



The University of Georgia

University Council
Athens, Georgia 30602

August 15, 2012

UNIVERSITY CURRICULUM COMMITTEE – 2012-2013

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Undergraduate Student Representative

Graduate Student Representative

Dear Colleagues:

At the April 18, 2012, University Curriculum Committee meeting, the committee approved the request from the College of Education to combine several majors into one major. This included renaming one major and terminating the remaining majors:

Major Name Change:

From: Elementary Education (Ph.D.)

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

Major Terminations:

Early Childhood Education (Ph.D.)

Social Studies Education (Ph.D.)

Middle School Education (Ph.D.)

The College is now requesting official areas of emphasis under the newly renamed major. The original proposal did not include a request for official areas of emphasis even though the areas were included in the proposal. The request for the following areas of emphasis will be an agenda item for the August 22, 2012, Full University Curriculum Committee meeting:

Area of Emphasis in Early Childhood Education
Area of Emphasis in Elementary Education
Area of Emphasis in Middle Grades Education
Area of Emphasis in Social Studies Education
Area of Emphasis in Teacher Education

Sincerely

A handwritten signature in dark ink, appearing to read "David Shipley". The signature is written in a cursive style with a long, sweeping tail that extends to the right.

David E. Shipley, Chair
University Curriculum Committee

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

PROPOSAL FOR AREA OF EMPHASIS

School/College: College of Education
Department/Division: Elementary and Social Studies Education
Major: Ph.D. in Educational Theory and Practice

If major has more than one area of emphasis, submit all areas of emphasis under one major together. A course may appear in more than one area of emphasis, but each area of emphasis should have a distinct focus.

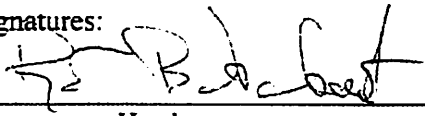
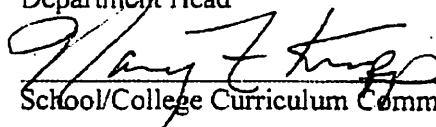

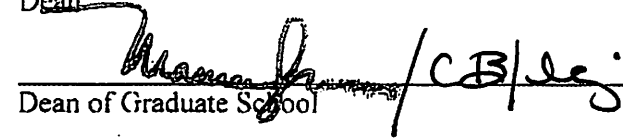
Major Requirements: Attach a list of requirements for the major. Undergraduate programs may attach a copy of the major requirements from the online bulletin. Graduate programs may provide a list of general requirements for the major.

Area of Emphasis Title (as it will appear in the Bulletin):
Early Childhood Education
Elementary Education
Middle Grades Education
Social Studies Education
Teacher Education

Proposed starting date: Spring, 2013

Area of Emphasis Description: Include prefixes, numbers and titles of required courses, number of credit hours required; residency requirements (if any); and grade requirements (if any). Graduate Areas of Emphasis may refer to groups of courses if necessary.

Signatures:

	Elementary Social Studies Ed	12 Jan 12
Department Head	Department	Date
	College of Educ.	31-Jan-12
School/College Curriculum Committee Chair	School/College	Date
		2/20/12
Dean	College of Education	Date:
		April 30, 2012
Dean of Graduate School		Date
_____	_____	_____
University Curriculum Committee Chair		Date

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 to Doctoral Studies in Elementary and Social Studies Education
ESSE 8050 (3) Theory and Research on Teaching
ESSE 9130 (3) Writing Seminar in Elementary and Social Studies Education

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
QUAL(ESSE) 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 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 and literacy, mathematics, science, and 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. 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 and 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
- and
- 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) Research in Social Science 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: Internship: Supervision of Special Education Teachers
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.

Sample Program of Study

Ph.D. in Educational Theory and Practice with an emphasis in **Teacher Education**

Year	Fall Semester	Spring Semester
1	<p>ESSE 9110: Orientation to Doctoral Studies in ESSE (3) [ETAP Core 1]</p> <p>QUAL 8400: Qualitative Research Traditions (3) [Research Core 1]</p> <p>ESOC 9600: Research in Social Science Education (3) [TE Emphasis Core 1]</p>	<p>ESSE 91XX: Research and Practice of Teacher Education (3) [ETAP Core 2]</p> <p>QUAL 8410: Designing Qualitative Research (3) [Research Core 2]</p> <p>EDEC 8070: Research and Perspectives on Teacher Education: PreK to Grade 8 (3) [TE Emphasis Elective 1]</p>
2	<p>QUAL(ERSH) 8575: Mixed Methods Approaches to Research (3) [Research Core 3]</p> <p>EDEC 8180: Research in Multicultural Teacher Education (3) [TE Emphasis Elective 2]</p> <p>EADU 8090: Adult Development and Instruction (3) [TE Emphasis Elective 3]</p> <p>EDEL 9140: Teaching Internship in Teacher Education (1) [TE Emphasis Core 2]</p>	<p>QUAL 8420: Analyzing Qualitative Data (3) [Research Core 4]</p> <p>ESSE 9010: Diversity and Democracy in Teacher Education (3) [TE Emphasis Elective 4]</p> <p>EDAP 8150: Learning Communities and Professional Development (3) [TE Emphasis Elective 5]</p>
3	<p>ESSE 9130: Writing Seminar in ESSE (3) [ETAP Core 3]</p> <p>EDEC 8190: Mentoring in Learning to Teach (3) [TE Emphasis Elective 6]</p>	<p>EDEL 9300: Doctoral Dissertation</p>
4	<p>EDEL 9300: Doctoral Dissertation Graduation</p>	

ETAP Core (9 credit hours)

ESSE 9110 (3) Orientation to Doctoral Studies in Elementary and Social Studies Education (year 1 Fall)

ESSE 9XXX (3) Research and Practice of Teacher Education (year 1 spring)

ESSE 9130 (3) Writing Seminar in ESSE (year 3 fall)

Research Methods (12 credit hours)

EDEL 9300 plus 3 courses to be chosen by student and Ph.D. committee. For example:

QUAL 8400 (year 1 fall)

QUAL 8410 (year 1 spring)

QUAL 8575 (year 2 fall)

Emphasis Area (22 credit hours)

7 courses to be chosen by student and Ph.D. committee with 9140 (1) Teaching Internship in the area of emphasis:

Course #1: ESOC 9600 (year 1 fall) **(required)**

Course #2: EDEC 8070 (year 1 spring) **(elective)**

Course #3: EDEC 8180 (year 2 fall) **(elective)**

Course #4: EADU 8090 (year 2 fall) **(elective)**

Course #5: ESSE 9010 (year 2 spring) **(elective)**

Course #6: EDAP 8150 (year 2 spring) **(elective)**

Course #7: EDEC 8190 (year 3 fall) **(elective)**

Teaching internship: TEED 9140 (year 2 fall) **(required)**

Sample Program of Study

Ph.D. in Educational Theory and Practice with an emphasis in **Early Childhood Education**

Year	Fall Semester	Spring Semester
1	<p>ESSE 9110: Orientation to Doctoral Studies in ESSE (3) [ETAP Core 1]</p> <p>QUAL 8400: Qualitative Research Traditions (3) [Research Core 1]</p> <p>EDEC 9XXX: History of Early Childhood Education (3) [ECE Emphasis Core 1]</p>	<p>ESSE 91XX: Research and Practice of Teacher Education (3) [ETAP Core 2]</p> <p>QUAL(ESSE) 8555: Interpretive Research with Children (3) [Research Core 2]</p> <p>EDEC 9XXX: Theory in Early Childhood Education (3) [ECE Emphasis Core 2]</p>
2	<p>ESSE/QUAL 8XXX: Video Ethnography (3) [Research Core 3]</p> <p>EDEC 8990: Research Seminar in Early Childhood Education (3) [ECE Emphasis Core 3]</p> <p>EDEC 8201: Social, Economic, and Political Perspectives in the Education of Young Children: Birth to 8 years (3) [ECE Emphasis Elective 1]</p> <p>EDEC 9140: Teaching Internship in Early Childhood Education (1) [ECE Emphasis]</p>	<p>ESSE 9120: ESSE Research Internship (3) [Research Core 4]</p> <p>ESSE 8140: Cross-Cultural Perspectives on Learning Environments for Children and Young Adolescents (3) [ECE Emphasis Elective 2]</p> <p>ESSE 8300: Children's Development of Self: Learning to Become a Competent Member of a Culture (3) [ECE Emphasis Elective 3]</p>
3	<p>ESSE 9130: Writing Seminar in ESSE (3) [ETAP Core 3]</p> <p>ESSE 9150: Dissertation Proposal Development Seminar (3) [ECE Emphasis Elective 4]</p>	<p>EDEC 9300: Doctoral Dissertation</p>
4	<p>EDEC 9300: Doctoral Dissertation Graduation</p>	

ETAP Core (9 credit hours)

ESSE 9110 (3) Orientation Seminar (year 1 Fall)

ESSE 9XXX (3) Research and Practice of Teacher Education (year 1 spring)

ESSE 9130 (3) Writing Seminar (year 3 fall)

Research Methods (12 credit hours)

EDEC 9300 plus 3 courses to be chosen by student and Ph.D. committee. For example:

QUAL 8400 (year 1 fall)

QUAL 8410 (year 1 spring)

QUAL 8575 (year 2 fall)

Emphasis Area (22 credit hours)

7 courses to be chosen by student and Ph.D. committee with

9140 (1) Teaching Internship in the area of emphasis:

Course #1: EDEC 9XXX (year 1 fall)

Course #2: EDEC 9XXX (year 1 spring)

Course #3: EDEC 8990 (year 2 fall)

Course #4: EDEC 8201 (year 2 fall)

Course #5: ESSE 8140 (year 2 spring)

Course #6: ESSE 8300 (year 2 spring)

Course #7: ESSE 9150 (year 3 fall)

Teaching internship: EDEC 9140 (year 2 fall)

Sample Program of Study

Ph.D. in Educational Theory and Practice with an emphasis in **Elementary Education**

Year	Fall Semester	Spring Semester
1	<p>ESSE 9110: Orientation to Doctoral Studies in ESSE (3) [ETAP Core 1]</p> <p>QUAL 8400: Qualitative Research Traditions (3) [Research Core 1]</p> <p>EDEL 9XXX: Theories and Critique of Elementary Education (3) [ELE Emphasis Core 1]</p>	<p>ESSE 91XX: Research and Practice of Teacher Education (3) [ETAP Core 2]</p> <p>QUAL 8410: Designing Qualitative Research (3) [Research Core 2]</p> <p>EDEL 9XXX: Neoliberalism and Elementary Education (3) [ELE Emphasis Elective 1]</p>
2	<p>QUAL(ESSE)8587: Practicing Phenomenological Research (3) [Research Core 3]</p> <p>EDEL 9XXX: Discourses of Elementary Education (3) [ELE Emphasis Elective 2]</p> <p>LLED 8045: Special Topics in Language and Literacy Education (3) [ELE Emphasis Elective 3]</p> <p>EDEL 9140: Teaching Internship in Elementary Education (1) [ELE Emphasis Core 2]</p>	<p>QUAL 8420: Analyzing Qualitative Data (3) [Research Core 4]</p> <p>ESSE/WMST 8400: Feminist Perspectives in Elementary Education (3) [ELE Emphasis Elective 4]</p> <p>GEOG 8620: Seminar in Economic Geography(3) [ELE Emphasis Elective 5]</p>
3	<p>ESSE 9130: Writing Seminar in ESSE (3) [ETAP Core 3]</p> <p>EDEL 9XXX: Phenomenological Philosophies and Pedagogies in Elementary Schooling (3) [ELE Emphasis Elective 6]</p>	<p>EDEL 9300: Doctoral Dissertation</p>
4	<p>EDEL 9300: Doctoral Dissertation Graduation</p>	

ETAP Core (9 credit hours)

ESSE 9110 (3) Orientation Seminar (year 1 Fall)

ESSE 9XXX (3) Research and Practice of Teacher Education (year 1 spring)

ESSE 9130 (3) Writing Seminar (year 3 fall)

Research Methods (12 credit hours)

EDEL 9300 plus 3 courses to be chosen by student and Ph.D. committee. For example:

QUAL 8400 (year 1 fall)

QUAL 8410 (year 1 spring)

QUAL 8575 (year 2 fall)

Emphasis Area (22 credit hours)

7 courses to be chosen by student and Ph.D. committee with 9140 (1) Teaching Internship in the area of emphasis:

Course #1: EDEL 9XXX (year 1 fall) **(required)**

Course #2: EDEL 9XXX (year 1 spring) **(elective)**

Course #3: EDEL 9XXX (year 2 fall) **(elective)**

Course #4: LLED 8045 (year 2 fall) **(elective)**

Course #5: ESSE/WMST 8400 (year 2 spring) **(elective)**

Course #6: GEOG 8620 (year 2 spring) **(elective)**

Course #7: EDEL 9XXX (year 3 fall) **(elective)**

Teaching internship: EDEL 9140 (year 2 fall) **(required)**

Sample Program of Study

Ph.D. in Educational Theory and Practice with an emphasis in **Middle Grades Education**

Year	Fall Semester	Spring Semester
1	<p>ESSE 9110: Orientation to Doctoral Studies in ESSE (3) [ETAP Core 1]</p> <p>QUAL 8400: Qualitative Research Traditions (3) [Research Core 1]</p> <p>EDMS 9030: Young Adolescents and Schools (3) [MGE Emphasis Core 1]</p>	<p>ESSE 8050: Theory and Research on Teaching Teacher Education Research and Practice (3) [ETAP Core 2]</p> <p>QUAL 8410: Designing Qualitative Research (3) [Research Core 2]</p> <p>EDMS 9080: Theory and Practice in Middle Grades Curriculum (3) [MGE Emphasis Core 2]</p>
2	<p>QUAL 8510: Theories in Qualitative Design (3) [Research Core 3]</p> <p>EDMS 9120: Comparative and International Perspectives in Middle Grades Education (3) [MGE Emphasis Core 3]</p> <p>EDAP 8390: School-Community Relations (3) [MGE Emphasis Elective 1]</p> <p>EDMS 9140: Teaching Internship in Middle Grades Education (1) [MGE Emphasis]</p>	<p>EDMS 93XX: Issues of Equity and Justice in Middle Grades Education [MGE Emphasis Elective 2]</p> <p>EDAP 8040: Social Psychology of Schools (3) [MGE Emphasis Elective 3]</p> <p>ESSE 9120: ESSE Research Internship (3) [Research Core 4]</p>
3	<p>EDMS 9630: Critique of Literature in Middle Grades Education (3) [MGE Elective 4]</p> <p>ESSE 9130: Scholarly Writing Seminar in ESSE (3) [ETAP Core 3]</p>	<p>EDMS 9300: Doctoral Dissertation</p>
4	<p>EDMS 9300: Doctoral Dissertation Graduation</p>	

ETAP Core (9 credit hours)

ESSE 9110 (3) Orientation Seminar (year 1 Fall)

ESSE 8050 (3) Teacher Education Research and Practice (year 1 spring)

ESSE 9130 (3) Writing Seminar (year 3 fall)

Research Methods (12 credit hours)

EDMS 9300 plus 3 courses to be chosen by student and Ph.D. committee. For example:

QUAL 8400 (year 1 fall)

QUAL 8410 (year 1 spring)

QUAL 8575 (year 2 fall)

Emphasis Area (22 credit hours)

7 courses to be chosen by student and Ph.D. committee

9140 (1) Teaching Internship in the area of emphasis

Course #1: EDMS 9030 (year 1 fall)

Course #2: EDMS 9080 (year 1 spring)

Course #3: EDMS 9120 (year 2 fall)

Course #4: EDAP 8390 (year 2 fall)

Course #5: EDMS 93XX (year 2 spring)

Course #6: EDAP 8040 (year 2 spring)

Course #7: EDMS 9630 (year 3 fall)

Teaching internship: EDMS 9140 (year 2 fall)

Sample Program of Study

Ph.D. in Educational Theory and Practice with an emphasis in **Social Studies Education**

Year	Fall Semester	Spring Semester
1	<p>ESSE 9110: Orientation to Doctoral Studies in ESSE (3) [ETAP Core 1]</p> <p>QUAL 8400: Qualitative Research Traditions (3) [Research Core 1]</p> <p>ESOC 8990: Research Seminar in Social Studies Education (3) [ESOC Emphasis Core 1]</p> <p>ESOC 9140: Teaching Internship in Social Studies Education (1)</p>	<p>ESSE 8050: Teacher Education Research and Practice (3) [ETAP Core 2]</p> <p>QUAL 8410: Designing Qualitative Research (3) [Research Core 2]</p> <p>ESOC 8010: History of Social Studies Education (3) [ESOC Emphasis Core 2]</p>
2	<p>QUAL 8510: Theories in Qualitative Design (3) [Research Core 3]</p> <p>ESOC 9630: Critique of Educational Literature in Social Studies Education (3) [ESOC Core 3]</p> <p>LLED 8585: Foucault and Education (3) [ESOC Emphasis Elective 1]</p>	<p>HIST 8860: Seminar in History (3) [ESOC Emphasis Elective 2]</p> <p>ESOC 9600: Research in Social Science Education Pedagogies of Teacher Education (3) [ESOC Emphasis Elective 3]</p> <p>ESSE 9120: Research Internship (3) [Research Core 4]</p>
3	<p>READ 8300: Culture, Literacy & the Classroom (3) [ESOC Elective 4]</p> <p>ESSE 9130: Writing Seminar in ESSE (3) [ETAP Core 3]</p>	<p>EDMS 9300: Doctoral Dissertation</p>
4	<p>EDMS 9300: Doctoral Dissertation Graduation</p>	

ETAP Core (9 credit hours)

ESSE 9110 (3) Orientation to Doctoral Studies in Elementary and Social Studies Education Seminar (year 1 Fall)

ESSE 8050 (3) Theory and Research on Teaching (year 1 spring)

ESSE 9130 (3) Writing Seminar in ESSE (year 3 fall)

Research Methods (12 credit hours)

EDMS 9300 plus 3 courses to be chosen by student and Ph.D. committee. For example:

QUAL 8400 (year 1 fall)

QUAL 8410 (year 1 spring)

QUAL 8575 (year 2 fall)

Emphasis Area (22 credit hours)

ESOC 8010: History of Social Studies Education (required)

ESOC 8990: Research Seminar in Social Science Education (required)

ESOC 9630: Critique of Educational Literature in Social Science Education (required)

HIST 8860: Gender in History (elective)

READ 8300: Culture, Literacy, and the Classroom (elective)

ESOC 9600: Research in Social Science Education (elective)

LLED 8585: Foucault and Education (elective)

ESOC 9140 (1 hour) Teaching Internship in the area of emphasis