

 FLORIDA ATLANTIC UNIVERSITY	COURSE CHANGE REQUEST Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner Posted _____ Catalog _____
	Department Curriculum, Culture and Educational Inquiry College Education		
Current Course Prefix and Number EDG 7938		Current Course Title Doctoral Seminar	
<i>Syllabus must be attached for ANY changes to current course details. See <u>Guidelines</u>. Please consult and list departments that may be affected by the changes; attach documentation.</i>			
Change title to: Foundations of Curriculum Inquiry Change prefix From: To: Change course number From: To: Change credits* From: To: Change grading From: To:		Change description to: This course should be taken immediately after the candidate is admitted to the doctoral program. It is designed as an introduction to the process of doctoral studies, and the nature and purpose of educational research in curriculum and instruction Change prerequisites/minimum grades to: Change corequisites to: Change registration controls to: Please list existing and new pre/corequisites, specify AND or OR and include minimum passing grade.	
Effective Date <small>(TERM & YEAR)</small> FALL 2018		Terminate course List final active term	
Faculty Contact/Email/Phone Dr. Sabrina Sembiante ssembiante@fau.edu 561.297.4616			
Approved by Department Chair _____ College Curriculum Chair _____ College Dean _____ UGPC Chair _____ UGC Chair _____ Graduate College Dean _____ UFS President _____ Provost _____		Date 3-14-18 3/14/18 3/14/18 _____ _____ _____ _____	

Email this form and syllabus to UGPC@fau.edu one week before the UGPC meeting.

GRADUATE COLLEGE

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Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University



EDG 7938-00: ~~Foundations of Curriculum Inquiry~~ **Doctoral Seminar**
Semester; Date/time ; Room #; CRN #:

Instructor:
Email:

Office Hours:
Telephone:

COURSE DESCRIPTION:

~~This course should be taken immediately after the candidate is admitted to the doctoral program. It is designed as an introduction to the process of doctoral studies, and the nature and purpose of educational research in curriculum and instruction. This course should be taken immediately after the candidate is admitted to the doctoral program. It is designed as an introduction to the process of doctoral studies, and the nature and purpose of educational research in curriculum and instruction.~~

3 credits

REQUIRED TEXTS:

Pinar, W. (2013). *Curriculum studies in the United States. Present circumstances, intellectual histories*. New York, NY: Palgrave Macmillan.

Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York, NY: Continuum.

A packet of readings will be made available electronically.

RECOMMENDED RESOURCES

American Psychological Association. (2007). *Publications Manual of the American Psychological Association* (6th ed.). Washington, D.C.: American Psychological Association

COURSE OBJECTIVES:

The course is designed to support students' ability to:

1. Discuss the intersections among theory, research, practice and policy in their chosen field of study in curriculum and instruction
2. Identify the implications of diverse research paradigms in the design of research projects and their contributions to meaningful and equitable praxis in education
3. Evaluate research studies to identify characteristics of effective research designs and positive community impact

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4. Participate in a variety of data gathering/ community learning experiences - including attendance at departmental, college and university events, and/or conference presentations
 5. Develop insights on the social, cultural, procedural, and intellectual facets of CCEI's doctoral program
 6. Critically reflect on their role as an emerging scholar in the context of diverse communities of practice
- (All objectives link to CAEP standard 1.1.4 (Content Knowledge) and 1.1.9 – Professional Learning and Ethical Practice)

COURSE REQUIREMENTS:

A proposal for 're-framing' education	15%
Presentation on theorist	15%
Analysis of a study	20%
Final paper	30%
Participation	20%
- Weekly presentations	
- Reports on program-related activity	
- Contributions to collective learning	

A proposal for re-framing education (15%)

Drawing on your readings and class discussion, present a proposal for re-framing a topic of interest highlighting how such re-framing can result in better/ more equitable outcomes for students, teachers and/or communities. You need to present the problems of traditional framing and clearly articulate (provide evidence, where appropriate) how your proposal will result in the anticipated outcomes. You are encouraged to pick a particular audience (e.g. teachers, parents, leaders) and write in a genre (open letter; research brief; blog) and style that makes the scholarship you have reviewed accessible to them.

This assignment marks your first step as an engaged public intellectual, where you use the knowledge you have developed in the academic field to inform and support efforts in the community to improve educational opportunities, access and outcomes.

Please draw on a wide range of scholarship, including review of literature in journals such as *Review of Educational Research*, *Curriculum Inquiry*, and *American Educational Research Journal* as well as discussions of theory and practice in books, practitioner journals, magazines and reputed websites.

Criteria for evaluation will include the nature and scope of the topic, accurate and precise synthesis of extant literature, appropriate breadth and depth of the discussion, accessibility of presentation, creativity and potential impact.

Presentation on a theorist 15%

This is an opportunity for you to explore the work of a theorist and present this information to the class. Your task is to identify a theorist of importance in curriculum and instruction (broadly understood) and/or specific to your area of study. Review the original work of this theorist as evident in a book or three articles/chapters of substance published in a well-respected journal or book. Present the results of your review in terms of any/all of the following:

- Demographic context (the period/place of the person's life/work and its impact)
- Discussion of the manner in which history and geography impact this work
- Key points, constructs and contributions to our understanding of curriculum
- Key quotations that highlight the relevance of this work
- Implications of this work for future research.

Criteria for evaluation will include appropriate depth and breadth of knowledge about the theorist, insightful analysis of the work, clarity and flow of ideas. It is expected that your oral presentation will be interactive, demonstrate organization of thoughts and presented with the well-executed use of audio visual technology.

Analysis of a study 20%

This assignment is designed to introduce you to the various elements typical in a study. You will be required to identify a study of interest to you, read it and present an analysis of it that reflects critically on the following:

- Statement of the problem and the research questions
- Conceptual/ theoretical framework (or philosophical underpinnings)
- Review of literature (in terms of its relevance to the study design, including the problem and the analysis)
- Methodology
- Results
- Implications

You are advised to select a study that will contribute to your final paper. Look for a study by a scholar well established in the field and/or a publication in a reputed journal or a study that has earned some unique accolades. Review multiple abstracts and skim through some studies before you settle on the study of your choice. You might consider looking for an article that is based off an award-winning dissertation in your field.

Format for assessment:

I anticipate both a written and an oral presentation of this assignment. I recommend that you present this study to the class as if you were the author and were presenting at your doctoral defense or at a conference. I will provide some guidelines on how you should prepare for this. For the written component, I recommend that you write a letter of nomination for this study to be considered for an award, stating why the study is worthy of such an award. I will use a modification of the rubric for evaluating conference proposals at the annual American Educational Research Association (AERA) conference to assess this assignment. This will be discussed in class.

Final Paper: An introduction to research in the area of specialization - 30%

Your final paper will be framed around a clear research question that is relevant to your anticipated area of study. The question should be one that is reasonably general that might be answerable through a review of literature, but specific enough to address a question of significance in the field.

The paper should include the following:

- Clear conceptualization of the question, its relevance and significance
- Theorists whose work is central to the field/ topic
- Debates that might arise around the topic
- A discussion of the responses to the question organized thematically and integrating (rather than summarizing) the articles reviewed
- Discussion of methodology typical and/or appropriate in research on the topic
- Implications for future research (and policy or practice)

You are encouraged to 'package' this information in a creative format that would constitute a scholarly contribution to the field of professional practitioners. Such formats could include an article in a teacher magazine (e.g. such as Rethinking Schools; Kappan), a Ted Talk, a technological animation (see:

https://www.ted.com/talks/ken_robinson_changing_education_paradigms/discussion or

<https://www.youtube.com/watch?v=9GorqroigqM>) or as an online resource for members of the community. Please let me know if you would like to explore alternate formats or a different type or paper/ project for this assignment.

Criteria for evaluation could vary with format. However, all papers/ projects will be evaluated based on the relevance of the topic, range of resources, synthesis and integration of ideas, analysis and critical thinking, writing/ organization and appropriate use of APA style.

Participation

This course will be conducted as a seminar, which means that there will be an expectation that students will be actively directing our class discussions. Although grades are assigned to acknowledge the value of active student involvement, it is important that such grades are not viewed as the primary motivator of your actions. It is important to ensure that participation in class and on Canvas (discussions), engagement in the scholarly activities of the department and college, willingness to read and engage with ideas become part and parcel of your lifestyle as a scholar.

This lifestyle will include the following outcomes:

- Come to class prepared to discuss the assigned readings
- Be willing to lead discussions on selected topics
- Make meaningful (and concise) contributions to class discussions
- Participate in class discussions without dominating them
- Actively elicit the participation of students who are silent/ silenced
- Consciously contribute to a climate that is welcoming of diverse perspectives
- Be open and willing to challenge one's own assumptions and perspectives
- Be present physically and intellectually throughout the class (see attendance policy)
- Provide the instructor constructive feedback on how the class could be improved
- Provide colleagues with feedback that is honest, instructive and supportive

CITI training/ certification

It is recommended that you complete your CITI (Collaborative Inter-Institutional Training Initiative) training and certification. This is a requirement that you will need to fulfill when you conduct research with human subjects. The material in the training is instructive. Please go to the following website for directions on how to complete this training. http://www.fau.edu/research/researchint/citi_training.php
Begin the training as soon as you can. Please provide me a copy of your CITI certificate, which you should print and save for your records.

Engagement in/with the community

Part of your development as a scholar requires you to be engaged with the scholarly community. Other events for your participation include attendance at dissertation defenses, the College of Education Graduate Research Symposium, professional events sponsored by college or university groups or presentations by guest speakers.

Another recommended task is to interview a faculty member whose research interests might be helpful to you. This faculty member could be in any department or college at FAU. Please make sure that you review the faculty member's resume and develop a few good questions prior to the interview. Do not ask questions that are already answered in their CV!

Format for written work

All assignments should be type written, double spaced, double sided when feasible, with pages numbered and stapled (where applicable). Please retain a copy of all assignments turned in to your instructor. Times font size 12 is recommended. It is assumed that work will be turned in on time. The instructor reserves the right to assign late work a "0". All written assignments should be turned in electronic format via Canvas. All submissions are subject to being reviewed for plagiarism via 'Turnitin.'

GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

Classroom etiquette

University policy on the use of electronic devices states: "In order to enhance and maintain a productive atmosphere for education, personal communication devices, such as cellular telephones and pagers, are to be disabled in class sessions." In an age where electronic communication is ubiquitous, it is expected that such devices are used to enhance our individual and collective learning, instructional effectiveness and respectful participation in a learning community. Technological distraction, as with any other forms of disruption, will be viewed as a violation of etiquette in class participation.

Attendance Policy

According to University policy, "Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor." Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. Reasonable accommodations are made for religious observances. Accommodations can be made only when the instructor has been informed in a timely manner of such a need. Points will be deducted for class time missed, tardiness, or cell phone interruptions. Typically, absences beyond two class meetings, will be penalized three points per class.

TEACHING METHODOLOGIES:

This class will be run as a seminar, which means that learning takes place **dialogically**. This necessitates that students come to class having read the assigned readings, ready to participate in meaningful discussions. The topics in class are intended to spark critical thinking and to engage in critical reflection on taken-for-granted assumptions. You are not expected to agree with everything you read or hear. However, you are expected to engage with ideas with an open mind and communicate as a respectful listener eager to learn from/with others.

Learning will be a **collective, collaborative** process in a classroom community that is safe and welcoming of divergent perspectives, healthy and insightful debate and collegial disagreement. This is how we will demonstrate that we value diversity. Learning will take place through **critical reflection** on the readings and class discussions, **guest presentations, individualized instruction** through consultation with the instructor on assignments, **formal class presentations, written assignments** and attendance at

scholarly events. **Canvas** will be used as an electronic forum to supplement in-class discussions, support student research and to provide additional information and directions on assignments.

Audio Visual technology

This class is a web-assisted course that uses Canvas as a repository for class readings and assignments. All assignments should be posted on Canvas even if a hard copy has been turned in during class. The absence of a paper on Canvas by the date on which the paper is due, could result in 0 points being assigned to the paper.

STUDENTS WITH DISABILITIES:

We welcome the opportunity to work with students with disabilities. To support our collective learning in this process, and in compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) - in Boca Raton SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) - and follow all SAS procedures.

CODE OF ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a serious breach of these ethical standards, because it interferes with the University mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an "F" on the assignment, an "F" in the course, or even removal from the degree program. Florida Atlantic University's Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see

http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

COURSE SCHEDULE

DQ= Discussion question

Week #1

The role of education in society
Introduction to doctoral education
Charting our course

Reading: Dewey, J. (1897) My pedagogic creed. *School Journal*, 54 (January) 77-80.
Available at: <http://dewey.pragmatism.org/creed.htm>

DQ: How might we respond to Dewey's ideas from a contemporary perspective? What difference does 120 years make? What should we add, subtract or tweak? What kind of education and educators do we need in our world today?

In class activity: Questions about the doctoral program; advice and overview.
Discuss interviewing faculty members

Week #2

The roles and responsibilities of educational researchers

Reading: Schoorman, D. (2016). Re-conceptualizing the role of the educational researcher: A critical multicultural educator's perspective. *Critical Questions in Education*, 8 (2), 116-137. Special Theme Issue on Critical Inquiry for the Social Good: Methodological Work as a Means for Truth-Telling in Education.
Available at:
<https://academyedstudies.files.wordpress.com/2017/03/schoormanfinal.pdf>

Gopaul, B. (2015). Inequity and doctoral education: Exploring the "rules" of doctoral study through Bordieu's notion of field. *Higher Education* 70, 73-88.

DQ: What does it mean to do (or not do) research in the context of social injustice? What, if any, are the responsibilities of researchers at varying stages of their careers? What should doctoral education in contemporary times look like?

In class activity: Finalize faculty interview protocols.
Reminders: Begin scheduling interviews with faculty.

Week #3

Conceptualizations of curriculum: What? Why and for whom?

Reading: Kliebard, H. M. (2004) *The struggle for the American curriculum, 1893-1958*. (3rd ed. pp. 1- 50). New York: Taylor and Francis.

DQ: What are the characteristics of each of the four curricular approaches discussed by Kliebard? Who were their key proponents? What were their central arguments and rationales? What events characterized the rise and/or fall of their worldviews? Who benefitted and who was marginalized in these approaches? To what extent are their views, and the debates in which they engaged relevant today?

Week #4

Curriculum Studies in the USA: Present Circumstances, Intellectual Histories

Reading: Pinar, W. (2013). *Curriculum studies in the United States. Present circumstances, intellectual histories*. New York, NY: Palgrave Macmillan. (1-54).

DQ: What are key concerns of the present circumstances? How does understanding their intellectual histories better shape our curriculum theory, practice and policy? How does/should viewing curricular problems from an international perspective matter? Please make a note of the scholars mentioned and topics discussed on which you intend to follow up.

Week #5

Curriculum Studies in the USA: Reconceptualization

Reading: Pinar, W. (2013). *Curriculum studies in the United States. Present circumstances, intellectual histories*. New York, NY: Palgrave Macmillan. (55-82).

DQ: How should we 're-conceptualize' curriculum studies? What role do educators (teachers, leaders, researchers, students) play in this vision?

Due: Drafts of "Reframing" paper for class discussion

Week #6

Re-conceptualizing our fields: How? Why? For whom?

Readings: Choose from the following. More will be added based on student interest.

Biesta, G. (2013). Responsive or Responsible? Democratic education for the global networked Society. *Policy futures in education*, 11 (6). 733- 744.

Biesta, G. (2014). Measuring what we value or valuing what we measure? Globalization, accountability and the question of educational purpose. *PEL: Pensamiento Educativo*, 51(1), 46-57.

Gay, G. (2012). Our children need . . . "Education for resistance." *Journal of Educational Controversy* 6, (1), Article 8. Available at: <http://cedar.wvu.edu/jec/vol6/iss1/8>

Kohlman, M. J. (2012). Evangelizing eugenics: A brief historiography of popular and formal American Eugenics education (1908-1948) *Alberta Journal of Educational Research*, 58 (4), 657-690.

DQ: AERA just celebrated 100 years of educational research, commemorated in a 2016 volume of Review of Research in Education. In each contribution authors looked back at the history of various fields and considered implications for the future. How has what we have considered, regarding history and contemporary practice help us to imagine the future of our fields?

Due: "Re-framing" paper

Week # 7

Theory and Theorists: Paulo Freire

Reading: Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York, NY: Continuum. (Introduction – Ch. 2)

DQ: Why is it important to analyze curriculum and pedagogy in terms of their oppressive or emancipatory potential? Examine Freire's definitions/ conceptualizations of conscientizacao, dialogue, humanization, banking v. problem posing (and other relevant concepts) and their role and relevance in contemporary education.

[If you have already read this text, you may select another by Freire.]

Week #8

Theory and Theorists: Paulo Freire contd.

Readings: Freire, P. (2000). *Pedagogy of the oppressed* (30th anniversary ed.). New York, NY: Continuum. (Chs. 3- 4)

DQ: What are the implications of Freire's thoughts and ideas beyond the classroom? How do we ensure that his work is not framed as an "instructional method" but rather ideas to be expanded and built upon in diverse contexts? How could Freire be relevant to your own work in its contemporary temporal and special context?

Week #9

** In these next few weeks we are likely to have guest speakers. We will clarify required readings and topics as soon as the schedule is finalized. Student input on readings will be welcome.*

Mapping the field of curriculum

Readings: Vaughan, M., & Burnaford, G. (2015). Action research in graduate teacher education: A review of the literature 2000-2015. *Educational Action Research*, DOI: 10.1080/09650792.2015.1062408.

DQ: What does the range of possible topics in curriculum studies say about the potential of your work and you own positioning in this body of knowledge? How do the interests of the faculty represent these different fields of knowledge?

Reminders: Proposals for final paper approved.

Week # 10

Mapping the field of curriculum – contd.

Readings: TBA

Select a study that has been recognized to be of high quality in your field of interest (e.g. award winning; cited for its positive contribution to the field) that you will be able to analyze.

DQ: How do the theorists central to your own areas of interest contribute to the knowledge, practice and policy in curriculum?

Week #11

Curriculum Theorists

Readings: Independent student-selected works.

Due: *Student Presentations and papers*

Week #12**Inquiry Paradigms**

Readings: Guba, E. (1990). The alternative paradigm dialogue. In E. G. Guba, (Ed.), *The Paradigm Dialog* (pp. 17-27). Newbury Park, CA: Sage.
 - Lincoln, Y. S., Lynham, S. A. & Guba, E. G. (2011). Paradigmatic controversies, contradictions, and emerging confluences, re-visited. In N. K. Denzin & Y. S. Lincoln (Eds.), *The Sage handbook of qualitative research* (4th ed., pp. 97-128). Thousand Oaks, CA: Sage. [Focus on the tables]

DQ: How do divergent epistemologies shape inquiry? What type of knowledge do we think is important, valid and possible given the different ontological, epistemological and methodological underpinnings of different inquiry paradigms?

Week #13**Reviewing key studies in curriculum**

Readings: Student selected readings. The following are offered as possible exemplars.

Cabrera, N., Milem, J., Jacquette, O., & Marx, R. (2014). Missing the (student achievement) forest for all the (political) trees: Empiricism and the Mexican American Studies controversy in Tucson. *American Educational Research Journal*, 51 (6), 1084-1118.

McGee, E. O. (2016). Devalued Black and Latino racial identities: A by-product of STEM college culture? *American Educational Research Journal*, 53 (6), 1626-1697.

Malsbary, C. B. (2016). Youth and schools' practices in hyper-diverse contexts. *American Educational Research Journal*, 53 (6), 1491-1521.

Lees, A. (2016). Roles of urban indigenous community members in collaborative field-based teacher preparation. *Journal of Teacher Education*, 67(5), 363-378.

DQ: What are the characteristics of a "good" study? What does this mean for your own studies?

Week #14**Analysis of a study**

Due: Student Presentations

Week #15**Special Topics**

Readings: TBA

Reading Day- No class

Final Papers due

BIBLIOGRAPHY (Selected)

- Apple, M. (2009). Making sense of the call for scientifically based research in education. In R. Winkle-Wagner, C. A. Hunter, D. Hinderliter Ortloff (Eds.). *Bridging the gap between theory and practice in educational research: Methods at the margins*. New York, NY: Palgrave Macmillan.
- Biesta, G. (2012). Giving teaching back to education. *Phenomenology and Practice* 6 (2), 35-49.
- Freeman, S., & Kochan, F. (2012). Academic pathways to university leadership: Presidents' descriptions of their doctoral education. *International Journal of Doctoral Studies*, 7, 93-123.
- Freire, P. (1996). *Pedagogy of the oppressed*. (New revised 20th anniversary edition.) New York: Continuum.
- Giroux, H. A. (2004). Cultural studies and the politics of public pedagogy: Making the political more pedagogical. *Parallax*, 10 (31), 73-89.
- Gopaul, B. (2011). Distinction in doctoral education: Using Bourdieu's tools to assess the socialization of doctoral students. *Equity and Excellence in Education*, 44(1), 10-21.
- Hyslop-Margison, E. J. & Naseem, A. (2007). *Scientism and education: Empirical research as neo-liberal ideology*. Dordrecht, The Netherlands: Springer Publishing.
- Jenlink, P. (2005). On bricolage and the intellectual work of the scholar-practitioner. *Scholar Practitioner Quarterly*, 3 (1), 3-12.
- Kemp, M. W., Molloy, T. J., Pajic, M., & Chapman, E. (2014). An analysis of reported motivational orientation in students undertaking doctoral studies in the biomedical sciences. *BMC Medical Education*, 14(1), 38-38. doi:10.1186/1472-6920-14-38.
- Ladson-Billings, G., & Tate, W. (Eds.). (2006). *Education research in the public interest: Social justice, action, and policy*. New York, NY : Teachers College Press.
- McLaren, P. (2007). *Life in schools: An introduction to the critical pedagogy in the foundations of education*. (5th ed.). Boston: Pearson.
- Pardun, C. J., McKeever, R., Pressgrove, G. N., & McKeever, B. W. (2015). Colleagues in training: How senior faculty view doctoral education. *Journalism & Mass Communication Educator*, 70(4), 354-366. doi:10.1177/1077695815599471
- Schoorman, D. (2014). How should researchers act in the context of social injustice? Reflections on the role of the researcher as a social justice leader. In I. Bogotch & C. Shields, (Eds.), *International Handbook of Social [In]Justice and Educational Leadership*. (pp. 217-232). New York: Springer.
- Schoorman, D., & Bogotch I. (2010). What is a critical multicultural researcher? A self-reflective study of the role of the researcher. *Journal of Education, Citizenship and Social Justice*, 5 (3) 249-264.

Watkins, W. (2012). *The assault on public education: Confronting the politics of corporate school reform*. New York, NY: Teachers College Press.

Winkle-Wagner, R., Hunter, C. A., & Hinderliter Ortloff, D. (Eds.). (2009). *Bridging the gap between theory and practice in educational research: Methods at the margins*. New York: Palgrave MacMillan.

Program of Studies	Minimum of 66 credits*	
Core Courses (12 credits)	No substitutions.	
Doctoral Seminar <u>Foundations of Curriculum Inquiry</u> (Take this course in the first or second semester)	EDG 7938	3
Trends in Analyzing Instructional Practices	EDF 7758	3
Instructional Policies and the Teaching Profession (take this course after EDF 7758)	EDF 7917	3
Curriculum Theory (Take this course in the first or second semester)	EDG 7221	3
Core courses may not be substituted for or taken as independent studies except under extreme circumstances.		
Initial Research Courses (6 credits) These courses should be taken early in the program.		
Introduction to Qualitative Analysis	EDA 6415	3
Advanced Statistics	STA 7114	3
Area of Specialization/Electives (21 credits at the 6000 level or above) These courses relate to the student's dissertation and should be chosen in consultation with the program advisor.		
Advanced Research Courses (12 credits)		
Advanced Qualitative Analysis	EDA 7416	3
Advanced Educational Research (Take this course before or during the semester of the Qualifying Exam)	EDF 7482	3
Critical Foundations of Approaches to Educational Inquiry	EDF 7578	3
Research in Curriculum and Instruction (Take this course before the semester of the Qualifying Exam)	EDF 7944	3
Qualifying Examination The date of this exam is to be arranged in consultation with the program advisor after completion of coursework.		
Dissertation	EDG 7980	15
Dissertation credits are taken after the student has passed the Qualifying Examination and has an approved dissertation proposal.		

Doctoral-Seminar Foundations of Curriculum Inquiry (EDG 7938) 3 credits

Prerequisite: Admission to doctoral program

~~This course should be taken immediately after the candidate is admitted to the doctoral program. It is designed to establish a collegial setting and to familiarize candidates with various aspects of higher education and university life. Candidates will be responsible for selecting, designing, and completing teaching, research, and service projects. These projects must be completed before qualifying exams are taken.~~

This course should be taken immediately after the candidate is admitted to the doctoral program. It is designed as an introduction to the process of doctoral studies, and the nature and purpose of educational research in curriculum and instruction.

Research in Curriculum and Instruction (EDG 7944) 3 credits

Prerequisites: EDF 7758, EDF 7917, EDG 7221, EDG 7938

~~Projects completed in doctoral seminar will be scrutinized to determine their research quality and educational contributions. Emphasis is placed on accurate integration among research, curriculum, and instruction protocols.~~

Doctoral students will develop a complete and thorough publishable literature review addressing a set of operational research questions or hypotheses that may also be used to contribute to a dissertation proposal. Students will organize sources, frame an argument and situate their studies in the larger context of the field of curriculum and instruction.