



Senate Committee on Academic Development

Report to Senate - Meeting of March 19, 2013

Proposal to establish six new doctoral fields and delete the three original doctoral fields in the Faculty of Education

Introduction

The proposal to establish six new doctoral fields in the Faculty of Education and delete the original three doctoral fields was reviewed by the Senate Committee on Academic Development (SCAD) at its meeting on February 13, 2013. B. Brouwer, Vice-Provost and Dean, School of Graduate Studies, attended the meeting to speak to the proposal and answer questions from Committee members. Members of SCAD were provided with the *QUQAPs* Expedited Approval Submission Form which is attached to this report.

Analysis and Discussion

The following should be noted:

- The request to replace the current three fields in the doctoral program and replace them with six new fields is based on shifts in priorities in educational research and because of changing expertise within the Faculty;
- The new fields were defined after extensive consultation with all stakeholders including faculty whose research specializations configure doctoral fields;
- Historically, the Faculty of Education has experienced a robust and rich applicant pool for its graduate programs and there is every expectation that this will continue into the future;
- No new resources will be needed to cover the increase in fields as they reflect the current expertise within the Faculty of Education;
- The introduction of the new fields will not affect students currently enrolled in graduate studies in the Faculty of Education.

Motion

that Senate approve the establishment of six new doctoral fields and delete the original doctoral fields in the Faculty of Education.

Respectfully submitted,



Laeque K. Daneshmend, PhD, DIC
Chair, Senate Committee on Academic Development

Committee Members:

L. Anstey, PhD'15, Education
M. Baird, Chemistry
L. Daneshmend, Deputy Provost (Chair)
J. Emrich, Faculty of Law
D. Garvie, Economics
A. Gill, BCom'15
I. Johnsrude, Psychology
L. Long, BComp (Honours)'13
K. McAuley, Chemical Engineering
P. Oosthuizen, Academic Colleague

GRADUATE PROGRAM - MAJOR MODIFICATION PROPOSAL

Expedited Approval Submission Form

This template is to be used when seeking approval for a Major Modification of an existing Graduate Program. Major modifications must receive the approval of the Graduate Studies Executive Council (GSEC) before being submitted by the Provost's Office to the Senate Secretariat for referral to the Senate Committee on Academic Development (SCAD) which will then make their recommendations to Senate. Academic Units are strongly advised to contact the Director of the Office of the Vice-Provost and Dean SGS or the appropriate Associate Dean in the SGS with any questions that arise during this proposal development. Refer also to the QUQAPs website at: <http://www.queensu.ca/provost/responsibilities/qualityassurance.html>.

NOTE: the textboxes in this template will expand as needed.

Part A – General Summary

Name of Existing Program:	Doctor of Philosophy
Academic Unit(s):	Faculty of Education
Proposed Implementation Date:	September 2013

Contact Information (1)		Contact Information (2)	
Name:	Rebecca Luce-Kapler	Name:	Stephen Elliott
Title:	Associate Dean Graduate Studies and Research	Title:	Dean
Unit:	Faculty of Education	Unit:	Faculty of Education
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Nature of Modification:	CHECK all that apply
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- Creation, deletion or re-naming of a Graduate Field

Specify: __3 original doctoral fields will be deleted and replaced with 6 new fields

- Change in a degree designation without a substantial change in Program requirements or learning outcomes (*e.g. MSc(E) to MASc*)
- Significant changes to Program requirements from those existing at the time of the previous cyclical review (*e.g. admission or graduation requirements*)
- Significant changes to the Program structure (e.g. major changes to courses comprising a significant proportion of the Program, typically 35% or less)[Consult with Provost and/or Vice Provost, SGS]
- Introduction or deletion of a research project, research essay or thesis, course-only, internship or practicum option (*Master's level*)
- Change to requirements for comprehensive or qualifying examinations, field studies or residence requirements
- Significant changes to the faculty delivering the Program
- Significant changes to the existing mode(s) of delivery (*e.g. different campus, on-line, blended learning, inter-institutional collaborations, etc.*)
- Merger of two or more graduate Programs
- Changes to Program content (other than those listed above) that affect the learning outcomes, but do not meet the threshold for a Brand New Program

OTHER:	
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Description of Existing Program, Nature of the Major Modification, and Rationale for Proposed Change
<i>Briefly summarize (suggested 1-page maximum) the existing Program to be modified, the nature of the proposed Major Modification, and the rationale for the modification. Comment on the impact it will have on the structure, Degree Level Expectations, and learning outcomes of the existing Program(s) as appropriate. Explain (as appropriate) how the relevant stakeholders (e.g. faculty, staff, students) were consulted in preparing the proposal; and comment on additional resources required to implement the Program modification.</i>

The School of Graduate Studies at Queen's University offers graduate programs leading to the degrees of Master of Education (M.Ed.), Master of Education in Aboriginal and World Indigenous Educational Studies (AWIES), and Doctor of Philosophy (Ph.D.). The demand for graduate program options and the Faculty's strong and varied research activity led to the establishment of a Ph.D. program that admitted its first cohort in 1998. The program was established with three fields—curriculum theory, cultural and policy studies, and cognition. Over time, student demand and faculty expertise have shifted so that the fields as originally conceptualized are not adequate. We propose 6 new fields that better reflect areas of specialization in the Faculty: 1) Learning and Cognition; 2) Special Education; 3) Literacy; 4) Measurement, Assessment, Policy Leadership & Evaluation (MAPLE); 5) Curriculum Theorizing, and 6) Educational Studies.

The new fields were defined in extensive consultation with stakeholders, in particular faculty members whose research specializations configure doctoral fields. Beginning in 2011, the Graduate Studies and Research Committee reviewed the doctoral program. To initiate this change in fields, the Graduate Studies and Research Committee sent out a call to faculty members to apply for consideration as an area of research specialization. The following criteria were used: at least 3 graduate faculty members working in the proposed area, and the members must supervise and support graduate students. In addition to this requirement, those individuals interested must meet at least two of the following criteria: i) Demonstrate a record of external research grants in the proposed area of specialization; ii) Have a record of significant publication in the proposed area of specialization; iii) Have evidence of invitations from external sources and participation in external activities as experts, consultants, or collaborators that support the proposed area of specialization. Five new fields were proposed in response to this call, and these new fields were duly discussed and endorsed in the Graduate Studies and Research Committee. Graduate student representatives supported the proposed fields. A sixth field has been added to incorporate faculty who supervise doctoral students in their subject disciplines or in foundational education studies but who are not part of one of the five fields defined by the research area groups described above.

Because faculty have already been teaching graduate courses in the areas of study encapsulated by these new fields, no new or additional courses are required. Similarly, no changes are required to the Degree Level Expectations or learning outcomes because program requirements and assessment remain unchanged. No new resources are needed to cover the fields because they reflect the current strengths of the Faculty of Education.

Part B – Evaluation Criteria

To facilitate evaluation of the proposal for a Major Modification of an existing Graduate Program, only the relevant textboxes below need to be completed (consult with the School of Graduate Studies to confirm the information required). Academic Units should refer to the New Graduate Program template <http://www.queensu.ca/provost/responsibilities/qualityassurance/DocumentsandLinks/Templates.html> for details regarding the Sections and Tables in that template that need to be completed as specified and imported into the relevant Sections below. Academic Units should bear in mind the diverse groups (e.g. GSEC, SCAD, Senate) that will be reviewing their submission and prepare their proposal accordingly.

Creation of a New Graduate Field

Information required: *Description of Field; course requirements associated with the new Field [Section 3.2 including Table 1]; calendar description of any new course(s) and include course outline(s) [Section 3.3]; identify: specific DLEs, learning outcomes and measures of achievement associated with the new Field [Section 5.1 including Table 3]; faculty members associated with the new Field [Section 8.1, Table 5]; research funding associated with the new Field [Section 8.6, Table 6]; student demand for the new Field [modified Section 9.1]; other relevant information to support the change.*

We propose to replace the current three fields in our Ph.D. program specifically because of shifts in priorities in educational research (e.g. the increasing importance of assessment and evaluation and leadership in education) and because of the changing expertise in our Faculty as members retire and new professors are hired. The following six fields are proposed:

- 1) **Learning and Cognition:** This field concerns educational psychology. Research foci of the researchers involved include learning and development, student motivation, individual differences in ability, and cognitive processes.
- 2) **Special Education:** This field concerns the application of psychological principles to the education of learners with exceptional needs. Research foci include inclusive education, learning disability, dyslexia, and mathematical disability.
- 3) **Literacy:** This field addresses learners' reading and writing, both in first and subsequent languages. It has components in educational psychology and curriculum. Research foci include cognitive processes in reading, reading development, and writing.
- 4) **Measurement, Assessment, Policy, Leadership & Evaluation (MAPLE):** The membership of this area of specialization is comprised of faculty who work in assessment, evaluation, educational policy and leadership as their primary areas of research and applied inquiry. The field embeds an analysis of assessment and learning in the larger political and cultural context of education policy, both within

Canada and transnationally.

5) Curriculum Theorizing: This field covers curriculum theory (inquiry that extends beyond teaching disciplines to explore and understand the social, contextual, and historical facets of learning) and curriculum disciplines which include teachable subject areas and their related pedagogies. The membership of this area is comprised of faculty who are part of an emerging research group, Curriculum Inquiry Research Group (CinRG). This research group includes faculty who inquire into curriculum structures and contexts.

6) Educational Studies: This field affords doctoral students the opportunity to work with faculty who are experts in subject disciplines (e.g. Mathematics, History or English education) or Educational Foundations (e.g. Educational Philosophy, Social Contexts).

8.6 **Research Funding - Provide evidence of adequate research funding to sustain the research activities of faculty and graduate students AND complete Table 6 (below).**

All of the new fields have a record of research funding. Although we cannot enumerate research funding by the new fields because we have tracked research funding by the original 3 fields and not by the new field designations, all of the 6 new fields are represented in the research funding itemized in the chart below. Individuals represented in Cognitive Studies and Cultural & Policy Studies are now situated in the new MAPLE, Learning & Cognition, Special Education, and Literacy fields. Individuals represented by Curriculum Studies now are situated in Curriculum Theory field. Individuals who will be situated in the new field of Educational Studies are currently represented by Curriculum Studies and Cultural & Policy Studies. In short, faculty in each of the six new fields, historically, have received research funding.

Table 6: Total Research Funding

Year	Field (as applicable)	Federal Granting Council	Other Peer Reviewed	Contracts	Other
2012-13	Cognitive Studies	\$131,230	\$ 51,536	-	\$ 2,875
	Cultural & Policy Studies	-	\$ 40,736	-	\$16,057
	Curriculum Studies	\$200,322	\$ 10,800	-	\$16,783
2011-12	Cognitive Studies	\$217,196	\$225,669	\$ 14,020	\$11,617
	Cultural & Policy Studies	-	\$180,254	-	\$ 8,250
	Curriculum Studies	\$236,267	\$ 45,415	\$ 10,720	\$16,178
2010-11	Cognitive Studies	\$383,506	\$398,875	\$ 39,295	\$23,060
	Cultural & Policy Studies	-	\$294,252	-	\$10,008
	Curriculum Studies	\$213,334	\$ 92,681	\$ 32,595	\$10,573
2009-10	Cognitive Studies	\$456,499	\$321,032	\$ 2,332	\$17,108
	Cultural & Policy Studies	-	\$311,032	-	\$16,317
	Curriculum Studies	\$192,128	\$ 10,000	\$ 2,332	\$30,133
2008-09	Cognitive Studies	\$283,167	\$164,004	-	\$21,968
	Cultural & Policy Studies	\$ 1,168	\$201,133	-	\$13,950
	Curriculum Studies	\$121,679	\$ 10,725	-	\$49,658
2007-08	Cognitive Studies	\$ 26,009	\$ 19,510	-	\$30,840
	Cultural & Policy	\$ 7,180	\$164,848	\$172,694	\$17,784

	Studies				
	Curriculum Studies	\$194,560	-	-	\$53,573

9.1	<i>Provide evidence of student demand for the field changes and describe how this information was obtained.</i>
<p>Doctoral fields are determined primarily by faculty strength and expertise; and these new fields better reflect these research strengths. Graduate student representatives contributed to the review of the fields by their participation in the Graduate Studies and Research Committee that endorsed the field changes.</p>	
<p>Renaming or Deletion of a Field</p>	
<p>Information required: Renaming: <i>as above as relevant.</i> Deletion: <i>Implication to program structure including courses offered fulfillment of Degree Level Expectations and achievement of learning outcomes.</i></p>	
<p>We propose the deletion of the three original fields of the doctoral program -- curriculum theory, cultural and policy studies, and cognition – because they no longer represent effectively faculty specialization. Our doctoral courses draw on the main theoretical influences in education—curriculum, cognition, and educational foundations—and do not need to be changed to satisfy the new field requirements because the new fields draw from these theoretical foundations.</p>	

<p>Change in Degree Designation Without a Substantial Change in Program Requirements or Learning Outcomes</p>
NA

<p>Significant Modification of Program Requirements From Those Existing at the Time of Previous Cyclical Review (e.g. admission or graduation requirements) OR Significant Changes to Program Structure (e.g. to courses comprising the Program, typically no more than 35%)</p>
NA

<p>Introduction or Deletion of a Research Project, Research Essay or Thesis, Course-only, Internship or Practicum Option (Master's Level)</p>
NA

Change to Requirements for Comprehensive or Qualifying Examinations

NA

Significant Change to the Faculty Delivering the Program
(e.g. inter-institutional collaboration, different campus)

Information required: Complete Section 8.1, Table 5 for all new faculty involved in the Program [append CVs if not previously included in the Program Review] and explain how Program integrity will be sustained (including student supervision)

Table 3a. Listing of Core Faculty Contributing to Program Delivery									
Faculty Member	Rank and Status*	Home Unit	Contribution Level and Supervisory Privileges**	Field(s)***					
				Literacy	Learning & Cognition	MAPLE	Special Education	Curriculum Theorizing	Educational Studies
Berg, D.	Asst; tenure-track (renewed)	Education	B; full		X		X		
Bolden, B.	Asst; tenure-track	Education	B; full						X
Bruno-Jofré, R.	Prof; tenured	Education	B; full						X
Burney, S.	Assoc; tenured	Education	B; full						X
Cheng, L.	Prof; tenured	Education	B; full	X		X			
Chin, P.	Assoc; tenured	Education	B; full					X	
Christou, T.	Asst; tenure-track	Education	B; full					X	
Colgan, L.	Assoc; tenured	Education	B; full						X
Cooper, A.	Asst; tenure-track	Education	B; full			X			

DeLuca, C.	Asst; tenure-track	Education	B; full			X		X	
Elliott, S.	Assoc; tenured	Education	B; full						X
Freeman, J.	Prof; tenured	Education	B; full		X		X		
Johnston, J. S.	Assoc. Prof; tenured	Education	B; full						X
Hill, A.M.	Prof; tenured	Education	B; full					X	
Hutchinson, N.	Prof; tenured	Education	B; full		X		X		
Kirby, J.R.	Prof; tenured	Education	B; full	X	X		X		
Klinger, D.A.	Prof; tenured	Education	B; full			X			
Kutsyuruba, B.	Asst; tenure-track (renewed)	Education	B; full			X			
Lee, E.	Assoc; tenured	Education	B; full	X	X				
Lewis, M.A.	Prof; tenured	Education	B; full						X
Luce-Kapler, R.	Prof; tenured	Education	B; full	X				X	
Myers, M.J.	Prof; tenured	Education	B; full						X
Pyper, J.	Asst; tenure-track	Education	B; full						X
Reeve, R.	Asst; tenure-track (renewed)	Education	B; full		X				
Russell, T.L.	Prof; tenured	Education	B; full						X
Sharkawy, A.	Assoc;	Education	B; full						X

	tenured								
Shulha, L.	Prof; tenured	Education	B; full			X		X	
Stockley, D.	Assoc; tenured	CTL	G; full						X
Upitis, R.B.	Prof; tenured	Education	B; full		X			X	
Wade-Woolley, L.	Prof; tenured	Education	B; full	X	X		X		
Wilcox, S.	Assoc; tenured	Gender Studies	G; full						X

specify tenured, tenure-track (new or renewed), emeriti. **Indicate level of program contribution (U, undergraduate only; G, graduate only; B, both U and G. Indicate also supervisory privileges (U, G or B). *In the first instance, a field is understood to be an area of characteristic and distinctive strength for which the Program wishes to be known and which it wishes to advertise.*

explain how Program integrity will be sustained (including student supervision)

Program integrity will be enhanced because the fields in which faculty work and which students choose will be clearer. The shift in fields may help attract students who better match faculty strength and therefore increase the program's integrity.

Significant Changes to the Existing Mode(s) of Delivery

(e.g. part-time, different campus, on-line, blended learning, inter-institutional collaborations, etc.)

NA

Merger of Two or More Approved Graduate Programs

NA

Other Changes that Affect the Learning Outcomes but Do Not Constitute a Brand New Program

NA

Table 2(b). Mapping graduate curriculum and degree level expectations (DLEs) (add rows as needed)

DLE	Learning Outcomes (Doctoral)	Relevant Courses, Academic Requirement (Doctoral)	Indicators of Achievement (Doctoral)
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<p>Depth and breadth of knowledge</p>	<p>Students will be able to summarize and critique the significant theoretical and practical ideas central to the areas of study selected for their PhD program.</p> <p>Students will be able to assess the significance of developments in educational theory and practice translating these into an issue or problem worthy of study.</p>	<p>Coursework (Required)</p> <p>Students achieve at least a B-average in all courses completed as part of their doctoral program chosen from among courses that form the foundation in educational theory: curriculum (EDUC-910, 911), cognition (EDUC-920, 922, 924) cultural and policy studies (EDUC-930, 931, 932, 933, 934), assessment and program evaluation (940, 942).</p> <p>Scholastic Inquiry (Required)</p> <p>Students will successfully complete a comprehensive paper (Comprehensive Task 1) and defend a research proposal in a comprehensive examination (Comprehensive Task 2).</p> <p>(Optional)</p> <p>Students will effectively argue for their proposed area of inquiry in public venues such as ScholarShare and the Rosa Bruno-Jofré Symposium in Education (internal to the Faculty) and other regional national and international educational conferences.</p>	<p>Graduates will have:</p> <p>A comprehensive understanding of a substantial body of knowledge that is at the forefront of educational studies and related disciplines.</p>
<p>Research and scholarship</p>	<p>Students will be able to critically evaluate, conceptualize, and interpret educational research and scholarly work.</p> <p>Students will be able to analyze the type of information required to address</p>	<p>Coursework (Required)</p> <p>EDUC 900</p> <p>Coursework (Optional)</p> <p>EDUC 901 (Contemporary Approaches to Education Research)</p> <p>Scholastic Inquiry (Required)</p> <p>Students will successfully complete</p>	<p>Students will have:</p> <p>The ability to critically evaluate, conceptualize, design, and implement research for the generation of new knowledge applications or understandings at</p>

	<p>an important education issue or problem and related research questions.</p> <p>Students will be able to argue their chosen methodological approach.</p>	<p>and defend a dissertation in education.</p> <p>(Optional)</p> <p>Students participate as Research Assistants with faculty researchers and research groups.</p> <p>Students may mentor peers and master’s students in research methods.</p>	<p>the forefront of education.</p> <p>The ability to make informed judgments on complex issues in education, sometimes requiring new methodologies, or adjustments to the research design or methodology in the light of unforeseen problems.</p> <p>The ability to produce and publish original research or other advanced scholarship of a quality to satisfy peer or juried review.</p> <p>The ability to connect dissertation research with an emerging program of research.</p>
<p>Level of application of knowledge</p>	<p>Students will be able to synthesize the theoretical and practical ideas central to each course and, where appropriate, connect these to their research/scholarship .</p> <p>Students will be able</p>	<p>Coursework (Required)</p> <p>Students will successfully pass assignments in courses, which include products such as academic papers and presentations.</p> <p>Scholastic Inquiry (Required)</p> <p>Students will conduct research aimed toward completing a dissertation, including applying for</p>	<p>Graduates will have the capacity to:</p> <p>Undertake pure and/or applied research at an advanced level.</p> <p>Contribute to the development of educational theory, policy or</p>

	<p>to plan and conduct independent educational research/scholarship using valid and defensible methods that make an original and significant contribution to the field.</p>	<p>ethical approval if applicable.</p> <p>(Optional)</p> <p>Students present findings at professional or scholarly conferences.</p> <p>Students offer workshops or provide mentorship to teacher candidates, master’s students, their peers or colleagues in professional settings.</p> <p>Students teach a course as a Graduate Teaching Fellow.</p>	<p>approaches, academic or professional skills, techniques, tools, practices, ideas, theories, approaches, materials and/or teaching methodologies.</p> <p>Graduates will be able to identify the likely contexts for research use and generate the information and the reporting structure most likely to contribute to these contexts.</p>
<p>Level of communication skills</p>	<p>Students will develop the capacity to engage in scholarly conversations.</p> <p>Students will be able to lead investigations of concepts and practices related to their research.</p>	<p>Coursework (Required)</p> <p>Students will make regular and substantive contributions to formal class discussions.</p> <p>Optional</p> <p>Students will add to their CV examples of presentations of their scholarly work to other educators or academics.</p> <p>Coursework (Required)</p> <p>When called on, students will be able to introduce others to the concepts and practices related to their field of research including the issues and problems that are in need of investigation.</p>	<p>Graduates will have:</p> <p>The ability to communicate complex and/or ambiguous ideas, issues, and conclusions clearly and effectively.</p> <p>The ability to mobilize knowledge in one’s field including the teaching of that knowledge.</p>

		<p>Optional</p> <p>Students will take on the role of Graduate Teaching Fellow within the Faculty or teach in support of courses in Continuing Education.</p>	
Autonomy and professional capacity	Students will model ethical and professional behaviors in undertaking and completing their program of study.	<p>Coursework (Required)</p> <p>Students will complete The Course on Research Ethics (CORE) prior to conducting any inquiry.</p> <p>Scholastic Inquiry (Required)</p> <p>Students will understand and uphold the standards for academic integrity as these pertain to the creation of all products related to their program as outlined by Queen’s University: http://www.queensu.ca/academicintegrity/index.html</p> <p>Students will demonstrate their depth of knowledge through the successful completion of comprehensives, and take responsibility for the process of completing a dissertation.</p> <p>Coursework & Scholastic Inquiry (Required)</p> <p>Students will take responsibility for navigating the intellectual and administrative demands of their program completing their degree in a timely fashion according to Queen’s University policy.</p> <p>(Optional)</p> <p>Students will add to their CVs examples of:</p>	<p>Graduates will be able to apply:</p> <p>Ethical behaviours consistent with academic integrity and professional standards and the use of appropriate guidelines and procedures for responsible conduct of research.</p>

		<p>i) support for the efforts of the Faculty and other professional learning associations to build an effective learning community; and,</p> <p>ii) Contributions to the professional learning of students, faculty and other educators.</p>	
Awareness of limits of knowledge	<p>Students will be able to identify and critically evaluate the boundaries of knowledge and skills in their own work and discipline.</p> <p>Students will be able to articulate the boundaries or limitations of their own research and findings, and make perceptive recommendations for further inquiry.</p>	<p>Coursework (Required)</p> <p>Students will demonstrate an ability to explore concepts and principles that effectively extend their investigations beyond previous experiences.</p> <p>Coursework (Optional)</p> <p>Students will challenge their peers to consider concepts and principles that would expand the scope of the knowledge and skills currently being used to frame and investigate a problem.</p> <p>Students will conclude their dissertation and defense with considerations of the boundaries of their scholarship or research, as well as the program of research that could extend from the findings.</p>	<p>Graduates will have:</p> <p>An appreciation of the limitations of one's own scholarship and discipline, of the complexity of knowledge and of the potential contributions of other interpretations, methods, and disciplines.</p>
Other more detailed research competencies	<p>For more detailed research competencies based on the Information Literacy Standards for Graduate Students in Education, February 2012. Doctoral students will continue the exploration of these competencies, and will build a greater depth and breadth of these skills during their degree program.</p>		

Table 4c. Doctoral Program Teaching Assignments for 2012/13 *(add additional rows or modify table format as needed)*

TAUGHT IN 2012 BY:	FTE	Rank	Course Number	Course Name	U/G/B*	Class Size	Associated Field	% taught
Burney, Shehla		Associate Professor	EDUC-930	Issues in Cultural and Global Studies in Education	G	4	Educational Studies	
Cheng, Liying		Professor	EDUC-901(1)	Contemporary Approaches to Education	G	4	Literacy MAPLE	
Chin, Peter		Associate Professor	EDUC-910	The Tradition of Curriculum	G	1	Curriculum Theorizing	
Elliott, Stephen		Associate Professor	EDUC-911	Contemporary Curriculum Theory	G	1	Curriculum Theorizing	
Hutchinson, Nancy		Professor	EDUC-922	Social Cognition	G	7	Learning and Cognition, Special Education	
Johnston, Scott		Associate Professor	EDUC-900	Doctoral Seminar	G	7	All fields	
Kirby, John		Professor	EDUC-924	Advanced Topics in Cognitive Studies	G	2	Literacy, Learning and Cognition, Special Education	
Klinger, Donald		Professor	EDUC-997	Individual Study (1.5 credit units)	G	4	MAPLE	

Luce-Kapler, Rebecca	Professor	EDUC-901(2)	Scholarly Writing	G	7	Literacy, Curriculum Theorizing
Shulha, Lyn	Professor	EDUC-942	Program Evaluation	G	6	MAPLE, Curriculum Theorizing
		EDUC-920	Cognition and Learning	G		Learning and Cognition, Special Education
		EDUC-931	Issues in Culture & Technology Studies in Education	G		Educational Studies
		EDUC-932	Seminar in Policy Studies	G		MAPLE
		EDUC-933	Advanced Studies in History and Philosophy Education	G		Educational Studies
		EDUC-934	Advanced Topics in Cultural Studies	G		Educational Studies
		EDUC-940	Educational Assessment	G		MAPLE
		EDUC-997	Individual Study	G		All Fields
Wade-Woolley, Lesly	Professor	EDUC-997	EDUC-997: Individual Study (1.5 credit units)	G	4	Literacy, Learning and Cognition, Special Education