



University Council

March 11, 2022

UNIVERSITY CURRICULUM COMMITTEE – 2021-2022

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Social Work – Harold Briggs

Veterinary Medicine – Shannon Hostetter

Graduate School – Wendy Ruona

Ex-Officio – Provost S. Jack Hu

Undergraduate Student Representative – Matthew Jue

Graduate Student Representative – Sarah Burns

Dear Colleagues:

The attached proposals from the Mary Frances Early College of Education to terminate the Area of Emphasis in Social Studies Education under the major in Educational Theory and Practice (Ph.D.), and to offer a new Area of Emphasis in Social Studies Education under the major in Education (Ph.D.) will be agenda items for the March 18, 2022, Full University Curriculum Committee meeting.

Sincerely,

Susan Sanchez, Chair

University Curriculum Committee

cc: Provost S. Jack Hu
Dr. Marisa Pagnattaro

PROPOSAL FOR DEACTIVATION OR TERMINATION OF AN ACADEMIC PROGRAM

Date: December 21, 2021

School/College: Mary Frances Early College of Education

Department/Division: Educational Theory and Practice

Program (Major and Degree): Area of Emphasis in Social Studies Education under the major in Educational Theory and Practice (Ph.D.)

Which campus(es) offer this program? Athens

Deactivation or Termination? Termination

Proposed Effective Date: Summer 2022

Last date students will be admitted to this program: Fall 2021

Last date students will graduate from this program: Fall 2026

Program Abstract:

Students in the Area of Emphasis in Social Studies Education focus on theory and research about teaching and learning social studies.

1. State the reasons for terminating the program and provide copies of any relevant documents.

This proposal is to terminate the Area of Emphasis in Social Studies Education under the Doctor of Philosophy in Educational Theory and Practice (ETAP). Faculty in Social Studies Education moved from the Department of Educational Theory and Practice to the Department of Mathematics, Science, and Social Studies Education in July 2020. The Social Studies faculty have now submitted a proposal for an area of emphasis under a college-wide Ph.D. in Education, which is under consideration for approval by summer 2022. The offering of an area of emphasis under the Ph.D. in Education allows the faculty to have governance of their doctoral program. Because the faculty have changed academic units, there is no longer a need for the Area of Emphasis in Social Studies Education under the ETAP Ph.D. program.

Currently, nine students are enrolled in the Area of Emphasis in Social Studies Education under Education Theory and Practice (Ph.D.). Each student will be given the option to complete the Area of Emphasis under ETAP (Ph.D.) or submit a change of degree objective to move to the Area of Emphasis in Social Studies Education under Education (Ph.D.). Effective summer 2022, all incoming students who want to pursue Social Studies Education at the doctoral level will enroll in the Area of Emphasis in Social Studies Education under Education (Ph.D.).

2. What will be done to minimize the impact of the termination of the program upon the personal and professional lives of the faculty and staff involved? Include specific information on a) how faculty and staff will be notified of the termination, and b) how faculty and staff will be reallocated.

Faculty from Social Studies Education moved to another academic home effective July 2020. All other Social Studies academic programs moved with those faculty members to their new unit. All resources formerly provided to the Department of Educational Theory and Practice were transferred with those faculty members to their new unit. There is no impact on the personal and professional lives of faculty as the new Area of Emphasis under Education (Ph.D.) will be offered in lieu of the Area of Emphasis under ETAP (Ph.D.). Students have been contacted by program faculty and have responded with their decisions about whether or not to transfer to the new Area of Emphasis under the Ph.D. in Education. All new enrollees will enter under the Ph.D. in Education.

3. What will be done to ensure that termination of the program does not weaken other programs (graduate, undergraduate, or professional) for which the department may be responsible?

There is no perceived impact on these programs.

Approvals:



Department Head



Dean of School/College

PROPOSAL FOR AN AREA OF EMPHASIS

Date: October 22, 2021

School/College: Mary Frances Early College of Education

Department/Division: Mary Frances Early College of Education

Program (Major and Degree): Education (Ph.D.)

Which campus(es) will offer this program? Athens

Proposed Effective Date: Summer 2022

CIP: 13131801

1. Area of Emphasis Title: Social Studies Education

2. Area of Emphasis Description:

This proposed doctoral program supports students who wish to study theoretical and disciplinary areas, problems, and practices related to the field of social studies education, as it exists in P-12 schooling, curriculum, teacher education, and other areas of practice. Its primary focus is the continuing development of theory and empirical research on the teaching and learning of the social studies. Although Social Studies Education doctoral students have the opportunity to engage with the history and social studies education research, there are also opportunities for students to bring other fields of inquiry to the social studies. Faculty members in UGA's Social Studies Education program borrow from various research methodologies and a wide variety of theoretical perspectives to focus their scholarship in social studies education. Graduates of this doctoral program are prepared to work in research, tenure-stream, and clinical faculty positions in colleges and universities, teacher leadership positions, and social studies positions in P-12 schools.

The program consists of a minimum of 48 hours beyond the master's degree, and the curriculum is jointly planned by the student and advisor based on prior study in their field and future goals. Logical placement of this degree in a general Education doctoral program will allow candidates to obtain the advanced credential and join a community of other educational scholars. By offering this area of emphasis under the doctoral program in Education, social studies educators could still access advanced preparation and advanced certification with the Georgia Professional Standards Commission (GaPSC). Certification upgrades through the GAPSC are available for candidates who hold T-5 or T-6 certification by the GAPSC. Candidates who are certified teachers can apply for this certification advancement through a process led by the College of Education.

Consistent with the other areas of emphasis that fall under the College of Education's Education (Ph.D.) major, candidates who complete the Area of Emphasis in Social Studies Education will be assessed with common student learning outcomes that support the documented outcomes for all other areas of emphasis in the College of Education Doctor of Philosophy Degree:

- (1) Students will demonstrate knowledge of theory and research in their discipline;
- (2) Students will demonstrate knowledge of the research process and capacity to conduct applied research in their discipline; and
- (3) Students will demonstrate specialized knowledge or skills in one core discipline-specific area.

3. Major Requirements

The program of study for this proposed area of emphasis is:

Social Studies Required Core – 15 hours (Candidates choose from the menu of courses below)		
Course ID	Credits	Course Title
ESOC 8010	3	History of Social Studies Education
ESOC 8020	3	Contemporary Issues in Social Studies Education (new)
ESOC 8030	3	Diversity and Democracy in Social Studies Education (new)
ESOC 8040	3	Curriculum, Pedagogy, and Teacher Education in Social Studies Education (new)
ESOC 8045	3	Special Topics in Social Studies Education
ESOC 8050	3	Theory and Method in Social Studies Education Research (new)
ESOC 8990	3	Research Seminar in Social Studies Education
Research Methodology Requirement 12 hours		
At least 12 credits (4 courses) of doctoral-level research methodology courses. These credits can include qualitative, quantitative, or mixed methods. The sequence of these courses will be decided by the student in collaboration with major professor and committee. The four courses below represent one example of a course sequence. This particular example would suit a student focused on qualitative research.		
QUAL 8400	3	Qualitative Research Traditions
QUAL 8410	3	Designing Qualitative Research
ETAP(QUAL) 8550	3	Writing Up Qualitative Research
ETAP(QUAL) 8565	3	Theoretical Frameworks for Doctoral Studies in the Human Sciences
Research Area Coursework – 21 hours		
At least 21 credits (7 courses) taken in consultation with the major professor and committee that includes substantial breadth in educational research and depth in terms of the student's interest, research trajectory, and career goals. This particular example would be from a student interested in researching social studies teacher education with a focus on diversity, equity, and inclusion.		
EDUC 8060	3	Social and Political Philosophies of Education
EDUC 8190	3	Introduction to Social Justice Frameworks: Foundations in Diversity, Equity, and Inclusion
EDUC 8400	3	Critical Race Theory in Education
ESOC 9000	3	Doctoral Research
ETAP 8045	3	Special Topics in Education Theory and Practice
ETAP 8050	3	Theory and Research on Teaching
ETAP 8070	3	Research and Perspectives on Teacher Education: PreK-Grade 8
ETAP 8240	3	Pedagogies of Teacher Education
ESOC 9300	Variable	Doctoral Dissertation

Documentation of Approval and Notification

Proposals: Termination of the Area of Emphasis in Social Studies Education under the major in Educational Theory and Practice (Ph.D.)
New Area of Emphasis in Social Studies Education under the major in Education (Ph.D.)

College: Mary Frances Early College of Education

Departments: Educational Theory and Practice
Mary Frances Early College of Education

Proposed Effective Term: Summer 2022

Department:

- Educational Theory and Practice Department Head, Dr. Julie Kittleson, 12/21/2021

School/College:

- Mary Frances Early College of Education Dean, Dr. Denise Spangler, 10/22/21 and 12/21/2021
- Mary Frances Early College of Education Associate Dean, Dr. Stacey Neuharth-Pritchett, 12/9/2021

Graduate School

- Graduate School Associate Dean, Dr. Anne Shaffer, 1/14/22 and 2/7/2022