

Ph.D. / Curriculum & Instruction

CLASS ENTERING 2011

TO BE SUBMITTED BY THE BEGINNING OF SPRING SEMESTER OF 1ST YEAR IN THE PROGRAM

SEE POS GUIDELINES AT THE END OF THIS FORM

NOTES: This form is to be filed by the completion of your second semester of doctoral work. File one copy with the Teacher Education Office (Campion 211), provide a copy to your advisor, and keep a copy in your records.

If you seek to change your approved Program of Study, you must complete a Course Substitution form (available online or in Campion 211).

Please print or type

NAME \_\_\_\_\_ DATE OF MATRICULATION \_\_\_\_\_  
MONTH/YEAR

BC ID \_\_\_\_\_ COMPREHENSIVE EXAMS DATE \_\_\_\_\_  
MONTH/YEAR

PROGRAM OF STUDY COMMITTEE MEMBERS

\_\_\_\_\_  
 ADVISOR/CHAIR (PRINT NAME)

\_\_\_\_\_  
 AREA OF EXPERTISE/INTEREST

\_\_\_\_\_  
 SIGNATURE

\_\_\_\_\_  
 MEMBER (PRINT NAME)

\_\_\_\_\_  
 AREA OF EXPERTISE/INTEREST

\_\_\_\_\_  
 SIGNATURE

\_\_\_\_\_  
 MEMBER (PRINT NAME)

\_\_\_\_\_  
 AREA OF EXPERTISE/INTEREST

\_\_\_\_\_  
 SIGNATURE

MAJOR AREAS OF STUDY

Check your selection of a major area of study.

- Language, Learning, and Literacy
- Leadership, Policy, & School Change
- Mathematics, Science, and Technology
- Critical Pedagogy, Diversity, and Social Justice

RESIDENCY REQUIREMENT (SELECT ONE OF THE FOLLOWING OPTIONS)

- I will take three or four graduate level courses for two consecutive semesters (fall and spring) in the academic year \_\_\_\_\_.
- I will take two graduate level courses and have a full time assistantship for two consecutive semesters (fall and spring) in the academic year \_\_\_\_\_.
- I will fulfill a minimum of three years of full time doctoral study.
- I will participate in all available academic and professional activities associated with the Professional School Administration Program (PSAP) during the academic years \_\_\_\_\_.

- I will take two graduate level courses per semester for the academic year \_\_\_\_\_ while employed half time or more in a professional position relevant to the intended area of doctoral study. At least one course must be seminar based, linking theory, research, and practice in the intended area of doctorate.

PROFESSIONAL POSITION \_\_\_\_\_

COURSES \_\_\_\_\_

- I will petition the Associate Dean for an exception to the above options. (You must obtain prior approval for the exception from your academic advisor.) Please detail in the space below how the exception fulfills the intent of residency requirement, or attach a statement.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

SIGNATURES

Student \_\_\_\_\_ Date \_\_\_\_\_

Advisor \_\_\_\_\_ Date \_\_\_\_\_

Prog. Director \_\_\_\_\_ Date \_\_\_\_\_

Dept. Chair \_\_\_\_\_ Date \_\_\_\_\_

**PROGRAM OF STUDY/RESEARCH SEQUENCE**

COURSE REQUIREMENTS (COURSE NAME AND NO.)	CREDIT	FALL	SPRING	SUMMER	GRADE
<b>CURRICULUM AND INSTRUCTION CORE: 12 HOURS</b>					
ED 709 Research on Teaching	3			_____	_____
ED 711 Historical and Political Contexts of Curriculum	3			_____	_____
ED 859 Readings and Research in Curriculum and Instruction	3			_____	_____
ED 951 Dissertation Seminar in Curriculum and Instruction	3		_____	_____	_____
<b>RESEARCH CORE: 18 HOURS</b>					
ED 460 Interpretation and Evaluation of Research (or grad equivalent)	3	_____	_____	_____	_____
ED 468 Introductory Statistics	3	_____	_____	_____	_____
ED 469 Intermediate Statistics	3	_____	_____	_____	_____
ED 851 Qualitative Research Methods	3	_____	_____	_____	_____
ED 988 Dissertation Direction	3	_____	_____	_____	_____
ED/PY _____ (advanced/specialized research methods course)		_____	_____	_____	_____
<b>MAJOR AREAS OF STUDY: 18 HOURS</b>					
ED _____					
ED _____					
ED _____					
ED _____					
ED _____					
ED _____					
<b>ELECTIVES: 6 HOURS</b>					
ED _____					
ED _____					
ED 998 Doctoral Comprehensive Examination					

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## Approved 2/09

### CORE CURRICULUM & INSTRUCTION COURSES (REQUIRED)

- ED 709 Research on Teaching (Required of all first year students. Offered in the fall semester only.)
- ED 711 Historical and Political Contexts of Curriculum and Instruction (Required of all first year students. Offered in the spring semester only.)
- D ED 859 Readings and Research in Curriculum and Instruction (Also known as an Independent Study. These are to be pre-approved by the faculty advisor.)
- D ED 951 Dissertation Seminar (Required of all students after comprehensive examinations are completed or in the semester during which comprehensives are taken. Offered in spring semester only).
- ED 988 Doctoral dissertation direction (must be taken for at least three hours but may be taken for more; taken first semester after completion of comprehensive examinations and all coursework)

### RESEARCH SEQUENCE (REQUIRED)

We strongly recommend taking ED 460 BEFORE the statistics sequence, ED 468 and ED 469. For many students, taking these three courses in three consecutive semesters works best. Note: According to students, ED 851 in conjunction with any of the statistics sequence is a complementary course of study.

- ED 460 Interpretation and Evaluation of Research (or grad equivalent in Introduction to Quantitative Research Methods)
- ED 468 Introduction to Statistics (or equivalent)
- ED 469 Intermediate Statistics
- ED 851 Qualitative Methods

\_\_\_\_\_ Advanced/Specialized Research Methods Course (This course is chosen in consultation with advisor and/or the likely chair of the student's dissertation, and should help prepare students for their dissertation work. For example, a student who is going to do a survey for his/her dissertation might take the ERME Survey Methods course. Other students who are planning a qualitative study may want to take the C&I course on Advance Qualitative Research methods. Examples include: ED/PY 565 Large Scale Assessment, SC 558 Qualitative Methods, SC 735 Research at the Margins, NU 751 Advanced Qualitative Methods, ED/PY 864 Advanced Qualitative Research, ED/PY 829 Design of Research, ED/PY 861 Construction of Attitude and Opinion Questionnaires, MB 880 Action Research Methods, PY 912 Participatory Action Research: Gender, Race, and Power)

NOTE: Students may take additional research methods courses; these can be part of a specialization or electives.

## AREAS OF SPECIALIZATION

All students choose one of the four specializations and take six courses related to that specialization. The particular array of courses is different from student to student, even those in the same specialization. There are NO absolutely required courses in any given specialization. However, students should craft a set of six courses that provide a depth and breadth in the chosen area, build on the academic and professional experiences he or she brings to doctoral work, encourage new ways of thinking about issues, and address the major questions the fields related to each specialization. In addition, the set of specialization courses should help the student learn about the major theories, paradigms, and conceptual frameworks that underlie scholarly work in the specialization areas.

The following are suggested courses that might be taken by the student that relate directly to the specialization area. It is important to note that there are many other courses not listed here that might be taken as and these can be within the LSOE, the university, or the consortium. Choosing the six specialization courses requires consultation and conversation with multiple faculty members.

### LANGUAGE, LITERACY AND LEARNING

SL 361	Psycholinguistics
ED 586	Curriculum Research Seminar: Math and Literacy Education
ED 592	Foundations of Language and Literacy Development
ED 593	Introduction to Speech and Language Disorders
PY 615	Social and Affective Processes across the Life Span
PY 617	Learning and Cognition
PY 633	The Impact of Psychosocial Issues on Learning
PY 916	Seminars in the Theories of Child Development

### LEADERSHIP, POLICY, AND EDUCATIONAL CHANGE

ED 421	Theories of Instruction
ED 436	Curriculum Theories and Practice
ED 462	Assessment and Test Construction
ED 466	Models of Curriculum and Program Evaluation
ED 561	Evaluation and Public Policy
ED 729	Curriculum and Leadership

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## **AREAS OF SPECIALIZATION- Continued**

### **MATHEMATICS, SCIENCE, AND TECHNOLOGY**

- ED 480 Assistive Technologies for Individuals with Disabilities
- ED 520 Mathematics and Technology: Teaching, Learning, and Curriculum in the Elementary School
- ED 546 Science, Health, and the Natural World: Teaching, Learning, and Curriculum in the Elementary School
- ED 586 Curriculum Research Seminar: Mathematics and Literacy Education
- ED 628 Computer Applications for Educators
- ED 674 Teaching Mathematical Problem Solving in Grades 4-12

### **CRITICAL PEDAGOGY, DIVERSITY, AND SOCIAL JUSTICE**

- ED 528 Multicultural Issues
- PY 740 Psychology of Women
- ED 879 Gender and Higher Education
- PY 912 Participatory Action Research: Gender, Race, and Power
- PY 915 Critical Perspectives on the Psychology of Race, Class, and Gender

## **COURSES HIGHLY RECOMMENDED FOR ALL SPECIALIZATIONS**

The following list includes C&I or other LSOE courses that work well for any of the four specializations and are highly recommended to all doctoral students. A number of these highly recommended courses allow students to select topics for individual projects and papers that are related to their special areas of interest.

- ED 528 Understanding Learning Disabilities and Education
- ED 621.02 Bilingualism, Second Language, and Literacy Development
- ED 678 Advanced Classroom Research
- ED 705 Education Law and Public Policy
- ED 706 Philosophy of Education
- ED 729 Controversies in Curriculum
- ED 737 Contemporary Issues in Curriculum and Instruction
- ED 755 Theories of Leadership
- ED 803 History of Education
- ED 819 Educational Change: The Communication of Innovation

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## **ELECTIVES**

Courses may be chosen as electives that contribute depth or breadth in research methods or in the specialization area, curriculum and instruction in general, or broader educational and related issues.

## **NOT RECOMMENDED FOR DOCTORAL STUDENTS**

In general, selected courses should require 'doctoral level' academic work (reflected in the assigned readings, assignments, etc.). As such, the following are not recommended for doctoral students:

- 1) Courses that are required for master's level certification or master's degrees in other programs (e.g. ED 529- Social Studies and the Arts).
- 2) Courses that overlap with or provide a more introductory level approach to issues that are taken up at a higher level with other C&I courses (e.g. doctoral students are required to take ED 711, therefore ED 436 would not be appropriate).
- 3) Courses that are highly similar to courses students have already taken on the master's level.