

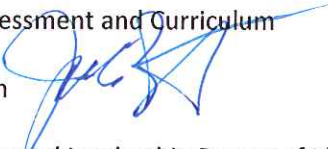


Office of Academic Affairs  
172 Arps Hall, 1945 N. High Street  
614 688-4571

Date: June 11, 2012

To: Scott Herness, Associate Dean, Graduate School

Cc: Andy Zircher, Director of Assessment and Curriculum

From: Jackie Blount, Associate Dean 

RE: Changes to Educational Policy and Leadership Doctor of Philosophy, Doctor of Education, and Master of Arts programs

The faculty and administration of the College of Education and Human Ecology (EHE) have approved revisions to semester conversion proposals for the Doctor of Philosophy, Doctor of Education, and Master of Arts in Educational Policy and Leadership. The requests come from the School of Educational Policy and Leadership. EHE faculty also recently approved a college realignment proposal. If the realignment proposal is approved, then the programs affected by these changes would be housed in the newly formed Department of Educational Studies.

The proposed changes for the Educational Policy and Leadership graduate programs was approved by the EHE Curriculum Committee on May 16, 2012, and by the EHE College Council on June 1, 2012. Both faculty bodies approved with unanimous support.

For each of the Educational Policy and Leadership graduate degrees, graduate specializations in College and University Teaching, Educational Technology, and Teaching in Virtual Environments were added to the semester conversion proposals. These graduate specializations each have a corresponding Graduate Interdisciplinary Specialization or Graduate Minor designation. Due to rules for those designations, graduate specializations are requested so that recognition for completing these programs can be given to students in Educational Policy and Leadership.

College and University Teaching is available as a Graduate Interdisciplinary Specialization to students outside of Educational Policy and Leadership, but because Graduate Interdisciplinary Specializations require students to complete courses from two academic areas outside of their home unit, and because the curriculum of the program has limited course options, Educational Policy and Leadership students cannot complete the Graduate Interdisciplinary Specialization. College and University Teaching was approved as a Graduate Specialization for students in Educational Policy and Leadership on quarters, but was mistakenly left off the semester conversion proposal.

Similarly, Educational Technology and Teaching in Virtual Environments are available as a Graduate Minors to students outside of Educational Policy and Leadership, but because Graduate Minors require students to complete all of the courses in one unit outside of their home unit, and because the curricula of each of these programs consists only of EDU PL courses, Educational Policy and Leadership students cannot complete either as a Graduate Minor. Educational Technology as a secondary specialization was approved as a Graduate Specialization for students in Educational Policy

and Leadership on quarters, but was mistakenly left off the semester conversion proposal. Teaching in Virtual Environments is a new Graduate Minor proposed for semesters.

EHE approves the program changes to the Doctor of Philosophy, Doctor of Education, and Master of Arts in Educational Policy and Leadership, and requests University level approval. If there are any questions, please contact me at [blount.36@osu.edu](mailto:blount.36@osu.edu) or our director of curriculum and assessment, Andy Zircher, at [Zircher.2@osu.edu](mailto:Zircher.2@osu.edu).

**Andrew Zircher**

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**From:** Eric Anderman  
**Sent:** Monday, May 14, 2012 7:59 AM  
**To:** Andrew Zircher; Deborah Zabloudil  
**Cc:** 'Errante, Antoinette'  
**Subject:** Revisions adding Grad Specializations

Dear Andy:

I am writing to request the addition of specializations in College and University Teaching, Educational Technology, and Teaching in Virtual Environments to the grad specializations for Educational Policy and Leadership/Educational Studies. These have my full support.

Thank you,  
Eric Anderman.

Eric M. Anderman  
Director, School of Educational Policy and Leadership  
Professor, Educational Psychology  
College of Education and Human Ecology  
The Ohio State University  
121 Ramseyer Hall  
29 West Woodruff Avenue  
Columbus, OH 43210  
(614) 688-5721

## MA in Educational Policy and Leadership

### RATIONALE STATEMENT

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

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

Educational Psychology and Philosophy (EPP)

Higher Education and Student Affairs (HESA)

Educational Administration (EA)

Quantitative Research, Evaluation, and Measure (QREM)

Cultural Foundations, Technology, and Qualitative Inquiry (CFTQI)

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

1. Cultural Foundations of Education (CFTQI section)
2. Educational Policy (EA and CFTQI sections)
3. Educational Technology Specialization (CFTQI section)
4. Educational Administration (EA section)
5. Quantitative Research, Evaluation, and Measurement (QREM section)
6. Philosophy of Education (EPP section)
7. Educational Psychology (EPP section)

8. Teacher Education Policy and Leadership (EA section)
9. Higher Education and Student Affairs (HESA section)

Given the widely different needs of professional training, and the equally wide needs of preparing researchers and professionals in distinct disciplines, our MA allows for multiple areas of study. Nevertheless, we also believe that all our students, despite their different trajectories, benefit from foundational coursework relating to educational and social questions, particularly relating to pressing questions of cultural difference. Consequently, we retain foundations and multicultural requirements. Whereas students may select one of several courses to fulfill these options, all the courses are similar in that they are broad surveys of key historical, philosophical, or ethical issues in education. Thus, our MA program consists of these requirements coupled with additional requirements and options associated with specific areas of specialization. The foundations and multicultural requirement, as well as the requirements and options associated with specializations, are listed below. Note that required hours vary considerably depending on factors such as licensure issues and the specific demands of different fields of professional practice.

### **UNIT RESTRUCTURING**

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

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

### **NON-DEGREE GRADUATE SPECIALIZATIONS**

The above twelve specializations are programs that students are admitted to as degree seeking students. The unit also offers Graduate Interdisciplinary Specializations and Graduate Minors that are available to students in the Educational Policy and Leadership graduate programs as Graduate Specializations. A student enrolled in one of the above specializations may select one of the following as a second specialization, and complete the curriculum which mirrors that of the related Graduate Interdisciplinary Specialization or Graduate Minor.

- 1) College and University Teaching
- 2) Educational Technology
- 3) Teaching in Virtual Environments

### **MASTER'S PROGRAM REQUIREMENTS**

#### **Foundations requirement (choose 1): (3 hrs)**

EPL 6212 - American Schools and Society (3)

EPL 6250 - History of Education (or 7572 - History of Colleges and Universities) (3)

EPL 6410 - Philosophy of Education (3)

EPL 7359 - Leadership, Inquiry, and Ethics (3)

PAES 5624 - Foundations of Workforce Development and Education (3)

PAES 6731 - Foundations of Professional Counseling (3)

#### **Multicultural and Human Diversity Requirement (choose 1): (3 hrs)**

EPL 6360 - School and Community Relations (3)

EPL 7520 - Diversity in Higher Education (3)

EPL 7214 or 7215 - An Interpretative History of African American Education (3)

PAES - Multicultural Issues in Counseling (4)

PAES - Introduction to Exceptional Children (3)

#### **Research Requirement (choose 1 of these or other approved courses): (3 hrs)**

EPL 6625 - Introduction to Educational Research (3)

EPL 7230 - Qualitative Research for Educators (3)

PAES 8861 - Behavioral Research Methods in Applied Settings (3)

PAES - Assessment in Counseling (3)

**Thesis Requirement or Non-Thesis Option (choose 1)*****Thesis Option***

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

***Non-Thesis Option***

There are three Non-thesis options.

1. Students satisfactorily pass a minimum four-hour examination that has been constructed and evaluated by the student's Master's Examination Committee during the final semester of the student's program.
2. Students complete an "Action Research Project" to be developed in consultation with the student's Master's Examination Committee.
3. Students complete a comprehensive "Case Study" administered by the Section faculty. A case study is a two-week "take-home" exam, equivalent in rigor and scope to the four-hour examination. The emphasis is on synthesizing and applying ideas from the student's program to understand a real world educational scenario. [Note: Students in the HESA specialization are required to take this option.]

Students must register for a minimum of three hours during the semester they take the examination or the project.

**Specialization Requirement**

Students are required to complete coursework in at least one area of specialization.

**Program oversight**

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

1. As part of a student's annual progress review, each specialization will develop a checklist of student progress. The checklist will reflect the requirements in place during the student's first year. Students will fill the checklist out annually. Items on the checklist will include:

- School requirements (e.g. multicultural, foundations, residency, research methods) as well as specialization and concentration requirements. Additional indicators of progress such as publications and conference presentations can also be included. Students should indicate the number of requirements they have met to date, identify those that they must still meet, and propose the semesters in which they plan to meet those requirements. Although students' plans might change, completing the checklist and identifying their plan will ensure they schedule coursework with those requirements in mind.
- A section where faculty could note concerns regarding academic progress and a summary of any communications with students regarding these concerns;
- A section where plans for redressing concerns are described. These plans should be formulated jointly as a result of discussions between student and advisor, in consultation with the student's thesis committee (if applicable).
- A place for faculty and student signatures that indicates the student and advisor understand the student's progress toward degree completion to date.
- Students would be asked to also attach documentation of all the coursework they have taken to date as well as overall credit hours.

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

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

#### **Timelines for reviews**

1. Sections should send out checklists to students in their section at the beginning of every academic year.
2. Meetings between students and advisor should occur some time during spring semester.
3. MA students should be sure to submit their checklists to the Director of Graduate Student Services no later than week 13 of the spring semester.



### **School Transition Plan**

Students who begin their graduate work in EPL under the quarter system will not experience a delay or disruption in their progress toward their degree if they: (1) meet the standards for progress defined by the School, (2) continue to complete appropriate course loads successfully, and (3) develop and follow the checklist developed in consultation with their academic advisors. This plan holds across specialization areas. Issues specific to the specialization areas, if any, will be developed in each section below.

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

- A. Waive pre-requisites for semester courses when necessary and appropriate
- B. For special circumstances, Individual Studies or Group Studies options may be used
- C. For courses that have minimal changes an automatic transfer of credits will be used

## **CULTURAL FOUNDATIONS OF EDUCATION SPECIALIZATION**

**(30 HRS MINIMUM)**

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (3 hrs)**

7220 - Cultural Studies in Education (3)

### **Specialization Foundations of Education Requirement (choose 2): (6 hrs)**

A minimum of 6 hours of graduate credit must be concerned with cultural, comparative, historical, sociological, and anthropological foundations of education. These hours go beyond the School Foundations Requirement.

6250 - History of Education (3)

7217 - Globalization Processes in Education (3)

6212 - American Schools and Society (3)

8200 - Cultural Foundations of Educations (3)

8209 - Cultural Processes in Education (3)

### **Specialization Multicultural Education Requirement (choose 1): (3hrs)**

A minimum of 3 hours of graduate credit must relate to multicultural education beyond the School Multicultural Requirement. The 3 hours must be selected from one of the following courses

5260 - Children, Families, and Communities in Conflict (3)

7225 - Visualizing the Curriculum (3)

7229 - Technology, Society, and Schools (3)

7215 - An Interpretative History of African American Ed. 1850-1990 (3)

7214 - An Interpretative History of African American Ed. 1700-1950 (3)

7288 - Urban Communities, Tech, and Education (3)

**Electives (choose 3 of these or other approved courses): (9 hrs)**

7230 - Qualitative Research for Educator (3)

7240 - Life History Interviewing in Education (3)

6250 - History of Education (3)

6410 - Philosophy of Education (3)

7210 - Fundamentals of Curriculum (3)

7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies (3)

7212 - Laboratory in Curriculum Development and Praxis for Educators (3)

7213 - The Historical Basis of Curriculum Development (3)

8206 - Instructional Theory (3)

8209 - Cultural Processes in Education (3)

8266 - Policy and politics of English Language Learning (3)

7217 - Globalization Processes in Education (3)

7225 - Visualizing the Curriculum (3)

7229 - Technology, Society, and Schools (3)

**School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, some specialization courses (7220, 6250, 7217, 6212, 8200, and 8209) in this area have been converted from quarter courses with expanded content. Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.46) or independent studies (8193) will be arranged for those students.

## EDUCATIONAL POLICY SPECIALIZATION

(30 HRS MINIMUM)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (9 hrs)**

8201 - Social Foundations of Education (3)

8352 - Educational Policy in Democratic Society (3)

7224 - Educational Policy Analysis in Contemporary Culture (3)

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

5260 - Children, Families, and Communities in Conflict (3)

6410 – Philosophy of Education (3)

7211 - Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies (3)

7222 - History of Educational Policy (3)

8266 - Policy and Politics of English Language Learning (3)

8410 - Ethics and Education: Equality, Freedom, and Justice in Schools (3)

6360 - School Community Relations and Politics (3)

8310 - Educational Change (3)

8356 - Economic Viewpoints (3)

8361 - Social and Political Contexts of Education (3)

6250 - History of Education (3)

8312 - Politics and Political Leadership in American Education (3)

7214 - An Interpretative History of African American Education 1700-1950 (3)

7215 - An Interpretative History of African American Education 1850-1990 (3)

7288 - Urban Communities, Technology, and Education (3)

8209 - Cultural Processes in Education (3)

7217 - Globalization Processes in Education (3)

7225 - Visualizing the Curriculum (3)

7229 - Technology, Society, and Schools (3)

**School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, some specialization courses (8201 and 8352) are converted quarter courses with expanded content (7224 is a 5 quarter-hour course converted to 3 semester hours). Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.46) or independent studies (8193) will be arranged for those students.

## EDUCATIONAL TECHNOLOGY SPECIALIZATION

(MINIMUM 33 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (12 hrs)**

6223 - Issues and Practices in Educational Technology (3)

7229 - Technology, Society, and Schools (3)

6278 - Instructional Systems Development (3)

7392 - Learning, Culture and Technology (3)

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

6271- Fundamentals of Computer Applications in Education and Training (3)

6273 -Improving Professional Practice of Teaching with Technology using Action Research (3)

7277 - Educational Telecommunications (3)

5280 - Educational Videography (3)

5281 - Introduction to Developing Educational Web Sites (3)

6282 - Introduction to teaching online for K12 educators (3)

6372 - Educational Technology Leadership and Administration (3)

7278 - Formative Evaluation of Instructional Systems (3)

7288 - Urban Communities, Technology and Education (3)

7225 - Visualizing the Curriculum (3)

8253 - Women, Technology, and Education (3)

8216 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)

7297 - Designing Multimedia for Instruction (3)

**School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. There are no special issues for Educational Technology.

## EDUCATIONAL ADMINISTRATION SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (6 credits)**

6350 - Introduction to Educational Leadership (3)

7356 - Instructional Leadership and Supervision (3)

### **Electives (choose 3 of these or other approved courses): (9 credits)**

6360 - School-Community Relations and Politics (3)

7350 - Educational Leadership: Learning & Teaching: Early Childhood (3)

7351 - Educational Leadership: Learning & Teaching: Adolescent/Young Adult (3)

6372- Educational Technology Leadership and Administration (3)

6366- School Finance and Business Administration (3)

6356- Legal Aspects of School Administration (3)

7359-Leadership, Inquiry, and Ethics (3)

### **Cognate area: (6 hrs)**

Students are required to take at least six credit hours in a cognate area relevant to their interests.

### **School Requirements: (9 hrs)**

### **Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, advisors in this area will contact their MA advisees to schedule a conference during Autumn Quarter 2011. The purpose of the conference is to assess the students' progress and to determine a plan for coursework in the transition to semesters. Faculty will offer special seminars, independent studies, or



online modules to accommodate students who may wish to engage in the expanded content of the core courses.

**QUANTITATIVE RESEARCH, EVALUATION, MEASUREMENT SPECIALIZATION**

**(MINIMUM 30 HRS)**

Course numbers are EPL numbers unless listed otherwise.

**Specialization Requirement: (15 hrs)**

6641 - Introduction to Educational Statistics (4)

6621 - Intro to Educational Evaluation (3)

6625 - Introduction to Educational Research (3)

6661 - Intro to Educational Measurement (3)

7414 - Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)

**Electives: (6 hrs)**

One course from the following list (3 hrs)

8648 - Multivariate Experimental Designs (4)

7648 - Univariate Experimental Designs (4)

8657 - Factor and Cluster Analyses (3)

7643 - Categorical Data Analysis (3)

7651 - Regression Analysis (4)

8659 - Structural Equation Modeling (3)

8658 - Applied Multilevel Data Analysis (3)

8895.60: Seminar – Advanced Problems (e.g., analysis of longitudinal data; meta-analysis) (2-5)

One course from the following list: (3 hrs)

7627 - Sampling and Survey Research Methods (3)

7631 - Applied Evaluation Design (3)

7635 - Research Methods (3)

8895.60: Seminar – Advanced Problems (3)

7661 - Instrument Construction (3)

8674 - Scaling and Item Response Theory (3)

7667 - Authentic Assessment (3)

7663 - Test Reliability and Validity (3)

8895.60: Seminar – Advanced Problems (e.g., advanced IRT) (2-5)

**School Requirements: (9 hrs)**

**Transition plan:**

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

**PHILOSOPHY OF EDUCATION SPECIALIZATION**

**(MINIMUM 30 HRS)**

Course numbers are EPL numbers unless listed otherwise.

**Specialization Requirement: (9 hrs)**

6410 – Philosophy of Education (3)

7410 – Modern Trends in Philosophy of Education (3)

7574 – Curriculum in Higher Education (History of Liberal Education) (3)

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

6250 – History of Education (3)

6212 - American Schools and Society (3)

6403 – Ethics and the Professional Context of Teaching (3)

7411 - Sources of Progressive Thought (3)

7401 – Psychological Perspectives on Teaching (3)

7413 - Professional Education, Past and Present (3)

7414 - Examining Knowledge, Truth, and Objectivity (3)

7415 - Philosophical Foundations of Educational Technology (3)

7572 - History of Universities (3)

8209– Cultural Processes in Education (3)

8352 - Educational Policy in a Democratic Society (3)

8410 – Ethical Problems in Education (3)

8411 - Educational Philosophy of John Dewey (3)

**School Requirements: (9 hrs)**

**Transition plan:**

Specialization transition plans will follow the school transition plan described earlier. In addition, two core courses, 6410 and 7410, are converted quarter courses with expanded content. Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.42) or independent studies (8193) will be arranged for those students.

## EDUCATIONAL PSYCHOLOGY SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (9 hrs)**

7401 - Psychological Perspectives on Teaching (3)

7402 – Cognition, Learning and Instruction (3)

7403 – Motivation in Learning and Teaching (3)

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

5401 - Adolescent Learning and Development in School Contexts (3)

7404 - College Teaching (3)

7405 - Cooperative Learning for Teachers and Supervisors (3)

8401 - Research on Teachers Knowledge and Beliefs (3)

8402 - Classroom Research on Student Motivation (3)

8403 - Theory and Research in Educational Psychology (3)

### **School Requirements: (9 hrs)**

#### **Transition Plan**

Specialization transition plans will follow the school transition plan described earlier. In addition, all current MA students in Educational Psychology are being contacted to attend individual meetings with their advisors in the Fall Quarter, 2011. For those courses that contribute to an identified year-long sequence (primarily those in quantitative and qualitative methods), students are being strongly advised to complete a full year's sequence under either the Quarter or Semester versions and to avoid trying to combine the two versions. For most other courses in the program, no pre-requisites are required. In cases where students do require additional coursework to transition from a Quarter-length prerequisite to a Semester-length course, independent study options will be developed individually.

## TEACHER EDUCATION POLICY AND LEADERSHIP SPECIALIZATION

(MINIMUM 30 HRS)

Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (12 hrs)**

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

### **Electives (choose 3 of these or other approved courses): (9 hrs)**

- 7402 - Professional Development of Teachers (3)
- 8402 - Pedagogy in Teacher Education (3)
- 8421 - Inquiry in Teacher Education (3)
- 8424 - Field Experience in Teacher Education (3)
- 7356 - Instructional Leadership and Supervision (3)
- 7350 - Educational Leadership, Learning and Teaching: Early Childhood (3)
- 7351 - Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence and Adulthood (3)

### **School Requirements: (9 hrs)**

#### **Transition plan:**

Because of a delay in admitting new students, there are no current MA students. There are no additional issues for this specialization area.

## HIGHER EDUCATION AND STUDENT AFFAIRS SPECIALIZATION

(MINIMUM 48 HRS)

Note: The justification for the credit hours is based on the CAS standards that typically range from 42-48 semester hours and specify the numbers of credits hours in categories of courses. Our specialization reflects these standards and therefore parallels peer institutions in this area. Course numbers are EPL numbers unless listed otherwise.

### **Specialization Requirement: (30 hrs)**

7500 - Introduction to Student Affairs (3)

7510 – College Student Development I (3)

7540 – Higher Education Institutions and Core Academic Issues (3)

7513 – Understanding Educational Organizations (3)

7545 - Case Studies in Higher Education (3)

7518 - Group Interventions in Higher Education (3)

7512 - Interaction of Student and Environments (3)

7530 - Practicum in Higher Education (5)

PAES 6732 – Introduction to Counseling (3)

8511 – College Student Development II (3)

8193.32 – Independent Study (1) (take in conjunction with comprehensive exam)

### **Electives (students are required to take 2 of these or other approved courses): (6 hrs)**

7558 - Administering Service Learning Programs (3)

7562 - The Community College (3)

7564 - Financing Higher Education (3)

7550 - Women in Higher Education (3)

8560 - Legal Aspects of Higher Education (3)

7574 - Curriculum in Higher Education (3)



- 7570 - Internationalizing Colleges and Universities (3)
- 7554 - Admission and Retention in Higher Education (3)
- 8552 - Impact of College on Students (3)
- 7566 - Strategy and University Leadership (3)
- 7568 – Globalization and Public Good (3)
- 7556 - C.S. Jung and Psychological Types (3)
- 7576 - Assessment in Higher Education (3)
- 7569 – Higher Education Governance & Policy Analysis\* 93)
- 7404 – College Teaching (3)
- 6736 – Educational and Career Counseling (3)

**Research Course Specification (students are required to take 1 of these or other approved courses):  
(No additional hrs beyond school research requirement)**

- 6625 – Introduction to Educational Research (3)
- 6641 – Introduction to Educational Statistics (3)
- 8895.32 – Designing Qualitative Research in HESA Contexts (3)
- 7230 – Qualitative Research for Educators (3)
- 6621 – Introduction to Educational Evaluation (3)
- 8895.6 – Quantitative Research, Evaluation, and Measurement (3)
- 7631 – Applied Evaluation Design (3)

**School Requirements: (9 hrs)**

Note: To fulfill school requirements, students are required to take: 7520, Race & Diversity in Higher Education (fulfills Multicultural Requirement), and 7572, History of Universities (fulfills Foundations Requirement). See also research specification above.

**School Requirements: (9 hrs)**

Note: To fulfill school requirements, students should take: 7520, Race & Diversity in Higher Education (fulfills Multicultural Requirement), and 7572, History of Universities (fulfills Foundations Requirement).

## COUNSELOR EDUCATION SPECIALIZATION (57.5 -59.5 MINIMUM)

**Please Note:** After 30 credits students are eligible for a master's degree, but they cannot be licensed as a School Counselor or Licensed Professional Clinical Counselor in Ohio without completing the required courses shown below for the respective license.

Note: Course numbers are PAES numbers unless listed otherwise.

### **Specialization Requirement: (34.5 hrs; Both specialties)**

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

6732 Theories of Professional Counseling (3)

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

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

6735 Human Growth & Lifespan Development (2)

6736 Lifespan Career Development & Counseling (2)

6737 Group Counseling (3)

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

6739 Legal and Ethical Issues in Counseling (1.5)

6740 Techniques for Counseling Children & Adolescents (1.5)

6931 Diagnosis of Mental & Emotional Disorders (3)

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

7742 Addictions Counseling (2)

7743 Family & Couples Counseling (2)

7745 Theories of Consultation (1.5)

### ***Electives (optional)***

5889.xx Seminars in Interprofessional Care (various topics)

7934 Theories of Counseling and Supervision (1.5)

### **Required Courses in School Counseling Concentration (23 hrs)**

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

6189.01 Practicum in School Counseling (4)

6831 Professional School Counseling (3)

7191.01 Internship in School Counseling (10)

7832 Current Issues in Professional School Counseling (3)

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

6189.02 Practicum in Clinical Mental Health Counseling (4)

7191.02 Internship in Clinical Mental Health Counseling (10)

7932 Psychopathology, Trauma and Crisis Counseling (3)

7933 Wellness & Prevention Counseling (3)

7934 Theories of Counseling Supervision (1.5)

7935.34 Advanced Assessment: Personality Testing (4)

**School Requirements: (9 hrs)**

**Transition plans:**

Specialization transition plans will follow the school transition plan described earlier. In addition, each concentration adds the following:

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

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

*Clinical Health Counseling Concentration.* Students in the M.A. specialization in Clinical Mental Health Counseling can follow all current requirements in Year 1 of their M.A. specializations and all new (semester) requirements in Year 2 (see adviser for Year 1 and Year 2 program sheets).

## **SPECIAL EDUCATION SPECIALIZATION (34 HRS. MINIMUM)**

**Please Note:** After 30 credits students are eligible for a Master's degree, but they cannot be licensed in Special Education in Ohio without completing the required courses shown below for the respective license. Course numbers are PAES numbers unless listed otherwise.

### **Specialization Requirement: (13 hrs)**

8832 Advanced Applied Behavior Analysis (3)

8861 Behavioral Research Methods in Applied Settings (3) (overlaps with research requirement)

8189 Field Experience in Special Education (4)

8193.10 Independent Study in Special Education (1-6 taken if needed to fulfill 30 hr requirement)

8999.10 Thesis Research (3-9)

### ***Prerequisites***

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

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

5742 Applied Behavior Analysis for Teachers (3)

### **Early Intervention Specialist Concentration (18 hrs)**

5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)

5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5760 Educational Assessment in Early Childhood Special Education (3)

5761 Educational Intervention for Young Children with Disabilities (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

### **Moderate to Intensive Intervention Specialist Concentration (18 hrs)**

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

5676 Programming for Severe Physical Impairments (3)

5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)

5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)

5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)

**Mild to Moderate Intervention Specialist Concentration (15 hrs)**

5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)

5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

**Applied Behavior Analysis Concentration (18 hrs)**

5722 Communication Skills for Children with Moderate-Intensive Disabilities (3)

5734 Methods of Instruction for Elementary Children with Mild-Moderate Disabilities (3)

5735 Methods of Instruction for Secondary Students with Mild-Moderate Disabilities (3)

5736 Methods of Instruction I for Students with Moderate-Intensive Disabilities (3)

5737 Methods of Instruction II for Students with Moderate-Intensive Disabilities (3)

5738 Reading Instruction for Children with Disabilities and Severe Reading Deficits (3)

5743 Educational Assessment of Students with Mild-Moderate Disabilities (3)

5760 Educational Assessment in Early Childhood Special Education (3)

5761 Educational Intervention for Young Children with Disabilities (3)

5769 Delivering Effective Services to Enhance the Inclusion of Students with Special Needs (3)

7830 Urban Education & Precision Teaching (3)

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

8871 Behaviorism: Schedules and Translational Research (3)

8874 Behavioral Research in Education (3)

8891 Contemporary Issues in Special Education (3)

8917 Verbal Behavior and Behaviorism: Applications and Implications of Skinner's Works (3)

8922 Topics in Early Childhood Special Education (3)

**School Requirements: (9 hrs)**

**Transition Plan:**

Specialization transition plans will follow the school transition plan described earlier. In Special Education, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Most students will be able to complete the master's specialization within a year so most will not be affected by the transition. However, part time students who enter under the quarter system will be able to complete the specialization under the semester system. Students will be individually advised on a case-by-case basis.



**WORKFORCE DEVELOPMENT AND EDUCATION SPECIALIZATION (42-39 HRS  
MINIMUM)**

Please note: After 30 credits students are eligible for a Master's degree, but they cannot be a licensed teacher in Ohio without completing the required courses shown below for the respective license. Course numbers are PAES numbers unless listed otherwise.

**Required Specialization Courses: (3 hrs)**

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

**Business Education (37 hrs)**

5622 Introduction to Software Applications for Teachers and Trainers (3)

5623 Advanced Software Applications for Teachers and Trainers (3)

5646 Teaching Methods for Business Education (3)

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

5667 Curriculum/Instruction and Assessment in Career and Technical Education (3)

5672 Lifelong Learning in the Adult Years (3)

5442 Teaching Reading Across the Curriculum (in Edu T&L) (3)

5784. Student Teaching in Business Education (12)

5189.01 Business Education Field Experience I (2)

5189.02 Business Education Field Experience II (2) (for some reason this course is still pending)

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

5649 Teaching Adults in the workplace (3)

5662 Job and Task Analysis (3)

5672 Lifelong Learning in the Adult Years

5701 Fundamentals of Teaching Adults Online (3)

7684 Evaluation of Adult Education and Human Resource Development Programs (3)

7757 Aspects of Human Resource Development (3)

7817 Developing Instruction for Business and Industry (3)

7935.40 Program Planning in Adult Education (3)

**Career and Technical Education (27)**

5189.03 Career and Technical Education Clinical Field Experience I (2)

5189.04 Career and Technical Education Clinical Field Experience II (2)

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

5633 Instructional Strategies for Career Based Intervention Programs (3)

5665 Teaching Methods for Career and Technical Education (3)

5667 Curriculum/Instruction and Assessment in Career and Technical Education (3)

5668 Career and Technical Education Capstone (1)

5672 Lifelong Learning in the Adult Years (3)

5677 New Career and Technical Education Teacher Clinic (4)

5622 or 5623 Intro/Advanced Software Applications for Teachers and Trainers (3)

**Family and Consumer Sciences Education (32)**

5189.05 Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom (3)

5191.01 Designing Family and Consumer Sciences Instruction Internship (4)

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

5741 Culturally Responsive Teaching in Family and Consumer Sciences (3)

5746 Problem-Based Instruction in Family and Consumer Sciences (4)

5747 Planning for Teaching and Learning in Family and Consumer Sciences (4)

5790 Analyzing student work samples in Family and Consumer Sciences (1)

5791.02 Facilitating Learning in Family and Consumer Sciences Classrooms Internship (4)

5791.03 Professional Development of Teachers in Family and Consumer Sciences (4)

5442 Teaching Reading Across the Curriculum (in Edu T&L) (3)

**School Requirements: (9 hrs)**

**Transition Plan:**

Specialization transition plans will follow the school transition plan described earlier. In this specialization, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Most students will be able to complete the master's program within two years on a part-time basis so most will not be affected by the transition. Students will be individually advised on a case-by-case basis.

## **NON-DEGREE GRADUATE SPECIALIZATIONS**

The following Graduate Specializations are offered as Graduate Interdisciplinary Specializations or Graduate Minors by Educational Policy and Leadership, but an Educational Policy and Leadership graduate student enrolled in one of the specializations above may pursue one of the following as a second specialization.

### **COLLEGE AND UNIVERSITY TEACHING (15 HRS)**

Required courses- (9 semester hours)

EDU PL7404 College Teaching 3

At Least One Discipline-Based Teaching Course (or Independent Study) within the College of Education and Human Ecology. Existing courses in Education that meet these criteria include:

EDU PL8193.32 Advanced Individual Studies: Higher Education and Student Affairs 3 minimum

EDU PAES 5701 Fundamentals of Teaching Adults Online 3

Mentored Teaching Experience \* 3 cr.

These experiences will vary according to the needs and interests of the faculty mentor, but must be rigorous, multi-faceted reviews and discussion of the student's own teaching. This may occur within the context of a GTA assignment or with the student assisting in teaching the faculty mentor's classes. A syllabus or contract describing at least the minimum expected interactions should be drafted at the start of the experience, so mutual expectations are clear.

Students wishing to participate in the program will submit a mentored teaching experience to the Steering Committee for review and inclusion in the list of those which meet this requirement.

Electives from approved list below At least 6 cr. in at least 2 courses

EDU PL7500 Introduction to the Profession of Student Affairs 3

EDU PL8511 College Student Development II 3

EDU PL7510 College Student Development I 3

EDU PL8253 Women, Technology, and Education 3

EDU PL8552 The Impact of College on Students 3

EDU PL7661 Instrument Construction 3

EDU PL7405 Cooperative Learning: Research and Practice 3

EDU PL7667 Authentic Assessment 3

EDU PL7403 Motivation in Learning and Teaching 3

EDU PL7562 The Community College 3

EDU PL8560 Legal Aspects of Higher Education Administration 3

EDU PL7570 Internationalizing College and Universities 3

EDU PL7402 Educational Psychology: Cognition, Learning, and Instruction 3

EDU PL7413 Professional Education 3

EDU PL7572 History of Colleges and Universities 3

EDU PL8423 Issues and Problems in Teacher Education 3

**Transition Plan:**

Courses in this specialization are typically a one-to-one conversion. Any courses taken on quarters will count for the equivalent in the semester specialization. Credit hours will be converted for the electives requirement and students will still need at least nine semester hours of electives for the graduate specialization.

## EDUCATIONAL TECHNOLOGY (15 HRS)

Educational Technology is available as a specialization in which students could pursue the M.A. degree. If Educational Technology will be your primary specialization, see the requirements above. Educational Technology is also available as a Graduate minor to students outside of Educational Policy and Leadership. The requirements of the Graduate Minor and this Graduate Specialization are the same.

Required Courses 6 credits

EDU P&L 6223 Issues and Practices in Educational Technology 3

EDU P&L 7229 Technology, Society, and Schools 3

Take 9 credit hours in the following two categories, Theories & Concepts and Practices, with at least 3 credits in each category.

### Theories and Concepts

EDU P&L 7277 Educational Telecommunications 3

EDU PAES 5701 Fundamentals of Teaching Adults Online 3

EDU P&L 7278 Formative Evaluation of Learning Technologies 3

EDU P&L 7288 Urban Communities, Technology, and Education 3

EDU P&L 8216 Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology 3

EDU P&L 7225 Visualizing the Curriculum 3

EDU P&L 8253 Women, Technology, and Education 3

EDU P&L 8295 Applied Instructional Design 3

### Practices

EDU P&L 5281 Introduction to Developing Educational Websites 3

EDU P&L 5280 Educational Videography 3

EDU P&L 6278 Introduction to Instructional Design 3

EDU P&L 6271 Fundamentals of Computer Applications in Education and Training 3

EDU P&L 7297 Designing Multimedia for Instruction 3

#### Transition Policy

Students will not be harmed due to the university switch to semesters. Students will progress normally towards completion of the program as long as they consult with Educational Technology faculty through the transition, enroll in sufficient credits each term to make progress in the program, and not encounter any academic difficulties.

Quarter courses that have a direct equivalent will be counted in semesters as such. This program is consists mostly of courses that are converting with a one-to-one match. Students that start in the program on quarters and do not finish before the switch will still be required to complete two required foundational courses, either from the quarter curriculum or the semester curriculum, and twelve quarter hours or eight semester hours of option courses, with at least one course from the Theories and Concepts section and one from the Practices section. Students should consult with faculty for alternative courses as necessary. If student has completed EDU PL 678 to meet the “Required” course requirement in quarters, that course may be counted for the “Required” course instead of EDU PL 7229

#### **TEACHING IN VIRTUAL ENVIRONMENTS (12 HRS)**

Teaching in Virtual Environments is also available as a Graduate minor to students outside of Educational Policy and Leadership. The requirements of the Graduate Minor and this Graduate Specialization are the same.

EDU PAES 7701 Foundations of Distance Teaching and Learning 3

EDU PAES 7277 Moving online from the traditional classroom 3

EDU PAES 7289 Practicum in Online Teaching 3

Choose one from these two:

EDU PAES 5701 Teaching Adult Learners Online 3

EDU PL 6282 Introduction to Teaching Online for K12 Educators 3

No transition policy, as this specialization will be new with semesters.

Note: EDU PAES and EDU PL courses listed above will be in the same unit after College of Education and Human Ecology Realignment.



**MA COURSE LIST**

Dept	Sem #	Semester Title	Se m Hrs	Qtr #	Quarter title	Qtr hr s
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**FOUNDATION REQUIREMENT COURSES**

EDU PL	6250	History of Education	3	650.02	Humanistic Foundations of Education: History of Modern Education	3
EDU PL	6212	American Schools and Society	3	812	American Schools and American Society	3
EDU PL	6410	Philosophy of Education	3	650.01	Humanistic Foundations of Education: Philosophy of Education	3
EDU PL	7359	Leadership, Inquiry and Ethics	3	891.02	Educational Leadership: Educational Leadership, Inquiry and Ethics	4

**MULTICULTURAL REQUIREMENT COURSES**

EDU PL	7214	An Interpretive History of African American Education: 1700 to 1950	3	863		3
EDU PL	7215	An Interpretive History of African American Education: 1950 to the Present	3	834	An Interpretive History of African American Education 1950 to 1990	3
EDU PL	6360	School Community Relations and Politics	3	953	School Community Relations	3
EDU PL	7520	Diversity in Higher Education	3	887		3

**RESEARCH REQUIREMENT COURSES**

EDU PL	7230	Qualitative Research for Educators	3	798		3
EDU PL	6625	Introduction to Educational Research	3	785	Introduction to Inquiry, Principles, Strategies, and Techniques	3

**COURSES UTILIZED BY MULTIPLE SPECIALIZATIONS**

EDU PL	5260	Children, Families, and Communities in Conflict Transformation	3	601		5
EDU PL	7211	Critical Issues in Curriculum: The Politics of and Theorizing in Curriculum Studies	3	865, 833	Curriculum Theory, The Politics of Curriculum Knowledge: Critical Issues in Curriculum	3, 3
EDU PL	7217	Globalization Processes in Education	3			
EDU PL	8266	Policy and Politics of English Language Learning	3			
EDU PL	7225	Visualizing the Curriculum	3	825		3

EDU PL	7229	Technology, Society, and Schools	3	829		3
EDU PL	7288	Urban Communities, Technology, and Education	3	789		3
EDU PL	8209	Cultural Processes in Education	3	909	Cultural Process in Education	3
EDU PAES	5650	Introduction to Exceptional Children	3	650		3
EDU PL	6350	Introduction to Educational Administration	3	846, 886	Educational Leadership, Organization Dynamics and School Culture	3, 4
EDU PL	7350	Educational Leadership, Learning and Teaching: Early Childhood	3	885.01		4
EDU PL	7351	Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence and Adulthood	3	885.02	Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence to Young Adulthood	4
EDU PL	7356	Instructional Leadership and Supervision	3	891.01	Educational Leadership: Instructional Leadership and Supervision	4
EDU PL	8410	Ethics and Education: Equity, Freedom, and Justice in Schools	3	828	Ethical Problems in Education	3
EDU PL	8352	Educational Policy in Democratic Society	3	922		3
EDU PL	8312	Politics and Political Leadership in American Education	3	845		3
EDU PL	6372	Educational Technology Leadership and Administration	3	707		3
EDU PAES	6732	Theories of Professional Counseling	3	774	Introduction to Counseling	3
EDU PAES	6736	Lifespan Career Development and Counseling	2	779	Educational and Career Counseling	5
EDU PL	7572	History of Colleges and Universities	3	927	History of Universities	3
EDU PL	7574	Curriculum in Higher Education	3	941		3
EDU PL	7401	Psychological Perspectives on Teaching	3	803	Psychological Perspectives on Teachers, Teaching, and Teacher Education	4
EDU PL	7404	College Teaching	3	851		3
EDU PL	7402	Educational Psychology: Cognition, Learning, and Instruction	3	880		4
EDU PL	8402	Classroom Research on Student Motivation	3	944		3
EDU PL	6621	Introduction to Educational Evaluation	3	765		3
EDU PL	6641	Introduction to Educational Statistics	4	786	Introduction to Inquiry: Quantitative Methods	5
EDU PL	7631	Applied Evaluation Design	3	836, 854, 837, 931	Evaluation Methods: Principles of Needs Assessment I, Evaluation Methods: Principles and Techniques for the Evaluation of Teaching and Teachers; Evaluation Methods: Principles for the Evaluation of Professional Personnel in Education; Applied Evaluation Design	4, 3, 3, 3
EDU PL	8895.6	Seminars: Quantitative Research, Evaluation, and Measurement	2-5	925.6		2- 5

**COUNSELOR EDUCATION REQUIRED COURSES**

EDU PAES	6189.01	Practicum in School Counseling	4	974, 978	Supervised Practice in Individual Counseling: Children; Supervised Field Experience	3, 3
EDU PAES	6189.02	Practicum in Clinical Mental Health Counseling	4	974, 978	Supervised Practice in Individual Counseling: Children; Supervised Field Experience	3, 3
EDU PAES	6731	Foundations of Professional Counseling	3	773	Counseling Services and Techniques	3
EDU PAES	6733	Techniques of Individual Counseling	1	800.01	Counseling: Practica in Basic Helping Steps: Individual Counseling	2
EDU PAES	6734	Assessment in Counseling	3	767, 978	Assessment in Counseling: Instrumentation; Supervised Field Experience	3
EDU PAES	6735	Counseling Across the Lifespan	2			
EDU PAES	6737	Group Counseling	3	775		3
EDU PAES	6738	Techniques of Group Counseling	1	800.02	Counseling : Practica in Basic Helping Steps: Group Counseling	2
EDU PAES	6739	Legal and Ethics Issues in Counseling	2	926.06	Doctoral Seminars: Legal, Professional, and Ethical Issues in Counseling	3
EDU PAES	6740	Techniques for Counseling Children and Adolescents	2	776	Counselign Children	3
EDU PAES	6831	Professional School Counseling	3	876	Organization and Administration of Guidance Services	3
EDU PAES	6931	Diagnosis of Mental and Emotional Disorders	3	926.01	Doctoral Seminars: Advanced Interventions I: Diagnosis and Intervention in Counseling	3
EDU PAES	7191.01	Internship in School Counseling	5	884.63	Planned Field Experience: School Psychology	3- 15
EDU PAES	7191.02	Internship in Clinical Mental Health Counseling	5	884.34	Planned Field Experience: Counselor Education	3- 15
EDU PAES	7741	Multicultural Issues in Counseling	4	801.01		3
EDU PAES	7742	Addictions in Counseling	2	928	Substance Use and Abuse Counseling	3
EDU PAES	7743	Family and Couples Counseling	2	927	Family Counseling	3
EDU PAES	7745	Theories of Consultation	1.5			

**COUNSELOR EDUCATION OPTION COURSES**

EDU PAES	7832	Current Issues in Professional School Counseling	3			
EDU PAES	7932	Psychopathology, Trauma and Crisis Counseling	3	926.02	Doctoral Seminars: Advanced Interventions II: Brief Approaches to Counseling	3
EDU	7933	Wellness and Prevention Counseling	3	926.03	Doctoral Seminars: Advanced Interventions III:	3

PAES					Contemporary Systems Counseling	
EDU PAES	7934	Theories of Counseling and Supervision	1.5	926.07	Doctoral Seminars: Theories of Counselor Supervision	3
EDU PAES	7935.34	Advanced Assessment: Personality Testing	4	768	Assessment in Counseling: Interpretation	3

**CULTURAL FOUNDATIONS OF EDUCATION REQUIRED COURSE**

EDU PL	7210	Fundamentals of Curriculum	3	860		3
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**CULTURAL FOUNDATIONS OF EDUCATION OPTION COURSES**

EDU PL	7212	Laboratory in Curriculum Development and Praxis for Educators	3	868, 872	Laboratory in Curriculum Development; Practicum in Curriculum, Instruction,	3, 3
EDU PL	7213	The Historical Basis of Curriculum Development	3	814	Historical Bases of Curriculum Development	3
EDU PL	7220	Cultural Studies in Education	3	822		3
EDU PL	7240	Life History Interview Methods in Education	3			
EDU PL	8200	Themes and Theories in Cultural Foundations	3	905	Cultural Foundations of Education	3
EDU PL	8206	Theories of Instruction	3	869	Instructional Theory	3

**EDUCATIONAL ADMINISTRATION REQUIRED COURSES**

EDU PL	6356	Legal Aspects of School Administration	3	952		3
EDU PL	6366	School Finance and Business Administration	3	956	School Finance	3

**EDUCATIONAL POLICY REQUIRED COURSES**

EDU PL	7222	History of Educational Policy	3	722	Studies in the History of Educational Policy	3
EDU PL	7224	Educational Policy Analysis in Contemporary Culture	3	824		5

**EDUCATIONAL POLICY OPTION COURSES**

EDU PL	8201	Social Foundations of Education	3	906		3
EDU PL	8310	Educational Change	3	726		3- 5
EDU PL	8356	Economic Viewpoints in Education	3	916	Data Based Decision Making in Educational Administration	3
EDU PL	8361	Social and Political Contexts of Education	3	961	Doctoral Core III	4

**EDUCATIONAL TECHNOLOGY REQUIRED COURSES**

EDU PL	5280	Educational Videography	3	680		4
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EDU PL	5281	Introduction to Developing Educational Websites	3	681		4
EDU PL	6223	Issues and Practices in Educational Technology	3	823		3

**EDUCATIONAL TECHNOLOGY OPTION COURSES**

EDU PL	6271	Fundamentals of Computer Applications in Education and Training	3	671		4
EDU PL	6273	Improving Professional Practice of Teaching with Technology	3	673	Improving Professional Practice of Teaching with Technology using Action Research	4
EDU PL	6278	Introduction to Instructional Design	3	678	Introduction to Instructional Systems Development	3
EDU PL	6282	Introduction to Teaching Online for K12 Educators	3	682		4
EDU PL	7277	Educational Telecommunications	3	677		3
EDU PL	7278	Formative Evaluation of Learning Technologies	3	778	Formative Evaluation of Instructional Systems	3
EDU PL	7297	Designing Multimedia for Instruction	3	897		4
EDU PL	7392	Learning, Culture, and Technology	3	892		3
EDU PL	8216	Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology	3	816		4
EDU PL	8253	Women, Technology, and Education	3	853		3

**HIGHER EDUCATION AND STUDENT AFFAIRS REQUIRED COURSES**

EDU PL	7500	Introduction to the Profession of Student Affairs	3	780	Introduction to Student Affairs	3
EDU PL	7510	College Student Development I	3	782	Practice of College Student Development	3
EDU PL	7512	Interaction of Students and Environments	3	943	Interaction of the Student and the Environment	3
EDU PL	7518	Group Intervention in Higher Education	3	888	Group Interventions in Higher Education	3
EDU PL	7530	Practicum in Higher Education and Student Affairs	4	945	Practicum in Higher Education	5
EDU PL	7540	Higher Education Institutions and Core Academic Issues	3	842	Administration of Academic Affairs in Higher Education	3
EDU PL	7545	Case Studies in Higher Education Administration	3	858		3
EDU PL	8511	College Student Development II	3	954	Theory and Practice Student Development in Higher Education	3

**HIGHER EDUCATION AND STUDENT AFFAIRS OPTION COURSES**

EDU PL	7550	Women in Higher Education	3	839		3
EDU PL	7554	Admission and Retention of College Students	3	910	Admissions and Retention in Higher Education	3
EDU PL	7556	Psychological Types: Implications for Education	3	947	The Theory of Psychological Types: Applications to Education	3
EDU PL	7558	Administration of Service-Learning Programs in Higher	4	708	Administering Service-Learning Programs	3

Education and Student Affairs						
EDU PL	7562	The Community College	3	815		3
EDU PL	7564	Finance of Higher Education	3	820	Financing Higher Education	3
EDU PL	7566	Strategy & University Leadership	3	914		3
EDU PL	7568	Higher Education and Public Policy	4	925.32	Seminars: Higher Education	2-5
EDU PL	7569	Higher Education Governance and Policy Analysis	3			
EDU PL	7570	Internationalizing College and Universities	3	870		3
EDU PL	7576	Assessment in Higher Education	3			
EDU PL	8552	The Impact of College on Students	3	912	Impactof College on Students	3
EDU PL	8560	Legal Aspects of Higher Education Administration	3	840		3
EDU PL	8895.32	Seminars: Higher Education and Student Affairs	2-5	925.32	Seminars: Higher Education	2-5

**PHILOSOPHY OF EDUCATION REQUIRED COURSES**

EDU PL	6403	Ethics and the Professional Context of Teaching	3	609, 650.03	Teaching as a Profession: General Student Body; Humanistic Foundations of Education: Applied Ethics for Teachers	3, 3
EDU PL	7410	Modern Trends in Philosophy of Education	3	702	Modern Trends in Educational Philosophy	3

**PHILOSOPHY OF EDUCATION OPTION COURSES**

EDU PL	7411	Sources of Progressive Thought	3	811	Sources of Progressive Thought in American Education	3
EDU PL	7413	Professional Education	3	915	Professional Development in Higher Education	3
EDU PL	7414	Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers	3	882	Philosophy of Science and Educational Research: Issues and Controversies	3
EDU PL	7415	Philosophical Foundations of Educational Technology	3			
EDU PL	8411	Educational Philosophy of John Dewey	3	902		3

**EDUCATIONAL PSYCHOLOGY REQUIRED COURSE**

EDU PL	5401	Adolescent Learning and Development in School Contexts	3	607.07	Adolescent Learning and Development in School Contexts: General Student Body	3
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**EDUCATIONAL PSYCHOLOGY OPTION COURSES**

EDU PL	7403	Motivation in Learning and Teaching	3	901		3
EDU PL	7405	Cooperative Learning: Research and Practice	3	797	Cooperative Learning for Teachers and Supervisors	3

EDU PL	8401	Research on Teachers' Knowledge and Beliefs	3	919		3
EDU PL	8403	Advanced Seminar in Educational Psychology	3			

**QUANTITATIVE RESEARCH, MEASUREMENT, AND EVALUATION REQUIRED COURSE**

EDU PL	6661	Introduction to Educational Measurement	3	744		3
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**QUANTITATIVE RESEARCH, MEASUREMENT, AND EVALUATION OPTION COURSES**

EDU PL	7627	Sampling Designs and Survey Research Methods	3	807	Educational Survey Research Methods	3
EDU PL	7635	Advanced Research Methods	3			
EDU PL	7643	Categorical Data Analysis	3	827	Analyzing Categorical Data in Educational Research	3
EDU PL	7648	Univariate Experimental Design	4	808, 809	Experimental Design in Education I; Experimental Design in Education II	5, 5
EDU PL	7651	Regression Analysis	4	881	Applications of Regression Analysis to Educational Research	3
EDU PL	7661	Instrument Construction	3	796; 848	Classroom Test Construction; Educational Inquiry Within the Affective Domain: Theory and Methods	3, 4
EDU PL	7663	Test Reliability and Validity	3			
EDU PL	7667	Authentic Assessment	3	878	Alternative Assessment for Student Learning	3
EDU PL	8648	Multivariate Experimental Designs	4	810	Experimental Design in Education III	5
EDU PL	8657	Factor and Cluster Analysis	3			
EDU PL	8658	Applied Multilevel Data Analysis	3	938		4
EDU PL	8659	Structural Equation Modeling	3	883		4
EDU PL	8674	Scaling and Item Response Theory (IRT)	3	874	Item Response Theory (Rasch Model) Techniques for Competency Testing	3

**SPECIAL EDUCATION REQUIRED COURSES**

EDU PAES	5676	Programming for Severe Physical Impairments	3	676		3
EDU PAES	5738	Reading Instruction for Children with Disabilities or Severe Reading Deficits	3	738		5
EDU PAES	8832	Advanced Applied Behavior Analysis	3	832, 742	Planning and Implementing Instruction for Generalized Outcomes; Applied Behavior Analysis for Teachers	3, 3
EDU PAES	8861	Behavioral Research Methods in Applied Settings	3	871		5
EDU PAES	5769	Delivering Effective Services to Enhance the Inclusion of Students with Special Needs	3	769, 763	Inclusion in Early Childhood Special Education	3, 3

**SPECIAL EDUCATION OPTION COURSES**

EDU PAES	5737	Methods of Instruction II for Students with Moderate/Intensive Disabilities with Practicum	3	737	Methods of Instruction II for Students with Moderate/Intensive Disabilities: Implementing and Evalua	3
EDU PAES	5734	Methods of Instruction for Elementary Children with Mild/Moderate Disabilities	3	734	Methods of Instruction I for Students with Mild/Moderate Disabilities	3
EDU PAES	5735	Methods of Instruction for Secondary Students with Mild/Moderate Disabilities	3	735	Methods of Instruction II for Students with Mild/Moderate Disabilities: Middle and Upper Grades	3
EDU PAES	5736	Methods of Instruction I for Students with Moderate/Intensive Disabilities	3	736	Methods of Instruction I for Students with Moderate/Intensive Disabilities: Planning for and Develop	3
EDU PAES	5722	Communication Skills for Children with Moderate/Intensive Disabilities	3	722	Commnication Skills for Children with Moderate/Intensive Needs	3
EDU PAES	5743	Educational Assessment of Students with Mild/Moderate Disabilities	3	743	Educational Assessment for Exceptional Learners	3
EDU PAES	5760	Educational Assessment in Early Childhood Special Education	3	760		3
EDU PAES	5761	Educational Intervention for Young Children with Disabilities	3	761		3
EDU PAES	7830	Urban Education & Precision Training	3	830, 925	Strategies for Effective Individual Instruction	3
EDU PAES	8833	Emotional and Violent Behavior in Youth: Perspective, Practice, & Promise	3	833, 925	Advanced Studies in the Education and management of Students with Severe Behavior Disorders	3
EDU PAES	8871	Behaviorism: Schedules and Transitional Research	3	861	Focus of Behavior Analysis in Education	3
EDU PAES	8874	Behavioral Research in Education	3	874, 875	Behavioral Research in Education: Critical Analysis and Thematic Extensions; Behavioral Research in Education: Strategies and Tactics	3, 3
EDU PAES	8891	Contemporary Issues in Special Education	3-9	890, 925		3
EDU PAES	8922	Topics in Early Childhood Special Education	3	925		

**TEACHER EDUCATION POLICY AND LEADERSHIP REQUIRED COURSE**

EDU PL	8423	Issues and Problems in Teacher Education	3	932	Trends Issues, and Problems in Teacher Education	3
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**TEACHER EDUCATION POLICY AND LEADERSHIP OPTION COURSES**

EDU PL	8424	Field Experience and Clinical Practice in Teacher Education	3	937	Field Experiences and Clinical Practices in Teacher Education	3
EDU PL	8421	Inquiry in Teacher Education	3	928		3



**WORKFORCE DEVELOPMENT REQUIRED COURSE**

EDU PAES	5189.01	Clinical Experience: Classroom Observations	2	628.01		3- 15
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**WORKFORCE DEVELOPMENT OPTION COURSES**

EDU PAES	5189.03	Career and Technical Education Clinical Field Experience I	2	575.02 , 668.02	Career and Technical Education Teacher Licensure Clinics: Inservice I; Career and Technical Education Teacher Licensure Clinic: Clinic 2	2, 2
EDU PAES	5189.04	Career and Technical Education Clinical Field Experience II	2	575.03 ; 668.03	Career and Technical Education Teacher Licensure Clinics: Inservice II; Career and Technical Education Teacher Licensure Clinic: Clinic 3	2, 2
EDU PAES	5189.05	Field Experience in FCS II: Teaching in an Urban Family and Consumer Sciences Classroom	3	689.01 , 689.03	Field Experience in Elementary Physical Education	3
EDU PAES	5622	Introduction to Software Applications for Teachers and Trainers	3	622, 623	Business Technology Education I; Business Technology Education II	3, 3
EDU PAES	5623	Advanced Software Applications for Teachers and Trainers	3	623, 632	Business Technology Education II; Software Applications for Business/Industry Teachers and Trainers	3, 3
EDU PAES	5624	Foundations of Workforce Development and Education	3	624		4
EDU PAES	5633	Instructional Strategies for Career based Intervention Programs	3	633, 650	Instructional Strategies for Career Based Intervention Programs; Introduction to Exceptional Children	3
EDU PAES	5646	Teaching Methods for Business Education	3	665, 646	Making Effective Technical-Skill Presentations; Coordination of Cooperative Career and Technical Education Programs	4
EDU PAES	5662	Job and Task Analysis	3	662, 663	Determining Instructional Content of Technical- Skill Training Programs; Organizing Technical- Skill Training Programs	3, 3
EDU PAES	5665	Teaching Methods for Career and Technical Education	3	665, 655	Making Effective Technical-Skill Presentations; Class and Laboratory Organization and management in Career and Technical Education	4, 3
EDU PAES	5667	Curriculum/Instruction and Assessment in Career and Technical Education	3	667, 675	Essentials of Career and Technical Education Curriculum and Instruction; Measuring Student Outcomes in Career and Technical Education	3, 3
EDU PAES	5668	Career and Technical Education Capstone	1	575.06 , 668.06	Career and Technical Education Teaching: In- Service IV; Career and Technical Education Teacher Licensure Clinic: Clinic 6	1, 1
EDU PAES	5672	Lifelong Learning in the Adult Years	3	672	Adult Learning in Society	3
EDU PAES	5677	New Career and Technical Education Teacher Clinic	4	668.01	Career and Technical Education Teacher Licensure Clinic: Clinic 1	6
EDU PAES	5701	Fundamentals of Teaching Adults Online	3	701		3

EDU PAES	5741	Culturally Responsive Teaching in Family and Consumer Sciences	3	742		
EDU PAES	5746	Problem-Based Instruction in Family and Consumer Sciences	4	746.03		
EDU PAES	5747	Planning for Teaching and Learning in Family and Consumer Sciences	5	746.01		
EDU PAES	5784	Student Teaching in Business Education	12	784	Student Teaching in Technical Education and Training	12
EDU PAES	5790	Analyzing Student Work Samples in Family and Consumer Sciences	1	689.03		
EDU PAES	5791.02	Facilitating Learning in Family and Consumer Sciences Classrooms Internship	4	791.02		
EDU PAES	5791.03	Professional Development of Teachers in Family and Consumer Sciences	4	791.03		
EDU PAES	7684	Evaluation of Adult Education and Human Resource Development	3	648, 696	Adult Literacy Education; International Perspectives on Workforce Development and Education	3, 3
EDU PAES	7757	Aspects of Human Resource Development	3	757, 811	Aspects of Human Resource Development in Workforce Education; Occupational Analysis	3, 3
EDU PAES	7817	Developing Instruction for Business and Industry	3	811, 817	Occupational Analysis; Developing Instruction for Business and Industry	3, 3
EDU PAES	7935.4	Program Planning in Adult Education	3	934, 935	Organization and Administration of Adult Education Programs; Program Planning in Adult Education	3, 3
EDU PAES	5649S	Teaching Adults in the Workplace	3	649S	Theory and Practice of Teaching Adult Learners	3