

**From:** [Smith, Randy](#)  
**To:** [Miller, Dustin](#)  
**Cc:** [Sutherland, Sue](#); [Griffiths, Rob](#); [Smith, Randy](#); [Reed, Katie](#); [Duffy, Lisa](#); [Hunt, Ryan](#); [Warnick, Bryan](#); [Locascio, Pete](#); [Snyder, Anastasia](#); [Miriti, Maria](#)  
**Subject:** Proposal to revise the PhD in Educational Studies  
**Date:** Thursday, November 20, 2025 1:13:01 PM  
**Attachments:** [image001.png](#)

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Dusty:

The proposal from the Department of Educational Studies to revise the PhD in Educational Studies was approved by the Council on Academic Affairs at its meeting on November 19, 2025. Thank you for attending the meeting to respond to questions/comments.

No additional level of internal review/approval is necessary. This action will be included in the Council's next Annual Activities Report to the University Senate (July 2026).

The Office of the University Registrar will work you with any implementation issues.

Please keep a copy of this message for your file on the proposal and I will do the same for the file in the Office of Academic Affairs.

If you have any questions please contact the Chair of the Council, Professor Sue Sutherland (.43), or me.

Randy



**W. Randy Smith, Ph.D.**

Vice Provost for Academic Programs

**Office of Academic Affairs**

University Square South, 15 E. 15<sup>th</sup> Avenue, Columbus, OH 43201

614-292-5881 Office

[smith.70@osu.edu](mailto:smith.70@osu.edu)

**Assisted by:**

**Katie Reed**

Executive Assistant

(614) 292-5672

TO: Randy Smith, Vice Provost for Academic Programs

FROM: Graduate School Curriculum Services

DATE: 11/6/2025

RE: Proposal to **Revise the PhD in Educational Studies** in **The College of Education and Human Ecology**

The **Department of Educational Studies** in the **College of Education and Human Ecology** is proposing a **Revision to the PhD in Educational Studies**.

The proposal was received by the Graduate School on 8/27/2025. The combined GS/CAA subcommittee first reviewed the proposal on 10/29/2025 and support its review by the Council on Academic Affairs.

Memo

A 27, 2025

To: Graduate School Curriculum

From: Pete Locascio, Executive Director of Undergraduate Education, EHE

RE: PROGRAM CHANGE REQUEST: **Educational Studies PhD**, Department of Educational Studies. Please find materials included in this proposal related to a program change proposal.

∇ Eliminate seven current specializations

∇ Create two newly consolidated specializations

∇ Retain two specializations

This was approved by the EHE Curriculum Committee on May 8, 2025. If there are any questions, please contact me at [Locascio.7@osu.edu](mailto:Locascio.7@osu.edu)



**THE OHIO STATE  
UNIVERSITY**

# Curriculum Proposal Checklist

**Title of Program:**

**Effective term:**

**College:**

**New/Establish:**

**Secondary Major Eligible:**

**Academic Unit:**

**Revise:**

**50% Revision:**

**Mark Up:**

**Program Contact:**

**Terminate:**

**Suspend:**

**Certificate Category\*:**

**Degree/Credential:**

**Program of Study :**

**Title:**

**Code:**

**Program Focus\*:**

**Credit hours to degree/credential:**

**Is this a change to the current total?**

**Yes No**

**Program offered only online?**

**Yes No**

**If yes, is there a signed MOU with ODEE?**

**Yes No**

**Campus(es) where offered:**

**Columbus**

**ATI**

**Lima**

**Mansfield**

**Marion**

**Newark**

**Rationale:**

**Student Curriculum Sheet Required:**

**Four Year (or appropriate) Plan:**

**Academic Unit Curriculum Committee approval date:**

**College Curriculum Committee approval date:**

**Graduate School Council approval date\*:**

**Regional Campus approval date\*:**

**Council on Academic Affairs approval date:**

**University Senate approval date\*:**

**Board of Trustees approval date\*:**

**ODHE approval date\*:**

\* If applicable



**Department of Educational Studies**

Educational Psychology and Quantitative Research Methods Section  
College of Education & Human Ecology  
305 Annie & John Glenn Ave  
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April, 28, 2025

Dear members of the EHE College Curriculum Committee,

On April 3, 2025, the Department of Educational Studies Graduate Studies Committee unanimously voted to approve the proposed unified PhD program for our department. We believe it maximizes the talents of our faculty and staff efficiently, and distributes our department's resources while offering students a high-quality program of study where they can deeply engage their areas of specialization.

Please let me know if you have any further questions.

Sincerely,  
Antoinette Errante

Graduate Studies Chair  
Associate Professor  
Philosophy and History of Education  
Educational Policy



**THE OHIO STATE UNIVERSITY**

COLLEGE OF  
EDUCATION AND HUMAN ECOLOGY

**Department of Educational Studies**

121C Ramseyer Hall  
29 West Woodruff Ave.  
Columbus, OH 43210

Date: March 31, 2025

To: Dr. Antoinette Errante, Chair  
Graduate Studies Committee Members  
Department of Educational Studies

From: Dr. Bryan Warnick, Interim Chair  
Dr. Dustin Miller, Interim Associate Chair  
Department of Educational Studies

Re: **Proposal for Revising the PhD in Educational Studies**

The current structure of the PhD in Educational Studies in the Department of Educational Studies, College of Education and Human Ecology offers nine distinct specializations, each with its own set of courses. There is only one shared course (a proseminar) and a shared research methodology course requirement with multiple options. This current structure has proven to be inefficient due to the demands it places on resources, as it necessitates the offering of multiple courses with oftentimes small enrollments. In light of these challenges, and in the interest of enhancing academic cohesion, resource efficiency, and relevance to contemporary educational needs, we propose a revision to the structure of the PhD in Educational Studies.

This revised PhD in Educational Studies will streamline the specializations while ensuring a strong focus on both academic rigor and collaborative pathways that respond to emerging trends and interdisciplinary needs in the field. The newly envisioned program will 1) eliminate seven current specializations, 2) create two newly consolidated specializations, and 3) retain two specializations in Counselor Education and School Psychology.

#### **Proposed Changes:**

##### 1. Eliminate Seven Current Specializations

The following PhD specializations (subplans) will be eliminated:

- Educational Administration
- Educational Psychology
- Learning Technologies
- Philosophy and History of Education
- Quantitative Research, Evaluation, and Measurement
- Special Education
- Workforce Development and Education

The decision to eliminate these specializations is driven by the need to consolidate academic offerings and focus on areas of overlap among current specializations. By removing these areas, the new program will focus on creating more unified pathways that reflect interdisciplinary collaboration and reduce administrative and instructional inefficiencies.

## 2. Create Two Newly Consolidated Specializations

Two newly consolidated specializations are being proposed:

- Specialization #1 – *Educational Research, Policy, and Practice*

The existing specialization in Educational Policy will be reimagined as a new specialization called, *Educational Research, Policy, and Practice*. This specialization will provide a broader, interdisciplinary approach to educational research and practice. The interdisciplinary approach allows this new reimagined specialization to not only include tenets of the exciting Educational Policy specialization, but six other specializations from the elimination list above. These include Philosophy and History of Education, Learning Technologies, Special Education, Educational Psychology, Quantitative Methods, and Educational Administration. This newly reimagined specialization will include a common core of five foundational courses that all students will take, ensuring a shared academic experience. It will have the following characteristics:

- A five course, common core will cover topics such as educational theory, global perspectives on education, policy development, leadership, and emerging trends in educational technology. (15 credit hours)
- The specialization will also require three research methodology courses, providing students with a comprehensive understanding of qualitative, quantitative, humanistic, and mixed-methods research approaches. (9 credit hours)
- The specialization will include a concentration core for specialized work in a chosen concentration or interdisciplinary area, with coursework selected in consultation with the advisor. (21 hours)

- Specialization #2 – *Higher Education, Student Affairs, and Workforce Development*

This existing specialization in Higher Education and Student affairs will be reimagined as a new specialization in *Higher Education, Student Affairs, and Workforce Development*. This specialization will represent a collaboration between the Higher Education and Workforce Development faculty. The growing intersection between higher education and workforce development requires professionals equipped to navigate the challenges of both systems, including workforce readiness, career outcomes, and skills development in higher education environments. This pathway will emphasize practical strategies, policy development, and a deep

understanding of how education systems prepare individuals for a rapidly changing job market. The newly reimagined specialization includes core aspects of the Workforce Development and Education specialization from the elimination list above. The new combine specialization will have the following characteristics:

- A common core of 18 hours (shared with students across the department). (18 credit hours)
- A specialization core of topics shared by Higher Education and Workforce Development. (15 credit hours)
- Two concentration areas for specialized work within either Higher Education or Workforce Development, with specified coursework. (12 hours)

Note: Both the *Educational Research, Policy, and Practice* and *Higher Education, Student Affairs, and Workforce Development* specializations will also require a research apprenticeship (9 credit hours) and dissertation writing (6 credit hours).

### 3. Retain Two Specializations

This proposal seeks to maintaining two specializations in accredited mental health programs. The existing specializations (subplans) below will be maintained because of specialized coursework necessary for program accreditation:

- Counselor Education
- School Psychology

#### **Rationale for Changes:**

Interdisciplinary Collaboration: The new pathways are designed to foster interdisciplinary collaboration, which is increasingly important in the evolving field of education. The alignment between faculty in related areas will help create a more cohesive curriculum and academic community. Collaboration across disciplines will also better reflect the complexity of modern educational challenges, where students are often required to engage with multiple perspectives and approaches.

Contemporary Relevance: The revised structure focuses on areas of growing importance in education today. The new *Higher Education and Workforce Development* specialization will address critical issues around preparing students for careers in a dynamic job market. The new interdisciplinary *Educational Research, Policy, and Practice* specialization reflects the increasing need for educational leaders to understand the intersection of policy, practice, and technological innovation in schools and universities.

Academic Rigor: By requiring a common core of foundational courses and multiple research methodology courses, the revised program ensures that all students receive a strong academic grounding in key areas of educational theory and research. This will prepare graduates for

leadership roles in a variety of educational contexts, from schools and universities to policy think tanks and government agencies.

### **Implementation/Transition Plan:**

Existing & Returning Students: Students enrolled in one of the current specializations being eliminated will be able to complete their degree under the program they were admitted to. Through a combination of maintaining some of the existing courses, allowing for substitutions with new courses, and providing independent studies will allow for an uninterrupted academic experience for existing students.

Curriculum Development: Faculty members from the various programs involved in the new pathways will collaborate to develop course content, ensuring that the new program is rigorous, comprehensive, and up to date with current trends in education. The core courses will be revisions of already existing courses.

Admissions: Once the program is officially approved, the old subplans will be eliminated from the application and the new ones will be introduced. The application for each subplan will have one set of application requirements consistent for all applicants (e.g. letters of recommendation, writing sample, statement of purpose). Within the application, students will have the opportunity to identify a concentration area of interest (e.g. educational policy, workforce development). After the application deadline, the Educational Studies Student Services Office will create a Teams folder that all faculty will have access to review applicant lists. Faculty will determine a process to review applicants and submit admissions decisions to Educational Studies Student Services Office for processing.

Enrollment and Recruitment: The program's admissions criteria will be revised to reflect the new specializations. Recruitment efforts will emphasize the interdisciplinary nature of the program, attracting students interested in working across educational sectors. Outreach to prospective students will highlight the new specializations' strengths, including the focus on real-world educational issues, policy development, and leadership in a changing educational landscape.

Assessment and Evaluation: Ongoing assessments of the revised program will be conducted through student feedback, graduate outcomes, and faculty evaluations. This will ensure that the new pathways continue to meet the needs of students, faculty, and the educational community. The program will be reviewed periodically to ensure that it stays relevant, innovative, and responsive to new developments in the field of educational studies.

### **Proposal Documents:**

In order to assist in your review of the proposed program revision, the following documents with corresponding page numbers are included:

- A. Reimagined PhD in Educational Studies Diagram (p. 6)
- B. Current Educational Policy Specialization Program Requirements (p. 7)

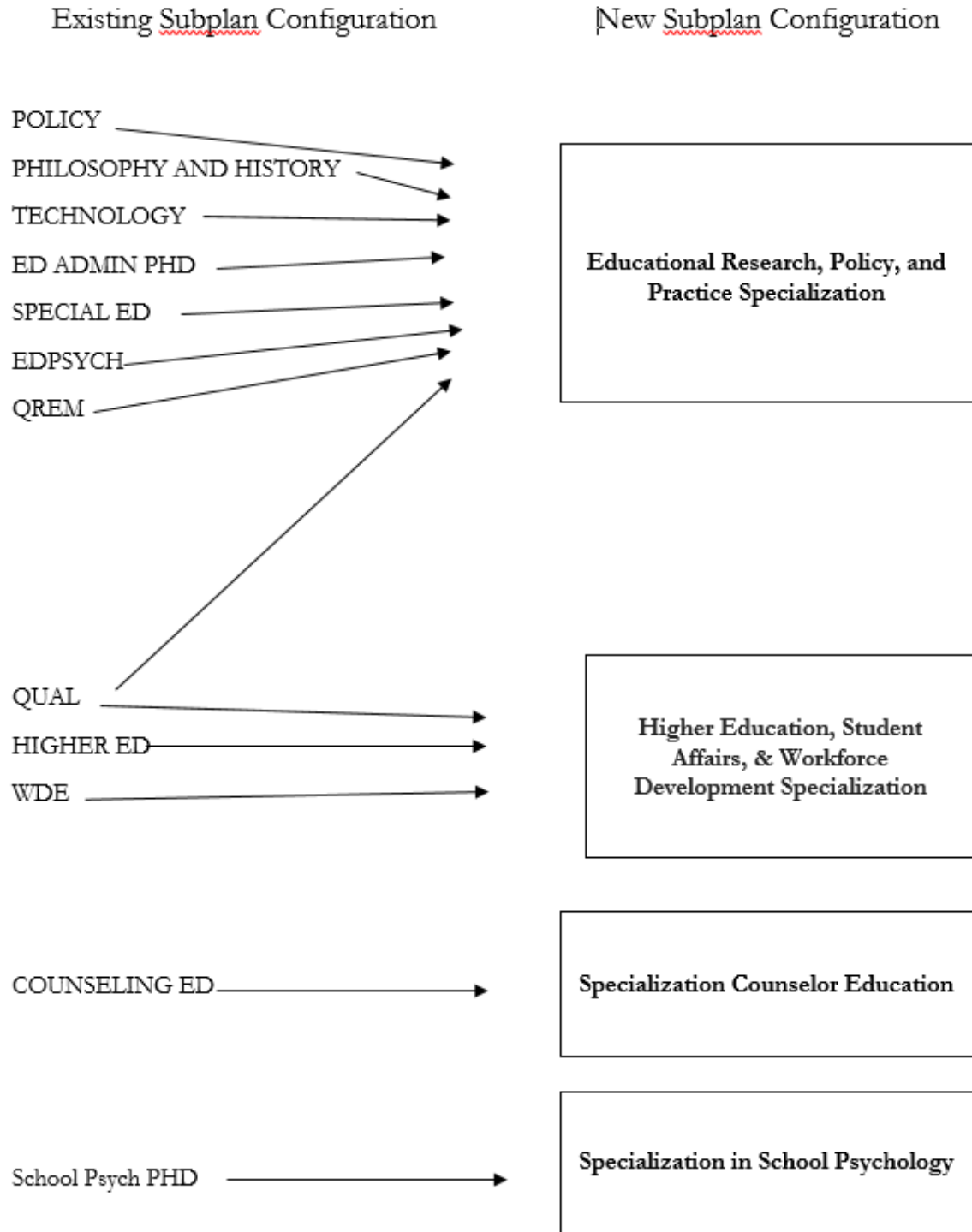
- C. Track Change Copy of Educational Policy Specialization to reflect the new Educational Research, Policy, and Practice Specialization Program Requirements (p. 10)
- D. Clean copy of new Educational Research, Policy, and Practice Specialization Program Requirements (p. 13)
- E. Current Higher Education and Student Affairs Specialization Program Requirements (p. 15)
- F. Track Change Copy of Higher Education and Student Affairs Specialization to reflect the new Higher Education, Student Affairs, and Workforce Development Specialization Program Requirements (p. 18)
- G. Clean copy of Higher Education, Student Affairs, and Workforce Development Specialization Program Requirements (p. 21)
- H. Continuing School Psychology Specialization Program Requirements (p. 23)
- I. Continuing Counselor Education Specialization Program Requirements (p. 26)
- J. Continuing Counseling Psychology Specialization Program Requirements (p. 28)
- K. Eliminated Specialization: Educational Administration Program Requirements (p. 30)
- L. Eliminated Specialization: Educational Psychology Program Requirements (p. 32)
- M. Eliminated Specialization: Learning Technologies Program Requirements (p. 34)
- N. Eliminated Specialization: Philosophy and History of Education Program Requirements (p. 37)
- O. Eliminated Specialization: Quantitative Research, Evaluation, and Measurement Program Requirements (p. 39)
- P. Eliminated Specialization: Special Education Program Requirements (p. 41)
- Q. Eliminated Specialization: Workforce Development and Education Program Requirements (p. 44)

**Conclusion:**

The proposed revisions to the PhD in Educational Studies will create a more focused, resource-efficient, and interdisciplinary approach to advanced education studies. By streamlining the specializations and offering new pathways for collaboration, the program will better prepare students to address the complex challenges of the modern educational landscape. These changes are essential for maintaining the program's academic excellence, increasing its relevance, and ensuring that it continues to serve the needs of both students and the broader educational community.

### A. Reimagined PhD in Educational Studies Diagram

## Educational Studies Restructuring: Doctoral



## **B. Current Educational Policy Specialization Program Requirements**

### **Educational Studies PhD –Educational Policy Specialization**

**60 credit hours, post masters**

#### **Program Requirements (15 hours)**

Common Core (6 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

Research Core (choose three, 9 hours)

#### **Introductory Quantitative Sequence:**

- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (Prerequisite: Intro to Stats) (4)
- ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)

#### **Advanced Quantitative Options:**

- ESQREM 8648 Multivariate Analysis (3)
- ESQREM 8658 Applied Multilevel Data Analysis (3)

#### **Qualitative Options:**

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

#### **Additional Courses:**

- ESEPOL 7225 Inquiry into Education Policy Research (3)
- ESQUAL 7240 Life History & Interviewing Methods (3)
- GEOG 5103 Intermediate Spatial Analysis (3)
- POLITSC 7551 Quantitative Political Analysis: I (3)

- SOCIOL 5649 Intro to Quantitative Research/Multiple Regression (3)
- SOCIOL 6710 Design and Analysis of Sociological Research (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 interest. Specialized research plans are approved by the Graduate Studies Committee.

### **Specialization Requirements (30 hours)**

Required Courses (15 hours)

- ESEPOL 6000 Introduction to Educational Policy (3)
- ESEPOL 7224 Educational Policy Analysis in Contemporary Culture (3)
- ESEPOL 8352 Educational Policy in Democratic Society (3)
- ESPHE 7222 History of Educational Policy (3)

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

- ESLTECH 6223 Issues and Practices in Educational Technology (3)
- ESPHE 8201 Social Foundations of Education (3)
- ESPHE 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)

Elective Requirements (choose 5 of these or other courses approved by faculty advisor) (15 hours)

- ESEADM 8310 Educational Change (3)
- ESEADM 8361 Social and Political Contexts of Education (3)
- ESEPOL 5217 Comparative Education (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPOL 8209 Cultural Processes in Education (3)
- ESEPOL 8312 Governance and Control in American Education (3)
- ESLTECH 6223 Issues and Practices in Educational Technology (3)
- ESLTECH 7229 Technology, Society, and Education (3)
- ESPHE 6410 Philosophy of Education (3)
- ESPHE 8201 Social Foundations of Education (3)
- ESPHE 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)

### **Research Apprenticeship: (9 credit hours)**

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

- EDUCST 8191 Research Apprenticeship

**Minimum Dissertation Credits: (minimum 6 credit hours)**

- EDUCST 8999 Dissertation Research

## **C. Track Change Copy of Educational Policy Specialization to reflect the new Educational Research, Policy, and Practice Specialization Program Requirements**

### **Educational Studies PhD –Educational Research, Policy, and Practice Specialization**

**60 credit hours, post masters**

#### **Program Requirements (15 hours)**

Common Core (6 24 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Courses: ~~Choose from one of the following courses~~ (312 hours)**

- ~~EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)~~
- ~~EDUCST 7765 Grant Writing (3)~~
- ~~ESEPOL 7100 Writing for Educational Policy Audiences (3)~~
- ~~ESEPSY 7404 College Teaching (3)~~
- ~~ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)~~
- ~~ESPHE 6403 Ethics and the Professional Context of Teaching (3)~~
- ESPHE 8201 - School and Society: Inequality in Social Context (3)
- ESEPSY 7402 - Cognition, Learning, and Instruction (3)
- ESEPOL 7461 - Current Controversies in Educational Policy and Practice (3)
- EDUCST 8875 - Professional Writing and Publishing (3)

#### **Core 3 Courses: Research Core (9-12 hours) – Chosen in consultation with concentration faculty.**

- One Quantitative Research Course: ESQREM 6641, ESQREM 7648, or ESQREM 7658 GLM
- One Qualitative Research Course: ESQUAL 7256 or ESQUAL 8280
- Another research course (examples include ESQREM 7627, 6661, 7661; ESQUAL 7240, 8285, 8286, 8287, 8288, 8289, SPED 8861)
- Substitutions allowed for those pursuing humanistic scholarship

#### **Concentration Core (21 hours)**

Students design their specialization in coordination with faculty on their advising committee. Specialization courses support development as an expert in a particular field or subfields.

#### **Research Core Apprenticeship (~~choose three~~, 9 hours) (substitutions allowed)**

## Dissertation Requirement (6 hours)

Consult with faculty advisor

### **Introductory Quantitative Sequence:**

- ~~ESQREM 7648 GLM I: Introduction to Regression and ANOVA (Prerequisite: Intro to Stats) (4)~~
- ~~ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)~~

### **Advanced Quantitative Options:**

- ~~ESQREM 8648 Multivariate Analysis (3)~~
- ~~ESQREM 8658 Applied Multilevel Data Analysis (3)~~

### **Qualitative Options:**

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

### **Additional Courses:**

- ~~ESEPOL 7225 Inquiry into Education Policy Research (3)~~
- ~~ESQUAL 7240 Life History & Interviewing Methods (3)~~
- ~~GEOG 5103 Intermediate Spatial Analysis (3)~~
- ~~POLITSC 7551 Quantitative Political Analysis: I (3)~~
- ~~SOCIOI 5649 Intro to Quantitative Research/Multiple Regression (3)~~
- ~~SOCIOI 6710 Design and Analysis of Sociological Research (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 interest. Specialized research plans are approved by the Graduate Studies Committee.

## **Specialization Requirements (30 hours)**

Required Courses (15 hours)

- ~~ESEPOL 6000 Introduction to Educational Policy (3)~~
- ~~ESEPOL 7224 Educational Policy Analysis in Contemporary Culture (3)~~
- ~~ESEPOL 8352 Educational Policy in Democratic Society (3)~~
- ~~ESPHE 7222 History of Educational Policy (3)~~

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

- ~~ESLTECH 6223 Issues and Practices in Educational Technology (3)~~

- ~~ESPHE 8201 Social Foundations of Education (3)~~
- ~~ESPHE 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)~~

~~Elective Requirements (choose 5 of these or other courses approved by faculty advisor) (15 hours)~~

- ~~ESEADM 8310 Educational Change (3)~~
- ~~ESEADM 8361 Social and Political Contexts of Education (3)~~
- ~~ESEPOL 5217 Comparative Education (3)~~
- ~~ESEPOL 7100 Writing for Educational Policy Audiences (3)~~
- ~~ESEPOL 8209 Cultural Processes in Education (3)~~
- ~~ESEPOL 8312 Governance and Control in American Education (3)~~
- ~~ESLTECH 6223 Issues and Practices in Educational Technology (3)~~
- ~~ESLTECH 7229 Technology, Society, and Education (3)~~
- ~~ESPHE 6410 Philosophy of Education (3)~~
- ~~ESPHE 8201 Social Foundations of Education (3)~~
- ~~ESPHE 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)~~

### **Research Apprenticeship: (9 credit hours)**

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

- ~~EDUCST 8191 Research Apprenticeship~~

### **Minimum Dissertation Credits: (minimum 6 credit hours)**

- ~~EDUCST 8999 Dissertation Research~~

## **D. Clean copy of new Educational Research, Policy, and Practice Specialization Program Requirements**

Current Specialization in Educational Policy



Becomes the Educational Research, Policy, and Practice Specialization

60 credit hours, post masters

### **Program Requirements**

#### **Common Core (24 hours)**

##### **Core 1 Course (3 hours)**

- EDUCST 6891 - Proseminar in Educational Studies (3) (revised)

##### **Core 2 Courses (12 hours)**

- EDUCST 8201 - School and Society: Inequality in Social Context (revised)
- EDUCST 7402 - Cognition, Learning, and Instruction (revised)
- EDUCST 7461 - Current Controversies in Educational Policy and Practice (revised)
- EDUCST 8875 - Professional Writing and Publishing (revised)

##### **Core 3 Courses: Research Core (9-12 hours) – Chosen in consultation with concentration faculty.**

- One Quantitative Research Course: ESQREM 6641, ESQREM 7648, or ESQREM 7658 GLM
- One Qualitative Research Course: ESQUAL 7256 or ESQUAL 8280
- Another research course (examples include ESQREM 7627, 6661, 7661; ESQUAL 7240, 8285, 8286, 8287, 8288, 8289, SPED 8861)
- Substitutions allowed for those pursuing humanistic scholarship

#### **Concentration Core (21 hours)**

Students design their specialization in coordination with faculty on their advising committee. Specialization courses support development as an expert in a particular field or subfields.

#### **Research Apprenticeship (9 hours)** (substitutions allowed)

#### **Dissertation Requirement (6 hours)**

Consult with faculty advisor

EDUCST 8999 Dissertation or Thesis Research (minimum 6)

### Educational Research, Policy, and Practice PhD Specialization 3-year Program Plan

Educational Research, Policy, and Practice PhD Specialization Program Plan						
	Autumn	Credits	Spring	Credits	Summer	Credits
<b>Year 1</b>	EDUCST 6891	3	EDUCST 7402	3	Research Apprenticeship	3
	EDUCST 8201	3	Research Core	3		
	Research Core	3	Concentration Core	3		
	Concentration Core	3	Concentration Core	3		
	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>3</b>
<b>Year 2</b>	EDUCST 7461	3	EDUCST 8875	3	Research Apprenticeship	3
	Research Core	3	Research Core (optional)	3		
	Concentration Core	3	Concentration Core	3		
	Concentration Core	3	Concentration Core	3		
	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>3</b>
<b>Year 3</b>	EDUCST 8999	3	EDUCST 8999	3		
	<b>TOTAL</b>	<b>3</b>	<b>TOTAL</b>	<b>3</b>		
<b>Total Credi Hours</b>		<b>60</b>				

*Note:* This is a tentative 3-year plan and is not an approved plan for graduation. You, as the student, are responsible for meeting all necessary requirements. Because course availability is subject to change, it is essential that you work with your faculty advisor each semester. Certain requirements such as research courses, concentration core courses, and research apprenticeships remain flexible and therefore, can be taken in different semesters than what is listed above. Utilize your faculty advisor to guide you in your course planning. Also note, that a 4-year plan can also be discussed with your faculty advisor.

## **E. Current Higher Education and Student Affairs Specialization Program Requirements**

### **Educational Studies PhD – Higher Education and Student Affairs Specialization**

**63 credit hours, post masters**

#### **Program Requirements (18 hours)**

Common Core (6 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

Research Core (Choose four, minimum 12 hours)

At least one course must come from each methodology area (“quantitative” or “qualitative”).

#### **Quantitative Courses (sample):**

- ESQREM 7627 Sampling Designs and Survey Research Methods (3)
- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
- ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)
- ESQREM 8648 Multivariate Analysis (3)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
- ESQREM 8659 Structural Equation Modeling (3)

#### **Qualitative Courses (sample):**

- EDUTL 8010 Critical Discourse Analysis (3)
- ESHESA 7256 Qualitative Research in Higher Education Settings (3)
- ESHESA 8895 Seminars: Higher Education and Student Affairs (3)
- ESQUAL 7240 Life History & Interviewing Methods (3)
- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- ESQUAL 8290 Qualitative Research in Education: Methods and 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 four methodology courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

### **Specialization Requirements (33 hours)**

Required Courses (12 hours)

- ESHESA 7540 Higher Education Institutions and Core Academic Issues (3)
- ESHESA 8515 Advanced Seminar in Theories of College Student Development (3)
- ESHESA 8552 The Impact of College on Students (3)
- ESHESA 8560 Legal Aspects of Higher Education Administration (3)

Equity, Diversity, and Global Engagement Requirement (choose one, 3 hours)

Consult with faculty advisor for alternatives

- ESHESA 7520 Diversity in Higher Education (3)
- ESHESA 7550 Gender in Higher Education (3)
- ESHESA 7562 Broad Access Institutions and Community Colleges (3)
- ESHESA 7570 Internationalizing Colleges and Universities (3)
- ESHESA 7750 Facilitating Intergroup Dialogues in Higher Education (3)
- ESHESA 7850 Critical Race Theory in Higher Education (3)
- ESHESA 7854 Activism on College Campuses (3)

Supporting Courses/Cognate Area (12 hours)

Students are required to take 4 courses in consultation with their advisor in an area of interest relevant to the study of higher education.

### **Cognate Areas (Sample):**

- Diversity Issues in Higher Education and Student Affairs
- Critical Theoretical Perspectives in Higher Education
- Critical Pedagogies and Research Methods

Internship Requirement (6 hours)

- ESHESA 8191 Professional Internship (minimum 6 hours)

### **Research Apprenticeship (9 hours)**

Consult with faculty advisor

- EDUCST 8191 Research Apprenticeship: Educational Studies (9)

**Dissertation Requirement (3 hours)**

Consult with faculty advisor

- ESHESA 8999 Dissertation or Thesis Research: Higher Education and Student Affairs (minimum 3)

**F. Track Change Copy of Higher Education and Student Affairs Specialization to reflect the new Higher Education, Student Affairs, and Workforce Development Specialization Program Requirements**

**Educational Studies PhD – Higher Education, Student Affairs, & Workforce Development Specialization**

60 credit hours, post masters

**Program Requirements (18 hours)**

Common Core (18 hours)

**Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

**Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 8875 – Professional Writing and Publishing (revised)

**Core 3 Courses (Research Core) (12 hours)**

- One Quantitative Research Course: ESQREM 6641, ESQREM 7648, or ESQREM 7658 GLM
- One Qualitative Research Course: ESQUAL/ESHESA 7256 or ESQUAL 8280
- Two additional research course(s) (examples include ESQREM 7627, 6661, 7661; ESQUAL 7240, 8285, 8286, 8287, 8288, 8289)

**Specialization Requirements:**

**Equity, Diversity, and Global Engagement Requirement (choose one, 3 hours)**

- ESHESA 7550 Gender in Higher Education (3)
- ESHESA 7570 Internationalizing Colleges and Universities (3)
- ESHESA 7850 Critical Race Theory in Higher Education (3)
- ESHESA 7854 Activism on College Campuses (3)
- ESHESA 7750 Facilitation Intergroup Dialogues in Higher Education (3)
- *Not an exhaustive list/ other courses could be included here too with faculty approval*

**Specialization Core (12 hours)**

- ESHESA 7513: Understanding Educational Organizations (3)
- ESHESA 7562 Broad Access Institutions and Community Colleges (3)
- ESWDE 8911 Theoretical and Scholarly Perspectives on Workforce Development and Education (3)

Choose 1:

- ESHESA 7540: Higher Education Institutions and Core Academic Issues (3)
- ESHESA 8515: Adv. Theories of College Student Development (3)
- ESHESA 8552 The Impact of College on Students (3)

**Concentration Area Requirements.** Students will then choose between the Workforce Development Track and the Higher Education and Student Affairs Tracks

**Workforce Development Concentration (12 hours)**

- ESWDE 7000 Contemporary Research in Workforce Development and Education (3)
- ESWDE 8961 Comparative Workforce Development Policy (3)
- ESWDE 5624 Foundations of Workforce Development (3)

*Choose one additional course from elective offerings between HESA and WDE*

**Higher Education and Student Affairs Track Concentration (12 hours)**

**Supporting Courses/Cognate Area (9 hours)**

Students are required to take 3 courses in consultation with their advisor in an area of interest relevant to the study of higher and postsecondary education.

- EDUCST 7765: Grant Writing (3)
- ESEPSY 7404: College Teaching (3)
- ESHESA 7290: Contemplative & Creative Practice in Higher Ed: On the Art and Soul of Student Affairs (3)
- ESHESA 7550 Gender in Higher Education (3)
- ESHESA 7554 Admission and Retention of College Students (3)
- ESHESA 7568 Higher Education and Public Policy (3)
- ESHESA 7570 Internationalizing Colleges and Universities (3)
- ESHESA 7750 Facilitation Intergroup Dialogues in Higher Education (3)
- ESHESA 7850 Critical Race Theory in Higher Education (3)
- ESHESA 7854 Activism on College Campuses (3)
- ESHESA 8895 Seminars: Higher Education and Student Affairs (3)
- ESWDE 7000 Contemporary Research in Workforce Development and Education (3)
- ESWDE 8961 Comparative Workforce Development Policy (3)

Internship Requirement (3 hours)

- ESHESA 8191 Professional Internship

**Research Apprenticeship (9 hours)**

- EDUCST 8191 Research Apprenticeship: Educational Studies (9)

**Dissertation Requirement (6 hours)**

Consult with faculty advisor

- ESHESA 8999 Dissertation or Thesis Research: Higher Education and Student Affairs (minimum 6)

**G. Clean copy of Higher Education, Student Affairs, and Workforce Development  
Specialization Program Requirements**

Current specialization in Higher Education and Student Affairs



Becomes Higher Education, Student Affairs, & Workforce Development

60 credit hours, post masters

**Program Requirements**

**Common Core (18 hours)**

**Core 1 Course (3 hours):**

- EDUCST 6891: Proseminar in Educational Studies (3)

**Core 2 Courses: (3 hours):**

- EDUCST 8875 - Professional Writing and Publishing (revised)

**Core 3 Courses (Research Core) 12 hours:**

- One Quantitative Research Course: ESQREM 6641, ESQREM 7648, or ESQREM 7658 GLM
- One Qualitative Research Course: ESQUAL/ESHESA 7256 or ESQUAL 8280
- Two additional research course(s) (examples include ESQREM 7627, 6661, 7661; ESQUAL 7240, 8285, 8286, 8287, 8288, 8289)

**Specialization Requirements (15 hours)**

**Equity, Diversity, and Global Engagement Requirement (choose one, 3 hours)**

- ESHESA 7550 Gender in Higher Education (3)
- ESHESA 7570 Internationalizing Colleges and Universities (3)
- ESHESA 7850 Critical Race Theory in Higher Education (3)
- ESHESA 7854 Activism on College Campuses (3)
- ESHESA 7750 Facilitation Intergroup Dialogues in Higher Education (3)
- *Not an exhaustive list/ other courses could be included here too with faculty approval*

**Specialization Core (12 hours)**

- ESHESA 7513: Understanding Educational Organizations (3)
- ESHESA 7562 Broad Access Institutions and Community Colleges (3)
- ESWDE 8911 Theoretical and Scholarly Perspectives on Workforce Development and Education (3)

Choose 1:

- ESHESA 7540: Higher Education Institutions and Core Academic Issues (3)
- ESHESA 8515: Adv. Theories of College Student Development (3)
- ESHESA 8552 The Impact of College on Students (3)

**Concentration Area Requirements.** Students will then choose between the Workforce Development Track and the Higher Education and Student Affairs Tracks

**Workforce Development Concentration (12 hours)**

- ESWDE 7000 Contemporary Research in Workforce Development and Education (3)
- ESWDE 8961 Comparative Workforce Development Policy (3)
- ESWDE 5624 Foundations of Workforce Development (3)

*Choose one additional course from elective offerings between HESA and WDE*

**Higher Education and Student Affairs Track Concentration (12 hours)**

**Supporting Courses/Cognate Area (9 hours)**

Students are required to take 3 courses in consultation with their advisor in an area of interest relevant to the study of higher and postsecondary education.

- EDUCST 7765: Grant Writing (3)
- ESEPSY 7404: College Teaching (3)
- ESHESA 7290: Contemplative & Creative Practice in Higher Ed: On the Art and Soul of Student Affairs (3)
- ESHESA 7550 Gender in Higher Education (3)
- ESHESA 7554 Admission and Retention of College Students (3)
- ESHESA 7568 Higher Education and Public Policy (3)
- ESHESA 7570 Internationalizing Colleges and Universities (3)
- ESHESA 7750 Facilitation Intergroup Dialogues in Higher Education (3)
- ESHESA 7850 Critical Race Theory in Higher Education (3)
- ESHESA 7854 Activism on College Campuses (3)
- ESHESA 8895 Seminars: Higher Education and Student Affairs (3)
- ESWDE 7000 Contemporary Research in Workforce Development and Education (3)
- ESWDE 8961 Comparative Workforce Development Policy (3)

**Internship Requirement (3 hours)**

- ESHESA 8191 Professional Internship

**Research Apprenticeship (9 hours)**

- EDUCST 8191 Research Apprenticeship: Educational Studies (9)

**Dissertation Requirement (6 hours)**

Consult with faculty advisor

EDUCST 8999 Dissertation or Thesis Research (minimum 6)

### HESA & WDE PhD Specialization 3-year Program Plan

HESA & WDE PhD Specialization Program Plan						
	Autumn	Credits	Spring	Credits	Summer	Credits
<b>Year 1</b>	EDUCST 6891	3	EDUCST 8875	3	EDUCST 8191	3
	Core Requirement	3	Research Core	3		
	Research Core	3	Specialization Core	3		
	Concentration Core	3	Concentration Core	3		
	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>3</b>
<b>Year 2</b>	Specialization Core	3	Specialization Core	3	EDUCST 8191	3
	Research Core	3	Research Core	3		
	Concentration Core	3	Specialization Core	3		
	Concentration Core	3	EDUCST 8191	3		
	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>12</b>	<b>TOTAL</b>	<b>3</b>
<b>Year 3</b>	EDUCST 8999	3	EDUCST 8999	3		
	<b>TOTAL</b>	<b>3</b>	<b>TOTAL</b>	<b>3</b>		
<b>Total Credi Hours</b>		<b>60</b>				

*Note:* This is a tentative 3-year plan and is not an approved plan for graduation. You, as the student, are responsible for meeting all necessary requirements. Because course availability is subject to change, it is essential that you work with your faculty advisor each semester. Certain requirements such as research courses, concentration core courses, and research apprenticeships remain flexible and therefore, can be taken in different semesters than what is listed above. Utilize your faculty advisor to guide you in your course planning. Also note, that a 4-year plan can also be discussed with your faculty advisor.

## H. Continuing School Psychology Specialization Program Requirements

### Educational Studies PhD – School Psychology Specialization

81 credit hours, post masters

#### Program Requirements (18 hours)

Common Core (6 hours)

#### Core 1 Course (3 hours)

- EDUCST 6891 Proseminar in Educational Studies (3)

#### Core 2 Course: Choose from one of the following courses (3 hours)

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (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 GLM I: Introduction to Regression and ANOVA (3)
- ESQREM 8648 Multivariate Analysis (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)

- ESCE 6739 Legal and Ethical Issues in Counseling (1.5)
- ESCE 7934 Theories of Counseling Supervision (1.5)
- ESEADM 8317 Legal Aspects of Special Education Administration (3)
- ESEPSY 7402 Educational Psychology: Cognition, Learning, and Instruction (3)
- ESEPSY 8895 Seminars: Educational Psychology (3)
- ESQREM 6625 Introduction to Educational Research (3)
- ESQREM 6641 Introduction to Educational Statistics (4)
- ESSPED 5650 Introduction to Exceptional Children (3)
- ESSPSY 6189 Field Based Experience in School Psychology (6)
- ESSPSY 7028 Cultural Diversity (3)
- ESSPSY 7029 Urban Issues in Education (2)
- ESSPSY 7193 Advanced Individual Studies: School Psychology (1)
- ESSPSY 8056 Roles and Function of the School Psychologists (3)
- ESSPSY 8057 Cognitive Assessment (3)
- ESSPSY 8060 Linking Academic Assessment to Intervention (3)
- ESSPSY 8077 Mental Health I: Mental Health Issues in the Schools (3)
- 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 8189 Advanced Practicum in School Psychology II (4)
- ESSPSY 8191.02 Doctoral Internship: School Psychology (6)
- ESSPSY 8998 Research: School Psychology (3)
- HDFS 7765 Advanced Child Development (3)
- PSYCH 6809 Historical Development of Psychology (3)

### Dissertation Requirement (6 hours)

Consult with faculty advisor

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

## I. Continuing Counselor Education Specialization Program Requirements

### Educational Studies PhD – Counselor Education Specialization

61 credit hours, post masters

#### Program Requirements (61 hours)

Common Core (6 hours)

#### Core 1 Course (3 hours)

- EDUCST 6891 Proseminar in Educational Studies (3)

#### Core 2 Course: Choose from one of the following courses (3 hours)

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

Research Core (choose three, 9 hours)

Students select a minimum of 9 hours that include at least 3 research courses at the 7000 level or higher and additional coursework to satisfy the competencies needed to successfully complete the dissertation. This coursework is selected by the student in consultation with the advisor to reflect the student's research interests and is subject to the rules of the Graduate Studies Committee.

#### Introductory Quantitative Sequence:

- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (Prerequisite: Intro to Stats) (4)
- ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)

#### Advanced Quantitative Options:

- ESQREM 8648 Multivariate Analysis (3)
- ESQREM 8658 Applied Multilevel Data Analysis (3)

#### Qualitative Options:

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

## **Specialization Requirements (33 hours)**

### Required Courses (16 hours)

- ESCE 8100 Leadership for Social Justice in Counselor Education (3)
- ESCE 8200 Critical Pedagogy for Decolonizing Counselor Education (3)
- ESCE 8400 Critical Research Issues in Counselor Education (3)
- ESCE 8500 Advanced Social Justice Counseling Theory and Supervision (3)

### Supervised Internship: (12 hours)

- ESCE 8191 Doctoral Internship (12)

### Electives: Cognate Area (12 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 taken at the graduate level and approved by the student's advisor.

### **Recommended Electives (Optional)**

- ESCE 6931 Diagnosis of Mental and Emotional Disorders (3)

## **Dissertation Requirement (6 hours)**

### Consult with faculty advisor

- ESCE 8999 Dissertation/Thesis Research: Counselor Education

## **J. Continuing Counseling Psychology Specialization Program Requirements**

### **Educational Studies PhD – Counseling Psychology Specialization**

**61 credit hours, post masters**

Note: The Counseling Psychology Specialization is a newly approved program and an official program plan is still being formalized. The below overarching requirements reflect what was approved for the program.

#### **Requirements for the Doctoral Degree (PhD)**

Once students are admitted to the CP program, they will engage in studies that will involve general doctoral courses, specific CP coursework, and specialized coursework called a cognate, a subspeciality within CP. Students are expected to be engaged in courses for four years. During the four years, a major milestone that occurs is becoming a doctoral candidate—an indication of meeting the competencies to complete the doctoral degree. The fifth year is designed for the doctoral candidates to complete a year-long predoctoral internship of clinical work. A dissertation is expected to be completed before or during the fifth year in order for the student to graduate at the end of the fifth year.

#### **General Curriculum Requirements**

The curriculum and course requirement for the Counseling Psychology Specialization in the Educational Studies PhD program are consistent with provisions of the Graduate School and program handbooks. The number of credits hours is consistent with Graduate School Policies for professional doctorates. The Counseling Psychology specialization is consistent with the requirements for the Educational Studies PhD degree and includes a broad outline of study in core requirements (common core (6 credit hours); research core (14 credit hours) and specialization requirements that include a counseling psychology core (37 credit hours), clinical requirements (13 credit hours), supporting cognates (15 credit hours), electives (6 credit hours), and final document research (6 hours).

The Graduate School Handbook states that a minimum of 80 graduate hours beyond the baccalaureate degree is required to earn the PhD degree. A minimum of 50 graduate credit hours beyond the Master's degree is required for the PhD degree.

#### **Counseling Psychology (CP) Specialization Course Requirements**

The courses are broken down by research core and specialization requirements, which include a counseling psychology core, clinical requirements, supporting cognates, and electives. Within the research core, as an independent study, any student who has not completed a thesis in counseling psychology or a closely related area will be required to complete the equivalent of a pre-dissertation research exercise. This component is one criterion to obtain a master's degree and be eligible for doctoral candidacy. This exercise will involve conducting an empirical based study and writing a standard-length manuscript that is either publishable in a psychology journal or presented at a regional or national psychology conference. Details of the process will be provided in the program's manual.

Within the clinical requirements, students will complete year-long supervised field-based experiences (i.e., doctoral and advanced doctoral practica). The counseling psychology program will also integrate the

profession-wide competencies (PWC) and discipline-specific knowledge (DSK) from the Standards of Accreditation of the American Psychological Association (APA). The PWCs will involve the following: research; ethical and legal standards; individual and cultural diversity; professional values, attitudes, and behaviors; communication and interpersonal skills; assessment; intervention; supervision; and consultation and interprofessional/ interdisciplinary skills. The DSKs will involve these areas: the history and systems of psychology; basic knowledge in scientific psychology (affective, biological, cognitive, developmental, and social aspects of behavior); advanced integrative knowledge in scientific psychology; and research methods, statistical analysis, and psychometrics.

A minimum of 61 graduate hours beyond the Master's degree is required for the PhD degree. It is likely that students will take more than 61 credits during their time in the program.

A list of courses and course requirements will be provided before Fall of 2024.

### **Curriculum and Course Overview**

We are currently in the process of having our course syllabi formatted per the College's guidelines. Until this process is completed, we cannot formally list the courses, their titles, etc. However, the CP courses are set up to adhere to the guidelines for APA accreditation in order to meet the accreditation standards. Here is a summary of the curriculum guidelines we will be following. This list is not exhaustive.

1. **Research Core:** At least 5 courses in research, including research methods, 4 statistics courses, and 1 test & measurement course.
2. **Specialization Core (Counseling Psychology):** Theories of CP, MC Psychology, Vocational Psychology, Supervision, Consultations, Personality Assessment, Adult Intelligence, Prevention & Health Science, Ethical/Legal Issues
3. **Clinical Requirements:** Psychopathology, 5 practica, predoctoral internship
4. **Supporting Cognates:** Human Development, History & Systems, Social Basis of Behavior, Biological Basis of Behavior, Affective Basis of Behavior, Cognition & Learning
5. **Electives:** Examples include Program Evaluation in Public Health, Addictions, Latino Psychology, Immigrant Psychology, Sexual Orientation & Diversity, Medical Family Therapy
6. **Dissertation Requirement**

## **K. Eliminated Specialization: Educational Administration Program Requirements**

### **Educational Studies PhD –Educational Administration Specialization**

**54 credit hours, post masters**

#### **Program Requirements (15 hours)**

Common Core (6 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (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 GLM I: Introduction to Regression and ANOVA (Prerequisite: Intro to Stats) (4)
- ESQREM 8648 Multivariate Analysis (3)
- 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 interest. Specialized research plans are approved by the Graduate Studies Committee.

### **Specialization Requirements (24 hours)**

Required Courses (15 hours)

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

Electives: Cognate Area (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)**

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

- 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)

## L. Eliminated Specialization: Educational Psychology Program Requirements

### Educational Studies PhD –Educational Psychology Specialization

**57 credit hours, post masters**

#### **Program Requirements (15 hours)**

Common Core (6 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

Research Core (9 hours minimum)

All PhD students in Educational Psychology are required to include in their program study at least 3 research methods/statistics courses at the 7000 level or higher. All students will complete the three courses listed below unless they design with their advisor a specialized sequence.

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. Some students may need to take additional leveling coursework prior to beginning the research core if they do not have the requisite background.

- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
- ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)
- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)

#### **Specialized Sequence:**

Students, in consultation with their advisors, may instead design their own methodology/statistics sequence. To complete a specialized sequence, students must take three methodology/statistics courses relevant to their research interests. Specialized research plans are approved by the Graduate Studies Committee.

### **Specialization Requirements (27 hours)**

Educational Psychology Core (12 hours)

- ESEPSY 7402 Educational Psychology: Cognition, Learning and Instruction (3)
- ESEPSY 7403 Motivation in Learning and Teaching (3)
- ESEPSY 8403 Advanced Seminar in Educational Psychology (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)

Advanced Seminar (choose three, 9 hours)

- ESEPSY 8402 Classroom Research on Student Motivation (3)
- ESEPSY 8405 Classroom Learning and Instruction (3)
- ESEPSY 8406 Self-Regulated Learning (3)
- ESEPSY 8407 Self-Efficacy (3)
- ESEPSY 8408 Race, Ethnicity, & Multiculturalism in Education & Psychology (3)

Electives (choose two, 6 hours)

Consult with faculty advisor for alternatives

- ESEPSY 5401 Adolescent Learning and Development in School Contexts (3)
- ESEPSY 7401 Controversies, Myths, and Dilemmas in Education (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 7405 Cooperative Learning: Research and Practice (3)
- ESEPSY 7406 Social Basis of Behavior in Education (3)
- ESEPSY 8895 Seminars: Educational Psychology (3)
- ESLTECH 7277 Computer-Supported Collaborative Learning (3)
- ESPHE 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)

### **Research Apprenticeship (9 hours)**

Consult with faculty advisor

- EDUCST 8191 Research Apprenticeship: Educational Studies

### **Dissertation Requirement (6 hours)**

Consult with faculty advisor

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

## M. Eliminated Specialization: Learning Technologies Program Requirements

### Educational Studies PhD – Learning Technologies Specialization

51 credit hours, post masters

#### Program Requirements (15 hours)

Common Core (6 hours)

#### Core 1 Course (3 hours)

- EDUCST 6891 Proseminar in Educational Studies (3)

#### Core 2 Course: Choose from one of the following courses (3 hours)

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (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. This coursework will be selected by the student in consultation with the advisor, and is subject to the rules of the Graduate Studies Committee.

#### ANOVA Sequence:

- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
- ESQREM 8648 Multivariate Analysis (3)
- 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 (21 hours)**

Required Courses (12 hours)

- ESLTECH 6223 Issues and Practices in Educational Technology (3)
- ESLTECH 7392 Theories of Learning with Technology (3)
- ESLTECH 8216 Scholarly Perspectives in Learning Technologies (3)
- ESLTECH 8226 Methods of Inquiry in Learning Technologies (3)

Elective Courses (choose three, 9 hours)

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

- ESEADM 6372 Educational Technology Leadership and Administration (3)
- ESEPOL 7224 Educational Policy Analysis in Contemporary Culture (3)
- ESEPSY 8402 Classroom Research on Student Motivation (3)
- ESEPSY 8406 Self-Regulated Learning (3)
- ESLTECH 6278 Introduction to Instructional Design (3)
- ESLTECH 6282 Introduction to Teaching Online for K-12 Educators (3)
- ESLTECH 7229 Technology, Society, and Schools (3)
- ESLTECH 7277 Computer Supported Collaborative Learning (3)
- ESLTECH 7278 Formative Evaluation of Learning Technologies (3)
- ESLTECH 7297 Designing Multimedia for Instruction (3)
- ESLTECH 8295 Applied Instructional Design (3)
- ESLTECH 8296 Learning Technologies Diffusion, Innovation, and Change (3)
- ESPHE 7415 Philosophical Foundations of Educational Technology (3)
- ESWDE 7701 Teaching and Learning at a Distance: Foundations of the Virtual Classroom (3)

**Research Apprenticeship (9 hours)**

Consult with faculty advisor

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

**Dissertation Requirement (minimum 6 hours)**

- ESLTECH 8999 Dissertation Research

## **N. Eliminated Specialization: Philosophy and History of Education Program Requirements**

### **Educational Studies PhD – Philosophy and History of Education Specialization**

**62 credit hours, post masters**

#### **Program Requirements (18 hours)**

Common Core (6 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

Research Core (choose four, 12 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:

- ESPHE 6250 History of Education (3)
- ESPHE 6410 Philosophy of Education (3)
- ESPHE 7413 Professional Education: Theories and History (3)
- ESPHE 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)
- ESPHE 8895 Seminars: Philosophy and History of Education (3) (not repeatable toward research core requirement)

#### **Specialization Requirements (29 hours)**

Required Courses (choose five, 15 hours)

- ESHESA 7574 Curriculum in Higher Education (3)
- ESPHE 7222 History of Educational Policy (3)
- ESPHE 7324 History of Educational Administration (3)
- ESPHE 7410 Modern Trends in Philosophy of Education (3)

- ESPHE 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)
- ESPHE 8411 Educational Philosophy of John Dewey (3)

Elective Courses (Minimum 12 hours from below or other courses approved by advisor)

- ESEADM 8361 Social and Political Contexts of Education (3)
- ESEPOL 8209 Cultural Processes in Education (3)
- ESEPOL 8352 Educational Policy in Democratic Society (3)
- ESPHE 6250 History of Education (3)\*
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)
- ESPHE 7222 History of Educational Policy (3)\*\*
- ESPHE 7324 History of Educational Administration (3)\*\*
- ESPHE 7410 Modern Trends in Philosophy of Education (3)\*\*
- ESPHE 7413 Professional Education: Theories and History\* (3)
- ESPHE 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers\* (3)
- ESPHE 7572 History of Colleges and Universities (3)
- ESPHE 8193 Advanced Individual Studies: Philosophy and History of Education (1-15) (repeatable)
- ESPHE 8201 Social Foundations of Education (3)
- ESPHE 8410 Ethics and Education: Equality, Freedom, and Justice in Schools (3)\*\*
- ESPHE 8411 Educational Philosophy of John Dewey (3)\*\*
- ESPHE 8895 Seminars: Philosophy and History of Education (3) (repeatable) (complete additional unique hours if also used as Research Core course)
- ESQUAL 8240 Life History & Interviewing Methods (3)
- 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)

\*May not double count as a Research Core course

\*\*May not double count as a Specialization Required Course

### **Research Apprenticeship (9 hours)**

Consult with faculty advisor

- EDUCST 8191 Research Apprenticeship: Educational Studies (9)

### **Dissertation Requirement (6 hours)**

Consult with faculty advisor

- ESPHE 8999 Dissertation or Thesis Research: Philosophy and History of Education (minimum 6)

## **O. Eliminated Specialization: Quantitative Research, Evaluation, and Measurement Program Requirements**

### **Educational Studies PhD – Quantitative Research, Evaluation, and Measurement Specialization**

**54 credit hours, post masters**

#### **Program Requirements (6 Hours)**

Common Core

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

#### **Specialization Requirements (36 Hours)**

Required Courses (24 Hours)

- ESQREM 6621 Introduction to Educational Evaluation (3)
- ESQREM 6641 Introduction to Educational Statistics (4)
- ESQREM 6661 Introduction to Educational Measurement (3)
- ESQREM 7635 Advanced Research Methods (3)
- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
- ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)
- ESPHE 7414 Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)

Elective Courses (choose four, minimum 12 hours)

#### **Two courses from the following list:**

- ESQREM 7643 Categorical Data Analysis (3)
- ESQREM 8648 Multivariate Analysis (3)
- ESQREM 8657 Factor and Cluster Analyses (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:**

- ESQREM 7627 Sampling Design and Survey Research Methods (3)
- ESQREM 7631 Applied Evaluation Designs (3)
- ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (e.g., advanced evaluation designs) (2-5)

**One course from the following list:**

- ESQREM 7661 Instrument Construction (3)
- ESQREM 7663 Test Reliability and Validity (3)
- ESQREM 7667 Authentic Assessment (3)
- ESQREM 8674 Scaling and Item Response Theory (3)
- ESQREM 8895 Seminars: Quantitative Research, Evaluation, and Measurement (e.g., advanced IRT) (2-5)

**Research Apprenticeship (9 hours)**

Consult with faculty advisor

- EDUCST 8191 Research Apprenticeship: Educational Studies (9)

**Dissertation Requirement (3 hours minimum)**

Consult with faculty advisor prior to enrollment

- ESQREM 8999 Dissertation or Thesis Research: Quantitative Research, Evaluation, and Measurement

## P. Eliminated Specialization: Special Education Program Requirements

### Educational Studies PhD –Special Education Specialization

**60 credit hours, post masters**

#### **Program Requirements (22 hours)**

Common Core (6 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

Research Core (choose five, minimum 16 hours)

Required Research Courses (10 hours)

- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
- ESQUAL 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- ESSPED 8861 Single Case Research Design (3)

Additional Research Courses (choose two, 6 hours)

#### **Qualitative Courses**

- EDUTL 7431 The Ethnography of Literacy and Language I (4)
- EDUTL 7432 The Ethnography of Literacy and Language II (4)
- EDUTL 8001 Discourse Analysis and Educational Research I (4)
- EDUTL 8002 Discourse Analysis and Educational Research II (4)
- ESQUAL 8290 Qualitative Research in Education: Methods and Analysis (3)

#### **Quantitative Courses**

- ESQREM 7627 Sampling Designs and Survey Research Methods (3)
- ESQREM 7643 Categorical Data Analysis (3)
- ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)

- ESQREM 8648 Multivariate Analysis (3)
- ESQREM 8657 Factor and Cluster Analysis (3)
- ESQREM 8658 Applied Multilevel Data Analysis (3)
- ESQREM 8659 Structural Equation Modeling (3)
- ESQREM 8895 Seminars: Quantitative Research, Evaluation and Measurement (3)

### Single Subject

- ESSPED 8874 Behavioral Research in Education (3)

### Specialization Requirements (32 hours)

Required Courses (12 hours)

- Choose one:
  - ESEPSY 7404 College Teaching (3)
  - ESSPED 8189 Field Experience in Special Education (3)
  - ESSPED 8919 Behavior Approaches to College Teaching (3)
- ESSPED 7892 Topics in Special Education Research (3)
- ESSPED 8662 Research Designs and Scholarship in Special Education (3)
- ESSPED 8875 Professional Writing/Publishing in Special Education (3)

Specialization Electives (20 hours)

In consultation with their faculty advisor, students will identify an area of specialization. Examples of specialization include but are not limited to applied behavior analysis, developmental disabilities, early childhood, d/Deaf and hard of hearing, high incidence education, and gifted education. If students wish to select ABA as their specialization and take the ABAI-accredited sequence of courses, see the course list below.

Suggested Elective Courses to Meet Specialization Requirements:

- EDUCST 7765 Grant Writing (3)
- ESEADM 8317 Legal Aspects of Special Education Administration (3)
- ESSPED 8891 Contemporary Issues in Special Education (3)

ABAI-Accredited Course Sequence for ABA Specialization:

Courses required for the BCBA credential

- ESSPED 8200 Basic Behavior Analysis (3)
- ESSPED 8300 Behavioral Assessment (3)
- ESSPED 8400 Behavioral Interventions in Special Education (4)
- ESSPED 8500 Personnel Management and Supervisor (2)
- ESSPED 8832 Advanced Applied Behavior Analysis (3)
- ESSPED 8921 Ethical Issues in Applied Behavior Analysis (3)

Additional ABAI accreditation course options:

- ESSPED 7830 Urban Education & Precision Teaching (3)
- ESSPED 8871 Behaviorism: Schedules and Translational Research (3)
- ESSPED 8916 Behaviorism: Applications and Implications of Skinner's Work (1.5)
- ESSPED 8917 Verbal Behavior (1.5)

Dissertation Requirement (minimum 6 credit hours)

Consult with faculty advisor

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

## **Q. Eliminated Specialization: Workforce Development and Education Program Requirements**

### **Educational Studies PhD –Workforce Development and Education Specialization**

**57 credit hours, post masters**

#### **Program Requirements (15 hours)**

Common Core (6 hours)

#### **Core 1 Course (3 hours)**

- EDUCST 6891 Proseminar in Educational Studies (3)

#### **Core 2 Course: Choose from one of the following courses (3 hours)**

- EDUCST 6892 Educational Policy and Inequality in Social and Cultural Context: Integrating Research Traditions (3)
- EDUCST 7765 Grant Writing (3)
- ESEPOL 7100 Writing for Educational Policy Audiences (3)
- ESEPSY 7404 College Teaching (3)
- ESEPSY 8404 Academic Writing in Education: Reviewing the Literature (3)
- ESPHE 6403 Ethics and the Professional Context of Teaching (3)

Research Requirements (choose three, 9 hours)

Students will select one sequence, plus an additional course that reflects their research interests.

#### **General Linear Model Sequence:**

- ESQREM 7648 GLM I: Introduction to Regression and ANOVA (4)
- ESQREM 7658 GLM II: Advanced Regression and ANOVA (4)
- 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) Research

**Foundations Sequence:**

- ACEL 8855 Research Methods and Design (3)
- ACEL 8877 Data Collection, Analysis & Interpretation (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 (30 hours)****Required Courses (12 hours)**

- ESWDE 7000.01 Contemporary Research in Workforce Development and Education: Career and Technical Education (3)
- ESWDE 7000.02 Contemporary Research in Workforce Development and Education: Human Resource Dev and Adult Ed (3)
- ESWDE 8911 Theoretical and Scholarly Perspectives on Workforce Development and Education (3)
- ESWDE 8961 Comparative Workforce Development Policy (3)

**Supporting Courses (choose two, 6 hours)**

- ESWDE 5624 Foundations of Workforce Development (3)
- ESWDE 7648 Evaluation of Adult Education and Human Resource Development (3)
- ESWDE 7757 Aspects of Human Resource Development (3)
- ESWDE 7935.40 Program Planning in Adult Education (3)
- ESWDE 8932 Adult Learning Theory (3)

**Cognate (12 hours)**

A cognate represents a depth of knowledge in an area of inquiry outside of workforce development and education. Cognates are selected with advice from the student's advisor and are 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.

**Research Apprenticeship (9 hours)**

Consult with faculty advisor

- EDUCST 8191 Research Apprenticeship: Educational Studies (9)

**Dissertation Requirement (3 hours, over a minimum of two semesters)**

Consult with faculty advisor

- ESWDE 8999 Dissertation/Thesis Research: Workforce Development & Education