

# Educational Studies



EMORY  
LANEY  
GRADUATE  
SCHOOL



The mission of the Division of Educational Studies is to reform and improve education, particularly urban education, by conducting outstanding research, providing engaged and challenging teaching, and being actively involved in schools and other educational institutions in the community. We envision the study of education across broad foundations that take into account the sociocultural, philosophical, historical, political, and psychological perspectives that combine to influence and shape the educational enterprise.

This mission is reflected in the Division's educational philosophy and professional commitment to train a small cadre of educational researchers and reflective teachers who are competent and committed to work with diverse student populations and able to envision schools as they might become rather than preserve schools as they presently exist.

## An Agenda for the 21st Century

The Division of Educational Studies recognizes that the process of school transformation belongs to all citizens of the community. Although the academy can be a significant agent of change, it cannot exist in isolation from the community of which it is a part, nor can it affect change without citizen participation. Therefore, we must forge new coalitions, dedicated to the transformation of schools consistent with emerging community realities. Within this context, the purpose of our programs are:

- To develop leaders for the schools and colleges by educating (a) a small group of researchers and teachers who can concentrate on policy development and institutional change and (b) a small group of instructional experts who can conceive and implement new visions of teaching and learning in the schools;
- To create programs that stimulate and cultivate researchers, reflective teachers, and educational leaders capable of meeting the challenges of transforming schools. These leaders should be prepared to design and manage schools in which teachers and students are recognized as individuals and feel a sense of connection, intimacy, and self-worth; and
- To identify and recruit members of the Emory University community, local school systems representatives and leaders of the greater Atlanta community who will join in developing the coalitions needed to effect change.

## Degree Programs

The Division offers three graduate programs: a doctoral program and a master's program in Educational Studies, both with strong research orientations, and a teacher preparation program, intended for individuals seeking both a master's degree and their initial teaching field certification.

DISCOVER

the unexpected

### Doctor of Philosophy in Educational Studies

The Ph.D. program is designed to extend knowledge and develop skills for independent scholarly work and research in education. Progress toward attainment of those goals is demonstrated through coursework, by the caliber of the work completed in the qualifying examinations and, ultimately, by the production of a dissertation. In conjunction with the Department of French and Italian, the Division also offers a joint Ph.D. program in French and Educational Studies. Requirements are the same as those of the Ph.D. in Educational Studies, with second language acquisition as the area of concentration.

#### COURSE REQUIREMENTS

Ph.D. students complete professional seminars, colloquia, and coursework in foundation courses drawn from four context areas (Historical, Philosophical/Psychological, Social/Political, and Cultural), research methodology, and their area of specialization. In addition, they complete internships in teaching, research, and curriculum, as well as dissertation research. Each semester, full-time students are assigned activities designed to extend their experiences to include a wide variety of the activities and responsibilities common to the profession. These may include teaching and assisting in faculty research projects. Although not required, doctoral students may also pursue an internship in the supervision of student teachers.

#### GENERAL DOCTORAL EXAMINATION

The General Doctoral Examination is comprised of an Empirical Study, an opportunity to integrate knowledge and skills acquired in coursework and to bring these to bear in analyzing specific educational problems and completing a doctoral dissertation. The faculty expects that Empirical Study will be of publishable quality. Students are urged to make presentations at national conferences and to submit the work to scholarly journals for publication.

#### TEACHING

The Laney Graduate School provides all doctoral students a systematic introduction to college teaching through its Teaching Assistant and Teacher Training Opportunity (TATTO) program. TATTO offers a three and one-half day summer course in pedagogical techniques, a semester as teaching assistant to a regular faculty member in a course within the student's area of study, and full responsibility for teaching an undergraduate course in the student's area of study under the supervision of a faculty member. Ph.D. students in the joint French and Educational Studies program teach French for four semesters in the French Department at the same time that they are enrolled in courses in both departments.

#### DOCTORAL DISSERTATION

Having successfully completed all required coursework and the General Doctoral Examination, students are expected to develop a dissertation proposal with the advice and consent of the research advisor and dissertation committee, and then to pursue the research and writing required. The dissertation serves as a demonstration of a student's potential for productive scholarship and promise as an authority in a special subject.



#### EXTRACURRICULAR ASPECTS

The Division provides financial support and encouragement for maintaining an ongoing informal organization of Ph.D. students. The purpose is twofold: (1) to help students become acquainted with one another and with the faculty and (2) for advanced students to provide guidance and support to those who are in the initial stages of the program. Advanced students organize informal gatherings to welcome incoming students and orient them to the nature and expectations of the Division and of the program.

#### PROFESSIONAL DEVELOPMENT SUPPORT FUNDS

DES doctoral students regularly attend conferences to present their work, join special workshops, or profit from other training opportunities. The Laney Graduate School offers funds to support professional development in three categories: conference travel, supplementary training, and research. For conference travel, students can apply for \$650 per year until a ceiling of \$2,500 is reached; for supplementary training and research, they can apply for and receive up to \$2,500 in each of the corresponding categories, as long as their advisor and Director of Graduate Study support the proposed activities. They can also apply for larger sums to support supplementary training and research, at which time their application goes into a pool that is reviewed by a faculty committee that awards the funds according to merit.

The size of the doctoral program enables close faculty mentorship and socialization from faculty and graduate student colleagues.

### Master of Arts

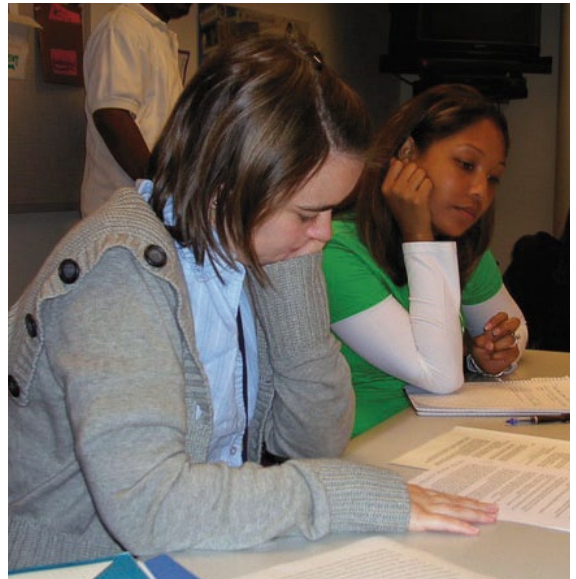
The Master of Arts (MA) program is designed to develop knowledge and skill in disciplined inquiry appropriate to the advanced student's selected area of educational concern. The program emphasizes research and scholarly competence. Students take at least two courses in our Research and Evaluation group, and perform a Research and Evaluation Internship as a research apprenticeship early in the student's program. MA applicants should review the various fields of research in which the DES faculty are engaged. The program generally takes three semesters to complete. A research thesis is required.

### Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) program is designed for students interested in earning a master's degree while preparing to become classroom teachers. Applicants should have a strong undergraduate record and an undergraduate major appropriate for the anticipated teaching field.

Programs are available in middle grades education (Grades 4-8) and in secondary education (Grades 6-12) in the following content areas (english, mathematics, broad field science, chemistry, biology, physics, earth/space science, history, economics, and political science). Each program provides the experiences necessary for developing reflective professional educators, able to teach diverse student populations and assume roles as educational leaders in their school systems.

- **MENTORSHIP CONTINUITY.** DES faculty expert in a teaching field (or primary concentration in the case of middle grades interns) serves as the M.A.T. candidate's program advisor and faculty mentor.
- **EMPHASIS ON NATIONAL CONTENT STANDARDS.** The standards for the initial preparation of teachers, established by the National Council of Teachers of English (NCTE), the National Council of Teachers of Mathematics (NCTM), the National Science Teachers Association (NSTA), the National Council for Social Studies (NCSS), and the National Middle School Association (NMSA), are the content area prerequisites for the program.
- **PREPARATION FOR DIVERSITY.** Two semesters of supervised and mentored field experiences across a range of differing student populations provide the M.A.T. intern opportunities for study and practice in a variety of school situations.
- **DEVELOPMENT OF A PROFESSIONAL TEACHING PORTFOLIO.** A teaching portfolio provides data for the exit assessment to document DES desired outcomes and the Interstate New Teacher Support Consortium (INTASC) standards. Candidates begin preparing personal professional teaching portfolios in the first semester and collect appropriate materials each subsequent semester.
- **TECHNOLOGICAL COMPETENCE.** A combination of a separate technology course and ongoing emphasis in each of the curriculum and instruction courses enables the candidate to develop competence in implementing technology to assist in teaching and learning.
- **A SUPPORTIVE COHORT GROUP APPROACH.** Each cohort group consists of approximately 15-20 M.A.T. candidates who begin their programs in the summer and graduate May of the following year. The collective enterprise of collegial learning is valued and respected.



Successful completion of the program of study leads to initial Georgia teacher certification at the fifth year level. The program takes three semesters to complete. All M.A.T. students receive substantial tuition awards from the Graduate School.

## Students

The Division has approximately 50 undergraduate majors, 20 students in the professional programs, and 30 full-time Ph.D. students during any one year. Typically three to five new, fully supported (tuition plus stipend) full-time Ph.D. students are recruited each year. A cohort group of M.A.T. interns begins a three-semester program each summer semester. Care is taken to provide classroom field experiences in a wide range of teaching situations with culturally diverse student populations. Metro-area classroom teachers provide classroom field sites and supervision for the M.A.T. preservice graduate students.

Our website [www.des.emory.edu](http://www.des.emory.edu) contains much information about our programs, faculty, students, and alumni. On the doctoral program page, you will also find a list of dissertations completed since 1980.

## Faculty

The faculty is composed of a distinguished group of scholars who are dedicated to research, teaching, and mentoring students. Faculty awards and recognition have included the *Emory Williams Award for Distinguished Teaching*, Emory University's most prestigious teaching award; the *Excellence in Teaching in the Social Sciences Award* from Emory's Center for Teaching and Curriculum; *Crystal Apple Awards* for Excellence in Teaching; *National Academy of Education/Spencer Foundation Research Fellowships*; a *Rockefeller Fellowship in the Humanities*; the *Exemplary Research Award* from the National Council for the Social Studies; the *Richard E. Snow Award for Early Contributions* from the American Psychological Association; the *Early Career Research Award* from Kappa Delta Pi/AERA Division K; the *Raymond Cattell Early Career Award* from the American Educational Research Association; a *Spencer Mentoring Award*; *Jefferson Awards* from Emory University; the prestigious *Grawemeyer Award* in Education; and numerous outstanding book awards.

## Contact Information

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<http://www.gs.emory.edu/admissions>  
<http://www.des.emory.edu>