

# EDUCATIONAL STUDIES (PH.D.)

The doctoral program in Educational Studies is committed to preparing a new generation of researchers, educators, and leaders by engaging them in critical inquiry of educational issues and needs germane to the large cities of the 21st century. Education of new scholars capitalizes on the cultural richness of urban Detroit and its suburbs. Consistent with contemporary understandings of knowledge development and learning sciences, professional educators study the art and craft of constructing learning sequences, teaching and learning modules, assessments, and professional development models and materials. Educational tools and intellectually stimulating, empathetic environments are provided to facilitate conceptual understanding, defensible practices, and learning dispositions. Doctoral students are also supported to conduct innovative research that is centered in and informed by theory and practice, endowed with intellectual merit, and intended to have a broad impact on teaching and learning.

The doctoral program adopts an interdisciplinary approach to teaching and learning, acknowledging the relationship among the learner, the learning, and the learning environment and the consequences this approach has for educational theory, policy, and practice. The program emphasizes the interrelationship between cultural/linguistic diversity and learning and utilizes learners' experiences in curriculum studies. The socio-cultural context of learning in the educative process promotes equity and excellence within larger political and institutional settings. The important frames guiding the doctoral study are the integration of theory and research; the importance of reflection in learning; the role of gender, race, ethnicity, culture, and class as social constructions, which profoundly impact and inform teaching and learning; and the establishment of collaborative partnerships for community-based research. The doctoral program provides a forum that brings together the latest academic and policy discussions, and promotes critical inquiry, discourse, and debate, on the often complex interconnections in education.

The cohort model of this program is designed to support students by providing opportunities for socialization into doctoral studies and research, mentorship from nationally and internationally recognized scholars, and collaboration with peers and faculty members from across concentration areas. This program offers opportunities for students to experience program-, division-, and college-level committees; engage in teaching internships, and conduct, document, and publish research in collaboration with faculty.

## Admission Requirements

The College of Education has specific requirements for admission to doctoral programs.

- Undergraduate GPA - 3.0; Graduate GPA - 3.3
- Academic writing sample (note: instructions on the application)
- Autobiographical statement (cover sheet and narrative; note: instructions on the application)
- Letters of recommendation: two academic and one professional (note: Submitted through application process)
- Application fee (note: fee is waived for WSU graduates)

Admission decisions are made once per year for the doctoral program. All application materials must be completed and submitted by January 1st for fall admission in the following academic year.

At the time of application, you should select an area of concentration: Science, Technology, Engineering and Mathematics (STEM); Reading, Literacy and Literature (RLL); or Curriculum and Critical Social Inquiry (CCSI).

## Program Requirements

The doctoral program in Educational Studies offers three concentration areas:

- Science, Technology, Engineering and Mathematics (STEM);
- Reading, Literacy and Literature (RLL);
- Curriculum and Critical Social Inquiry (CCSI).

Sixty (60) credits are required for the program. Of these, a minimum of sixteen (16) credits are in the major area (i.e., Educational Studies with a concentration), eight (8) credits of seminar, minimum fifteen (15) are research courses, three (3) credits are electives, and eighteen (18) credits are the dissertation. The maximum allowable transfer credits is fifteen (15). All coursework must be completed in accordance with the academic procedures of the College of Education (<http://bulletins.wayne.edu/graduate/college-education/academic-regulations/>) and the Graduate School's (<http://bulletins.wayne.edu/graduate/general-information/degree-certificate-requirements/>) regulations governing graduate scholarship and degrees. Students need to complete forty-two (42) credits before candidacy.

To be awarded a graduate degree, a student must have achieved at least a 'B' (3.0) overall grade point average. Grades of 'B-minus' and below are unsatisfactory for graduate level work. A limited number of 'B-minus', 'C-plus', or 'C', though unsatisfactory, may be applied toward a graduate degree provided they are offset by a sufficient number of higher grades to maintain a grade point average of 3.0. Grades below 'B' can constitute reason for dismissal from a program at the department or program's discretion. Students will consult with their departments and advisors regarding unsatisfactory grades and their impact on good academic standing. Up to two courses with grades of C+ or below can be retaken once in order to continue in the program. Any student receiving more than two grades of C+ or below in either his/her major area courses (including the various statistics and research courses) or in the minor area courses will not be permitted to continue in the program.

All doctoral students are required to pass the Final Qualifying Examination near or at the end of their coursework. The Exams are held during the fall and winter terms each academic year. With approval by the major advisor, students in this program have the option of taking traditional on-site qualifying exams or take-home qualifying exams.

## Required: Major and Research Credit Hours

Code	Title	Credits
<b>Educational Studies Seminars</b>		<b>8</b>
TED 8100	Doctoral Seminar: Thought, Language, Power, Social Interaction and Learning	
TED 8150	Pro-Seminar I: Introduction to Research in Educational Studies	
TED 8200	Doctoral Seminar: Education in Socio-Political Culture	
TED 8250	Pro-Seminar II: Introduction to Research in Educational Studies	
<b>Research Core Courses <sup>1</sup></b>		<b>15</b>
<b>Total Credits</b>		<b>23</b>

<sup>1</sup> Minimum 15 credit hours required, 6 of which must be at the 8000 level or above. Courses should be selected with approval from an advisor.

## Required: Concentration Credit Hours

### Science, Technology, Engineering, & Mathematics (STEM) Concentration

Code	Title	Credits
TED 8500	Integrating STEM Content	3
TED 8550	Doctoral Seminar: STEM Education and Research	3
Elective STEM courses		10
<b>Total Credits</b>		<b>16</b>

### Curriculum & Critical Social Inquiry (CCSI) Concentration

Code	Title	Credits
TED 8350	Basic Principles of Curriculum and Instruction	3
TED 8400	Issues in Urban Education	3
TED 9130	Doctoral Seminar in Curriculum and Instruction	3
Elective CCSI courses		7
<b>Total Credits</b>		<b>16</b>

### Reading, Literacy & Literature (RLL) Concentration

Code	Title	Credits
RLL 8600	Internship in Research and Teaching	3-6
RLL 8800	Seminar in Theory and Research in Literacy I: Foundational Theory and Research	3
RLL 8810	Seminar in Theory and Research in Literacy II: Diversity, Contexts, and Communities	3
Elective RLL courses		4-7
<b>Total Credits</b>		<b>13-19</b>

## Required: Elective(s) Credit Hours

Code	Title	Credits
Elective Course		3
<b>Total Credits</b>		<b>3</b>

## Required: Dissertation Credit Hours

Code	Title	Credits
Dissertation hours are variable credits. Below is an example.		
ED 9991	Doctoral Candidate Status I: Dissertation Research and Direction	3
ED 9992	Doctoral Candidate Status II: Dissertation Research and Direction	5
ED 9992	Doctoral Candidate Status II: Dissertation Research and Direction	5
ED 9992	Doctoral Candidate Status II: Dissertation Research and Direction	5
<b>Total Credits</b>		<b>18</b>