March 17, 2014

To: Sarah Odum and Andy Zircher
College Curriculum Office

Attached please find the program changes for the Department of Educational Studies. As you’ll see, most of our program changes are minor adjustments to our programs to accommodate new course additions, credit hour changes, faculty retirements and changes in faculty affiliations within our program areas.

We are also presenting several major changes:

1. Changes our current MA in Educational Studies specializing in Educational Technology. We are proposing to change this MA to a tagged degree: Masters in Learning Technologies. A separate proposal is being submitted explaining the rationale for this change along with the list of new course names. We will forward this to your office after our Graduate Studies Committee meeting on March 25th.

2. Changing the name of our specialization in Educational Technology to Learning Technologies for our PhD program. A separate proposal is being submitted explaining the rationale for this change along with the list of new course names. We will forward this to your office after our Graduate Studies Committee meeting on March 25th.

3. In our MA in Educational Studies Program specializing in Workforce Development and Education, Career and Technical Education track, we are submitting a second option to accommodate those who come in to the program already holding a teaching license who want to switch to career and technical education. They previously took many of the courses that our in our current, approved track, and this new track will allow more flexible course offerings.

4. Other specializations – Counselor Education, School Psychology and Special Education have more significant coursework changes to their programs to accommodate credit hours, course additions and other adjustments to insure that their programs meet the requirements of their accrediting bodies.

We are also proposing additions to our approved foundations, multicultural and research courses for our MA program in Educational Studies. These additions will provide our students with additional options and better accommodate program requirements.

If you have any questions, please do not hesitate to contact me.

Antoinette Miranda
Chair
Graduate Studies Committee
Department of Educational Studies
Doctor of Philosophy Program Revision Summary

**Specialization: Cultural Foundations of Education**

**Research core:**

Remove quantitative options and reference to sequences.

**Add required specialization course, previously in optional supporting course list:**

ESCFE 7210 Fundamentals of Curriculum (3)

**Move course from required to optional supporting course:**

ESCFE 8201 Social Foundations of Education (3)

**Delete courses from optional supporting courses list:**

- ESEPHL 7410 Modern Trends in Philosophy of Education (3)
- ESEPHL 7413 Professional Education (3)
- ESCFE 7572 History of Colleges and Universities (3)

**Specialization: Counselor Education**

**Delete text:**

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.

**Add internship course number (same total number of required internship hours):**

ESCE 8191.05 Doctoral Internship: Counselor Education – Research (2)

**Specialization: Teacher Education Policy and Leadership**

**Add optional supporting courses:**

- ESEADM 8312 Politics and Political Leadership in American (3)
- ESTEPL 8421 Inquiry in Teacher Education (3)
**Specialization: Educational Administration**

Delete requirement:

Independent Study Requirement (6 hours)

**Specialization: Educational Policy**

Add Required Course:

ESEPOL 6000 Introduction to Educational Policy (3)

Add Supporting course:

ESEPOL 7100 Policy Writing (3)

Delete optional Supporting courses:

- ESEPHL 6410  Philosophy of Education (3)
- ESCFE 7211  Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum (3)
- ESEADM 6360  School Community Relations and Politics (3)
- ESCFE 7214  An Interpretative History of African American Education: 1700 to 1950 (3)
- ESCFE 7215  An Interpretative History of African American Education: 1950 to present (3)
- ESCFE 8209  Cultural Processes in Education (3)
- ESCFE 7217  Globalization Processes in Education (3)
- ESCFE 7225  Visualizing the Curriculum (3)
Specialization: Educational Psychology

Specify required Research Core course (moved from Required Specialization course section) and require a sequence in quantitative methodology:

ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

To satisfy the competencies needed to successfully complete the dissertation, Educational Psychology students typically complete research and methodology courses in excess of the minimums required by the Educational Studies program. All Ph.D. students in Educational Psychology are required to include in their program of study at least 3 research methods courses at the 7000 level or higher. Students will complete ESQUAL 8280, and select a quantitative sequence from the following list and consult with their advisor for additional options.

Delete optional Supporting course:

ESEPSY 8401 Research on Teachers’ Knowledge and Beliefs (3)

Add optional Supporting course:

ESEPSY 8895 Seminars: Educational Psychology

Specialization: Educational Technology

Name change to: Learning Technologies

For curriculum changes, see full description and letter from Dr. Voithofer below.

Summary of Credits:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Pro-seminar Sequence</td>
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<tr>
<td>LT PhD Core</td>
<td>6</td>
</tr>
<tr>
<td>Research Methods</td>
<td>9</td>
</tr>
<tr>
<td>Research Apprenticeship</td>
<td>9</td>
</tr>
<tr>
<td>Cognate</td>
<td>9</td>
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<tr>
<td>Post Candidacy</td>
<td>6</td>
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<tr>
<td>Specialty Courses</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>
**Specialization: Philosophy of Education**

Change “Supporting Courses” language to:

Elective Courses (minimum 14 hours), in additional courses approved by the advisor, such as the following:

**Specialization: Quantitative Research, Evaluation, and Measurement**

Add required specialization course:
ESQREM 6621 Introduction to Educational Evaluation (3)

Move required specialization course to optional supporting course list:
ESQREM 8658 Applied Multilevel Data Analysis (3)

Add optional Supporting course:
ESQREM 7663 Test Reliability and Validity (3)

**Specialization: Special Education**

Specify two required Research Core courses (moved from Required Specialization course section)

ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8874 Behavioral Research in Education (3)

Delete required Specialization course:

ESSPED 8833 Emotional and Violent Behavior in Youth: Perspective, Practice, & Promise (3)

Add required Specialization course:

ESSPSY 7029 Urban Issues in Education (3)
Specialization: School Psychology

Delete required Specialization courses:
EDUTL 5470  Assessment and Instruction for Struggling Readers (3)
ESSPED 5742  Applied Behavior Analysis for Teachers (3)
EDUCST 5765  Grant Writing (3)
ESEADM 6350  Introduction to Educational Administration (3)
ESQREM 6661  Introduction to Educational Measurement (3)
PSYCH 6832  Lifespan Sociomoral Development (3)
PSYCH 6835  Child Development (3)
PSYCH 6853  Lifespan Developmental Psychopathology I (3)
HDFS 8820  Theoretical Perspectives on the Family (3)

Add required Specialization courses:
ESCE 6739  Legal, Professional and Ethical Issues (1.5)
ESCE 7934  Theories of Counseling Supervision (1.5)
ESQREM 6625  Introduction to Educational Research (3)
ESEPSY 7402  Educational Psychology: Cognition, Learning, and Instruction (3)
ESEPSY 8895  Seminar: Social Psychology (3)
ESSPSY 8998  Research: School Psychology (3)
HDFS 7765  Advanced Child Development (3)
PSYCH 6809  Historical Development of Psychology (3)
ESSPSY 7193  Advanced Individual Studies: School Psychology (Lab) (1)
Counselor Education (EDUCST-PH, WCE)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
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.

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (4)
ESQREM 8648 Multivariate Experimental Designs (4)
One more research course (3)

Regression Sequence:
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (3)
One more research course (3)

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

Classroom Discourse Sequence:
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
One more research 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.

Minimum hours post-MA/MS: 58-62.5

For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

revised 10/23/2013
Specialization Requirements (37-41.5 hours)

Required Courses (16-20.5 hours)
ESCE 8100 Leadership in Counselor Education (3)
ESCE 8200 Critical Pedagogy Issues in Counselor Education (3)
ESCE 8300 Developing a Research Identity in Counselor Education (3)
ESCE 8400 Critical Research Issues in Counselor Education (3)
ESCE 8895 Seminars: Counselor Education (4 seminars = 1 credit/semester; taken over 4 semesters)

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.
ESCE 7934 Theories of Counseling Supervision (1.5)
ESCE 6931 Diagnosis of Mental & Emotional Disorders (3)

Supervised Practice and Internship: (12 hours)
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.
ESCE 8191.01 Doctoral Practicum in Counselor Education (2-8)
ESCE 8191.02 Doctoral Internship: Counselor Education- Supervision (2-10)
ESCE 8191.03 Doctoral Internship: Counselor Education- Teaching (2-10)
ESCE 8191.04 Doctoral Internship: Counselor Education- Counseling (2-10)
ESCE 8191.05 Doctoral Internship: Counselor Education – Research (2-10)

Supporting Cognate Area (9 hours)
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.

Dissertation Requirement (6 hours)
Consult with faculty advisor
ESCE 8999 Dissertation/Thesis Research: Counselor Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

revised 10/23/2013
COUNSELOR EDUCATION SPECIALIZATION
(58 HRS MINIMUM)

Specialization Requirements: (16 hrs)
ESCE 8100 Leadership in Counselor Education (3)
ESCE 8200 Critical Pedagogy Issues in Counselor Education (3)
ESCE 8300 Critical Research Issues in Counselor Education (3)
ESCE 8400 Developing a Research Identity in Counselor Education (3)
ESCE 8895 Doctoral Seminar (4 seminars = 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.

ESCE 8191.01 Doctoral Practicum in Counselor Education (2-8)
ESCE 8191.02 Doctoral Internship: Counselor Education–Supervision (2-10)
ESCE 8191.03 Doctoral Internship: Counselor Education–Teaching (2-10)
ESCE 8191.04 Doctoral Internship: Counselor Education–Counseling (0-10)
ESCE 8191.05 Doctoral Internship: Counselor Education – Research (2)

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:

ESCE 8191.02 Supervised Experience in Supervision (2-8)
ESCE 8191.03 Supervised Experience in Teaching (2-8)
ESCE 8191.04 Supervised Experience in Counseling (0-8)
ESCE 8291.01 Supervised Experience in Counselor Education (0-8)

7934 Theories of Counseling Supervision (1.5)
6931 Diagnosis of Mental & Emotional Disorders (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.

Department Core and Research Requirements: 15 hrs
EDUCST 6891 (3)
EDUCST 6892 (3)

Research Courses (minimum 9 hours)

Minimum Dissertation Credits: 6 hrs
Program Requirements (15 hours)

**Common Core (6 hours)**
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

**Research Core (choose three, 9 hours)**
*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.*

**ANOVA Sequence:**
- ESQREM 7648 Univariate Experimental Design (4)
- ESQREM 8648 Multivariate Experimental Designs (4)
- One more research course (3)

**Regression Sequence:**
- ESQREM 7651 Regression Analysis (4)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
- One more research course (3)

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

**Classroom Discourse Sequence:**
- ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- ESQUAL 8211 Analysis of Classroom Discourse (3)
- One more research 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.*

Minimum hours post-MA/MS: 58

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revised 4/8/2013
Specialization Requirements (37 hours)

Required Courses (16 hours)
ESCE 8100 Leadership in Counselor Education (3)
ESCE 8200 Critical Pedagogy Issues in Counselor Education (3)
ESCE 8300 Developing a Research Identity in Counselor Education (3)
ESCE 8400 Critical Research Issues in Counselor Education (3)
ESCE 8895 Seminars: Counselor Education (4 seminars = 1 credit/semester; taken over 4 semesters)

Supervised Practice and Internship: (12 hours)
ESCE 8191.01 Doctoral Practicum in Counselor Education (2-8)
ESCE 8191.02 Doctoral Internship: Counselor Education- Supervision (2-10)
ESCE 8191.03 Doctoral Internship: Counselor Education- Teaching (2-10)
ESCE 8191.04 Doctoral Internship: Counselor Education- Counseling (2-10)
ESCE 8191.05 Doctoral Internship: Counselor Education – Research (2-10)

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.
ESCE 7934 Theories of Counseling Supervision (1.5)
ESCE 6931 Diagnosis of Mental & Emotional Disorders (3)

Supporting Cognate Area (9 hours)
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.

Dissertation Requirement (6 hours)
Consult with faculty advisor
ESCE 8999 Dissertation/Thesis Research: Counselor Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
**Cultural Foundations of Education (EDUCST-PH, CF)**
*Specialization leading to Doctor of Philosophy in Educational Studies*

### Program Requirements (15 hours)

**Common Core (6 hours)**
- EDUCST 6891  Proseminar in Educational Studies (3)
- EDUCST 6892  Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

**Research Core (choose three, 9 hours)**
*To complete the core research methods requirement students are required to take at least one sequence from the list below:*

**Qualitative Sequence:**
- ESQUAL 8280  Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- ESQUAL 8290  Qualitative Research in Education: Methods and Analysis (3)

**Classroom Discourse Sequence:**
- ESQUAL 8210  Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- ESQUAL 8211  Analysis of Classroom Discourse (3)

And one course selected from the following course list:
- ESQUAL 7230  Qualitative Research for Educators (3)
- ESQUAL 7240  Life History Interview Methods in Education (3)
- ESQUAL 6269  Digital Tools in Qualitative Research (3)

### Specialization Requirements (27 hours)

**Required Courses (6 hours)**
- ESCFE 8200  Themes and Theories in Cultural Foundations (3)
- ESCFE 8201  Social Foundations of Education (3)

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Minimum hours post-MA/MS: 57

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*revised 8/6/2013*
### Supporting Courses (take seven, 21 hours)

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESCFE 5260</td>
<td>Children, Families, and Communities in Conflict Transformation (3)</td>
</tr>
<tr>
<td>ESCFE 6205</td>
<td>Fundamentals of Instruction (3)</td>
</tr>
<tr>
<td>ESCFE 6250</td>
<td>History of Education (3)</td>
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<tr>
<td>ESEPHL 6410</td>
<td>Philosophy of Education (3)</td>
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<tr>
<td>ESCFE 7215</td>
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<tr>
<td>ESCFE 7224</td>
<td>Educational Policy Analysis in Contemporary Culture (3)</td>
</tr>
<tr>
<td>ESETEC 7288</td>
<td>Urban Communities, Technology and Education (3)</td>
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<tr>
<td>ESEPHL 7410</td>
<td>Modern Trends in Philosophy of Education (3)</td>
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<td>ESEPHL 7413</td>
<td>Professional Education (3)</td>
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<td>ESCFE 7572</td>
<td>History of Colleges and Universities (3)</td>
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<td>ESHESA 7574</td>
<td>Curriculum in Higher Education (3)</td>
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<td>ESCFE 8206</td>
<td>Theories of Instruction (3)</td>
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<tr>
<td>ESCFE 8209</td>
<td>Cultural Processes in Education (3)</td>
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<tr>
<td>ESCFE 8266</td>
<td>Policy and Politics of English Language Learning (3)</td>
</tr>
<tr>
<td>ESCFE 7217</td>
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<td>ESCFE 7225</td>
<td>Visualizing the Curriculum (3)</td>
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<tr>
<td>ESCFE 7229</td>
<td>Technology, Society, and Schools (3)</td>
</tr>
<tr>
<td>ESCFE 7210</td>
<td>Fundamentals of Curriculum (3)</td>
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<tr>
<td>ESCFE 7211</td>
<td>Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum (3)</td>
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<td>ESCFE 7212</td>
<td>Laboratory in Curriculum Development and Praxis for Educators (3)</td>
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<tr>
<td>ESCFE 7213</td>
<td>The Historical Basis of Curriculum Development (3)</td>
</tr>
<tr>
<td>ESCFE 7214</td>
<td>An Interpretive History of African American Education: 1700 to 1950 in the course catalog (3)</td>
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</table>

### Research Apprenticeship (9 hours)

*Consult with faculty advisor*

EDUCST 8191  Research Apprenticeship: Educational Studies (1-12)

### Dissertation Requirement (6 hours)

*Consult with faculty advisor*

ESCFE 8999  Dissertation or Thesis Research: Cultural Foundations of Education (minimum 6)

*Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.*

revised 8/6/2013
Cultural Foundations of Education (EDUCST-PH, CF)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
To complete the School's core research methods requirement students are required to take at least one sequence from the list below:

Qualitative Sequence:
Introductory Sequence: (6 hours)
- ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

Additional Courses: (choose 1: minimum 3 hours)
- ESQUAL 8211 Analysis of Classroom Discourse (3)
- ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)
- ESQUAL 7230 Qualitative Research for Educators (3)

Specialization Requirements (27 hours)

Required Courses (6 hours)
- ESCFE 7210 Fundamentals of Curriculum (3)
- ESCFE 8200 Themes and Theories in Cultural Foundations (3)
- ESCFE 8201 Social Foundations of Education (3)

Minimum hours post-MA/MS: 57

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revised 8/6/2013

Commented [DZ1]: Please re-list the research courses this way rather than with the sequences.

Commented [DZ2]: Move to Supporting Courses
Supporting Courses (take seven, 21 hours)

ESCFE 5260   Children, Families, and Communities in Conflict Transformation (3)
ESCFE 6205   Fundamentals of Instruction (3)
ESCFE 6250   History of Education (3)
ESEPHL 6410   Philosophy of Education (3)
ESCFE 7215   An Interpretive History of African American Education: 1950 to the Present (3)
ESCFE 7224   Educational Policy Analysis in Contemporary Culture (3)
ESETEC 7288   Urban Communities, Technology and Education (3)
ESEPHL 7410   Modern Trends in Philosophy of Education (3)
ESEPHL 7413   Professional Education (3)
ESCFE 7572   History of Colleges and Universities (3)
ESHESA 7574   Curriculum in Higher Education (3)
ESCFE 8206   Theories of Instruction (3)
ESCFE 8209   Cultural Processes in Education (3)
ESCFE 8266   Policy and Politics of English Language Learning (3)
ESCFE 7217   Globalization Processes in Education (3)
ESCFE 7225   Visualizing the Curriculum (3)
ESCFE 7229   Technology, Society, and Schools (3)
ESCFE 7210   Fundamentals of Curriculum (3)
ESCFE 7211   Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum (3)
ESCFE 7212   Laboratory in Curriculum Development and Praxis for Educators (3)
ESCFE 7213   The Historical Basis of Curriculum Development (3)
ESCFE 7214   An Interpretive History of African American Education: 1700 to 1950 (3)

Research Apprenticeship (9 hours)

Consult with faculty advisor
EDUCST 8191   Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESCFE 8999   Dissertation or Thesis Research: Cultural Foundations of Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
### Program Requirements (15 hours)

**Common Core (6 hours)**
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

**Research Core (choose three, 9 hours)**
- ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- ESQUAL 8211 Analysis of Classroom Discourse (3)
- ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)
- ESQUAL 7230 Qualitative Research for Educators (3)

### Specialization Requirements (27 hours)

**Required Courses (6 hours)**
- ESCFE 7210 Fundamentals of Curriculum (3)
- ESCFE 8200 Themes and Theories in Cultural Foundations (3)

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Minimum hours post-MA/MS: 57

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*revised 4/8/2013*
Supporting Courses (take seven, 21 hours)

ESCFE 5260  Children, Families, and Communities in Conflict Transformation (3)
ESCFE 6205  Fundamentals of Instruction (3)
ESCFE 6250  History of Education (3)
ESEPHL 6410  Philosophy of Education (3)
ESCFE 7215  An Interpretive History of African American Education: 1950 to the Present (3)
ESCFE 7224  Educational Policy Analysis in Contemporary Culture (3)
ESETEC 7288  Urban Communities, Technology and Education (3)
ESHESA 7574  Curriculum in Higher Education (3)
ESCFE 8206  Theories of Instruction (3)
ESCFE 8209  Cultural Processes in Education (3)
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ESCFE 7213  The Historical Basis of Curriculum Development (3)
ESCFE 7214  An Interpretive History of African American Education: 1700 to 1950 (3)

Research Apprenticeship (9 hours)

Consult with faculty advisor
EDUCST 8191  Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESCFE 8999  Dissertation or Thesis Research: Cultural Foundations of Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
# Educational Administration (EDUCST-PH, EAN)

*Specialization leading to Doctor of Philosophy in Educational Studies*

## Program Requirements (15 hours)

### Common Core (6 hours)
- EDUCST 6891: Proseminar in Educational Studies (3)
- EDUCST 6892: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

### Research Core (choose three, 9 hours)
*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.*

**ANOVA Sequence:**
- ESQREM 7648: Univariate Experimental Design (4)
- ESQREM 8648: Multivariate Experimental Designs (4)
- One more research course (3)

**Regression Sequence:**
- ESQREM 7651: Regression Analysis (4)
- ESQREM 8658: Applied Multilevel Data Analysis (3)
- One more research course (3)

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

**Classroom Discourse Sequence:**
- ESQUAL 8210: Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- ESQUAL 8211: Analysis of Classroom Discourse (3)
- One more research 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.*

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For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

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*revised 8/5/2013*
Specialization Requirements (30 hours)

Required Courses (15 hours)

- ESEADM 8359 Organizational Behavior: Theory and Research (3)
- ESEADM 8361 Social and Political Contexts of Education (3)
- ESEADM 8352 Educational Policy in a Democratic Society (3)
- ESEADM 8356 Economic Viewpoints in Education (3)
- ESEADM 8354 Legal Research in Ed Administration (3)

Supporting Cognate (9 hours)

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, or Human Resources. Consult with faculty advisor for details.

Independent Study Requirement (6 hours)

Students are required to take six credit hours of independent study with members of the candidacy exam committee.

Research Apprenticeship (9 hours)

Consult with faculty advisor

EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor

ESEADM 8999 Dissertation or Thesis Research: Educational Administration (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
# Educational Administration (EDUCST-PH, EAN)

## Specialization Curriculum

### Program Requirements (15 hours)

#### Common Core (6 hours)
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

#### Research Core (choose three, 9 hours)

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.

**ANOVA Sequence:**
- ESQREM 7648 Univariate Experimental Design (4)
- ESQREM 8648 Multivariate Experimental Designs (4)
- One more research course (3)

**Regression Sequence:**
- ESQREM 7651 Regression Analysis (4)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
- One more research course (3)

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

**Classroom Discourse Sequence:**
- ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- ESQUAL 8211 Analysis of Classroom Discourse (3)
- One more research 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.

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Minimum hours post-MA/MS: 60

For More Information: Department of Educational Studies 122 Ramseyer Hall 29 West Woodruff Ave. Columbus, OH 43210 614-688-4007 EdStudies@osu.edu

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revised 8/5/2013
Specialization Requirements (2430 hours)

**Required Courses (15 hours)**
- ESEADM 8359 Organizational Behavior: Theory and Research (3)
- ESEADM 8361 Social and Political Contexts of Education (3)
- ESEADM 8352 Educational Policy in a Democratic Society (3)
- ESEADM 8356 Economic Viewpoints in Education (3)
- ESEADM 8354 Legal Research in Ed Administration (3)

**Supporting Cognate (9 hours)**
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, or Human Resources. Consult with faculty advisor for details.

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

**Research Apprenticeship (9 hours)**
Consult with faculty advisor
- EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

**Dissertation Requirement (6 hours)**
Consult with faculty advisor
- ESEADM 8999 Dissertation or Thesis Research: Educational Administration (minimum 6)

*Note: Students' exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.*

revised 8/5/2013
Minimum hours post-MA/MS: 54

For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

Program Requirements (15 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
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.

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (4)
ESQREM 8648 Multivariate Experimental Designs (4)
One more research course (3)

Regression Sequence:
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (3)
One more research course (3)

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

Classroom Discourse Sequence:
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
One more research 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.
Specialization Requirements (24 hours)

Required Courses (15 hours)
ESEADM 8359  Organizational Behavior: Theory and Research (3)
ESEADM 8361  Social and Political Contexts of Education (3)
ESEADM 8352  Educational Policy in a Democratic Society (3)
ESEADM 8356  Economic Viewpoints in Education (3)
ESEADM 8354  Legal Research in Ed Administration (3)

Supporting Cognate (9 hours)
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, or Human Resources. Consult with faculty advisor for details.

Research Apprenticeship (9 hours)
Consult with faculty advisor
EDUCST 8191  Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)
Consult with faculty advisor
ESEADM 8999  Dissertation or Thesis Research: Educational Administration (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Educational Policy (EDUCST-PH, EPS)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
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.

ANOVA Sequence:
- ESQREM 7648 Univariate Experimental Design (4)
- ESQREM 8648 Multivariate Experimental Designs (4)
  One more research course (3)

Regression Sequence:
- ESQREM 7651 Regression Analysis (4)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
  One more research course (3)

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

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

For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

Minimum hours post-MA/MS: 60

revised 8/5/2013
Specialization Requirements (30 hours)

Required Courses (15 hours)

- ESCFE 8201 Social Foundations of Education (3)
- ESEADM 8352 Educational Policy in Democratic Society (3)
- ESCFE 7222 History of Educational Policy (3)
- ESEP HL 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)
- ESCFE 7224 Educational Policy Analysis in Contemporary Culture (3)

Supporting Courses (choose five, 15 hours)

- ESCFE 5260 Children, Families, and Communities in Conflict Transformation (3)
- ESEP HL 6410 Philosophy of Education (3)
- ESCFE 7211 Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum (3)
- ESCFE 8266 Policy and Politics of English Language Learning (3)
- ESEADM 6360 School Community Relations and Politics (3)
- ESEADM 8310 Educational Change (3)
- ESEADM 8356 Economic Viewpoints in Education (3)
- ESEADM 8361 Social and Political Contexts in Education (3)
- ESCFE 6250 History of Education (3)
- ESEADM 8312 Politics and Political Leadership in American Education (3)
- ESCFE 7214 An Interpretative History of African American Education: 1700 to 1950 (3)
- ESCFE 7215 An Interpretative History of African American Education: 1950 to present (3)
- ESETEC 7288 Urban Communities, Technology and Education (3)
- ESCFE 8209 Cultural Processes in Education (3)
- ESCFE 7217 Globalization Processes in Education (3)
- ESCFE 7225 Visualizing the Curriculum (3)
- ESCFE 7229 Technology, Society, and Schools (3)

Research Apprenticeship (9 hours)

Consult with faculty advisor

EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor

EDUCST 8999 Dissertation or Thesis Research: Educational Studies (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
# Educational Policy (EDUCST-PH, EPS)

*Specialization leading to Doctor of Philosophy in Educational Studies*

## Program Requirements (15 hours)

### Common Core (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCST 6891</td>
<td>Proseminar in Educational Studies (3)</td>
</tr>
<tr>
<td>EDUCST 6892</td>
<td>Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)</td>
</tr>
</tbody>
</table>

### Research Core (choose three, minimum 9 hours)

Students will select 1) one quantitative research sequence or two qualitative research courses and 2) an additional research course that may be quantitative or qualitative. Students who complete qualitative coursework must take at least one course from the introductory course list. Additional qualitative courses may come from the introductory or additional course lists.

#### ANOVA Sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESQREM 7648</td>
<td>Univariate Experimental Design (4)</td>
</tr>
<tr>
<td>ESQREM 8648</td>
<td>Multivariate Experimental Designs (4)</td>
</tr>
</tbody>
</table>

#### Regression Sequence:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESQREM 7651</td>
<td>Regression Analysis (4)</td>
</tr>
<tr>
<td>ESQREM 8658</td>
<td>Applied Multilevel Data Analysis (3)</td>
</tr>
</tbody>
</table>

#### Qualitative Options:

**Introductory courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESQUAL 8210</td>
<td>Qualitative Research: The Analysis of Interaction in Educational Settings (3)</td>
</tr>
<tr>
<td>ESQUAL 8280</td>
<td>Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)</td>
</tr>
</tbody>
</table>

**Additional courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESQUAL 8211</td>
<td>Analysis of Classroom Discourse (3)</td>
</tr>
<tr>
<td>ESQUAL 8290</td>
<td>Qualitative Research in Education: Methods and Analysis (3)</td>
</tr>
<tr>
<td>ESQUAL 6269</td>
<td>Digital tools in Qualitative Research (3)</td>
</tr>
<tr>
<td>ESQUAL 7230</td>
<td>Qualitative Research for Educators (3)</td>
</tr>
<tr>
<td>ESQUAL 7240</td>
<td>Life History Interview Methods in Education (3)</td>
</tr>
</tbody>
</table>

### Minimum hours post-MA/MS: 60

For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

---

Specialized Sequence:

Students, in consultation with their advisors, may design their own research 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 courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

revised 8/5/2013
**Specialization Requirements (30 hours)**

### Required Courses (15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESEPOL 6000</td>
<td>Introduction to Educational Policy</td>
<td>3</td>
</tr>
<tr>
<td>ESEADM 8352</td>
<td>Educational Policy in Democratic Society</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 7224</td>
<td>Educational Policy Analysis in Contemporary Culture</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 7222</td>
<td>History of Educational Policy</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one of the following courses: (choose both courses if any of required courses were taken as part of Master's degree)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESCEF 8201</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESEPHL 8410</td>
<td>Ethics and Education: Equality, Freedom, and Justice in Schools</td>
<td>3</td>
</tr>
</tbody>
</table>

### Supporting Courses (choose five, 15 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESEPOL 7100</td>
<td>Policy Writing</td>
<td>3</td>
</tr>
<tr>
<td>ESEADM 8312</td>
<td>Politics and Political Leadership in American Education</td>
<td>3</td>
</tr>
<tr>
<td>ESEPHL 8410</td>
<td>Ethics and Education: Equality, Freedom, and Justice in Schools</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 8201</td>
<td>Social Foundations of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESEADM 8310</td>
<td>Educational Change</td>
<td>3</td>
</tr>
<tr>
<td>ESEADM 8361</td>
<td>Social and Political Contexts in Education</td>
<td>3</td>
</tr>
<tr>
<td>ESEADM 8356</td>
<td>Economic Viewpoints in Education</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 5260</td>
<td>Children, Families, and Communities in Conflict Transformation</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 6250</td>
<td>History of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 8266</td>
<td>Policy and Politics of English Language Learning</td>
<td>3</td>
</tr>
<tr>
<td>ESCETEC 7288</td>
<td>Urban Communities, Technology and Education</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 7229</td>
<td>Technology, Society, and Schools</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 6410</td>
<td>Philosophy of Education</td>
<td>3</td>
</tr>
<tr>
<td>ESEADM 6360</td>
<td>School Community Relations and Politics</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 7214</td>
<td>An Interpretative History of African American Education: 1700 to 1950</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 7215</td>
<td>An Interpretative History of African American Education: 1950 to present</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 8209</td>
<td>Cultural Processes in Education</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 7217</td>
<td>Globalization Processes in Education</td>
<td>3</td>
</tr>
<tr>
<td>ESCEF 7225</td>
<td>Visualizing the Curriculum</td>
<td>3</td>
</tr>
</tbody>
</table>

### Research Apprenticeship (9 hours)

Consult with faculty advisor

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUCST 8191</td>
<td>Research Apprenticeship: Educational Studies (1-12)</td>
<td></td>
</tr>
</tbody>
</table>

_revised 8/5/2013_
Dissertation Requirement (6 hours)

Consult with faculty advisor
EDUCST 8999 Dissertation or Thesis Research: Educational Studies (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
# Educational Policy (EDUCST-PH, EPS)

**Specialization leading to Doctor of Philosophy in Educational Studies**

## Program Requirements (15 hours)

### Common Core (6 hours)
- **EDUCST 6891**: Proseminar in Educational Studies (3)
- **EDUCST 6892**: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

### Research Core (choose three, minimum 9 hours)

Students will select 1) one quantitative research sequence or two qualitative research courses and 2) an additional research course that may be quantitative or qualitative. Students who complete qualitative coursework must take at least one course from the introductory course list. Additional qualitative courses may come from the introductory or additional course lists.

#### ANOVA Sequence:
- **ESQREM 7648**: Univariate Experimental Design (4)
- **ESQREM 8648**: Multivariate Experimental Designs (4)

#### Regression Sequence:
- **ESQREM 7651**: Regression Analysis (4)
- **ESQREM 8658**: Applied Multilevel Data Analysis (3)

#### Qualitative Options:

**Introductory courses**
- **ESQUAL 8210**: Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- **ESQUAL 8280**: Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

**Additional courses**
- **ESQUAL 8211**: Analysis of Classroom Discourse (3)
- **ESQUAL 8290**: Qualitative Research in Education: Methods and Analysis (3)
- **ESQUAL 6269**: Digital tools in Qualitative Research (3)
- **ESQUAL 7230**: Qualitative Research for Educators (3)
- **ESQUAL 7240**: Life History Interview Methods in Education (3)

### Specialized Sequence:

Students, in consultation with their advisors, may design their own research 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 courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

---

Minimum hours post-MA/MS: 60

For More Information:  
Department of Educational Studies  
122 Ramseyer Hall  
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Columbus, OH 43210  
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[EdStudies@osu.edu](mailto:EdStudies@osu.edu)

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*revised 8/5/2013*
Specialization Requirements (30 hours)

Required Courses (15 hours)
ESEPOL 6000 Introduction to Educational Policy (3)
ESEPOL 8352 Educational Policy in Democratic Society (3)
ESEPOL 7224 Educational Policy Analysis in Contemporary Culture (3)
ESCFE 7222 History of Educational Policy (3)

Choose one of the following courses: (choose both courses if any of required courses were taken as part of Master’s degree)
ESEPHL 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)
ESCFE 8201 Social Foundations of Education (3)

Supporting Courses (choose five, 15 hours)
ESEPOL 7100 Policy Writing (3)
ESEPOL 8312 Politics and Political Leadership in American Education (3)
ESCFE 8266 Policy and Politics of English Language Learning (3)
ESCFE 8288 Urban Communities, Technology and Education (3)
ESCFE 7229 Technology, Society, and Schools (3)
ESEADM 8310 Educational Change (3)
ESEADM 8361 Social and Political Contexts in Education (3)
ESCFE 5260 Children, Families, and Communities in Conflict Transformation (3)
ESCFE 6250 History of Education (3)
ESCFE 8201 Social Foundations of Education (3)
ESCFE 8310 Educational Change (3)
ESCFE 8356 Economic Viewpoints in Education (3)
ESCFE 6250 History of Education (3)
ESCFE 6250 History of Education (3)

Research Apprenticeship (9 hours)
Consult with faculty advisor
EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)
Consult with faculty advisor
EDUCST 8999 Dissertation or Thesis Research: Educational Studies (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

revised 8/5/2013
Educational Psychology (EDUCST-PH, PSY)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
To satisfy the competencies needed to successfully complete the dissertation, Educational Psychology students typically complete research and methodology courses in excess of the minimums required by the Educational Studies program. All Ph.D. students in Educational Psychology are required to include in their program of study at least 3 research methods courses at the 7000 level or higher. Students will complete ESQUAL 8280 and select a quantitative sequence from the following list and consult with their advisor for additional options.

Qualitative Requirement:
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (4)
ESQREM 8648 Multivariate Experimental Designs (4)

Regression Sequence:
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (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.

Minimum hours post-MA/MS: 57

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EdStudies@osu.edu

revised 8/5/2013
Specialization Requirements (27 hours)

Required Courses (15 hours)

- ESEPHL 6410 Philosophy of Education (3)
- ESEPSY 7402 Educational Psychology: Cognition, Learning and Instruction (3)
- ESEPSY 7403 Motivation in Learning and Teaching (3)
- ESEPHL 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)
- ESEPSY 8403 Advanced Seminar in Educational Psychology (3)

Supporting Courses (choose four, 12 hours)

Consult with faculty advisor for alternatives

- ESEPSY 5401 Adolescent Learning and Development in School Contexts (3)
- ESEPSY 7401 Psychological Perspectives on Teaching (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 7405 Cooperative Learning: Research and Practice (3)
- ESEPSY 8401 Research on Teachers’ Knowledge and Beliefs (3)
- ESEPSY 8402 Classroom Research on Student Motivation (3)

Research Apprenticeship (9 hours)

Consult with faculty advisor

- EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor

- ESEPSY 8999 Dissertation or Thesis Research: Educational Psychology (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Program Requirements (15 hours)

Common Core (6 hours)
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
To satisfy the competencies needed to successfully complete the dissertation, Educational Psychology students typically complete research and methodology courses in excess of the minimums required by the Educational Studies program. All Ph.D. students in Educational Psychology are required to include in their program of study at least 3 research methods courses at the 7000 level or higher. Students will complete ESQUAL 8280, and select a quantitative sequence from the following list and consult with their advisor for additional options. All Ph.D. students in Educational Psychology are required to include in their program of study at least 3 research methods courses at the 7000 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.

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.

- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

ANOVA Sequence:
- ESQREM 7648 Univariate Experimental Design (4)
- ESQREM 8648 Multivariate Experimental Designs (4)

Regression Sequence:
- ESQREM 7651 Regression Analysis (4)
- ESQREM 8658 Applied Multilevel Data Analysis (3)

One more research course (3)

Qualitative Sequence:
- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)

One more research course (3)

Classroom Discourse Sequence:
- ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational...
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.

Specialization Requirements (30+ 27 hours)

Required Courses (18+ 15 hrs)
- ESEPHL 6410 Philosophy of Education (3)
- ESEPSY 7402 Educational Psychology: Cognition, Learning and Instruction (3)
- ESEPSY 7403 Motivation in Learning and Teaching (3)
- ESEPHL 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)
- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- ESEPSY 8403 Advanced Seminar in Educational Psychology (3)

Supporting Courses (choose four, 12 hrs)
Consult with faculty advisor for alternatives
- ESEPSY 5401 Adolescent Learning and Development in School Contexts (3)
- ESEPSY 7401 Psychological Perspectives on Teaching (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 7405 Cooperative Learning: Research and Practice (3)
- ESEPSY 8401 Research on Teachers’ Knowledge and Beliefs (3)
- ESEPSY 8402 Classroom Research on Student Motivation (3)
- ESEPSY 8895 Seminars: Educational Psychology

Research Apprenticeship (9 hours)
Consult with faculty advisor
EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)
Consult with faculty advisor
ESEPSY 8999 Dissertation or Thesis Research: Educational Psychology (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

revised 8/5/2013
Educational Psychology (EDUCST-PH, PSY)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
To satisfy the competencies needed to successfully complete the dissertation, Educational Psychology students typically complete research and methodology courses in excess of the minimums required by the Educational Studies program. All Ph.D. students in Educational Psychology are required to include in their program of study at least 3 research methods courses at the 7000 level or higher. Students will complete ESQUAL 8280, and select a quantitative sequence from the following list and consult with their advisor for additional options.

ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (4)
ESQREM 8648 Multivariate Experimental Designs (4)
One more research course (3)

Regression Sequence:
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (3)
One more research 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.

Minimum hours post-MA/MS: 57

For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

revised 4/8/2013
Specialization Requirements (27 hours)

Required Courses (15 hrs)

ESEPHL 6410 Philosophy of Education (3)
ESEPSY 7402 Educational Psychology: Cognition, Learning and Instruction (3)
ESEPSY 7403 Motivation in Learning and Teaching (3)
ESEPHL 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)
ESEPSY 8403 Advanced Seminar in Educational Psychology (3)

Supporting Courses (choose four, 12 hrs)

Consult with faculty advisor for alternatives

ESEPSY 5401 Adolescent Learning and Development in School Contexts (3)
ESEPSY 7401 Psychological Perspectives on Teaching (3)
ESEPSY 7404 College Teaching (3)
ESEPSY 7405 Cooperative Learning: Research and Practice (3)
ESEPSY 8402 Classroom Research on Student Motivation (3)
ESEPSY 8895 Seminars: Educational Psychology

Research Apprenticeship (9 hours)

Consult with faculty advisor

EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor

ESEPSY 8999 Dissertation or Thesis Research: Educational Psychology (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
April 8, 14

Dear Educational Studies Graduate Studies Committee,

In an effort to update the Educational Technology specialization we are requesting a name change and a change to the curriculum. This new specialization titled, “Learning Technologies” will replace the Educational Technology Ph.D. specialization. In order to create consistency between the new specialization name and course titles there are also a number of course name changes requested at the end of this document. This document begins with the curriculum for the Educational Technology specialization that was approved in semester conversion, continues with the new specialization curriculum and concludes with the proposed course name changes.

We are also applying to replace the existing MA specialization in Educational Technology with a new Tagged degree, Masters in Learning Technologies (MLT). We are requesting that the Ph.D. name change coincides with the approval of the MLT.

Sincerely,

Rick Voithofer, Ph.D.
(614) 247-7945
voithofer.2@osu.edu
Current Educational Technology PhD Specialization

EDUCATIONAL TECHNOLOGY SPECIALIZATION (57 HRS MINIMUM)

Note: All courses are ESETEC courses unless otherwise listed.

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

Electives (choose 6 of these or other approved courses): (18 hrs)
- 5280 - Educational Videography (3)
- 5281 - Introduction to Developing Educational Web Sites (3)
- ESEADM 6372 - Educational Technology Leadership and Administration (3)
- ESCFE 7225 - Visualizing the Curriculum (3)
- 7277 - Educational Telecommunications (3)
- 7278 - Formative Evaluation of Learning Technologies (3)
- 7288 - Urban Communities, Technology and Education (3)
- 7289 - Practicum in Instructional Design and Technology (3)
- 7297 - Designing Multimedia for Instruction (3)
- ESEPHL 7415 - Philosophical Foundations of Technology (3)
- ESTEPL 8216 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)
- 8253 - Women, Technology, and Education (3)
- 8295 - Applied Instructional Design (3)
- 8895 - 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
New PhD Specialization in Learning Technologies

Description
The PhD specialization in Learning Technologies prepares individuals for research and leadership positions across a variety of institutional, professional, and educational settings. The research of the faculty in the specialization reflect the important role that technology plays both in providing access for diverse populations to educational and training opportunities in formal and informal settings, and technology's key place in the development and implementation of new models of learning and professional practice. The specialization is committed to the enculturation of students into their professional experience by providing them with a number of opportunities to conduct and report research.

PhD graduates from the specialization are hired into a variety of positions including:
- University and College Faculty
- Research Associates with Educational Centers and Foundations
- Educational Media or Technology Director
- Corporate Director of Instructional Technology
- Policy Analyst / Maker

The specialization will be designed around the following Goals:

Goal 1: Demonstrate research skills that will contribute to knowledge generation in our scholarly and practice communities
Goal 2: Understand the conceptual and theoretical foundations that underlie effective practices and scholarship in our areas of study
Goal 3: Link theory, research, and application to issues in lifelong fields of practice
Goal 4: Explicate scholarly positions on issues relevant to our fields of practice
Goal 5: Develop conceptual / theoretical basis for designing, implementing and evaluating practices to increase learning and performance
Goal 6: Demonstrate ethical stances that promote opportunities for all citizens

Core Faculty:
Rick Voithofer
Kui Xie

Affiliated Faculty:
Anika Anthony
Michael Glassman
Jan Nespor
David Stein
Tracey Stuckey-Mickell
Joe Wheaton
Total Credit Requirements: 81 Credits (51 Credits beyond the MA)

School Proseminar Core (6 credits)

Foundational Pre-requisites
Incoming PhD students must have a basic background in the foundations of learning technologies in their area of specialization. Each student’s application, transcript and resume will be evaluated at time of admission to determine if the student has met the core requires and what, if any, remediation is needed. Any credits taken to meet these pre-requisites will not count toward the 51 credits.

Research Methods Courses (9 credits)
Doctoral students may select a research sequence in either quantitative or qualitative inquiry. The particular sequence of courses is selected in consultation with the student’s advisor.

PhD LT Core (6 credits)
Student will be required to take two 3-credit core classes. These courses will scaffold students through the process of becoming researchers who are prepared to successfully complete a dissertation.

Course 1 (ESTEPL 8216 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology. This course will be renamed to: Scholarly Perspectives in Learning Technologies) – Course 1 will survey the major literatures and research methods in the fields of Learning Technologies. Students will develop knowledge of the developmental, social, cultural, cognitive, policy and economic factors that impact the continuum of learning across the lifespan. Students will complete a literature review as part of the course.

Course 2 (7897 Special Topics: Educational Technology) This course will be renamed to: “Special Topics: Learning Technology”) - Course 2 will engage students in designing various group and individual research projects. Students will complete an IRB proposal as part of this course.

Research Apprenticeship (9 credits)
Beginning students will work with advanced students on faculty lead research projects.

Cognate (9 credits)
A cognate represents a depth of knowledge in an area of inquiry outside of the student’s area of specialization. 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.

Specialty Courses (6 credits)
Students may be asked by their advisor to take more specialty courses. This will
be arranged with their advisor. Specialty classes may include:

ESETEC 5280 - Educational Videography
ESETEC 5281 - Introduction to Developing Educational Web Sites
ESWDE 5649S - Teaching adults in the Workplace
ESWDE 5701 - Teaching Adult Learners Online
ESSPED 5716 - Adaptive and Assistive Technology
ESETEC 6282 - Introduction to Teaching Online for K12 Educators
ESEADM 6372 - Educational Technology Leadership and Administration
ESETEC 7225 - Visualizing the Curriculum
ESETEC 7277 - Educational Telecommunications
ESETEC 7278 - Formative Evaluation of Educational Technology
ESETEC 7288 - Urban Communities, Technology and Education
ESETEC 7289 - Practicum in Instructional Design and Technology
ESETEC 7297 - Designing Multimedia for Instruction
ESETEC 7415 - Philosophical Foundations of Educational Technology
ESETEC 7701 - Foundations of Distance Teaching and Learning
ESETEC 7727 - Assuring Quality in Online Course Design
ESTEPL 8216 - Contemporary Research and Issues in Teacher Thinking,
Curriculum, and Educational Technology
8253 - Women, Technology, and Education
ESETEC 8295 – Applied Instructional Design
ESWDE 8931 - Theory and Practice of Discussion and Facilitation for the
Workplace
ESWDE 8932 - Adult Learning Theory
ESETEC 8895 - Seminars: Educational Technology

Summary of Credits:

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Pro-seminar Sequence</td>
<td>6</td>
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<tr>
<td>LT PhD Core</td>
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<tr>
<td>Research Methods</td>
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</tr>
<tr>
<td>Research Apprenticeship</td>
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</tr>
<tr>
<td>Cognate</td>
<td>9</td>
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<tr>
<td>Post Candidacy</td>
<td>6</td>
</tr>
<tr>
<td>Specialty Courses</td>
<td>6</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
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## Courses that Require a Name Change

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<thead>
<tr>
<th>Number</th>
<th>Old Name</th>
<th>New Name</th>
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</thead>
<tbody>
<tr>
<td>ESETEC 7278</td>
<td>Formative Evaluation of Learning Technologies</td>
<td>Evaluation of Learning Technologies</td>
</tr>
<tr>
<td>ESETEC 7277</td>
<td>Educational Telecommunications</td>
<td>Technology Supported Learning Environments</td>
</tr>
<tr>
<td>ESETEC 8895</td>
<td>Seminars: Educational Technology</td>
<td>Seminars: Learning Technologies</td>
</tr>
<tr>
<td>ESETEC 5193</td>
<td>Individual Studies: Educational Technology</td>
<td>Individual Studies: Learning Technologies</td>
</tr>
<tr>
<td>ESCFE 7229</td>
<td>Technology, Society, and Schools</td>
<td>ESETEC 7229 - Technology, Society, and Learning</td>
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<td>ESETEC 7289</td>
<td>Practicum in Educational Technology</td>
<td>Practicum in Learning Technologies</td>
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<tr>
<td>ESETEC 7897</td>
<td>Special Topics: Educational Technology</td>
<td>Special Topics: Learning Technologies</td>
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<tr>
<td>ESETEC 8194</td>
<td>Advanced Group Studies: Educational Technology</td>
<td>Advanced Group Studies: Learning Technologies</td>
</tr>
<tr>
<td>ESETEC 8193</td>
<td>Advanced Individual Studies: Educational Technology</td>
<td>Advanced Individual Studies: Learning Technologies</td>
</tr>
<tr>
<td>ESTEPL 8216</td>
<td>Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology</td>
<td>ESETEC 8216 - Scholarly Perspectives in Learning Technologies</td>
</tr>
</tbody>
</table>
Program Requirements (15 hours)

**Common Core (6 hours)**
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

**Research Core (choose three, 9 hours)**
*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.*

**ANOVA Sequence:**
- ESQREM 7648 Univariate Experimental Design (4)
- ESQREM 8648 Multivariate Experimental Designs (4)
  One more research course (3)

**Regression Sequence:**
- ESQREM 7651 Regression Analysis (4)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
  One more research course (3)

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

**Classroom Discourse Sequence:**
- ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- ESQUAL 8211 Analysis of Classroom Discourse (3)
  One more research 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.*

Minimum hours post-MA/MS: 57

For More Information:
Department of Educational Studies
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Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

revised 8/5/2013
Specialization Requirements (27 hours)

Required Courses (9 hours)
ESETEC 6223 Issues and Practices in Educational Technology (3)
ESCFE 7229 Technology, Society, and Schools (3)
ESCFE 7392 Learning, Culture, and Technology (3)

Supporting Courses (choose six, 18 hours)
ESETEC 7277 Educational Telecommunications (3)
ESETEC 5280 Educational Videography (3)
ESETEC 5281 Introduction to Developing Educational Web Sites (3)
ESEADM 6372 Educational Technology Leadership and Administration (3)
ESEPHL 7415 Philosophical Foundations of Educational Technology (3)
ESETEC 7278 Formative Evaluation of Learning Technologies (3)
ESETEC 7288 Urban Communities, Technology and Education (3)
ESCFE 7225 Visualizing the Curriculum (3)
ESETEC 8253 Women, Technology, and Education (3)
ESTEPL 8216 Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)
ESETEC 7297 Designing Multimedia for Instruction (3)
ESETEC 7289 Practicum in Educational Technology (3)
ESETEC 8295 Applied Instructional Design (3)
EDUCST 8895 Seminars: Educational Studies (3)

Research Apprenticeship (9 hours)
Consult with faculty advisor
EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)
Consult with faculty advisor
ESETEC 8999 Dissertation or Thesis Research: Educational Technology (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
# Learning Technologies (EDUCST-PH, ___)

*Specialization leading to Doctor of Philosophy in Educational Studies*

## Program Requirements (15 hours)

### Common Core (6 hours)
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

### Research Core (choose three, 9 hours)

- **ANOVA Sequence**:
  - ESQREM 7648 Univariate Experimental Design (4)
  - ESQREM 8648 Multivariate Experimental Designs (4)
  - One more research course (3)

- **Regression Sequence**:
  - ESQREM 7651 Regression Analysis (4)
  - ESQREM 8658 Applied Multilevel Data Analysis (3)
  - One more research course (3)

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

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

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Minimum hours post-MA/MS: 51

For More Information: Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

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*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.*
Specialization Requirements (30 hours)

Required Courses (6 hours)
- ESTEPL 8216 Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)
- ESETEC 7897 Special Topics: Educational Technology (3)

Research Apprenticeship (9 hours)
Consult with faculty advisor
- EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Cognate (9 credits)
A cognate represents a depth of knowledge in an area of inquiry outside of the student’s area of specialization. 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.

Specialty Courses (6 credits)
Students may be asked by their advisor to take more specialty courses. This will be arranged with their advisor.
Specialty classes may include:
- ESETEC 5280 Educational Videography
- ESETEC 5281 Introduction to Developing Educational Web Sites
- ESWDE 5649S Teaching adults in the Workplace
- ESWDE 5701 Teaching Adult Learners Online
- ESSPED 5716 Adaptive and Assistive Technology
- ESETEC 6282 Introduction to Teaching Online for K12 Educators
- ESEADM 6372 Educational Technology Leadership and Administration
- ESETEC 7225 Visualizing the Curriculum
- ESETEC 7277 Educational Telecommunications
- ESETEC 7278 Formative Evaluation of Educational Technology
- ESETEC 7288 Urban Communities, Technology and Education
- ESETEC 7289 Practicum in Instructional Design and Technology
- ESETEC 7297 Designing Multimedia for Instruction
- ESETEC 7415 Philosophical Foundations of Educational Technology
- ESETEC 7701 Foundations of Distance Teaching and Learning
- ESETEC 7727 Assuring Quality in On Line Course Design
- ESTEPL 8216 Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology
- ESETEC 8253 Women, Technology, and Education
- ESETEC 8295 Applied Instructional Design
- ESWDE 8931 Theory and Practice of Discussion and Facilitation for the Workplace
- ESWDE 8932 Adult Learning Theory
- ESETEC 8895 Seminars: Educational Technology

Dissertation Requirement (6 hours)
Consult with faculty advisor
- ESETEC 8999 Dissertation or Thesis Research: Educational Technology (minimum 6)

revised 4/8/2013
Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Department of Educational Studies
Specialization Curriculum

Philosophy of Education (EDUCST-PH, PHL)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core  (6 hours)
EDUCST 6891  Proseminar in Educational Studies (3)
EDUCST 6892  Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 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:
ESEPHL 8411  Educational Philosophy of John Dewey (3)
ESEPHL 7413  Professional Education (3)
ESEPHL 7414  Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)
ESEPHL 8895  Seminars: Philosophy of Education (3)

Specialization Requirements (29-32 hours)

Required Courses (12 hours)
ESEPHL 6410  Philosophy of Education (3)
ESEPHL 7410  Modern Trends in Philosophy of Education (3)
ESHESA 7574  Curriculum in Higher Education (3)
ESEPHL 8410  Ethics and Education: Equality, Freedom, and Justice in Schools (3)

Educational Psychology Requirement (choose one, 3hrs)
ESEPSY 7401  Psychological Perspectives on Teaching (recommended) (3)
ESEPSY 7402  Educational Psychology: Cognition, Learning, and Instruction (3)
ESEPSY 7403  Motivation in Learning and Teaching (3)

Supporting Courses (choose five, 14-17 hours)
ESCFE 6250  History of Education (3)
ESCFE 6212  American Schools and Society (3)
ESEPHL 6403  Ethics and the Professional Context of Teaching (3)
ESEPHL 7411  Sources of Progressive Thought (3)
ESEPHL 7413  Professional Education (3)
ESEPHL 7414  Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)

Minimum hours post-MA/MS: 59-62

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EdStudies@osu.edu

revised 10/23/2013
ESEPHL 7415  Philosophical Foundations of Educational Technology (3)
ESCFE 7572  History of Colleges and Universities (3)
ESCFE 8201  Social Foundations of Education (3)
ESCFE 8209  Cultural Processes in Education (3)
ESEADM 8361  Social and Political Contexts of Education (3)
ESEADM 8352  Educational Policy in a Democratic Society (3)
ESEPHL 8411  Educational Philosophy of John Dewey (3)
ESEPHL 8895  Seminars: Philosophy of Education (variable topics) (2-5)
PHILOS 5263  American Philosophy (3)
PHILOS 5300  Advanced Moral Philosophy (3)
PHILOS 5400  Advanced Political and Social Philosophy (3)
PHILOS 5650  Advanced Philosophy of Science (3)
PHILOS 5750  Advanced Theory of Knowledge (3)

**Research Apprenticeship (9 hours)**

*Consult with faculty advisor*

EDUCST 8191  Research Apprenticeship: Educational Studies (1-12)

**Dissertation Requirement (6 hours)**

*Consult with faculty advisor*

ESEPHL 8999  Dissertation or Thesis Research: Philosophy of Education (minimum 6)

*Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.*
# Philosophy of Education (EDUCST-PH, PHL)

**Specialization Curriculum**

**Specialization leading to Doctor of Philosophy in Educational Studies**

## Program Requirements (15 hours)

### Common Core (6 hours)
- EDUCST 6891: Proseminar in Educational Studies (3)
- EDUCST 6892: Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

### Research Core (choose three, 9 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:*

- ESEPHL 8411: Educational Philosophy of John Dewey (3)
- ESEPHL 7413: Professional Education (3)
- ESEPHL 7414: Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)
- ESEPHL 8895: Seminars: Philosophy of Education (3)

## Specialization Requirements (29-32 hours)

### Required Courses (12 hours)
- ESEPHL 6410: Philosophy of Education (3)
- ESEPHL 7410: Modern Trends in Philosophy of Education (3)
- ESHESA 7574: Curriculum in Higher Education (3)
- ESEPHL 8410: Ethics and Education: Equality, Freedom, and Justice in Schools (3)

### Educational Psychology Requirement (choose one, 3hrs)
- ESEPSY 7401: Psychological Perspectives on Teaching (recommended) (3)
- ESEPSY 7402: Educational Psychology: Cognition, Learning, and Instruction (3)
- ESEPSY 7403: Motivation in Learning and Teaching (3)

### Elective Courses (minimum 14 hours), in additional courses approved by the advisor, such as the following: Supporting Courses (choose five, 14-17 hours)
- ESCFE 6250: History of Education (3)
- ESCFE 6212: American Schools and Society (3)
- ESEPHL 6403: Ethics and the Professional Context of Teaching (3)
- ESEPHL 7411: Sources of Progressive Thought (3)
- ESEPHL 7413: Professional Education (3)
- ESEPHL 7414: Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)

---

Minimum hours post-MA/MS: 59-62

For More Information:
- Department of Educational Studies
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- Columbus, OH 43210
- 614-688-4007
- EdStudies@osu.edu

*revised 10/23/2013*
ESEPHL 7415    Philosophical Foundations of Educational Technology (3)
ESCFE 7572    History of Colleges and Universities (3)
ESCFE 8201    Social Foundations of Education (3)
ESCFE 8209    Cultural Processes in Education (3)
ESEADM 8361    Social and Political Contexts of Education (3)
ESEADM 8352    Educational Policy in a Democratic Society (3)
ESEPHL 8411    Educational Philosophy of John Dewey (3)
ESEPHL 8895    Seminars: Philosophy of Education (variable topics) (2-5)
PHILOS 5263    American Philosophy (3)
PHILOS 5300    Advanced Moral Philosophy (3)
PHILOS 5400    Advanced Political and Social Philosophy (3)
PHILOS 5650    Advanced Philosophy of Science (3)
PHILOS 5750    Advanced Theory of Knowledge (3)

Research Apprenticeship (9 hours)

Consult with faculty advisor
EDUCST 8191    Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESEPHL 8999    Dissertation or Thesis Research: Philosophy of Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Department of Educational Studies
Specialization Curriculum

Philosophy of Education (EDUCST-PH, PHL)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 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:
ESEPHL 8411 Educational Philosophy of John Dewey (3)
ESEPHL 7413 Professional Education (3)
ESEPHL 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)
ESEPHL 8895 Seminars: Philosophy of Education (3)

Specialization Requirements (29 hours)

Required Courses (12 hours)
ESEPHL 6410 Philosophy of Education (3)
ESEPHL 7410 Modern Trends in Philosophy of Education (3)
ESHESA 7574 Curriculum in Higher Education (3)
ESEPHL 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)

Educational Psychology Requirement (choose one, 3hrs)
ESEPSY 7401 Psychological Perspectives on Teaching (recommended) (3)
ESEPSY 7402 Educational Psychology: Cognition, Learning, and Instruction (3)
ESEPSY 7403 Motivation in Learning and Teaching (3)

Elective Courses (minimum 14 hours), in additional courses approved by the advisor, such as the following:
ESCFE 6250 History of Education (3)
ESCFE 6212 American Schools and Society (3)
ESEPHL 6403 Ethics and the Professional Context of Teaching (3)
ESEPHL 7411 Sources of Progressive Thought (3)
ESEPHL 7413 Professional Education (3)
ESEPHL 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Education Researchers (3)

Minimum hours post-MA/MS: 59

For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

revised 4/8/2013
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>ESEPHL 7415</td>
<td>Philosophical Foundations of Educational Technology (3)</td>
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<td>ESCFE 7572</td>
<td>History of Colleges and Universities (3)</td>
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<td>ESCFE 8201</td>
<td>Social Foundations of Education (3)</td>
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<td>ESCFE 8209</td>
<td>Cultural Processes in Education (3)</td>
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<tr>
<td>ESEADM 8361</td>
<td>Social and Political Contexts of Education (3)</td>
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<tr>
<td>ESEADM 8352</td>
<td>Educational Policy in a Democratic Society (3)</td>
</tr>
<tr>
<td>ESEPHL 8411</td>
<td>Educational Philosophy of John Dewey (3)</td>
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<tr>
<td>ESEPHL 8895</td>
<td>Seminars: Philosophy of Education (variable topics) (2-5)</td>
</tr>
<tr>
<td>PHILOS 5263</td>
<td>American Philosophy (3)</td>
</tr>
<tr>
<td>PHILOS 5300</td>
<td>Advanced Moral Philosophy (3)</td>
</tr>
<tr>
<td>PHILOS 5400</td>
<td>Advanced Political and Social Philosophy (3)</td>
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<tr>
<td>PHILOS 5650</td>
<td>Advanced Philosophy of Science (3)</td>
</tr>
<tr>
<td>PHILOS 5750</td>
<td>Advanced Theory of Knowledge (3)</td>
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</table>

**Research Apprenticeship (9 hours)**

*Consult with faculty advisor*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUCST 8191</td>
<td>Research Apprenticeship: Educational Studies (1-12)</td>
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</tbody>
</table>

**Dissertation Requirement (6 hours)**

*Consult with faculty advisor*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESEPHL 8999</td>
<td>Dissertation or Thesis Research: Philosophy of Education (minimum 6)</td>
</tr>
</tbody>
</table>

*Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.*
February 17, 2014

Dr. Antoinette Miranda, Chair  
Graduate Studies Committee  
Department of Educational Studies

Dear Dr. Miranda:

In reviewing the Quantitative Research, Evaluation and Measurement specialization curriculum leading to a Doctor of Philosophy in Educational Studies, I noticed two specialization requirements that need to be revised. The program change and the rationale for each program change are provided as follows:

**Program Change #1:** Under Required Courses (24 hours), ESQREM 8658 Applied Multilevel Data Analysis (3) needs to be changed to ESQREM 6621 Introduction to Educational Evaluation (3). Please see page 16 of the attached document.

**Rationale #1:** ESQREM 8658 is a supporting course, but it is currently listed as both a required course and a supporting course. ESQREM 6621 Introduction was originally submitted as a required course for both MA and Ph.D. students. However, the course is currently listed as a required course for MA students only.

**Program Change #2:** Under Supporting Courses, add ESQREM 7663 Test Reliability and Validity in the third list of supporting courses. Please see page 16 of the attached document.

**Rationale #2:** ESQREM 7663 Test Reliability and Validity was originally submitted as both a MA and Ph.D. elective course. However, the course is only showing up as MA elective course.

Sincerely,

Dorinda J. Gallant, Ph.D.  
Associate Professor and Program Chair  
Quantitative Research, Evaluation and Measurement  
Department of Educational Studies
Quantitative Research, Evaluation, and Measurement (EDUCST-PH, QRE)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (6 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Specialization Requirements (36 hours)

Required Courses (24 hours)
ESQREM 6641 Introduction to Educational Statistics (4)
ESQREM 7648 Univariate Experimental Designs (4)
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 7635 Advanced Research Methods (3)
ESQREM 6661 Introduction to Educational Measurement (3)
ESEPHL 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)

Supporting Courses (choose four, minimum 12 hours)
Two courses from the following list (5-9 hours):
ESQREM 8648 Multivariate Experimental Designs (4)
ESQREM 8657 Factor and Cluster Analyses (3)
ESQREM 7643 Categorical Data Analysis (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)
ESQREM 8659 Structural Equation Modeling (3)
ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (e.g., analysis of longitudinal data; meta-analysis) (2-5)

One course from the following list (2-5 hours):
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESQREM 7631 Applied Evaluation Design (3)
ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (2-5)

One course from the following list (2-5 hours):
ESQREM 7661 Instrument Construction (3)
ESQREM 8674 Scaling and Item Response Theory (IRT) (3)
ESQREM 7667 Authentic Assessment (3)
ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (e.g., advance IRT) (2-5)

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EdStudies@osu.edu

revised 10/23/2013
Research Apprenticeship (9 hours)

Consult with faculty advisor
EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESQREM 8999 Dissertation or Thesis Research: Quantitative Research, Evaluation, and Measurement (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Quantitative Research, Evaluation, and Measurement (EDUCST-PH, QRE)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (6 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Specialization Requirements (36 hours)

Required Courses (24 hours)

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>ESQREM 6621</td>
<td>Introduction to Educational Evaluation (3)</td>
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<tr>
<td>ESQREM 6641</td>
<td>Introduction to Educational Statistics (4)</td>
</tr>
<tr>
<td>ESQREM 7648</td>
<td>Univariate Experimental Designs (4)</td>
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<tr>
<td>ESQREM 7651</td>
<td>Regression Analysis (4)</td>
</tr>
<tr>
<td>ESQREM 8658</td>
<td>Applied Multilevel Data Analysis (3)</td>
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<tr>
<td>ESQREM 7635</td>
<td>Advanced Research Methods (3)</td>
</tr>
<tr>
<td>ESQREM 6661</td>
<td>Introduction to Educational Measurement (3)</td>
</tr>
<tr>
<td>ESEPHL 7414</td>
<td>Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)</td>
</tr>
</tbody>
</table>

Supporting Courses (choose four, minimum 12 hours)

Two courses from the following list (5-9 hours):
- ESQREM 8648 Multivariate Experimental Designs (4)
- ESQREM 8657 Factor and Cluster Analyses (3)
- ESQREM 7643 Categorical Data Analysis (3)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
- ESQREM 8659 Structural Equation Modeling (3)
- ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (e.g., analysis of longitudinal data; meta-analysis) (2-5)

One course from the following list (2-5 hours):
- ESQREM 7627 Sampling Designs and Survey Research Methods (3)
- ESQREM 7631 Applied Evaluation Design (3)
- ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (2-5)

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Minimum hours post-MA/MS: 57

One course from the following list (2-5 hours):
- ESQREM 7661 Instrument Construction (3)
- ESQREM 7663 Test Reliability and Validity (3)
- ESQREM 8674 Scaling and Item Response Theory (IRT) (3)
- ESQREM 7667 Authentic Assessment (3)
- ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (2-5)

revised 10/23/2013
Research Apprenticeship (9 hours)

Consult with faculty advisor
EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESQREM 8999 Dissertation or Thesis Research: Quantitative Research, Evaluation, and Measurement (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Quantitative Research, Evaluation, and Measurement (EDUCST-PH, QRE)

Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (6 hours)

**Common Core (6 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>EDUCST 6891</td>
<td>Proseminar in Educational Studies (3)</td>
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<tr>
<td>EDUCST 6892</td>
<td>Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)</td>
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Specialization Requirements (36 hours)

**Required Courses (24 hours)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ESQREM 6621</td>
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<tr>
<td>ESQREM 6641</td>
<td>Introduction to Educational Statistics (4)</td>
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<tr>
<td>ESQREM 7648</td>
<td>Univariate Experimental Designs (4)</td>
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<tr>
<td>ESQREM 7651</td>
<td>Regression Analysis (4)</td>
</tr>
<tr>
<td>ESQREM 7635</td>
<td>Advanced Research Methods (3)</td>
</tr>
<tr>
<td>ESQREM 6661</td>
<td>Introduction to Educational Measurement (3)</td>
</tr>
<tr>
<td>ESEPHL 7414</td>
<td>Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)</td>
</tr>
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</table>

**Supporting Courses (choose four, minimum 12 hours)**

*Two courses from the following list (5-9 hours):*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ESQREM 8648</td>
<td>Multivariate Experimental Designs (4)</td>
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<tr>
<td>ESQREM 8657</td>
<td>Factor and Cluster Analyses (3)</td>
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<tr>
<td>ESQREM 7643</td>
<td>Categorical Data Analysis (3)</td>
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<tr>
<td>ESQREM 8658</td>
<td>Applied Multilevel Data Analysis (3)</td>
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<td>ESQREM 8659</td>
<td>Structural Equation Modeling (3)</td>
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<tr>
<td>ESQREM 8895</td>
<td>Seminars: Quantitative Research, Evaluation, and Measurement (e.g., analysis of longitudinal data; meta-analysis) (2-5)</td>
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</table>

*One course from the following list (2-5 hours):*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ESQREM 7627</td>
<td>Sampling Designs and Survey Research Methods (3)</td>
</tr>
<tr>
<td>ESQREM 7631</td>
<td>Applied Evaluation Design (3)</td>
</tr>
<tr>
<td>ESQREM 8895</td>
<td>Seminars: Quantitative Research, Evaluation, and Measurement (2-5)</td>
</tr>
</tbody>
</table>

Minimum hours post-MA/MS: 57

For More Information:
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EdStudies@osu.edu

One course from the following list (2-5 hours):

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ESQREM 7661</td>
<td>Instrument Construction (3)</td>
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<td>ESQREM 7663</td>
<td>Test Reliability and Validity (3)</td>
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<tr>
<td>ESQREM 8674</td>
<td>Scaling and Item Response Theory (IRT) (3)</td>
</tr>
<tr>
<td>ESQREM 7667</td>
<td>Authentic Assessment (3)</td>
</tr>
<tr>
<td>ESQREM 8895</td>
<td>Seminars: Quantitative Research, Evaluation, and Measurement (e.g., advance IRT) (2-5)</td>
</tr>
</tbody>
</table>
Research Apprenticeship (9 hours)

Consult with faculty advisor
EDUCST 8191    Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESQREM 8999    Dissertation or Thesis Research: Quantitative Research, Evaluation, and Measurement (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
School Psychology (EDUCST-PH, WSL)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (18 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose four, minimum 12 hours)
Students will select one sequence, plus two additional courses that reflect their research interests.
ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (4)
ESQREM 8648 Multivariate Experimental Designs (4)

Regression Sequence:
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (3)

Qualitative Sequence:
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)

Classroom Discourse Sequence:
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (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.

Recommended Additional Courses
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)

Minimum hours post-BA/BS: 117.5
Minimum hours post School Psychology MA/MS: 87.5

For More Information:
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revised 10/29/2013
Specialization Requirements (91.5 hours)

EDUTL 5470    Assessment and Instruction for Struggling Readers (3)
ESSPED 5650    Introduction to Exceptional Children (3)
ESSPED 5742    Applied Behavior Analysis for Teachers (3)
EDUCST 5765    Grant Writing (3)
ESEADM 6350    Introduction to Educational Administration (3)
ESQREM 6641    Introduction to Educational Statistics (4)
ESQREM 6661    Introduction to Educational Measurement (3)
PSYCH 6832    Lifespan Sociomoral Development (3)
PSYCH 6835    Child Development (3)
PSYCH 6853    Lifespan Developmental Psychopathology I (3)
ESSPSY 7028    Cultural Diversity (3)
ESSPSY 7029    Urban Issues in Education (2)
ESEPSY 7402    Educational Psychology: Cognition, Learning, and Instruction (3)
ESCE 7934     Theories of Counseling Supervision (1.5)
ESSPSY 8056    Roles and Function of-School Psychologists (2)
ESSPSY 8057    Cognitive and Achievement Assessment (4)
ESSPSY 8060    Linking Academic Assessment to Intervention (3)
ESSPSY 8077    Mental Health I: Mental Health Issues in the Schools I (2)
ESSPSY 8078    Mental Health II: Counseling in the Schools (3)
ESSPSY 8079    Mental Health III: Social Emotional Assessment (3)
ESSPSY 8080    Biological Basis of Behavior: Neuropsychology in the Schools (3)
ESSPSY 8082    School-Based Consultation: Implementing Behavioral Interventions (4)
ESSPSY 8097    Psychological Services for Early Childhood Populations (3)
ESSPSY 6189    Field Experience in School Psychology (6)
ESSPSY 7189    Course title is actually Advanced Practicum in School Psychology I (6)
ESSPSY 8189    Advanced Practicum in School Psychology II (4)
ESSPSY 8191    School Psychology Internship (6)
ESEADM 8317    Legal Aspects of Special Education Administration (3)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESSPSY 8999    Dissertation/ Thesis Research: School Psychology (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Department of Educational Studies
Specialization Curriculum

School Psychology (EDUCST-PH, WSL)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (18 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose four, 12 hours)
Students will select one sequence, plus two additional courses that reflects their research interests.

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (3)
ESQREM 8648 Multivariate Experimental Designs (3)

Regression Sequence:
ESQREM 7651 Regression Analysis (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)

Qualitative Sequence:
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)

Classroom Discourse Sequence:
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (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.

Recommended Additional Courses
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)

Minimum hours post-BA/BS: 117.5111
Minimum hours post-School Psychology MA/MS: 87.581

Commented [DZ1]: 119
Commented [DZ2]: 89

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EdStudies@osu.edu

revised 7/18/2013
### Specialization Requirements (93.587 hours)

- **EDUTL 5470** Assessment and Instruction for Struggling Readers (3)
- **ESCE 6739** Legal, Professional and Ethical Issues (1.5)
- **ESCE 7934** Theories of Counseling Supervision (1.5)
- **ESSPED 5650** Introduction to Exceptional Children (3)
- **ESSPED 5742** Applied Behavior Analysis for Teachers (3)
- **EDUCST 5765** Grant Writing (3)
- **ESEADM 6350** Introduction to Educational Administration (3)
- **ESQREM 6625** Introduction to Educational Research (3)
- **ESQREM 6641** Introduction to Educational Statistics (4)
- **ESQREM 6661** Introduction to Educational Measurement (3)
- **PSYCH 6832** Lifespan Sociomoral Development (3)
- **PSYCH 6835** Child Development (3)
- **PSYCH 6853** Lifespan Developmental Psychopathology I (3)
- **ESEPSY 7402** Educational Psychology: Cognition, Learning, and Instruction (3)
- **ESSPSY 7028** Cultural Diversity (3)
- **ESSPSY 7029** Urban Issues in Education (2)
- **ESSPSY 8056** Roles and Function of the School Psychologist (4) [1]
- **ESSPSY 8057** Cognitive and Achievement Assessment (4)
- **ESSPSY 8060** Linking Academic Assessment to Intervention (3)
- **ESSPSY 8077** Mental Health I Mental Health Issues in the Schools I (3)
- **ESSPSY 8078** Mental Health II: Counseling in the Schools (2)
- **ESSPSY 8079** Mental Health III: Social Emotional Assessment (4)
- **ESSPSY 8080** Biological Basis of Behavior: Neuropsychology in the Schools (3)
- **ESSPSY 8082** School-Based Consultation: Implementing Behavioral Interventions (3)
- **ESSPSY 8097** Psychological Services for Early Childhood Populations (3)
- **ESSPSY 6189** Field Experience in School Psychology (6)
- **ESSPSY 7189** Advanced Practicum in School Psychology I (6)
- **ESSPSY 8189** Advanced Practicum in School Psychology II (4)
- **ESSPSY 8111** Internship: School Psychology (6)
- **ESSPSY 8895** Seminar: Social Psychology (3)
- **ESSPSY 8998** Research: School Psychology (3)
- **ESEADM 8317** Legal Aspects of Special Education School Administration (3)
- **HDFS 7765** Advanced Child Development (3)
- **HDFS 8820** Theoretical Perspectives on the Family (3)
- **PSYCH 6809** Historical Development of Psychology (3)
- **ESSPSY 7193** Advanced Individual Studies: School Psychology (Lab) [1]

### Dissertation Requirement (6 hours)

Consult with faculty advisor

- **ESSPSY 8999** Dissertation/ Thesis Research: School Psychology (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

---

Commented [DZ3]: Course change submitted – 2 to 3 hours

revised 7/18/2013
School Psychology (EDUCST-PH, WSL)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (18 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose four, 12 hours)
Students will select one sequence, plus two additional courses that reflects their research interests.

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (3)
ESQREM 8648 Multivariate Experimental Designs (3)

Regression Sequence:
ESQREM 7651 Regression Analysis (3)
ESQREM 8658 Applied Multilevel Data Analysis (3)

Qualitative Sequence:
ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)

Classroom Discourse Sequence:
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (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.

Recommended Additional Courses
ESQREM 7627 Sampling Designs and Survey Research Methods (3)
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
Specialization Requirements (87 hours)

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<th>Course Title</th>
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<td>ESCE 6739</td>
<td>Legal, Professional and Ethical Issues</td>
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<tr>
<td>ESCE 7934</td>
<td>Theories of Counseling Supervision</td>
<td>1.5</td>
</tr>
<tr>
<td>ESSEPED 5650</td>
<td>Introduction to Exceptional Children</td>
<td>3</td>
</tr>
<tr>
<td>ESQREM 6625</td>
<td>Introduction to Educational Research</td>
<td>3</td>
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<tr>
<td>ESQREM 6641</td>
<td>Introduction to Educational Statistics</td>
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<td>3</td>
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<td>ESSPSY 7029</td>
<td>Urban Issues in Education</td>
<td>2</td>
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<td>Roles and Function of the School Psychologist</td>
<td>3</td>
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<td>3</td>
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<td>ESSPSY 8077</td>
<td>Mental Health I Mental Health Issues in the Schools</td>
<td>3</td>
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<td>ESSPSY 8078</td>
<td>Mental Health II: Counseling in the Schools</td>
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<td>ESSPSY 8079</td>
<td>Mental Health III: Social Emotional Assessment</td>
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<td>ESSPSY 8080</td>
<td>Biological Basis of Behavior: Neuropsychology in the Schools</td>
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<tr>
<td>ESSPSY 8082</td>
<td>School-Based Consultation: Implementing Behavioral Interventions</td>
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<td>ESSPSY 8097</td>
<td>Psychological Services for Early Childhood Populations</td>
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<tr>
<td>ESSPSY 6189</td>
<td>Field Experience in School Psychology</td>
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<tr>
<td>ESSPSY 7189</td>
<td>Advanced Practicum in School Psychology I</td>
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<td>ESSPSY 8189</td>
<td>Advanced Practicum in School Psychology II</td>
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<td>ESSPSY 8191.02</td>
<td>PhD Internship: School Psychology</td>
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<tr>
<td>ESEPSY 8895</td>
<td>Seminar: Social Psychology</td>
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<tr>
<td>ESSPSY 8998</td>
<td>Research: School Psychology</td>
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<tr>
<td>ESEADM 8317</td>
<td>Legal Aspects of Special Education School Administration</td>
<td>3</td>
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<tr>
<td>HDFS 7765</td>
<td>Advanced Child Development</td>
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<td>PSYCH 6809</td>
<td>Historical Development of Psychology</td>
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<td>ESSPSY 7193</td>
<td>Advanced Individual Studies: School Psychology (Lab)</td>
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Dissertation Requirement (6 hours)

Consult with faculty advisor

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
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<tr>
<td>ESSPSY 8999</td>
<td>Dissertation/ Thesis Research: School Psychology</td>
<td>minimum 6</td>
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</table>

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

revised 7/18/2013
Request for Revisions to Special Education/Applied Behavior Analysis
Doctoral Program

Program Name: Special Education/Applied Behavior Analysis
Degree: Ph.D. Program

Implementation Date: Autumn 2014
Current Program continues thru Summer 2014 and the revision goes into effect Autumn 2014
Educational Studies Department
Program is only offered at the Columbus campus.
The program will be delivered in person

Rationale
The Special Education faculty would like to make the following revisions to the doctoral program. ESSPED 8861 Behavioral Research Methods in Applied Settings & ESSPSY 7029 Urban Issues need to be added to the PH.D. course list. ESSPED 8861 has been an important course in the program for years. It was listed on the documents that the faculty turned in for program approval but inadvertently not included in the final program. ESSPED 8861 covers critical content in ABA that is not covered in other courses in the program making it essential to the doctoral program. ESSPSY 7029 is a new course for our students. Dr. Miranda teaches ESSPSY 7029. ESSPSY 7029 replaces ESSPED 8833 a course Dr. Cartledge taught prior to her retirement. ESSPED 8833 needs to be dropped from the course list.

Add
ESSPED 8861 Behavioral Research Methods in Applied Settings (AU) 3
ESSPSY 7029 Urban Issues in Ed. 3

Drop
ESSPED 8833 Emotional and Violent Behavior in Youth: Perspective, Practice & Promise
Special Education (EDUCST-PH, SPE)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
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.

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (4)
ESQREM 8648 Multivariate Experimental Designs (4)
One more research course (3)

Regression Sequence:
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (3)
One more research course (3)

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

Classroom Discourse Sequence:
ESQUAL 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
ESQUAL 8211 Analysis of Classroom Discourse (3)
One more research 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.

For More Information:
Department of Educational Studies
122 Ramseyer Hall
29 West Woodruff Ave.
Columbus, OH 43210
614-688-4007
EdStudies@osu.edu

Minimum hours post-MA/MS: 66
Specialization Requirements (45 hours)

Required Courses (45)

ESSPED 7830 Urban Education & Precision Teaching (3)
ESSPED 8832 Advanced Applied Behavior Analysis (3)
ESSPED 8833 Emotional and Violent Behavior in Youth: Perspective, Practice, & Promise (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8874 Behavioral Research in Education (3)
ESSPED 8875 Professional Writing/Publishing in Special Education (3)
ESSPED 8916 Behaviorism: Applications and Implications of Skinner’s Works (1.5)
ESSPED 8917 Verbal Behavior (1.5)
ESSPED 8919 Behavior Approaches to College Teaching (3)
ESSPED 8891 Contemporary Issues in Special Education (take twice, 6 hours)
ESSPED 8922 Topics in Early Childhood Special Education (3)
ESSPED 8998 Research: Special Education (3)
ESSPED 8189 Field Experience in Special Education (take twice, 6 hours)
ESEADM 8317 Legal Aspects of Special Education Administration (3)

Dissertation Requirement (6 hours)

Consult with faculty advisor

ESSPED 8999 Dissertation/Thesis Research: Special Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Special Education (EDUCST-PH, SPE)
Specialization leading to Doctor of Philosophy in Educational Studies

Program Requirements (15 hours)

Common Core (6 hours)
EDUCST 6891 Proseminar in Educational Studies (3)
EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

Research Core (choose three, 9 hours)
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.

ANOVA Sequence:
ESQREM 7648 Univariate Experimental Design (4)
ESQREM 8648 Multivariate Experimental Designs (4)
One more research course (3)

Regression Sequence:
ESQREM 7651 Regression Analysis (4)
ESQREM 8658 Applied Multilevel Data Analysis (3)
One more research course (3)

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

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

Specialized Sequence:
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Minimum hours post-MA/MS: 66

Commented [DZ1]: Note: 63 hours

Commented [DZ2]: The Special Ed faculty would like the ANOVA, Regression, Qualitative and Classroom Discourse sequences deleted. They would like an approved Specialized Sequence included. Dr. Miranda has approved this:
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8874 Behavioral Research in Education (3)
One other research course (3)

revised 7/18/2013
Specialization Requirements (45-42 hours)

Required Courses (45)

ESSPED 7830 Urban Education & Precision Teaching (3)
ESSPED 8832 Advanced Applied Behavior Analysis (3)
ESSPED 8833 Emotional and Violent Behavior in Youth: Perspective, Practice, & Promise (3)
ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
ESSPED 8874 Behavioral Research in Education (3)
ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
ESSPED 8875 Professional Writing/Publishing in Special Education (3)
ESSPED 8916 Behaviorism: Applications and Implications of Skinner’s Works (1.5)
ESSPED 8917 Verbal Behavior (1.5)
ESSPED 8919 Behavior Approaches to College Teaching (3)
ESSPED 8891 Contemporary Issues in Special Education (take twice, 6 hours)
ESSPED 8922 Topics in Early Childhood Special Education (3)
ESSPED 8998 Research: Special Education (3)
ESSPED 8189 Field Experience in Special Education (take twice, 6 hours)
ESEADM 8317 Legal Aspects of Special Education Administration (3)
ESSPSY 7029 Urban Issues in Education (3)

Dissertation Requirement (6 hours)

Consult with faculty advisor
ESSPED 8999 Dissertation/Thesis Research: Special Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

revised 7/18/2013
**Special Education (EDUCST-PH, SPE)**

*Specialization leading to Doctor of Philosophy in Educational Studies*

### Program Requirements (15 hours)

**Common Core (6 hours)**
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

**Research Core (choose three, 9 hours)**
- ESSPED 8861 Behavioral Research Methods in Applied Settings (3)
- ESSPED 8874 Behavioral Research in Education (3)
- One other research course (3)

### Specialization Requirements (42 hours)

**Required Courses (42)**
- ESSPED 7830 Urban Education & Precision Teaching (3)
- ESSPED 8832 Advanced Applied Behavior Analysis (3)
- ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
- ESSPED 8875 Professional Writing/Publishing in Special Education (3)
- ESSPED 8916 Behaviorism: Applications and Implications of Skinner’s Works (1.5)
- ESSPED 8917 Verbal Behavior (1.5)
- ESSPED 8919 Behavior Approaches to College Teaching (3)
- ESSPED 8891 Contemporary Issues in Special Education (take twice, 6 hours)
- ESSPED 8922 Topics in Early Childhood Special Education (3)
- ESSPED 8998 Research: Special Education (3)
- ESSPED 8189 Field Experience in Special Education (take twice, 6 hours)
- ESEADM 8317 Legal Aspects of Special Education Administration (3)
- ESSPSY 7029 Urban Issues in Education (3)

Minimum hours post-MA/MS: 63

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**Dissertation Requirement (6 hours)**

Consult with faculty advisor
- ESSPED 8999 Dissertation/Thesis Research: Special Education (minimum 6)

**Note:** Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.

*revised 4/8/2013*
**Program Requirements (15 hours)**

**Common Core (6 hours)**
- EDUCST 6891  Proseminar in Educational Studies (3)
- EDUCST 6892  Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

**Research Core (choose three, 9 hours)**

*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.*

**ANOVA Sequence:**
- ESQREM 7648  Univariate Experimental Design (4)
- ESQREM 8648  Multivariate Experimental Designs (4)
  
  One more research course (3)

**Regression Sequence:**
- ESQREM 7651  Regression Analysis (4)
- ESQREM 8658  Applied Multilevel Data Analysis (3)
  
  One more research course (3)

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

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

**Specialized Sequence:**

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Minimum hours post-MA/MS: 60

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Specialization Requirements (30 hours)

Required Courses (18 hours)

- ESEPHL 6410 Philosophy of Education (3)
- ESEADM 8359 Organizational Behavior: Theory and Research (3) *(required first term)*
- ESEADM 8361 Social and Political Contexts of Education (3)
- ESEADM 8352 Educational Policy in a Democratic Society (3)
- ESTEPL 8422 Program Development in Teacher Education (3)
- ESTEPL 8423 Issues and Problems in Teacher Education (3)

Supporting Courses (choose four, 12 hours)

- ESEADM 7356 Instructional Leadership and Supervision (3)
- ESEADM 6350 Introduction to Educational Administration (3)
- ESEPSY 7350 Educational Leadership, Learning and Teaching (3)
- ESTEPL 7420 Professional Education of Teachers (3)
- ESTEPL 8424 Field Experience and Clinical Practice in Teacher Education (3)
- ESTEPL 8420 Pedagogy in Teacher Education (3)

Research Apprenticeship (9 hours)

Consult with faculty advisor

- EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

Dissertation Requirement (6 hours)

Consult with faculty advisor

- ESTEPL 8999 Dissertation or Thesis Research: Teacher Education (minimum 6)

Note: Students exact curriculum may vary depending upon program of study determined by student and advisor, and approved by the Graduate Studies Committee.
Teacher Education Policy and Leadership (EDUCST-PH, TED)

*Specialization leading to Doctor of Philosophy in Educational Studies*

### Program Requirements (15 hours)

**Common Core (6 hours)**
- EDUCST 6891 Proseminar in Educational Studies (3)
- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)

**Research Core (choose three, 9 hours)**

*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.*

**ANOVA Sequence:**
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  One more research course (3)

**Regression Sequence:**
- ESQREM 7651 Regression Analysis (4)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
  
  One more research course (3)

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

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**Supporting Courses (choose four, 12 hours)**

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- ESEADM 6350 Introduction to Educational Administration (3)
- **ESEADM 8312** Politics and Political Leadership in American (3)
- ESEPSY 7350 Educational Leadership, Learning and Teaching (3)
- ESTEPL 7420 Professional Education of Teachers (3)
- **ESTEPL 8421** Inquiry in Teacher Education (3)
- ESTEPL 8424 Field Experience and Clinical Practice in Teacher Education (3)
- ESTEPL 8420 Pedagogy in Teacher Education (3)

**Research Apprenticeship (9 hours)**

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EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

**Dissertation Requirement (6 hours)**

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ESTEPL 8999 Dissertation or Thesis Research: Teacher Education (minimum 6)

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Teacher Education Policy and Leadership (EDUCST-PH, TED)

Specialization leading to Doctor of Philosophy in Educational Studies

### Program Requirements (15 hours)

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- ESTEPL 7420 Professional Education of Teachers (3)
- ESTEPL 8421 Inquiry in Teacher Education (3)
- ESTEPL 8424 Field Experience and Clinical Practice in Teacher Education (3)
- ESTEPL 8420 Pedagogy in Teacher Education (3)

**Research Apprenticeship (9 hours)**

*Consult with faculty advisor*
- EDUCST 8191 Research Apprenticeship: Educational Studies (1-12)

**Dissertation Requirement (6 hours)**

*Consult with faculty advisor*
- ESTEPL 8999 Dissertation or Thesis Research: Teacher Education (minimum 6)

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