The Graduate School of Education and Human Development
Department of Curriculum and Pedagogy

Doctor of Education in
CURRICULUM AND INSTRUCTION
PROGRAM SUPPLEMENT
The Curriculum and Instruction Program

The doctoral program in Curriculum and Instruction at The George Washington University offers students a unique learning opportunity in a metropolitan setting. Students take courses in curriculum and instruction; research methodology, both quantitative and qualitative; policy and evaluation; and the student’s area of specialization. These courses are taken in the Departments of Curriculum and Pedagogy and Educational Leadership, the Graduate School of Education and Human Development, and in other schools at The George Washington University. With the nation’s capital serving as the backdrop, the Curriculum and Instruction doctoral program affords students employment and internship opportunities at organizations in and around Washington, DC. These field experiences and courses provide Curriculum and Instruction doctoral students with a unique foundation from which they can establish and develop their professional knowledge and expertise in education and related fields.
Welcome Letter from the Program Coordinator

Dear Curriculum and Instruction Doctoral Students:

I am pleased to be able to recommend this 9th edition of the Curriculum and Instruction Handbook as a supplement to the GSEHD Doctoral Student Handbook. If you are new to the C&I program, then I welcome you to our program. For those of you that have been with us the last few years, thank you for the foundation of new scholarship and inquiry that you have helped build. I hope each one of you will find the information presented in this supplement useful at all stages of your doctoral study, and refer to it frequently, alongside of the GSEHD Doctoral Student Handbook. Doctoral work likely requires more proactive thinking and the searching for opportunities than your previous academic endeavors, and these resources help you anticipate what you need to do to keep your program of studies progressing optimally.

The ideas in this supplement will support you in your studies. The materials included have evolved through the efforts of both faculty and students who wanted share what they have found helpful in program planning. I hope some of this material aids in the nuts and bolts of getting through your doctoral studies. However, it is crucially important that you make the time to meet with your advisor regularly to talk about your ideas, interests, and program goals. It is primarily up to you to initiate these discussions.

This document will evolve into subsequent additions with improvements and changes. Please use what is here and provide us with the feedback for making future versions even better.

On behalf of all the Curriculum and Instruction doctoral faculty, I wish you all the best in your studies. Doctoral work can and should be a life-changing experience on many levels, and I urge you to take advantage of the many opportunities this program and the university have to offer. These are important times for you, when you can luxuriate in new ideas, as you strive to complete your assignments, and think about how you will make your contribution to the field of Curriculum and Instruction. Please do not hesitate to stop by and let me know about your views and your progress.

Sincerely,

Jonathan Eakle, PhD
Curriculum and Instruction Program Coordinator
Professor of Curriculum and Pedagogy
The Graduate School of Education and Human Development  
Department of Curriculum and Pedagogy  
Curriculum and Instruction Doctoral Program Supplement

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PART I: PROGRAM INFORMATION

Curriculum and Instruction Mission

Curriculum and instruction are central to educational improvement, constituting the what, how and why of teaching and learning. The study of curriculum and instruction not only entails content, methodology and assessment but also entails an understanding of why curriculum and instruction are important in affecting change both within and outside of schools. In today’s climate of educational reform, new educational leaders are needed who are knowledgeable of educational reforms from multiple perspectives, and who are prepared to conduct research in curriculum and instruction that can inform theory, practice and policy.

The purpose of the Doctoral Program in Curriculum and Instruction at The George Washington University is to prepare leaders who will work to improve pre-K-16 education in local, national and international settings. This is accomplished through critical thought, research, and reflective practice related to: teaching and learning, curriculum, instruction, policy, and teacher education. The program is particularly focused on understanding how curriculum and instruction can be constructed and applied in the context of educational reform with diverse populations of students.

The Curriculum and Instruction program stresses the importance of research and study in a collaborative social context, grounded in the realities of schooling. Doctoral students will become part of a community that links scholars with practicing professionals, policy makers, and educational organizations. Doctoral students will conduct research, and critically examine curriculum, learning processes, assessment and the characteristics and politics of learning environments. In addition, doctoral students will expand their content knowledge through linkages with Arts and Sciences and through opportunities for additional learning in the disciplines.

The Doctoral Program in Curriculum and Instruction is designed to take advantage of its location in the nation’s capital by providing opportunities for students to have internship experiences in national agencies and institutions responsible for policy decisions, research, and evaluation efforts related to pre-K-16 curriculum and instruction. Students in the program will have the opportunity to analyze the complex interrelationships between research, practice and policy. In addition, students will have occasions to develop working relationships with national leaders in education. This approach can
provide doctoral students with unique opportunities to conduct research on curriculum and instruction, and gain an understanding of the forces that both shape and are shaped by the creation of knowledge and its impact on research, practice, and policy.

Our unique location in Washington, D.C. affords doctoral students an opportunity to study in a metropolitan environment that reflects the diversity that characterizes our society. Students may base their research within area schools that are vibrantly multicultural, including a large urban school district in D.C. and suburban school districts in Maryland and Virginia. School populations in this area are socio-economically and ethnically diverse, and include large numbers of English Language Learners who have recently moved to this area from other countries. In addition, we include students with disabilities in our definition of diversity.
Four Areas of the C & I Program:

Curriculum
This concentration focuses on the examination of the educational ideas of individuals and groups that have influenced American curriculum theory and practice. Courses in this area include comparisons of the issues, models, and principles that have guided curricular thought, development, and innovation. Examination and analysis of reviews and research studies on curriculum theory, and how research questions arise from existing theory and related literature are central activities in which students engage.

Instruction
The focus area of instruction offers an examination of theories, models, and variables that have contributed to the field of instruction and concomitant assessments. Connections among instructional theory, research, and practice are made explicit.

Leadership and Policy
Leadership in Curriculum and Instruction is examined through clinical supervision models, and school reform models articulated through the professional development of K-12 educators. An examination of the policy cycle, policy actors, and the interplay of federal, state and local education policies is explored in coursework in particular. Faculty in other departments, in addition to Curriculum and Instruction faculty, supports this focus area.

Research
Examination of research paradigms and methodologies appropriate to conducting high-quality research in educational settings is integral to the Curriculum and Instruction doctoral experience. This includes examination of quantitative, qualitative, and mixed-methods approaches to undertake social science research. Faculty in other departments, in addition to the Curriculum and Instruction faculty, supports this work at the program level.
Curriculum and Instruction Doctoral Program Goals and Courses

Curriculum

*Throughout the doctoral program and specifically in CPED 6305 and CPED 8325, students will learn and be able to engage in scholarly discourse about:*

- Curriculum theories from a historical perspective
- The contributions of significant curriculum theorists
- The interrelationships among curriculum, culture, and society
- The political influences on curriculum
- The process of curriculum development

*And, they will develop competence in:*

- The application of curriculum expertise to curriculum theories, development, design, and evaluation

Instruction

*Throughout the doctoral program, and specifically in CPED 8330 and CPED 8331, students will learn and be able to engage in scholarly discourse about:*

- Theories of instruction
- General and domain specific models of instruction
- An understanding of how children, adolescents, and adults learn

*And will develop competencies in order to:*

- Apply research in instruction to pre-K-16 settings
- Study and analyze patterns in education that result from policy and school-based instructional decisions
- Use technology to enhance instruction
- Analyze the educational impact of media on learning and instruction

Seminar & Curriculum and Instruction Research

*Throughout the doctoral program, and specifically in CPED 8334 and CPED 8335, students will learn and be able to engage in scholarly discourse about:*

- Research approaches in curriculum and instruction
- Connections between teaching and research
- Questions related to coherence among methodology, theoretical framework and ideological/cultural assumptions
- Research questions that they might begin to explore as students in C & I

*And, they will develop competence in order to:*

- Read curriculum and instruction research critically
- Write analytical reflections
- Speak knowledgeably and effectively about curriculum and instruction research
Leadership and Policy

Throughout the doctoral program and specifically in CPED 8340 and 8341, students will develop knowledge of and/or competencies related to:

- Multiple perspectives on curriculum and instruction policies
- Theories, methods, models, and ethics of program evaluation
- Efforts to create equitable educational systems
- Leadership roles in organizations that seek to bring about change
- Communicating ideas through publication grant writing, curriculum writing, policy writing, and alternative forms
- The impact of policy decisions on curriculum and instruction

In addition, students will be encouraged to:

- Develop a positive disposition toward being an agent of change in education
- Participate in reform efforts through internship experiences

Research

Throughout the doctoral program, and specifically in your research methods classes, students will acquire scholarly research potential evidenced by:

- Knowledge of a research base in a specific area of study
- An ability to critically apply prior research to develop new ideas in their field of study
- Experience conducting, analyzing and interpreting research
- Experience writing and presenting scholarly work
- The assessment of students’ outcomes

We aim for students to develop a positive disposition toward continued research and study in education and their content area. The program facilitates and supports students’ growth and change as a result of their personal exploration of knowledge about education.
## Curriculum and Instruction Faculty

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<thead>
<tr>
<th>Faculty Member</th>
<th>Biography</th>
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<tbody>
<tr>
<td>Sylven Beck</td>
<td>Dr. Beck’s areas of interest include elementary teacher preparation, supervision of interns, and elementary science education. She is co-project investigator on the University Supervisors Case Writing Group and is currently working on a book of guidelines and cases entitled <em>Ethical Dilemmas in Supervision of the Teacher Intern.</em></td>
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<tr>
<td><a href="mailto:sbeck@gwu.edu">sbeck@gwu.edu</a></td>
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<td>994-9084</td>
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<tr>
<td>Brian Casemore</td>
<td>Dr. Casemore is a curriculum theorist who investigates educational experience through the lenses of autobiographical theory, psychoanalysis, and literary and aesthetic criticism. His research focuses on three interrelated areas of inquiry: place and curriculum, gender and sexuality, and English education.</td>
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<tr>
<td><a href="mailto:casemore@gwu.edu">casemore@gwu.edu</a></td>
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<td>994-2011</td>
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<td>Jonathan Eakle</td>
<td>Dr. Jonathan Eakle's research involves literacy in schools and in informal learning environments with a focus on museums, the arts, and humanities. For nearly a decade, Dr. Eakle was at Johns Hopkins University where he was an associate research professor, the Director of the Language, Literacy, and Reading Education program, taught masters of science and doctoral students, and served on the Johns Hopkins University Press. His most recent article is a study of museums in Mexico City and his latest book is about current debates in education. He also co-edited the fourth and newest volume of the 50-year-old series titled &quot;Secondary School Literacy: What Research Reveals for the Classroom Practice.&quot; published by the National Council of Teachers of English. For three years, Dr. Eakle compiled international research reports for Reading Research Quarterly. In addition, Dr. Eakle has worked on projects for the National Science Foundation, Center for Early Reading Achievement, the International Reading Association, American Reading Forum, Literacy Research Association, Maryland State Department of Education, and Smithsonian Institution, among others. Dr. Eakle presently serves on advisory boards of the Journal of Literacy Research, Journal of Adolescent &amp; Adult Literacy, Center for Education, Imagination, and the Natural World, and the International Journal of Creativity &amp; Human Development.</td>
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<td>Name</td>
<td>Contact Information</td>
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<tr>
<td>Colin Green</td>
<td><a href="mailto:colgreen@gwu.edu">colgreen@gwu.edu</a></td>
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<td></td>
<td>994-0997</td>
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<tr>
<td>Jonathon Grooms</td>
<td><a href="mailto:jgrooms@gwu.edu">jgrooms@gwu.edu</a></td>
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<tr>
<td>Karen Kortecamp</td>
<td><a href="mailto:karenkor@gwu.edu">karenkor@gwu.edu</a></td>
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<tr>
<td></td>
<td>994-1713</td>
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<tr>
<td>Sharon Lynch</td>
<td><a href="mailto:slynch@gwu.edu">slynch@gwu.edu</a></td>
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and go on to STEM careers. She is currently President Elect of the National Association for Research on Science Teaching (NARST). Lynch publishes frequently, and loves to think, write, and collaborate with others about science education policy matters. She recently served as a project director at NSF for two years.

<table>
<thead>
<tr>
<th>Curtis Pyke</th>
<th><a href="mailto:cpyke@gwu.edu">cpyke@gwu.edu</a></th>
<th>994-4516</th>
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<td>Dr. Pyke’s current research includes the study of cognitive factors involved in representation in mathematics; the development of engagement and goal orientation scales for middle school math and science students; the development of standards-based assessment items for math and science; the instructional support qualities of math and science curriculum units; and preparing teachers for standards-based instruction.</td>
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<tr>
<th>Maia Sheppard</th>
<th><a href="mailto:mshepp@gwu.edu">mshepp@gwu.edu</a></th>
<th>994-3236</th>
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<td>Dr. Sheppard's areas of interest include social studies education and teacher preparation. Her research examines how high school teachers and students make sense of difficult histories, paying particular attention to how language is used in the social space of the classroom to construct and trouble understandings of self and others. She is currently co-directing the Community-Engaged Teaching (CET) program option in secondary education, which prepares teachers to be educators who are committed to social justice and sustainability.</td>
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<tr>
<th>Tiffany-Rose Sikorski</th>
<th><a href="mailto:tsikorski@gwu.edu">tsikorski@gwu.edu</a></th>
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<tr>
<td>Dr. Sikorski is an assistant professor in the Curriculum and Pedagogy Department. She is a licensed physics educator who has taught in public and charter high schools, in afterschool and museum settings, and in university-based teacher preparation programs. Her pedagogy courses aim to empower future teachers to create meaningful science learning experiences for their students, experiences that build on students’ vast capabilities for making sense of the natural world and that sustain student interest and participation over time. Dr. Sikorski’s research explores how learners of all ages think, reason, and talk science. She specializes in analyzing “coherence seeking,” that is, learners’ collaborative efforts to build relationships between ideas and identify and reconcile inconsistencies. Her current work continues to expand the coherence-seeking framework so that it can inform the design of assessments, curriculum, and learning progressions aimed at supporting scientific inquiry and disciplinary practices of science.</td>
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| Patricia Tate  
| ptate@gwu.edu  
| 994-1542 | Dr. Sikorski co-PIs the currently active research projects Building Capacity for Disciplinary Experts in Math and Science Teaching (National Science Foundation), The GW Learning Assistant Program (GW Columbian College of Arts and Sciences), and Engaging Youth in the Art of Science Conversation. |
| | Dr. Tate is currently working on a book of guidelines and cases entitled *Ethical Dilemmas in Supervision of the Teacher Intern*. Her research interests include supervision, teacher development, and practical inquiry. She is project director of two research initiatives that focus on case writing and professional development of teacher intern supervisors through narrative inquiry. |
PART II: THE COURSE OF STUDY

The Curriculum and Instruction Doctoral Process: Seize the Day!

Opportunities and Experiences to Pursue as a C & I Doctoral Student

Below is a list of experiences/opportunities you should pursue during your doctoral experience. When you participate in these activities will depend on your prior experience as well as on your graduate school load. Your advisor is your best resource and can help guide you as you develop your own personal timeline with regard to these opportunities.

- Subscribe to Education Journals
- Initiate regular conversations with your advisors.
- Create a Comp. Exam Study Group
- Explore Educational Opportunities in DC area
- Become a Journal Reviewer
- Attend Conferences
- Join Organizations
- Participate in a Research Project
- Teach a Course
- Join a Discussion Group for Your Content
- Submit Proposals for Presentations at Conferences
- Submit a Manuscript for Publication
Seize the Day!

Below is a more detailed list of experiences/opportunities you should pursue during your doctoral experience. When you participate in these activities will depend on your prior experience as well as on your graduate school load. Your advisor can help guide you develop your own personal timeline with regard to these opportunities.

- **Get to know your professors**: Take the initiative to speak with your professors and not simply those who teach your classes. Oftentimes professors are engaged in scholarly work that may be of interest to you. There can be many opportunities for you to get involved in research work on a volunteer basis. The experience will be invaluable both during your career and as you become a colleague in the field. In addition, conversations with faculty members can really serve to push your thinking and vice versa. Set up appointment times with professors at your convenience, but try to do this early in your doctoral career.

- **Have regular conversations with your advisor**: Meet with your advisor on a regular basis.

- **Attend conferences and join organizations**: Choose conferences/organizations that are in your area of interest/specialization and those that deal more broadly with curriculum and instruction issues. American Educational Research Association (AERA) is a must. Attendance at conferences should begin early in your doctoral career so that you can join a larger community of scholars and, among other things, find places to present your work.

- **Submit conference proposals**: Once you have gone through the conference circuit, you'll be ready to determine possible conferences that might support your work. Remember that conference proposals are due way in advance of the conference itself (i.e. AERA is in April, so the proposals are due the previous August). You should begin submitting proposals in your second full year of graduate school. Your best bet is to begin by co-writing a proposal with a professor.

- **Subscribe to/read educational journals**: In addition to reading required texts for courses, you should also be reading widely in the field. Find out from your advisors/professors which journals may be appropriate for you to peruse, and then go beyond that. Spend some time in the library and on the Internet exploring what is available. As you read articles in journals, pay attention not only to the content but also to the way the text is written. You will notice that different journals have different feels to them. This process will help you to identify which journals might be of interest to you when submitting a manuscript. Begin this journal exploration at the very beginning and continue throughout the duration of your doctoral career.

- **Become a reviewer**: Later in your doctoral career, you may want to become a reviewer for an educational journal and/or conference. Requests for reviewers are simultaneously released with calls for AERA proposals. Ask your advisor or a professor to participate with you in this process. For journals, contact professors to co-write a manuscript review. These are challenging to write well, but the opportunity is extremely valuable. In addition, this is an important task to do as a member of the broader educational field. Finally, reviewing an article will give you a sense of the types of manuscripts submitted to the journal.
Submit manuscripts for publication: Every time you write a course paper, you should consider the possibility of submitting it for publication. Keep in mind that the submission will likely require extensive revision before it is "journal ready". The best way to enter this process is to work with a faculty member, acting as second author on a text. Students usually do not submit manuscripts for journal review until later in their program.

Participate in a research project: You can participate in a research project as a paid Research Assistant or as a volunteer. Once you get to know your professors and the work they are doing, you will need to take the initiative to ask to participate in a project. Sometimes paid positions are available at opportune moments: you're in the right place at the right time. Volunteering to participate in a project can sometimes lead to a paid position. The experience you will have participating in a project is invaluable. It will allow you to view the research process first hand and can often lead to your participation in a conference and/or your co-authorship on a project paper.

Teach a course: In order to teach a course, you will need to show evidence of expertise in that area. If there is a course you are interested in teaching, you should contact the faculty member who teaches the course. Generally, students will first co-teach the course with a faculty member before assuming full responsibility for the course. It is important to teach during your graduate career if you expect to assume a job that will require that in the future.

Join a discussion group: Unfortunately, there is not enough time in graduate school to allow you to learn it all or allow us to teach you everything about curriculum and instruction. As you become interested in a particular area of the field, you may want to seek out colleagues who are also interested in that area. One suggestion is that as you begin exploring journals and related articles, and join with colleagues in reading and discussing these texts. Discussion groups can also be a place to further explore topics and ideas raised in classes. Students can often help one another sort through difficult theories and concepts within these discussion groups.

Create a comprehensive exam study group: When you complete your coursework, you will be ready to take your comprehensive exams. Convening a small group for study is a wise idea. You will likely want to begin studying at least a semester and a half in advance of the comprehensive exam.

Explore educational opportunities in the DC area: Take advantage of the various opportunities provided in the metropolitan area. There are a number of educational organizations, including the GSEHD clearinghouses, within walking/metro distance.

Explore fellowship opportunities outside of GSEHD: For example, students should consult the Spencer Foundation (www.spencer.org ) and AERA to learn about funding for dissertation and pre dissertation research.
The Curriculum and Instruction Internship

As a doctoral student in Curriculum and Instruction, you are required to complete three hours of internship credits. Internship activities could include co-teaching, interning at a local organization, conducting research with a faculty member, working in some capacity within K-12 school contexts or engaging in another activity as agreed upon by the student and her/his primary advisor. The purpose of the internship is:

- To provide the student with in-depth field experience which complements the program content and participant’s long-term professional goals;
- To allow the student to participate in guided practice;
- To allow the student to contribute to the field of curriculum and instruction by teaching, developing curriculum, participating in research, working in an area of policy or participating in another related activity;
- To enable the student to develop and demonstrate a variety of skills related to expertise in curriculum and instruction;
- To provide the student with opportunities to develop collaborative relationships with educational professionals, agencies, and within the community.

Requirements for the C & I Internship include:

- Three credits during the student’s program
  - Three credits = One semester of participation (approximately ten hours per week)
- Completed internship contract (to be filed with the primary advisor, program coordinator and site coordinator)
- Completed feedback forms
  - Self-evaluation
  - Feedback from site supervisor
Internship responsibilities include:

- Internship Contract/Goal Statement (constructed in consultation with student’s primary advisor). This statement must include at least the following:
  - Intent
  - Purpose
  - Logistics of the internship
  - Evaluation plan
  - Signature of the student, internship supervisor and primary advisor

- Planning activities
- Assessment activities
- Reflection
- Regular attendance at internship site
- Responsible and appropriate participation in internship activities, including professional interaction with site coordinator
- Development of internship-related materials
- Written final text (to be determined in consultation with advisor)
## Curriculum and Instruction Course Offerings

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<tr>
<th>COURSE</th>
<th>SEMESTER OFFERED</th>
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| **CPED 6305** Foundations of Curriculum Theory  
  *(Prerequisite for CPED 8325)* | FALL 2015                 | Green              |
| **CPED 8309** Supervising the Pre-service Clinical Experience  
  *(Elective offering; not required)* | SUMMER 2016               | Beck and Tate      |
| **CPED 8325** Curriculum Theory  
  *(Prerequisite: CPED 6305)* | SPRING 2016               | Casemore           |
| **CPED 8330** Paradigms of Instruction and Assessment | SPRING 2017               | Eakle              |
| **CPED 8331** Seminar in Instruction | FALL 2016                 | Pyke               |
| **CPED 8334** C & I Seminar  
  *(Prerequisite for CPED 8335)* | Meets the entire school year starting in the fall | Eakle |
| **CPED 8335** C&I Seminar II  
  *(Prerequisite: CPED 8334)* | Meets the entire school year starting in the fall | Pyke |
| **CPED 8340** Education Policy, Contemporary Reform, and Teacher Leadership | SPRING 2016               | Kortecamp          |
| **CPED 8341** Evaluation in Curriculum and Instruction | FALL 2015                 | Kortecamp          |
| **CPED 8354** Doctoral Internship | SUMMER/FALL/ SPRING       | Eakle              |
| **CPED 8998** Doctoral Seminar in C&I | SUMMER/FALL/ SPRING       | Dissertation Supervisors |
Comprehensive Examination

Purposes of the comprehensive examination are: (a) to evaluate the students’ understanding of fundamental concepts, tools, and processes provided during the doctoral coursework of study in relation to their possible research interests, and (b) to allow the student an opportunity to apply this knowledge in ways that are useful in relation to successful future dissertation work. Especially because of this latter objective, at least one month prior to the comprehensive examination, the student must declare a dissertation chair who has formally agreed to guide the student in the design and production of a subsequent dissertation. The dissertation chair may or may not be the initial primary adviser who has assisted with coursework. However, it is suggested that the initial adviser be part of the examination process described in following paragraphs.

At least one month prior to the comprehensive examination, the student is responsible for completing necessary exam documents, obtaining the approval of the dissertation chair and members of their examining committee, and filing the documents with the Graduate School of Education and Human Development’s Office of Student Services (see Appendix C of GSEHD schoolwide doctoral handbook).

The comprehensive examination consists of one question. This question is based on a preliminary mini prospectus drafted by the student and submitted to the dissertation chair at least one month prior to the beginning of the fall or spring semester (and under special circumstances the summer session). The mini prospectus must be comprised of: (a) a possible and feasible dissertation problem(s) and promising dissertation question(s) that interest the student, (b) theories and scholarly material that frame the problem(s) and question(s), and (c) potential methods to study the problem(s) and address the question(s). The mini prospectus is limited to five pages in length, and in addition must include an APA style reference list.

The preliminary mini prospectus is reviewed by the student’s dissertation chair who, in consultation with the student, will subsequently assemble a faculty comprehensive examination committee that includes at least one CPED faculty member. The faculty comprehensive examination committee (in consultation with the student and with consideration of the mini prospectus) determines a comprehensive examination question.

The question should be determined within 30 days following the beginning of the fall or spring semester. After the determination of the question, the student has 60 days to complete and submit their response to their faculty comprehensive examination committee. Responses are limited to 40 pages (double-spaced, New Times Roman), in addition to a complete reference list, possibly other appended materials, and must adhere to current APA style conventions. The following is a checklist to the comprehensive examination process:
Curriculum and Instruction DOCTORAL STUDENT CHECKLIST FOR COMPREHENSIVE EXAM READINESS

☐ I will have completed all course requirements on my Program Plan of Study by the semester I complete my comprehensive exam, with the exception of the Proposal Development Seminar (CPED 8998), Dissertation Research (CPED 8999), and possibly one level B research methods course; or I will be in the last semester of my coursework (and am enrolled in less than three courses).

☐ I do not have any incomplete (I) and in-progress grades (IPG).

☐ I have established a doctoral dissertation committee and filed the Dissertation Committee Membership and Proposal Approval form with Part I Completed.

☐ I have consulted with my advisor and dissertation chair about registering for comprehensive examinations, and I am ready to submit a mini précis one month before the end of this term.

☐ I will completed the Comprehensive Examination Application by the appropriate deadline (Fall semester: October 1; Spring semester: February 1).

☐ I will be actively enrolled in at least one credit hour during the semester in which I intend to sit for the comprehensive examination. (If needed, I know that I can consult my advisor and student services representative (Rachel Dorfman-Tandlich) to determine the best course of enrollment for the semester in which I take the comprehensive exam.)
Comprehensive Exam Grading Criteria

- Knowledge in content:
  - Strong grasp of C&I and area of specialization
  - Comprehensive understanding of content

- Ability to synthesize theory, concepts, research and practice:
  - Well versed in seminal works and central themes
  - Connects and begins to extend theories and ideas

- Ability to reason and actually analyze issues and problems in the field:
  - Supports beliefs with evidence
  - Evaluates sources cited
  - Presents evidence of reflection

- Strong foundation in research methodology:
  - Reveals the ability to design a study
  - Shows insight
  - Arranges appropriate research methodology
  - Synthesizes own solution to problem

- Clarity of expression:
  - Writes well-structured, cohesive responses
  - Follows APA format
  - Utilizes appropriate grammar and spelling
PART III: PROFESSIONAL OPPORTUNITIES & RESOURCES

Getting Involved in Research Opportunities

1) Begin by talking with your advisor and other faculty in the Graduate School of Education and Human Development to let them know you are looking for research opportunities.

2) Update your resume and send a copy to Tyler Dickinson, the program’s graduate assistant. As positions become available, faculty will be encouraged to review resumes in this central file.

3) Check with the various GW Centers and Clearinghouses to find out about possible research opportunities.

4) Contact the principal investigators or administrative assistants for currently funded projects you would be interested in joining. The C & I Coordinator will be able to provide you with a list of these projects.

5) Participate in current research projects on a volunteer basis in order to gain some initial research experience. Some faculty members begin projects with small amounts of funding but apply for additional funding as the research project progresses. Therefore, money to support a research assistant may become available at a later date.

6) Visit the GSEHD website (http://www.gwu.edu/~gsehd/) to learn about possible research projects.
How to Get Involved in Teaching Opportunities

1) Begin by talking with your advisor and other faculty members in the Graduate School of Education and Human Development. Let faculty members know you are looking for opportunities to do some teaching.

2) Peruse the course catalog and determine which courses you might be interested in teaching.

3) Plan to begin your teaching experience at GW by co-teaching a course with a faculty member.
### Professional Organizations

Listed below are places to get you started on your educational work and research. Check their websites for current conferences and calls for papers.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Website(s)</th>
<th>Journals/Publications</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Anthropological Association (AAA)</td>
<td><a href="http://www.aaanet.org">www.aaanet.org</a></td>
<td>Anthropology and Education Quarterly</td>
</tr>
<tr>
<td>American Association of Colleges for Teacher Education (AACTE)</td>
<td></td>
<td>Journal of Teacher Education</td>
</tr>
<tr>
<td>Association for the Education of Teachers in Science (AETS)</td>
<td><a href="http://www.aets.unr.edu">www.aets.unr.edu</a></td>
<td>Journal of Science Teacher Education</td>
</tr>
<tr>
<td>American Historical Association (AHA)</td>
<td><a href="http://www.theaha.org">www.theaha.org</a></td>
<td>Perspectives; American Historical Review</td>
</tr>
<tr>
<td>Association of Teacher Educators (ATE)</td>
<td><a href="http://www.ate1.org">www.ate1.org</a></td>
<td>Action in Teacher Education</td>
</tr>
<tr>
<td>International Reading Association (IRA)</td>
<td><a href="http://www.reading.org">www.reading.org</a></td>
<td>Reading Research Quarterly; Journal of Adolescent and Adult Literacy; The Reading Teacher</td>
</tr>
<tr>
<td>Society for Information Technology in Education (SITE)</td>
<td><a href="http://aace.org/conf/site/">http://aace.org/conf/site/</a></td>
<td>Journal of Technology in Education</td>
</tr>
<tr>
<td>National Council Teachers of English (NCTE)</td>
<td><a href="http://www.ncte.org">www.ncte.org</a></td>
<td>English Journal; Language Arts</td>
</tr>
<tr>
<td>Organization</td>
<td>Journals</td>
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<tr>
<td>National Council of Teachers of Mathematics (NCTM)</td>
<td>Journal for Research in Mathematics Education</td>
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<tr>
<td><a href="http://www.nctm.org">www.nctm.org</a></td>
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<tr>
<td>National Council for the Social Studies (NCSS)</td>
<td>Social Education;</td>
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<tr>
<td><a href="http://www.ncss.org">www.ncss.org</a></td>
<td>Theory of Research in Social Education;</td>
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<tr>
<td></td>
<td>Social Studies and the Young Learner</td>
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<tr>
<td><a href="http://www.oah.org">www.oah.org</a></td>
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<tr>
<td>University of Pennsylvania Ethnography Research Forum</td>
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<tr>
<td><a href="http://www.gse.upenn.edu/cue/forum">www.gse.upenn.edu/cue/forum</a></td>
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</table>
### Potential Agencies for Internships in Curriculum and Instruction

<table>
<thead>
<tr>
<th>Agency</th>
<th>Website</th>
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<tbody>
<tr>
<td>American Association for the Advancement of Science, Project 2061</td>
<td><a href="http://www.aaas.org">www.aaas.org</a></td>
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<tr>
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<td><a href="http://www.project2061.org">www.project2061.org</a></td>
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<tr>
<td>American Association for Colleges for Teacher Education</td>
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<tr>
<td></td>
<td><a href="http://www.aacte.org">www.aacte.org</a></td>
</tr>
<tr>
<td>American Federation of Teachers</td>
<td>AFT</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.aft.org">www.aft.org</a></td>
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<tr>
<td>American Historical Association</td>
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</tr>
<tr>
<td></td>
<td><a href="http://www.theaha.org">www.theaha.org</a></td>
</tr>
<tr>
<td>Association for Supervision and Curriculum Development</td>
<td>ASCD</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ascd.org">www.ascd.org</a></td>
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<tr>
<td>Association of Teacher Education</td>
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<tr>
<td></td>
<td><a href="http://www.siu.edu/departments/coe/ate">www.siu.edu/departments/coe/ate</a></td>
</tr>
<tr>
<td>Center for Applied Linguistics (GWU)</td>
<td>GWU CAL</td>
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<tr>
<td></td>
<td><a href="http://www.cal.org">www.cal.org</a></td>
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<tr>
<td>Center for Excellence and Equity in Education (GWU)</td>
<td>GWU CEEE</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ceee.org">www.ceee.org</a></td>
</tr>
<tr>
<td>Center for Policy and School Reform (GWU)</td>
<td>hwww.gwu.edu/~edpol/</td>
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<tr>
<td>Council for Basic Education</td>
<td>C-B-E</td>
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<td></td>
<td><a href="http://www.c-b-e.org">www.c-b-e.org</a></td>
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<tr>
<td>The Council of Chief State School Officers</td>
<td>CCSSO</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.ccsso.org">www.ccsso.org</a></td>
</tr>
<tr>
<td>Council of the Great City Schools</td>
<td>CGCS</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.cgcs.org">www.cgcs.org</a></td>
</tr>
<tr>
<td>Mathematical Education Sciences Board</td>
<td></td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nas.edu/mseb/mseb.html">www.nas.edu/mseb/mseb.html</a></td>
</tr>
<tr>
<td>National Academy of Science</td>
<td>NAS</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nas.edu">www.nas.edu</a></td>
</tr>
<tr>
<td>National Association for Bilingual Education</td>
<td>NABE</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nabe.org">www.nabe.org</a></td>
</tr>
<tr>
<td>National Board of Professional Teaching Standards</td>
<td>NBPTS</td>
</tr>
<tr>
<td></td>
<td><a href="http://www.nbpts.org">www.nbpts.org</a></td>
</tr>
</tbody>
</table>
Resources at The George Washington University

Basic Education and Policy Support
http://www.beps.net/

The Center for Curriculum, Standards and Technology
http://www.gwu.edu/~edpol/ccst.html

Center for Excellence and Equity in Education
http://www.ceee.gwu.edu/

The Hamilton Fish Institute
http://ww.hamfish.org/

National Capital Language Resource Center
http://www.nclrc.org/

National Clearinghouse for Bilingual Education
http://www.ncbe.gwu.edu

The National Clearinghouse for Comprehensive School Reform
www.goodschools.gwu.edu/csrr/eprc.htm

Preparing all Administrators, Educators, Counselors, and Teachers
www.ihediversity.gwu.edu/

The Potomac Region Education Partnership
http://ww.gwu.edu/~prep/

Scaling Up Curriculum for Achievement, Learning and Equity Project
http://www.gwu.edu/~scale-up/
Curriculum and Instruction Faculty and Staff Directory

For additional program information:
Graduate School Doctoral Program Information

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994-2011  
GSEHD, 420

*Director*
Jonathan Eakle  
jeakle@gwu.edu  
994-6821  
GSEHD, 410

Curriculum and Instruction Faculty

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Phone</th>
<th>Office</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sylven Beck</td>
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<td>994-9084</td>
<td>GSEHD, 406</td>
</tr>
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<td>994-2007</td>
<td>GSEHD, 427</td>
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<td>994-1713</td>
<td>GSEHD, 412</td>
</tr>
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<td><a href="mailto:slynch@gwu.edu">slynch@gwu.edu</a></td>
<td>994-6174</td>
<td>GSEHD, 402</td>
</tr>
<tr>
<td>Curtis Pyke</td>
<td><a href="mailto:cpyke@gwu.edu">cpyke@gwu.edu</a></td>
<td>994-4516</td>
<td>GSEHD, 419</td>
</tr>
<tr>
<td>Tiffany-Rose Sikorski</td>
<td><a href="mailto:tsikorski@gwu.edu">tsikorski@gwu.edu</a></td>
<td></td>
<td>GSEHD, 403</td>
</tr>
<tr>
<td>Patricia Tate</td>
<td><a href="mailto:ptate@gwu.edu">ptate@gwu.edu</a></td>
<td>994-1542</td>
<td>GSEHD, 401</td>
</tr>
</tbody>
</table>

*The GSEHD building is located on the Foggy Bottom campus at 2134 G Street NW.*
Curriculum and Instruction Doctoral Program Planning Guide

This is a course-planning guide for a sequence of courses to be decided with your advisor. It is intended to help Curriculum and Instruction doctoral students get a rough idea of courses to be taken, semester-by-semester, and is an UNOFFICIAL PLANNING DOCUMENT. The following represents MINIMUM requirements for the Curriculum and Instruction Doctoral degree. The Curriculum and Instruction doctoral candidate is required to satisfactorily complete a **minimum of 66 credits**. However, students may take additional courses to satisfy personal and professional academic goals.

*Note: Students who have completed any of the courses listed below PRIOR to being admitted into the Curriculum and Instruction doctoral program may apply up to 15 credits toward the program requirements, however, these credits will not count toward the GSEHD residency requirements. The credits are subject to the approval of the student’s advisors.*

**Curriculum and Instruction Program Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPED 8334</td>
<td>Seminar in Research in Curriculum and Instruction</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>CPED 6305</td>
<td>Foundations of Curriculum Theory</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>CPED 8325</td>
<td>Advanced Ideas in Curriculum Theory</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>CPED 8330</td>
<td>Paradigms of Instruction and Assessment</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>CPED 8331</td>
<td>Seminar in Instruction</td>
<td>(3 credits)</td>
</tr>
</tbody>
</table>

**Policy and Evaluation (6 credits required)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 8340</td>
<td>Education Policy, Contemporary Reform, and Teacher Leadership</td>
<td>(3 credits)</td>
</tr>
<tr>
<td>EDUC 8341</td>
<td>Evaluation in Curriculum and Instruction</td>
<td>(3 credits)</td>
</tr>
</tbody>
</table>
Area of Specialization* (9 credits minimum)
Depending on area of specialization, students may take some or all of their specialization courses outside of GSEHD.
Elective
Elective
Elective
*Six research and independent study (CPED 8101) credits may be counted towards the area of specialization.

Doctoral Internship (3 credits minimum)
CPED 8354: Doctoral Internship (variable credits: 1 to 3)

Research Courses (15 to 18 credits required)
Level A: EDUC 6116*: Introduction: Educational Statistics (3 credits)
*Unless students have had prior experience in statistics, most need this course as a prerequisite for the courses listed below. If you believe you do not need this course, please check with your advisor.
Level A: EDUC 8120: Group Comparison Designs and Analyses (3 credits)
Level A: EDUC 8122: Qualitative Methods (3 credits)
CPED 8335: Seminar in Research in Curriculum and Instruction II (3 credits)
Level B elective: (3 credits)
Level B elective: (3 credits)

Research courses are required to be completed prior to comprehensive exams. Doctoral students may delay one B level research course and take it the semester following successful completion of comprehensive exams.

Dissertation Phase Courses
Consult the GSEHD Doctoral handbook for requirements needed prior to registering for these courses.
CPED 8998: Doctoral Seminar in Curriculum and Instruction (3 credits)
CPED 8999: Dissertation Research (12 credits minimum)