master’s degree from Ohio State, but outside the School of Educational Policy and Leadership, must request that the master’s degree be applied toward their EPL doctoral degree. Student and advisors will petition the transfer of master's credit to the Graduate Studies Committee. Students should include a detailed rationale for how the coursework requested for
transfer is aligned with the program of study in the doctoral concentration. Advisers should include a letter of support

**Course Offering Information**
All courses cannot be taught every year. The school core courses, 6890.01 and 6890.02, will be offered every year. As a general rule, core courses in the concentration areas will be taught every year or every other year. Elective courses will, as a general rule, be taught every other year or every third year.

**PhD 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.

**For pre-candidacy doctoral students:**
1. As part of a student's annual progress review, each concentration should develop a checklist of student progress. Students should fill the checklist out annually. Items on the checklist should include:

   - **School requirements** (e.g. core courses, 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 all the coursework they have taken to date as well as overall credit hours.

2. Students would bring this checklist, go over it, and sign it when they have their annual progress review with their advisor. Concentrations may develop additional assessments or procedures as part of their own internal review 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.

**For post-candidacy students:**
1. Concentrations within the department will develop supplemental checklists that will be distributed annually to post-candidacy student to assess their progress to completion of degree. The checklist should include:

   - Conference presentations and publications;
   - Discussion of progress toward completion of dissertation;
   - Concerns regarding progress on dissertation;
   - Plans to redress these concerns. These plans should be developed jointly by student and advisor.
   - A place for student and faculty signatures that indicates that they have discussed students progress toward completion and agree to any terms or plans that have been proposed in the annual review.

2. In cases where students are difficult to reach or do not respond to faculty efforts to discuss progress to completion of degree, faculty should document efforts to communicate with the student.

3. Where face-to-face meetings are not possible, faculty can document any alternative correspondence they have had with a student to discuss their progress to completion of the dissertation.

4. Post-doctoral students should submit checklists to the Chair of the Graduate Studies Committee no later than week 13 of the spring semester. In cases where there is concern regarding a student's progress or the advisor has been unable to reach students, faculty should submit any correspondence with the student to the Chair of Graduate Studies by week 13 of the spring quarter, as well as a letter expressing any concerns they might have regarding the student and any proposals they suggest for redressing those concerns.

5. The Graduate Studies Committee will discuss any cases of students where concern is indicated and follow up with the student as necessary.

**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. Pre-candidacy doctoral 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. Post-candidacy students should submit their checklists no later than week 13 of spring semester to the Chair of Graduate Studies.
5. 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 Committee.
CULTURAL FOUNDATIONS OF EDUCATION CONCENTRATION
(57 HRS MINIMUM, BEYOND MASTER’S DEGREE)

Core Requirements: (6 hrs)
8200 - Cultural Foundations of Education (3)
8201 – Social Foundations of Education (3)

Elective Requirements (Students are required to take at least 7 of these or other approved courses): (21 hrs)
5260 - Children, Families, and Communities in Conflict (3)
6025 - Fundamentals of Instruction (3)
6250 - History of Education (3)
6410 – Philosophy of Education (3)
7210 - Fundamentals of Curriculum (3)
7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies: (3)
7212 - Laboratory in Curriculum Development and Praxis for Educators (3)
7213 - The Historical Basis of Curriculum Development (3)
7214 - An Interpretative History of African American Education 1700-1850(3)
7215 - An Interpretative History of African American Education 1850-1990 (3)
7224 - Educational Policy Analysis in Contemporary Culture (3)
7288 - Urban Communities, Technology, and Education. (3)
7413 - Professional Education, Past and Present
7572 - History of Colleges and Universities
7574 - Curriculum in Higher Education
8206 - Instructional Theory (3)
8209 - Cultural Processes in Education (3)
8266 - Policy and politics of English Language Learning (3)
7217 - Globalization Processes in Education (3)
7225 - Visualizing the Curriculum (3)
7229 - Technology, Society, and Schools (3)

Research Requirement Specification: (No hours)
To complete the School’s core research methods requirement students are required to take at least two courses from the list below:
8280 - Qualitative Research in Education: Paradigms, Theories, and Exemplar (3)
8290 - Qualitative Research in Education: Practicum in Methods and Analysis (3)
8210 - Qualitative Research: The Analysis of Interaction in Educational Settings (3)
8211 - Analysis of Classroom Discourse (3)

And one course selected from the following course list:
7230 - Qualitative Research for Educators (3)
7240 - Life History Interviewing in Education (3)
6269 - Digital Tools in Qualitative Research (3)
Research Apprenticeship: (9 hrs)

Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

Transition Plan

Students in Cultural Foundations, Technology, and Education have been counseled to take the core courses in 2011-2012; if students or their advisors determine that content added to the two core courses in the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193). The two research sequences courses are two-semester version of three quarter sequences and students taking them in the quarter format will encounter essentially similar curriculum as students taking the courses during the semesters.
QUALITATIVE RESEARCH CONCENTRATION
(57 HRS MINIMUM)

Core Requirements: (15 hrs)
7414 - Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)
8200 – Cultural Foundations of Education (3)
8201 – Social Foundations of Education (3)
8210 - Qualitative Research: The Analysis of Interaction in Educational Settings (3)
8280 - Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

Elective Requirements (choose 5 of these or other approved courses): (15 hours)
5260 - Children, Families, and Communities in Conflict (3)
6025 - Fundamentals of Instruction (3)
6250 - History of Education (3)
7224 - Educational Policy Analysis in Contemporary Culture (3)
7288 - Urban Communities, Technology, and Education (3)
8209 - Cultural Processes in Education (3)
8266 - Policy and politics of English Language Learning (3)
8267 - Research Practicum in Policy and Politics of English Language Learning (3)
7217 - Globalization Processes in Education (3)
7225 - Visualizing the Curriculum (3)
7229 - Technology, Society, and Schools (3)

Research Requirement. At least 9 hours from among the following:
8211 - Analysis of Classroom Discourse
8290 - Qualitative Research in Education: Practicum in Methods and Analysis
6269 - Digital Tools in Qualitative Research
7240 - Life History Interviewing in Education
6280 - Educational Videography (3)

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

Transition Plan
Students in Cultural Foundations, Technology, and Education have been counseled to take the core courses in 2011-2012; if students or their advisors determine that content added to the two core courses in the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193). The two research sequences courses are two-semester version of three quarter sequences and students taking them in the
quarter format will encounter essentially similar curriculum as students taking the courses during the semesters.
EDUCATIONAL POLICY CONCENTRATION

(60 HRS MINIMUM)

Core Requirements: (15 hrs)
8201 - Social Foundations of Education (3)
8352 - Educational Policy in Democratic Society (3)
7222 - History of Educational Policy (3)
8410 - Ethics and Education: Equality, Freedom, and Justice in Schools (3)
7224 - Educational Policy Analysis in Contemporary Culture (3)

Elective Requirements (choose 5 of these or other approved courses): (15 hrs)
5260 - Children, Families, and Communities in Conflict (3)
6410 – Philosophy of Education (3)
7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies (3)
8266 - Policy and Politics of English Language Learning (3)
6360 - School Community Relations and Politics (3)
8310 - Educational Change (3)
8356 - Economic Viewpoints (3)
8361 - Social and Political Contexts of Education (3)
6250 - History of Education (3)
8312 - Politics and Political Leadership in American Education (3)
7214 - An Interpretative History of African American Education 1700-1950 (3)
7215 - An Interpretative History of African American Education 1850-1990 (3)
7288 - Urban Communities, Technology, and Education. (3)
8209 - Cultural Processes in Education (3)
7217 - Globalization Processes in Education (3)
7225 - Visualizing the Curriculum (3)
7229 - Technology, Society, and Schools (3)

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

Transition Plan:
If students or their advisors determine that content added to the two core courses in the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193).
EDUCATIONAL TECHNOLOGY CONCENTRATION

(57 HRS MINIMUM)

Core Requirements: (9 hrs)
6223 - Issues and Practices in Educational Technology (3)
7229 - Technology, Society, and Schools (3)
7392 - Learning, Culture, and Technology (3)

Elective Requirements (choose 6 of these or other approved courses): (18 hrs)
7277 - Educational Telecommunications (3)
5280 - Educational Videography (3)
5281 - Introduction to Developing Educational Web Sites (3)
6372 - Introduction to teaching online for K12 educators (3)
7415 - Philosophical Foundations of Technology (3)
7278 - Educational Technology Leadership and Administration (3)
7278 - Formative Evaluation of Instructional Systems (3)
7288 - Urban Communities, Technology and Education (3)
7225 - Visualizing the Curriculum (3)
8253 - Women, Technology, and Education (3)
8216 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)
7297 -Designing Multimedia for Instruction (3)
7289 - Practicum in Instructional Design and Technology (3)
8295 - Fundamentals of Instructional Materials and Media (3)
8895.26 - Seminars: Educational Technology (3)

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

Transition Plan

Students in Cultural Foundations, Technology, and Education have been counseled to take the core courses in 2011-2012; if students or their advisors determine that content added to the two core courses in the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193). The two research sequences courses are two-semester version of three quarter sequences and students taking them in the quarter format will encounter essentially similar curriculum as students taking the courses during the semesters.
EDUCATIONAL ADMINISTRATION CONCENTRATION

(60 HRS MINIMUM)

Core Requirements: (15 hrs)
8359 – Organizational Behavior: Theory and Research (3)
8361 – Social and Political Contexts of Education (3)
8352 – Educational Policy in a Democratic Society (3)
8356 – Data Based Decision Making (3)
8354 – Legal Research in Ed Administration (3)

Elective Requirements: (9 hrs)
Students are required to take at least nine credit hours in a cognate area such as Public Policy, Sociology, Psychology, Gender Studies, African American Studies, Business, Human Resources.

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

Independent Study Requirement: (6 hrs)
Students are required to take six credit hours of independent study with members of the candidacy exam committee.

Transition Plan:
Advisors will contact their Ph.D. 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. Four core courses (numbered 1-4 in the Core Requirements section) are offered once each year; two core courses (numbered 5-6 in the section) are offered once every two years. All other educational administration courses are offered twice each year. 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, AND MEASUREMENT CONCENTRATION

(66 HRS MINIMUM)

Core Requirements: (21 hrs)
6641 - Introduction to Educational Statistics (4)
7648 - Univariate Experimental Designs (4)
7651 - Regression Analysis (4)
8658 - Applied Multilevel Data Analysis (3)
7635 - Research Methods (3)
6661 – Intro to Educational Measurement (3)

Elective Requirements: (15 hrs)
Three courses from the following list (8-12):
8648: Multivariate Experimental Designs (4)
8657: Factor and Cluster Analyses (3)
7643: Categorical Data Analysis (3)
8659: Structural Equation Modeling (3)
8658: Applied Multilevel Data Analysis (3)
8895.60: Seminar – Advanced Problems (2-5)
(e.g., analysis of longitudinal data; meta-analysis)

One course from the following list (2-5):
7627: Sampling and Survey Research Methods (3)
7631: Applied Evaluation Design (3)
8895.60: Seminar – Advanced Problems (2-5)

One course from the following list (2-5):
7661: Instrument Construction (3)
8674: Scaling and Item Response Theory (3)
7667: Authentic Assessment (3)
8895.60: Seminar – Advanced Problems (e.g., advance IRT) (2-5)

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

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
(59 HRS MINIMUM)

Core Requirements: (12hrs)
6410 – Philosophy of Education (3 hrs)
7410 – Modern Trends in Philosophy of Education (3 hrs)
8410 – Ethical Problems in Education (3)
7574 – Curriculum in Higher Education (History of Liberal Education) (3 hrs)

Educational Psychology Requirement: (3hrs)
One course in Educational Psychology. Choose from:
7401 - Psychological Perspectives on Teaching
7402 - Cognition, Learning, Instruction
7403 - Motivation in Learning and Teaching

Elective Requirements (choose 5 of these or other approved courses): (14-17 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)
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)
8411 - Educational Philosophy of John Dewey (3)
8895.42 - Seminar (variable topics) (2-5)

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused
on the preparation of conference presentations and/or publications, or intensive study relevant to
the dissertation.

Transition Plan
Three core courses, 6410, 8410, 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

(57 HRS MINIMUM)

Core Requirements: (18 hrs)
6410 – Philosophy of Education (3)
7402 – Cognition, Learning and Instruction (3)
7403 – Motivation in Learning and Teaching (3)
7414 – Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers
8280 - Qualitative Research in Education (3)
8403 - Theory and Research in Educational Psychology (3)

Elective Requirements (choose 4 of these or other approved courses): (12 hrs)
5401 - Adolescent Learning and Development in School Contexts (3)
7401 - Psychological Perspectives on Teaching (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)

Research depth requirement:
All Ph.D. students in Educational Psychology are required to include in their program of study at least 3 research methods courses at the 700 level or higher and additional coursework to satisfy the competencies needed to successfully complete the dissertation. For advanced students, this may count towards the School’s core research methods requirement.

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

Transition Plan
All current Ph. D. 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

(60 HRS MINIMUM)

Core Requirements: (18 hrs)
6410 - Philosophy of Education (3)
8359 - Org Behavior: Theory and Research (required first quarter) (3)
8361 - Social and Political Contexts of Education (3)
8352 - Educational Policy in a Democratic Society (3)
8423 - Trends, Issues, Problems in Teacher Education (3)
8422 - Program Development in Teacher Education (3)

Elective Requirements (choose 4 of these or other approved courses): (12 hrs)
7356 - Instructional Leadership and Supervision
6350 - Introduction to Educational Leadership
7351 - Leadership, Teaching and Learning
7402 - Professional Development of Teachers
8424 - Field Experience in Teacher Education
8402 - Pedagogy in Teacher Education

Research Apprenticeship: (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.

Transition Plan
Because of a delay in admitting new students, all current teacher education policy students are post-candidacy and will continue taking dissertation hours. All new students will be admitted under semesters. There are no issues for semester conversion.
HIGHER EDUCATION AND STUDENT AFFAIRS SPECIALIZATION
(63 HRS MINIMUM)

Core Requirements: (12 hours)

7540 – Higher Education Institutions and Core Academic Issues (3)
8560 – Legal Aspects of Higher Education (3)
8552 – Impact of College on Students (3)
7510 – College Student Development I (advanced section for PhD) (3)

Cognate Requirement: (12 hrs)
Students are required to take 4 courses in consultation with their advisor in an area of interest relevant to the study of higher education.

Research Requirement Specification: (3 hrs beyond school research requirement)
Students are required to take 4 of these or other approved doctoral-level courses; at least 1 from each methodology area [“quantitative” or “qualitative”]). These courses may also be used to fulfill the School’s core research methods requirement. Approved courses are:

Quantitative
7627 – Sampling Designs and Survey Research
7648 – Univariate Experimental Design
8648 – Multivariate Experimental Design

Qualitative
8895.32 – Designing Qualitative Research in HESA Contexts
8280 – Qualitative Research in Education: Paradigms, Theories & Exemplars
8290- Qualitative Research in Education: Methods and Analysis

Higher Education Internship Requirement (6 hrs)
Students are required to take at least 6 hrs of 8593 (up to 12 hrs).

Research Apprenticeship (9 hrs)
Students are required to take nine credit hours of work under the supervision of faculty focused on the preparation of conference presentations and/or publications, or intensive study relevant to the dissertation.
COUNSELOR EDUCATION CONCENTRATION

(58 HRS MINIMUM)

Core Requirements: (16 hrs)
8100 Leadership in Counselor Education (3)
8200 Critical Pedagogy Issues in Counselor Education (3)
8300 Critical Research Issues in Counselor Education (3)
8400 Developing a Research Identity in Counselor Education (3)
8894.34 Doctoral Seminar (4 = 1 credit/semester; taken over 4 semesters)

Supervised Practice and Internship: (12 hrs minimum)
Students must take a minimum of 12 hrs of internship. With permission of the advisor and approval by the Graduate Studies Committee, students with extensive previous experience in counseling may be required to take credits only in 8191.02 and 8191.03.
8191.02 Supervised Experience in Supervision (2-8)
8191.03 Supervised Experience in Teaching (2-8)
8191.04 Supervised Experience in Counseling (0-8)
8291.01 Supervised Experience in Counselor Education (0-8)

Students who enter the doctoral program without the following courses (or equivalent) in the Master’s degree programs must complete these courses in addition to the Counselor Education core requirements elsewhere in this section:
7934 Theories of Counseling Supervision (1.5)
6931 Diagnosis of Mental & Emotional Disorder (3)

Cognate: (9 hrs)
A cognate is focused study in an area outside, but related to, the student’s area of concentration. The cognate adds breadth to the concentration. Cognates must be approved by the student’s advisor and the Graduate Studies Committee.

Transition Policy
Doctoral students who enter in 2011 will need to take Advanced Career and Advanced Multicultural Research, as these will be in their (current) official program of study. Both of these courses will be offered (for the last time) in 2011-2012. They will take Leadership in Counselor Education and Critical Research Issues in Counselor Education in 2012-2013. These are required courses in the current program of study, and they will be offered under the new program of study in 2012-2013. Thus, the doctoral students entering in 2011 will have access to all courses required under the old program. Doctoral students entering in 2012 will have access to all courses in the new semester program.
SCHOOL PSYCHOLOGY CONCENTRATION

(65.5 HRS MINIMUM)

Special Note Regarding Admission to the School Psychology Concentration

School psychology is a licensure program. Students have to meet certain course, practicum and internship requirements to obtain licensure as a school psychologist. Students can apply to the Ph.D. program in school psychology after successful completion of a Bachelor’s degree as well as after successful completion of a Master’s degree and an Educational Specialists Degree (Ed.S., see the separate Ed.S. proposal for specifics). Those who enter the Ph.D. program with only a Bachelor’s degree are expected to complete all the courses listed below in the five-year program. Those that enter the Ph.D. program with a Master’s degree from a program other than school psychology will also be required to complete the entire Ph.D. program minus any required courses that they have successfully completed in their master’s program. Those that complete an Educational Specialist or a Master’s degree in school psychology will complete all courses minus those that they have already successfully completed. These decisions are made in consultation with students' program advisor, the student’s doctoral committee, and the Department’s Graduate Study Committee. It typically takes students with a Master’s or an Ed.S. three years to complete the program.

Core Requirements: (86.5 hrs., entering with a Bachelor’s degree)

The program outlined below is what would be taken by a person with a bachelor’s degree. In accordance with the Graduate School Guidelines, students could transfer in 30 hours of appropriate coursework.

5470 Assessment and Instruction for Struggling Readers (3)
5650 Introduction to Exceptional Children (3)
5742 Applied Behavior Analysis for Teachers (3)
5765 Grant Writing (3)
6350 Introduction to Educational Administration (3)
PSYCH 6832 Lifespan Sociomoral Development (3)
PSYCH 6835 Child Development (3)
PSYCH 6853 Lifespan Developmental Psychopathology I (3)
7028 Cultural Diversity (3)
7029 Urban Issues in Education (2)
7402 Educational Psychology, Cognition, Learning, and Instruction (3)
7934 Theories of Counseling Supervision (1.5)
8056 Roles and Function of the School Psychologist (2)
8057 Cognitive and Achievement Assessment (4)
8060 Linking Academic Assessment to Intervention (3)
8077 Mental Health I Mental Health Issues in the Schools I (3)
8078 Mental Health II: Counseling in the Schools (2)
8079 Mental Health III: Social Emotional Assessment (4)
8080 Biological Basis of Behavior: Neuropsychology in the Schools (3)
8082 School Based Consultation: Implementing Behavioral Interventions (3)
8097 Psychological Services for Early Childhood Populations (3)
8189.63 Field Experience in School Psychology (5)
8189.64 Advanced Practicum in School Psychology (6)
8189.65 Supervision Practicum in School Psychology (6)
8191.63 School Psychology Internship (6)
8317 Legal Aspects of Special Education School Administration (3)

Additional Research Requirements: (3 – 9 hrs.)

The SP concentration also requires an additional three hours of research beyond the nine hour core research requirement. These additional three hours should be taken in an area related to the student’s dissertation. Sample courses that fulfill this requirement include:
7627 Sampling Designs and Survey Research Methods (3)
7684 Univariate Experimental Designs (4)
7651 Regression Analysis (4)
8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
8211 Analysis of Classroom Discourse (3)
8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
8648 Multivariate Experimental Designs (3)
8658 Applied Multilevel Data Analysis (3)
8861 Behavioral Research Methods in Applied Settings (3)

Students who have not taken 6641, 6661, or their equivalents, are required to take these courses in addition to the 12 core research hours required of all Ph.D. students.
6641 Introduction to Educational Statistics (4)
6661 Introduction to Educational Measurement (3)

Transition Policy

Students who begin the school psychology program under the quarter system will not be delayed in graduating because they would have met all first year requirements and will proceed in meeting second year requirements on a semester schedule. The same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Thus, the courses offered in the first, second, third, fourth, and fifth year of the school psychology program on a quarter schedule will be essentially the same as on the semester schedule.
SPECIAL EDUCATION CONCENTRATION

(65 HRS MINIMUM)

Core Requirements: (48 hrs)
List required courses taken by all students in the concentration. All courses have a PAES prefix and are taught within PAES, unless otherwise noted.

- 7830 Urban Education & Precision Teaching (3)
- 8832 Advanced Applied Behavior Analysis (3)
- 8833 Emotional and Violent Behavior in Youth: Perspective, Practice, & Promise (3)
- 8871 Behaviorism: Schedules and Translational Research (3)
- 8874 Behavioral Research in Education (3)
- 8875 Professional Writing/Publishing in Special Education (3)
- 8917 Verbal Behavior and Behaviorism: Applications and Implications of Skinner’s Works (3)
- 8919 Behavior Approaches to College Teaching (3)
- 8891 Contemporary Issues in Special Education (3 x 2 = 6)
- 8922 Topics in Early Childhood Special Education (3)
- 8998.10 Research in Special Education (3)
- 8189.10 Internship/Practicum (3 x 2 = 6)
- EPL 8317 Legal Aspects of Special Education (3)

Transition Plan
Students who begin the special education doctoral program 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.
WORKFORCE DEVELOPMENT AND EDUCATION (WDE) CONCENTRATION

(60 HRS MINIMUM)

Concentration Core Requirements: (24 hrs)
8911 Theoretical and Scholarly Perspectives on Workforce Development and Education (3)
8932 Adult Learning Theory (every other year) (3)
8961 Comparative Workforce Development Policy (every other year) (3)
7193.40 Advanced Individual Studies in Workforce Development and Education (3)

Students should select from the following list the appropriate seminar based on their research focus (12 hrs.)
8998.40 Research: Workforce Development Policy
8998.41 Research: Adult Education and Distance Learning
8998.42 Research in Human Resource Development
8998.43 Research: Career and Technical Education

Elective Requirements: (6 hrs)
Choose two courses from the following list;
PAES 7701 Teaching and Learning at a Distance (3)
PAES 5701 Fundamentals of Teaching Adults Online (3)
PAES 8931 Theory and Practice of Discussion and Facilitation for the Workplace (3)
PAES 5667 Curriculum Instruction and Assessment in Career and Technical Education (3)
PAES 5665 Teaching Methods for Career Technical Education (3)
PAES 7648 Evaluation of Adult Education and Human Resource Development Programs (3)
PAES 7696 Introduction to Education and Workforce Policy for Public and Private Sector Leaders (3)
PAES 7757 Aspects of Human Resource Development (3)
PAES 7827 Formal Learning in the Workplace (3)

Cognate: (9 hrs)
A cognate represents a depth of knowledge in an area of inquiry outside of workforce development and education. Cognates are selected with advice from the student’s advisor and related to the student’s area of research. For example a student who is interested in adult education and distance learning might take a three course sequence in educational technology.

Additional Information: The General Course Plan
WDE doctoral students should plan on completing the following core content courses in the first year of study.
8911 Theoretical and Scholarly Perspectives on Workforce Development and Education (3)
8932 Adult Learning Theory (3)
8961 Comparative Workforce Development Policy (3)
8998.40, 41, 42, or 43: Students will take a seminar from the 8998 series each semester (1-3 hrs. per semester) to a maximum of 12 hrs. The individual seminar selected will be determined in
consultation with the student’s advisor and will be based student interest and seminar availability. 
Doctoral students should also begin the first courses in the selected research series.

In the second and third years, students will typically work on elective and cognate courses. Students would also elect to continue in the research seminars and work on independent study options.

During the third year, students would work on the proposal and begin the dissertation phase.

**Research Requirement: (9 hrs)**

Of the nine credits required for the doctoral degree (see degree research requirements), WDE concentration doctoral students may select a research sequence in either quantitative or qualitative inquiry. At least one course in the sequence, however, should represent a different methodological approach. For example if a quantitative series is selected, one course in the research sequence should be in qualitative inquiry. The particular sequence of courses is selected in consultation with the student’s advisor and in accordance with the rules of the Graduate Study Committee. See also the Core Research Requirements for the degree.

**Transition Policy**

Students who begin the workforce development and education doctoral program 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. Independent studies and research options will be made available to those students who are unable to fit within the semester patterns.
Appendix A: Approved Research Courses.

Other courses may also qualify, subject to approval by the Graduate Studies Committee.

Quantitative
6641 - Introduction to Educational Statistics (4)
6661 - Intro to Educational Measurement (3)
7627 - Sampling and Survey Research Methods (3)
7631 - Applied Evaluation Design (3)
7635 - Research Methods (3)
7643 - Categorical Data Analysis (3)
7648 - Univariate Experimental Designs (4)
7651 - Regression Analysis (3)
7661 - Instrument Construction (3)
8648 - Multivariate Experimental Designs (4)
8657 - Factor and Cluster Analyses (3)
8658 - Applied Multilevel Data Analysis (3)
8659 - Structural Equation Modeling (3)
8674 - Scaling and Item Response Theory (3)

Qualitative
7230 - Qualitative Research for Educators
7240 - Life History Interviewing in Education
6269 - Digital Tools in Qualitative Research
6280 - Educational Videography
8210 - Qualitative Research: The Analysis of Interaction in Educational Settings (3)
8211 - Analysis of Classroom Discourse (3)
8280 - Qualitative Research in Education: Paradigms, Theories, and Exemplars (3),
8290 - Qualitative Research in Education: Practicum in Methods and Analysis (3)

Single Subject/Other Research Courses
7414 - Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)
8861 - Behavioral Research Methods in Applied Settings (3)
8871 - Behaviorism: Schedules and Translational Research (3)
8874 - Behavioral Research in Education (3)
8895.32 – Designing Qualitative Research in HESA Context
## Appendix B: PhD Course List

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<th>Sem #</th>
<th>Semester Title</th>
<th>Sem Hrs</th>
<th>Qtr #</th>
<th>Quarter title (if different)</th>
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<td>Experimental Design in Education I; Experimental Design in Education II</td>
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**OPTION COURSES IN EDUCATIONAL POLICY**

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**REQUIRED COURSES IN EDUCATIONAL TECHNOLOGY**

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**REQUIRED COURSES IN HIGHER EDUCATION AND STUDENT AFFAIRS**

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