**Education Specialist Program**

**Department of Curriculum, Culture, and Educational Inquiry**

The Education Specialist (Ed.S.) was intended to be a terminal program for students who wanted a higher level of education than a Masters degree but who did not desire the Doctoral degree, which requires additional courses and a research dissertation. For some years, however, the program has lacked coherence and any sense of a sequence. Previously, the Ed.S. Degree in Curriculum and instruction had requirements that did not differentiate this degree from a Masters or from initial course requirements for the Doctoral degree. Furthermore, 27 of the 36 credits in the program were electives, and there was no final or “capstone” course.

To remedy the situation, in Spring of 2009 the Department of Curriculum, Culture and Educational Inquiry investigated Ed.S. degree programs in other universities in Florida and in the country. We determined that the Ed.S. Degree should be distinct from a Masters and a Doctorate in specific ways. Students in a revised Ed.S. degree would be practitioners interested in deepening their work in a content field beyond the Masters degree, as well as assuming a greater role in their schools and communities. The issue of context is important for the Ed.S. student; the degree should afford students the opportunity to examine school and community contexts through program evaluation, research, analysis of improvement strategies, and/or teaching in diverse classrooms and schools**.** There needs to be a capstone course with a practical application project in the student’s particular area of interest. The program must also remain flexible in order to address particular areas that serve the Ed.S. student specifically.

We have developed the draft of a plan to change the degree, in order to make it more meaningful to educational practitioners. Here is an overview of possible alterations to the program. The two current courses retained in the program are in **black** font, while potential courses are in **red** font. All of the courses named below are already in the FAU course catalogue as approved courses.

**Core Courses: 9 credits**

EDF 7917 Instructional Policies and the Teaching Profession

**EDG 6223 Curriculum Leadership: *Added to core***

**EDG 7251 Curriculum for School Improvement: *Added to core***

***To be taken at or near the end of the program***

**Research and Evaluation Courses: 6 credits**

EDA 6415 Introduction to Qualitative Analysis

**EDG 6285 Program Evaluation: *Added as a capstone course* OR**

**EDF 6918 Action Research in Schools and Communities: *Added as a capstone course***

**School Contexts: 6 credits**

**Choose 2 courses from the following list**

**(*These are sample courses; others will be added to the list. This replaces the current requirement of 9 elective courses, which are unspecified.)***

**EDG 6935 Seminar in Curriculum**

**EEX 7526 Grant Writing  
EEX 5622 Collaboration and Consultation Skills for Educators**

**TSL 6165 Language, Policy, and Planning in Education**

**EDF 6637 Race, Class and Gender Issues in Education**

**Area of Specialization Courses: 15 credits at the 6000 level or above**

***Examples of Specialization Areas:***

**Arts**

**Early Childhood**

**Foreign Languages**

**Global Education**

**Mathematics**

**Multicultural Education**

**Reading**

**Science**

**Social Studies**

**TESOL and Bilingual Education**

The reason we have not officially put forth a proposal to change the program is that we have put our energies into completing 3 new degree programs in the last 3 years: the Bachelors in Early Care and Education (which began in Fall 2008); the Master of Arts in TESOL and Bilingual Education (which began in Fall 2009); and the Master of Education in Early Childhood Education (which began in Fall 2010). Additionally, we have revised some courses and in 2010-2011 we put forth a proposal to change our doctoral program’s designation from a Doctor of Education (Ed.D.) to a Doctor of Philosophy (Ph.D.).

Now we are preparing to review our ideas for the Ed.S., and by early Fall 2011 we will have the revision complete. We recognize that enrollment has been low in the program (4 graduates in the last 5 years), and we have ideas to publicize the program so that it attracts more students. Over the next 5 years we will document our promotional efforts, students’ views of the program, and some measure of students’ performance in the coursework.

H. James McLaughlin

Professor and Chair

Department of Curriculum, Culture, and Educational Inquiry

March 2, 2011