

## **Course of Study**

The course of study consists of six academic areas and the dissertation. The Ph.D. is specialized and highly individualized. Especially in a broad field like education, it is impossible to specify a single group of courses that should be taken by all Ph.D. students. Although the department has a limited number of required courses for the Ph.D., it does require that you demonstrate in-depth knowledge of education and selected related fields. For most students, this means studying in a broad area, a specialization within that area, two cognates and a specialization outside of the department.

An important long-range goal of course selection is to prepare you for the General Examination. You and your Supervisory Committee need to select the most appropriate courses to be taken. Graded courses should be taken during the first year in order to provide the Area with sufficient evidence about your aptitude for continued graduate study and to fulfill the Graduate School's minimum of 18 graded credits requirement.

The plan you develop should be viewed as a working document that is designed to help develop the skills and competencies in each of several areas that make up Ph.D. study. You will make changes in your plan as you progress through the program. Supervisory Committee members representing your fields of study will help you select specific courses and experiences that will meet your individual goals and satisfy the requirements of the Ph.D. As you approach General Examinations, you will finalize the Course of Study and have it approved by your committee. Each of the academic areas for the course of study is defined below.

### **Definitions**

#### **Broad Area**

The broad area is selected from one of four Areas within the College of Education (Curriculum & Instruction; Educational Psychology; Leadership & Policy Studies; and Special Education). You will acquire expertise in the broad area that encompasses your specialty. The breadth and depth of your preparation is defined by the chair of your Supervisory Committee.

#### **Specialization within the broad area**

The intellectual content of the broad area will relate directly to your research. The Specialty is a more concentrated body of knowledge and experiences that focuses on one or more content areas within your broad area.

## Specialization outside the College of Education

This is defined as the intellectual content of an area of study within a department outside the College of Education. The specialization outside the College will normally be in a single department (e.g., History). In exceptional cases, it may be a series of courses from different departments containing a common thread (e.g., Ethnic Studies, which may draw upon courses based in several departments). The breadth and depth of the specialization outside the College is normally defined by the faculty representative from that specialization serving on your Supervisory Committee.

## Supportive cognates

Two supportive cognates are required. A cognate is defined as an area of study. The breadth and depth of each cognate is defined by the graduate faculty member selected to represent the cognate area. Cognates can be drawn from other broad areas within the College or from other departments within the University other than the one chosen as the outside specialization. The range of credits for your supportive cognate will vary depending on your academic background and will be negotiated with your supervisory committee. One cognate may be developed within your Broad area if it is in a field substantially different from your specialization within your Broad area. When the cognates are outside of the College of Education, they must be from different departments.

An example of how these might come together for a hypothetical individual:

Broad area: Curriculum & Instruction

Specialization within area: Language Arts

Specialization outside Education: English

Cognates: 1 - Organization & Policy Studies; 2 - Multicultural Education