

PH.D. in Curriculum and Instruction: Alignment with National Professional Standards

The doctorate in Curriculum and Instruction incorporates a wide range of different disciplines (i.e., instructional technology, literacy, mathematics, and science, in addition to core knowledge about curriculum and education. Because the degree is so diverse, no one organization's standards are appropriate for this degree. Each of the different areas is primarily concerned with preparing teachers of teachers in a specific area. What we in C&I have done is examine the standards of the different areas that might be included in a degree in curriculum and instruction and modify the standards to fit this degree. Specifically we examined the International Reading Association's (IRA) 2010 *Standards for Reading Professionals' Standards for Teacher Educators*; The Association of Teacher Educators' (ATE) *Teacher Educator Standards* (2000), and The Association for Science Teacher Education's *Professional Standards for Science Teacher Educators*. We have come up with areas that are common to the different specializations. These are Foundational Knowledge, Curriculum and Instruction Knowledge, Assessment and Evaluation Knowledge, and Specialization Area Knowledge.

Foundational Knowledge

Understands major theories of learning and education

Understand the historical development of education in the United States or other geographic areas of interest

Be able to present who the major educational philosophers and curriculum voices have been in education.

Curriculum and Instruction

Be able to present what the historical development and evolution of curriculum has and continues to be

Use foundational knowledge to design curriculum appropriate for different educational settings

Use foundational knowledge to evaluate curriculum that is in place in differing educational settings

Use foundational knowledge of changes in instruction and how that impacts education

Assessment and Evaluation

Use foundational knowledge of quantitative and qualitative research tools to design studies to evaluate effectiveness of educational programs

Use foundational knowledge of research to evaluate studies in education and in area of specialization

Area of Specialization

Understand historical development of specialized area

Be able to present the contributions and positions of major figures within area

Be able to design an educational program in area of specialization.

Scholarship

Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education.

See comprehensive table on following page.

Comprehensive Overview of Professional Standards and Program Courses

| Standard | Organization | Courses |
|----------------------------|-----------------|---|
| Foundational Knowledge | ATE, ASTE, IRA | EDCI/EDLD 6301 EDCI/EDLD 6324 EDCI 6303 EDCI 6336 EDCI 6392 EDCI 6391 EDLD 6333 EDLD 6384 EDCI 6335 |
| Curriculum and Instruction | ATE, ASTE, IRA | EDCI/EDLD 6324 EDCI 6303 EDCI 6336 EDCI 6392 EDCI 6391 EDLD 6333 EDCI 6335 |
| Assessment and Evaluation | IRA, ASTE | EDCI/EDLD 6301 EDCI 6392 EDLD 6392 EDLD 6384 EDLD 6385 EDCI 6335 EDCI 6397 |
| Area of Specialization | ATE,, ASTE, IRA | EDCI/EDLD 6301 EDCI/EDLD 6324 EDCI 6303 EDCI 6336 EDCI 6392 EDCI 6391 EDLD 6333 EDLD 6384 EDCI 6397 |
| Scholarship | ATE, ASTE, IRA | EDCI/EDLD 6301 EDCI/EDLD6324 EDCI 6336 EDCI 6392 EDCI 6391 EDLD 6333 EDLD 6384 EDLD 6385 EDCI 6397 |

Curriculum Core courses

COURSE EDCI/EDLD 6301 Philosophy of Education

| Standards | Objectives | Assignments/Assessments |
|--|--|--|
| <p><u>Foundational Knowledge</u> Understands major theories of learning and education Understand the historical development of the philosophy of education in the United States or other geographic areas of interest Be able to present who the major educational philosophers and curriculum voices have been in education.</p> | <p>The student will demonstrate proficiency in thinking critically by having in-depth knowledge of the major areas and figures in the philosophy of education, and contemporary thinkers in various fields.</p> | <p>Students will read The Story of Philosophy which traces the development of philosophy in western civilization. Each student will select a thinker from the text and write a critical paper on their contribution to the field and to education. In addition each student will lead a class discussion on how these ideas can apply to curriculum and instruction</p> |
| <p><u>Curriculum and Instruction</u> Be able to present how the historical development of various philosophies of education continue to shape curriculum and instruction. Use foundational knowledge to critically evaluate curriculum that is in place in differing educational settings. Use foundational knowledge of different theoretical positions changes impacts education</p> | <p>The student will demonstrate to synthesize and various positions and critically examine and evaluate them from their own and other perspectives.</p> | <p>Discussions. In each class it is your responsibility to come prepared to discuss the assigned readings. It is also your responsibility to log into our Blackboard discussions each week and record your reflections about our classes as well as your own thoughts on the readings. Another facet of this course is that you critically view and comment on the assigned video clips.</p> |
| <p><u>Assessment and Evaluation</u> Use foundational knowledge to critically asses, analyze and synthesize the various historical theoretical approaches studies in class</p> | <p>In your written paper, class discussions and journal you will expected to develop critique and defend you views on the various theories studied in class.</p> | <p>Throughout the class there will be assigned dates for you to present your developing paper. In each case this will consist of a broadening outline, group work and consultation with me.</p> |
| <p><u>Area of Specialization</u> Understand the specific historical development of the theoretical position which is used in your school teaching or work related. Be able to present the contributions and positions of major figures within area Be able to deconstruct and</p> | <p>In your formal paper you will select and research a significant thinker. A handout will be provided with the details for this assignment. When presenting your work in class you will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded</p> | <p>The assigned text Philosophy of Education is at the core of this section of the course. You are required to read the book before we begin to study it and come to a critical understanding of her theory of the philosophy of caring. In class, in your discussions on Blackboard, and in your journal you will demonstrate your ability to read and understand the various sections critically and be able to articulate and defend them .This may entail further research on your part in to Noddings and</p> |

| | | |
|---|--|--|
| critique the theoretical basis in your area of specialization. | | the thinkers to whom she refers. In each case you are expected to be able to link theory to practice |
| Scholarship Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education. | The student will demonstrate proficiency as a critical thinker in the history of educational philosophy. | Professional Development: As a student of the history of educational philosophy, you will be expected to disseminate information to critical stakeholders. One way of sharing that information is through professional development. You are to select the topic and provide theoretical development in the form of a poster session to the class. Your presentation/poster is to be informative and highly interactive. |

EDCI/EDLD 6324 Curriculum Theory

| Standards | Objectives | Assignments/Assessments |
|--|--|---|
| Foundational Knowledge Understands major theories of learning and education Understand the historical development of the history of the development of curriculum theory in the United States or other geographic areas of interest Be able to present who the major curriculum voices have been in education. | The student will demonstrate proficiency in knowing and understanding the history of the field by having in-depth knowledge of the major areas and figures in curriculum theory. | Students will read Pinar's Understanding Curriculum which traces the development of contemporary curriculum theory. Each student will select a thinker from the text and write a critical paper on their contribution to the field and to education. In addition each student will lead a class discussion on how these ideas can apply to curriculum and instruction |
| Curriculum and Instruction Students should be able to present how the historical development of various theoretical perspectives of education continue to shape curriculum and instruction. Use foundational knowledge to critically evaluate curriculum that is in place in differing educational settings. Use foundational knowledge of different theoretical positions changes impact teaching and learning. | The student will demonstrate to synthesize and various positions and critically examine and evaluate them from their own and other perspectives. | In each class it is your responsibility to come prepared to discuss the assigned readings. It is also your responsibility to log into our Blackboard discussions each week and record your reflections about our classes as well as your own thoughts on the readings. Another facet of this course is that you critically view and comment on the assigned video clips. |
| Assessment and Evaluation | In your written paper, class discussions | In your written paper, class discussions |

| | | |
|--|--|--|
| Use foundational knowledge to critically asses, analyze and synthesize the various historical theoretical approaches studies in class | and journal you will expected to develop critique and defend you views on the various theories studied in class. | and journal you will expected to develop critique and defend you views on the various theories studied in class. |
| <u>Area of Specialization</u> In your written paper, class discussions and journal you will expected to develop critique and defend you views on the various theories studied in class. In your written paper, class discussions and journal you will expected to develop critique and defend you views on the various theories studied in class. | In your formal paper you will select and research a significant thinker. A handout will be provided with the details for this assignment. When presenting your work in class you will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded. | The assigned text Philosophy of Education is at the core of this section of the course. You are required to read the book before we begin to study it and come to a critical understanding of her theory of the philosophy of caring. In class, in your discussions on Blackboard, and in your journal you will demonstrate your ability to read and understand the various sections critically and be able to articulate and defend them .This may entail further research on your part in to Noddings and the thinkers to whom she refers. In each case you are expected to be able to link theory to practice |
| <u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education. | The student will demonstrate proficiency as a curriculum theorist leader in both theory and practice. | Professional Development: As a curriculum theory leader, you will be expected to disseminate information to critical stakeholders. One way of sharing that information is through professional development. You are to select the topic and provide theoretical development in the form of a poster session to the class . Your presentation/poster is to be informative and highly interactive. |

EDCI 6303 Issues in Curriculum and Instruction

| Standards | Objectives | Assignments/Assessments |
|--|--|---|
| <u>Foundational Knowledge</u> In this the senior curriculum class the students critically examine the praxis of teaching and learning within the context of theoretical constructions of curriculum. They will also be able to analyze and synthesize the historical development of education in this context in the United States and other geographic areas of interest. They will be able to write, speak to and illustrate in various forms of literacy the major and emerging | The student will demonstrate expertise, depth of knowledge, and critical understanding by synthesizing the work of major scholars and their own experiences in various educational contexts. | The first unit of the course reviews the work of W. Pinar and his text Understanding Curriculum.. Each student will be assigned one of the sections of the text and required to present an overview of its subject matter to the class followed by a critical discussion. You will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded to Blackboard and is to be completed online. |

| | | |
|--|--|--|
| voices in the field | | |
| <p><u>Curriculum and Instruction</u> Students will be able to present what the historical development and evolution of curriculum in such a matter as to uncover and analyze the major presuppositions that underlie each theoretical perspective</p> | <p>The student will demonstrate expertise in the history of the development of curriculum theory as it relates directly to theory and practice in teaching and learning.</p> | <p>In unit two of the course students will be assigned various contemporary readings and web sites to study and critique within in the context of Pinar’s text What is Curriculum and apple’s Curriculum and Ideology.</p> <p>As in unit one each student will be assigned a theme that has been studied of and required to present an overview of its subject matter to the class followed by a critical discussion</p> <p>Further, time will be devoted to the planning and construction on the major paper. The theme ought to blend the assignments from units one and two and this needs to be done in consultation with me. Full instructions on this are found on the Blackboard site for the course of this integrating the assignments.</p> |
| <p><u>Assessment and Evaluation</u> Use foundational knowledge of quantitative and qualitative research tools to evaluate effectiveness of educational programs Use foundational knowledge of research to assess the studies in education and in area of specialization</p> | <p>The student will demonstrate proficiency in the knowledge of and have developed a critical understanding of the role of a curriculum leader in ways that are appropriate to their professional roles and/or aspirations.</p> | <p>Unit three in the course centers around Skype conversations with curriculum experts from around the world. These “visitors” to our class will not lecture. Instead they will assign readings and expect you, as a class, to develop a set of questions which will become the basis of a conversation about their work, the filed and your interest.</p> <p>Each student will be part of a group that will lead the conversation with our guest and be responsible for on-going contact and support for their needs.</p> |
| <p><u>Area of Specialization</u> Understand the historical development of specialized area that they anticipate they will research in their dissertation. This entails constructing three or four research questions and being able to present these to the calss.</p> | <p>The student will demonstrate expertise in the various ways that incorporate their role as curriculum leader including classroom praxis.</p> <p>Students will demonstrate expertise in the critical assessment of materials and their application.</p> | <p>It is at this point in the course that the students write extensively ,alone, in writing groups, discussion boards on Blackboard, and with critical support through peer view, and class presentations of their work.</p> <p>This part of the course is on-going, beginning in unit one with discussion and mind mapping., In unit two detailed planning is initiated, and then unit three culminates the process with extensive and developed further planning so writing is well underway and supported in various ways.</p> |
| <u>Scholarship</u> | The student will demonstrate expertise in | |

| | | |
|---|---|---|
| <p>It is expected that students will develop their writing skills to the extent that they are acceptable to be considered for publication for regional journals and conferences. Their studies ought to contribute to scholarship that expands the knowledge base in education.</p> | <p>all areas of curriculum theory and practice.</p> | <p>As a curriculum theorist is expected that you will be able to address questions, concerns and outcomes in the implementation of various curriculum issues as they concern teaching and learning. These should be catalogued in your Blackboard discussions and your required reflective journal.</p> |
|---|---|---|

Required Courses

EDCI 6336 Culture, Language and Cognition

| Standards | Objectives | Assignments/Assessments |
|--|--|--|
| <p><u>Foundational Knowledge</u> Students will examine cultural, linguistic, and pedagogical rationales from theoretical, methodological and cultural frames of reference for adapting standard curricula and materials to meet the needs of a diverse student body. Students begin to recognize all learners as capable, motivated, resilient, and able to build on cultural strengths. Strategies for school change are also explored</p> | <p>Possess and draw upon a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students. Understand the nature of culture and the connections between language and culture, and understand the practices, products, and perspectives of the culture.</p> | <p>Each student will lead one seminar discussion (perhaps two, depending on numbers) from <i>Handbook on Research on Literacy and Diversity</i>. Selections will be made the first night of class. Please prepare to make the seminar discussion effective, focused, and responsive to participants' interests.</p> |
| <p><u>Curriculum and Instruction</u> Be able to present what cultural, linguistic, and pedagogical rationales from theoretical, methodological, and cultural frames of reference. Use foundational knowledge to design curriculum appropriate for different educational settings</p> | <p>Design instruction appropriate for all students that reflects an understanding of relevant content and is based on continuous and appropriate assessment. Respond appropriately to diverse groups of learners. Promote student learning by providing responsive instruction that makes use of effective communication techniques, instructional strategies that actively engage students in the learning process, and timely,</p> | <p>Each student will write a 3-5 page cultural analysis that includes family values/language patterns/behaviors of his/her own culture. The analysis should end with an interpretation of how one's own cultural values and behaviors can impact student learning and the provision of instruction (include biases).</p> |

| | | |
|---|---|---|
| Use foundational knowledge to adapt standard curricula and materials to meet the needs of a diverse student body instruction and how that impacts education | high-quality feedback. | |
| <u>Assessment and Evaluation</u> Use foundational knowledge of quantitative and qualitative research tools to design studies to evaluate effectiveness of educational programs Use foundational knowledge of research to evaluate studies in education and in area of specialization | Create a classroom environment of respect and rapport that fosters a positive climate for learning, equity, and excellence. Apply knowledge of primary and second language acquisition, including the relationship between the development of these languages, to facilitate and promote literacy. | Each student will present his or her issue paper to the class. Presentation must be interactive as well as informative. The presentation must include PowerPoint presentation and handouts. |
| <u>Area of Specialization</u> Understand historical development of specialized area Be able to present the contributions and positions of major figures within area Be able to design an educational program in area of specialization. | The student will possess and draw upon a rich knowledge base of content, pedagogy, and technology to provide relevant and meaningful learning experiences for all students. | In order to increase your knowledge of the body of literature about literacy leaders, you are to select two outside readings that focus on the course topic, write a one page summary, and share it with the class. You may select something from the recommended readings list or from another source. Readings must be approved and may not be duplicated |
| <u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education. | The student will demonstrate expertise as a curriculum leader in ideas regarding language, culture and cognition for guiding professional development for a variety of critical stakeholders | The final paper will focus on an issue chosen by the student. It should include references to course readings as well as to other works and experiences of the student's choosing. Additional references may be used as well. This paper should follow APA 6 th edition guidelines and be at least 15 pages in length. |

EDCI 6392: Critical Pedagogy

| Standards | Objectives | Assignments/Assessments |
|--|---|---|
| <u>Foundational Knowledge</u> Through an analysis of critical theory students will | The student will demonstrate expertise in the various theoretical strands of critical pedagogy by through in depth conversation | In unit one students will read selected passages from thinkers in the Frankfurt School and the work of Freire and Giroux. |

| | | |
|---|---|---|
| <p>analyze, understand, and critique the development of the various theoretical perspectives of critical pedagogy as a major theory in curriculum and its influence in K-12 and college education and practice.</p> | <p>about readings, class presentations and formal papers. Also students are expected to develop a critical perspective of the field in relation to emerging technologies and social concerns in schools.</p> | <p>Each student will be responsible for developing and presenting particular perspective to the class in consultation with me. You will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded to Blackboard and is to be completed online.</p> |
| <p><u>Curriculum and Instruction</u> Be able to thoughtfully understand, analyze, and synthesize the historical development and evolution of critical pedagogy in the context of teaching and learning. education To use this critical knowledge to evaluate curriculum that is in place in differing educational settings in relation to the goals of critical pedagogy. To be able to present arguments for and against the statement that critical theory is an essential ingredient in the development of curriculum in today's classrooms and how that impacts education.</p> | <p>The student will demonstrate expertise in the role of theoretical models, in particular critical pedagogy, as the presuppositions upon which curriculum is presented. The student will demonstrate critical expertise in the assessing the role of a curriculum in this regard. The student will demonstrate the ability to critique and assess the impact of critical theory as a tool for social change.</p> | <p>In unit two student will focus on the text Critical Pedagogy Where Are We Now? The text provide a series of perspectives on the topic and these will be discussed on class. Each student will be responsible for a leading the discussion of a chapter of their choice. As in unit one you will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded to Blackboard and is to be completed online.</p> |
| <p><u>Assessment and Evaluation</u> Using the critical and analytical skills assess the quantitative and qualitative research tools used to evaluate effectiveness of educational programs based on critical pedagogy.</p> | <p>The student will demonstrate expertise in the role that critical pedagogy plays in teaching and learning literacy leader in various ways. The student will demonstrate expertise in the assessment role of critical pedagogy in both their own and wider contexts. The student will demonstrate expertise through formal and informal discourse of scholarly ability by having in-depth knowledge of the field, its critiques and application.</p> | <p>In Unit three the class will focus on the text Life In Schools. Class discussions will revolve around the knowledge and understanding each student has attained to this point and present that as on-going reflections of McLaren's stated position in the text. At a later point in the class McLaren will skype with the class. The class will be grouped in such a way as to develop them and questions for this discussion and each student will play a significant part in the process. Lastly each student will select a topic for their formal paper and extensive time will be spent on the writing process both in person in groups, peer review, and</p> |

| | | |
|---|---|--|
| | | consultation with me as well as discussion boards and journals on Blackboard. |
| <p><u>Area of Specialization</u> Understand the historical development of critical pedagogy in relation to progressive education and critical theory specialized area. Present the contributions and positions of major figures within one's own area of expertise in relation to critical pedagogy. Be able to analyze and synthesize the ideas presented in the course in relation to your area of specialization.</p> | <p>The student will demonstrate proficiency in the instructional role of literacy leader in various ways i.e., supports classroom teaching, and works collaboratively to implement a quality reading program.</p> <p>The student will demonstrate proficiency in the assessment role of literacy leader.</p> <p>The student will demonstrate expertise in educational theory a by having in-depth knowledge of the literature and thoughtful critique of its specific and general applicability.</p> <p>The student will demonstrate their ability to working with teachers to improve the awareness of the importance of taking a critical perspective on teaching and learning.</p> | <p>Literacy leader: Select and research a literacy leader. You will select from a list an individual who is considered a leader in reading and/or literacy. You will read a minimum of five to seven of their articles and chapter contributions or books. A handout will be provided with the details for this assignment.</p> <p>This segment of the course is an on-going development of your major paper. In the first few classes you will begin to focus on areas of interest. As we progress through the materials your interest should become focused on a particular issue. With class group work, writing groups, class discussion, and my help, we will move through the various steps to produce outlines, drafts and finally a complete paper in APA style.</p> |
| <p><u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in educational theory</p> | <p>The student will demonstrate expertise as a curriculum leader in ideas for guiding professional development for a variety of critical stakeholders.</p> | <p>You will be expected to disseminate information to critical stakeholders. One way of sharing that information is through discussion with leaders in the field. In this case Peter McLaren will act in this role. As described above you are to select a topic or perspective for our conversation with him, and other visiting thinkers who will join us. These should be chronicled in the discussion board and reflective journals sections on Blackboard..</p> |

EDCI 6391 Historical Perspectives on Curriculum

| Standards | Objectives | Assignments/Assessments |
|---|--|--|
| <p><u>Foundational Knowledge</u> Has critical knowledge of the history of American education at all levels. Is able to understand and be critically aware of the various theories of historiography as they relate to schooling. Understand the historical development of education in the United States or other geographic areas of interest</p> | <p>The student will demonstrate expertise in knowing, understanding, and synthesizing the various interpretations of the process of historical understanding and their impact on curriculum.</p> | <p>Unit one comprises the study of the history of American education as presented by Spring's text American History Weekly sections will be assigned and each student will lead in the discussion of the knowledge discovered and importance to understanding how knowledge of the past affect the present policies. You will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded to Blackboard</p> |

| | | |
|---|--|---|
| <p>Be able to present who and have been the major education thinkers are in the field.</p> | | <p>and is to be completed online. In addition we will begin to plan out the major paper outlines by identifying a figure or theory to concentrate on</p> |
| <p><u>Curriculum and Instruction</u> Be able to critically analyze the historical development and evolution of American public schooling and its alternatives. Be able to use foundational knowledge to construct an argument for the importance of historical in policy decisions and in curriculum Use foundational knowledge to asses if and how historical knowledge impacts education.</p> | <p>The student will demonstrate expertise in the instructional role of thinking historically in various ways i.e., supports curriculum development, classroom teaching. The student will demonstrate expertise in this area by having in-depth knowledge of the history of education, and be able to critically analyze acquisition its impact.</p> | <p>Continue to work in writing groups and peer reviewing in class and consulting with me on your essay topic. Unit two concentrates on Tyack and Cubans book Tinkering Toward Utopia. The theme here is the history of school reform and our inability to break away from simplistic repetition because of our lack of interest and knowledge of the past. For your project choose one reform initiative, its historical path and its impact Select and research a literacy leader. You will present this to the class. You will read a minimum of five to seven of articles and chapter contributions. A handout will be provided with the details for this assignment.</p> |
| <p><u>Assessment and Evaluation</u> Use your expert knowledge of quantitative and qualitative research to evaluate effectiveness of educational reform programs.</p> | <p>The student will demonstrate expertise in knowing and understanding the impact of the history of all aspects studied in the course.</p> | <p>You will continue to work on your major essay using Blackboard discussions and journals as well as class resources. Unit three provides us the opportunity to discuss the issue of historical thinking. Using Wineburg’s text as a basis and supplementing it with web based resources you will lead a discussion on a selected topic. Your presentation/poster is to be informative and highly interactive.</p> |
| <p><u>Area of Specialization</u> Critique and demonstrate both verbal and written scholarly expertise in the historical development of your specialized area through formal papers and class discussions Be able to present the contributions and positions of major figures within area.</p> | <p>The student will demonstrate expertise as a knowledgeable historian in their field of specialization by being able to show how to implement historical understanding at all levels of schooling in which they work, or to which they are connected.</p> | <p>By Linking Winburg to Tyack and Spring you will participate in class discussions about the ‘how to’ and ‘why’ questions of historical knowledge implementation focusing on your area of specialization.</p> |
| <p><u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education.</p> | <p>The student will demonstrate scholarly expertise in the areas studied by providing professional development for a variety of critical stakeholders.</p> | <p>You will be expected to disseminate information to critical stakeholders. One way of sharing that information is through professional development. You will participate in class discussions about how to encourage educators to understand the importance of knowing the self by</p> |

| | | |
|--|--|------------------------|
| | | understanding the past |
|--|--|------------------------|

RESEARCH TOOLS

EDLD 6333 Applied Statistics 1

| Standards | Objectives | Assignments/Assessments |
|---|--|---|
| <p><u>Foundational Knowledge</u> Has critical knowledge of the history of American education at all levels. Is able to understand and be critically aware of the various theories of historiography as they relate to schooling. Understand the historical development of education in the United States or other geographic areas of interest Be able to present who and have been the major education thinkers are in the field.</p> | <p>The student will demonstrate expertise in knowing, understanding, and synthesizing the various interpretations of the process of historical understanding and their impact on curriculum.</p> | <p>Unit one comprises the study of the history of American education as presented by Spring's text American History Weekly sections will be assigned and each student will lead in the discussion of the knowledge discovered and importance to understanding how knowledge of the past affect the present policies. You will need to provide the class with copies of the readings you selected along with a study guide. The study guide should include objectives, list of any unfamiliar terms, and a minimum of 5 questions. This activity will be uploaded to Blackboard and is to be completed online. In addition we will begin to plan out the major paper outlines by identifying a figure or theory to concentrate on</p> |
| <p><u>Curriculum and Instruction</u> Be able to critically analyze the historical development and evolution of American public schooling and its alternatives. Be able to use foundational knowledge to construct an argument for the importance of historical in policy decisions and in curriculum Use foundational knowledge to asses if and how historical knowledge impacts education.</p> | <p>The student will demonstrate expertise in the instructional role of thinking historically in various ways i.e., supports curriculum development, classroom teaching. The student will demonstrate expertise in this area by having in-depth knowledge of the history of education, and be able to critically analyze acquisition its impact.</p> | <p>Continue to work in writing groups and peer reviewing in class and consulting with me on your essay topic. Unit two concentrates on Tyack and Cubans book Tinkering Toward Utopia. The theme here is the history of school reform and our inability to break away from simplistic repetition because of our lack of interest and knowledge of the past. For your project choose one reform initiative, its historical path and its impact Select and research a literacy leader. You will present this to the class. You will read a minimum of five to seven of articles and chapter contributions. A handout will be provided with the details for this assignment.</p> |
| <p><u>Assessment and Evaluation</u> Use your expert knowledge of quantitative and qualitative research to evaluate effectiveness of educational reform programs.</p> | <p>The student will demonstrate expertise in knowing and understanding the impact of the history of all aspects studied in the course.</p> | <p>You will continue to work on your major essay using Blackboard discussions and journals as well as class resources. Unit three provides us the opportunity to discuss the issue of historical thinking. Using Wineburg's text as a basis and supplementing it with web based resources</p> |

| | | |
|--|---|--|
| | | you will lead a discussion on a selected topic. Your presentation/poster is to be informative and highly interactive. |
| <p><u>Area of Specialization</u> Critique and demonstrate both verbal and written scholarly expertise in the historical development of your specialized area through formal papers and class discussions Be able to present the contributions and positions of major figures within area.</p> | The student will demonstrate expertise as a knowledgeable historian in their field of specialization by being able to show how to implement historical understanding at all levels of schooling in which they work, or to which they are connected. | By Linking Winburg to Tyack and Spring you will participate in class discussions about the 'how to' and 'why' questions of historical knowledge implementation focusing on your area of specialization. |
| <p><u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education.</p> | The student will demonstrate scholarly expertise in the areas studied by providing professional development for a variety of critical stakeholders. | You will be expected to disseminate information to critical stakeholders. One way of sharing that information is through professional development. You will participate in class discussions about how to encourage educators to understand the importance of knowing the self by understanding the past |

EDLD 6392 Applied Statistics 2

| Standards | Objectives | Assignments/Assessments |
|---|---|--|
| <p><u>Foundational Knowledge</u> Understands major theories of learning and education Understand the historical development of education in the United States or other geographic areas of interest Be able to present who the major educational philosophers and curriculum voices have been in education.</p> | Students who complete the doctoral degree should be both knowledgeable and competent in advanced statistical procedures. The course will enable the students to not only become better and wiser consumers of the research done by others, but also better able to conduct high quality quantitative research themselves. | Students will show competency in one-way and factorial ANOVA, analysis of covariance (ANCOVA), repeated measures ANOVA, and multivariate analysis of variance (MANOVA), as well as multiple regression analysis, logistic regression analysis, and discriminant analysis. Also included are selected nonparametric statistical techniques and sample size estimation for various statistical procedures. The course includes hands-on experiences in the use of Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered. |
| <p><u>Curriculum and Instruction</u> Be able to present what the historical development and evolution of curriculum has and continues to be Use foundational knowledge to design curriculum appropriate for different educational settings</p> | Not Applicable | Not Applicable |

| | | |
|--|--|---|
| <p>Use foundational knowledge to evaluate curriculum that is in place in differing educational settings</p> <p>Use foundational knowledge of changes in instruction and how that impacts education</p> | | |
| <p><u>Assessment and Evaluation</u></p> <p>Use foundational knowledge of quantitative and qualitative research tools to design studies to evaluate effectiveness of educational programs</p> <p>Use foundational knowledge of research to evaluate studies in education and in area of specialization</p> | <p>Upon successful completion of the course, students will demonstrate knowledge and understanding of basic statistical procedures by:</p> <ol style="list-style-type: none"> 1. Successfully stating null and alternative/research hypotheses, given research questions. 2. Successfully selecting and performing appropriate statistical techniques, given research questions. 3. Successfully interpreting and reporting results, given research questions. 4. Successfully using the Statistical Package for the Social Sciences (SPSS) to perform statistical analyses of data. | <p>A series of weekly homework/data analysis assignments and three tests will determine the course grade.</p> |
| <p><u>Area of Specialization</u></p> <p>Understand historical development of specialized area</p> <p>Be able to present the contributions and positions of major figures within area</p> <p>Be able to design an educational program in area of specialization.</p> | <p>Not Applicable</p> | <p>Not Applicable</p> |

EDLD 6384 Qualitative Research Methods

| Standards | Objectives | Assignments/Assessments |
|--|--|--|
| <p><u>Foundational Knowledge</u> Understands major theories of learning and education Understand the historical development of education in the United States or other geographic areas of interest Be able to present who the major educational philosophers and curriculum voices have been in education.</p> | <p>Students will be able to</p> <ul style="list-style-type: none"> develop an understanding of the relationship educational theorizing to the research process through an examination of a variety of theoretical orientations. formulate ways to compare and contrast different approaches to human inquiry: positivist, postpositivist, critical, feminist, and developments of these varying approaches, underlying values and assumptions, and their strengths and limitations. analyze the basic assumptions and implications of the identified research traditions and specify the inter-relationships among them. What assumptions about reality, knowledge, truth, rationality, and value does each tradition entail? | <p><i>Theoretical Frameworks – Group Assignment:</i> As a group, you will represent your understanding of various theoretical frameworks in an artistic creative form, which will enable you to express your understanding consistently across each framework. You will include academic citation to inform your understanding. Read and reference the key scholars in this area. What are the key concepts within this framework? Include your own theoretical perspectives in relation to your theoretical frameworks. How does it inform your work? Why are you drawn to this particular framework? What will this framework allow you to do in your research project? What questions will it enable you to pursue?</p> |
| <p><u>Curriculum and Instruction</u> Be able to present what the historical development and evolution of curriculum has and continues to be Use foundational knowledge to design curriculum appropriate for different educational settings Use foundational knowledge to evaluate curriculum that is in place in differing educational settings Use foundational knowledge of changes in instruction and how that impacts education</p> | <p>Students will be able to</p> <ul style="list-style-type: none"> identify and explain the range of problems addressed by qualitative research. What is qualitative research? What are the different ways it is conceptualized? How does it define problems? What are its origins? | <p><i>Annotated Bibliography –</i> The rationale for creating an annotated bibliography is to introduce you to the process of completing a literature review. You will locate, read, and review 10 or more qualitative journal articles relating to your research purpose and interest area in regard to the Higher Ed Project. Your reviews are to be clearly written and well organized and should address the following elements: Research Purpose/Questions; Theoretical (Conceptual) Framework; Data Collection Methods and Sampling Procedures; Data Analysis Methods; Findings; Conclusions; Personal Reactions/Critique</p> |
| <p><u>Assessment and Evaluation</u> Use foundational knowledge of quantitative and qualitative research tools to design studies to evaluate effectiveness of educational programs Use foundational knowledge of research to evaluate studies in education and in area of specialization</p> | <p>Students will be able to</p> <ul style="list-style-type: none"> specify the units of analysis examined in qualitative research and the nature of explanations generated. What kinds of human phenomena does qualitative research examine? What goals does it attempt to achieve? identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts. examine ethical dilemmas and issues related to the research process. | <p><i>Qualitative Notebooks [QN 1 & QN2] –</i> These assignments will assist you in learning to collect qualitative data and conduct preliminary data analysis, and report on preliminary findings. The topic of this research is the higher education journey. For the purpose of this project, students will interview each other and collect other sources of data. You will conduct at least one interview of one hour length with another student, and conduct photo- and object-elicited conversations as relevant, and observations if applicable. Two papers will be written, each using the rationale, research purpose, and questions you developed in the previous assignment. Each paper will be written from the perspective of a different theoretical framework and use the outline for the following parts: Epistemology; Theoretical framework; Research purpose and questions; Methodology; Methods of data collection [QN1 – future tense – I “will” QN2</p> |

| | | |
|--|--|---|
| | | – present tense – I “did”]; Data analysis [not included in QN1]; Ethical issues; Conclusions/Summary |
| <p><u>Area of Specialization</u> Understand historical development of specialized area Be able to present the contributions and positions of major figures within area Be able to design an educational program in area of specialization.</p> | <p>Students will be able to</p> <ul style="list-style-type: none"> recognize exemplars of qualitative research derived from varying approaches and traditions, identify the goals and presuppositions of these different exemplars, and critically assess the designs for their accomplishment of specified research goals. | <p>These objectives will be evident in all assignments, specifically</p> <ol style="list-style-type: none"> <i>Theoretical Frameworks</i> – group presentation <i>Annotated Bibliography</i> <i>Qualitative Notebooks</i> |
| <p><u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education.</p> | <p>Students will be able to</p> <ul style="list-style-type: none"> reflect on your own presuppositions and subjectivities in regard to the educational research processes. identify the tasks and processes required to formulate appropriate research problems within educational settings, to design relevant qualitative research strategies for examining such problems to select pertinent data sources, data collection methods, and data analysis methods, and to assess the results of such efforts. | <p><i>Subjectivity Performance</i> - This assignment will involve a creative performance/representation of who you are in the context of your study. You may choose to represent your position using presentation, digital scrapbook, poetry, performance, songs, interpretive dance, etc. The purpose of this assignment is for you to explore your own assumptions about your research interest, why that particular topic appeals to you, and your personal and professional investment in the topic. Refer to the rubric for this assignment for more details.</p> |

EDLD 6385 Advanced Data Analysis in Qualitative Research Methods

| Standards | Objectives | Assignments/Assessments |
|---|---|--|
| <p><u>Foundational Knowledge</u> Understands major theories of learning and education Understand the historical development of education in the United States or other geographic areas of interest Be able to present who the major educational philosophers and curriculum voices have been in education.</p> | <ul style="list-style-type: none"> Identify the processes involved in qualitative data collection (interview, observations, document analysis) Identify various forms of inductive analysis | <p>This data analysis project is designed to assist students in exploring ways to make meaning of data. In this project, you will conduct data analysis by triangulating three different data sources if not more. For this paper you will:</p> <ul style="list-style-type: none"> -Provide an introduction to your topic, with brief background and context (1-2 pages). You can be creative and enter a subjectivity statement too if you like to introduce your topic. However, once done speaking from a personal position, you would be expected to provide some academic background and context to your study. -State your research purpose and questions (operational definitions not needed). -State your methodological framework. This is where you discuss the research surrounding your methodology. If you’re doing a phenomenological study, then you need to discuss what phenomenology is, and how that informs qualitative research, and how people have used phenomenology in their studies. -List your data collection methods. First you will discuss individual data collection methods with academic citation. Then you will discuss what this process of data collection looked for |

| | | |
|--|---|---|
| | | <p>you. Provide examples in your narrative.</p> <ul style="list-style-type: none"> -Provide a narrative about your data analysis process. You will offer what methodological literature you leaned on to inform your data analysis process. Provide step-by-step details of your data analysis with examples from your study for every step. Offer visuals if that is relevant. -Represent your findings through a thematic narrative. Use each theme as a heading and underneath each theme, you will elaborate the theme, explain what you found as salient patterns in your data embedded with evidence from your data (interview excerpts, pictures, documents, etc.) -Reflect on the process and the product and what you were able to learn about the topic, methodology, and yourself as a qualitative researcher. |
| <p><u>Curriculum and Instruction</u> Be able to present what the historical development and evolution of curriculum has and continues to be Use foundational knowledge to design curriculum appropriate for different educational settings Use foundational knowledge to evaluate curriculum that is in place in differing educational settings Use foundational knowledge of changes in instruction and how that impacts education</p> | <ul style="list-style-type: none"> • Implement the process of data collection in your own work • Implement a form of inductive analysis in your own work | <p>You will collect at least three types of data on a topic of your interest. At least two of those types have to be an hour interview, and an hour of observation. The third type of data can be any form of archival data including pictures, documents, films, tapes, music, etc. Students will need to frame a project description outlining how much data they will collect and a brief description of their goals for data analysis in this course. You will list tentatively a page count of all raw data sources. You will also design a timeline for your project including data collection, analysis, and write-up. Additionally, you will be expected to provide a short description of your project to situate your work contextually. Please refer to the associated rubric for this assignment.</p> |
| <p><u>Assessment and Evaluation</u> Use foundational knowledge of quantitative and qualitative research tools to design studies to evaluate effectiveness of educational programs Use foundational knowledge of research to evaluate studies in education and in area of specialization</p> | <ul style="list-style-type: none"> • Conduct arts-based analysis on data collected • Discuss and define the limits and possibilities of academic rigor that you were able to maintain in your own work and ethical issues that emerged • Maintain a research journal during the entire class reflecting on the process, and the kinds of knowledge you are producing, including their potentials and possibilities | <p>Data Management and Data Analysis: Data management is the process of managing the volumes of data you will collect and the process through which you will chunk the data into manageable units. Data analysis is the analytical framework you will use to look deeper into the various chunks of the data, write around the ways in which the chunks are speaking to you, and compare your understanding with other chunks of data in the study. The purpose of this section is to outline how you intend to move from point A to point B in your data analysis process. It is understood that your actual analysis might look different when you actually conduct the analysis. This is just a proposal at this moment.</p> <p>Data Representation: How do you anticipate your data to look when your data analysis is completed? Now remember you cannot truly predict what your data would look like in advance. However, at this point, having conducted a pilot study, do you have an idea or a preference about a form of data</p> |

| | | |
|---|---|--|
| | | <p>representation over another? For example, do you see yourself drawn to thematic descriptions, narratives, arts-based representation, etc? Cite as relevant.</p> <p>Trustworthiness and Rigor: What are the different ways in which you will maintain trustworthiness and rigor in this study? What methodological literature are you leaning on to inform your work. Think member checks, subjectivity statement, researcher journal, bracketing, prolonged stay in the field, multiple data sources, peer-debriefing, triangulation, falsification, etc. Offer definitions of each approach with citation and state how you will use these strategies to establish rigor and trustworthiness in this study.</p> |
| <p><u>Area of Specialization</u> Understand historical development of specialized area Be able to present the contributions and positions of major figures within area Be able to design an educational program in area of specialization.</p> | <ul style="list-style-type: none"> • Conduct arts-based analysis on data collected | <p>In this paper, you will use an arts-based method to analyze your data. In the paper you will represent the findings of your analysis and include a reflection of how this form of analysis allowed you to make meaning of your data. Approaches that you can consider can include but not limited to: narrative analysis; arts-based approaches; poetic representation; ethnodrama; photo-elicitation and visual analysis; autoethnography; feminist approaches; or any other representation of your choice</p> |
| <p><u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education.</p> | <ul style="list-style-type: none"> • Produce a draft of a methodology chapter | <p>This will be a tentative draft of a chapter three of a dissertation proposal. This does not mean that this is your actual dissertation proposal or that it would be ready to be submitted for a proposal when you're done. However, this will allow you to learn what is involved in preparing a methodological chapter for a proposal incorporating qualitative methods, even if you choose another topic for your dissertation.</p> |

EDCI 6335 Curriculum Research Design

| Standards | Objectives | Assignments/Assessments |
|--|--|--|
| <p><u>Foundational Knowledge</u> Students will demonstrate expertise in the design of research studies, including experimental and quasi-experimental designs, other quantitatively-based designs, qualitatively-oriented designs, and mixed model designs.</p> | <p>To become critically familiar with prominent theorists and their contributions. To analyze historical and current approaches.</p> | <p>Assigned readings from Creswell and Green textbooks.</p> |
| <p><u>Curriculum and Instruction</u> The student will build a more critical understanding</p> | <p>To critique theory and instructional practice.</p> | <p>Reflective Journals: The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum</p> |

| | | |
|--|--|---|
| <p>of the major research paradigms and their contributions to current instructional development.</p> | | <p>orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a weekly reflection responding to questions raised and discussed in class, class readings, outside readings of theorists and curriculum books, and your own lived experience. Follow the themes developed in class and include critical insight into your emerging understanding of your practice in relation to the themes. Do not simply summarize the content of the class.</p> |
| <p><u>Assessment and Evaluation</u> Using critical and analytical skills, students will be able to assess experimental and quasi-experimental designs, other quantitatively-based designs, qualitatively-oriented designs, and mixed model designs.</p> | <p>To be critically familiar with implementation, evaluation, and policy making aspects.</p> | <p>Review and Critique of Research Project: The purpose of this assignment is to develop a deeper understanding of research design by reading and critiquing ongoing research projects. You will read three capstone projects and provide written feedback in regards to the research design selected for the study.</p> |
| <p><u>Area of Specialization</u> The student will demonstrate proficiency in experimental and quasi-experimental designs, other quantitatively-based designs, qualitatively-oriented designs, and mixed model designs.</p> | <p>To engage in reflective exploration of our experience.</p> | <p>Reflective Journals: The purpose of this assignment is to engage you in reflective exploration of your practice, the curriculum orientation(s) under which you make decisions, and possible alternatives or directions for you to consider in your own practice. This is an evolving project which will require you to write a weekly reflection responding to questions raised and discussed in class, class readings, outside readings of theorists and curriculum books, and your own lived experience. Follow the themes developed in class and include critical insight into your emerging understanding of your practice in relation to the themes. Do not simply summarize the content of the class.</p> |
| <p><u>Scholarship</u></p> | <p>To articulate an understanding of how and</p> | <p>Presentation of topics paper.</p> |

| | | |
|--|--|--|
| Student will demonstrate proficiency in reading, critiquing, and disseminating a variety of studies. | why research frameworks inform practice. | |
|--|--|--|

EDCI 6397 Seminar on Dissertation Research

| Standards | Objectives | Assignments/Assessments |
|--|--|--|
| <p><u>Foundational Knowledge</u> Understands major theories of learning and education Understand the historical development of education in the United States or other geographic areas of interest Be able to present who the major educational philosophers and curriculum voices have been in education.</p> | | |
| <p><u>Curriculum and Instruction</u> Be able to present what the historical development and evolution of curriculum has and continues to be Use foundational knowledge to design curriculum appropriate for different educational settings Use foundational knowledge to evaluate curriculum that is in place in differing educational settings Use foundational knowledge of changes in instruction and how that impacts education</p> | | |
| <p><u>Assessment and Evaluation</u> Use foundational knowledge of quantitative and qualitative research tools to design studies to evaluate effectiveness of educational programs Use foundational knowledge of research to evaluate studies in education and in area of specialization</p> | Students will review research methodology in preparation for dissertation | <p>Students will produce a paper which defines and tells how research teams can be used.</p> <p>Students will produce a diagram of how research terms fit together.</p> |
| <p><u>Area of Specialization</u> Understand historical development of specialized area</p> | Students will demonstrate a command of the field of their specialty in Education through preparing an initial literature review. | Students will identify a research topic and explore that topic. Students will produce a document that identifies a topic who are major figures and what are their works? |

| | | |
|--|--|---|
| <p>Be able to present the contributions and positions of major figures within area Be able to design an educational program in area of specialization.</p> | | <p>Students will write a paper that outlines what is known in their topic (what is supported by research) and what is not known.</p> |
| <p><u>Scholarship</u> Engage in Inquiry and contribute to and contribute to scholarship that expands the knowledge base in education.</p> | <p>See above Identify dissertation committee and chair Understand the procedures to be followed in working with a dissertation</p> | <p>See above Identify dissertation topic and chair. Outline what the steps are in completing the dissertation process. Create a visual map of how research terms interrelate.</p> |