Plan of Study
This doctoral program is designed to take full-time candidates four years to complete the coursework, research, and to write a dissertation. A part-time program will take five years.

Full-time

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<th>Semester</th>
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<td><strong>Fall Semester</strong></td>
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<td>EDCI 728: Assessing Instruction to Improve Learning</td>
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<td>EDCI 742 Writing: Theory, Research and Practice</td>
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<td>EDCI 750: Literacy Policy and Practice Analysis</td>
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### Spring Semester

- EDCI 730: Learning, Instruction and Technology ................................................. 3
- EDCI 748: Language, Literacy and Representation as Tools for Inquiry Across the Content Areas ................................................................. 3

*Qualifying Examinations/Advancement to Candidacy (after completing Year III coursework).

### Summer Session

- EDCI 805: Dissertation I ....................................................................................... 3

### Fall Semester

- EDCI 810: Dissertation II ..................................................................................... 6

### Spring Semester

- EDCI 815: Dissertation III *(if needed)* ................................................................. 1-3
- EDCI 820: Dissertation IV ..................................................................................... 3

### Part-time

**Fall Semester**

- EDCI 720: Diversity in Education ........................................................................ 3
  
  *or*

- EDCI 724: Social Context of Curriculum ........................................................... 3

**Spring Semester**

- EDCI 722: Perspectives in Theory: Lenses for Critical Understandings of Education.. 3
  
  *or*

- EDCI 740: Oral Discourse, Cognition and Diversity ..............................................

**Summer Session**

- EDCI 700: Foundations of Research ................................................................. 3
- EDCI 726: Learners and Learning ...................................................................... 3

**Fall Semester**

- EDCI 720: Diversity in Education ........................................................................ 3
  
  *or*

- EDCI 724: Social Context of Curriculum ...........................................................
Spring Semester
EDCI 722: Perspectives in Theory: Lenses for Critical Understandings of Education.. 3
or
EDCI 740: Oral Discourse, Cognition and Diversity ............................................. 3

*Preliminary Examination (taken after first six courses are completed).

Summer Semester
EDCI 742 Writing: Theory, Research and Practice ........................................... 3
EDCI 728: Assessing Instruction to Improve Learning ....................................... 3

Fall Semester
EDCI 702: Strategies for Inquiry I................................................................. 3

Spring Semester
EDCI 704 Strategies for Inquiry II .............................................................. 3

Summer Session
EDCI 712 Methods for Program and Policy Implementation and Evaluation ....... 3
EDCI 746: Diversity, Literature and New Media Across the Curriculum ............... 3

Fall Semester
EDCI 750: Literacy Policy and Practice Analysis ............................................. 3

Spring Semester
EDCI 730: Learning, Instruction and Technology ........................................... 3

Summer Session
EDCI 744: Comprehension and Strategic Learning: Theory, Research and Practice.. 3
EDCI 748: Language, Literacy and Representation as Tools for Inquiry Across the Content Areas .................................................................

*Qualifying Examinations/Advancement to Candidacy (after completing Year IV coursework).

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EDCI 805: Dissertation I .............................................................................. 3

Spring Semester
EDCI 810: Dissertation II .............................................................................. 6
Summer Session

EDCI 815: Dissertation III (*if needed*) ................................................................. 1-3
EDCI 820: Dissertation IV ......................................................................................... 3
Course Descriptions

Inquiry as Practice

EDCI 700: Foundations of Research in Education
3 hours credit

Provides the foundation for the research strand of the Ed. D. program. Includes an overview of quantitative and qualitative research design. Addresses basic concepts in measurement and qualitative analyses. Develops strategies for searching, understanding, and applying research literature. Explores perspectives on research, its forms in various contexts, and how it contributes to knowledge and improved practice. Examines institutional requirements for conducting research. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

EDCI 702: Strategies for Inquiry I
3 hours credit

Prepares doctoral students to interpret, evaluate, and design quantitative research. Explores major concepts and practices of quantitative research methodology, data collection, analysis, and research design. Emphasizes the application of appropriate statistical concepts to practical questions in education policy and evaluation. Includes hands-on exploration of experimental and quasi-experimental design, data collection and analysis procedures, validity, generalizability, and ethics. **Prerequisites:** EDCI 700: Admission to Ed.D. program, EDCI 700 Foundations of Research in Education. Three hours per week.

EDCI 704: Strategies for Inquiry II
3 hours credit

Prepares doctoral students to interpret, evaluate and design qualitative and mixed-methods research. Enhances the ability to select and use appropriate research methods. Examines major concepts and practices of qualitative research methodology, focusing primarily on interpretive and critical theoretical approaches. Includes hands-on exploration of qualitative study design, data collection and analysis procedures, validity, generalizability, and ethics. **Prerequisites:** Admission to Ed.D. program, EDCI 702 Strategies for Inquiry I. Three hours per week.
EDCI 712: Methods for Program and Policy Implementation and Evaluation

3 hours credit

Prepares doctoral students to interpret and evaluate educational policy at the local and national levels. Builds understanding of the societal forces that shape policy. Enhances the ability to select and use appropriate research methods to assess policy effectiveness. Examines major concepts and practices of research focused on policy evaluation, focusing primarily on mixed-methods approaches. Includes hands-on empirical investigation of an educational program or policy of interest. **Prerequisites:** Admission to Ed.D. program, EDCI 704 Strategies for Inquiry II. Three hours per week.

**Signature Pedagogy:**

EDCI 720: Diversity in Education

3 hours credit

Explores a global perspective on the richness of diversity in education. Examines important current and emerging education challenges among diverse subgroups including the potential disconnects between school, and homes and other social and cultural environments. Critiques major theoretical lenses on diversity. Enhances ability to identify and apply strategies to ensure educational equity for diverse learners. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

EDCI 724: Social Context of Curriculum

3 hours credit

Investigates major schools of thought through historical and contemporary lenses. Examines social, political and philosophical dimensions of education and their impact on instruction, curriculum design and evaluation. Curriculum inquiry and theoretical analysis provide avenues for discussion of crucial themes. **Prerequisite:** Admission to Ed.D. program. Three hours per week.
EDCI 726: Learners and Learning

3 hours credit

Explores foundational psychological concepts through current research on teaching practices. Examines the intersection of neuroscience and educational practices. Investigates contrasting theories of learning and their utility for explaining and addressing educational problems. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

EDCI 730: Learning, Instruction and Technology

3 hours credit

Explores the utility of technological products, processes, and innovations for curriculum design, development, practice and assessment. Emphasizes effective instructional design, and teaching methods when utilizing technology as a medium for learning. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

**Labs of Practice:**

EDCI 722: Perspectives in Theory: Lenses for Critical Understandings of Education

3 hours credit

Advances study of theoretical, cultural and social perspectives on education. Examines teaching as situated within particular social contexts and as affected by cultural structures. School-based observation proceeds in concert with theoretical study to provide empirical grounding, scrutiny and synthesis of perspectives. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

EDCI 728: Assessing Instruction to Improve Learning

3 hours credit

Provides advanced study of assessment for the reflective practitioner to collect, critique and utilize a broad range of assessment data to improve instruction and learning. Builds understandings of the diverse types of assessment data that can inform and support differentiated learning. Develops critical reflection on potential biases and benefits of various
assessment tools and how those tools can be best used to make effective instructional decisions.  
**Prerequisite:** Admission to Ed.D. program. Three hours per week.

**EDCI 748: Language, Literacy and Representation as Tools for Inquiry Across the Content Areas**

3 hours credit

Investigates talking, listening, reading, writing, viewing and visually representing to learn across the curriculum. Emphasizes the development of students-as-researchers engaged in inquiry for effective content learning.  **Prerequisite:** Admission to Ed.D. program. Three hours per week.

**EDCI 750: Literacy Policy and Practice Analysis**

3 hours credit

Examines the history of paradigm shifts that influence global, national, state and local policies. Critically evaluates their impact on practices in schools and classrooms and develops recommendations that empower teachers to make instructional decisions that meet the literacy needs of students.  **Prerequisite:** Admission to Ed.D. program. Three hours per week.

**Specialization in Literacy:**

**EDCI 740: Oral Discourse, Cognition and Diversity**

3 hours credit

Examines cultural/social, historical, theoretical and cognitive perspectives on oral language use in societies. Investigates how oral discourse patterns in cultures/homes and in schools shape cognition and ways of communicating and understanding. Develops knowledge of the ways diverse oral discourse patterns and cognitive structures improve all students’ literacy and learning when adaptations are made in classrooms.  **Prerequisite:** Admission to Ed.D. program. Three hours per week.
EDCI 742: Writing: Theory, Research and Practice

3 hours credit

Develops in-depth knowledge of critical assumptions about writing and writing pedagogy from the perspectives of social, cultural and cognitive processes. Explores connections between writing and other communicative and literate processes. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

EDCI 744: Comprehension and Strategic Learning: Theory, Research and Practice

3 hours credit

Examines research on comprehension and its instruction at all levels of development. Develops knowledge about comprehension, metacognition and strategic behavior, and focuses on applying that knowledge to enhance student learning. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

EDCI 746: Diversity, Literature and New Media Across the Curriculum

3 hours credit

Examines theoretical and practical understandings of culturally responsive literacy practices, with an emphasis on expanding knowledge of children’s and young adult literature and informational texts. Examines the potential use of both traditional and new media formats across the curriculum. Develops and applies understanding and appreciation of multicultural, multilingual and diverse literature. **Prerequisite:** Admission to Ed.D. program. Three hours per week.

**Doctoral Dissertation:**

(A minimum of 12 credits required.)

Advancement to Candidacy required. Prerequisite: EDCI 700: Foundations of Research in Education, EDCI 702: Qualitative Research, EDCI 704: Quantitative Research; EDCI 712: Advanced Qualitative Research; EDCI 714: Advanced Quantitative Research); Students must register for at least one credit each semester and three credits the semester the dissertation will
be defended. This course work provides candidates in the doctoral program with the advisement and support while carrying out their dissertation study. The dissertation seminar is designed to: promote doctoral candidate’s progress in their choice of topic, clarify the candidate’s research questions(s), determine their research format, provide dissertation chapter requirements, and address issues as they arise. Discussion of policies and procedures of the dissertation process is addressed.

**EDCI 805: Dissertation I**

3 hours credit

Development of proposal for dissertation research and submission of research protocol in Institutional Review Board for approval. **Prerequisite:** Advancement to candidacy. Three hours per week. Pass/Non-Pass

**EDCI 810: Dissertation II**

6 hours credit

Dissertation research. **Prerequisite:** EDCI 805 and advancement to candidacy.

Pass/Non-Pass

**EDCI 815: Dissertation III**

1-3 hours credit

Additional dissertation enrollment following the first nine hours until the semester of defense. Should a student not complete the dissertation work required during EDCI 810, then enrollment in this course will be required each semester until completion. **Prerequisite:** EDCI 805, EDCI 810 and advancement to candidacy. **Scheduled as needed.** Pass/Non-Pass.
EDCI 820: Dissertation IV

3 hours credit

Completing research, production of the dissertation and defense. The student must enroll for three credits in the semester of the dissertation defense. **Prerequisite:** EDCI 805, 810 and advancement to candidacy. Pass/Non-Pass.

***Electives:*** 3 or more optional credits (optional credits beyond the required 60 credits that a student may elect to take). Optional credits may be offered through master’s level enhanced courses or independent studies.