Doctor of Philosophy in Instructional Leadership with a concentration in Social and Cultural Studies

The specific courses for this degree will be determined in consultation with your Program of Study Committee. The concentration will be comprised of classes from the disciplinary field, generally BEF courses. Students may also find relevant AEL courses. Students are also encouraged to take classes outside the College of Education that are foundational in nature—e.g., from Psychology, Women’s Studies, Anthropology, History and so on.

**BEF 360 Social and Psychological Foundations of Education.** 3 hours. Prerequisite: **PY 101** or **HD 101**. An examination of the foundations of education in a modern democratic society and the critical project of promoting social justice through schooling. Attention is also paid to how theories of human nature and the social good shape distinctive philosophies of education.

**BEF 362 School, Culture, and Society.** 3 hours. Prerequisite: **HD 101** or **PY 101**. An examination of the foundations of education in a modern democratic society and the critical project of promoting social justice through schooling. Attention is also paid to how theories of human nature and the social good shape distinctive philosophies of education.

**BEF 503 History of American Education. Three hours.** An interpretive history of the educational and social movements and conflicts leading to understanding contemporary issues of educational aims, curriculum, teaching methodology, administrative policy, and the professionalization of teaching. Offered in alternate semesters and in summer school.

**BEF 504 Philosophy of Education. Three hours.** An examination into the meaning and purpose of education in light of major philosophical problems of knowledge, value, and reality. Offered in alternate semesters and in summer school.

**BEF 507 Sociology of Education. Three hours.** A sociological emphasis on cultural factors (such as ethnic background; socioeconomic status; family, peers, and community; and sex-role stereotyping) that influence education in a pluralistic society.

**BEF 510 Social and Philosophical Foundations of Education. Three hours.** Prerequisite: Admission to an alternative certification program or permission of the instructor. Education is necessarily concerned with issues of value, knowledge, and reality—philosophy. Yet these concerns are always understood from the vantage point of cultures in transition within the framework of a social tradition—sociology and history. This course examines the development of the public school in relation to the social, cultural, and intellectual makeup of the nation as a whole. **BEF 512 Church, State, and the School. Three hours.** A critical interpretation of the First Amendment and the separation of church and state in American education. **BEF 534 Multicultural Education. Three hours.** Selected aspects of the anthropological and sociological foundations of education, with a critical evaluation of their relevance for increasing and/or enhancing multicultural understanding.

**BEF 575 Foundations of Education through Film. Three hours.** One of the most powerful media for awakening and reflecting on ideas is film. This course uses various films with
educational themes to examine social and philosophical issues in education.

**BEF 581 Educational Policy and Reform. Three hours.** A focus on the relation of the public school to the state, on the principles of education, and on the possibilities for reform.

**BEF 585 Language Politics and Education. Three hours.** Course covers the history and politics behind the English-only movement and its effect on education policy for language minority students. Informed by international comparisons, second language acquisition theory, and effectiveness studies, the pros/cons of bilingual and English-only policies are analyzed.

**BEF 598 Nonthesis Research. Variable credit.** Individual research in history, philosophy, or sociology of education.

**BEF 599 Thesis Research. Three to six hours.** **BEF 607 Readings in Sociology of Education. Three hours.** Individualized readings in the sociology of education, with a focus on the educator as reflective practitioner and facilitator of learning.

**BEF 639 Educational Theory and Policy. Three hours.** A critique of educational theory—learning, curricular, instructional, administrative—and its implications for policy making.

**BEF 640 Studies in the History of Education. Three hours.** A critical examination of significant events, movements, or individuals in the history of education. **BEF 641 Studies in the Social Foundations of Education. Three hours.** A special topics course providing an in-depth analysis of important individuals, theories, and contemporary issues in the social foundations of education.

**BEF 642 Studies in the Philosophy of Education. Three hours.** This course provides in-depth analyses of important individuals, ideas, or concepts that have helped to develop, expand, or shed light on our philosophical understandings of the myriad and contested purposes, policies, and practices of schooling.

**BEF 644 Philosophy of Science and Its Relation to Educational Research. Three hours.** An inquiry into the basic assumptions and principles underlying scientific research in education. Offered spring semester.

**BEF 650. Seminar.** This seminar explores the history, the theoretical underpinnings, and implications of Critical Race Theory as related to education.


**BEF 667 Multicultural and Social Educations for Leadership Personnel. Three hours.** An advanced inquiry into contemporary social and cultural dimensions of education and their relationships to leadership. Includes issues of diversity, gender, ethnicity, pluralism, and
equality.

**BEF 681 Ethics and Education. Three hours.** An exploration and examination of traditional and contemporary ethical issues confronting educational leaders, managers, and teachers at all levels of the educational process. Emphasis on an interdisciplinary approach to foundations in ethical theory and establishing a conceptual framework for the resolution of moral and ethical questions prevalent across the educational spectrum.

**AEL 619 Politics of Education. Three hours.** Prerequisite: Advanced graduate standing. Study of politics as it relates to educational decision making, with emphasis on political theory, history of politics in education, and the legislative process. Offered once during the academic year.

**AEL 620 Curriculum: Theory and Practice. Three hours.** Prerequisite: AEL 510 or permission of the instructor. Presents a synoptic overview of historical and contemporary discourses necessary to understand curriculum as a synergetic field of study and an area of professional practice. Emphasis is placed on the contributions of individual scholars and the 1970s shift in the field from traditionalist to reconceptualist perspectives. Applications to practice are explored.

**AEL 649 Advanced Research. Variable credit.** Directed research activities related to educational leadership topics. Enrollment is subject to program regulations and permission of the student’s program committee. Credit is based on the nature and degree of student involvement.

**AEL 664 The Dynamics of Change. Three hours.** Components of change will be identified and theories of social and personal dynamics will be adapted and applied to planned programs of change in education.

**AEL 667 Multicultural and Social Education for Leadership Personnel. Three hours.** An advanced inquiry into contemporary social and cultural dimensions of education and their relationships to leadership. Includes issues of diversity, gender, ethnicity, pluralism, and equality.

**AEL 669 Curriculum and the Study of Schooling. Three hours.** Prerequisite: AEL 620 or permission of the instructor. An inquiry into the curriculum of schooling. Critical analysis of the relationship of curricular decision making to social and political systems and other school context variables is emphasized. Application is made to contemporary issues and problems in school leadership and restructuring.

**AEL 681 Ethics and Education. Three hours.** Doctoral core course. An exploration and examination of traditional and contemporary ethical issues confronting educational leaders, managers, and teachers at all levels of the educational process. Emphasis on an interdisciplinary approach to foundations in ethical theory and establishing a conceptual framework for the resolution of moral and ethical questions prevalent across the educational spectrum.

**AEL 683 Contemporary Political and Economic Issues in Education. Three hours (core course for Ph.D./Ed.D. in educational administration).** An exploration of contemporary economic
and political dimensions of education and their relationships to leadership. Includes issues related to issues of democracy, governance, power, equity, and choice.

**AEL 695 Seminar in Curriculum Leadership. Three hours.** An advanced seminar for students to explore, discuss, and interpret contemporary curriculum practice and research. Provides students with opportunities for critical inquiry into an area of specialized need and interest.

**AEL 699 Dissertation Research.** Variable credit. Twelve semester hours (Ed.D.) or 24 semester hours (Ph.D.) required. Directed dissertation research in the area of educational leadership. Student must maintain continuous enrollment for a minimum of 3 semester hours per semester until the dissertation is completed. Enrollment is subject to program regulations and permission of the student’s dissertation committee.