



ED.D. PROGRAM

CONTEMPORARY CURRICULUM
THEORY AND INSTRUCTION: LITERACY

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Preface

This program handbook offers an overview of the Ed.D. Program in Contemporary Curriculum Theory and Instruction: Literacy and provides policy and procedure information for students and faculty. It describes relevant policies, procedures, expectations, and requirements of the program and of the university. In addition to this handbook, you should become familiar with the Salisbury University Course Catalog (<http://www.salisbury.edu/catalog/>) as well as the Graduate School website (<http://www.salisbury.edu/gsr/>) and the Graduate Student Handbook (<https://www.salisbury.edu/administration/academic-affairs/graduate-studies-and-research/graduate-studies/handbook.aspx>). *It is every student's responsibility to know and observe all policies and procedures related to this program as well as those of Graduate Studies.*

After reading this handbook, if you have further questions about the program, please contact the Department Chair, Dr. Amber Meyer at almeyer@salisbury.edu.

Introduction and Welcome

The Seidel School of Education at Salisbury University welcomes you to the Ed.D. Program in Contemporary Curriculum Theory and Instruction: Literacy. Salisbury University is a premier comprehensive Maryland Public University known for offering excellent and affordable undergraduate and graduate programs. The core values of the University reflect our commitment to community, civic engagement, diversity, student centeredness, learning and excellence.

What makes us unique?

The Ed.D. Program in Contemporary Curriculum Theory and Instruction: Literacy provides students with a strong core in theory, research and practice in literacy with the aim of cultivating leaders as change agents who are prepared to cultivate culturally-responsive, effective literacy learning across diverse contexts. We are producing the next generation of scholarly practitioners who will advance knowledge of the field to address educational challenges while sustaining the integrity and vitality of the discipline. Our graduates become stewards of the discipline -- scholarly practitioners who are equipped with the skills needed to develop innovations, inspire change and assess the impact of literacy instruction in a broad range of educational contexts. Our program is designed for working professionals. What this means for students is not only flexible scheduling with online and hybrid classes, but also that the professional background our students bring is seen as integral to their education.

Carnegie Project on the Education Doctorate

Our Ed.D. Program is proud to be a member of the Carnegie Project on the Education Doctorate ([CPED](#)). This is a national effort toward ensuring the Ed.D. is a rigorous and relevant degree that prepares educators to be agents of change who disseminate their work widely and collaborate with a variety of stakeholders in order to improve learning outcomes for all. What this means for our students is they learn and grow in a program that is involved at a national level while they receive attention to their local professional context.

About our students

Our students come from diverse educational settings, spanning early childhood education to post-secondary environments. What they share in common is a commitment to learning and serving as transformational leaders who collaboratively design and implement solutions to problems of literacy practice in diverse educational contexts.

About our faculty

Our faculty are known as outstanding teachers and engaging researchers. With a strong history of involvement with public education, we understand the multiple challenges facing today's educators. We provide extensive and collegial advising, working with our doctoral students to prepare them for success in their chosen career paths.

Ed.D. Program Goals

Graduates of the education doctorate program will advocate for the educational community as professionals who:

- Possess a comprehensive and evolving knowledge of literacy;
- Identify, contextualize, and propose solutions for problems of practice;
- Articulate a vision for teaching and learning predicated on national research trends and tailored to address regional and local needs;
- Improve the quality of services within an education setting through applied research and evaluation of local, state, and national curriculum policies and practices;
- Apply dynamic teaching for the renewal and improvement of schools, school systems, and institutions of higher education;
- Envision themselves as transformational leaders who can collaboratively design and implement solutions to problems of literacy practice in school.

Mission Statement

The mission of the Department of Literacy Studies is to develop reflective and scholarly practitioners.

Therefore, we commit to the following core values:

- **Collaboration:** We work together to foster open communication and the productive exchange of ideas toward shared goals and interests.
- **Community:** We see ourselves as participants within communities across many social and professional strata. Thus, we pursue professional activities in the service of enriching our own lives and the lives of those around us.
- **Diversity:** We appreciate difference as a fundamental quality of our lives and through our work aim to achieve equity, access, and opportunity for all people.
- **Innovation:** We promote a creative environment where faculty, staff, and students enthusiastically search for inventive solutions to everyday problems.
- **Professionalism:** We are trustworthy, dependable, and fair.
- **Respect:** We treat all people with dignity and respect.

Guidelines for Collegial Discourse

We appreciate the cultural and linguistic heterogeneity that characterizes a diverse society and we respect the full range of representational means through which people may express themselves. We understand that standardized language is a social construct, and that language use is deeply embedded in our identities. We expect that all interaction, verbal, written, or otherwise, is carried out in a milieu of collegiality and productive toward the attainment of knowledgeable consensus.

Admission to the Program

Admission to the program at SU requires submission of the following application documents. Please see application deadlines on our department [website](#). Preference will be given to applicants who have a minimum of three years professional teaching experience.

- A.** Complete Salisbury University application for doctoral program admission.
 - a. The application includes a personal statement.
 - b. The application includes a writing sample.
 - c. The application includes a resume.
 - d. The application includes three professional recommendations from individuals who can speak to the applicant's likely success in a doctoral study.

- B.** Submit to Salisbury University official academic transcripts from all colleges and universities attended. Applicants must have completed a master's degree from a nationally-accredited university with a focus area in education or closely related field.
 - a. A graduate-level grade point average of at least a 3.5 is required for admission to the program.

- C.** Complete a Residency/Domicile Information Form (if applying for in-state tuition).

The application is available here: <https://www.salisbury.edu/administration/academic-affairs/graduate-studies-and-research/graduate-studies/>

Transcripts must be submitted to the Office of Graduate Studies by mail at the following address or electronically at graduateadmissions@salisbury.edu.

Office of Graduate Studies
Attn: Ed.D. Program
Holloway Hall 262
Salisbury University
Salisbury, MD 21801

GraduateAdmissions@salisbury.edu

Program Requirements

The program consists of 60 hours of graduate study, which includes a minimum of 12 hours of dissertation credits to be taken over three consecutive semesters beginning the semester following the successful completion of the Comprehensive Exam. Full-time students will take two courses each fall, spring, and summer for a total of 18 credit hours per year. Full-time students will take three years to complete the required courses and a minimum of a fourth year to write the dissertation. Students pursuing the degree on a part-time basis will take one course in fall, one course in spring, and two courses in the summer for a total of 12 credit hours. Part-time students will take four years to complete the required courses and a minimum of a fifth year to write the dissertation.

Transferring Credits

Students may petition the Ed.D. Department Chair for evaluation of transfer credits. Up to 15 hours of credits earned beyond a master's degree may be transferred and applied to the degree. Only course work with a clear correspondence to required courses will be considered for transfer credit. To request evaluation of transfer credits, make an appointment with the department chair. You will need to provide original course syllabi and examples of completed assignments.

Seven Year Limit on Applicable Course Work

All work applied to a graduate degree at Salisbury University, including transfer credits and thesis, must be completed within seven calendar years after the date on which the first course meeting degree requirements was completed. Any course completed more than seven years prior to the final completion date of all graduation requirements cannot be used toward graduation.

If you have course work that has surpassed the seven-year limit, you may petition the Dean of Graduate Studies to waive this requirement.

Leave of Absence

Students may apply for a Leave of Absence if their professional or personal circumstances necessitates a limited time off from their doctoral studies. A Leave of Absence is granted on a semester by semester basis. To apply for a Leave of Absence, the student should write a formal request to the Department Chair and cc: Patti Filutze.

Turnitin

Salisbury University contracts with Turnitin for plagiarism detection and deterrence in support of The Salisbury Promise and academic misconduct policy. As a condition of participating in this course, all required papers may be subject to submission for textual similarity review and plagiarism detection through Turnitin. All papers submitted to Turnitin will be included as source documents in the Turnitin reference database solely for the purpose of detecting plagiarism consistent with fair use principles under federal copyright law. You may be asked to directly submit certain written course requirements through MyClasses. The instructor may also submit a student's written assignment through Turnitin if the instructor, in good faith, suspects plagiarism.

Working with Your Advisor

When you begin the program, the Department Chair will be your advisor. You will meet with your advisor before you begin your classes and once each semester. These meetings are to discuss your scholarly interests and your acclimation to doctoral studies.

During the first semester you will have an opportunity to meet other faculty in the department and learn about their teaching, research, and service interests. The Department Chair will contact you to identify an advisor who will support your progress in the program, including your dissertation.

Your advisor serves as your primary mentor, and as such, should be kept informed of developments in your professional context and studies. It is your responsibility to stay in touch with your advisor, and it is your advisor's responsibility to provide you feedback and guidance in your continuing scholarly development.

Course Descriptions

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:** Admission to Ed.D. Program. 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. Three hours per week.

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 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 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 728: Understanding Instruction and Assessment to Improve 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. In addition, 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 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 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 literacy paradigm shifts that influence global, national, state and local policies. Critically evaluates policy impact on literacy practices in schools and classrooms. Develops recommendations that empower educators to make instructional decisions that meet the literacy needs of diverse students in contemporary contexts. **Prerequisite:** Admission to Ed.D. Program. Three hours per week.

EDCI 793: Advanced Methods in Survey Research**3 hours credit**

An intensive exploration of survey research methods in the field of literacy. Develops doctoral students' knowledge and application of survey research approaches, including designing or adapting a survey for a target population of interest. The culminating project is a survey instrument and a pilot project development report the pilot project to be conducted in EDCI 801.

OR**EDCI 794: Advanced Methods and Qualitative Research****3 hours credit**

An intensive exploration of issues and practices in qualitative research in the field of literacy education. Develops doctoral students' knowledge and application of multiple qualitative research approaches. Drawing upon foundational literature and empirical studies, the course emphasized applied data gathering and analysis as informed by theoretical base. The culminating project is a draft proposal for a pilot project to be conducted in EDCI 801.

EDCI 800: Research Seminar I: Writing the Literature Review

3 hours credit

Guided research seminar in which students complete a comprehensive literature review that will lead to a pilot project and dissertation proposal. The course is established as a Literacy Scholar Community (LSC) in which students are mentored in authentic research and academic writing discourses as they explore a significant literacy issue from their community of practice.

Prerequisite: Admission to Ed.D. Program. Three hours per week.

EDCI 801: Research Seminar II: Conducting a Pilot Project

3 hours credit

Guided research seminar in which a student conducts a pilot project that will lead to a dissertation proposal. The course is established as a Literacy Scholar Community (LSC) in which students are mentored in authentic research and academic writing discourses as they explore a significant literacy issue from their community of practice.

Prerequisite: Admission to Ed.D. Program. EDCI 793 or EDCI 794. Three hours per week.

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/Fail

EDCI 810: Dissertation II

6 hours credit

Development and completion of dissertation proposal, including successful proposal hearing. Submission of research protocol to the Institutional Review Board for approval. Participant recruitment, data collection and analysis. Progress report meeting with committee.

Prerequisite: EDCI 805. Pass/Fail

EDCI 815: Dissertation III

1-3 hours credit

Should a student not successfully complete the proposal hearing in the first 9 hours of dissertation work, then enrollment in this course is required. Successful completion of the proposal hearing is required to pass this class.

Prerequisite: EDCI 810. Pass/Fail

EDCI 820: Dissertation II

3 hours credit

Dissertation research activities and progress report meeting with the committee. Production of the dissertation and defense.

Prerequisite: Successful completion of dissertation proposal hearing. Pass/Fail

Elective Course

EDCI 790: Doctoral Independent Study

EDCI 792: Doctoral Internship in Education

(or) Other graduate course may be taken with advisor approval. Course must involve differentiated assignments for doctoral students.

Doctoral Dissertation:

(A minimum of 12 credits required.)

Advancement to Candidacy required. Students must register for at least three credits 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.

Preliminary Exam

The Preliminary Exam will be taken at the end of the semester preceding enrollment in EDCI 801: Research Seminar II. The exam consists of an oral presentation of the student's pilot project proposal. The exam is pass/fail and is assessed by a committee of faculty members. A passing outcome on the preliminary exam is required for enrollment in EDCI 801.

Students will need to enroll in a Winter course if they do not pass the preliminary exam. EDCI 790 will be used for this course, and the number of credits (1-3) will be determined by the instructor depending on the scope of work the student needs to complete.

The Comprehensive Exam: End of Course Work Milestone

The Comprehensive Exam is taken immediately following completion of the student's final course. Exam dates are set by the program based on the academic calendar. For specific dates, the semester you will take the exam, please contact Patti Filutze, the department administrative assistant. The exam is only offered on those specific dates.

Successful performance on the exam advances a student to candidacy. An important function of the milestone or comprehensive exam is supporting the student in transition from dependence to independence as a scholarly practitioner. The comprehensive exam offers the Ed.D. student the opportunity to synthesize and convey professional knowledge, linking theory with systemic and systematic inquiry.

Format

The comprehensive exam is a written exam to be completed at home and reflecting the doctoral student's individual work.

Students will have ten days to complete this component of the exam. This portion of the exam asks students to reflect upon work completed in the program including coursework, the pilot study, and knowledge of the field and to communicate in writing at a scholarly level.

The doctoral student is strongly advised to begin preparing for the comprehensive exam the semester prior to taking it. Consistent preparation for the exam should encompass a thorough review of all content learned in courses (theory, design and methodology, literacy knowledge), the development of a working bibliography to be used as a reference tool during the exam, and honing scholarly writing skills.

Outcomes

The exam is graded by a committee of three faculty. Two outcomes are possible:

- Pass—the student advances to Candidacy.
- Fail—The student did not adequately demonstrate mastery of content and scholarly writing.

In the case that there is insufficient evidence to determine the outcome, an intermediary step is taken. This step is called a “Revise and Resubmit.” The exam will then be reassessed by the committee and either a Pass or Fail determination is made.

If the student does not pass the exam, the student either must complete at least one independent study with a faculty member(s), or may opt to wait a semester during which time they prepare on their own before retaking the exam and, upon successful completion, resuming the program.

A student who is not able to successfully pass the exam after two attempts will be dismissed from the program.

Policy on Academic/Grade Disputes

Per Salisbury University policy on Student Academic/Grade Grievance, the Department encourages informal resolution of grade disputes or other academic grievances. The first step in an informal resolution should be conversation between the faculty member(s) and the student in which all parties share their perspectives regarding the merits of the student’s work under discussion. Outcomes of this meeting can include but are not limited to an agreement between the faculty and student for resubmission of the work; for an alternate assignment; revision of the grade; and affirmation of the original grade.

If informal resolution is not reached, the student may appeal to the Department Chair. The Department Chair will ask for written feedback from the faculty member(s) regarding the assignment of the grade in dispute. The Department Chair will consult with the faculty member(s) and the student and make a decision to uphold the original grade, to modify the grade, or to create an alternative assessment as part of the informal resolution process.

Informal resolutions should be documented by a written statement of the outcome.

If informal resolution of the dispute cannot be reached, the student may pursue a formal grievance following the Salisbury University policy as articulated in the Salisbury University Student Code of Conduct. Per the Salisbury University policy, a formal grievance must be filed

within 30 working days of the incident. For this reason, it is incumbent on all parties to try to reach a consensus through informal resolution in a timely manner.

The Dissertation

The Ed.D. dissertation is a culminating experience that provides doctoral students with opportunities to apply their critical thinking and research skills as educational leaders to some of the most complex literacy problems and issues in contemporary educational contexts.

The doctoral journey consists of three primary components: (1) the coursework, (2) program milestones, and (3) the dissertation. The doctoral candidate completes the coursework to develop and to further hone his or her critical thinking, writing skills, and knowledge. The program milestones require the doctoral candidate to draw upon knowledge and skills developed during the coursework and individual study. The purpose is to assess and evaluate the doctoral candidate's readiness to advance through the program.

The dissertation is the capstone achievement in doctoral education. The Ed.D. dissertation is expected to contribute to the body of knowledge in literacy studies through addressing a problem(s) of practice in educational settings.

In the dissertation, the Ed.D. candidate demonstrates an in-depth understanding of the existing published literature and applies research skills to conduct an original, high-quality study in order to advance the field and profession.

The dissertation is supervised by the Dissertation Chair (hereafter referred to as "Chair"), who must be a faculty member in the Department of Literacy Studies. A Dissertation Committee (hereafter referred to as "Committee") serves to provide feedback, guide, and adjudicate the final work. The Dissertation Committee is comprised of a minimum of three individuals, including the Chair and one additional member from the Department of Literacy Studies. Additional members may come from other University departments or institutions with the approval of the Chair and conferral of Graduate Faculty status.

Dissertation Procedures and Timelines

Upon advancement to candidacy, the student should meet with their advisor to discuss a potential dissertation research question and design. When the Dissertation Chair determines the student is ready to propose an idea to the Committee, the student will convene a pre-proposal meeting.

Pre-proposal meeting. This meeting is coordinated and led by the student with assistance from the Chair. The student presents a two-page synopsis of the proposed dissertation focus. The handout should include pilot project findings, several potential dissertation research questions, and ideas about research design. The goal of the meeting is to reach consensus about the

student's specific research question and design elements. It may take more than one pre-proposal meeting to achieve this outcome.

Proposal hearing. Once a clear question and design has been established with full support of the Committee, the student prepares a three chapter dissertation proposal. The student should work closely with the advisor during this period to ensure that expectations for content and formatting are met. A weekly or bi-weekly meeting between the chair and the student is expected during the proposal writing phase. Once the Chair has determined the proposal is ready for presentation to the Committee, the student will schedule a proposal hearing. The Committee will have two weeks prior to the established hearing date to review the proposal. During the hearing, the student provides a formal overview of the proposed research including details of the problem of practice, the literature grounding the work, and the methods that will be used to investigate the question. The Committee will either approve the proposal or request additional changes.

IRB Application: For all research involving human subjects, approval is required by the SU Institutional Research Board. The student will work with the advisor to determine the timeline for submitting the IRB application. The preparation of the dissertation proposal is the primary responsibility, and as such, the IRB application is not submitted until after the proposal hearing. If the student desires to submit the application prior to the proposal hearing, the committee chair should contact the committee to seek approval to do this. In this circumstance, it is expected the student will have completed the pre-proposal meeting and submitted a draft of chapter three to the adviser. Regardless of when IRB approval is given, a student may not begin the research project until after a successful outcome of the proposal hearing.

Dissertation data gathering and writing. From the time of the proposal hearing through to the final dissertation defense, the student is expected to make continuous and steady progress on the research. To facilitate this, the student will meet with the Chair on a weekly basis. The student should come prepared to the meeting with an update on progress and specific questions. The student is responsible for convening a meeting with the entire Committee once each semester. At the Committee meeting, the student provides a progress update and seeks input on the overall direction of the dissertation study and manuscript. When the Chair determines the chapters are ready for review by the Committee, the Chair will request the student to send the appropriate chapters for review. The Committee will have two weeks to review any drafts (including the final dissertation) prior to providing feedback.

The dissertation document. The student will work with the Chair to determine the appropriate general format for the dissertation. Generally, it is expected that students will write a 5-chapter dissertation. Exceptions to this are based on a rationale for an alternative chapter structure. This must be approved by the Chair first and then the Committee as a whole. All dissertations shall adhere to APA style and the University thesis and dissertation style (see of the Office of Graduate Studies for the Salisbury University style manual).

Dissertation defense. Dissertation defense dates are set by the Department. The Chair determines whether the dissertation is complete and ready for submission to the Committee as required by the defense. The dissertation defense is an open hearing. There are four possible outcomes of the dissertation defense: pass; pass with minor revisions; pass with major revisions; and fail. Each pass outcome invokes a specific timeline for next steps. The Chair will communicate to the student the timeline according to the final submission dates set by the Department and the Office of Graduate Studies. The outcome of a failed dissertation defense results in the rescheduling of a second and final dissertation defense during the following academic year. A second failing outcome results in program dismissal.

Dissertation completion. The student must complete all required revisions prior to the final submission date as determined by the Department and the Office of Graduate Studies. The student is responsible for formatting the dissertation to the standards of the Department and the University. Three copies of the dissertation are to be submitted for binding (one goes to the student, one to the SU libraries, and one to the Department). The student must clear all formatting reviews and submit the dissertation to ProQuest prior to the awarding of the degree and prior to commencement if the student plans to participate in the commencement ceremony.

Guidelines on Shared Authorship

Doctoral Students will be developing research and scholarly writing skills through coursework and independent studies. Dissemination of research is critical in both advancing the field of practice and demonstrating your growth as a scholarly practitioner. It is expected that proper credit be given to individuals who make significant contributions to papers, presentations, and reports that are shared with an audience beyond Salisbury University. Significant contributions include but are not limited to the following: conception and design of the project; analysis and interpretation of research data; drafting significant parts of the work or critically revising it so as to contribute to the interpretation. Each project is unique as is the collaborative relationship from which projects emerge. Negotiation of shared authorship is the responsibility of all contributors to a project and should occur before work on the project is initiated. Such conversations should focus on the relative contributions expected of each contributor and not the rank of the individual. Students conducting scholarship under the guidance of a faculty member should be credited as the first author. In cases where contributions are equal, alphabetical order of names is recommended. All listed authors take responsibility for the full content of the manuscript or presentation and are expected to be familiar with and supportive of the entire project including conclusions and recommendations

Library Resources

Doctoral students have two locations for campus library resources; the main library in the Guerrieri Academic Commons (GAC) and the Curriculum Resource Center (CRC) in Conway Hall

226. The main library houses the University's primary academic collections and provides access to 21 (out of 162) article databases specifically useful for all aspects of Education research. The GAC offers a Graduate Center where doctoral students may study, store materials, or simply hang out with other graduate students. The library also offers support for distance education students (see <http://libraryguides.salisbury.edu/distance>).

The CRC maintains a quality collection of children's literature, relevant program-based materials, hand puppets, and the Social Work Library and provides a conducive study environment.

Graduate Research and Presentation Grant (RAP)

Doctoral students presenting scholarship at a national conference are encouraged to apply for a RAP Grant funding to help defray the cost of travel. A limited number of awards up to \$500 are available. For more information, contact Ms. Jessica Scott in the Office of Graduate Studies and Research.

Doctoral Research and Travel Grant

Doctoral students presenting scholarship at a local or national conference are encouraged to apply for a Doctoral Research and Travel Grant funding to help defray the cost of travel. Students may apply for travel or financial support for research needs to include equipment, software, transcribing, or other needs. For more information, contact Patti Filutze, the department administrative assistant.

Fellowship/Christopher Scholarship

A limited number of Fellowship/Christopher scholarships are available. The awards are provided through the generous support of Salisbury University alumni and other donors. If you are interested in applying for this award, contact Dr Amber Meyer at almeyer@salisbury.edu for more information.

The Diane D. Allen Scholarship

Diane D. Allen served as provost and senior vice president of academic affairs at Salisbury University from 2009 to 2017. The Diane D. Allen Scholarship is designated to defray the costs of dissertation work of students in the Ed.D. Program. If you are interested in applying for this award, contact Dr. Amber Meyer at almeyer@salisbury.edu.

Engaging in the Scholarly Community

As scholarly practitioners, it is vital that doctoral students are current with and contributing to the larger education conversations that frame national and international policy and practice. An important way of doing this is through affiliation with professional organizations. This list identifies several prominent literacy and general education professional organizations. Students are offered a heavily discounted rate; membership is often one of the best investments you can make in your professional development.

American Association of Colleges for Teacher Education

From the AACTE website:

The American Association of Colleges for Teacher Education is a national alliance of educator preparation programs dedicated to high-quality, evidence-based preparation that assures educators are ready to teach all learners on Day 1. Its over 800 member institutions represent public and private colleges and universities in every state, the District of Columbia, the Virgin Islands, Puerto Rico, and Guam. AACTE seeks to lead the field in advocacy and capacity building by promoting innovation and effective practices as critical to reforming educator preparation.

<http://www.aacte.org>

American Educational Research Association

From the AERA website:

The American Educational Research Association (AERA), a national research society, strives to advance knowledge about education, to encourage scholarly inquiry related to education, and to promote the use of research to improve education and serve the public good.

<http://www.aera.net>

College Reading and Learning Association

From the College Reading and Learning Association Website:

CRLA (formerly WCRLA) is a group of student-oriented professionals active in the fields of reading, learning assistance, developmental education, tutoring, and mentoring at the college/adult level. CRLA is inherently diverse in membership. CRLA's most vital function and overall purpose is to provide a forum for the interchange of ideas, methods, and information to improve student learning and to facilitate the professional growth of its members.

<http://www.crla.net>

International Literacy Association

From the ILA website:

Since 1956, ILA has been a nonprofit, global network of individuals and institutions committed to worldwide literacy. More than 56,000 members strong, the Association supports literacy professionals through a wide range of resources, advocacy efforts, volunteerism, and professional development activities.

<https://www.literacyworldwide.org/>

Literacy Research Association

From the LRA website:

The Literacy Research Association (LRA) is a community of scholars dedicated to promoting research that enriches the knowledge, understanding, and development of lifespan literacies in a multicultural and multilingual world. LRA is committed to ethical research that is rigorous, methodologically diverse, and socially responsible. LRA is dedicated to disseminating such research broadly so as to promote generative theories, informed practices and sound policies. Central to its mission, LRA mentors and supports future generations of literacy scholars.

<http://www.literacyresearchassociation.org>

National Council of Teachers of English

From the NCTE website:

The National Council of Teachers of English is devoted to improving the teaching and learning of English and the language arts at all levels of education. This mission statement was adopted in 1990: "The Council promotes the development of literacy, the use of language to construct personal and public worlds and to achieve full participation in society, through the learning and teaching of English and the related arts and sciences of language. "

<http://www.ncte.org>

Financing Your Education

All Graduate tuition rates are charged on a per credit hour basis. There is no full-time tuition rate.

Estimated Tuition (per credit hour)

| | |
|--------------|----------|
| Resident | \$560.00 |
| Non-resident | \$975.00 |

Mandatory Fees (per credit hour)

| | |
|---|---------|
| Athletics Fee | \$23.00 |
| Facilities Fee | \$40.00 |
| Student Activities Fee | \$10.00 |
| Student Life (Union, Recreation, Intramurals) | \$19.00 |
| Technology Fee | \$18.00 |
| Sustainability Fee | \$1.00 |

Mandatory fees are predicated upon the costs of supporting the various departments and programs of the University.

Financial Aid

Doctoral students who enroll in at least 5 credits per semester may be eligible for federal loans. Please contact the Financial Aid Office at 410-543-6165 for more information.

Assistantships

A limited number of graduate assistantships are available. The assistantship offers \$5,000 per semester plus tuition reimbursement in exchange for 20 hours of work per week. If you are interested in applying for an assistantship, contact Dr. Amber Meyer at almeyer@salisbury.edu for more information.

Department of Literacy Studies Faculty

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MAIDA FINCH, Ph.D.
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Assistant Professor

KOOMI KIM, Ph.D.
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