

Workforce Development & Education Section

**~ Student Orientation Handbook ~
2011 - 2012**

**School of Physical Activity
& Educational Services**

College of Education and Human Ecology



Table of Contents

College of Education and Human Ecology	4
Organization	4
Workforce Development and Education	6
Faculty and Staff	6
Planning Your Program	7
Master's Degree	8
Doctor of Philosophy Degree	10
Minimal Progress Guidelines	12
Examinations	13
Master's Examination	14
Doctor of Philosophy General Examinations	14
Your Advisor	16
Registration for Classes	17
The Graduate School Office	17
The Physical Activity and Educational Services (PAES) Office	17
The Workforce Development and Education (WDE) Offices	18
The Ohio State Libraries	18
Information Overload	19
Financial Aid and Awards	20
The WDE Student Forum	21
Appendix A: Sample MA Exam Questions	22
Appendix B: Ph.D. Student Contract	23
Appendix C: Inactive Students	25
Appendix D: Ph.D. Candidacy Examination	26
Appendix E: Family and Consumer Sciences Courses	Error! Bookmark not defined.
Appendix F: PAES/WDE Events – Autumn 2008	Error! Bookmark not defined.
Appendix G: Courses Offered 2008-09 (Proposed)	28

College of Education and Human Ecology

Organization

Since July 2006, the College of Education and Human Ecology at the Ohio State University has consisted of three schools: 1) School of Teaching and Learning, 2) School of Policy and Leadership, and 3) School of Physical Activity and Educational Services (PAES); and three departments, the Department of Consumer Sciences, the Department of Human Development and Family Science, and the Department of Human Nutrition. The Workforce Development and Education section functions within the school of PAES. A brief description of the School of PAES follows.

School of Physical Activity and Educational Services

The school is organized into sections, or program areas, and includes reporting lines of two university-approved centers. The primary offices for PAES are in the PAES Building, 305 W. 17th Avenue. The Director of the School of Physical Activity and Educational Services is Dr. James Kinder

Sport and Exercise Education, Sport and Exercise Humanities, Management, & Science (SEEHMS)

Through research and teaching, this section strives to provide better understanding of how participation in physical activity affects the minds, bodies and health of individuals and how best to teach these activities. This section has a close working relationship with Columbus Public Schools. Faculty and staff for this section have offices in the PAES Building.

Special Education (SPED)

This section prepares professionals for careers serving the educational needs of individuals with disabilities. Inquiry teams of faculty and students design, conduct and report applied research aimed at helping learners with disabilities function successfully in integrated settings. Faculty and staff for this section have offices in the PAES Building.

Counselor Education & School Psychology

This section prepares professionals and scholars to serve as researchers, counselors, rehabilitation specialists, and wellness specialists who can identify and investigate societal issues and problems, as well as design, implement and evaluate programs to ameliorate critical societal problems in school and community settings. Faculty and staff for this section have offices in the PAES Building.

Workforce Development and Education

Our section offers both M.A. and Ph.D. degrees. The Workforce Development and Education Section offers academic degree programs emphasizing adult learning, career and technical education, human resource development, and workforce development policy; conducts research on topics related to these areas, and provides professional development opportunities to meet the needs of individuals, organizations, and government agencies. The WDE Section values scholarly research and quality instruction as a means to model and improve theory and professional practice, nationally and internationally. Faculty and staff for this section have offices at the PAES Building. Dr. Joshua Hawley, section head, is located at A482 PAES Building.

Center on Education and Training for Employment (CETE)

The Center on Education and Training for Employment engages with state, national, and international clients from education, governmental agencies, organized labor, and public and private entities to:

- Generate knowledge useful for understanding workforce development.
- Develop, implement, and evaluate workforce development programs and policies that are informed by best practices and research.
- Develop workforce development leaders who serve in a variety of roles and contexts.
- Provide technical assistance in ways that will positively influence the actions of educational professionals, organization managers, and scholars involved in developing the current and future global workforce.

As a university-based research and development center, CETE has access to the foremost authorities on workforce development and related fields to fulfill its mission.

Workforce Development and Education Faculty and Staff

Name	Title	Office	E-mail Address and Web Sites	Phone
Dr. David Stein	Associate Professor	A486 PAES	stein.1@osu.edu www.coe.ohio-state.edu/dstein	292-0988
Dr. Sanghamitra Chaudhuri	Senior Lecturer	A488 PAES	TBA	TBA
Dr. Joshua Hawley	Associate Professor and Section Head	A482 PAES	hawley.32@osu.edu www.coe.ohio-state.edu/jhawley	247-6226
Dr. Chris Zirkle	Associate Professor	A468 PAES	zirkle.6@osu.edu www.coe.ohio-state.edu/czirkle	247-6227
Dr. James Kinder	Director, School of PAES	A100 PAES	jkinder@ehe.osu.edu	292-0956
Dr. Ruth Dohner	Associate Professor	A464 PAES	dohner.1@osu.edu	292-5714
Dr. Jim Pinchak	Senior Lecturer	A466 PAES	pinchak.1@osu.edu	688-8670
Susan Nell	Adjunct Instructor, Educator	1900 Kenny Rd.	nell.5@osu.edu	292-0455
Dr. Mary Jo Reinhard	Lecturer		reinhard.33@osu.edu	365-5728
Dr. Susan Imel	Adjunct Professor, Educator	2078 CETE 1900 Kenny Rd.	imel.1@osu.edu	292-8606
Dr. Connie Wanstreet	Lecturer	A340 PAES	wanstreet.2@osu.edu	292-8148
Anne Marie Orr	Lecturer		orr.138@osu.edu	740-397-5820
Annette Bockbrader	Lecturer		bockbrader.16@osu.edu	419-346-9926
Kate King	Lecturer			
Tim Graham	Graduate Studies Coordinator	A100 PAES	graham.257@osu.edu	292-6787
Mary Karabinos	WDE Dept. Secretary	A340 PAES	karabinos.1@osu.edu	292-8148

Planning Your Program

Within WDE there are a variety of education topics from which to select the core focus of your program: Adult Education, Career-Technical Education, Health Education, Human Resource Development, and Workforce Development & Education Policy Studies. The core focus of your program is based in one of these areas, however, courses from other areas are required to complement and broaden the core focus. This core focus and the complementary areas of study are referred to as *cognates*.

Students should research the possible areas of study and courses they would like to take at Ohio State. Once you have a potential outline of courses for each area of study, make an appointment with your advisor to review the course list. Your advisor will assist you in determining potential courses to meet your needs and in contacting the professors who will assist you in each of your areas of study.

It is your responsibility to contact professors who might serve on your examination committee. To determine which professors might best serve your needs, you may want to request their vita (many are available through the College of Education and Human Ecology home page or their individual home pages). Think of yourself as a consumer looking for the best consultant available.

Students must formulate program plans and submit them as soon as practical, and in accordance with the Minimal Progress Guidelines (see page 11).

Master's Degree

As a student pursuing a Master's Degree in the WDE program there are two options for the program, a WDE program for those pursuing teacher licensure as the primary objective and a WDE program for those seeking to serve in non teaching positions (e.g., adult education, human resource development or research. You will first determine the primary area you wish to study. Make an appointment to review your selection with your advisor and schedule courses.

In addition, you must review the list of required courses found in the PAES Handbook. The handbook and the forms, as well as a quarter-by-quarter spreadsheet to assist you with the requirements of the school of PAES are available at:

www.education.osu.edu/paes/student-services/graduate-students.htm.

You will need to file a formal program plan with PAES Office of Student Services. After the program plan is agreed upon by the student and the advisor, the student completes a Program Plan form (available in the PAES Handbook and on the PAES website), has his/her advisor sign the form, and submits it to Tim Graham in A100 PAES Building.

Course Requirements M.A. (Non Thesis Option):

Core Classes (10 Hours)
 Research (3 Hours)
 Planning (9 Hours)
 Program Development (12 Hours)
 Performance Improvement (6 Hours)
 Electives (10 Hours)
 TOTAL = 50

Details of the program requirements follow:

The Master of Arts core courses are as follows:

EDU PAES 624: Foundations of WDE (4 hours)
 EDU PAES 672: Adult Learning in Society (3 hours).
 EDU PAES 757: Aspects of Human Resource Development (3 hours).

Research Courses—select **ONE**:

AGR EDU 885: Introduction to Research Methods (3 hours)
 AGR EDU 886: Research Design (3 hours)
 EDU P&L 765: Introduction to Educational Evaluation (3 hours)
 EDU P&L 785: Introduction to Inquiry, Principles, Strategies, & Techniques (3 hours)
 EDU P&L 786: Introduction to Inquiry: Quantitative Methods (3 hours)

Planning (9 Hours Total)

EDU PAES 662: Determining Instructional Content of Technical Skill Training Programs (3 hours)

EDU PAES 817: Developing Instruction for Business & Industry (3 Hours) – Use PAES 663 as substitute for 2011-12

EDU PAES 935: Program Planning in Adult Education (3 hours) (not offered in 2011-12)

Program Development (12 Hours Total)

*EDU PAES 648: Adult Literacy Education (3 Hours) (not offered in 2011-12)

EDU PAES 649: General Methods in Adult Education (3 Hours)

EDU PAES 663: Organizing Technical-Skill Training Programs (3 Hours)

EDU PAES675: Measuring Student Outcomes in Career and Technical Education (3 Hours)

Performance Improvement (6 Hours Total)

EDU PAES 811: Performance Analysis (not offered in 2011-12)

EDU PAES 925.40: Workforce Development and Organizational Change (not offered in 2011-12)

Electives (including Independent Study) 10 hrs

Thesis Option:

The thesis student will take the same courses but is required to complete a total of 45 hours as well as a formal thesis. Forms and information for a thesis is on the PAES Graduate School Handbook website.

Doctor of Philosophy Degree

As a doctoral student you will have three or four areas of study or cognates: your core focus, and two or three additional complementary areas. These areas correspond to each of the four professors selected to make up your committee as well as the areas on which you will be examined during general exams. Ideally, your committee should be comprised of your advisor from your core focus area, a research professor, and two other professors who represent the remaining two cognates. Your goal is to identify professors who can meet a “concept need”.

It is your responsibility to invite professors to serve on your committee; however, your advisor can assist in determining which professors you might want to contact. For example, your interest may be in Needs Assessment. While there is no department or program for Needs Assessment, there are professors you might want to contact who are experts in this area. Request a meeting with one of the professors from this area to determine which classes OSU offers that would meet your requirements in this area of study. You and this professor then agree on a particular group of courses that would address the “concept need” of your area of study. These courses do not have to be offered through the College of Education and Human Ecology, they can be offered anywhere in the university.

After determining the areas that complement your core focus, and meeting with various professors to develop the complementary area course list (or cognates) makes an appointment with your advisor to review your plan. Once the plan is developed and agreed on, schedule a meeting with your entire program committee. After the committee has approved your plan, the Program Plan form (available online in the PAES Handbook) must be completed, signed by your committee members and turned in to Tim Graham in A100 PAES Building.

Course Requirements:

The Doctor of Philosophy curriculum is designed to respond to the academic and scholarly interests of individual students, within the conceptual framework of workforce development and education. The minimum number of hours for the Doctor of Philosophy degree is 135 hours. However, students may be awarded up to 45 hours for a master’s degree. The remaining 90 hours are distributed in courses at the doctoral level.

Students admitted to the Doctor of Philosophy degree program will take courses as designated below:

- Core Courses: 15 hours
- Research Requirement: 12-20 hours
- Cognate Courses: 20-35 hours
- Dissertation Research: 20-30 hours

The Doctor of Philosophy core courses are:

EDU PAES 911: Theoretical Perspectives on Workforce Development and Education (3 hours)

EDU PAES 912: Scholarly Perspectives of Workforce Development and Education (3 hours).

EDU PAES 913: Knowledge Generation in Workforce Development and Education (3 hours)

EDU PAES 932: Adult Learning Theory (3 hours). (not offered in 2011-12)

EDU PAES 961: Policy Issues in Workforce Development and Education (3 hours).

Students admitted to the Doctor of Philosophy degree will be expected to complete the M.A. core courses, or show that they have completed similar courses elsewhere. The M.A. core courses are:

EDU PAES 624: Foundations of Workforce Development and Education (4 hours)

EDU PAES 672: Adult Learning in Society (3 hours)

EDU PAES 757: Aspects of Human Resource Development in Workforce Development and Education (3 hours)

Students generally have four cognate areas: one within WDE, one in research methodology, and two additional cognates based on the individual student's academic or scholarly interests and advice from their advisor.

The Doctor of Philosophy is a research-oriented degree program. Students are expected to maintain specific levels of interest and scholarly activity, in addition to their course work.

Before completing the General Examination, the WDE faculty believes that each student should have:

1. Identified a research focus for the dissertation and have undertaken some advanced study on the topic
2. Presented a research paper on his or her research focus to peers and faculty
3. Completed at least one of the following:
 - Submitted a paper for presentation at a professional conference
 - Submitted a manuscript for publication in a scholarly journal
 - Authored a partnership research report for an external audience

The research requirement can be met through completing an appropriate quantitative or qualitative research sequence and this should be agreed to both by the student and the advisor. To facilitate discussion with your advisor students might look into the following research sequences:

1. AGR EDU 885: Research Methods (Autumn, 3 hours)

2. AGR EDU 886: Research Design (Winter, 3 hours)
3. AGR EDU 887: Analysis and Interpretation of Data (Spring, 3 hours)
4. AGR EDU 888: Instrumentation and Procedures for Data Collection (Autumn, 3 hours)
5. AGR EDU 995: Applied Multivariate Statistical Analysis I (Autumn, 3 hours)
6. AGR EDU 995: Applied Multivariate Statistical Analysis II (Spring, 3 hours)

Or:

1. EDU P&L 785: Introduction to Inquiry I: Principles, Strategies, and Techniques (Autumn, 3 hours)
2. EDU P&L 786: Introduction to Inquiry II: Quantitative Methods (Winter, 3 hours)

(With additional classes selected in conjunction with your advisor)

For qualitative research you might consider the following:

1. EDU P&L 798: Qualitative Research For Educators (3 hours)
2. EDU P&L 800: Qualitative Research In Education (3 hours)
3. EDU P&L 808: Experimental Design In Education I (3 hours)
4. EDU P&L 809: Experimental Design In Education II (3 hours)
5. EDU P&L 810: Experimental Design In Education III: Multivariate Statistical Methods (3 hours class/2 hours lab)
6. EDU P&L 966: Practicum In Educational Research and Evaluation (3 hours)
7. EDU P&L 967: Analyzing Qualitative Data in Educational Research (5 hours)

Minimal Progress Guidelines

The intent of the minimal progress guidelines is to assist students in completing their academic experience in a timely manner. The guidelines can assist the student to move through the program in depth as well as breadth. (Depth refers to the number of courses taken in any one quarter while breadth refers to the absolute number of credits taken in the program.) Guiding the student through the program in a timely fashion assists the student in seeing the connection between various courses taken and helping the student integrate theory and practice.

The WDE faculty has proposed the following minimal progress guidelines:

Doctoral Students:

1. Doctoral students will be required to register and complete six quarter-hour credits for the first three quarters of enrollment if enrolled as a part time student. This requirement does not replace the graduate school residency requirement.
2. All doctoral students will be expected to have formed an advisory committee and have an approved program plan on file with the Graduate School within six quarters of enrollment for part time students or prior to completing 28 quarter hours if full time. This is consistent with the recommendation in the PAES guidelines for mentoring graduate students.
3. Doctoral students will be required to complete 911: Theoretical Perspectives in WDE during the first quarter of enrollment. Additionally, it will be expected that basic core courses that may have been lacking from the Master's Program will be completed during the first year of enrollment. This would include EDU PAES 624, 672, and 757. Students should complete at least two research courses during the first year.

Master's Degree Students:

1. Master's students entering the program on a part time basis will be required to register for and complete six quarter-hour credits for the first three quarters of enrollment. Subsequent quarters may be completed with less than six hours of credit.
2. All master's degree students will be expected to have an approved program plan during the fourth quarter of enrollment (usually autumn quarter).
3. Master's students will be required to complete core cores including one research class during the first year of enrollment.

Examinations

Part of your program involves taking examinations. For students seeking an M.A. degree, there is a four-hour written examination during the seventh week of your final quarter. **Students should refer to the PAES Graduate Studies Handbook for guidance on when and how to schedule examinations.** If you are seeking a Ph.D. you will have twelve hours of general examinations when your course work is completed. For those of you who do not already hold an M.A. in the same area of study, you can request that the Graduate School confer an M.A. following the successful completion of your general examination.

Prior to taking your examinations, there are forms that are available online through the PAES website (www.education.osu.edu/paes/studentervices/graduatestudents.htm) which must be completed and turned in to A100 PAES Building.

Master's Examination

In the Master's program you have the option of taking 45 hours and writing a thesis or taking 50 hours and sitting for a four-hour examination. Most students choose the examination option.

Before you schedule your examination, you must review Appendix F in the PAES Handbook, which comprises a checklist of things you need to do to graduate (the examination being only one of them).

Submit the Statement of Intent to Take the Master's Examination as early as possible in the quarter you plan to take the examination. Your advisor must be present at OSU the quarter you take the examination (which omits most summer quarters).

To prepare for your examination, you must meet with your readers (i.e., your advisor and one other professor in an area of concentration you have studied), to determine the areas and questions you will be asked to write on during your examination. A sample of Master's examination questions is included as Appendix A.

Generally the examination will include four questions, one hour on core (WDE) curriculum, two hours in your major area of concentration and one hour in your cognate area, however, this may change depending on your program. Meet with your advisor to determine the areas of focus for your examination.

During the quarter (or two) prior to your examination, schedule time with both readers to discuss questions, review readings, etc. This is **not** to be scheduled as an independent study class with your advisor.

Doctor of Philosophy General Examinations

As a Ph.D. student you must pass 12 hours of examinations, commonly referred to as "generals," prior to being considered a candidate for the Doctor of Philosophy degree. Each of the members of your committee will prepare questions for you from their respective areas of study. The format of these examinations varies, so it is essential that you meet with your advisor to plan the examinations.

There forms are available online through the PAES website at:

<http://ehe.osu.edu/paes/advising/>

The forms must be completed, signed and turned in to A100 PAES Building prior to taking your examinations. **Please consult the PAES Handbook, also available at the**

website, for these forms and additional instructions on scheduling your examinations.

Your Advisor

When you are admitted to WDE, you are assigned an advisor. This seasoned professional is a valuable asset who will challenge and guide you as you proceed toward your goal. You will know him/her well by the time you complete your program! Your advisor will assist you in developing your program plan, determining which courses best fulfill your needs and becoming a successful graduate of the WDE program. We recommend that all students meet with their advisors at least once each quarter, more often at the beginning of the program.

In accordance with the minimal progress guidelines, students, assisted by their advisors, will determine and submit a program plan outlining all the courses to be taken at Ohio State to satisfy graduation requirements. Advisors are invaluable in determining which professors to approach regarding complementary areas of study, however, it is the student's responsibility to arrange the support of these possible committee members. It's up to the student to take the initiative both in meeting and planning with your advisor and in approaching others for your committee.

Meeting with Your Advisor:

How often you should meet with your advisor really depends on the student and the advisor. At a minimum, you should meet with your advisor once per quarter to review your performance the previous quarter and to plan your courses for the next quarter. However, most students meet with their advisors more frequently than once each quarter.

Each professor will have office hours scheduled and posted every quarter. This information is available on their web pages and through Mary Karabinos in 340 PAES Building. Most of the WDE faculty schedule appointments through Ms. Karabinos.

Changing Your Advisor:

You can change your advisor, however, this is done infrequently. If both you and your advisor feel that the change would be beneficial, a written agreement must be submitted and approved by the Graduate Studies Committee. Changing advisors occurs most commonly when a student changes their program focus.

Occasionally a professor leaves Ohio State. If your advisor leaves the university, ideally, your advisor should assist you in obtaining another qualified advisor prior to his/her departure. However, if another advisor has not been determined prior to your current advisor leaving the university, the section head and faculty will review your file to determine an appropriate advisor. You must submit a signed "Change of Advisor" form to the PAES Office in A100 PAES Building.

Registration for Classes

The Ohio State University allows you to register online. Registration is real time, so it's important that you schedule during your assigned window.

Registration dates and access codes are sent to students via e-mail. The Master Schedule of Classes Bulletin is available on the Web during the first week of the current quarter. This early notice will allow you more time to plan your schedule, meet with your advisor, and obtain any required permission(s) prior to making your registration contact (source: University Registrar's Website). Instructions for registering online can be obtained online at the University Registrar's website.

The Graduate School Office

The Graduate School is the college of record for all graduate students and confers all master's and academic doctoral degrees at Ohio State. As a result, there exists a partnership between the Graduate School and your graduate program.

The Graduate School becomes formally involved at key points in your degree process: all Master's, Candidacy and Final Oral Examinations; the thesis or dissertation; final degree auditing and graduation. This school also monitors your residency and enrollment requirements. Course drops and adds after open registration ends must be done through this office. Your student ID is required whenever doing business with this office.

The Graduate School publishes a handbook that details the requirements for graduation, thesis or dissertation formatting, and financial aid information. It is strongly suggested that you obtain a copy of the Graduate School Handbook and thoroughly review the information provided there.

The Physical Activity and Educational Services (PAES) Office

The Physical Activity and Educational Services (PAES) office in A100 PAES Building is primarily concerned with undergraduate students in the various sections of the school, however, all forms for your Program Plan, examinations, and Applications to Graduate are picked up here and turned in here, not at the Graduate School office. Advising reports are also available in this office or online at the University Registrar's website.

The Workforce Development and Education (WDE) Offices

The WDE faculty and graduate associates are located in offices in rooms A464 – A488 PAES Building. WDE professors' offices and mailboxes are located on the 4th floor of the PAES Building. Graduate associates' mailboxes are located on the 4th floor of PAES Building. Mary Karabinos, WDE administrative assistant, is located at A340 PAES, which is also a convenient delivery location for projects and assignments. Ms. Karabinos has many of the forms required for dropping and adding courses, applying for section awards, submitting your course plan, etc. Ms. Karabinos is an important source of general information regarding WDE.

This office also develops and maintains the three-year plan for courses offered in our section. This information is vital in planning your program. Other schools are required to prepare three-year plans as well, so this information should be available to you no matter which school offers a course you want to take.

The Ohio State Libraries

The Ohio State University has numerous libraries and offers links to other libraries in Ohio through OhioLink. Through this tremendous resource, you have access to virtually any book, publication or paper you might need.

The OSU Libraries catalog is available online. Students can actually order books to checkout via email and pick them up at the service desk. This can save you lots of time since you can search the catalog at home, then request online the resources you need. You may also request pick up of books at the library location most convenient for you. When you request books, etc. from another library (other than OSU) allow 3-4 days for the books to arrive.

Information Overload

The Ohio State University makes a vast array of information available to students – so much information that it may be overwhelming and you may wonder how you will ever find time to read it! You will learn to pick and choose what is important to you during your time at OSU, however there are a few publications that you must find time to read during your first quarter in the graduate program. They include:

- The Ohio State University Graduate School Handbook. This publication provides answers to virtually every question you might have concerning your program requirements, assistantships and financial aid, theses and dissertations, committee requirements and administration of the graduate college. This handbook can be obtained from the Graduate School office in University Hall or online through the Graduate School website.
- The PAES Graduate Studies Handbook. This publication provides information specific to our school regarding advisors, registration and scheduling, programs of study, graduate assistantships, academic standards, grades, point-hour ratios, etc. In addition, this handbook includes copies of ALL FORMS required to submit your program plan, to apply to graduate, and other important details. This handbook can be obtained from the PAES office at A100 PAES Building or on the PAES website,
- The Ohio State University Course Offerings Bulletin. This bulletin lists most of the courses that will be offered in all colleges during the school year. It is valuable if you are trying to finalize your program plan, as the course offerings are typically much the same from year to year.

Financial Aid and Awards

WDE has three awards available for graduate students: the Dowling Fund, the Hendrickson Award and the Reubel Award. Students in our section may apply for more than one award per year, however, the Hendrickson Award is only awarded to a student one time. Section Awards Application Forms are available from Mary Karabinos in A340 PAES. Completed applications are submitted to the Section Head. A brief description of the awards follows.

Dowling Fund

This fund supports travel to professional conferences and meetings to present or co-present a paper. Multiple awards are given throughout the year, with a \$500.00 maximum for each award. Requirements for application include the Section Awards Application Form, a letter of acceptance from the conference or meeting and a travel budget for the conference. Requests should be submitted immediately following acceptance of your paper.

Hendrickson Award

The Hendrickson Award supports the conduct of WDE Ph.D. dissertations or M.A. theses. Up to two awards are given each year with a \$1,000 maximum per award. Application requirements include the Section Awards Application Form, dissertation or thesis approval form, a five-page proposal including your budget, and your advisor's letter of support. Application deadline is March 1 each year.

Reubel Award

This award recognizes exemplary academic achievement, involvement in professional activities, instructional support to faculty, or other scholarly contributions to the field. Up to three awards are given each year with a \$1,000 maximum for each award. Application requirements include being actively enrolled in a WDE graduate program, the Section Awards Application Form, a two-page statement describing the nature of your contributions, and at least one letter of faculty support. Deadline for submission of applications is March 1 each year.

The Neal E. Vivian Research Award

This award is to be used to give recognition to individual contributions to research in business and marketing education. Application requirements include being actively enrolled in a WDE graduate program, the Section Awards Application Form, a two-page statement describing the nature of your contributions, and at least one letter of faculty support. Deadline for submission of applications is March 1 each year.

The WDE Student Forum

The WDE Student Forum meets (for credit) approximately once per month to allow students in our section to hear information regarding our field, about the college and to socialize with others in our section.

Past meetings have allowed students to hear about upcoming changes for our section, diversity programs at OSU, the changing focus on faculty to reflect the importance of teaching equally with research, and about some of the workforce development initiatives being conducted in central Ohio.

The Student Forum also coordinates the end of the year student research conference, which showcases student research completed during the academic year.

Appendix A: Sample MA Exam Questions

Sample questions for the Master's examination. Additional samples are available.

- As your studies have focused primarily on (_____), it is also important to consider how this focus relates to a broader understanding of learning and work. Describe what is meant by workforce development. What is the relationship between workforce development and (_____)?
- Describe in some depth at least three key societal trends that make workforce development an issue of importance among government policy makers and planners. What is the relationship between workforce development and your own focus area of (_____).
- Identify from your own personal experience a situation in which a person underwent a work-transition, and then describe how this might be understood from a workforce development perspective. What is the value of having a broader view of learning and work? How does this relate to your understanding of adult learning?
- Moving from school to work differs in most countries. Identify a country of your interest and describe how this process occurs for different types of students. What insights have you gained about your own school system by studying the process in this country?

Appendix B: Ph.D. Student Contract

The Ohio State University
College of Education and Human Ecology
School of Physical Activity and Educational Services
Workforce Development and Education Program

Ph.D. Student Contract

Additional Graduation Requirements

I, (student's name) _____, as a Ph.D. student in the Workforce Development and Education Program (WDE), agree to the following conditions, in addition to the Ohio State University's graduation requirements:

1. Publishing a minimum of 3 articles in refereed/non-refereed journals or proceedings (advisor will assist in this area).
2. Presenting a minimum of 3 papers at various conferences (advisor will assist in this area).
3. Visiting The Ohio State University Research Foundation (OSURF), and writing and submitting at least one grant or research proposal (advisor will assist in this area).
4. Reading textbooks and articles (as suggested by the advisor) in addition to current coursework.
5. Meeting with your advisor on a regular basis to discuss your academic and research progress.
6. Participating in the spring graduate student research forum and at least three scholarly workshops per year.

I agree to the above terms:

Student's initials _____

Student's name (print) _____

Date _____

WDE Advisor's agreement/acknowledgement:

Advisor's initials _____

Advisor's name _____

Appendix C: Inactive Students

College of Education and Human Ecology
School of Physical Activity and Educational Services
Workforce Development and Education

Inactive Students – More than One Year

Purpose

This policy pertains to cases where graduate students have been inactive for more than one calendar year and who wish to continue their studies. Inactivity is defined as not registering for any courses or credits.

Procedure

1. The faculty advisor, upon receiving a communication from an inactive student requesting re-activation of status, schedules a meeting with the graduate student and at least two faculty members from WDE.
2. The student should write a formal request to the WDE section head requesting re-activation of status. The request should detail the reasons for the student's absence and contain a plan detailing how the program and especially milestones such as candidacy exams, dissertation proposal, etc. will be completed.
3. The faculty members review the student's plan, interview the student regarding the level of commitment to complete the program, and recommend approval or denial of reactivation of graduate status.
4. The student is informed of the faculty's decision by the section head.

David S. Stein, Ph.D.
Associate Professor and Section Head
Workforce Development and Education

Adopted: January 9, 2008

Appendix D: Ph.D. Candidacy Examination

College of Education and Human Ecology
School of Physical Activity and Educational Services
Workforce Development and Education
Doctoral Candidacy Examination

The following provides an interpretation of the candidacy examination experience as it pertains to the Workforce Development and Education Section.

Purpose of the Candidacy Examination

In general, the purpose of the candidacy examination is to evaluate the student's ability to analyze and the scholarly literature related to workforce development and education and, as appropriate, generates new understandings from this information. The examination demands the highest level of understanding around both general and specific scholarly issues, ideas, research results, and perspectives.

Roles of the Advisory Committee

Ph.D. students in WDE generally have four cognate areas: a major area of study related to workforce development, and three minors. Each of these may require from 12 to 18 credit hours of in-depth course work. Cognates typically consist of one area within WDE, a cognate in research methodology, and two additional cognates based on the individual's academic interests and professional goals. Cognates are identified with the close consultation of the advisor. The program advisory committee consists of one faculty representative from each cognate area.

Members of the program advisory committee have two responsibilities. First, members advise students concerning an appropriate selection of courses necessary to achieve sufficient depth suited to the student's course of study, and which complements the student's research interests. Members approve and sign the student's "Ph.D. Degree Program Sheet."

Second, committee members participate in the candidacy examination process by evaluating the cognate area in a written and oral examination. Students negotiate the examination questions with the advisor and committee members to ensure that all areas are addressed in a way to provide a fair evaluation of the student's competence in each cognate area.

Format for the Candidacy Examination

The candidacy exam consists of written and oral portions. The written exam consists of 12 hours of test time or its equivalent. The written exam may be administered in a sit-down situation or it may be a take-home project, such as a paper suitable for publication, a major literature review, a critical analysis of a topic, or some other suitable written project. Take-home exams may vary in duration. Take-home exams must have defined beginning and end dates; the scope and time involved in take-home exams are negotiated between the committee member and the student.

Following satisfactory completion of the written portion, a two-hour oral portion is conducted. During the oral portion, students are expected to demonstrate a fluency in their areas of study such that they can begin to be recognized as emerging scholars in those areas.

Additional Information

Students are urged to refer to the OSU Graduate School Handbook, Edition 2007 – 2008, pp. 27-29, available on-line at: <http://www.gradsch.ohio-state.edu/Depo/PDF/Handbook/Handbook.pdf> for more information about the candidacy examination.

Appendix G: Courses Offered 2011-12 (Approved)

Program Area: Workforce Development

(Teaching Assignments: Draft for 2011-2012)

Faculty	Course No.	Course Title	Summer 2011	Autumn 2011	Winter 2012	Spring 2012
Dohner	FCS ED 289	Introductory Professional Development in FCS Education			X	
Dohner	FCS ED 640	Workforce Education through Family and Consumer Sciences		X		
Dohner	FCS ED 689.01	Professional Development: Accommodating Diversity		X		
Dohner	FCS ED 689.03	Professional Dev: Context for Improving Teaching and Learning			X	
Dohner	FCS ED 742	Culturally Sensitive Teaching	X			
Dohner	FCS ED 746.01	Instruction for Effective Learning in Family & Consumer Sc. Ed.		X		
Dohner	FCS ED 746.03	Instruction for Problem-Based Learning			X	
Dohner	FCS ED 791.01	Designing Instruction				X
Dohner	FCS ED 791.02	Facilitating Learning in FCS Education				X
Dohner	FCS ED 791.03	Professional Development and Other Supporting Experiences				X
Hawley	PAES 624	Foundations of Workforce Development and Education		X		
Hawley	PAES 648	Adult Literacy Education				
Hawley	PAES 913	Knowledge Generation in Workforce Development and Education				X
Hawley	PAES 914.01	Data Analysis and Evaluation of Workforce Development Policy				
Hawley	PAES 925.40	Intro to Education Policy for Public Leaders (cl PPM 880R06)		X		
Hawley	PAES 961	Comparative Workforce Development Policy			X	
Chaudhuri	PAES 662	Determining Instructional Content of Technical-Skill Training Programs		X		
Chaudhuri	PAES 757	Aspects of Human Resource Development in Workforce Education			X	
N.A.	PAES 811	Occupational Analysis				
Chaudhuri	PAES 665	Making Effective Technical-Skill Presentations (CTD majors)		X		
Chaudhuri	PAES 667	Essentials of Career and Technical Education Curriculum and Instruction (CTD majors)			X	

Chaudhuri	PAES 675	Measuring Student Outcomes in Career and Technical Education (CTD majors)					X
N.A.	PAES 817	Designing training programs					
N.A.	PAES 827	Structured Learning in the Work Setting					
Stein	PAES 912	Scholarly Perspectives of Workforce Development and Education				X	
Chaudhuri	PAES 925.4	Workforce Development and Education Seminar					X
Chaudhuri	PAES 663D	Organizing Technical-Skill Training Programs					X
Nell	PAES 575.02	CTE Inservice I		X			
Nell	PAES 575.03	CTE Inservice II				X	
Nell	PAES 575.04	CTE Inservice III					X
Nell	PAES 575.06	CTE Inservice IV		X		X	X
Nell	PAES 668.01	CTE Clinic I	X				
Nell	PAES 668.02	CTE Inservice I		X			
Nell	PAES 668.03	CTE Inservice II				X	
Nell	PAES 668.04	CTE Inservice III					X
Nell	PAES 668.06	CTE Inservice IV		X		X	X
Pinchak	PAES 575.02	CTE Inservice I		X			
Pinchak	PAES 575.03	CTE Inservice II				X	
Pinchak	PAES 575.04	CTE Inservice III					X
Pinchak	PAES 575.06	CTE Inservice IV	X	X		X	X
Pinchak	PAES 633	Instructional Strategies for Career Based Intervention Programs		X			
Pinchak	PAES 646	Coordination of Cooperative Career and Technical Ed Programs					X
Pinchak	PAES 668.02	CTE Inservice I		X			
Pinchak	PAES 668.03	CTE Inservice II				X	
Pinchak	PAES 668.04	CTE Inservice III					X

Pinchak	PAES 668.06	CTE Inservice IV	X	X	X	X
Pinchak	PAES 678	CBI Clinic	X			
Pinchak	PAES 784	Student teaching in TET		X	X	X
Stein	PAES 649	Theory and Practice of Teaching Adult Learners		X		
Stein	PAES 672	Adult Learning in Society				X
Stein	PAES 701D	Fundamentals of Teaching Adults Online	X			
Stein	PAES 788	Practicum for School Nurses				
Stein	PAES 914.02	Research in Adult Distance Teaching and Learning		X	X	X
Stein	PAES 932	Adult Characteristics and Learning Theory			X	
Zirkle	PAES 665	Making Effective Technical-Skill Presentations		X		
Zirkle	PAES 667	Essentials of Career and Technical Education Curriculum and Instruction	X			
Zirkle	PAES 668.01	CTE Clinic I	X			
Zirkle	PAES 675	Measuring Student Outcomes in Career and Technical Education				X
Zirkle	PAES 911N	Theories of Workforce Development and Education		X		
Zirkle/GTA	PAES 628.01	Classroom Observations (GTA)		X	X	X
Zirkle	PAES 655	Class and Lab Management in CTE	X		X	
Orr ADJUNCT	PAES 622	Business Technology I		X		
Orr ADJUNCT	PAES 623	Business Technology I			X	
Orr ADJUNCT	PAES 632	Software Applications for Business/Industry Teachers and Trainers				X
Briggs ADJUNCT	PAES 646	Coordination of Cooperative Career and Technical Education Programs (pending ODE funding)				
GTA	PAES 628.02	Experience in Business		X	X	X

ADJUNCT	PAES 300	Health Counseling for Elementary Teachers				X
King ADJUNCT	PAES 605	Health Counseling		X		
King ADJUNCT	PAES 635D	School Health Services			X	
King ADJUNCT	PAES 636D	Teaching of Health				X
King ADJUNCT	PAES 637D	Health Agencies				X