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 by the unit</td>
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<td>Required credit hours offered outside of the unit</td>
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<tr>
<td></td>
<td>Maximum</td>
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</table>

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

- 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 engaged 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>Program Specialization/Sub-Plan Goals</th>
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<tr>
<td>Qual Research in Ed</td>
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<tr>
<td>Educational Technology</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)*
# Workflow Information

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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,

[Signature]

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 specializations 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 specialization 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 specialization. Thus, some sections have organizational responsibility over more than one specialization. The ten areas of specialization 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 PhD 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 experiences as part of our program. The EPL graduate program therefore consists of common core requirements that are coupled with additional requirements associated with specific areas of specialization. The common core and the requirements and options associated with each of these
options are listed below. Although specialization requirements vary, the number of credit hours needed is similar across doctoral specializations (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 specialization to the nine originally located in Educational Policy and Leadership. The new specializations 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 hours 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 specialization 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 specialization 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 specialization. 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, required courses in the specialization 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 based on School degree requirements. Candidacy and dissertation committees should also be involved as the student approaches the candidacy exam. Students will be provided with a checklist of department and specialization requirements at the beginning of each academic year; students should meet with their advisor and relevant committees 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 specialization 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, residency, research methods) as well as specialization 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 will note concerns regarding academic progress and a summary of any communications with students regarding these concerns;
- A section where plans for addressing 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 will be asked to also attach all the coursework they have taken to date as well as overall credit hours.
- For students entering without a master’s degree, a plan indicating how the student will complete the addition coursework beyond the specialization requirements to fulfill the required 80 hours. Course plans for students with a master’s degree are specified in the specialization requirements.

2. Students will bring this checklist, review it, and sign it when they have their annual progress meeting with their advisor. Specializations may develop additional assessments or procedures as part of their own internal review of student progress.

3. Students will 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 their attention any cases that merit concern or follow up. These checklists should be submitted no later than week 13 of spring semester. The checklists will be maintained in the student’s file.

**For post-candidacy students:**
1. Faculty in the specialization areas will develop supplemental checklists that will be distributed annually to post-candidacy student to assess their progress to completion of degree. These will be reviewed and completed, as before, by the student and his or her adviser, in consultation with the dissertation committee. These checklists will be maintained in the student’s file. 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. 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.

3. Post-candidacy 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.

4. 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.

**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 defined 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. This plan holds across specialization areas. Issues specific to the specialization areas will be developed, if necessary, 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 SPECIALIZATION
(57 HRS MINIMUM, BEYOND MASTER’S DEGREE)

Note: All courses are EPL courses unless otherwise listed.

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

Electives (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)
7410 – Modern Trends in Philosophy of Education (3 hrs)
7413 - Professional Education, Past and Present (3)
7572 - History of Colleges and Universities (3)
7574 - Curriculum in Higher Education (3)
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 additional 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.

**School Core and Research Requirements: 15 hrs**
**Minimum Dissertation Credits: 6 hrs**

**Transition Plan**
Specialization transition plans will follow the school transition plan described earlier. In addition, students in Cultural Foundations, Technology, and Education have been counseled to take the specialization required courses in 2011-2012; if students and their advisors determine that content added to the two required 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 sequence courses are two-semester versions 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 SPECIALIZATION

(57 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (15 hrs)

7414 - Examining Knowledge, Truth, and Objectivity: Phil of Science for Edu 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)

Electives (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 Specification. At least 9 hours from among the following: (No additional hours)

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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs
**Transition Plan**

Specialization transition plans will follow the school transition plan described earlier. In addition, students in Cultural Foundations, Technology, and Education have been counseled to take the required courses in 2011-2012; if students or their advisors determine that content added to the two required 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 sequence courses are two-semester versions 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 SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization 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)

Electives (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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan:

Specialization transition plans will follow the school transition plan described earlier. In addition, if students and 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 SPECIALIZATION

(57 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (9 hrs)

6223 - Issues and Practices in Educational Technology (3)
7229 - Technology, Society, and Schools (3)
7392 - Learning, Culture, and Technology (3)

Electives (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 - Educational Technology Leadership and Administration (3)
7415 - Philosophical Foundations of Technology (3)
6372 - Educational Technology Leadership and Administration (3)
7278 - Formative Evaluation of Learning Technologies (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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In addition, students in Cultural Foundations, Technology, and Education have been counseled to take the required courses in 2011-2012; if students and their advisors determine that content added to the two required 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 sequence courses are two-semester versions 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 SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization 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)

Electives: (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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan:
Specialization transition plans will follow the school transition plan described earlier. In addition, 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. The core courses will be offered every year or every other year. 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.
Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (24 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)
- 7414 – Examining Knowledge, Truth, and Objectivity: Phil of Science for Edu Researchers (3)

Electives: (12 hrs)

Two 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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs
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 course 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 course sequences also should meet the needs of students from outside our specialization. Specialization transition plans will follow the school transition plan described earlier.
PHILOSOPHY OF EDUCATION SPECIALIZATION
(59 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (12 hrs)

6410 – Philosophy of Education (3)
7410 – Modern Trends in Philosophy of Education (3)
7574 – Curriculum in Higher Education (History of Liberal Education) (3)
8410 – Ethics and Education: Equality, Freedom, and Justice in Schools (3)

Educational Psychology Requirement: (3hrs)

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

Research Requirement Specification (choose 3): (No additional hours)
Given that methodology in the humanities is best taught through exemplars of successful scholarly work, these courses are specified for the “Specialized Sequence” for students in philosophy of education to complete the school research methods requirement:

8411 - Educational Philosophy of John Dewey (3)
7413 - Professional Education, Past and Present (History and Theory of Professional Edu) (3)
7414 – Examining Knowledge, Truth, and Objectivity: Phil of Science for Edu Researchers (3)
8895.42 – Seminar in Philosophy of Education (3)

Electives (choose 5 of these or other approved courses not used for research hours): (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: Phil of Science for Edu Researchers (3)
7415 - Philosophical Foundations of Educational Technology (3)
7572 - History of Universities (3)
8201 – Social Foundations of Education (3)
8209 - Cultural Processes in Education (3)
8361 - Social and Political Contexts of Education (3)
8352 - Educational Policy in a Democratic Society (3)
8411 – Educational Philosophy of John Dewey (3)
8895.42 - Seminar (variable topics) (2-5)
PHILOS 5263 - American Philosophy
PHILOS 5300 - Advanced Moral Philosophy
PHILOS 5400 - Advanced Political and Social Philosophy
PHILOS 5650 - Advanced Philosophy of Science
PHILOS 5750 - Advanced Theory of Knowledge

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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan
Specialization transition plans will follow the school transition plan described earlier. In addition, 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 SPECIALIZATION

(57 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization 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: Phil of Science for Edu Researchers
8280 - Qualitative Research in Education (3)
8403 - Theory and Research in Educational Psychology (3)

Electives (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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In addition, 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 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 SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization 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)

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

7356 - Instructional Leadership and Supervision (3)
6350 - Introduction to Educational Leadership (3)
7351 - Leadership, Teaching and Learning (3)
7402 - Professional Development of Teachers (3)
8424 - Field Experience in Teacher Education (3)
8402 - Pedagogy in Teacher Education (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.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

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
(66 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization 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)

Multicultural Requirement: (3 hours)
Students are required to take one course (3 hours) from the following list to satisfy the multicultural requirement. Other courses may be approved by advisor.

7570 - Internationalizing Colleges and Universities (3)
7520 - Diversity in Higher Education (3)
7558 - Administering Service-Learning Programs (3)

Electives: (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”). Three of 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 (3)
7648 – Univariate Experimental Design (4)
8648 – Multivariate Experimental Design (4)

Qualitative
8895.32 – Designing Qualitative Research in HESA Contexts (3)
8280 – Qualitative Research in Education: Paradigms, Theories & Exemplars (3)
8290 - Qualitative Research in Education: Methods and Analysis (3)

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.
School Core and Research Requirements: 15 hrs
Minimum Dissertation Credits: 6 hrs
COUNSELOR EDUCATION SPECIALIZATION

(58 HRS MINIMUM)

School Core and Research Requirements: 15 hrs
Minimum Dissertation Credits: 6 hrs

Note: All courses are PAES courses unless otherwise listed.

Specialization 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)

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

School Core and Research Requirements: 15 hrs
Minimum Dissertation Credits: 6 hrs

Transition Plan
Specialization transition plans will follow the school transition plan described earlier. In addition, 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 SPECIALIZATION
(65.5 HRS MINIMUM)

Special Note Regarding Admission to the School Psychology Specialization

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.

Note: All courses are PAES courses unless otherwise listed.

Specialization 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 specialization 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)

School Core and Research Requirements: 15 hrs
Minimum Dissertation Credits: 6 hrs

Transition Plan
Specialization transition plans will follow the school transition plan described earlier. In this specialization, 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 SPECIALIZATION
(66 HRS MINIMUM)

Note: All courses are PAES courses unless otherwise listed.

Specialization Requirements: (45 hrs)
List required courses taken by all students in the specialization. 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)

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan
Specialization transition plans will follow the school transition plan described earlier. In this specialization, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule.
WORKFORCE DEVELOPMENT AND EDUCATION (WDE) SPECIALIZATION
(60 HRS MINIMUM)

Note: All courses are PAES courses unless otherwise listed.

Specialization 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 also should select from the following list the appropriate seminar based on their research focus: (12 hrs.) These are collaborative research seminars in which students work with faculty to investigate issues relevant to the field.
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

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

**School Core and Research Requirements: 15 hrs**

**Minimum Dissertation Credits: 6 hrs**

**Transition Plan**

Specialization transition plans will follow the school transition plan described earlier. In this specialization, 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 (3)
- 7240 - Life History Interviewing in Education (3)
- 6269 - Digital Tools in Qualitative Research (3)
- 6280 - Educational Videography (3)
- 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 (3)
## Appendix B: PhD Course List

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## REQUIRED COURSES IN HIGHER EDUCATION AND STUDENT AFFAIRS

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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>EDU PL 8267</td>
<td>Research Practicum in the Policy and Politics of English Language Learning</td>
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**REQUIRED COURSE IN QUANTITATIVE RESEARCH, EVALUATION, AND MEASUREMENT**

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<tr>
<td>EDU PL 7635</td>
<td>Advanced Research Methods</td>
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**OPTION COURSES IN QUANTITATIVE RESEARCH, EVALUATION, AND MEASUREMENT**

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<td>EDU PL 7661</td>
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<td>EDU PL 7667</td>
<td>Authentic Assessment</td>
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<td>EDU PL 8657</td>
<td>Factor and Cluster Analysis</td>
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<td>Structural Equation Modeling</td>
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<td>EDU PL 8674</td>
<td>Scaling and Item Response Theory (IRT)</td>
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<td>EDU PL 8895.6</td>
<td>Seminars: Quantitative Research, Evaluation, and Measurement</td>
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**REQUIRED COURSES IN SPECIAL EDUCATION**

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<td>Urban Education &amp; Precision Training</td>
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<td>EDU PAES 8832</td>
<td>Advanced Applied Behavior Analysis</td>
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<td>EDU PAES 8833</td>
<td>Emotional and Violent Behavior in Youth: Perspective, Practice, &amp; Promise</td>
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<td>EDU PAES 8875</td>
<td>Professional Writing/Publishing in Special Education</td>
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<td>EDU PAES 8891</td>
<td>Contemporary Issues in Special Education</td>
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<td>EDU PAES 8917</td>
<td>Verbal Behavior and Behaviorism: Applications and Implications of Skinner's Works</td>
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<td>EDU PAES 8919</td>
<td>Behavior Approaches to College Teaching</td>
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<td>EDU PAES 8922</td>
<td>Topics in Early Childhood Special Education</td>
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<td>EDU PAES 8998.1</td>
<td>Research in Special Education</td>
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<td>EDU PAES 8999.1</td>
<td>Research for Dissertation or Thesis in Special Education</td>
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**REQUIRED COURSES IN SCHOOL PSYCHOLOGY**

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<td>EDU PAES 5742</td>
<td>Applied Behavior Analysis</td>
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<td>Grant Writing</td>
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<td>Cultural Diversity</td>
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<td>EDU PAES 7029</td>
<td>Urban Issues in Education</td>
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<td>Theories of Counseling and Supervision</td>
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<td>EDU PAES 8056</td>
<td>Roles and Function of School Psychologists</td>
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<td>Cognitive and Achievement Assessment</td>
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<td>Linking Academic Assessment to Intervention</td>
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<td>EDU PAES 8077</td>
<td>Mental Health I: Mental Health Issues in Schools</td>
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<td>Mental Health II: Counseling in the Schools</td>
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<td>EDU PAES 8079</td>
<td>Mental Health III: Social Emotional Assessment</td>
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<td>EDU PAES 8080</td>
<td>Biological Basis of Behavior: Neuropsychology in the Schools</td>
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**REQUIRED COURSES IN QUANTITATIVE RESEARCH, EVALUATION, AND MEASUREMENT**

**OPTION COURSES IN QUANTITATIVE RESEARCH, EVALUATION, AND MEASUREMENT**

**REQUIRED COURSES IN SPECIAL EDUCATION**

**REQUIRED COURSES IN SCHOOL PSYCHOLOGY**
EDU PAES 8082 School-based Consultation: implementing Behavioral Interventions 4 882, 883 School-Based Consultation I: Theories and Process; School-Based Consultation II: Implementing Behavioral Interventions

EDU PAES 8097 Psychological Services for Early Childhood Populations 3 897

EDU PAES 8189.63 Field Experience in School Psychology 3 884.63 Planned Field Experience: School Psychology 3-15

EDU PAES 8189.64 Advanced Practicum in School Psychology 3 889 Practicum 2-15

EDU PAES 8189.65 Supervision Practicum in School Psychology 2 889 Practicum 2-15

EDU PAES 8191.63 School Psychology Internship 3 992 Internship in School Psychology 3-12

EDU TL 5470 Assessment and Instruction for Struggling Readers 3 670 Remedial and Clinical Reading Instruction 4

OPTION COURSE IN SCHOOL PSYCHOLOGY
EDU PL 7627 Sampling Designs and Survey Research Methods 3 807 Educational Survey Research Methods 3

REQUIRED COURSES IN TEACHER EDUCATION POLICY AND LEADERSHIP
EDU PL 8422 Program Development of Teacher Education 3 929 Program Development in Teacher Education 4

EDU PL 8423 Issues and Problems in Teacher Education 3 932 Trends Issues, and Problems in Teacher Education 3

OPTION COURSES IN TEACHER EDUCATION POLICY AND LEADERSHIP
EDU PL 7351 Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence and Adulthood 3 885.02 Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence to Young Adulthood 4

EDU PL 7356 Instructional Leadership and Supervision 3 891.01 Educational Leadership: Instructional Leadership and Supervision 4

EDU PL 8424 Field Experience and Clinical Practice in Teacher Education 3 937 Field Experiences and Clinical Practices in Teacher Education 3

REQUIRED COURSES IN WORKFORCE DEVELOPMENT
EDU PAES 7193.4 Advanced Individual Studies in Workforce Development and Education 1-12 893.4 Advanced Individual Studies: Workforce Development and Education 1-15

EDU PAES 8911 Theoretical and Scholarly Perspectives on Workforce Development and Education 3 912, 913 Scholarly Perspectives of Workforce Development and Education; Knowledge generation in Workforce Development and Education 3

EDU PAES 8932 Adult Learning Theory 3 932 Adult Characteristics and Learning Theory 3

EDU PAES 8961 Comparative Workforce Development Policy 3 961 Comparative Workforce Development and Education Policies 3

OPTION COURSES IN WORKFORCE DEVELOPMENT
EDU PAES 5665 Teaching Methods for Career and Technical Education 3 665, 655 Making Effective Technical-Skill Presentations; Class and Laboratory Organization and management in Career and Technical Education 4, 3

EDU PAES 5667 Curriculum/Instruction and Assessment in Career and Technical Education 3 667, 675 Essentials of Career and Technical Education Curriculum and Instruction; Measuring Student Outcomes in Career and Technical Education 3, 3

EDU PAES 7684 Evaluation of Adult Education and Human Resource Development 3 648, 696 Adult Literacy Education; International Perspectives on Workforce Development and Education 3, 3

EDU PAES 7696 Introduction to Education and Workforce Policy for Public and Private Sector Leaders 3 696 International Perspectives on Workforce Development and Education 3

EDU PAES 7701 Teaching and Learning at a Distance: Foundations of the Virtual Classroom 3

EDU PAES 7757 Aspects of Human Resource Development 3 757, 811 Aspects of Human Resource Development in Workforce Education; Occupational Analysis 3, 3

EDU PAES 7827 Formal Learning in the Workplace 3 827 Structured Learning in the Work Setting 3

EDU PAES 8931 Theory and Practice of Discussion and Facilitation of the Workplace 3 931 Theory and Practice of Discussion in Adult Education 3

EDU PAES 8998.4 Research: Workforce Development Policy 1-3 893.4, 914.01 Advanced Individual Studies: Workforce Development and Education; WDE Seminars: Data Analysis and Evaluation of Workforce Development Policy 1-15, 3

EDU PAES 8998.41 Research: Adult Education and Distance Learning 1-3 893.4, 914.02 Advanced Individual Studies: Workforce Development and Education; WDE Seminars: Issues in Adult Distance Education and Learning 3, 3

EDU PAES 8998.42 Research in Human Resource Development 1-3 925.4 Seminar: Workforce Development and Education 2-5

EDU PAES 8998.43 Research: Career and Technical Education 1-3 925.4 Seminar: Workforce Development and Education 2-5

EDU PAES 5701 Fundamentals of Teaching Adults Online 3 701