

PLEASE TYPE

Ph.D. in Education Program of Study

Program plan for Stephanie Mikulasek Summer 2020
(First Semester in Program)

Core Courses (30 credits which includes 12 dissertation credits)

1. General Culture (3)

EDUC 800 (3) Ways of Knowing (Summer 2020)

2. Research Methods (15)

EDRS 810 (3) Problems and Methods in Education Research (Summer 2020)

EDRS 811 (3) Quantitative Methods in Educational Research (Summer 2021)

EDRS 812 (3) Qualitative Methods in Educational Research (Fall 2021)

Select two additional courses: EDRS 818, EDRS 820, EDRS 821, EDRS 822, EDRS 823, EDRS 824, EDRS 825, EDRS 826, EDRS 827, EDRS 828, EDRS 830, EDRS 831

EDRS 822 (3) Advanced Applications of Qualitative Methods (Spring 2022)

EDRS 821 (3) Advanced Applications of Quantitative Methods (Summer 2022)

3. Specializations (36)

Distribution of credits among specializations is based on size of program. Advisors must contact the Ph.D. in Education office for clarification.

All 36 credits in specialization with the exception of 9-credit reduction (see below) must be at the 800- level or above.

Primary Specialization (18-24): In addition to those courses noted above, the IEEL program includes:

EDUC 878 (3) Intercultural Competence: Theory and Research Application (Fall 2020)

EDUC 880 (3) Introduction to International Education (Fall 2020)

EDUC 896 (3) Theories and Applications of Change in International Contexts (Spring 2021)

EDUC 892 (3) Social Justice and Equity in International Education (Fall 2021)

EDUC 994 (3) Advanced Internship in Education (Spring 2022)

EDUC 815 (3) Research Inquiries in International Education (Summer 2022)

Secondary Specialization (12-18): *Education Leadership*

EDLE 818 (3) Instructional Leadership – Supervision Policy and Practice (Summer 2020)

EDLE 801 (3) Contemporary Organization Theory (Spring 2021)

EDLE 802 (3) Leadership and Decision Making (Summer 2021)

EDLE 816 (3) Instructional Leadership - Curriculum Policy and Practice (Summer 2021)

EDLE 895 (3) Independent Study for Doctor of Philosophy in Education (Summer 2022)

Upon permission of advising committee, student may receive a 9 credit reduction based on applicable Master's coursework. Please indicate course numbers and titles.

4. Dissertation Proposal and Research (12)

Upon successful completion of all coursework (core and specialization), and comprehensive portfolio assessment, students are advanced to candidacy and enroll in EDUC 998.

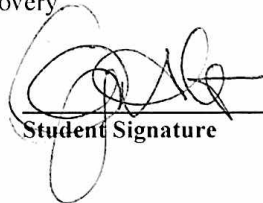
EDUC 998 (3) Doctoral Dissertation Proposal (Fall 2022)

EDUC 999 (9) Doctoral Dissertation Research (Spring 2023)

PROPOSED DATE FOR COMPREHENSIVE PORTFOLIO ASSESSMENT:

PROGRAM RATIONALE (please review the Program Guidelines for directions):

My professional objective is to inculcate global and intercultural competencies -- including awareness, understanding, curiosity, and empathy -- among our next generations in the hope of minimizing bias, prejudice, and assumptions in our communities and countries. My goal is to complete a doctorate in International Education/Education Leadership (IEEL) so that I can credibly teach, write, and lead in how particular tools can maximize the learning, adoption, and application of these competencies within/among education systems and leaders, teacher trainers, teachers, and ultimately students. The tool in which I have the most interest is the immersion program. International immersion experiences can expedite and facilitate global and intercultural competency, but how to best design and execute an effective program is not clear. My core research question is thus what components of an immersion program experience optimize the development of intercultural and global competency among participants; and secondly, how we can leverage these teased out components and apply them to domestic and local "immersion" experiences with the goal of achieving some or similar growth in these competencies. This second question is equally important as most students do not participate in international immersion programs. As part of this research, I am particularly interested in the role of group dynamics, leader/facilitator characteristics and approach, and the curriculum utilized (before, during, and after the program). The IEEL program offers coursework directly pertaining to my interests: examining how we understand and see the world (EDUC 800); intercultural competency (EDUC 878); international education (EDUC 880, 815); curriculum studies (EDLE 816); change theory (EDUC 896); leadership and supervision (EDLE 802, 801, 818); research methods (EDRS 810, 811, 812, 821, 822); and internships. Each of these courses offer in-depth study applicable to my research interests with sufficient flexibility to explore my questions from various perspectives and angles, allowing for a richer and fuller exploration and discovery.

 10/7/2021
Student Signature Date

Supriya Baily Oct 7 2021
Chair Date
Doctoral Advising Committee

Margret Hjalmarson, Director Date
PhD in Education Program

Beverly Shaklee Oct 7 2021
Member Date
Doctoral Advising Committee
(secondary specialization)

April Mattix Foster Oct 7 2021
Member Date
Doctoral Advising Committee