

Supervision, Curriculum, and Instruction — EdD

Doctor of Education - Supervision, Curriculum, and Instruction

Doctoral Coursework

Candidates for the degree must complete the Supervision, Curriculum, and Instruction Core (30 semester hours), a support area (12 semester hours), and the dissertation (9 semester hours), as well as the 9 hours of research tool courses for a total minimum of 60 semester hours.

In addition, the candidate must demonstrate proficiency in the use of research tools to the satisfaction of the major department. The candidate also must complete a doctoral residency; detailed information on satisfying this requirement is given at the end of this section.

Written comprehensive or qualifying examinations as well as oral examinations will be conducted in the major area of studies (SCI core requirements), the support area and, when applicable, in the cognate and elective areas. A minimum of 9 semester hours of EDCI 718 Doct Dissertation is required.

Departmental Doctoral Residency Policy

Each student is required to complete residency after admission to the doctoral program and prior to completing qualifying exams. Residency provides students with more in-depth experiences than occurs when students are simply enrolled in doctoral classes. Students have opportunities to work with other doctoral students and faculty members as colleagues in research projects that provide experience and training toward independent application of skills, which are commensurate with holders of doctoral degrees.

1. 5 Areas of Residency

Below are 5 areas the residency plan should include, plus examples of activities that would fulfill each area.

1. Opportunities to become involved in events to broaden intellectual growth. For example:
 - Departmental Doctoral Email Network provides information about ongoing opportunities such as attendance at colloquiums, and opportunities for grant writing, opportunities to present at conferences, and opportunities to write for professional journals.
 - Doctoral Seminar Assignments provide springboards to activities such as: conducting research projects, writing and submitting manuscripts for publication, and proposing presentations at national or international conferences.
2. Access to a range of academic support resources required for scholarship in that discipline. For example:
 - Specific courses require spending time in the library to provide an understanding of how to access various electronic, paper, and people resources so that students understand how to conduct literature reviews.
 - Specific courses require accessing and developing web-based resources.
3. Opportunities for faculty members and student interactions that provide for the development of a mentoring-apprentice relationship and for a faculty evaluation of students. For example:
 - Doctoral faculty members and student social events provide opportunities for expressing research/writing interests, explaining current research/writing activities, and generally networking on common research/writing interests.
 - Doctoral faculty members invite students to research, write, edit, and teach as assistants, interns, or full-fledged collaborators.
 - Doctoral faculty members invite students to consult or present as assistants, interns, or full-fledged collaborators.
4. Involvement with cognate disciplines and research scholars in those disciplines. For example:
 - Students select options such as reading, mathematics education, early childhood, or other cognates and electives within The Texas A&M University System or Federation and connections with research scholars are facilitated by the doctoral coordinator, major adviser, and include doctoral faculty members.
 - Specific courses spend time on conference calls, web chats, and two-way interactive video to engage in discussion and network with a variety of scholars.
 - Doctoral faculty members consistently encourage and facilitate student membership in a variety of professional and scholarly organizations.
 - Doctoral faculty members consistently encourage/facilitate student attendance in a variety of professional and scholarly conferences.
5. Occasions for meaningful peer interactions among graduate students. For example:
 - The Doctoral List Serve provides opportunities to receive and post information and create special interest groups.
 - Chat rooms are created via the web for discussion related to particular courses and topics.
 - Students are encouraged via seminar assignments to co-research, co-present at national conferences, and co-author manuscripts for publication. Peer support systems and study groups are formally and informally created by students.

2. Activities and experiences expected of the doctoral student:

Continuous involvement in activities like the following are expected every semester regardless of enrollment in coursework. While these vary widely, the intent of these activities is to provide the student with a more in-depth experience than occurs when students are simply enrolled in doctoral classes.

1. Research projects
 2. Submission of manuscript to state or national journals for publication consideration
 3. Staff development consultancies as a collaborator or an independent contractor
 4. Attending professional conferences and/or study tours
 5. Conference presenter (state, regional, and/or national)
 6. Professional development presentations for schools and/or school districts
 7. Graduate assistant (GAT or GANT)
 8. Ad-interim or adjunct instructor
 9. Liaison in the field-based program
 10. Webmaster of a home page
 11. Grant writing
 12. Formal report writing
 13. Attending Federation meetings and/or guest speaker events
 14. Peer review for conference proposals, manuscripts and/or grants
 15. Other, to be determined by doctoral adviser and student
3. Determination of successful completion of residency and maintenance of documentation:

Information about the residency plan and how to maintain portfolio documentation will be initiated by the departmental doctoral coordinator collaboratively with the student during orientation. During orientation, students learn how to complete the residency documentation form and keep track of their activities. At least two activities should be completed per semester. In addition, during the first session of each doctoral course/seminar the instructor will explain how course requirements and/or projects can be incorporated into the completion of residency activities. The residency form should be signed by each course instructor during the semester the residency activity was completed. The residency form and the portfolio which contains the written documentation must be completed prior to admission to doctoral candidacy. The student is required to present the complete file of documentation to the major advisor and his/her committee prior to taking qualifying and oral exams. The major advisor and committee will be responsible for noting successful completion of the plan on the qualifying exam documentation sheet. Documentation will continue to remain on file in the departmental office for at least 5 years after the doctoral student has completed the doctoral degree.

Residency

Each student is **required** to complete residency after admission to the doctoral program. Residency provides students with opportunities to work with other doctoral students and faculty as colleagues in projects that provide experience and training toward independent application of skills commensurate with holders of doctoral degrees. The student will plan the residency activities with the approval of the major advisor.

Note:

The Department reserves the right to suspend from the program any student who, in the judgment of a duly constituted departmental committee, does not meet the professional expectations of the field.

Doctor of Education - Supervision, Curriculum, and Instruction

Core Courses (30 semester hours)

EDCI 620	Policy and Practice in Education	3
EDCI 621	Advocacy, Equity, and Social Justice	3
EDCI 632	Pedagogy and Philosophy of Education	3
EDCI 640	Leadership in Professional Learning	3
EDCI 651	Curr & Instr Desgn	3
EDCI 652	Research on the Learner	3
EDCI 655	Assessment Lrng & Lrn	3
EDCI 659	Educational Inquiry	3
EDCI 695	Research Methodology (Research tool course)	3
EDCI 698	Research: Design and Replication	3

Area of Emphasis (12 semester hours)

Complete 12 semester hours of Approved Courses in one of the disciplines listed below.

Education Curriculum & Instruction courses (12 semester hours of approved doctoral level EDCI course listed below).

EDCI 690	Seminar in Education (repeatable up to 4 times.)	3
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Interdisciplinary Studies courses (12 semester hours from any of the other areas of emphasis (EDCI, ECE, RDG, BLED, ESL, SED, ETEC or advisor approved courses).

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Early Childhood courses (12 semester hours of approved doctoral level Early Childhood courses listed below).		
ECE 634	History and Philosophy of Early Childhood Education	3
ECE 648	Leadership in Early Childhood Education	3
ECE 663	Seminar in Research in Early Childhood Education	3
ECE 682	Assessment in Early Childhood Education	3
Reading courses (12 semester hours of approved doctoral level Reading courses listed below).		
EDCI 657	Content Area Literacy	3
RDG 650	Child, YA, & Multicul Lit	3
RDG 667	Reading Proc:Theor & Impl	3
RDG 692	Learning to Read	3
Bilingual courses (12 semester hours of approved doctoral level Bilingual courses listed below).		
BLED 502	Biliteracy Development, Instruction, and Assessment	3
BLED 503	Content Area Instruction for Emergent Bilinguals	3
BLED 690	Seminar in Bilingual/ESL Education (6 semester hours required)	3
Choose ESL (12 semester hours of approved doctoral level ESL courses listed below).		
BLED 512	Social and Academic Language Development in English for Bilingual Learners	3
BLED 513	Advanced Sheltered Content Area Instruction	3
BLED 690	Seminar in Bilingual/ESL Education (6 semester hours required)	3
Educational Technology (12 semester hours of approved doctoral level Educational Technology courses listed below).		
ETEC 526	Games & Simulations for Learning	3
ETEC 528	Digital Storytelling Across the Curriculum	3
ETEC 543	Applying AI to Support Learning	3
ETEC 579	Implementation of Educational Technology Programs	3
Secondary Education (12 semester hours of approved doctoral level Secondary Education courses listed below).		
SED 613	Problems and Trends in Secondary Education	3
SED 614	Research in Teacher Leadership	3
SED 640	Research in Adolescent Growth and Development	3
SED 641	Curriculum Studies in Secondary Education	3
Dissertation (9 semester hours).		
No less than 9 semester hours		
EDCI 718	Doct Dissertation	3-9
Doctoral Research Tools (9 semester hours).		
Four Approved Doctoral Research Tools (9 semester hours)		
EDCI 687	Sociocult Inquiry in C&I	3
EDCI 695	Research Methodology (Counted in core)	3
EDCI 696	App of Rsch Methods	3
EDCI 699	Statistics: Cont Proc App	3
Total Hours		60

NOTE: No course beyond the master's program that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

EDCI 500 - Issues in Education

Hours: 3

Issues in Education. Three semester hours This course focuses on major philosophical and ideological beliefs and their impact on the organization and structure of American education. Specific issues may include the nature of learning, human development, current brain research, multiple intelligences, learning styles, curriculum design and evaluation, teaching strategies, alternative assessment, legal issues, educational technology, and conflict management. May be repeated when topics vary.

EDCI 501 - Foundations of Instructional Coaching

Hours: 3

This course will build teacher leaders' understandings of the fundamentals of instructional coaching. It presents an in-depth coverage of the knowledge, strategies, skills, and processes needed to successfully guide classroom teachers as they work to create quality learning experiences for diverse learners within the classroom. This course provides current and future instructional coaches with learning experiences designed to help them support teachers and schools in transforming their instructional behaviors, routines, curriculum implementations, and beliefs.

EDCI 502 - Strategies for Teaching the At-Risk Student

Hours: 3

Strategies For Teaching the At-Risk Student. Three semester hours Designed to provide specific strategies for enhancing learning for the at-risk student, to develop an increased awareness of students who may be potentially at risk, and to enable teachers to design workable plans for addressing the needs of this student.

EDCI 506 - Nature & Needs of Gifted Students

Hours: 3

The Nature and Needs of Gifted Students. Three semester hours A survey of the major facets of gifted education with particular emphasis placed on the nature and needs of gifted students. The historical development of gifted education, characteristics of the gifted students, identification of gifted students, the socio-emotional needs of gifted students and curricular and instructional strategies appropriate for the gifted are examined.

EDCI 507 - Strategies for Teaching the Gifted/Talented

Hours: 3

Teaching Strategies and the Gifted/Talented. Three semester hours. Strategies, methods, and techniques of teaching the gifted student are explored. Opportunities are provided for development of strategies based on principles of gifted education. Special emphasis will be devoted to selection of strategies for the development of creativity.

EDCI 508 - Curriculum Development for the Gifted Student

Hours: 3

Curriculum Development for the Gifted Student. Three semester hours. An exploration of theory, research, and practices related to the selection and organization of curriculum for the gifted student. Emphasis will be placed on curricular models and selecting materials used in gifted education. Opportunities will be provided for the development of curriculum for the gifted student.

EDCI 509 - Trends in Gifted Education

Hours: 3

Trends and Issues in Gifted Education. Three semester hours Current problems, trends, and issues in gifted education are researched. Emphasis is placed on current research and literature relating to definition of giftedness, identification, programming, and counseling and guidance for the gifted student.

EDCI 510 - Nature and Needs of the Gifted Learner in STEM

Hours: 3

This course will explore the nature of the gifted and talented student, the needs of this student and how defined needs must be addressed in science, technology, engineering, art, and mathematics. Particular emphasis will be placed on the instructional, curricular, social and emotional needs of the gifted learner. Prerequisites: No prerequisites are required for this course.

EDCI 514 - Management & Curriculum Development for Diverse Learners

Hours: 3

(Same As EDCB 514) Management and Curriculum Development for Diverse Learners This course contains introductory content for the professional body of knowledge necessary for effective teaching in a K-12 classroom. Competency in instructional design as well as organizing and managing a classroom in diverse environments will be developed. The content of this course will include classroom procedures and management, knowledge of research-based teaching strategies, curriculum analysis/development and lesson design, teaching models, formative and summative assessment, and certification issues. Students will exhibit an understanding of the domains and competencies Texas teachers are expected to demonstrate on the Pedagogy and Professional Development TExES certification examination.

EDCI 515 - Evidence-Based Teaching for Diverse Populations

Hours: 3

(Same As EDCB 515) This capstone course requires students to apply and expand their knowledge through a number of project-based and research initiatives. Students will synthesize or integrate the knowledge they have developed throughout the prerequisite courses in a clinical/internship experience. The course focuses on understanding diagnostic teaching practices and aligning the needs of a diverse population of students. Course requirements will include designing and implementing responsive instruction and assessment, creating a community of learners, and exhibiting an understanding of the legal and professional responsibilities outlined on the Pedagogy and Professional Responsibility TExES test. Prerequisites: EDCI 514 & ETEC 524 or ECE 566. Enrollment is limited to teacher candidates fully admitted into the Alternative Certification Program & completing an internship or student teaching with Advisor approval.

EDCI 516 - Literacy for Special Populations

Hours: 3

An introduction of effective teaching practices to develop literacy (reading, writing, speaking, listening, media viewing). Topics include the developmental process of literacy, assessment, writing, and technological applications that can contribute to proficiency in literacy. An emphasis will be placed on assisting English Language Learners and students with disabilities to become competent readers and writers.

EDCI 517 - Rdg & Lrng in K-12 Cont Area

Hours: 3

(Same As RDCB 517) **READING & LEARNING IN K-12 CONTENT AREAS** This course is designed for graduate students in the alternative certification program seeking initial teacher certification. The focus is on reading comprehension, conceptual development, and strategies for interacting with expository text and medias . The role of the teacher, the structure of text , text analysis methods, and content area reading strategies are examined in relation to the student and the learning process. Research-based reading strategies are discussed as appropriate for all elementary and secondary grade levels

EDCI 518 - Thesis

Hours: 6

Thesis. Six hours This conference course introduces the candidate for the Master of Arts degree to the theories and techniques of educational research and leads to the completion and acceptance of the thesis.

EDCI 519 - Response to Intervention Applied to Exceptional Learners

Hours: 3

(Same As EDCB 519) This course will build capacity among students to implement the Response to Intervention framework in local and state education agencies. Participants will examine the RTI components of screening of students, monitoring student progress, providing evidence-based interventions and identifying students with special learning needs.

EDCI 520 - Introduction to STEM Education

Hours: 3

Introduction to STEM education is designed to explore the literature and current practices in STEM/STEM education in K-12 classrooms. The primary objective is for students to advance their professional knowledge, skills and practice in the area of STEM instruction.

EDCI 522 - Induction Year Seminar for School Teachers

Hours: 3

This course is designed to support the transition of new teachers during their induction year. Students actively work with instructor to develop the content of the course through analysis of needs assessment conducted during first class meetings. Weekly support group discussions enable students to become reflective practitioners while exploration, modeling, and implementation of effective teaching strategies encourages professional growth.

EDCI 523 - Internship in Schools

Hours: 3

This course will provide experiences in various environments that will be supervised by mentors and university liaisons. Regular seminars may be held which will focus on concerns related to education and/or the workplace.

EDCI 524 - Language Arts Curriculum

Hours: 3

A consideration of techniques of teaching the communication skills and the role of linguistics in the language arts program.

EDCI 525 - Project Based Learning

Hours: 3

This course is designed for a student to examine the project based learning teaching model. The overall goal is to examine and identify the key components of effective project based learning. Students will explore elements of best practice for designing and implementation of a project. Also, within the course, students will examine the variety the roles in project based learning, specifically the teacher, student, and community.

EDCI 527 - Integrating Digital Literacies Into Traditional Instructional Settings

Hours: 3

This course will examine ways in which educators can bridge the gap in engagement in school settings by addressing the integration of popular culture, outside of the classroom/social aspects and digital literacies within the traditional academic learning setting. The course will address strategies and emerging technologies to make the curriculum relevant and authentic, as well as teach course participants to use skills and technology tools within and beyond ELA. Best practices in using technology as teaching and learning tools will be presented, and students will define and explore current uses of digital literacies to create, as well as improve literacy and content area lessons and classroom experiences.

EDCI 529 - Workshop

Hours: 3-6

EDCI 530 - Mathematics Curriculum

Hours: 3

This course identifies numerous movements toward a modernization of both content and method and relates these innovations to good teaching practices already in use. It includes the language of sets, number system, means for improving pupil performance in solving problems, and techniques for identifying areas of pupil accomplishment or of pupil difficulty.

EDCI 535 - Ldrshp & Supv in Sch

Hours: 3

Leadership and Supervision in Schools. Three semester hours A study of the meaning and fundamental principles of leadership and supervision. Consideration is given to the development of teacher leaders and to the solution of administrative and pedagogical problems that supervisors and teachers leaders encounter in schools.

EDCI 538 - Classroom Mgmt for Tchrs

Hours: 3

Classroom Management for Teachers. Three semester hours (Same as ECE 538) A study of current theories and practices of classroom management and discipline in schools.

EDCI 540 - Mathematics Instruction for the 21st Century#Instruction

Hours: 3

This course prepares students for success with the Texas Essential Knowledge and Skills for Math. This course takes a closer look at how children learn mathematics, and how we can foster a mindset for doing mathematics. It includes: NCTM's principles for mathematics education; ways children develop mathematical understanding, problem solving skills, and processes used to get there; analyzing student's error patterns; and resources for teaching mathematics.

EDCI 541 - Science Instruction for 21st Century Learners

Hours: 3

This course will focus on effective elementary science classroom instructional practices supporting mastery of the Texas Essential Knowledge and Skills and the Next Generation science standards. The course content and activities address the inquiry process in instruction, resources for teaching science, strategies that support student-centered and constructivist-based pedagogical design and technology applications.

EDCI 545 - Issues in the Development of Curriculum

Hours: 3

The purpose of this course is to note how various philosophies have influenced the development of the elementary curriculum in order to meet the changing social and economic trends. Research articles will be studied in order to evaluate selection of procedures and materials. Practical experiences will be provided in the construction of course of study units.

EDCI 550 - Leadership in Gifted and Talented Education

Hours: 3

This course is one in a series of courses in gifted education designed to prepare educators to lead programs in gifted and talented education. Opportunities to analyze, create and evaluate instructional and curricular experiences in an school setting while working as a GT Coordinator or working cooperatively and collaboratively with a school leader/mentor in gifted education characterize this course. Students are involved in participation, collection and evaluation of artifacts related to GT curriculum development, instructional design, identification, assessment, professional development, parent-community relations. Outcomes of these experiences will be tangible products illustrating preparation for and enhancement of GT program leadership.

EDCI 557 - Social Studies Curriculum

Hours: 3

This course is designed to give in-service personnel an opportunity to work cooperatively in attacking classroom problems. In addition to the development of teaching units for use in the classroom, students will become acquainted with the most recent trends in the social studies including an acquaintance with the wide range of materials now available to the social studies teacher. The social studies as an integrating core for experience units will be evaluated.

EDCI 558 - Science Curriculum

Hours: 3

An examination of current issues and trends in content and pedagogy with an emphasis on inquiry instruction and learning. Development and evaluation of curriculum will ascertain how changing needs in education are being addressed.

EDCI 559 - Diversity & Equity in Edu

Hours: 3

Multicultural Ed in School. Three semester hours. This course focuses on factors of diversity that impact decisions educator must make regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners.

EDCI 560 - Designing Curriculum and Instruction for the Culturally Diverse Learner

Hours: 3

This course will explore the characteristics of diversity in today's global environment and provide concrete examples of how curriculum and instruction can be differentiated to address the cognitive, socio emotional and socio-cultural needs of the culturally diverse learner. The course will emphasize the relationship between culture and learning and how modifications in curriculum, instruction, and assessment impact the learning environment.

EDCI 566 - Practicum in Curriculum and Instruction, Coaching, and Campus Leadership in ECE-12

Hours: 3

This field-based course will allow students to apply specific knowledge, skills, and strategies learned within the previous coursework to a school setting. Students will work in collaboration with campus colleagues to complete tasks and projects that promote student learning and support campus improvement. Consent of the instructor required. Crosslisted with RDG 567.

EDCI 575 - Differentiated Curriculum

Hours: 3

An exploration of the literature and current practices in differentiating instruction in elementary classrooms (K-8). The primary objective of this class is for students to advance their professional knowledge, skills and practice for more effective teaching through differentiated instruction.

EDCI 589 - Independent Study

Hours: 1-6

Independent Study. variable credit Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

EDCI 595 - Research Lit Tech

Hours: 3

Research Literature and Techniques. Three semester credits. This course provides a review of significant research studies produced by investigators in the student's major field with emphasis on the investigative and verification techniques employed. The student is required to demonstrate competence in using systematic research techniques through the investigation and formal reporting of a research problem.

EDCI 597 - Special Topics

Hours: 1-4

Special Topic. variable credit Organized class. May be graded on a satisfactory (S) or unsatisfactory (U) basis. May be repeated when topics

EDCI 620 - Policy and Practice in Education

Hours: 3

Multiple conceptions of the relationship between policy and practice in K-12 education. Includes a study of major developments and shifts in educational policy in the United States over time. Focuses on the relationship between policy and practice in K-12 education and the extent to which policy can both create and resolve curricular and instructional problems in schools. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 621 - Advocacy, Equity, and Social Justice

Hours: 3

This course examines various areas and effects of curriculum advocacy in education. It is designed to support students' agency as change makers who can effectively advocate for all students and equitable schools. Topics include: theory of change, advocacy models and movements, and teacher/educator leadership and voice. Students engage directly with policy-makers, advocacy groups, and social justice leaders in education while developing their own advocacy project and voice. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 632 - Pedagogy and Philosophy of Education

Hours: 3

This course shall examine traditional and contemporary philosophies associated with the pedagogy of education. Best research-based practices shall be emphasized as well as how these pedagogical practices are grounded in theories and philosophies for classroom and school settings. Specific and explicit theoretical and philosophical applications will be made to the growth and development of the learner. Progressive approaches to curriculum and instruction will be explored. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 640 - Leadership in Professional Learning

Hours: 3

This course will help instructional leaders develop their skills and abilities to effectively engage colleagues in professional learning. Focus areas include an examination and application of theories related to andragogy, leadership, decision-making, communication, motivation, and group dynamics. This course will also review the research surrounding professional learning communities and educational change. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 651 - Curr & Instr Desgn

Hours: 3

Curricula and Instructional Design. Three semester hours. This course provides an examination of research literature relative to the process of designing, implementing, and evaluating curricula and instructional strategies. Prerequisite: Doctoral level standing or consent of instructor.

EDCI 652 - Research on the Learner

Hours: 3

A study of significant research in cognitive and metacognitive learning processes across the lifespan and implications for instructional strategies.

Prerequisites: Doctoral level standing or consent of instructor.

EDCI 655 - Assessment Lrng & Lrn

Hours: 3

Assessment of Learning and the Learner. Three semester hours. A study in evaluating the total elementary school program. Attention is given to available evaluation tools, including measurement devices of all types. Particular attention is given to construction of appropriate classroom tests to insure accountability according to Texas' Essential Knowledge and Skills, and to the development of plans for school improvement.

EDCI 657 - Content Area Literacy

Hours: 3

Content Area Literacy. Three semester hours. Examination of research on learning in the content curriculum areas of science, math, social studies and music; emphasis on strategies content area teachers may use to foster content area learning. Prerequisite: Doctoral level standing or consent of the instructor.

EDCI 658 - Process Writing in the Elementary School

Hours: 3

An examination of process writing research, with an emphasis on implementation in public school programs. Prerequisites: Doctoral level standing or consent of the instructor.

EDCI 659 - Educational Inquiry

Hours: 3

This course will serve as an introduction to doctoral studies in the Curriculum and Instruction department and help students develop skills to be successful as a doctoral student. It will focus on reading and writing various types of scholarly manuscripts as well as library skills and the development of an initial literature review.

EDCI 687 - Sociocult Inquiry in C&I

Hours: 3

The course content centers on qualitative research in the sociocultural environments of public schools. The methodology (research design, data collection, data analysis) associated with this form of inquiry shall be delineated, and students shall experience inquiry from participation in the process. Accordingly, the course focuses on the philosophical and methodological differences between varying approaches (narrative, phenomenology, case studies, grounded theory, and ethnography) to research including mixed methods. Academic writing and critical reading of qualitative research shall also be addressed. This is an approved Level III doctoral research tools course. Pre-requisites : EDCI 695

EDCI 689 - Independent Study

Hours: 1-4

Independent Study. One to four semester hours. Individualized instruction/research at an advanced level in a specialized content area under the direction of a faculty member. May be repeated when the topic varies. Prerequisite: Consent of department head.

EDCI 690 - Seminar in Education

Hours: 3

Each course provides an in-depth analysis of major topics and is designed for the advanced student in education. Topics vary. Prerequisites Doctoral level standing or consent of the instructor.

EDCI 695 - Research Methodology

Hours: 3

(Same as Coun/EdAd/Psy/695) An overview of research methodology including basic concepts employed in quantitative and qualitative research methods. Includes computer applications for research. This is an approved Level I research tools course. Prerequisite: Doctoral level standing or consent of the instructor.

EDCI 696 - App of Rsch Methods

Hours: 3

This is an approved Level III doctoral research tools course that provides application of research methodology in curriculum and instruction including basic concepts employed in quantitative and qualitative research methods. Students will carry out the research study designed in EDCI 695, data collection, data analysis, and use of computer applications for research. Prerequisites: EDCI 695, a Level 2 Doctoral Research Tool (EDCI 699 or HIED 617 or PSY 612), and Doctoral level standing. Note: Meets requirements for a Level 3 research tool course

EDCI 697 - Special Topics

Hours: 1-4

Special Topics. One to four semester hours. (Same as RDG 697) Organized class. May be repeated when topics vary. Prerequisite: Doctoral level standing or consent of the instructor.

EDCI 698 - Research: Design and Replication

Hours: 3

Examination of research designs related to curriculum and instruction including: survey research, quantitative content analysis, correlational research, true experimental research, quasi-experimental research, pre-experimental research, single-subject research/behavior analysis, causal-comparative research, program evaluation, qualitative research, combined qualitative/quantitative research, and meta-analysis. Includes creation of a sophisticated research design appropriate for a doctoral dissertation. In order to enroll in this course, tools courses 1-4 must have been successfully completed. This is an approved doctoral research tools course. Prerequisites: Doctoral level standing, and all Tools 1-4 classes must be completed.

EDCI 699 - Statistics: Cont Proc App

Hours: 3

This is an approved Level II doctoral research tools course that focuses on the content, process, application, & reporting of statistical analyses in research. Computer applications will be integrated with the following content: populations, samples, frequency distributions, scaling & coding data, the structure of a data file, measures of central tendency, variance, standard deviations, z scores, normal curves, hypothesis testing, t tests for dependent & independent means, effect size & power, correlation, regression, ANOVA, Chi-square, post hoc tests, & probability. Students will investigate the uses & limitation of statistical software while exploring the reasoning & assumptions underlying the inferential statistical process. Students learn & apply stat concepts Prerequisite: Doctoral Standing and EDCI 695.

EDCI 718 - Doct Dissertation

Hours: 3-12

Doctoral Dissertation Hours: Three to Six A candidate must present a dissertation acceptable to the student's advisory committee and the Dean of Graduate Studies and Research on a problem in the area of his/ her specialization. To be acceptable the dissertation must give evidence that the candidate has pursued a program of research, the result of which reveals superior academic competence and a significant contribution to knowledge.

Note Graded on a (S) satisfactory or (U) unsatisfactory basis