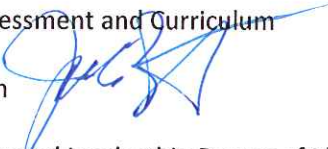


Office of Academic Affairs
172 Arps Hall, 1945 N. High Street
614 688-4571

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 or our director of curriculum and assessment, Andy Zircher, at Zircher.2@osu.edu.

Andrew Zircher

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

PhD in Educational Policy and Leadership

RATIONALE STATEMENT

The School of Educational Policy and Leadership (EPL) is submitting a Ph.D. program for approval under the semester system. The Ph.D. is a research-intensive degree and designed to prepare graduates to work in research-intensive settings. Our doctoral program has maintained strong and consistent enrollments for many years. Our students have received prestigious national awards, completed many peer-reviewed journal publications prior to graduation, and presented papers and posters at numerous national and international conferences. We have several specializations that are ranked in the top 10 (Higher Education and Student Affairs; Educational Administration) and top 20 (Educational Psychology) by *U.S. News and World Report*. Our Ph.D. continues in this tradition and is designed to help us to maintain these rankings.

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

Educational Psychology and Philosophy (EPP)
Higher Education and Student Affairs (HESA)
Educational Administration (EA)
Quantitative Research, Evaluation, and Measure (QREM)
Cultural Foundations, Technology, and Qualitative Inquiry (CFTQI).

These organizational sections together train students in ten distinct areas of specialization. Thus, some sections have organizational responsibility over more than one specialization. The ten areas of specialization are:

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

Given the widely different needs of professional training, and the equally diverse needs of preparing researchers in distinct intellectual disciplines, our PhD allows for a great deal of flexibility. Nevertheless, we also believe that our students, despite their different trajectories, benefit from meeting each other and from being exposed to interdisciplinary approaches to pressing educational and social questions. Consequently, we retain a common core experiences as part of our program. The EPL graduate program therefore consists of common core requirements that are coupled with additional requirements associated with specific areas of specialization. The common core and the requirements and options associated with each of these

options are listed below. Although specialization requirements vary, the number of credit hours needed is similar across doctoral specializations (the range is 57-66 credit hours).

UNIT RESTRUCTURING

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

1. Counselor Education
2. School Psychology
3. Special Education
4. Workforce Development

NON-DEGREE GRADUATE SPECIALIZATIONS

The above fourteen 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

PHD PROGRAM REQUIREMENTS

Common Core Requirements (6 hrs)

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

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

Research Core (9 hrs)

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

ANOVA Sequence:

7648: Univariate Experimental Designs (3 hours)
8648: Multivariate Experimental Designs (3 hours)
One more methods course (3 hours)

Regression Sequence:

7651: Regression Analysis (3 hours)
8658: Applied Multilevel Data Analysis (3 hours)
One more methods Course (3 hours)

Qualitative Sequence

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

Classroom Discourse Sequence

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

Specialized Sequence

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

Dissertation Credit (6 hrs minimum)

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

Minimum Hours

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

Master's Degree Information

The School of Educational Policy and Leadership accepts doctoral students with and without master's degrees. If a master's degree was earned at another university or from Ohio State in a program outside of the School of Educational Policy and Leadership, students may transfer those earned hours to their doctoral degree with approval from their advisor and the Graduate Studies Committee for a total of 30 semester hours. Students should discuss the transfer of graduate hours with their advisor during their first quarter of enrollment at Ohio State. Procedures for requesting transfer credit are available on the EPL web site and in the EPL PhD Handbook. Students with a master's degree from Ohio State, but outside the School of Educational Policy and Leadership, must request that the master's degree be applied toward their EPL doctoral degree. Student and advisors will petition the transfer of master's credit to the Graduate Studies Committee. Students should include a detailed rationale for how the coursework requested for transfer is aligned with the program of study in the doctoral specialization. Advisers should include a letter of support.

Course Offering Information

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

PhD Program Oversight

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

For pre-candidacy doctoral students:

1. As part of a student's annual progress review, each specialization should develop a checklist of student progress. The checklist will be based on the requirements in place at the beginning of a student's program. Students should fill the checklist out annually. Items on the checklist should include:

- School requirements (e.g. core courses, residency, research methods) as well as specialization requirements. Additional indicators of progress such as publications and conference presentations can also be included. Students should indicate the number of requirements they have met to date, identify those that they must still meet and propose the semesters in which they plan to meet those requirements. Although students' plans might change, completing the checklist and identifying their plan will ensure they schedule coursework with those requirements in mind.
- A section where faculty will note concerns regarding academic progress and a summary of any communications with students regarding these concerns;

- A section where plans for addressing concerns are described. These plans should be formulated jointly as a result of discussions between student and advisor.
- A place for faculty and student signatures that indicates the student and advisor understand the student's progress toward degree completion to date.
- Students will be asked to also attach all the coursework they have taken to date as well as overall credit hours.
- For students entering without a master's degree, a plan indicating how the student will complete the additional coursework beyond the specialization requirements to fulfill the required 80 hours. Course plans for students with a master's degree are specified in the specialization requirements.

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

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

For post-candidacy students:

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

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

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

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

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

Timelines for reviews

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

School Transition Plan

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

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

- A. Waive pre-requisites for semester courses when necessary and appropriate
- 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

(57 HRS MINIMUM, BEYOND MASTER'S DEGREE)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (6 hrs)

8200 - Cultural Foundations of Education (3)

8201 – Social Foundations of Education (3)

Electives (Students are required to take at least 7 of these or other approved courses): (21 hrs)

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

6025 - Fundamentals of Instruction (3)

6250 - History of Education (3)

6410 – Philosophy of Education (3)

7210 - Fundamentals of Curriculum (3)

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

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

7213 - The Historical Basis of Curriculum Development (3)

7214 - An Interpretative History of African American Education 1700-1850(3)

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

7224 - Educational Policy Analysis in Contemporary Culture (3)

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

7410 – Modern Trends in Philosophy of Education (3 hrs)

7413 - Professional Education, Past and Present (3)

7572 - History of Colleges and Universities (3)

7574 - Curriculum in Higher Education (3)

8206 - Instructional Theory (3)

8209 - Cultural Processes in Education (3)

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

7217 - Globalization Processes in Education (3)

7225 - Visualizing the Curriculum (3)

7229 - Technology, Society, and Schools (3)

Research Requirement Specification: (hours included in school core research requirement)

To complete the School's core research methods requirement students are required to take at least two courses from the list below:

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

8290 - Qualitative Research in Education: Practicum in Methods and Analysis (3)

8210 - Qualitative Research: The Analysis of Interaction in Educational Settings (3)

8211 - Analysis of Classroom Discourse (3)

And one course selected from the following course list:

7230 - Qualitative Research for Educators (3)
7240 - Life History Interviewing in Education (3)
6269 - Digital Tools in Qualitative Research (3)

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In addition, students in Cultural Foundations, Technology, and Education have been counseled to take the specialization required courses in 2011-2012; if students and their advisors determine that content added to the two required courses in the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193). The two research sequence courses are two-semester versions of three quarter sequences and students taking them in the quarter format will encounter essentially similar curriculum as students taking the courses during the semesters.

QUALITATIVE RESEARCH SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (15 hrs)

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

Electives (choose 5 of these or other approved courses): (15 hours)

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

Research Requirement Specification. At least 9 hours from among the following: (hours included in school core research requirement)

- 8211 - Analysis of Classroom Discourse
- 8290 - Qualitative Research in Education: Practicum in Methods and Analysis
- 6269 - Digital Tools in Qualitative Research
- 7240 - Life History Interviewing in Education
- 6280 - Educational Videography (3)

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In addition, students in Cultural Foundations, Technology, and Education have been counseled to take the required courses in 2011-2012; if students or their advisors determine that content added to the two required courses in the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193). The two research sequence courses are two-semester versions of three quarter sequences and students taking them in the quarter format will encounter essentially similar curriculum as students taking the courses during the semesters.

EDUCATIONAL POLICY SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (15 hrs)

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

Electives (choose 5 of these or other approved courses): (15 hrs)

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

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan:

Specialization transition plans will follow the school transition plan described earlier. In addition, if students and their advisors determine that content added to the two core courses in

the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193).

EDUCATIONAL TECHNOLOGY SPECIALIZATION

(57 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (9 hrs)

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

Electives (choose 6 of these or other approved courses): (18 hrs)

- 7277 - Educational Telecommunications (3)
- 5280 - Educational Videography (3)
- 5281 - Introduction to Developing Educational Web Sites (3)
- 6372 - Educational Technology Leadership and Administration (3)
- 7415 - Philosophical Foundations of Technology (3)
- 6372 - Educational Technology Leadership and Administration (3)
- 7278 - Formative Evaluation of Learning Technologies (3)
- 7288 - Urban Communities, Technology and Education (3)
- 7225 - Visualizing the Curriculum (3)
- 8253 - Women, Technology, and Education (3)
- 8216 - Contemporary Research and Issues in Teacher Thinking, Curriculum, and Educational Technology (3)
- 7297 - Designing Multimedia for Instruction (3)
- 7289 - Practicum in Instructional Design and Technology (3)
- 8295 - Fundamentals of Instructional Materials and Media (3)
- 8895.26 - Seminars: Educational Technology (3)

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In addition, students in Cultural Foundations, Technology, and Education have been counseled to take the required courses in 2011-2012; if students and their advisors determine that content added to the two required courses in the transition to semester formats is essential to their studies, the program will offer specialized seminars (8895) or individual studies (8193). The two research sequence courses are two-semester versions of three quarter sequences and students

taking them in the quarter format will encounter essentially similar curriculum as students taking the courses during the semesters.

EDUCATIONAL ADMINISTRATION SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (15 hrs)

8359 – Organizational Behavior: Theory and Research (3)

8361 – Social and Political Contexts of Education (3)

8352 – Educational Policy in a Democratic Society (3)

8356 – Data Based Decision Making (3)

8354 – Legal Research in Ed Administration (3)

Electives: (9 hrs)

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

Research Apprenticeship: (9 hrs)

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

Independent Study Requirement: (6 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan:

Specialization transition plans will follow the school transition plan described earlier. In addition, advisors will contact their Ph.D. advisees to schedule a conference during Autumn Quarter 2011. The purpose of the conference is to assess the students' progress and to determine a plan for coursework in the transition to semesters. The core courses will be offered every year or every other year. All other educational administration courses are offered twice each year. Faculty will offer special seminars, independent studies, or online modules to accommodate students who may wish to engage in the expanded content of the core courses.

**QUANTITATIVE RESEARCH, EVALUATION, AND MEASUREMENT
SPECIALIZATION**

(66 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (24 hrs)

- 6641 - Introduction to Educational Statistics (4)
- 7648 - Univariate Experimental Designs (4)
- 7651 - Regression Analysis (4)
- 8658 - Applied Multilevel Data Analysis (3)
- 7635 - Research Methods (3)
- 6661 – Intro to Educational Measurement (3)
- 7414 – Examining Knowledge, Truth, and Objectivity: Phil of Science for Edu Researchers (3)

Electives: (12 hrs)

Two courses from the following list (8-12):

- 8648 - Multivariate Experimental Designs (4)
- 8657 - Factor and Cluster Analyses (3)
- 7643 - Categorical Data Analysis (3)
- 8659 - Structural Equation Modeling (3)
- 8658 - Applied Multilevel Data Analysis (3)
- 8895.60: Seminar – Advanced Problems (2-5)
(e.g., analysis of longitudinal data; meta-analysis)

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

- 7627 - Sampling and Survey Research Methods (3)
- 7631 - Applied Evaluation Design (3)
- 8895.60 - Seminar – Advanced Problems (2-5)

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

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

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

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

**PHILOSOPHY OF EDUCATION SPECIALIZATION
(59 HRS MINIMUM)**

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (12 hrs)

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

Educational Psychology Requirement: (3hrs)

One course in Educational Psychology. Choose from:

- 7401- Psychological Perspectives on Teaching (recommended) (3)
- 7402 - Cognition, Learning, Instruction (3)
- 7403 - Motivation in Learning and Teaching (3)

Research Requirement Specification (choose 3): (hours included in school core research requirement)

Given that methodology in the humanities is best taught through exemplars of successful scholarly work, these courses are specified for the “Specialized Sequence” for students in philosophy of education to complete the school research methods requirement:

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

Electives (choose 5 of these or other approved courses not used for research hours): (14-17 hrs.)

- 6250 – History of Education (3)
- 6212 - American Schools and Society (3)
- 6403 - Ethics and the Professional Context of Teaching (3)
- 7411 - Sources of Progressive Thought (3)
- 7413 – Professional Education Past and Present (3)
- 7414 - Examining Knowledge, Truth, and Objectivity: Phil of Science for Edu Researchers (3)
- 7415 - Philosophical Foundations of Educational Technology (3)
- 7572 - History of Universities (3)
- 8201 – Social Foundations of Education (3)
- 8209 - Cultural Processes in Education (3)
- 8361 - Social and Political Contexts of Education (3)
- 8352 - Educational Policy in a Democratic Society (3)
- 8411 – Educational Philosophy of John Dewey (3)
- 8895.42 - Seminar (variable topics) (2-5)

PHILOS 5263 - American Philosophy
PHILOS 5300 - Advanced Moral Philosophy
PHILOS 5400 - Advanced Political and Social Philosophy
PHILOS 5650 - Advanced Philosophy of Science
PHILOS 5750 - Advanced Theory of Knowledge

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In addition, three core courses, 6410, 8410, and 7410, are converted quarter courses with expanded content. Students who took these courses under quarters will be missing some of the semester content. A special seminar (8895.42) or independent studies (8193) will be arranged for those students.

EDUCATIONAL PSYCHOLOGY SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (18 hrs)

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

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

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

Research depth requirement:

All Ph.D. students in Educational Psychology are required to include in their program of study at least 3 research methods courses at the 7000 level or higher and additional coursework to satisfy the competencies needed to successfully complete the dissertation. For advanced students, this may count towards the School's core research methods requirement.

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

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

additional coursework to transition from a Quarter-length prerequisite to a Semester-length course, independent study options will be developed individually.

TEACHER EDUCATION POLICY AND LEADERSHIP SPECIALIZATION

(60 HRS MINIMUM)

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (18 hrs)

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

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

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

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Because of a delay in admitting new students, all current teacher education policy students are post-candidacy and will continue taking dissertation hours. All new students will be admitted under semesters. There are no issues for semester conversion.

**HIGHER EDUCATION AND STUDENT AFFAIRS SPECIALIZATION
(66 HRS MINIMUM)**

Note: All courses are EPL courses unless otherwise listed.

Specialization Requirements: (12 hours)

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

Multicultural Requirement: (3 hours)

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

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

Electives: (12 hrs)

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

Research Requirement Specification: (3 hrs beyond school research requirement)

Students are required to take 4 of these or other approved doctoral-level courses. At least 1 course must come from each methodology area [“quantitative” or “qualitative”]. Three of these courses (9 hours) may also be used to fulfill the School’s core research methods requirement. Thus, this requirement involves 3 hours of research courses beyond the school requirement. Approved courses are:

Quantitative area

- 7627 – Sampling Designs and Survey Research (3)
- 7648 – Univariate Experimental Design (4)
- 8648 – Multivariate Experimental Design (4)

Qualitative area

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

Higher Education Internship Requirement: (6 hrs)

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

Research Apprenticeship: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

COUNSELOR EDUCATION SPECIALIZATION

(58 HRS MINIMUM)

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Note: All courses are PAES courses unless otherwise listed.

Specialization Requirements: (16 hrs)

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

Supervised Practice and Internship: (12 hrs minimum)

Students must take a minimum of 12 hrs of internship. With permission of the advisor and approval by the Graduate Studies Committee, students with extensive previous experience in counseling may be required to take credits only in 8191.02 and 8191.03.

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

Students who enter the doctoral program without the following courses (or equivalent) in the Master's degree programs must complete these courses in addition to the Counselor Education core requirements elsewhere in this section:

- 7934 Theories of Counseling Supervision (1.5)
- 6931 Diagnosis of Mental & Emotional Disorder (3)

Electives (Cognate Area): (9 hrs)

A cognate is focused study in an area outside, but related to, the student's area of specialization. The cognate adds breadth to the specialization. Cognates must be approved by the student's advisor and the Graduate Studies Committee.

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In addition, doctoral students who enter in 2011 will need to take Advanced Career and Advanced Multicultural Research, as these will be in their (current) official program of study. Both of these courses will be offered (for the last time) in 2011-2012. They will take Leadership in Counselor

Education and Critical Research Issues in Counselor Education in 2012-2013. These are required courses in the current program of study, and they will be offered under the new program of study in 2012-2013. Thus, the doctoral students entering in 2011 will have access to all courses required under the old program. Doctoral students entering in 2012 will have access to all courses in the new semester program.

SCHOOL PSYCHOLOGY SPECIALIZATION**(65.5 HRS MINIMUM)****Special Note Regarding Admission to the School Psychology Specialization**

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

Note: All courses are PAES courses unless otherwise listed.

Specialization Requirements: (86.5 hrs., entering with a Bachelor's degree)

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

- 5470 Assessment and Instruction for Struggling Readers (3)
- 5650 Introduction to Exceptional Children (3)
- 5742 Applied Behavior Analysis for Teachers (3)
- 5765 Grant Writing (3)
- 6350 Introduction to Educational Administration (3)
- PSYCH 6832 Lifespan Sociomoral Development (3)
- PSYCH 6835 Child Development (3)
- PSYCH 6853 Lifespan Developmental Psychopathology I (3)
- 7028 Cultural Diversity (3)
- 7029 Urban Issues in Education (2)
- 7402 Educational Psychology, Cognition, Learning, and Instruction (3)
- 7934 Theories of Counseling Supervision (1.5)
- 8056 Roles and Function of the School Psychologist (2)
- 8057 Cognitive and Achievement Assessment (4)
- 8060 Linking Academic Assessment to Intervention (3)
- 8077 Mental Health I Mental Health Issues in the Schools I (3)
- 8078 Mental Health II: Counseling in the Schools (2)
- 8079 Mental Health III: Social Emotional Assessment (4)
- 8080 Biological Basis of Behavior: Neuropsychology in the Schools (3)

- 8082 School Based Consultation: Implementing Behavioral Interventions (3)
- 8097 Psychological Services for Early Childhood Populations (3)
- 8189.63 Field Experience in School Psychology (5)
- 8189.64 Advanced Practicum in School Psychology (6)
- 8189.65 Supervision Practicum in School Psychology (6)
- 8191.63 School Psychology Internship (6)
- 8317 Legal Aspects of Special Education School Administration (3)

Additional Research Requirements: (3 – 9 hrs. beyond school core research requirement)

The SP specialization also requires an additional three hours of research beyond the nine hour core research requirement. These additional three hours should be taken in an area related to the student's dissertation. Sample courses that fulfill this requirement include:

- 7627 Sampling Designs and Survey Research Methods (3)
- 7684 Univariate Experimental Designs (4)
- 7651 Regression Analysis (4)
- 8210 Qualitative Research: The Analysis of Interaction in Educational Settings (3)
- 8211 Analysis of Classroom Discourse (3)
- 8280 Qualitative Research in Education: Paradigms, Theories, and Exemplars (3)
- 8290 Qualitative Research in Education: Practicum in Methods and Analysis (3)
- 8648 Multivariate Experimental Designs (3)
- 8658 Applied Multilevel Data Analysis (3)
- 8861 Behavioral Research Methods in Applied Settings (3)

Students who have not taken 6641, 6661, or their equivalents, are required to take these courses in addition to the 12 core research hours required of all Ph.D. students.

- 6641 Introduction to Educational Statistics (4)
- 6661 Introduction to Educational Measurement (3)

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In this specialization, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Thus, the courses offered in the first, second, third, fourth, and fifth year of the school psychology program on a quarter schedule will be essentially the same as on the semester schedule.

SPECIAL EDUCATION SPECIALIZATION

(66 HRS MINIMUM)

Note: All courses are PAES courses unless otherwise listed.

Specialization Requirements: (45 hrs)

List required courses taken by all students in the specialization. All courses have a PAES prefix and are taught within PAES, unless otherwise noted.

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In this specialization, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule.

WORKFORCE DEVELOPMENT AND EDUCATION (WDE) SPECIALIZATION

(71 HRS MINIMUM)

Note: All courses are PAES courses unless otherwise listed.

Specialization Requirements: (24 hrs)

- 8911- Theoretical and Scholarly Perspectives on Workforce Development and Education (3)
- 8932 - Adult Learning Theory (every other year) (3)
- 8961 - Comparative Workforce Development Policy (every other year) (3)
- 7193.40 - Advanced Individual Studies in Workforce Development and Education (3)

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

- 8998.40 - Research: Workforce Development Policy
- 8998.41 - Research: Adult Education and Distance Learning
- 8998.42 - Research in Human Resource Development
- 8998.43 - Research: Career and Technical Education

Electives: (6 hrs)

Choose two courses from the following list;

- 7701 Teaching and Learning at a Distance (3)
- 5701 Fundamentals of Teaching Adults Online (3)
- 8931 Theory and Practice of Discussion and Facilitation for the Workplace (3)
- 5667 Curriculum Instruction and Assessment in Career and Technical Education (3)
- 5665 Teaching Methods for Career Technical Education (3)
- 7648 Evaluation of Adult Education and Human Resource Development Programs (3)
- 7696 Introduction to Education and Workforce Policy for Public and Private Sector Leaders (3)
- 7757 Aspects of Human Resource Development (3)
- 7827 Formal Learning in the Workplace (3)

Cognate: (9 hrs)

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

Additional Information: The General Course Plan

WDE doctoral students should plan on completing the following core content courses in the first year of study.

- 8911 Theoretical and Scholarly Perspectives on Workforce Development and Education (3)
- 8932 Adult Learning Theory (3)
- 8961 Comparative Workforce Development Policy (3)

8998.40, 41, 42, or 43: Students will take a seminar from the 8998 series each semester (1-3 hrs. per semester) to a maximum of 12 hrs. The individual seminar selected will be determined in consultation with the student's advisor and will be based student interest and seminar availability.

Doctoral students should also begin the first courses in the selected research series.

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

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

Research Requirement: (9 hrs)

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

School Core and Research Requirements: 15 hrs

Minimum Dissertation Credits: 6 hrs

Transition Plan

Specialization transition plans will follow the school transition plan described earlier. In this specialization, the same sequence of courses and content will be followed but reconfigured differently on a semester schedule. Independent studies and research options will be made available to those students who are unable to fit within the semester patterns.

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 PL 7404 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 PL 8193.32 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 PL 7500 Introduction to the Profession of Student Affairs 3

EDU PL 8511 College Student Development II 3

EDU PL 7510 College Student Development I 3

EDU PL 8253 Women, Technology, and Education 3

EDU PL 8552 The Impact of College on Students 3

EDU PL 7661 Instrument Construction 3

EDU PL 7405 Cooperative Learning: Research and Practice 3

EDU PL 7667 Authentic Assessment 3

EDU PL 7403 Motivation in Learning and Teaching 3

EDU PL 7562 The Community College 3

EDU PL 8560 Legal Aspects of Higher Education Administration 3

EDU PL 7570 Internationalizing College and Universities 3

EDU PL 7402 Educational Psychology: Cognition, Learning, and Instruction 3

EDU PL 7413 Professional Education 3

EDU PL 7572 History of Colleges and Universities 3

EDU PL 8423 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.

Appendix A: Approved Research Courses.

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

Quantitative

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

Qualitative

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

Single Subject/Other Research Courses

- 7414 - Examining Knowledge, Truth, and Objectivity: Philosophy of Science for Educational Researchers (3)
- 8861 - Behavioral Research Methods in Applied Settings (3)
- 8871 - Behaviorism: Schedules and Translational Research (3)
- 8874 - Behavioral Research in Education (3)
- 8895.32 – Designing Qualitative Research in HESA Context (3)

Appendix B: PhD Course List

Dept	Sem #	Semester Title	Sem Hrs	Qtr #	Quarter title (if different)	Qtr hrs
<u>COURSES UTILIZED IN CORE</u>						
EDU PAES	6890.01	PAES Graduate Core Course 1	2			
EDU PAES	6890.02	PAES Graduate Core Course 2	2			
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	8658	Applied Multilevel Data Analysis	3	938		4
EDU PL	8648	Multivariate Experimental Designs	4	810	Experimental Design in Education III	5
EDU PL	8280	Qualitative Research in Education: Paradigms, Theories, and Exemplars	3	800, 966, 967	Qualitative Research in Education; Practicum in Educational Research and Evaluation; Analyzing Qualitative Data in Educational Research	3, 3, 5
EDU PL	8210	Qualitative Research: The Analysis of Interaction in Educational Settings	3	817.01	Qualitative Research: Introduction to the Analysis of Interactions in Educational Settings	3
EDU PL	8211	Analysis of Classroom Discourse	3	817.02, 817.03	Qualitative Research: Analysis of Classroom Discourse; Qualitative Research: Advanced Topics in the Analysis of Interaction in Education	3, 3
EDU PL	8290	Qualitative Research in Education: Methods and Analysis	3	800, 966, 967	Qualitative Research in Education; Practicum in Educational Research and Evaluation; Analyzing Qualitative Data in Educational Research	3, 3, 5
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, 873	Behavioral Research in Education: Critical Analysis and Thematic Extensions; Behavioral Research in Education: Strategies and Tactics	3, 3
EDU PAES	8861	Behavioral Research Methods in Applied Settings	3	871		5
<u>COURSES UTILIZED BY MULTIPLE SPECIALIZATIONS</u>						
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	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	6410	Philosophy of Education	3	650.01	Humanistic Foundations of Education: Philosophy of Education	3
EDU PL	8200	Themes and Theories in Cultural Foundations	3	905	Cultural Foundations of Education	3
EDU PL	6025	Fundamentals of Instruction	3	864		3
EDU PL	6269	Digital Tools in Qualitative Research	3	692.49	Workshops: Curriculum and Instruction	1-8
EDU PL	7240	Life History Interview Methods in Education	3			
EDU PL	8201	Social Foundations of Education	3	906		3
EDU PL	7224	Educational Policy Analysis in Contemporary Culture	3	824		5
EDU PL	5260	Children, Families, and Communities in Conflict Transformation	3	601		5
EDU PL	7217	Globalization Processes in Education	3			
EDU PL	8209	Cultural Processes in Education	3	909	Cultural Process in Education	3
EDU PL	8266	Policy and Politics of English Language Learning	3			
EDU PL	7229	Technology, Society, and Schools	3	829		3
EDU PL	7225	Visualizing thw Curriculum	3	825		3
EDU PL	7288	Urban Communities, Technology, and Education	3	789		3
EDU PL	8785	Research Apprenticeship	3-12	850	Internship in Educational Research and Development	3-12
EDU PL	6250	History of Education	3	650.02	Humanistic Foundations of Education: History of Modern Education	3

EDU PL	8359	Organizational Behavior: Theory and Research	3	959	Doctoral Core I	4
EDU PL	8356	Economic Viewpoints in Education	3	916	Data Based Decision Making in Educational Administration	3
EDU PL	8352	Educational Policy in Democratic Society	3	922		3
EDU PL	8361	Social and Political Contexts of Education		961	Doctoral Core III	
EDU PL	8410	Ethics and Education: Equity, Freedom, and Justice in Schools		828	Ethical Problems in Education	3
EDU PL	7415	Philosophical Foundations of Educational Technology	3			
EDU PL	7403	Motivation in Learning and Teaching	3	901		3
EDU PL	7401	Psychological Perspectives on Teaching	3	803	Psychological Perspectives on Teachers, Teaching, and Teacher Education	4
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	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	6641	Introduction to Educational Statistics	4	786	Introduction to Inquiry: Quantitative Methods	5
EDU PL	6661	Introduction to Educational Measurement	3	744		3
EDU PL	8317	Legal Aspects of Special Education Administration	3	963		3
EDU PL	6350	Introduction to Educational Administration	3	846, 886	Educational Leadership, Organization Dynamics and School Culture	3, 4

COURSES REQUIRED BY COUNSELOR EDUCATION

EDU PAES	8100	Leadership in Counselor Education	3	926.08	Doctoral Seminars: Leadership Roles in professional Counseling	3
EDU PAES	8191.01	Doctoral Internship in Counselor Education	2-8	995	Doctoral-level Internship in Counseling	3-15
EDU PAES	8191.02	Doctoral Internship in Counselor Education: Supervision	2-10	995, 975, 976, 977	Doctoral-level Internship in Counseling; Supervised Practice in Group Counseling: Children; Supervised Practicum in Individual Counseling: Adolescent, Youth, and Adult; Supervised Practice in Group Counseling: Adolescent, Group, and Adult	3-15, 3, 3, 3
EDU PAES	8191.03	Doctoral Internship in Counselor Education- Teaching	2-10	995, 975, 977	Doctoral-level Internship in Counseling; Supervised Practice in Group Counseling: Children; Supervised Practicum in Individual Counseling: Adolescent, Youth, and Adult; Supervised Practice in Group Counseling: Adolescent, Group, and Adult	3-15, 3, 3, 3
EDU PAES	8191.04	Doctoral Internship in Counselor Education- Counseling	2-10	995, 975, 976, 977	Doctoral-level Internship in Counseling; Supervised Practice in Group Counseling: Children; Supervised Practicum in Individual Counseling: Adolescent, Youth, and Adult; Supervised Practice in Group Counseling: Adolescent, Group, and Adult	3-15, 3, 3, 3
EDU PAES	8200	Critical Pedagogy Issues in Counselor Education	3			
EDU PAES	8300	Developing a Research Identity in Counselor Education	3			
EDU PAES	8400	Critical Research Issues in Counselor Education	3	926.04	Doctoral Seminars: Critical Issues in Counselor Education, Supervision, and Practice	3
EDU PAES	8894.34	Doctoral Seminar in Counselor Education	1-4	925.34	Seminar: Counselor Education	2-5

OPTION COURSES IN CULTURAL FOUNDATIONS OF EDUCATION

EDU PL	7210	Fundamentals of Curriculum	3	860		3
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	7230	Qualitative Research for Educators	3	798		3
EDU PL	8206	Theories of Instruction	3	869	Instructional Theory	3

REQUIRED COURSES IN EDUCATIONAL ADMINISTRATION

EDU PL	8193.3	Advanced Individual Studies: Educational Administration	1-15	893.44	Advanced Individual Studies: Educational Administration and Supervision	1-15
EDU PL	8354	Legal Research in Educational Administration	3	971		3

<u>REQUIRED COURSE IN EDUCATIONAL POLICY</u>							
EDU PL	7222	History of Educational Policy	3	722	Studies in the History of Educational Policy		3
<u>OPTION COURSES IN EDUCATIONAL POLICY</u>							
EDU PL	6360	School Community Relations and Politics	3	953	School Community Relations		3
EDU PL	8310	Educational Change	3	726			3-5
EDU PL	8312	Politics and Political Leadership in American Education	3	845			3
<u>REQUIRED COURSES IN EDUCATIONAL TECHNOLOGY</u>							
EDU PL	6223	Issues and Practices in Educational Technology	3	823			3
EDU PL	7392	Learning, Culture, and Technology	3	892			3
<u>OPTION COURSES IN EDUCATIONAL TECHNOLOGY</u>							
EDU PL	5280	Educational Videography	3	680			4
EDU PL	5281	Introduction to Developing Educational Websites	3	681			4
EDU PL	6372	Educational Technology Leadership and Administration	3	707			3
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	7289	Practicum in Educational Technology	3-5	889	Practicum in Instructional Design and Technology		3-5
EDU PL	7297	Designing Multimedia for Instruction	3	897			4
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
EDU PL	8295	Applied Instructional Design	3	895	Fundamentals of Instructional Materials and Media		3
EDU PL	8895.26	Seminars: History and Comparative Education	2-5	925.4	Seminars: History of Education and Comparative Education		2-5
<u>REQUIRED COURSES IN HIGHER EDUCATION AND STUDENT AFFAIRS</u>							
EDU PL	7510	College Student Development I	3	782	Practice of College Student Development		3
EDU PL	7540	Higher Education Institutions and Core Academic Issues	3	842	Administration of Academic Affairs in Higher Education		3
EDU PL	8560	Legal Aspects of Higher Education Administration	3	840			3
<u>OPTION COURSE IN HIGHER EDUCATION AND STUDENT AFFAIRS</u>							
EDU PL	8552	The Impact of College on Students	3	912	Impact of College on Students		3
<u>REQUIRED COURSES IN PHILOSOPHY OF EDUCATION</u>							
EDU PL	7410	Modern Trends in Philosophy of Education	3	702	Modern Trends in Educational Philosophy		3
EDU PL	7574	Curriculum in Higher Education	3	941			3
<u>OPTION COURSES IN PHILOSOPHY OF EDUCATION</u>							
EDU PL	6212	American Schools and Society	3	812	American Schools and American Society		3
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
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	7572	History of Colleges and Universities	3	927	History of Universities		3
EDU PL	8411	Educational Philosophy of John Dewey	3	902			3
EDU PL	8895.42	Seminars: Philosophy of Education	2-5	925			
<u>REQUIRED COURSE IN EDUCATIONAL PSYCHOLOGY</u>							
EDU PL	8403	Advanced Seminar in Educational Psychology	3				

OPTION COURSE IN EDUCATIONAL PSYCHOLOGY

EDU PL	5401	Adolescent Learning and Development in School Contexts	3	607.07	Adolescent Learning and Development in School Contexts: General Student Body	3
EDU PL	7404	College Teaching	3	851		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	8267	Research Practicum in the Policy and Politics of English Language Learning	3			

REQUIRED COURSE IN QUANTITATIVE RESEARCH, EVALUATION, AND MEASUREMENT

EDU PL	7635	Advanced Research Methods	3			
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OPTION COURSES IN QUANTITATIVE RESEARCH, EVALUATION, AND MEASUREMENT

EDU PL	7643	Categorical Data Analysis	3	827	Analyzing Categorical Data in 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	7667	Authentic Assessment	3	878	Alternative Assessment for Student Learning	3
EDU PL	8657	Factor and Cluster Analysis	3			
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
EDU PL	8895.6	Seminars: Quantitative Research, Evaluation, and Measurement	2-5	925.6		2-5

REQUIRED COURSES IN SPECIAL EDUCATION

EDU PAES	7830	Urban Education & Precision Training	3	830, 925	Strategies for Effective Individual Instruction	3
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	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	8875	Professional Writing/Publishing in Special Education	3	888		3
EDU PAES	8891	Contemporary Issues in Special Education	3-9	890, 925		3
EDU PAES	8917	Verbal Behavior and Behaviorism: Applications and Implications of Skinner's Works	3	915, 917	Behaviorism I: Contingencies of Reinforcement; Behaviorism III- Analysis of Verbal Behavior: Implications for Children with Disabilities	3, 3
EDU PAES	8919	Behavior Approaches to College Teaching	3	925		
EDU PAES	8922	Topics in Early Childhood Special Education	3	925		
EDU PAES	8998.1	Research in Special Education	1-15	893.1	Advanced Individual Studies: Special Education	1-15
EDU PAES	8999.1	Research for Dissertation or Thesis in Special Education	1-15	999.1	Research: Special Education	1-18

REQUIRED COURSES IN SCHOOL PSYCHOLOGY

EDU PAES	5650	Introduction to Exceptional Children	3	650		3
EDU PAES	5742	Applied Behavior Analysis	3	742	Applied Behavior Analysis for Teachers	3
EDU PAES	5765	Grant Writing	3	765		3
EDU PAES	7028	Cultural Diversity	3	728	Cultural Diversity: Developing a Multicultural Perspective	3
EDU PAES	7029	Urban Issues in Education	2	729		3
EDU PAES	7934	Theories of Counseling and Supervision	1.5	926.07	Doctoral Seminars: Theories of Counselor Supervision	3
EDU PAES	8056	Roles and Function of School Psychologists	2	856	Roles and Functions of School Psychologists	3
EDU PAES	8057	Cognitive and Achievement Assessment	4	857, 858	Assessment of Cognitive Ability I, Assessment of Cognitive Ability II	3, 3
EDU PAES	8060	Linking Academic Assessment to Intervention	3	860		3
EDU PAES	8077	Mental Health I: Mental health Issues in Schools	2	877	Mental Health Issues in Schools	3
EDU PAES	8078	Mental Health II: Counseling in the Schools	3	776	Counseling Children	3
EDU PAES	8079	Mental Health III: Social Emotional Assessment	3	878	Social-Emotional Assessment of Children and Adolescents	3
EDU PAES	8080	Biological Basis of Behavior: Neuropsychology in the Schools	3	879		3

EDU PAES	8082	School-based Consultation: implementing Behavioral Interventions	4	882, 883	School-Based Consultation I: Theories and Process; School-Based Consultation II: Implementing Behavioral Interventions	3, 3
EDU PAES	8097	Psychological Services for Early Childhood Populations	3	897		3
EDU PAES	8189.63	Field Experience in School Psychology	3	884.63	Planned Field Experience: School Psychology	3-15
EDU PAES	8189.64	Advanced Practicum in School Psychology	3	889	Practicum	2-15
EDU PAES	8189.65	Supervision Practicum in School Psychology	2	889	Practicum	2-15
EDU PAES	8191.63	School Psychology Internship	3	992	Internship in School Psychology	3-12
EDU TL	5470	Assessment and Instruction for Struggling Readers	3	670	Remedial and Clinical Reading Instruction	4

OPTION COURSE IN SCHOOL PSYCHOLOGY

EDU PL	7627	Sampling Designs and Survey Research Methods	3	807	Educational Survey Research Methods	3
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REQUIRED COURSES IN TEACHER EDUCATION POLICY AND LEADERSHIP

EDU PL	8422	Program Development of Teacher Education	3	929	Program Development in Teacher Education	4
EDU PL	8423	Issues and Problems in Teacher Education	3	932	Trends Issues, and Problems in Teacher Education	3

OPTION COURSES IN TEACHER EDUCATION POLICY AND LEADERSHIP

EDU PL	7351	Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence and Adulthood	3	885.02	Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence to Young Adulthood	4
EDU PL	7356	Instructional Leadership and Supervision	3	891.01	Educational Leadership: Instructional Leadership and Supervision	4
EDU PL	8424	Field Experience and Clinical Practice in Teacher Education	3	937	Field Experiences and Clinical Practices in Teacher Education	3

REQUIRED COURSES IN WORKFORCE DEVELOPMENT

EDU PAES	7193.4	Advanced Individual Studies in Workforce Development and Education	1-12	893.4	Advanced Individual Studies: Workforce Development and Education	1-15
EDU PAES	8911	Theoretical and Scholarly Perspectives on Workforce Development and Education	3	912, 913	Scholarly Perspectives of Workforce Development and Education; Knowledge generation in Workforce Development and Education	3
EDU PAES	8932	Adult Learning Theory	3	932	Adult Characteristics and Learning Theory	3
EDU PAES	8961	Comparative Workforce Development Policy	3	961	Comparative Workforce Development and Education Policies	3

OPTION COURSES IN WORKFORCE DEVELOPMENT

EDU PAES	5665	Teaching Methods for Career and Technical Education	3	665, 655	Making Effective Technical-Skill Presentations; Class and Laboratory Organization and management in Career and Technical Education	4, 3
EDU PAES	5667	Curriculum/Instruction and Assessment in Career and Technical Education	3	667, 675	Essentials of Career and Technical Education Curriculum and Instruction; Measuring Student Outcomes in Career and Technical Education	3, 3
EDU PAES	7684	Evaluation of Adult Education and Human Resource Development	3	648, 696	Adult Literacy Education; International Perspectives on Workforce Development and Education	3, 3
EDU PAES	7696	Introduction to Education and Workforce Policy for Public and Private Sector Leaders	3	696	International Perspectives on Workforce Development and Education	3
EDU PAES	7701	Teaching and Learning at a Distance: Foundations of the Virtual Classroom	3			
EDU PAES	7757	Aspects of Human Resource Development	3	757, 811	Aspects of Human Resource Development in Workforce Education; Occupational Analysis	3, 3
EDU PAES	7827	Formal Learning in the Workplace	3	827	Structured Learning in the Work Setting	3
EDU PAES	8931	Theory and Practice of Discussion and Facilitation of the Workplace	3	931	Theory and Practice of Discussion in Adult Education	3
EDU PAES	8998.4	Research: Workforce Development Policy	1-3	893.4, 914.01	Advanced Individual Studies: Workforce Development and Education; WDE Seminars: Data Analysis and Evaluation of Workforce Development Policy	1-15, 3
EDU PAES	8998.41	Research: Adult Education and Distance Learning	1-3	893.4, 914.02	Advanced Individual Studies: Workforce Development and Education; WDE Seminars: Issues in Adult Distance Education and Learning	1-15, 3
EDU PAES	8998.42	Research in Human Resource Development	1-3	925.4	Seminar: Workforce Development and Education	2-5
EDU PAES	8998.43	Research: Career and Technical Education	1-3	925.4	Seminar: Workforce Development and Education	2-5
EDU PAES	5701	Fundamentals of Teaching Adults Online	3	701		3

