Program Description

Doctor of Education (EdD) in Literacy, Culture, & Language Education to be offered by Indiana University, Bloomington
(Date: 3-24-2014)

<u>**Characteristics of the Program**</u>

a. Campus(es) Offering Program: **Indiana University-Bloomington**

b. Scope of Delivery (Specific Sites or Statewide): **Statewide, National, International**

c. Mode of Delivery (Classroom, Blended, or Online): **Online**

d. Other Delivery Aspects (Co-ops, Internships, Clinicals, Practica, etc.): **Onsite summer conferences**

e. Academic Unit(s) Offering Program: **IU Bloomington School of Education**

A. Objectives:

- meet needs of full-time working professionals in literacy and language education;
- prepare literacy and language practitioners for positions of leadership in the field; particularly in the development of improved instructional procedures and improved curricula in literacy and language education, including second/foreign language education;
- prepare program directors, instructional supervisors, and curriculum specialists in literacy and language education;
- prepare P-16 educators (preschool through tertiary levels) in the areas of academic literacy, critical literacy, trans-literacy, local literacies, children's and young adult literature, ESL/EFL education, world Englishes, and world languages;
- train English language teachers who have not had undergraduate or Master's degree training in education.

Clientele to be Served:

The Literacy, Culture, and Language Education (LCLE) Doctor of Education (Ed.D.) degree program is designed for individuals seeking to be practitioner leaders in in the areas of academic literacy, critical literacy, trans-literacy, local literacies, children's and young adult literature, ESL/EFL education (and teacher education), world Englishes, and world languages. The LCLE program prepares Ed.D. students to bridge the gap between research and practice in the field.

Student clientele to be served include online Master's degree graduates who would have an opportunity to continue their education with our department in an online format. (The onsite PhD program is not an option for this group of students). While former and current online LCLE Master's degree students represent a primary target market, we also have the advantage of targeting additional groups of potential students connected to current faculty projects. These projects are located locally in Indiana (rural, suburban, and urban sites), in other places in the

United States, as well as throughout the world, including Afghanistan, China, Ghana, Sudan, South Sudan, South Africa, Puerto Rico, Singapore, Taiwan, and in South America. This work takes place in a range of settings, including afterschool programs, community-based projects, and online networks.

Curricular requirements (Appendix A)[1]

If graduate degree, what are the prerequisites and undergraduate preparation?

This is a 60 credit Post Master's Program. Students can transfer in up to graduate 18 credits taken outside of a previous Master's degree (and pending advisor approval). Students must take 42 credits through IU in program. Students are also required to defend their dissertation at Indiana University, Bloomington.

What are the requirements regarding internships or practica?

There are no required internships or practica. There is a requirement to participate in two summer conferences led by the Literacy, Culture, and Language Education department. Students are required to participate in a conference during the first summer of the program. They select the time for their participation in the second summer conference that best aligns with their program of studies.

Describe any unique or innovative features of the curriculum, if applicable.

The overall curriculum for the online EdD aligns with the residential EdD program. This alignment includes course goals, materials, assignments, outcomes (essays, research reports, etc.). Innovative features of the curriculum include participation in two summer conferences held at Indiana University, Bloomington. During these conferences students will have opportunities to present and receive critical evaluations on their own work. The innovative features also will focus on the strategic use of technologies to meet these goals. (Note: some of these technologies are already used in the residential program (e.g., online discussion forums, Voice over Internet protocol, such as Skype).

Employment Possibilities:

State what graduates of the program could expect in terms of opportunities for employment and further education.

Graduates of the Online EdD in Literacy, Culture, and Language Education will take on leadership roles in their schools, organizations, or institutions with a particular emphasis on literacy and language, teaching, learning, curriculum, and policy.

B. Program Description

---

[1] Curricular requirements are presented in comparison with two other programs: the existing residential EdD in Literacy, Culture & Language Education and the Online EdD program in IST.

14.37

1. Describe the proposed program and state its objectives. This description and program objectives should focus on the knowledge, values, skills and other "student outcomes" that program graduates will be expected to have acquired.

Students will:
- understand and apply theories of literacy, culture, and language education and curriculum development;
- understand and address pressing issues in literacy, culture, and language education as these issues apply to local and global contexts, such as language revitalization, digital literacies, bilingualism and multilingualism, writing across cultures; and multimodality;
- bridge the gap between research and practice in the field by conducting independent research into issues related to the teaching and learning of language and literacy processes and practices;
- conduct professional development in their contexts and/or conduct practitioner inquiry in their local contexts;
- design and implement literacy and language related programs.

2. Similar and Related Programs

There are several other online EdD degrees in education but we did not identify any offered by faculty in a Literacy, Culture, & Language Education Department (or department with a similar title and program description). This represents a clear market niche for us. The programs most similar to ours include online EdD programs in Educational Leadership with a concentration or specialization offered in Reading and/or Literacy. These programs are:

Nova Southeastern University: Offers EdD with concentration in Reading:
http://www.fischlerschool.nova.edu/edd/reading

Capella University, EdD with specialization in Reading & Literacy:
http://www.capella.edu/online-degrees/edd-reading-and-literacy/

Walden University, EdD with specialization in Reading & Literacy Leadership:
http://info.waldenu.edu/walden-programs/education/doctoral-and-post-masters/doctor-of-education/

Concordia University in Chicago, EdD/PhD in Leadership with specialization in Reading, Language, and Literacy:
http://gradschool.cuchicago.edu/academics/doctoral/edd-phd/edd-reading-language-literacy/

None of these programs has the institutional recognition of Indiana University and the dedicated faculty of a literacy and language department. (Most of these and related programs are not traditional graduate programs. Moreover, our School of Education online education program has recently (January 2014) been ranked second by U.S. News and World Report in its annual review of Best Online Education Programs.

2. Describe admission requirements, anticipated student clientele, student financial support.

14.37

In order to begin the Ed.D. program, an individual must have completed a master's degree program from an accredited institution. Post-master's degree work may apply, with decisions made on a case-by-case basis by the student's program advisory committee taking requirements for currency and relevance into account. In this program, 42 credit hours must be taken at IUB or IUPUI. Students in the Online EdD program will be eligible for competitive scholarships.

 a. If admission requirements are standard for the institution, simply say so. If they differ from institutional norms, please tell how and why they are different.

Admission requirements are standard.

 b. Please specify any prerequisite coursework and/or degrees.

In order to begin the Ed.D. program, an individual must have completed a master's degree program from an accredited institution.

 c. State whether the program is designed to meet the needs of specific student clienteles--e.g., part-time students, currently employed professionals, non-traditional students, women preparing to re-enter the job market, etc.

The program is designed primarily to meet the needs of working professionals, especially those unable to complete the traditional requirements of the residential doctoral program.

 d. If enrollments are to be limited, describe the restrictions, the reasons for them, and the criteria for selecting among applicants.

Enrollment will be based on a cohort model, with each cohort moving through a sequence of courses outlined in Table 1 below. One cohort (up to 15 students) will be accepted each year for the first two years of the program. After that time, the size of enrollment for each new class will be determined.

 e. For graduate and professional programs, indicate anticipated levels of student financial support to be provided from (a) institutional and (b) other sources.

While students will be eligible for competitive departmental scholarships, the expectation is that students will primarily supply their own funding to complete their programs.

3. Describe the proposed curriculum.

 a. Describe requirements involving total credit hours, credit hour distribution, field experiences, etc.

See Appendix A.

 b. Provide a sample curriculum consisting of the semester-by-semester (or quarter-by-quarter) sequence of courses a program major might take. Show the course number, title, and credit hours assigned to each course listed. (Commission staff realize that actual student programs will vary widely, especially at the graduate level.)

All course work, except dissertation credits, must be completed within seven years. All new students enrolled in the Online EdD program will be required to take LCLE courses according to the sequence outlined below in Table 1. Students are able to take additional courses each semester (inquiry courses, minor courses, electives) in addition to these courses, but the courses in Table 1 are required. Note: L599 is a continuing course (total of 6 credits) to be taken across two semesters.

Table 1.

Semester	Credits	Required Courses
Fall (Year 1)	3-6	L600
Spring (Year 1)	3-6	L601
Summer (Year 1)	6	L599 & L650
Fall (Year 2)	3-6	L599
Spring (Year 2)	3-6	L750
Summer (Year 2)	3-6	Inquiry course &/or elective
Fall (Year 3)	3-6	L750
Spring (Year 3)	3-6	L700
Summer (Year 3)	3-6	L795 &/or elective

 c. Indicate which courses in the proposed curriculum already exist. For each existing required or elective course in the major, please indicate how many times that course has been offered during the last three years.

Students in the EdD program will have the option to select elective courses from the range of online graduate courses the LCLE department offers each fall, spring, and summer. For example, there were 8 online graduate courses that met enrollment requirements in Fall 2013, 10 courses in Spring 2014.

d. Indicate all courses that must be introduced by the sponsoring campus to support the program. If institutional or system-wide approval is necessary before new courses can be offered, all such internal approvals must have been obtained before the new program request is submitted to the Commission.

While all courses in the proposed curriculum already exist, work has been done to redesign each of these courses for the online environment. This includes 6-7 courses developed for this online EdD program. These courses include: L600, L601, L599 (6 credits), L650, L700, L750, L750.

 e. Note all courses required for the degree that will be delivered by another institution, indicating whether they are existing courses at that institution or new courses to be developed by that institution.

14.37

No courses required for the degree will be delivered by another institution.

4. List program faculty and administrators.

a. *List name, rank, specialization, nature of appointment (regular, full-time, adjunct, etc.) and highest academic degree earned by those who would be directly involved with the program, including campus administrators. For graduate-level programs, provide pertinent information about the professional and scholarly accomplishments, including training, courses and workshops taught, publications and projects, and other relevant documentation, of the faculty.*

All departmental faculty with earned doctoral degrees will be involved in the program.

b. *Indicate any new faculty positions required to implement the program, and the qualifications and subject matter specialties that will be sought. Describe the amount of time new faculty will devote to teaching courses in the program. Provide other reasons, if applicable, for needing new faculty positions.*

No new faculty positions are required to launch and implement this program. If we exceed enrollment projections, a new faculty position might be sought.

5. Describe needed learning resources.

a. *Describe briefly the scope and quality of library holdings, audio-visual materials, special equipment and collections, laboratories, clinical facilities, research facilities, etc., that are available and would directly support the program.*

Students will have online access to all Indiana University library resources.

b. *Describe in greater detail the need for additional learning resources that, if unmet, will prohibit the offering of a high quality program.*

There is no need for additional learning resources. Faculty will engage students with available IU technology resources as needed. Departmental faculty, for example, have used Adobe Connect and the video conferencing set-up in 1002 to lead whole group virtual discussions. On the student side, a strong and stable Internet connection is most important.

6. Describe other program strengths.

a. *Describe any special features which inform the character or personality of the proposed program and make it distinctive.*

This program builds on the strengths and success of the Literacy, Culture, and Language Education Master's program. Distinctive features of the program include a holistic and integrative focus on preparing practitioner leaders in literacy and language to better understand and address 21st century issues and challenges, especially in the areas of academic literacy, critical literacy, trans-literacy, local literacies, children's and young adult literature, world Englishes, world languages and second/foreign language teaching and learning.

b. Report on any anticipated collaborative arrangements with other parties (e.g., inter-institutional arrangements for resource sharing, cooperative programs, clinical affiliations, etc.). The extent of the relationship should be explained and instructional or other resources to be provided by the various parties described. Any written confirmation of the commitment, including drafts of contracts or agreements, should be attached.

There are no anticipated collaborative arrangements with other parties.

C. Program Rationale

1. Institutional Factors

a.   Explain how the proposed program is compatible with the institution's mission.

The proposed Online EdD program is aligned with the residential EdD program, and is thus aligned with the institution's mission.

b.   Describe the planning process which resulted in the development and submission of this proposal for a new program. Indicate when the program first appeared in the institution's educational services plan, describing the planned timeline for its submission and implementation.

The planning process for this Online EdD program began in Spring 2012. The planned timeline is to accept the first cohort of Online EdD students in Fall 2015.

c.   Describe any significant impact the proposed program might have on other instructional, research, or service programs of the institution or campus.

The program will not have an impact on any other programs on campus.

14.37

D. Projected Headcount and FTE Enrollments and Degrees Conferred

The program is designed to start a cohort of 10 doctoral students in the fall semester in Year 1. Once the program is fully operating, we plan to enroll and graduate 15-20 students each year.

Institution/Location:
University   IUB
            EdD in Literacy, Culture, &
Program: Language Education

	Year 1 2015	Year 2 2016	Year 3 2017	Year 4 2018	Year 5 2019
Enrollment Projections (Headcount)					
Full-Time	0	0	0	0	0
Part-Time	10	15	20	20	20
Total	10	15	20	20	20
Enrollment Projections (FTE)					
Full-Time	0	0	0	0	0
Part-Time	10	15	20	20	40
Total	10	15	20	20	40
Degrees Conferred Projections	0	0	0	0	10

14.37

Appendix A

14.37

Comparison of 3 EdD programs: Current LCLE 60 credit EdD program, proposed LCLE Online EdD, and current IST Online Ed D

	LCLE EdD Onsite	**LCLE EdD Online (proposed)**	**IST Online EdD**
Required CR hours to get the degree	60 Master's required.	60 Master's required Can consider **post-master's** coursework to be part of Online EdD (up to 18 credits) 42 of 60 credits have to be IU Bloomington	60 Master's required Can consider **post-master's** coursework to be part of Online EdD (up to 18 credits) 42 of 60 credits have to be IU Bloomington
LCLE Credits Total/Req. Courses	27 credits L600, L601, L599, L650, L700, L750 (2x), LCLE Electives	30 credits L600, L601, L599 (2x), L650, L700, L750 (2x), LCLE Electives (6 hrs)	30 credits IST Inquiry Linkage (6hrs), IST Electives (24hrs)
Inquiry	9	9	9
Minor	9-12	9-12	9-16
Electives	3-6	3-6	**Other:** Learning Theories (3hrs)
Dissertation Total/Req.	15 credits L795, L799	9 credits L795, L799	9 credits R795, R799