March 4, 2008

MEMORANDUM

TO: Donna Wiseman
    Interim Dean, College of Education

FROM: Phyllis Perez
    Associate Provost for Academic Planning and Programs

SUBJECT: Proposal to modify the curricula of the Ph.D. and Ed.D. in Curriculum and Instruction (PCC log no. 07042)

Your proposal to modify the curricula of the Ph.D. and Ed.D. programs in Curriculum and Instruction has been administratively approved. A copy of the approved proposal is attached.

The changes are effective Fall 2008. The College should ensure that the changes are fully described in the Graduate Catalog and in all relevant descriptive materials, and that all advisors are informed.

CWR/

Enclosure

cc: Carmen Balchrope, Chair, Senate PCC Committee
    Sarah Bauder, Office of Student Financial Aid
    Laura Slavin, University Senate
    Barbara Hope, Data Administration
    Denise Nadasen, Institutional Research & Planning
    Anne Turkos, Archives
    Linda Yokoi, Office of the Registrar
    Mary Ann Ottinger, Graduate School
    David Cooper, College of Education
THE UNIVERSITY OF MARYLAND, COLLEGE PARK
PROGRAM/CURRICULUM PROPOSAL

DIRECTIONS:
- Provide one form with original approval signatures in lines 1 - 4 for each proposed action. Keep this form to one page in length.
- Early consultation with the Office of the Associate Provost for Academic Planning & Programs is strongly recommended if there are questions or concerns, particularly with new programs.
- Please submit the signed form to Claudia Rector, Office of the Associate Provost for Academic Planning and Programs, 1119 Main Administration Building, Campus.
- Please email the rest of the proposal as an MSWord attachment to pcc-submissions@umd.edu.

DATE SUBMITTED___ February 11, 2008  PCC LOG NO. 07042

COLLEGE/SCHOOL:   Education

DEPARTMENT/PROGRAM: Curriculum & Instruction

PROPOSED ACTION (A separate form for each) ADD____ DELETE____ CHANGE_X____

DESCRIPTION (Provide a succinct account of the proposed action. Details should be provided in an attachment. Provide old and new sample programs for curriculum changes.)

We propose a change for the CORE requirements in the EDCI doctoral program. The total number of credits required in the core (18 semester hours) remains the same. We are simply shifting the distribution of those credits across categories (from Teaching to Research) to ensure that students have coursework in both quantitative and qualitative methods.

JUSTIFICATION/REASONS/RESOURCES (Briefly explain the reason for the proposed action. Identify the source of new resources that may be required. Details should be provided in an attachment.)

No new resources are needed. See attached page for explanation.

________________________________________________________________________________________

APPROVAL SIGNATURES - Please print name, sign, and date

1. Department Committee Chair  Linda Valli  Linda Valli

2. Department Chair  Carol L. Harham Carol L. Harham 2/18/08

3. College/School PCC Chair  Carol L. Harham Carol L. Harham 2/18/08

4. Dean  D.H. Cooper D.H. Cooper 2/18/08

5. Dean of the Graduate School (if required)  D.H. Cooper D.H. Cooper 3/4/08

6. Chair, Senate PCC

7. Chair of Senate

8. Vice President for Academic Affairs & Provost  Cheryl Pecor 3/4/08

VPAAP 8-05
**Explanation:**
The proposed modification does not alter the overall number of credits required in the core nor does it change the categories of requirements. These core requirements continue to apply to all units in the Department and to both Ph.D. and Ed.D options.

In the current core, students can complete their program of studies with coursework in either quantitative or qualitative methods. The members of EDCI’s PCC committee want to ensure that students have coursework that provides them with some initial understanding and basic skills in both areas. This is particularly important with mixed methods being more widely used. Although EDCI 790 provides overviews of multiple research methodologies, its emphasis is on the epistemological foundations and assumptions of those different approaches, not on developing skills to engage in particular types of research (See attached description).

Even though we have decreased the core requirements in the Teaching category, all of our department units have program-level requirements in that area. Students in all program areas will still have strong preparation in research on teaching.

<table>
<thead>
<tr>
<th>EDCI Doctoral Core</th>
<th>Current CORE (in EDCI Grad Catalogue p. 25)</th>
<th>Proposed CORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teaching</strong></td>
<td>EDCI 780 + additional course (options could vary by unit) (6 credits)</td>
<td>EDCI 780 (3 credits)</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>EDCI 790 (3 credits) + 6 credits in Quantitative Methods (EDMS 646 + other) OR 6 credits in Qualitative Methods (EDCI 791 + 792) (9 credits)</td>
<td>EDCI 790 (foundational) EDCI 791 (qualitative) EDMS 646 (quantitative) (At least one additional advanced methodology course expected in the specialty area) (12 credits)</td>
</tr>
<tr>
<td><strong>Diversity</strong></td>
<td>EDCI 776 (3 credits)</td>
<td>EDCI 776 (3 credits)</td>
</tr>
<tr>
<td><strong>Total Credits:</strong></td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
Current EDCI Doctoral Core Requirements
(from EDCI Graduate Guide, p. 25)
(minimum 18 credits)

Core for Research (minimum 9 credits)
All EDCI doctoral students should have a foundational preparation in research methodology appropriate for their degree program. Students are expected to enter their programs with at least a background in introductory statistics at the EDMS 645 level or equivalent. If they have not fulfilled this requirement prior to entering, they must satisfactorily complete EDMS 645 or its equivalent before beginning the research methodology core (i.e., an introductory statistics course does not count in the doctoral plan of studies). EDCI requires all doctoral students to complete EDCI 790, Epistemological Bases of Education Research (3 credits), plus a coherent sequence of advanced courses (6 credits) in quantitative methods or qualitative methods. (For Ed.D. candidates only, the sequence of advanced courses may be program evaluation and assessment courses.)

Core for Teaching and Learning (minimum 6 credits)
All EDCI doctoral students should have a solid foundation in the scholarly literature on teaching and learning. This instruction should introduce students to various theories of teaching and learning, provide an overview of relevant research literature, and encourage exploration of these issues from perspectives outside their own specialization. In their first fall semester of enrollment in the doctoral program, all doctoral students are required to enroll in EDCI 780, Theory and Research in Teaching (3 credits). The second course to fulfill this requirement may be selected from among a department-approved menu of advanced courses on teaching, learning, curriculum, and teacher education.

Core for Diversity (minimum 3 credits)
All EDCI doctoral students should have formal instruction in issues relevant to gender, race, and class. This requirement complements priorities across the University to address diversity issues, especially in urban contexts, from different perspectives. EDCI students are required to complete satisfactorily EDCI 776, Urban Education (3 credits), OR a relevant substitute approved by the student’s advisor and the Director of Graduate Studies.
Proposed EDCI Doctoral Core Requirements  
(to replace p. 25 in the EDCI Graduate Guide)  
(minimum 18 credits)

EDCI has three areas of core requirements: Teaching and Learning, Research Methodology, and Diversity

Core for Teaching and Learning (minimum 3 credits)
All EDCI doctoral students should have a solid foundation in the scholarly literature on teaching and learning. This instruction should introduce students to various theories of teaching and learning, provide an overview of relevant research literature, and encourage exploration of these issues from perspectives outside their own specialization. The core course requirement in this area is EDCI 780, Theory and Research in Teaching (3 credits). In their first fall semester of enrollment in the doctoral program, students should be encouraged to register for this course.

Core for Research (minimum 12 credits)
All EDCI doctoral students should have a foundational preparation in research methodology appropriate for their degree program. Students are expected to enter their programs with at least a background in introductory statistics at the EDMS 645 level or equivalent. If they have not fulfilled this requirement prior to entering, they must satisfactorily complete EDMS 645 or its equivalent before beginning the research methodology core (i.e., an introductory statistics course does not count in the doctoral plan of studies).

For core, EDCI requires all doctoral students to complete EDCI 790, Epistemological Bases of Education Research (3 credits), as a foundational experience in the variety of ways research efforts have been conceptualized in the past. EDCI also requires that all doctoral students develop a balanced grounding in specific research approaches in the areas of qualitative and quantitative methods. To satisfy this requirement, students should take EDCI 791 (3 credits) and EDMS 646 (3 credits). Finally, EDCI requires that all students—in consultation with their advisor and with respect to the methodological direction of their dissertation—take an additional 3 credits in advanced research (e.g., EDCI 792, EDMS 651). (For Ed.D. candidates only, the sequence of advanced courses may be program evaluation and assessment courses.)

Core for Diversity (minimum 3 credits)
All EDCI doctoral students should have formal instruction in issues relevant to gender, race, and class. This requirement complements priorities across the University to address diversity issues, especially in urban contexts, from different perspectives. EDCI students are required to complete satisfactorily EDCI 776, Urban Education (3 credits), OR a relevant substitute approved by the student’s advisor and GREL.
RELEVANT COURSE DESCRIPTIONS

EDCI 776 Urban Education (3 credits)
This seminar provides students with a broad overview of urban education as a field of inquiry by examining the social context of urban schools, how transformative pedagogy is practiced and conceptualized as well as school reform.

EDCI 780 Theory and Research on Teaching (3 credits)
Analysis of the interactive process of instruction; preschool through higher education in school and non-school settings; future directions and needed research.

EDCI 790 Epistemological Bases of Education Research (3 credits)
Prerequisite: EDCI 780.
A course on research theory, method, and design issues for doctoral students. Focuses on conceptual and theoretical understanding of methodology, the broad range of both qualitative and quantitative methodologies, and underlying epistemologies as they apply to the study of schools, curriculum, teaching, and teacher education.

EDCI 791 Qualitative Research I: Design and Fieldwork (3 credits)
Prerequisite: EDCI 790. Formerly EDCI 684.
Builds on EDCI 791 to examine in more depth the theoretical and epistemological moorings of different types of qualitative research. Students apply selected field research methods to problems of professional practice in schools and communities while considering central issues and dilemmas that arise while engaging in fieldwork.

EDCI 792 Qualitative Research II: Design and Fieldwork (3 credits)
Prerequisite: EDCI 791.
Uses data collected in EDCI 791 to consider methods of on-going data analysis, ways of knowing and writing about field research, issues of reflexivity, and the ethical and political decisions involved in crafting text. Students will read literature on and exemplars of multiple modes of qualitative data analysis and interpretation.

EDMS 645 Quantitative Research Methods I (3 credits)
Research design and statistical applications in educational research: data representation; descriptive statistics; estimation and hypothesis testing. Application of statistical computer packages is emphasized.

EDMS 646 Quantitative Research Methods II (3 credits)
Prerequisite: EDMS 645.
A second-level inferential statistics course with emphasis on analysis of variance procedures and designs. Assignments include student analysis of survey data. Application of statistical computer packages is emphasized.

EDMS 651 Applied Multiple Regression Analysis (3 credits)
Prerequisite: EDMS 646 or equivalent.
Multiple regression and correlation analysis; trend analysis; hierarchical and stepwise procedures; logistic regression; computer programs for regression analysis.