



COLLEGE OF EDUCATION
COURSE APPROVAL VERIFICATION FORM
ADVANCED PROGRAMS GOVERNANCE COMMITTEE

Course Designator _____ Prefix ____ Number _____ Suffix ____
(Example: EDUC J999Q)

OR

Degree Program: PhD in Teaching and Learning
(For Bulletin Changes)

Course Proposer: Dr. Christine Ebert Phone: 777-3049

Date Received

Approved By

Date Forwarded

4/17/09

Shirley Jeffers
Chair, Department Committee

5/1/09

5/1/09

Diane Stephens
Chair, Department

5/1/09

Chair, Advanced Programs Governance Committee

Associate Dean, Academic and Student Affairs

Dean, College of Education

Note: If not approved, return packet to person named at the last level of approval.

CBC



THE GRADUATE SCHOOL

CURRICULUM AND BULLETIN CHANGES

Mail to:
The Graduate School
901 Sumter St. #304
Columbia, SC 29208

1. Requestor fills in form in PDF (you can save this form with Adobe Reader).
2. Requestor e-mails form in PDF and applicable attachment(s) (in MS Word) to gradcurr@mailbox.sc.edu.
3. Requestor then obtains signatures from department chair and academic dean, and mails signed copy of the form to The Graduate School.

Fax to:
803-777-2972

Department/College: Instruction and Teacher Education/Education



Graduate



Curriculum Change. List program involved, and justification for the change.

PhD in Elementary Education renamed to PhD in Teaching and Learning and related curricular changes. (see attached)



Graduate/Undergraduate *Bulletin* Change.

Attach the proposed wording change. The changes must be shown exactly as they are to appear in the *Bulletin*. A two-column format showing both the old wording (on the left) and the new wording (on the right) is required. Please indicate the current page(s) of the *Bulletin* where the old wording appears.

Requested **Effective Term** for addition to database.

| Term | Year |
|--------|------|
| Spring | 2010 |

Contact Person: Christine Ebert

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Endorsements:

Department Chair: *Diane Stephens*

Date: 8/1/09

Academic Dean: _____

Date: _____

**Rationale for Name and Program Changes:
PhD in Elementary Education to the PhD in Teaching and Learning**

Background Information:

The Department of Instruction and Teacher Education (ITE) currently has Ph.D. degrees in Elementary Education and Secondary Education. Both degrees were reviewed as part of the Fall 2003 South Carolina Commission on Higher Education (CHE) USC Professional Education Unit review. The Ph.D. in Elementary Education was commended during the review process. The Ph.D. in Secondary Education was cited for weaknesses and placed on probationary status with the expectation that weaknesses be addressed by the next review (2010). These factors are the primary impetus for the proposed program modification of the Ph.D. in Elementary Education and the elimination of the Ph.D. in Secondary Education.

Another significant factor is that the area of middle level education has become recognized nationally as a separate field. The South Carolina Department of Education has created another certification category: Middle level education. ITE has a middle level program area including faculty with specific expertise in middle level education. Currently, professionals in middle level education seeking a doctoral degree are accommodated within the existing elementary and secondary degrees.

Enrollment in both the elementary and secondary education programs is low with 1-3 candidates graduating annually in each program over the last five years.

Faculty Decision to Revise the Elementary Education Ph.D. and Overview of Changes:

The faculty in elementary, middle, and secondary education have conducted a review over the last two years in consideration of the above factors, current developments in the field, and a thorough curriculum analysis of our existing programs. Through this review and extensive discussions, the faculty determined that the CHE-commended elementary education degree could be revised to serve candidates previously pursuing the secondary education degree and those with an interest in middle level education. The changes to the program will also strengthen the degree for the current elementary-focused student population.

In order to reflect the broader focus of the degree, we request the name change from "Elementary Education" to "Teaching and Learning". The degree name "Teaching and Learning" was selected because of its use nationally within education doctoral programs (Ohio State, Northwestern, Miami, NYU and Vanderbilt to name a few) and to encompass the interests/needs of students and faculty in our current elementary, middle level, and secondary education programs.

No specific options within the degree are being requested. Candidates will customize their programs to best meet their individual needs and research interests. Such interests could be by level (i.e., elementary, middle level, secondary), discipline with no imposition of grade-level specific limits (i.e., mathematics, English, natural sciences, social sciences), or another area of

educational research (e.g., teacher education). This is consistent with our M.Ed. in Teaching which provides a master's level program for professionals in elementary, middle, and secondary education. As proposed for the Ph.D. program, candidates in the M.Ed. in Teaching individualize their programs and are not limited to predetermined options.

Revisions to the Elementary Ph.D. are limited to changes in 18 semester hours of course work and the degree name. There is only a 3 credit hour change in the overall number of required hours (from 78 to 81 credit hours beyond the master's). In summary, the 18 hours of change are

- An option to take all 9 hours of pedagogy in the same curricular area (versus three each in three separate areas) which results in 6 credits of change
- 3 additional hours in curriculum
- 3 additional hours in research
- 6 hours in teaching and research internships (3 each, these are two new courses)

The attached chart provides further detail. Upon approval of the revised Ph.D., the department will request termination of the Ph.D. in Secondary Education.

Specific Bulletin Change Explanations:

1. Degree name change from "Elementary Education" to "Teaching and Learning" and introductory paragraphs: As explained above, the degree will provide candidates a broader range of areas of study so that the title "Elementary Education" is no longer appropriate. Examples of types of foci are listed.
2. Total minimum hours change from 78 to 81 beyond the bachelor's: The changes made to the degree in the rest of the proposal result in an overall increase of three credit hours for the total degree.
3. The stipulation of a 6-hour qualifying examination was removed to address the current practice of a qualifying paper that is written over a longer period of time.
4. The number of hours in the "Area of Specialization" (27) will continue. Within this area, the "Elementary Pedagogy" requirement was renamed "Pedagogical Content Knowledge" to address the broader degree.
5. The section "Theories of Instruction" was renamed "Teaching and Learning" and the requirement for students to take pedagogy courses in three different areas was removed so that students can choose courses across *or within* discipline areas. Examples of specific courses were removed. The number of credit hours in this category remains at 9.
6. The revised curriculum section (9 credits) now encompasses courses that were formerly in the curriculum section (3 credits) and foundations B (3 credits). This results in an additional 3 credit hours related to these categories in comparison with the existing degree.
7. The former "Foundations" section is deleted with most of the courses formerly listed as options in the "Foundations" category remaining as options in the revised categories of "Teaching and Learning" and "Curriculum".
8. An internship in teaching was added to prepare candidates for their potential future roles as college supervisors, instructors, and mentors of P-12 teacher candidates and complies with South Carolina Commission on Higher Education expectations for a teaching internship. Faculty added a research internship to enhance the degree experience.

9. Required research course hours are increased from 9 to 12 credit hours to build candidate knowledge in an area to be selected by the program committee.
10. The category "Foreign Language" is revised to "Language/Research Tool Requirement" to be consistent with the existing departmental "Language/Research Tool Requirement" that appears earlier in bulletin under Instruction and Teacher Education.

Table on 18 Hours of Curriculum Change to Elementary Education Ph.D.

| Original PhD in Elementary Education | Proposed PhD in Teaching and Learning | Modification | Explanation |
|---|--|---------------------|---|
| Elementary Pedagogy: 9 | Pedagogical Content Knowledge: 9 | 6 | Original PhD required 3 hours each in different curriculum areas; proposed degree allows all 9 hours in one area (e.g., mathematics, science, social studies, English). |
| Instruction/ Development and Learning 9 | Teaching and Learning: 9 | 0 | The requirements listed under the separate categories of "Area of Specialization B: Theories of Instruction" and "Foundations A: Development and Learning" in the original degree are encompassed in the "Teaching and Learning" category in the proposed degree. |
| Curriculum/ Foundations: 6 | Curriculum: 9 | 3 | Courses that counted in the original degree's "Foundations B: Social, Philosophical, and Curriculum" are now counted in the "Curriculum" category in the proposed degree. Three additional hours are required. |
| Research 9 | Research 12 | 3 | The former category of "Foundations C: Research" is now just listed as "Research". Three additional hours are required. |
| Internship 0 | Internship 6 | 6 | Includes 3 credits of internship in teaching and 3 credits of internship in research. These are two new courses. |
| Cognate 9 | Cognate 9 | 0 | |
| Dissertation 12 | Dissertation 12 | 0 | |
| Electives 15 | Electives 15 | 0 | |
| TOTALS 71 | 81 | 18 | |

Revision of the Ph.D. in Elementary Education

| Current | Proposed (deletions as strikethrough , insertions as <u>underlined</u>) |
|---|--|
| <p>Elementary Education (Ph.D.) The Ph.D. degree prepares students to become researchers, teacher educators, and leaders who serve as advocates for children and families. Application deadlines are March 1 and October 15 each year.</p> <p>1. Total hours required: A minimum of 78 hours beyond the baccalaureate degree, the last 30 of which must be completed no more than eight years prior to graduation.</p> <p>2. Admission: In addition to The Graduate School's application requirements, applicants must submit a letter of intent.</p> <p>3. Qualifying examination: A 6-hour written examination taken after completion of 12 hours of 700- and 800-level course work in the College of Education.</p> <p>4. Program of study: The student's program advisory committee will evaluate previous course work and experiences and recommend appropriate courses to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions typically developed in the following course work: Area of Specialization: A minimum of 27 hours in elementary education</p> | <p><u>Teaching and Learning Elementary Education (Ph.D.)</u> The Ph.D. degree prepares students <u>with experience and interest in Elementary, Middle Level and Secondary Education</u> to become researchers, teacher educators, and leaders who serve as advocates for children and families. Application deadlines are March 1 and October 15 each year. <u>Through advisement, candidates may focus their study in areas such as Teacher Education, English Education, Mathematics Education, Science Education and, Social Studies Education.</u></p> <p>1. Total hours required: A minimum of 78 <u>81</u> hours beyond the baccalaureate degree, the last 30 of which must be completed no more than eight years prior to graduation.</p> <p>2. Admission: In addition to The Graduate School's application requirements, applicants must submit a letter of intent.</p> <p>3. Qualifying examination: A 6-hour written examination taken after completion of 12 hours of 700- and 800-level course work in the College of Education.</p> <p>4. Program of study: The student's program advisory committee will evaluate previous course work and experiences and recommend appropriate courses to ensure that at the completion of the program the student can demonstrate the knowledge, skills, and dispositions typically developed in the following course work: Area of Specialization: A minimum of 27 hours in <u>elementary education</u></p> |

| Current | Proposed (deletions as strikethrough, insertions as underlined) |
|---|--|
| <p>A. Elementary Pedagogy: 9 credit hours At least one recent pedagogy course in three of the core subject areas (mathematics, science, language arts, and social studies). Two courses must be at the 800 level (EDEL 840, 858, 860, or 870).</p> <p>B. Theories of Instruction: 6 credit hours</p> <p>Two of the following courses: EDEL 815 Models of Teaching EDTE 759 Teaching Reasoning and Inquiry Skills EDTE 777 Analysis of Effective Instructional Practices EDTE 870 Seminar in Instruction and Teacher Education</p> <p>C. Curriculum: 3 credits</p> | <p>A. Elementary Pedagogical Content Knowledge: 9 credit hours At least one recent in pedagogy courses <u>within or across three of</u> the core subject content areas of (mathematics, science, language arts, and social studies). Two courses must be at the 800 level (EDEL 840, 858, 860, 870).</p> <p>B. Theories of Instruction Teaching and Learning: 6 <u>9 credit hours advanced and doctoral level course work involving instruction</u> <u>Required Course:</u> <u>EDTE 870 Seminar in Instruction and Teacher Education</u></p> <p><u>Recommended:</u> Two of the following courses: EDEL 815 Models of Teaching EDTE 759 Teaching Reasoning and Inquiry Skills EDTE 777 Analysis of Effective Instructional Practices EDTE 870 Seminar in Instruction and Teacher Education EDPY 706 Human Development and Learning Situation EDPY 741 Basic Processes: Cognition EDPY 751 Psychological Analysis of Instruction I EDPY 805 Contemporary Research in Human Development and Education</p> <p>C. Curriculum: 3 <u>9</u> credits <u>Required:</u></p> <ul style="list-style-type: none"> • <u>EDCS 821 Curriculum Theory</u> • <u>Diversity in education curriculum course</u> |

| Current | Proposed (deletions as strikethrough , insertions as <u>underlined</u>) |
|--|--|
| <p>EDTE 811 Developing Interdisciplinary Curriculum</p> <p>Foundations:</p> <p>A. Development and Learning. One of the following: EDPY 706 Human Development and Learning Situation EDPY 741 Basic Processes: Cognition EDPY 751 Psychological Analysis of Instruction I EDPY 805 Contemporary Research in Human Development and Education</p> <p>B. Social, Philosophical, and Curriculum Foundations. One of the following: EDFN 743 The School and the Social Order: The United States I EDFN 744 Philosophy and Education EDCS 822 Curriculum Classics: Trends and Issues EDCS 821 Curriculum Theory</p> <p>C. Research. 9 credits from the following: (required) EDRM 710 Educational Statistics (required) EDRM 740 Qualitative Research in Education</p> <p>One of the following: EDCS 829 Curriculum Inquiry EDRM 711 Educational Statistics</p> | <p>(Recommended <u>EDCS 721, 722, 723, 724, EDTE 776, or EDRD 811</u>)</p> <ul style="list-style-type: none"> • <u>One additional general education foundations or curriculum course</u> EDTE 811 Developing Interdisciplinary Curriculum <p>Foundations:</p> <p>A. Development and Learning. One of the following: EDPY 706 Human Development and Learning Situation EDPY 741 Basic Processes: Cognition EDPY 751 Psychological Analysis of Instruction I EDPY 805 Contemporary Research in Human Development and Education</p> <p>B. Social, Philosophical, and Curriculum Foundations. One of the following: EDFN 743 The School and the Social Order: The United States I EDFN 744 Philosophy and Education EDCS 822 Curriculum Classics: Trends and Issues EDCS 821 Curriculum Theory</p> <p>C. Research. <u>Research: 12 9</u> credits in <u>educational research to include: from the following:</u> (required) <u>EDRM 710 Educational Statistics I</u> and (required) <u>EDRM 740 Qualitative Research in Education</u></p> <p>One of the following: EDCS 829 Curriculum Inquiry EDRM 711 Educational Statistics</p> |

| Current | Proposed (deletions as strike through, insertions as underlined) |
|--|--|
| <p>II EDRM 724 Design and Analysis of Educational Surveys EDRM 840 Methods of Ethnographic Description</p> <p>Cognate: A minimum of 9 credit hours must be in one area outside the Department of Instruction and Teacher Education.</p> <p>Dissertation hours: A minimum of 12 credit hours of dissertation credit (EDTE 899) is required. Three hours may be in a dissertation proposal course.</p> <p>Electives: A minimum of 15 semester hours credit in advanced graduate work.</p> <p>4. Foreign Language</p> <p>5. Comprehensive Examination: A 9-hour written examination and a 2-hour oral examination.</p> | <p>II EDRM 724 Design and Analysis of Educational Surveys EDRM 840 Methods of Ethnographic Description</p> <p><u>Internship:</u> A minimum of 6 credit hours in a teaching internship and a research in teaching and learning internship including at least 6 credit hours in EDTE 850 and EDTE 851.</p> <p>Cognate: A minimum of 9 credit hours must be in one area outside the Department of Instruction and Teacher Education.</p> <p>Dissertation hours: A minimum of 12 credit hours of dissertation credit (EDTE 899) is required. Three hours may be in a dissertation proposal course.</p> <p>Electives: A minimum of 15 semester hours credit in advanced graduate work.</p> <p>4. Foreign Language/<u>Research Tool Requirement</u></p> <p>5. Comprehensive Examination: A 9-hour written examination and a 2-hour oral examination.</p> |