



The University of Georgia

University Council
Athens, Georgia 30602

UNIVERSITY CURRICULUM COMMITTEE – 2011-2012

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Undergraduate Student Representative – Mr. Marshall Mosher

Graduate Student Representative – Mr. Zachary Watne

Dear Colleagues:

The attached proposal for the following change in the College of Education will be an agenda item for the April 18, 2012, Full University Curriculum Committee meeting:

Change the name of the major:

FROM: Elementary Education (Ph.D.)

TO: Educational Theory and Practice (Ph.D.)

Terminate the majors in:

Early Childhood Education (Ph.D.)

Social Studies Education (Ph.D.)

Middle School Education (Ph.D.)

Sincerely,

David E. Shipley, Chair
University Curriculum Committee

cc: Provost Jere W. Morehead
Dr. Laura D. Jolly



The University of Georgia

College of Education
Department of Elementary and Social Studies Education

December 16, 2011

Dr. James Marshall
Associate Dean for Academic Programs
College of Education
University of Georgia

Dear Dr. Marshall,

On December 8, 2011, the faculty of the Department of Elementary and Social Studies Education voted to combine our four existing Ph.D. degrees into one degree we are calling Educational Theory and Practice. We propose to do this by terminating the Early Childhood, Middle School, and Social Studies Ph.D.s and turning the current Elementary Education Ph.D. into the new degree.

Students currently enrolled in one of the four departmental Ph.D. programs will be offered the option of either switching to one of the areas of emphasis in the new Ph.D. program or finishing under their old degree.

Sincerely,

Ronald Butchart

Professor and Chair

Executive Summary

This is a proposal to combine the four existing Ph.D. programs currently offered by the Department of Elementary and Social Studies Education into one Ph.D. with five emphasis areas. The mechanism we are using to achieve this unification of the departmental Ph.D. programs is to terminate three degrees and rename and revise the fourth. The Ph.D. programs that we propose for termination are *Early Childhood Education*; *Middle School Education*; and *Social Studies Education*. The *Elementary Education* Ph.D. will be renamed *Educational Theory and Practice* and used as the basis for creating a new unified Ph.D. that will include five emphasis areas: Early Childhood Education, Elementary Education, Middle Grades Education, Social Studies Education, and Teacher Education.

Rationale

There are several reasons for this change: It makes more sense to have one rather than four separate Ph.D. programs in a department our size (22 faculty). A single program with emphasis areas will promote greater cohesion of our faculty and greater camaraderie among our doctoral students, and it will also reduce administrative duplication and streamline admitting, advising, and graduating students. Most importantly, it will allow us to offer students a Ph.D. experience that integrates theory and practice across emphasis areas and better prepares and positions them for the careers that await them.

The new emphasis area in Teacher Education allows us to build on the interests and strengths of many of our faculty. It is also consistent with our College's commitment to quality practice in and scholarship on teacher education. Our department is home to the largest teacher education programs in the College, to several doctoral-level courses on teacher education, and to a critical mass of faculty who are scholars of teacher education and who are centrally involved in professional development school partnerships. The emphasis area in Teacher Education affords doctoral students interested in issues of pre- and in-service professional development an intellectual space to engage in the scholarship of teacher education as well as position themselves favorably for the job market. While the Teacher Education emphasis area will be a component of our Department's new Ph.D. program, we anticipate that faculty members in other departments who do scholarship on teacher education will become program faculty in this area.

Program Overview

Faculty and graduate students in the *Educational Theory and Practice* (ETAP) Ph.D. program study and conduct research on philosophical, political, and social ideas, issues, and concerns as they are enacted in schooling, cultures, and pedagogies. The program is structured around a shared core and five emphasis areas: early childhood education, elementary education, middle grades education, social studies education, and teacher education. A central feature of the program is the integration of theory and practice.

The ETAP Ph.D. program provides a strong philosophical, theoretical, research-based, and practical understanding of teaching, learning, and educational environments for educators who intend to assume positions as researchers, teacher educators, teacher leaders, and policymakers. As scholars, we are committed to questioning and furthering theory, research, and practice as we apply and develop perspectives that include psychosocial, critical, historical, phenomenological, post-structural, sociological, postmodern, cross-cultural, international-comparative, postcolonial, feminist, and queer-theory approaches.

Doctoral students entering the ETAP Ph.D. program join a highly engaged community of scholars with diverse interests. Professors in the ETAP Ph.D. work internationally, nationally, and locally with particular attention to the political and social contexts of children, communities, and education; conduct research in many different areas; and draw from diverse research traditions. In each emphasis area we embrace and explore emerging issues, contradictions, and possibilities.

The Ph.D. degree has 43 credit hours of required coursework, plus comprehensive exams and a dissertation. The courses are divided into 9 credit hours of core seminars, 12 credit hours of research methods, and 22 credit hours in the area of emphasis, made up of required and elective courses offered by faculty in ESSE and in other departments:

ETAP Core (9 credit hours)

ESSE 9110 (3) Orientation Seminar
ESSE 8050 (3) Teacher Education Research and Practice
ESSE 9130 (3) Writing Seminar

Research Methods (12 credit hours)

EDEC, EDEL, EDEM, or EDMG 9300 plus three more courses to be chosen by student and Ph.D. committee. For example:

QUAL 8400
ESSE/QUAL 8555
ESSE 9120
EDEC 9300

Emphasis Area (22 credit hours)

A 1-credit Teaching Internship in the area of emphasis, three emphasis core courses, and four courses to be chosen by the student in consultation with the Ph.D. committee.

Emphasis Areas

We present here brief summaries of the core ideas and goals of each of the emphasis areas, the required courses for each emphasis area, and a list of the ESSE faculty who will work with doctoral students in each area, with the emphasis leaders' names in italics. We anticipate that faculty from other departments will apply to be adjunct faculty in each of the emphasis areas.

Early Childhood Education

This Ph.D. emphasis area focuses on the study of young children; the adults who educate and care for them; the educational and care settings that serve them; and curriculum, pedagogy, and policy issues in early childhood education. Our faculty areas of interest and expertise as well as our course offerings emphasize issues of diversity in ability, culture, language, and social class manifested in children, practitioners, families, and early care and education settings; immigration and multiculturalism; socio-cultural, political, and historical contexts; and international/comparative studies of early schooling.

This emphasis area addresses the needs and challenges of early childhood education and care locally, nationally, and globally by drawing on diverse theories and research traditions. Graduates of this program are prepared for careers as Early Childhood Education researchers, teacher educators, leaders and policy-makers.

Required Courses (10 credits)

- EDEC 9XXX: History of Early Childhood Education (3-credit)
- EDEC 9XXX: Theory in Early Childhood Education (3-credit)
- EDEC 8990: Research Seminar in Early Childhood Education (3-credit)
- EDEC 9140: Teaching Internship (1 credit)

Elective Courses (12 credits)

These courses will be selected from offerings either inside or outside the Department of Elementary and Social Studies Education. Examples of these elective courses include but are not limited to courses on anthropology, arts education, counseling, family studies, health and physical education, history, philosophy, psychology, sociology, special education, and subject area courses (e.g., language and literacy, mathematics education, and science education) related to early childhood education.

Core faculty: *Joseph Tobin*, Martha Alleksaht-Snider, Janna Dresden, Stephanie Jones, Kyunghwa Lee, Amy Parks

Elementary Education

This Ph.D. emphasis area focuses on the study of elementary school children; the adults who educate them; the educational settings and social contexts that serve them; and curriculum and policy issues in Elementary Education. We see the field of elementary education as an intellectual space in which scholars focus broadly on issue(s) that cut across content areas and other fields such as curriculum theory, pedagogy, and social contexts of education.

This emphasis area addresses the needs and challenges of elementary education locally, nationally, and globally. Graduates of this emphasis area are prepared for careers as Elementary Education researchers, teacher educators, leaders, and policy-makers. The emphasis area focuses on the diversity of learners, practitioners, families, and settings; multiculturalism; socio-cultural contexts; and international/comparative studies as they take lived shape in Elementary Education.

Required Courses (10 credits)

- EDEL 9XXX: (3) Theories and Critique of Elementary Education.
- EDEL 9XXX: (3) Discourses of Elementary Education.
- EDEL 9XXX: (3) Philosophies and Pedagogies in Elementary Schooling.
- EDMS 9140: (1) Teaching Internship

Elective courses (12 credits)

These courses may be selected from offerings either inside or outside the Department of Elementary and Social Studies Education. Because of the interdisciplinary focus of elementary education, most doctoral students in this emphasis area will be encouraged to take courses outside of the department of elementary and social studies education. The elective courses will be decided based upon the scholarly interests of the student and in collaboration with the major advisor. Examples of these elective courses include but are not limited to courses in mathematics education, science education, language and literacy education, special education, philosophy, gifted and creative education, educational psychology, instructional technology, educational administration and policy, geography, anthropology.

Core faculty: *Mark Vagle, Cheryl Fields-Smith, Lew Allen, Martha Alleksaht-Snider, Betty Bisplinghoff, Cynthia Dillard, Denise Glynn, Jennifer James, Stephanie Jones, Tina Love, Ajay Sharma, Beth Tolley*

Middle Grades Education

This Ph.D. emphasis area focuses on the study of young adolescents and middle grades education within continually shifting institutional, socio-cultural, discursive, and political contexts; adult stakeholders who impact middle grades education (e.g., teachers, administrators, teacher educators, families, policymakers); teaching and learning of the content areas in the context of middle grades education (e.g., language & literacy, mathematics, science, & social studies); structure and organization of educational

environments serving young adolescents (e.g., public and private schools, after-school programs, community-based organizations); middle grades school improvement efforts; and curriculum, pedagogy, policy, and social justice issues in middle grades education.

This emphasis area addresses the needs and challenges of middle grades education locally, nationally, and globally. Graduates of this emphasis area are prepared to offer different forms of intellectual leadership and advocacy in Middle Grades Education including research; teacher education and other teaching in higher education; and leadership positions in local, state, regional, national, or international institutions or agencies. These different forms of leadership are not mutually exclusive, but the relative emphasis given to each varies among students. Graduates with this emphasis have become educational researchers at both large and small universities and colleges, teacher educators, policy makers, instructional coaches, directors of professional development, and practicing teachers or administrators.

Required Courses. 9 credits, three 3-credit courses from the following options:

EDMS 9030: Young Adolescents and Schools
EDMS 9080: Theory and Practice in Middle Grades Curriculum
EDMS 9090: Socio-cultural Issues in Early Adolescence
EDMS 9120: Comparative & International Perspectives in Middle Grades Education
EDMS 9150: School Reform and Young Adolescents
EDMS 91XX: Critical and Post-Structural Theories in Middle Grades Education
EDMS 92XX: English Language Learners in Middle Grades Education

EDMS 9140: Teaching Internship (1 credit)

4 elective courses (12 credits)

These courses may be selected from offerings either inside or outside the Department of Elementary and Social Studies Education. Examples of these elective courses include but are not limited to courses on anthropology, arts education, counseling, education law, educational policy, history, learning communities and professional development, philosophy, psychology, sociology, special education, subject area courses (e.g., language and literacy, mathematics education, science education, and social studies education), and supervision related to middle grades education.

Core faculty: *Gayle Andrews*, Cory Buxton, Denise Glynn, Ajay Sharma, Katherine Thompson, Mark Vagle.

Social Studies Education

This Ph.D. emphasis area is for those students who wish to research any of the various theoretical and disciplinary areas, problems, and practices related to the field of social studies. The primary focus of the emphasis area is a continuing development of theory and research on the teaching and learning of the social studies. Just as there are a wide variety of disciplines within, and approaches to, social studies education, there are many possibilities available for doctoral study. Although social studies education doctoral students have the

opportunity to engage with the history and current status of social studies education research, there are also opportunities for students to bring other fields of inquiry to the social studies. Faculty members in the social emphasis area, for example, borrow from various research methodologies (narrative inquiry, self-study, and discourse analysis) and wide varieties of theoretical perspectives (feminism, pragmatism, critical theory) to focus their research in social studies education.

Graduates whose emphasis area is in Social Studies Education can position themselves for research and clinical faculty positions, teacher leadership positions, or for further classroom teaching practice in social studies education.

Required courses (10 credits)

ESOC 8010: (3) History of Social Studies Education
ESOC 8990: (3) Research Seminar in Social Science Education
ESOC 9630: (3) Critique of Educational Literature in Social Science Education
ESOC 9140: Teaching Internship (1 credit)

4 elective courses (12 credits)

These courses will be selected from offerings either inside or outside the Department of Elementary and Social Studies Education. Because of the interdisciplinary focus of social studies education, most doctoral students in this emphasis area will be encouraged to take courses outside of the department of elementary and social studies education. The elective courses will be decided based upon the scholarly interests of the student and in collaboration with the major advisor. Examples of these elective courses include but are not limited to courses in history, philosophy, geography, economics, political science, anthropology, language and literacy.

Core faculty: *Todd Dinkelman, James Garrett*, Ronald Butchart, Jennifer James

Teacher Education

This Ph.D. emphasis area is designed for those who seek to engage in research on or within the contexts of teacher education. Teacher education occurs as formal and alternative preparation programs, as in-service professional development and continuing education experiences as well as within mentoring and supervision relationships that bridge across university and Prek-12 settings. Students pursuing an emphasis in *Teacher Education* will explore teacher education as it manifests in these multiple and varied contexts, by engaging in ongoing practice of, reflection on, study of, and collaborative sense making about teacher education in its many forms. Faculty working within this emphasis area are committed to being and preparing teachers to be advocates for children, for communities, for learning and for their profession.

This emphasis area situates teacher education amid institutional, discursive, socio-cultural and political contexts that continuously shape and reshape the meanings and purposes ascribed to it. Graduates of this emphasis area are prepared for careers as aspiring and

practicing teacher educators, instructional coaches, administrators, supervisors, and university faculty.

Required Courses (10 credits)

ESOC 9600: (3) Pedagogies of Teacher Education.
ESSE 9010: (3) Diversity and Democracy in Teacher Education.
EDEC 8180: (3) Research in Multicultural Teacher Education.
ESSE 9140: Teaching Internship (1 credit)

4 elective courses (12 credits):

These courses may be selected from offerings either inside or outside the Department of Elementary and Social Studies Education. Because of the interdisciplinary focus of teacher education, most doctoral students in this emphasis area will be encouraged to take courses outside of the department of elementary and social studies education. The elective courses will be decided based upon the scholarly interests of the student and in collaboration with the major advisor. Examples of these elective courses include but are not limited to courses in mathematics education, science education, language and literacy education, special education, adult education, gifted and creative education, educational psychology, philosophy, instructional technology, educational administration and policy. Such courses include:

EMAT 8020: Advanced Study of Mathematics Teaching and Teacher Education
EMAT 7200: Mentoring in Mathematics Education
SPED 9940: College Teaching in Special Education
ESCI 9730: Science Teacher Education: Theory and Practice
EADU 8090: Adult Development and Instruction
LLED 7035: Coaching for Teacher Change
WFED 7480: Reflective Practice Among Teachers
EDAP 8150: Learning Communities and Professional Development

Core faculty: *Martha Allexsabt-Snider, Jennifer James, Lew Allen, Gayle Andrews, Betty Bisplinghoff, Ronald Butchart, Janna Dresden, James Garrett, Amy Parks, Bettina Love, Katherine Thompson, Mark Vagle*

Admissions Process and Requirements

All application, admissions processes and requirements remain the same as those of the existing Elementary Education Ph.D. To be considered for admission to the program, applicants should have (a) a bachelor's degree from an accredited institution and (b) a master's degree from an accredited institution. All admissions standards will be in accordance with Graduate School guidelines.

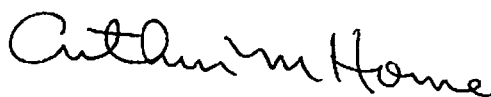
Request to Terminate Degree Programs

1. Institution: University of Georgia
2. School: College of Education
3. Department: Elementary and Social Studies Education
4. Program Degree: Ph.D. degrees in:
 - Early Childhood Education
 - Social Studies Education
 - Middle School Education
5. Request to terminate
6. Last date students will be admitted: May 1, 2012
7. Last date students will graduate from these programs: up to the maximum time allowed by the graduate school.
8. The old programs are being combined into a single Ph.D. program with areas of emphasis.
9. Students in the old programs, including those admitted in the spring of 2012, will be given the option, once the new Ph.D. program is approved, to either complete the program to which they were originally admitted or to switch to the new program and meet its requirements.
10. Signatures:

Department Head:



Dean of the College of Education:



Dean of the Graduate School:

