

Lynch School of Education and Human Development Program of Study AY 2021-2022

Ph.D. / Curriculum and Instruction TO BE SUBMITTED BEGINNING OF SPRING SEMESTER OF THE 1ST YEAR

NAME: _____ DATE OF MATRICULATION: _____

BC ID: _____ COMPREHENSIVE EXAM DATE: _____

Program of study committee members :

Advisor/chair _____ Area of expertise/interest _____ Signature _____

Member 1 _____ Area of expertise/interest _____ Signature _____

Member 2 _____ Area of expertise/interest _____ Signature _____

Specialization - *Check your selection of a specialization. You can have more than 1.*

- Language, Literacy, and Culture
- Critical Perspectives on Schooling: Race, Class, Gender, Disabilities
- Leadership, Policy, and Educational Change
- Mathematics, Science, and Technology

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.
- 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.

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).

Signatures

Student _____ Date _____

Advisor _____ Date _____

Prog. Director _____ Date _____

Dept. Chair _____ Date _____

Program of Study

Curriculum and Instruction Core (12 credits)

Course number and name:	Fall	Spring	Summer	Credit	Grade
EDUC9709 Research on Teaching				3	
EDUC9711 Historical and Political Contexts of Curriculum				3	
EDUC7101 Independent Study (a.k.a. Readings and Research in Curriculum and Instruction)				3	
EDUC 9951 Dissertation Seminar in Curriculum and Instruction*				3	

Research Core (18 credits)

	Fall	Spring	Summer	Credit	Grade
QUANTITATIVE STRAND (Choose One Sequence)					
1. MESA7460 <i>Interpretation and Evaluation of Research</i>				3	
2. MESA7468 <i>Introductory Statistics</i>				3	
OR					
1. MESA7468 <i>Introductory Statistics</i>				3	
2. MESA7469 <i>Intermediate Statistics</i>				3	
QUALITATIVE STRAND					
1. EDUC8851 <i>Design of Qualitative Research Methods</i>				3	
2. Another qualitative class. Please specify:				3	
ADVANCED RESEARCH CLASS					
1. Advanced methods class. Please specify:				3	
EDUC9988 <i>Dissertation Direction</i>				3	
Total				18	

Major areas of study (18 credits)

Course number and name:	Fall	Spring	Summer	Credit	Grade

Electives (6 credits)

Course number and name:	Fall	Spring	Summer	Credit	Grade
EDUC9737 <i>Contemporary Issues: Digital Literacies</i>					
EDUC8528 <i>Understanding Learning Disabilities & Education</i>					
MESA9852 <i>Mixed Methods Research: Issues in Theory and Practice</i>					
EDUC8810 <i>Academic Writing</i>					
EDUC9737 <i>Contemporary Issues: Digital Literacies</i>					

* Typically taken in student's third year, but timing is flexible depending on where the student is at in the program

Guidelines for Completing the PoS

(Approved May, 2014)

CORE CURRICULUM & INSTRUCTION COURSES (REQUIRED)

EDUC9709	Research on Teaching (Required of all first year students. Offered in the fall semester only.)
EDUC9711	Historical and Political Contexts of Curriculum and Instruction (Required of all first year students. Offered in the spring semester only.)
EDUC7101	Readings and Research in Curriculum and Instruction (Also known as an Independent Study. These are to be pre-approved by the faculty advisor.)
EDUC9951	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.)
EDUC9988	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)

You are strongly encouraged to take ERME 7460 BEFORE the statistics sequence, ERME7468 and ERME 7469. For many students, taking these three courses in three consecutive semesters works best. Note: According to students, EDUC 9851 (Design of Qualitative Research) in conjunction with any of the statistics sequence is a complementary course of study.

ERME7460	Interpretation and Evaluation of Research (or grad equivalent in Introduction to Quantitative Research Methods)
ERME7468	Introduction to Statistics (or equivalent)
ERME7469	Intermediate Statistics
EDUC9851	Design of Qualitative Research
One Advanced Research Methods class (examples to the right)	<p><u>Quantitative</u> MESA7565 Large Scale Assessment MESA8861 Construction of Attitude and Opinion Questionnaires MESA8667 General Linear Models MESA8669 Psychometrics I : Classical Test Theory & Rasch Models</p> <p><u>Qualitative</u> APSY/EDUC 9864 Advanced Qualitative Research APSY8912 Participatory Action Research: Gender, Race, and Power SC 558 Qualitative Methods SC 735 Research at the Margins NU 751 Advanced Qualitative Methods</p>

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

AREAS OF SPECIALIZATION / RECOMMENDED COURSES

In addition to Required Core Courses and Required Research Core Courses, 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, each student should craft a set of six courses that provide 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 well, 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. These classes are in addition to required core courses and required research core courses.

Course Number and Name ↓	Specializations →	1	2	3	4
ELHE 7704: Ethics and Equity in Education		X	X	X	X
EDUC 7621: Bilingualism, Second Language, and Literacy Development		X	X	X	X
ELHE 7103: Education Law and Public Policy		X	X	X	X
ELHE 7201: Philosophy of Education		X	X	X	X
EDUC 9729: Controversies in Curriculum		X	X	X	X
EDUC 9201: Discourse Analysis		X	X	X	X
EDUC 9755: Theories of Leadership		X	X	X	X
EDUC 9819: Educational Change: The Communication of Innovations		X	X	X	X
ERME 7462: Assessment and Test Construction		X		X	X
EDUC 8528 Understanding Learning Disabilities and Education		X	X		
EDUC 6592: Foundations of Language and Literacy Development		X			
EDUC 6593: Introduction to Speech and Language Disorders		X			
APSY 8115: Cultural Processes, Social & Emotional Development		X			
APSY 7617: Learning and Cognition		X			
APSY 7633: The Impact of Psychosocial Issues on Learning		X			
SCWK 7794: Immigrant and Refugee Issues		X			
APSY 7461: Human Rights Interdisciplinary Seminar			X		
ELHE 7606: Diversity in Higher Education: Race, Class & Gender			X		
APSY 7740: Topics in the Psychology of Women			X		
ELHE 7608: Gender Issues in Higher Education			X		
APSY 8912: Participatory Action Research: Gender, Race, and Power			X		
SOCY 7716: Contemporary Social Theory			X		
ELHE 8833: Leadership for Social Justice: District Focus			X	X	
ERME 7466: Program Evaluation (Theory)				X	
ERME 7467: Program Evaluation (Practice)				X	
EDUC 6628: Computer Applications for Educators					X
EDUC 6674: Mathematical Problem Solving 4-12					X
EDUC 7101: Independent study focused on STEM area					X
EDUC 8200: Contemporary Issues and Methods in Literacy Research		X	X	X	
APSY8915: Critical Perspectives: Race, Class, and Gender		X	X	X	X

Note. Specialization 1: Language, Literacy & Culture; **Specialization 2:** Critical Perspectives on Schooling: Race, Class, Gender, Disabilities; **Specialization 3:** Leadership, Policy, & Educational Change; **Specialization 4:** Math, Science & Technology

Relevant Courses Outside of BC

BC graduate students, except law students, may cross-register for one course each semester at Boston University, Brandeis, and Tufts. Through a slightly different registration procedure, grad students may also take courses at the Graduate Consortium in Women's Studies at MIT, a pioneering effort by faculty at BC, MIT, and five other degree granting institutions to advance women's study scholarship.

Course Number and Name ↓	Specializations→	1	2	3	4
BU: LS 780: Processes of Literacy: Reading and Responding		X			
BU: LW 781: Processes of Writing		X			
BU: LR 782: History of Reading Research		X			
BU: LS 690: Classroom Discourse		X	X		X
BU: RS 655: Mixed Methods Research		X	X	X	X
BU: LS 725: Discourse, Narrative, and Literacy		X	X		X
BU: LS 762: Literacy Acquisition and Development		X			
BU: LS 792: Teaching Adolescent Readers and Writers		X			
BU: LS 750: Cognitive Development and Language		X	X		X
BU: CT 721: Analysis and Design of Curriculum		X	X	X	X
BU: SE 760: Special Education: Cognition, Learning, and Behavior		X	X		X
BU: ME 701: Learning Theory and Epistemology in Mathematics Education					X
BU: SO 933: Doctoral Seminar in History Education		X	X	X	X
BU: JD 944: Law and Religion			X	X	
BU: ME 701: Learning Theory and Epistemology in Mathematics Education					X
BU: LS 790: Literacy Assessment to Inform Instruction		X			
BU: CT 735: Teacher Education and Professional Development				X	
BU: ME 558: Mathematics Curriculum: Program Issues, Trends					X
BU: ME 589: Designing Professional Development Programs in Mathematics					X
Tufts: ED 167: Critical Race Theory		X	X	X	X
Tufts: ED 111: Development of Knowledge and Reasoning in Science Curriculum					X
Tufts: ED 170: Critical Education Policy Studies		X	X	X	X
Tufts: ED 192-06: Educational Design and Design-Based Research		X	X		X
Tufts: ED 192-07: Engineering Education Design					X
Graduate Consortium in Women's Studies at MIT: - Workshop for Dissertation Writers in Women's and Gender Studies - Understanding Pornography - Feminist Inquiry - Gender and Food - Gendering U.S. Immigration Policy			X		

Note. **Specialization 1:** Language, Literacy & Culture; **Specialization 2:** Critical Perspectives on Schooling: Race, Class, Gender, Disabilities; **Specialization 3:** Leadership, Policy, & Educational Change; **Specialization 4:** Math, Science & Technology

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. Courses that are required for master’s level certification or master’s degrees in other programs.

1. 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 EDUC 9711, and therefore EDUC 7436 would not be appropriate).
2. Courses that are highly similar to courses students have already taken on the master’s level.