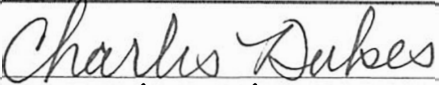
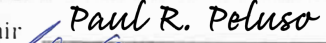
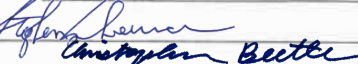
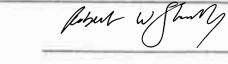


 FLORIDA ATLANTIC UNIVERSITY	NEW COURSE PROPOSAL Graduate Programs		UGPC Approval _____ UFS Approval _____ SCNS Submittal _____ Confirmed _____ Banner _____ Catalog _____	
	Department College (To obtain a course number, contact erudolph@fau.edu)			
Prefix EDG Number 7918	(L = Lab Course; C = Combined Lecture/Lab; add if appropriate) Lab Code	Type of Course Lecture	Course Title Praxis in Curriculum and Instruction	
Credits (Review <i>Provost Memorandum</i>) 3	Grading (Select One Option) Regular Sat/UnSat	Course Description (<i>Syllabus must be attached; see Guidelines</i>) A capstone experience in which students will be guided through the design, implementation and reporting on a study of professional practice in diverse community- or school-based contexts. The final capstone project will comprise an oral presentation and a written report.		
Effective Date (TERM & YEAR) Spring 2022				
Prerequisites <i>Prerequisites, Corequisites and Registration Controls are enforced for all sections of course.</i>		Academic Service Learning (ASL) course Academic Service Learning statement must be indicated in syllabus and approval attached to this form.		
		Corequisites	Registration Controls (For example, Major, College, Level)	
Minimum qualifications needed to teach course: Member of the FAU graduate faculty and has a terminal degree in the subject area (or a closely related field.)		List textbook information in syllabus or here N/A; Reading packet.		
Faculty Contact/Email/Phone Dilys Schoorman/dschoorm@fau.edu		List/Attach comments from departments affected by new course		

Approved by Department Chair  College Curriculum Chair  College Dean  UGPC Chair  UGC Chair  Graduate College Dean _____ UFS President _____ Provost _____	Date 9/21/2021 9/22/2021 9/23/2021 Oct 22, 2021 Oct 22, 2021 Oct 22, 2021 _____ _____
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Email this form and syllabus to UGPC@fau.edu 10 days before the UGPC meeting.

**Department of Curriculum, Culture and Educational Inquiry
College of Education
Florida Atlantic University**



EDG 7918: Praxis in Curriculum and Instruction

Semester: ; Class meeting time: ; CRN #:

Instructor:
Email:

Office Hours:
Telephone:

CATALOG DESCRIPTION:

A capstone experience in which students will be guided through the design, implementation and reporting on a study of professional practice in diverse community- or school-based contexts. The final capstone project will comprise an oral presentation and a written report.
3 credits

PRE-REQUISITES: EDF 6918 – Action Research in Schools and Communities (or equivalent)

REQUIRED TEXTS:

A packet of readings will be required and made available on Canvas.
Students will be required to compile individualized reading lists in their area of specialization.

RECOMMENDED TEXTS:

Goodson, P. (2016). *Becoming an academic writer: 50 exercises for paced, productive, and powerful writing* (2nd ed). Sage.

American Psychological Association. (2019). *Publications Manual of the American Psychological Association* (7th ed.). Washington, D.C.: American Psychological Association.

COURSE OBJECTIVES:

The course is designed to support students' ability to:

- Develop and implement an equity-based field-based project in their selected area of interest
- Analyze extant literature to develop frameworks for designing field work, gathering and analyzing data

- Gather and analyze data to develop findings to relevant research questions
- Disseminate their research through a manuscript and conference-style presentation that highlight the problem, research questions, conceptual framework, literature review, design and methodology, data analysis, results and significance of their field study

COURSE REQUIREMENTS:

Where appropriate, you are encouraged to build on the study developed in *EDF 6918: Action Research in Schools and Communities*.

Mini proposal

Due: Week #2

10%

All students will develop a plan for the proposed work to be undertaken during the semester. This mini proposal (3-5 pages) will describe the proposed project and specify a timeline for the completion of tasks. A project could take a variety of formats (e.g. action research; social action projects; media/text analysis; survey/ ethnographic/ interview-based research; historiography; literature review). To the extent possible, the proposal should briefly describe the following:

- o Proposed format of the capstone project
- o Problem
- o Research Questions
- o Conceptual Framework/Literature Review [Perspectives that shape your thinking]
- o Methodology/Design (including data sources, analytical procedures)
- o Timeline for completion of tasks (specifically: data gathering, data analysis, completing the research report)
- o Bibliography

Where appropriate describe how this proposal builds on the study conducted in *EDF 6918: Action Research in Schools and Communities*. Based on this proposal, your instructor will work with you to identify the sequence in which written assignments will be completed for subsequent assignments.

Ongoing Drafts of Project Report

The intent in this course is to scaffold your thinking and writing as you work towards the final report. For this reason, you are encouraged to submit preliminary drafts of different portions of your project for formative feedback.

Conceptual Framework/ Literature Review [Draft #1] Due: Week #4

10%

This assignment constitutes the first third of your written project (8-10 pages). In this submission you will expand on the ideas presented in the mini proposal to describe in further detail the scholarship that informs this project. Identify key theorists foundational to the project and 2-4 strands in the literature that are relevant to the conceptualization, design and analysis proposed.

Project Design and Methodology [Draft #1] Due Week #7

10%

What do you plan to do and how will you do it? The focus of this assignment is the design and methodology of your project. It is important that you consider how you will gather data and how you will make sense of it. Please include any interview protocols etc.

and as much information as you can about how you will make sense of the data you will gather.

Preliminary Analysis [Draft #1] Due Week #11

10%

This is a draft of your analysis of data. The purpose of this assignment is to give you and your instructor the opportunity to review how you are interpreting your data according to the analytical framework informed by your theory/ literature.

Presentation of study Due Week #12

20%

This is an opportunity for you to present your findings to a broader audience (your peers, advisors and invited colleagues) and receive feedback that would be useful for your final paper. You are encouraged (but not required) to frame this presentation around a call for conference presentation proposals. Select a conference of your choice and develop a proposal linked to your study that you might submit for presentation.

Final Project Report

Due Week #14

30%

Your final paper will be the research report of your study organized to highlight the following: problem, research questions, conceptual framework/literature review, methodology, results, significance, appendices and references. Ideally, pick a journal that you would like to submit to and follow their guidelines for manuscript preparation.

Participation

10%

This course will serve as an opportunity for you to develop as a learning community supportive of one another's work. It is expected that you will be an engaged participant in discussions and provide respectful and constructive feedback on the work of your colleagues. It is not just about your own project! Although your primary reading will consist of literature in your area of specialization, we will have a common set of readings designed to extend our thinking particularly as we (re-)conceptualize educational research as an endeavor committed to equity and social justice.

The instructor will calculate your grade based on the following weighted distribution:

Assessment	Total Points	Percentage (%)
Mini proposal	10	10%
Conceptual Framework/Literature Review [Draft #1]	10	10%
Project Design/ Methodology [Draft #1]	10	10%
Preliminary Analysis [Draft #1]	10	10%
Presentation	20	20%
Final Project Report	30	30%
Participation	10	10%
TOTAL:	100	100%

GRADING SCALE:

<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>	<i>Letter</i>	<i>Percent</i>	<i>Grade Points</i>
A	92-100	= 4.0	C	73-76	= 2.0
A-	90-91	= 3.67	C-	70-72	= 1.67
B+	87-89	= 3.33	D+	67-69	= 1.33
B	83-86	= 3.00	D	63-67	= 1.00
B-	80-82	= 2.67	D-	60-62	= 0.67
C+	77-79	= 2.33	F	59-00	= 0.00

Attendance Policy

According to University policy, “Students are expected to attend all of their scheduled University Classes and to satisfy all academic objectives as outlined by the instructor.” Attendance includes meaningful, active involvement in all class sessions, class discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. Accommodations can be made only when the instructor has been informed in a timely manner of such a need. Points will be deducted for class time missed, tardiness, or cell phone interruptions.

TEACHING METHODOLOGIES:

Instruction in this course will be predominantly discussion-based, centered around student-generated questions and concerns as they progress through their project. Class meetings will take the form of analysis and writing workshops, coaching and review sessions, group discussions and presentations. **Canvas** will be used as an electronic forum to supplement in-class discussions, support student research and to provide additional information and directions on assignments.

ACCESSIBILITY

In compliance with the Americans with Disabilities Act Amendments Act (ADAAA), students who require reasonable accommodations due to a disability to properly execute coursework must register with the Student Accessibility Services (SAS) - in Boca Raton SU 133 (561-297-3880); in Davie, LA 131 (954-236-1222); or in Jupiter, SR 111F (561-799-8585) - and follow all SAS procedures. For more information, please visit the SAS website at www.fau.edu/sas/

COUNSELING AND PSYCHOLOGICAL SERVICES (CAPS) CENTER

Life as a university student can be challenging physically, mentally and emotionally. Students who find stress negatively affecting their ability to achieve academic or personal goals may wish to consider utilizing FAU’s Counseling and Psychological Services (CAPS) Center. CAPS provides FAU students a range of services – individual counseling, support meetings, and psychiatric services, to name a few – offered to help improve and maintain emotional well-being. For more information, go to <http://www.fau.edu/counseling/>

ACADEMIC INTEGRITY:

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty, including cheating and plagiarism, is considered a

serious breach of these ethical standards, because it interferes with the University mission to provide a high-quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the University community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. Harsh penalties are associated with academic dishonesty, which may include an “F” on the assignment, an “F” in the course, or even removal from the degree program. Florida Atlantic University’s Code of Academic Integrity is strictly adhered to in this course. For more information, on what constitutes plagiarism, cheating and other violations of academic integrity, see

http://wise.fau.edu/regulations/chapter4/4.001_Code_of_Academic_Integrity.pdf

COURSE SCHEDULE

Week #1: Identification of topic, research questions, design.

Reading: Charet, B. (2019). Navigating the shores: Troubling notions of the teacher as researcher. *International Journal of Critical Pedagogy*, 10(2), 19-43.

Stovall, D. (2020). On knowing: Willingness, fugitivity and abolition in precarious times. *Journal of Language and Literacy Education*, 16(1), 1-7.

Discussion:

What is the problem and why do we need to study it? What is the best way to study it? How have your courses framed your answer to these questions? To what extent do the readings challenge our current thinking about teacher research? How does your proposed study advance concerns about equity and social justice in education?

Week #2: Making the case for a study/project

Reading: Rubin, J. S., Good, R. M., Fine, M. (2020). Parental action and neoliberal education reform: Crafting a research agenda. *Journal of Urban Affairs*, 42 (4), 492-510.

Discussion:

Make a brief presentation on your proposed study. Identify the problem, the research questions, relevant theory, literature, design and methodology. Provide a timeline for completion of the study and a bibliography developed in consultation with your academic advisor.

Due: Draft of study proposal

Following approval of your project design/ study methodology and instruments by your advisor and instructor, begin your data gathering.

Weeks #3-4: Preliminary review of literature

Readings: Manfra, M. M. (2019). Action research and systemic, intentional change in teaching practice. *Review of Research in Education*, 43, 163-196.

Miller, R., Liu, K., Ball, A. (2020). Critical counter-narratives as transformative methodology for educational equity. *Review of Research in Education*, 44, 269-300.

Bring in a study that you wish to exemplify in terms of topic/focus, methodology or written report.

Discussion:

How does extant literature inform this project? Review your prior coursework and identify key readings that have contributed to the conceptual framework, content knowledge and methodology of your project. Identify the key theories, concepts and scholars, particularly in our area of specialization who have informed your proposed study.

Due week #4: Draft 1 – Conceptual Framework and Review of Literature

Weeks #5- #7: Project implementation

Readings: Newman, L., & Leggett, N. (2019). Practitioner research: With intent. *European Early Childhood Education Research Journal*, 27(1), 120-137.

Hostetler, K. (2005). What is “good” educational research? *Educational Researcher*, 34(6), 16- 21.

Discussion: Consider how you are engaging in the principles of educational equity and social justice as you implement your project. Who benefits? How will we know? Describe all data gathering engaged in this project and how to plan to make sense of it.

Due Week #7: Draft #1- Methodology/ Design of project

Weeks #8 -#9: What are we learning from the data?

Reading - Select from:

Gillbourn, D., Warmington, P., Demack, S. (2018). QuantCrit: Education, policy, ‘big Data’ and principles for a critical race theory of statistics. *Race, Ethnicity and Education*, 21(2), 158-179. <https://doi.org/10.1080/13613324.2017.1377417>

Linneberg, M. S., Korsgaard, S. (2019). Coding qualitative data: A synthesis guiding the novice. *Qualitative Research Journal*, 19(3), 259-270.

Campbell, J., Quincy, C., Osserman, J., & Pedersen, O. (2013). Coding in-depth semistructured interviews: Problems of unitization and intercoder reliability and agreement. *Sociological Methods & Research*, 42(3), 294-320. doi:10.1177/0049124113500475

Ellis, C., Adams, T. E., & Bochner, A. P. (2011). Autoethnography: An Overview [40 paragraphs]. *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research*, 12(1), Art. 10, <http://nbn-resolving.de/urn:nbn:de:0114-fqs1101108>.

Discussion:

How do you move from the ‘doing’ to the ‘findings’? Describe your plan for analysis. As you review the data, what are some of the ideas that stand out, in relation to your research questions? For each ‘big idea’ identify key supporting evidence.

Weeks #10- #11: Writing Workshops

Due Week #11: Draft #1: Preliminary Analysis

Week #12: Oral Presentation of Study

Week #13: Special topics/ individual consultations with instructor

Week #14: Final Paper Submitted

BIBLIOGRAPHY (Selected)

- Apple, M. (2013). *Can education change society?* Routledge.
- Boutte, G. S. (2015). *Educating African American students: And how are the children?* Routledge.
- Collet, V. S., & Ciminelli, M. R. (2017). Polyphonic analysis: Obuchenie in qualitative research. *Qualitative Research Journal*, 17 (4), 243-253.
- Darder, A. (2018). Decolonizing interpretive research: Subaltern sensibilities and the politics of voice. *Qualitative Research Journal*, 18(2), 94-104.
- Herr, K., & Anderson, G. L. (2015). *The action research dissertation: A guide for students and faculty* (2nd ed.). Sage.
- Jenlink, P. (2005). On bricolage and the intellectual work of the scholar-practitioner. *Scholar Practitioner Quarterly*, 3 (1), 3-12.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *Action research planner: Doing critical participatory action research*. Springer.
- Kohli, R., Pizarro, M., Nevarez, A. (2017). The “new racism” of K-12 schools: Centering critical research on racism. *Review of Research in Education*, 41, 182-202.
- Ladson-Billings, G., & Tate, W. (Eds.). (2006). *Education research in the public interest: Social justice, action, and policy*. Teachers College Press.
- McLaren, P. (2007). *Life in schools: An introduction to the critical pedagogy in the foundations of education*. (5th ed.). Boston: Pearson.
- Malewski, E. (Ed.). (2010). *Curriculum studies handbook: The next moment*. Routledge.
- Ongwuegbuzie, A. J., & Leech, N., (2006). Linking research questions to mixed methods data analysis procedures, *The Qualitative Report* 11(3), 474-498.
- Saldaña, J. (2009). *The coding manual for qualitative researchers*. SAGE.
- Stembridge, A. (2019). *Culturally responsive education in the classroom: An equity framework for pedagogy*. Routledge.
- Torres, M. N., & Reyes, L. V. (2011). *Research as praxis: Democratizing education epistemologies*. Peter Lang.
- Watkins, W. (2012). *The assault on public education: Confronting the politics of corporate school reform*. Teachers College Press.
- Winkle-Wagner, R., Hunter, C. A., & Hinderliter Ortloff, D. (Eds.). (2009). *Bridging the gap between theory and practice in educational research: Methods at the margins*. Palgrave MacMillan.

Program Changes to the Ed.S. in Curriculum and Instruction

The Department of Curriculum, Culture and Educational Inquiry is requesting two changes to the Ed.S. program.

1. The change of the capstone from a Directed Independent Study (EDG 7906) to a formal capstone course: EDG 7918 – Praxis in Curriculum and Instruction.

Rationale: The proposed change moves away from isolated, individual learning of the Directed Independent Study (DIS) to a more group-based capstone experience where students have the opportunity to learn from others under the direction of a faculty supervisor.

2. We wish to add a transcript notation of the student's area of concentration. These areas will be the same as those listed for in the M. Ed. in Curriculum and Instruction.

Rationale: Students who are current educators do not get advanced pay with this degree unless it specifies the area of concentration on their transcript and matches their subject area certification. We wish to support these students in their professional aspirations including receiving appropriate professional compensation.

We wish transcript notations of the following areas of concentration (12 credits at the 6000 level or above)

Art (K-12)

Early Childhood Education

English/Language Arts (6-12)

ESOL Education (K-12) (online)

Foreign Language (French and Spanish) (K-12)

Mathematics (6-12)

Multicultural Education (K-12) (online)

Reading (K-12) (does not lead to certification as a reading teacher)

Science Education (Biology, Chemistry and Physics) (6-12)

Social Science (6-12)

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 Philosophy 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. The Ed.S. degree requires 33 credits.

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;

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 of Studies		33 credits
Core Courses - 12 credits		
Select at least one course from each of the three areas listed below.		
Curriculum		
Instructional Policies and the Teaching Profession	EDF 7917	3
Design Components in Curriculum	EDG 6253	3
Program Evaluation in Curriculum and Instruction	EDG 6285	3
Documentation and Assessment in Curriculum and Instruction	EDG 6628	3
Curriculum Theory	EDG 7221	3
Curriculum Implementation for School Improvement	EDG 7251	3
Principles and Models of Early Childhood Education	EEC 6236	3
Exploring Natural Habitats as Curriculum for Young Learners	EEC 6239	3
Creative Arts for Young Children	EEC 6711	3
Curriculum Development in TESOL and Bilingual Education	TSL 5142	3
Foundations		

Foundations of Multicultural Curricula	EDF 6887	3
Curriculum Implementation for School Improvement	EDF 7251	3
Seminar in Early Childhood Education	EEC 6932	3
Theories of TESOL and Bilingual Education	TSL 6642	3
Social Contexts		
Race, Class and Gender in Education	EDF 6637	3
Foundations of Global Education	EDF 6800	3
Seminar in Early Childhood Education	EEC 6932	3
Language Policy and Planning in Education	TSL 6700	3
Research and Evaluation - 6 credits		
Action Research in Schools and Communities	EDF 6918	3
<i>Select one of the following three courses</i>		
Introduction to Qualitative Inquiry	EDA 6415	3
Critical Foundations of Educational Inquiry	EDF 7578	3
Advanced Statistics	STA 7114	3
Areas of concentrationSpecialization- 12 credits		
Select 12 credits from the College of Education or another college in the University with approval of an advisor. All courses must be at the 6000 or 7000 level.		
Capstone - 3 credits		
<u>Praxis in Curriculum and InstructionDirected Independent Study</u>	EDG 791806	31-5
Total		33

Areas of Study Concentration (12 credits at the 6000 level or above)

The area of specialization concentration is developed in consultation with the advisor. Areas of specialization concentration can be organized around students' FDOE letter of eligibility or professional certification, a specific program area (e.g., Early Childhood Education) or a certificate (e.g., ~~Teacher Leadership~~ Multicultural Certificate). Additionally, an individualized interest a theme (e.g., Media Literacy; Curriculum Design), can be developed in consultation with the advisor; however, these individualized areas of interest will not be listed on the plan of study or transcript as a unique area of concentration.

Art (K-12)

Early Childhood Education

English/Language Arts (6-12)

ESOL Education (K-12) (online)

Foreign Language (French and Spanish) (K-12)

Mathematics (6-12)

Multicultural Education (K-12) (online)

Reading (K-12) (does not lead to certification as a reading teacher)

Science Education (Biology, Chemistry and Physics) (6-12)

Social Science (6-12)

Capstone Experience: EDG 7918- Praxis in Curriculum and Instruction (~~EDG 7906, Directed Independent Study, 3 credits~~)

A capstone experience in which students will be guided through the design, implementation and reporting on a study of professional practice in diverse community- or school-based contexts. The final capstone project will comprise an oral presentation and a written report

From: Carman Gill <gillc@fau.edu>
Sent: Wednesday, May 19, 2021 10:49 AM
To: Hanizah Zainuddin <zainuddi@fau.edu>; Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>
Subject: Re: Documents for GPC

Hi Hani,
No conflicts here. Thanks,
Carman

On May 14, 2021, at 3:43 PM, Dale Williams <DWILLIAM@health.fau.edu> wrote
No CSD conflict.

From: Michael Brady <mbrady@fau.edu>
Sent: Tuesday, May 11, 2021 7:33 PM
To: Hanizah Zainuddin <zainuddi@fau.edu>
Subject: RE: Documents for GPC

I've reviewed the proposal for your capstone course and the changes to your EdS. Neither appear to overlap the courses or curriculum of the ESE Department in a deleterious way. Good luck with your changes.

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: Hanizah Zainuddin
Sent: Tuesday, May 11, 2021 11:33 AM
To: Michael Brady <mbrady@fau.edu>; Paul Peluso <ppeluso@fau.edu>; Dale Williams <DWILLIAM@health.fau.edu>; Carman Gill <gillc@fau.edu>
Subject: FW: Documents for GPC

Dear Chairs,
CCEI is proposing two changes to our Ed.S. in Curriculum and Instruction program, which are as follow:

- A new capstone course
- Areas of concentration (to match current options in our M/Ed in C and I)

I'm requesting your review of this curriculum proposal and hopefully a statement of no conflict although this will hit the COE GPC committee in Fall. We would like to get this approved before December, hence I'm sending this off to you now.

Please let me know if you have any comments about the materials attached in this email by **Wednesday, May 19, 2021**.

Thanks for your time,

Hani

Hanizah Zainuddin, Ph.D
Interim Chair and Associate Professor
Dept. of Curriculum, Culture, and Educational Inquiry
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Visit our Department Website:

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

Visit our Facebook Page:

<https://www.facebook.com/fauCCEI>

“Helping the underprivileged is justice, not charity”