REQUIREMENTS FOR THE MASTER OF ARTS DEGREE

For students admitted to the School of Educational Policy & Leadership

Between Autumn 2008 and Summer 2012
Master's degree programs give students the opportunity to gain additional knowledge and necessary skills in a field in order to engage in research and other scholarly activities, to teach and to become practitioners. At Ohio State, Master's degree programs consist of a coherent pattern of courses and other educational experiences, a Master’s examination and, in many cases, a thesis or its equivalent.

I. Program of Study
You are expected to select a program of study in consultation with your advisor. The program must include a reasonable concentration in a single area or in related academic areas, must be approved by your advisor, and must be within the rules of the Graduate Studies Committee. (ref. Graduate School Handbook, Section II.5.1).

With the transition to semesters, students admitted under the quarter system must complete a Transitional Academic Plan (TAP) with your advisor. It must be signed by you and your advisor and it should be turned into the Student Services Office for review as soon as you complete it. You should turn in your Program Sheet as soon as you work out a program with your advisor. TAP forms are available from your faculty advisor.

II. Foundations of Education Requirement:
A minimum of six quarter hours of graduate credit/2 classes concerning historical, philosophical, comparative, psychological or sociocultural foundations are required. A list of approved foundations courses is available in the Student Services Office (122 Ramseyer Hall; EdStudies@osu.edu). Be sure to choose the list appropriate for your date of admission to your current Master's degree program.

III. Multicultural Education Requirement:
A minimum of three quarter hours of graduate credit/1 class must relate to multicultural education. A list of courses approved to meet the multicultural education requirement is from the Student Services Office (122 Ramseyer Hall; EdStudies@osu.edu). Be sure to choose the list appropriate for your date of admission to your current Master's degree program.

IV. Research Requirement:
For students pursuing the non-thesis option, courses in research are strongly recommended. For students pursuing the thesis option, a minimum of six quarter hours of graduate credit must be taken in courses related to educational research design and data analysis. Students are strongly encouraged to take research methodology coursework from Quantitative Research, Evaluation and Measurement and/or from Qualitative Inquiry.

V. Independent Study:
1. Students in Higher Education and Student Affairs are required to take three (3) credit hours of EDU P&L 858 Case Studies in Higher Education Administration in preparation for the Master's case study examination.
2. Students in the Educational Administration program working on both a Master of Arts degree and Administrative Licensure are not required to complete independent study coursework.
3. A maximum of twenty-four (24) quarter hours of graduate credit may be earned in individual study courses (e.g. 693.XX, 893.XX, 5193 or 8193), internships (e.g. 930), planned field experience (884.XX; 6189 or 8189), and practicum (e.g. 945). Of these 24 quarter hours, only 20 may be Individual Studies (e.g. 693, 893, 5193 or 8193).

VI. Program Coursework:
1. Courses within the School of Educational Policy and Leadership: Students pursuing the thesis option must complete a minimum of 20 quarter hours of graduate credit within the School. Students pursuing the non-thesis option must complete a minimum of 25 graduate credit hours within the School.
2. All 727s/7897 taught by university qualified instructors are considered special topics courses. Thesis option students may apply no more than 6 credit hours of 727 coursework toward their degree. Non-thesis option students may apply no more than 12 credit hours of 727 coursework toward their degree.

VII. Thesis Option: (Minimum of 45/30 graduate credit hours)
Students must submit a complete typed thesis draft approved by the student’s Master’s Examination Committee before being examined over the thesis. The Master’s Examination Committee is composed of at least two Graduate Faculty members, including the student’s faculty advisor. The thesis must conform to Graduate School Format Requirements as described in the Graduate school Guidelines for Preparing Theses, Dissertations, and D.M.A documents (http://www.gradsch.ohio-state.edu/Depo/PDF/Guidelines.pdf).

VIII. Non-Thesis Option: (Minimum of 50/33 graduate credit hours)
Students must take and satisfactorily pass a minimum four-hour examination that has been constructed and evaluated by the student’s Master’s Examination Committee during the final quarter of the student’s program. Included in the Non-Thesis Option is the Action Research Project Option to be developed in consultation with the student’s advisor or the Case Study Exam option for Higher Education and Student Affairs students.

IX. Time Limit: Requirements for the Master of Arts of degree must be completed within a six year period.
Foundations of Education Approved Courses

For students admitted to the School of Educational Policy and Leadership

Autumn 2005 – Spring 2012 (Approved May 7, 2008)

Approved Foundations courses focus on the historical, philosophical, comparative, psychological, or sociocultural study of education, and are informed by both disciplinary and interdisciplinary fields of study.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EDUPL 650.01/ESEPHL 6410</td>
<td>Philosophy of Education</td>
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<tr>
<td>EDUPL 650.02/ESCFE 6250</td>
<td>History of Modern Education</td>
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<tr>
<td>EDUPL 717/ESCFE 6217</td>
<td>Comparative Education</td>
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<tr>
<td>EDUPL 718/ESEPSY 6402</td>
<td>Pedagogical Studies: Intro. to Educational Psychology</td>
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<tr>
<td>EDUPL 802/</td>
<td>Comparative Perspectives on Education and Democratization</td>
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<tr>
<td>EDUPL 806/ESHESA 7540</td>
<td>Administration of Higher Education/Higher Education Institutions and Core Academic Issues</td>
</tr>
<tr>
<td>EDUPL 811/ESEPHL 7411</td>
<td>Sources of Progressive Thought in American Education/ Sources of Progressive Thought</td>
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<tr>
<td>EDUPL 812/ESCFE 6212</td>
<td>American Schools and American Society</td>
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<tr>
<td>EDUPL 871/ESCFE 8251</td>
<td>Theories of Gender in Education</td>
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<tr>
<td>EDUPL 905/ESCFE 8200</td>
<td>Themes and Theories in Cultural Studies (EDUPL 907–pre-AU08)</td>
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<tr>
<td>EDUPL 909/ESCFE 8209</td>
<td>Cultural Process in Education</td>
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<tr>
<td>EDUPL 927/ESCFE 7572</td>
<td>History of the University</td>
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<tr>
<td>EDUPL 885.01/ESEPSY 7350</td>
<td>Educational Leadership, Learning and Teaching: Early Childhood</td>
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<tr>
<td>EDUPL 885.02/ESEPSY 7351</td>
<td>Educational Leadership, Learning and Teaching: Middle Childhood, Adolescence to Young Adulthood (SU 2012 only)</td>
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Guidelines:

1. Students admitted beginning Autumn Quarter 2005 will choose their required Foundations Courses from this list.

2. Students are required to complete at least 2 foundations courses for a minimum of 6 credit hours at both the M.A. and Ph.D. level. Courses used to meet the M.A. requirements may not be used to meet the course requirements at the doctoral level.

3. Approved Multicultural courses may not be used to fulfill the Foundations of Education course requirements.

4. The following courses have been approved as meeting School Foundations requirements for the Educational Administration Licensure Program only:

   a. EDUPL 845/8312 Politics and Political Leadership in American Education

   b. EDUPL 726/8310 Educational Change

Pollead://Degree Information/MA/Ed Studies Semester Documents/
Multicultural Education Approved Courses

For students admitted to the School of Educational Policy and Leadership

Between Autumn 2005 and Spring 2012

Approved by the Graduate Studies Committee September 29, 2008

Approved multicultural courses for the School of Educational Policy and Leadership focus on both of the following criteria:

1. Understanding diverse cultural experiences of education
2. Developing skills or strategies to promote equity and social justice.

EDUPL 601/ESCFE 5260  Children, Families and Communities in Conflict Transformation
(EDUPL 801 Comparative Perspectives on Education and Community Violence – pre AU08)

EDUPL 825/ESETEC 7225  Visualizing the Curriculum

EDUPL 834/ESCFE 7215  An Interpretive History of African-American Education II: 1950 – present

EDUPL 853/ESETEC 8253  Women, Technology and Education

EDUPL 863/ESCFE 7214  An Interpretive History of African-American Education I: 1700 – 1950

EDUPL 870/ESHESA 7570  Internationalizing Colleges and Universities

EDUPL 887/ESHESA 7520  Diversity in Higher Education

Guidelines:

5. Students admitted beginning Autumn Quarter 2005 will choose their required Multicultural Courses from this list.

6. Students are required to complete one multicultural course for a minimum of 3 credit hours at both the M.A. and Ph.D. level. Courses used to meet the M.A. requirement may not be used to meet the multicultural course requirement at the doctoral level.

7. Approved Foundations courses may not be used to fulfill the Multicultural course requirement.

8. The following course has been approved as meeting School multicultural requirement for the Educational Administration Licensure Program only:

   a. EDUPL 953/6360  School Community Relations