**Educational Studies**DOCTOR OF EDUCATION (ED.D.)

Spring 2019
Challenges & Opportunities TEAC 995 (3 credits)
Seminar in Education TEAC 949 (3 credits)

Summer 2019
Challenges & Opportunities TEAC 995 (3 credits)
Choice (3 credits)\*/ South Africa travel study option\* (6 credits)

Fall 2019
Challenges & Opportunities TEAC 995 (2 credits)
Practitioner Inquiry I TEAC 930 (3 credits)

Choice\* (3 credits)

Spring 2020
Challenges & Opportunities TEAC 995 (1 credit)
Practitioner Inquiry II TEAC 930 (3 credits)
Choice\* (3 credits)

Summer 2020
Practitioner Inquiry III TEAC 930 (3 credits)
Choice\* (6 credits)

Fall 2020
Practitioner Inquiry IV TEAC 930 (3 credits) Comprehensive Exams

Spring 2021
TEAC 999 Dissertation (3 credits)

Summer 2021
TEAC 999 Dissertation (6 credits)

Fall 2021
TEAC 999 Dissertation (3 credits)

\*Note, this sequence imagines an Ed.D.student transfers the maximum-allowed 45 credit hours from previous graduate work; students bringing in fewer previous hours will need to take additional choice courses.  For example, a student bringing in 36 hours would take 24 credit hours (8 courses worth) of ‘choice’ classes instead the 15 hours (5 courses) depicted above.

**Practitioner knowledge is at the core of our Ed.D. program.  A team of faculty will work together over multiple terms to determine purposeful intersections and connections across Core Interdisciplinary Experiences that include:**

Challenges & Opportunities

From the onset of applying for the Ed.D. cohort, participating educators will be asked to question and inquire into existing challenges and opportunities of current educational practice. This experience will permeate across the years of study and act as a catalyst for the design and cumulative iterations of practitioner’s action research projects.

Practitioner-Based Action Research projects will entail systematic, interactive, critical, and creative inquiry examining teaching/learning processes, instruction, and contexts for professional practices, new knowledge generation will act by:

* Catalyzing for insights, improvements, and changes in educational settings via study of "ideas in action".
* Fostering support for the planning, acting, observing, and reflecting cycle of practitioner-based action research.
* Connecting projects and resources through cultivating a network supporting and informing practitioner-based action research.

Field Studies in Education: The theory/practice terrain

* Mapping the socio-historical, philosophical, pragmatic, and ethical considerations of the scholarship of practice from the perspectives of teachers and teaching, learners and learning, and policy.
* Developing a common language and shared discourse about education practice.
* Guiding understandings of the multiple methodologies and epistemologies constituting the scholarship of practice and their representations within the department, enabling practitioners to situate their respective work and action research projects.

Research Methods Coursework

 General Practitioner-based Action Research courses will provide an overview of quantitative and qualitative traditions for all cohort participants.  A second practitioner-based research course will be selected to provide an intellectual and methodological basis for advanced, specialized study.  Two additional courses will support the development of iterations of the practitioner-based action research project.  These courses will enable you to:

* Read with understanding across empirical and theoretical research from diverse traditions exploring educational praxis.
* Gain insights into the socio-cultural problems and lived experiences of people across diverse educational settings from multiple research perspectives.
* Practice research design, data collection, analysis, and interpretation associated with a series of practitioner-based action research projects, building an intellectual and methodological basis for conducting practitioner-based action research.

Arts of the Practical Coursework

We have created some new courses and reframed some existing courses so that concrete opportunities to negotiate theory/practice relations within educative action are key components.  The particular “concrete opportunities” take forms fitting with the intents of each course. These courses will enable you to:

**Gain a language of practice through encountering, negotiating, studying, and articulating the *undergoings*and*doings* of classrooms.**

* Cultivate a culture of collaboration among scholars and practitioners across disciplines and roles drawing upon the experiential ground of multiple concrete teaching/learning situations.
* Consider the nature of learners, learning, teachers, and teaching from multiple perspectives given concrete realities.
* Promote cross-disciplinary/cross emphasis area debates and deliberations, reflexively figuring into the more focused emphasis area studies of educational practice that students will take part in through dissertation work.

Rituals/Opportunities for sharing and dissemination

* Purposeful sharing throughout of practitioner-based action research projects in progress
* College-wide Student Research Conference participation each fall.
* Attendance and participation in forums such as invited guest speakers, symposiums, site visits, travel-study, and opportunities to share and critique peers’ studies.
* Mentorship expectations regarding the members of a second cohort initiative operating in 2-year cycles.
* Proposals for conference presentation and alternative public forums.

Outcomes

**Ed.D. Educators are Scholars of Educational practice who:**

* Confront, consider, and articulate the complex realities and challenges facing schools, colleges, and communities today and in the future.
* Develop innovative and novel ways to address challenges at their schools, colleges, and community settings, in relation to education reform initiatives that are inherited and being re-conceptualized.
* Celebrate and educate for diversity in their communities, informing and impacting social justice, effecting positive changes for learners of all ages.
* Provide evidence for instructional programmatic approaches tailored to meet student personal learning needs and interests, and concomitantly, provide multiple forums for students to learn from others.
* Cultivate a community of learning professionals invested in enlarging all understandings of the work of teaching and learning
* Build professional connections that sustain and nurture educator well-being.
* Demonstrate expertise in an area of emphasis\*, “Curriculum, Teaching & Professional Development”, “Literacy, Language, & Culture”, “Social Analysis, Educational Policy & Reform”, "STEM Education", “Teaching and Learning with Technologies”, and "Inquiry & Research in Education", providing a personal scholarly-teaching identity and a unique learning focus.