

## **Ph.D. in Educational Theory and Practice**

### **Emphasis Areas**

In addition to the shared core courses, doctoral students in ETAP choose an emphasis area. Emphasis areas are overlapping, of course, and should not be considered as exclusive. While the ETAP core provides a breadth of knowledge, the emphasis areas serve to create the space of doctoral students to cultivate depth of knowledge. They further exist to aid students in positioning themselves within various fields of scholarship and educational inquiry. On the pages that follow you will see descriptions of our emphasis areas.

**Critical Studies**

**Early Childhood Education**

**Elementary Education**

**Middle Grades Education**

**Social Studies Education**

**Teacher Education**

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## Emphasis Areas

### Critical Studies

This Ph.D. emphasis area foregrounds interdisciplinary and critical inquiries related to educational theory and practice. Scholarship in this area assumes that objects of study and methods of inquiry in educational theory and practice are produced differently over time and space in different discursive, cultural, and material conditions. Courses and research projects in this area are informed by disciplines including history, philosophy, anthropology, geography, and linguistics and theoretical approaches including critical, feminist, race-based, queer, postmodern, poststructural, posthumanist, psychoanalytic, and cultural theories. Students will become familiar with the epistemological, ontological, and methodological allegiances that ground these theories. The goal of study in this area is to encourage students to pursue rigorous research agendas that contribute to leadership in the field of educational theory and practice.

#### **Required and Elective Courses** (22 credit hours)

All courses in this interdisciplinary emphasis area are determined in consultation with the Advisory Committee and can include courses offered by ETAP and other departments in the College and University.

Students in this emphasis area typically take courses such as:

EDEC/WMST 8400	Feminist Perspectives in Elementary Education
EDMS 9090	Socio-Cultural issues in Early Adolescence
EDMS 9120	Comparative & International Perspectives in ECE
EFND 8110	History of African American Education
EFND 7210	Examining Race and Culture in Education Reform and Policy
EFND 7040	History of Education in the US
ESSE 8585	Foucault and Education
ESSE 8595	Derrida, Deconstruction, and Education
ESSE 9010	Diversity & Democracy in Teacher Education
ESSE 9140	Culture & Education
ESSE/QUAL 8560	Theoretical Frameworks for Doctoral Studies in Education
ESSE/QUAL 8570	The Postmodern Turn: Theories & Methods
ESSE/QUAL 8580	Postmodern Qualitative Research
ESOC 8010	History of Social Studies Education

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#### Early Childhood Education

This Ph.D. emphasis area focuses on the study of young children; the adults who educate and care for them; the educational and care settings that serve them; and curriculum, pedagogy, and policy issues in early childhood education. Our faculty areas of interest and expertise as well as our course offerings emphasize issues of diversity in ability, culture, language, and social class manifested in children, practitioners, families, and early care and education settings; immigration and multiculturalism; socio-cultural, political, and historical contexts; and international/comparative studies of early schooling. It also addresses the needs and challenges of early childhood education and care locally, nationally, and globally by drawing on diverse theories and research traditions. Graduates of this program are prepared for careers as Early Childhood Education researchers, teacher educators, leaders and policy-makers.

Coursework (22 credit hours)

Students will take 22 credit hours of coursework that help to prepare the student to think deeply about and conduct research on his or her specific interests within the field of early childhood education.

Coursework breaks down as follows:

1 credit teaching internship

9 credit hours of coursework offered by emphasis area core faculty

12 credits of electives

The 12 credit hours of electives can include those offered by core faculty, the broader ETAP faculty, and other departments in the College and University. Electives might include, for example, courses in teacher education, elementary education, critical theory, language and literacy, child development, social studies, and science and mathematics education.

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### Elementary Education

This Ph.D. emphasis area is a gathering place for scholars focused on the study of childhood, children, and formal and informal educational settings where children spend their time during the elementary grades. Core faculty engage in scholarship and pedagogy focused on diversity and equity, social justice education, critical literacies, social studies, science, family-school relationships, community-based teaching and learning, curriculum theory and practice, sociocultural and critical theories of schooling, local and international experiences of schooling, and cultivating responsive educators who meet the needs of traditionally marginalized students and families.

#### Area Expectations

Registration and active participation in 3 credits of Elementary Education Symposia that will include gatherings to be organized and advertised by a core faculty member each year under a Special Topics course number. Coursework and independent study work that orients the student toward a dissertation topic that is linked to the area of emphasis. Dissertation research linked to the study of childhood, children, and/or formal and informal education settings where children spend their time during the elementary grades.

*Elective courses* (22 credit hours) Electives can include courses offered by core faculty, the broader ETAP faculty, and other departments in the College and University. Because of the interdisciplinary nature of elementary education, many doctoral students in this emphasis area will be encouraged to take courses outside ETAP in consultation with their Advisory Committee. Electives might include, for example, courses in mathematics education, science education, language and literacy education, special education, women's studies, gifted and creative education, educational administration and policy, geography, anthropology, and philosophy.

Sample courses offered by core faculty:

EDEC/MMST 8400	Feminist Perspectives in Elementary Education
ETAP 9000	Theories of Social Class and Poverty
ETAP 8190	Mentoring in Learning to Teach
ETAP 8140	Cross-cultural Perspectives on Learning Environments for Children and Adolescents
ETAP 8120	Social Constructivist Approaches to Understanding Classroom Motivation
EDEC 8201	Social, Economic, and Political Perspectives in the Education of Young Children: Birth to 8 years
ETAP 8180	Research in Multicultural Teacher Education
ETAP 8150	Family, School, Community Interactions: Theory and Practice
ETAP XXX	Hip Hop Pedagogies
ETAP XXX	Race and Spirituality in Education
ETAP XXX	Study Abroad in Ghana
ETAP XXX	Study Abroad in Italy

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#### Middle Grades Education

This Ph.D. emphasis area focuses on the study of young adolescents and middle grades education within continually shifting institutional, socio-cultural, discursive, and political contexts; adult stakeholders who impact middle grades education (e.g., teachers, administrators, teacher educators, families, policymakers); teaching and learning of the content areas in the context of middle grades education (e.g., language & literacy, mathematics, science, & social studies); the structure and organization of educational environments serving young adolescents (e.g., public and private schools, after-school programs, community-based organizations); middle grades school improvement efforts; and curriculum, pedagogy, policy, and social justice issues in middle grades education. It addresses the needs and challenges of middle grades education locally, nationally, and globally. Graduates of this emphasis area are prepared to offer intellectual leadership and advocacy in Middle Grades Education including research; teacher education and other teaching in higher education; and leadership positions in local, state, regional, national, or international institutions or agencies. These different forms of leadership are not mutually exclusive, but the relative emphasis given to each varies among students. Graduates with this emphasis have become educational researchers at both large and small universities and colleges, teacher educators, policy makers, instructional coaches, directors of professional development, and practicing teachers or administrators.

#### *Required Courses* (10 credit hours)

Three 3-credit courses from the following options:

EDMS 9030 - Young Adolescents and Schools

EDMS 9080 - Theory and Practice in Middle Grades Curriculum

EDMS 9090 - Socio-cultural issues in early adolescence

EDMS 9120 - Comparative and International Perspectives in middle grades education

EDMS 9150 - School Reform and Young Adolescence

#### *Elective courses* (4 courses for 12 credit hours)

Electives can include courses offered by ETAP and other departments in the College and University. Electives might include, for example, courses in anthropology, art education, counseling, education law, educational policy, history, learning communities and professional development, philosophy, psychology, sociology, special education, subject area courses (e.g., language and literacy, mathematics education, science education, and social studies education), and supervision related to middle grades education.

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### Social Studies Education

This Ph.D. emphasis area is designed for students who wish to study theoretical and disciplinary areas, problems, and practices related to the field of social studies. Its primary focus is the continuing development of theory and research on the teaching and learning of the social studies. Just as there are a wide variety of disciplines within, and approaches to, social studies education, there are many possibilities available for doctoral study. Although social studies education doctoral students have the opportunity to engage with the history and current status of social studies education research, there are also opportunities for students to bring other fields of inquiry to the social studies. Faculty members in the social emphasis area, for example, borrow from various research methodologies (narrative inquiry, self-study, and discourse analysis) and a wide variety of theoretical perspectives (feminism, pragmatism, critical theory, psychoanalytic theory) to focus their research in social studies education. Graduates of this emphasis area can work in research and clinical faculty positions in colleges and universities, teacher leadership positions, and social studies positions in schools.

#### Area Expectations

Registration and active participation in ESOC 9700, a pro-seminar that will include gatherings to be organized and advertised by a core faculty member each year. Students working as GTAs in the social studies emphasis area are expected to enroll in this course on an ongoing basis; others are expected to participate at least once. Coursework and independent study work that orients the student toward a dissertation topic that is linked to the area of emphasis. Dissertation research linked to the study of social studies education.

#### *Coursework (22 credit hours)*

Students will take 22 credit hours of coursework that together help to prepare the student to think deeply about and conduct research on his or her specific interests within the field of social studies education. Coursework breaks down as follows:

1 credit teaching internship

9 credit hours of coursework offered by emphasis area core faculty

12 credits of electives

The 12 credit hours of electives can include those offered by core faculty, the broader ETAP faculty, and other departments in the College and University. Because of the interdisciplinary nature of social studies education, many doctoral students in this emphasis area will be encouraged to take courses outside ETAP in consultation with their Advisory Committee. Electives might include, for example, courses in women's studies, language and literacy, student learning and development, history, economics, political science, geography, anthropology, and philosophy.

Courses offered by core faculty include: Dialogue and Difference, Critique of Educational Literature in Social Science Education, Research Seminar in Social Science Education, History of Social Studies Education Religion and Education: Dilemmas in Teaching and Learning, Studies in Civic Mindfulness

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#### Teacher Education

This Ph.D. emphasis area is designed for students interested in research about teacher education. Teacher education occurs as formal and alternative preparation programs, as in-service professional development and continuing education experiences, and within mentoring and supervision relationships that bridge university and PreK-12 settings. Students pursuing an emphasis in *Teacher Education* will study how it manifests in these multiple and varied contexts by engaging in the ongoing practice of, reflection on, study of, and collaborative sense-making about teacher education in its many forms. Faculty working in this emphasis area are committed to being and preparing teachers to be advocates for children, for communities, for learning, and for their profession. Those in this emphasis area study teacher education amid institutional, discursive, socio-cultural, and political contexts that continuously shape and reshape the meanings and purposes ascribed to it. Graduates of this emphasis area are prepared for careers as aspiring and practicing teacher educators, instructional coaches, administrators, supervisors, and university faculty.

#### Coursework (22 credits)

Courses in this emphasis area are determined in consultation with the student's committee, though at least 9 of these credits should come from within ETAP. At least one of the students' doctoral committee should be from the TE emphasis area.