

FLORIDA ATLANTIC UNIVERSITY™

Graduate Programs—PROGRAM CHANGE REQUEST

UGPC APPROVAL _____

UFS APPROVAL _____

CATALOG _____

DEPARTMENT: CURRICULUM, CULTURE AND EDUCATIONAL INQUIRY

COLLEGE: EDUCATION

PROGRAM NAME: ED.S. IN CURRICULUM AND INSTRUCTION

EFFECTIVE DATE

(PROVIDE TERM/YEAR)

SUMMER 2017

Rationale for change

The proposed revision will achieve the following:

- Serve as a degree option for scholar-practitioners who do not want a doctorate
- Integrate departmental program area expertise into the structure of the Ed.S.
- Offer better alignment between the Ed.S. and Ph.D. degrees
- Allow the Ed.S. to serve as a "pipeline" for the doctoral program. While we will still admit strong students into the doctoral program, we could recommend that some of our doctoral applicants consider this as a preliminary step before re-applying/ transferring to the Ph.D. program.
- Allow a smoother transition out of the Ph.D. program when/ if necessary.

Summary of changes

- A wider range of course options from which to choose
- Specification of categories of courses (Curriculum, Foundations, Social Contexts) to provide well-rounded core

NO CHANGE IN TOTAL CREDITS (33 CREDITS); NO CHANGE IN CREDIT DISTRIBUTION OF CORE COURSES, RESEARCH COURSES, AREA OF SPECIALIZATION AND CAPSTONE EXPERIENCE.

Faculty contact, email and complete phone number:

 Dr. Traci Baxley
 Baxley@fau.edu

297.3605

Consult and list departments that might be affected by the change and attach comments.

All COE departments have been informed. See attached emails for statements of no conflict.
Approved by:

 Department Chair: *[Signature]*

 College Curriculum Chair: *[Signature]*

 College Dean: *[Signature]*

UGPC Chair: _____

Graduate College Dean: _____

UFS President: _____

Provost: _____

Date:
10-7-16
10/19/16
10/25/16

Email this form and syllabus to UGPC@fau.edu **one week before** the University Graduate Programs Committee meeting so that materials may be viewed on the UGPC website prior to the meeting.

**Department of Curriculum, Culture and Educational Inquiry
Educational Specialist in Curriculum and Instruction**

Rationale for change

The proposed revision will achieve the following:

- Serve as a degree option for scholar-practitioners who do not want a doctorate
- Integrate departmental program area expertise into the structure of the Ed.S.
- Offer better alignment between the Ed.S. and Ph.D. degrees
- Allow the Ed.S. to serve as a “pipeline” for the doctoral program. While we will still admit strong students into the doctoral program, we could recommend that some of our doctoral applicants consider this as a preliminary step before re-applying/ transferring to the Ph.D. program.
- Allow a smoother transition out of the Ph.D. program when/ if necessary.

Summary of changes

- A wider range of course options from which to choose
- Specification of categories of courses (Curriculum, Foundations, Social Contexts) to provide well-rounded core

Total credits = 33 credits (No change)

Core Courses 12 credits (No change in total; course options have changed)

At least one course from each of the following areas:

- Curriculum
- Philosophical/ Historical Foundations
- Social Contexts

Research and Evaluation – 6 credits (No change in total; course options have changed)

Area of Specialization – 12 credits (No change in total; areas of specialization expanded)

Capstone Experience – 3 credits (No change)

Department of Curriculum, Culture and Educational Inquiry
Educational Specialist in Curriculum and Instruction

Program Overview

Core Courses 12 credits

At least one course from each of the following areas:

- o Curriculum
- o Philosophical/ Historical Foundations
- o Social Contexts

Research and Evaluation – 6 credits

Area of Specialization – 12 credits

Capstone Experience – 3 credits

Core: 12 credits

The core of the Ed.S. program consists of 12 credits, representing at least one course in each of the following areas. Courses marked with an “*” must be taken on advisor recommendation only.

Curriculum - Choose from:

EDG 7251 - Curriculum Implementation for School Improvement
EDF 7917 - Instructional Policies and the Teaching Profession*
EDG 6285 - Program Evaluation in Curriculum and Instruction
EDG 6628 - Documentation and Assessment in Curriculum and Instruction
EDG 6253 – Design Components in Curriculum
EEC 6236 – Principles and Models of Early Childhood Education
TSL 5142 – Curriculum Development in TESOL/BE
EDG 7221 – Curriculum Theory*; EDG 7944 – Research in Curriculum and Instruction*
EEC 6239 – Exploring Natural Habitats as Curriculum for Young Children
EEC 6711- Creative Arts for Young Children

Foundations (Historical, Philosophical) Choose from:

EDG 7251 - Curriculum Implementation for School Improvement
EDF 6887 – Foundations of Multicultural Curriculum
TSL 6642 – Theories of TESOL
EEC 6760 – Foundations of Early Childhood Environmental Education
Additional courses options may be identified in consultation with advisor.

Social contexts – Choose from:

EDF 6637 - Race, Class and Gender in Education; EDF 6615- Black Perspectives in Ed.
EDF 6800 – Foundations of Global Education
TSL 6700 – Language Policy and Practice
EEC 6932 – Seminar in Early Childhood Education: Local, National and International Issues
Additional courses options may be identified in consultation with advisor.

Research and Evaluation: 6 credits

EDF 6918 - Action Research in Schools and Communities

Choose from:

EDA 6415 - Introduction to Qualitative Analysis
STA 7114 – Advanced Statistics

EDF 7578: Critical Foundations of Educational Inquiry

Any other research course pertinent to student's project selected with advisor approval.

Capstone Experience (EDG 7906, Directed Independent Study, 3 credits)

The Capstone Experience, implemented at the end of the Ed.S. program, draws on a community or school-based independent study field experience designed by the Ed.S. student and advisor. The capstone culminates in a manuscript to submit for publication or a poster/paper presentation at a conference.

Area of Specialization: 12 credits

Areas of specialization can be organized around a theme (e.g. Media Literacy), a specific program area (e.g. Early Childhood Education) or a certificate (e.g. Teacher Leadership Certificate).

CHANGES AS THEY WILL APPEAR IN THE GRADUATE CATALOG

Specialist in Education with Major in Curriculum and Instruction

The Education Specialist Degree (Ed.S.) in Curriculum and Instruction is designed for students who wish to continue graduate studies beyond the master's (M.Ed.) degree but do not desire the Doctor of Education degree (Ph.D.), which requires additional courses and a research dissertation. The Education Specialist Degree requires a minimum of 33 credits above the M.Ed. degree. The degree must be completed within seven years from the date a student is admitted to the Ed.S. degree program. A student can take no more than one-third of the total credits in this program as a non-degree student before being officially admitted to the program.

Admission Requirements

To be considered for admission to the Ed.S. in Curriculum and Instruction Program, students must complete the graduate application and provide documentation that they have:

1. A master's degree from a regionally accredited college or university;
2. An overall grade point average of 3.0 or better in the last 60 credits of undergraduate work prior to the granting of the bachelor's degree;
3. An overall grade point average of at least 3.25 or better on all graduate work attempted;
4. a. Minimum scores of 143 (quantitative) and 148 (verbal) and 3.5 (analytical writing) on the Graduate Record Examination (GRE) for students with an undergraduate GPA above 3.5 and graduate GPA above 3.4;
b. Minimum scores of 145 (quantitative) and 153 (verbal) and 3.5 (analytical writing) on the GRE for students with an undergraduate GPA of 3.0 to 3.49 and graduate GPA above 3.25 to 3.39;
- c. Scores may not be more than five years old;
5. Letters of recommendation from two professional supervisors/colleagues;
6. Additional admission requirements exist for International Students. Contact the FAU Office of International Students and Scholars and the Graduate College for these requirements.

Applications are not reviewed until all documents are received.

Program Overview

Core Courses 12 credits

At least one course from each of the following areas:

- Curriculum
- Philosophical/ Historical Foundations
- Social Contexts

Research and Evaluation – 6 credits

Area of Specialization – 12 credits

Capstone Experience – 3 credits

| | |
|--|--------------|
| Program of Studies | 33 credits |
| Core Courses Students must take <u>at least one</u> course in each of the following areas. - Curriculum | (12 credits) |

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|---|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|----------|---|
| <ul style="list-style-type: none"> - Foundations - Social Contexts <p>Courses marked with an “*” must be taken on advisor recommendation only.</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Required <u>Curriculum</u> - Choose from: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Curriculum Implementation for School Improvement Instructional Policies and the Teaching Profession* Program Evaluation in Curriculum and Instruction Documentation and Assessment in Curriculum and Instruction Design Components in Curriculum Curriculum Leadership Seminar in Curriculum Principles and Models of Early Childhood Education Curriculum Development in TESOL/BE Curriculum Theory* Research in Curriculum and Instruction* Exploring Natural Habitats as Curriculum for Young Children Creative Arts for Young Children Community College Curriculum | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">EDG 7251</td> <td style="width: 50%; text-align: right;">3</td> </tr> <tr> <td>EDF 7917</td> <td></td> </tr> <tr> <td>EDG 6285</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDG 6628</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDG 6253</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDG 6223</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDG 6935</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EEC 6236</td> <td style="text-align: right;">3</td> </tr> <tr> <td>TSL 5142</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDG 7221</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDG 7944</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EEC 6239</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EEC 6711</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDH 6215</td> <td style="text-align: right;">3</td> </tr> </table> | EDG 7251 | 3 | EDF 7917 | | EDG 6285 | 3 | EDG 6628 | 3 | EDG 6253 | 3 | EDG 6223 | 3 | EDG 6935 | 3 | EEC 6236 | 3 | TSL 5142 | 3 | EDG 7221 | 3 | EDG 7944 | 3 | EEC 6239 | 3 | EEC 6711 | 3 | EDH 6215 | 3 |
| EDG 7251 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDF 7917 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 6285 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 6628 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 6253 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 6223 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 6935 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EEC 6236 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TSL 5142 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 7221 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 7944 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EEC 6239 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EEC 6711 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDH 6215 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Foundations (Historical, Philosophical) Choose from: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Race, Class and Gender in Education Curriculum Implementation for School Improvement Foundations of Multicultural Curriculum Theories of TESOL Foundations of Early Childhood Environmental Education | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%;">EDF 6637</td> <td style="width: 50%; text-align: right;">3</td> </tr> <tr> <td>EDG 7251</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EDF 6887</td> <td style="text-align: right;">3</td> </tr> <tr> <td>TSL 6642</td> <td style="text-align: right;">3</td> </tr> <tr> <td>EEC 6760</td> <td style="text-align: right;">3</td> </tr> </table> | EDF 6637 | 3 | EDG 7251 | 3 | EDF 6887 | 3 | TSL 6642 | 3 | EEC 6760 | 3 | | | | | | | | | | | | | | | | | | |
| EDF 6637 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDG 7251 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDF 6887 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| TSL 6642 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EEC 6760 | 3 | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Social contexts – Choose from: | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

| | | |
|---|--|-----------------------|
| Black Perspectives in Ed. Race, Class and Gender in Education Foundations of Global Education Language Policy and Practice Seminar in Early Childhood Education: Local, National and International Issues | EDF 6615 EDF 6637 EDF 6800 TSL 6700 EEC 6932 | 3 3 3 3 3 |
| Documentation and Assessment in Curriculum and Instruction | EDG 6628 | 3 |
| Seminar in Curriculum | EDG 6935 | 3 |
| Community College Curriculum | EDH 6215 | 3 |
| Research and Evaluation | (6 credits) | |
| Action Research in Schools and Communities Choose from: Introduction to Qualitative Analysis Advanced Statistics Critical Foundations of Educational Inquiry Any other research course pertinent to student's project selected with advisor approval. | EDF 6918 EDF 6918 EDA 6415 STA 7114 EDF 7578 | 3 3 3 3 |
| | | 3 |

Area of Study (12 credits at the 6000 level or above)
Take four courses in one or two of the following areas:

The area of specialization is developed in consultation with the advisor. Areas of specialization can be organized around a theme (e.g. Media Literacy; Curriculum design), a specific program area (e.g. Early Childhood Education) or a certificate (e.g. Teacher Leadership Certificate).

Arts
Curriculum
Early Childhood
Foreign Languages
Global Studies

Mathematics
Multicultural Education
Reading
Research Methodology
Science
Social Studies
Technology
TESOL and Bilingual Education
Other, in consultation with advisor

Capstone Experience (EDG 7906, Directed Independent Study, 3 credits)

The Capstone Experience, implemented at the end of the Ed.S. program, draws on a community or school-based independent study field experience designed by the Ed.S. student and advisor. The capstone culminates in a manuscript to submit for publication or a poster/paper presentation at a conference.

E-mails from department chairs: Ed.S. degree

On Sep 16, 2016, at 12:08 AM, Dilys Schoorman <dschoorm@fau.edu> wrote:

Colleagues:

I am attaching CCEI's revision of the Ed.S. program to make it a little more flexible and more aligned with our doctoral program. The major changes include the expansion of course options available in the core.

I am sending the description of revisions for your review and statement of no conflict.

Thanks,
Dilys

Dilys Schoorman, Ph.D.
Professor and Chair
Department of Curriculum, Culture and
Educational Inquiry
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431-0991
Tel: 561 297-3965
Fax: 561 297 2925

<http://www.coe.fau.edu/faculty/dschoorm/>

Visit our department website:

<http://www.coe.fau.edu/academicdepartments/ccei/>

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI?ref=ts&fref=ts>

<FAUprogramchangeGrad- Ed.S. .doc>

From: Paul Peluso <ppeluso@fau.edu>
Date: Friday, September 16, 2016 at 6:02 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Cc: Robert Shockley <SHOCKLEY@fau.edu>, Michael Brady <mbrady@fau.edu>, Michael Whitehurst <whitehur@fau.edu>, Barbara Ridener <BRIDENER@fau.edu>, Deena Wener <wener@fau.edu>, Traci Baxley <BAXLEY@fau.edu>, Lizeth Garcia <lgarci18@fau.edu>
Subject: Re: Ed.S. in Curriculum and Instruction

No conflict with Counselor Ed.

Sent from my iPhone

From: Michael Brady <mbrady@fau.edu>
Date: Friday, September 16, 2016 at 10:30 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: RE: Ed.S. in Curriculum and Instruction

I've reviewed the proposed changes to your EDS program. I do not see any unintended overlap or conflict with the courses or programs in the ESE Department.

Good luck

MB

Michael P. Brady, PhD
Professor & Chair
Department of Exceptional Student Education
Florida Atlantic University
777 Glades Road
Boca Raton, FL 33431
(561) 297-3281
mbrady@fau.edu

From: Michael Whitehurst <whitehur@fau.edu>
Date: Tuesday, September 20, 2016 at 10:40 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: Re: Ed.S. in Curriculum and Instruction

Dilys,
Sorry for such a late response. ESHP has no conflicts.
Mike

From: Barbara Ridener <BRIDENER@fau.edu>
Date: Thursday, September 22, 2016 at 1:11 PM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: RE: Ed.S. in Curriculum and Instruction

Teaching and Learning does not have a conflict with this revision.

Barbara R. Ridener, Ph.D.
Chair and Associate Professor
Department of Teaching and Learning
Florida Atlantic University

From: Robert Shockley <SHOCKLEY@fau.edu>
Date: Friday, October 7, 2016 at 9:35 AM
To: Dilys Schoorman <dschoorm@fau.edu>
Subject: Re: EdS degree

Sorry. The EDLRM department has no problem with your proposal. Bob

Sent from my iPhone