

December 4, 2003

SCHOOL OF
EDUCATION

To: Mary Howard-Hamilton, Associate Dean for Graduate Studies

From: Barry Bull, Chair, Department of Educational Leadership and Policy Studies *Barry L. Bull*

Cc: Bradley Levinson

Subject: Changes in the requirements for the Education Policy Studies Track of the Ph.D. program in History, Philosophy, and Policy Studies in Education

On December 4, 2003, ELPS approved two changes in the requirements for the Education Policy Studies Track of the Ph.D. program in History, Philosophy, and Policy Studies in Education. I describe these changes below for consideration by the Graduate Program Committee. Bradley Levinson is the coordinator of this track. Please contact him for more information about the proposed changes.

Change I in the requirements for the context concentration within the Education Policy Studies major

All students are required to take four courses in the major that reflect a concentration of policy-relevant courses in one of three different context concentrations—Educational Leadership, Comparative and International Education, or Higher Education. Currently, specific courses are recommended, but the final determination of the courses in each concentration is approved by the chair and members of the advisory committee and the student. We would like to append to the current requirements the following language:

As part of their policy context concentrations, students may include one of the following courses even though its originating program is different from their chosen concentration:

- A653 Organizational Context of Education
- C655 Higher Education Policy
- H551 Comparative Education I

The purposes of the change are to allow students to begin work on their concentrations before they have chosen their committee and to enable them to receive credit for one course even though they later change their minds about the concentration. In addition, these three courses are flexible

enough in their assignments and requirements to allow any one of them to make a contribution to any of the three concentrations.

Change II in the track's inquiry requirements

We propose that the following language replace the current requirements for inquiry:

- H510 Methodology of Educational Inquiry or
Y520 Strategies of Educational Inquiry
- Y502 Intermediate Statistics Applied to Education or
Y604 Multivariate Analysis in Educational Research or
Other approved beginning/intermediate course in quantitative analysis (e.g. PSY P553, SPEA V507)
- Y611 Qualitative Inquiry in Education or
Other approved beginning/intermediate course in qualitative analysis (e.g., SOC S659)
- Y604 Multivariate Analysis in Educational Research or
Y635 Methodology of Educational Evaluation or
Y750 Topical Seminar in Educational Inquiry Methodology or
Other approved intermediate/advanced research methods course (e.g., PSY P654, BUS K605, EDUC H601), with advisor approval

Several proposed changes are required in this new language. First, 12 credits instead of 9 will be required. This will also reduce the number of credits allowed for electives to 15. The rationale is that students of education policy need to be able to use both quantitative and qualitative methods with a minimum degree of sophistication, but they cannot achieve that purpose and develop advance inquiry skills for the dissertation by taking only three inquiry courses. Second, H510 would be allowed as an alternative to Y520. This would allow students who choose this alternative to be introduced to inquiry by being exposed to a broad conceptual understanding of inquiry rather than a broad sampling of inquiry approaches. Such a conceptual understanding may be especially crucial in selecting and developing appropriate research methods to solve particular policy problems. However, the requirement of an introductory/intermediate course in both quantitative and qualitative methods would ensure that students will have exposure to a wide range of approaches in their other inquiry course work. Finally, the inquiry requirements will include more advanced work in methods frequently used in policy analysis.

Graduate Studies Committee proposed the following amendments to Education Policy Track.

The Committee approved the proposed listing of course requirements and options, with the following suggested amendments:

- 1) Replace Y635 (in the fourth category) with Y535, since Y535 is a prerequisite for Y635 (and Y635 is virtually never offered).
- 2) The Committee would like the department to add Y520 and H510 to the fourth category. If these courses are not optional in that category (or somewhere) students who take H510 are precluded from counting Y520 and students who take Y520 are precluded from counting H510, under the current proposal.