

Recommended Amendment to Coursework Requirements for the Ph.D. Major in Education Policy Studies

Three changes are recommended by the Foundations program faculty:

- (1) In the Policy Core in the major, A630 Economic Dimensions of Education is replaced by an option of A630 or A631 Microeconomic Applications to Education.
Rationale: Beginning in the spring semester of 2008, A630 will no longer be offered.
- (2) In the Inquiry requirements, Y521 Methodological Approaches to Educational Inquiry is added as an option for the introductory inquiry course.
Rationale: Y521 has been designed as an introductory course specifically for Ph.D. students.
- (3) In the Inquiry requirements, Y612 Critical Qualitative Inquiry I is added as an option for the qualitative methods course for those students who plan to take Y613 as their advanced inquiry course.
Rationale: The Y612 and Y613 sequence has been designed for students who intend to specialize in qualitative methods.

Below is a list of program requirements with the recommended changes included.

I. Major (36 credits)

A. Policy core - 18 hours

H620 (3 cr) Seminar in Education Policy Studies

H622 (3 cr) Seminar: Issues in Education Policy

H623 (3 semesters @ 1 cr each) Education Policy Research Seminar

Either

A630 (3 cr) Economic Dimensions of Education (offered only prior to spring 2008) **or**

A631 (3 cr) Microeconomic Applications to Education (Note: Y502 is a prerequisite)

Two courses from:

H504 History of American Education

H510 Foundations of Educational Inquiry

H525 Anthropology of Education

H530 Philosophy of Education

H540 Sociology of Education

A560 Political Perspectives of Education
H631 Social and Political Philosophy and Education
H637 Topical Seminar in Education - Previous and future course topics include:
Critical Social Theory and Education
Immigration and Education
Gender, Education and Development
Asian Education
International Assistance Agencies in Education
Spirituality and Education
History of Federal Education Policy
Race and Education in U.S. History

The courses in the core are designed to provide students with a knowledge of the basic concepts and methods of policy study. H620, Seminar in Education Policy Studies, concentrates on policy formulation and analysis. The H622 seminar, Issues in Education Policy, concentrates on policy implementation and political issues that affect contemporary policy making. A630, Economic Dimensions of Education, gives students an understanding of economic modes of analyzing and justifying education policy. The Policy Research Seminar provides an opportunity during the student's first three semesters in the program to learn about the current policy work of the Policy faculty and other students and to consider contemporary controversies in the field.

B. Policy Context - 12 credits

These courses provide students with an understanding of the particular institutions that make and are affected by education policy. Students will select one of the following three concentrations (courses are recommended; others may be substituted with the consent of the student's Advisory Committee):

Higher Education Concentration

A653 Organizational Context of Education
C654 Higher Education in the US
C665 Higher Education Administration
C670 Problems in Financing Higher Education
C695 Academic Problems in Higher Education
C705 Legal Aspects of Higher Education
C750 Topical Seminar
C760 Internship in Administration

Educational Leadership Concentration

A608 Legal Perspectives on Education
A653 Organizational Context of Education
A670 Topical Seminar

International and Comparative Education Concentration

H551 Comparative Education I
H552 Comparative Education II
H590 Individual Inquiry
H637 Topical Seminar - Appropriate Topic

The following courses may be taken for credit in any of the concentration areas:

H551 Comparative Education I
C655 Higher Education and Public Policy
A653 Organizational Context of Education

C. Inquiry in the Major - 6 credits

Directed Research: one course from:

H/A/C590 Individual Inquiry
C760 Internship in Administration
A695 Practicum in School Administration

Linkage Course: one course from:

H750 Inquiry Seminar in the History of Education
H/A/C590 (3 cr) Individual Inquiry (for proposal preparation)
C788 Seminar in Research in Higher Education

II. Inquiry -- 12 credits

Students should develop a familiarity with a broad range of qualitative and quantitative inquiry skills and understand the epistemological underpinnings of different research approaches. These requirements are designed to enable students to acquire this broad understanding of inquiry required in policy studies and the specific skills relevant to the dissertation. In addition, students will be encouraged to take appropriate methodological courses from throughout the University in their minors or as electives.

Y520 Strategies of Education Inquiry **or**
Y521 Methodological Approaches to Educational Inquiry **or**
H510 Foundations of Educational Inquiry

Y502 Intermediate Statistics Applied to Education **or**
other approved course in statistical analysis

Y611 Qualitative Inquiry in Education **or**

Y612 Critical Qualitative Inquiry I (for students who plan to take Y613 as their additional inquiry course) **or**
other approved course in qualitative inquiry and analysis

One additional inquiry course selected in consultation with the Advisory Committee, such as Y604, Y613, Y635, Y650, Y750

III. Minor -- 12 credits

The concepts and strategies of policy studies are drawn from the full range of social sciences, humanities and professional studies. The purpose of the minor is to permit students to acquire a basic knowledge of one such discipline at the graduate level. The minor must consist of a coherent sequence of courses in a field outside the School of Education; fields most likely to be chosen for the minor include sociology, anthropology, economics, philosophy, political science, history, and public and environmental affairs.

IV. Electives -- 15 credits

The multidisciplinary nature of policy studies and the potentially broad range of students' research interests and career plans imply a need for flexibility in students' programs of studies. The program, therefore, enables students to tailor their electives in consultation with their Advisory Committees. Electives may be taken in fields inside or outside the School of Education.

V. Dissertation -- 15 semester hours

A/C/H795 Dissertation Proposal Preparation
H/A/C799 (12 cr) Doctoral Thesis