

Ed.D. Specialization: Curriculum and Instruction

Doctoral Core – 8 Credit Hours

Course Number	Course Title	Credits	Taken Semester/Year
ED 604	Grant-Writing and External Funding	3	
ED 604	Writing for Publication	3	
ED 611	Doctoral Seminar I	1	
ED 612	Doctoral Seminar II	1	

Research Core – 15 Credit Hours

Course Number	Course Title	Credits	Taken Semester/Year
ED 680	Philosophies of Research	3	
ED 574	Introduction to Qualitative Research	3	
ED 571	Introduction to Quantitative Research	3	
ED 583	Action Research	3	
ED 595	Survey Design for Social Science Research	3	

Research Electives – 3 Credit Hours

Course Number	Course Title	Credits	Taken Semester/Year
ED 584	Intermediate Quantitative	3	
ED 587	Advanced Quantitative	3	
ED 589	Designing and Conducting Qualitative Research	3	
ED 590	Qualitative Research: Writing, Critiquing, Practice, and Application	3	

Specialization– 9 Credit Hours (e.g., Curriculum and Instruction)

Course Number	Course Title	Credits	Taken Semester/Year
ED 504	Theory & Practice of Place-Based Instruction	3	
ED 513	History of Educational Thought	3	
ED 526	Advanced Educational Psychology	3	

Cognate – 24 Credit Hours (e.g., often transferred from masters)

Course Number	Course Title	Credits	Taken Semester/Year
EDCI 511	Planning and Administering the Curriculum	3	
EDCI 524	Models of Teaching	3	
EDCI 572	Assessment and Evaluation	3	
EDCI 530	Science Education	3	
EDCI 504	The Nature of Science	3	
ENVS 533	Environmental Philosophy	3	
CSS 563	Place Based Environmental Education	3	

CSS 561	Ecological Inquiry for Environmental Educators	3	
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Immersion Experience – 6 Credit Hours

Course Number	Course Title	Credits	Taken Semester/Year
EDCI 598	Internship	Scheduled with MP	

Dissertation – 18 Credit Hours

Course Number	Course Title	Credits	Taken Semester/Year
ED 600	Dissertation	Scheduled with MP	

For the Ed.D degree, a period of professional practice through either a practicum or professional internship is required.

The professional practice requirement will be determined by the student's committee and designed around the professional goals of the student. The professional practice experience should be aligned with the mission of the degree and the goals established for the degree and the student's professional aspirations. The experience will have measurable outcomes, which can be used to assess the candidate's progress and proficiency.

The following is a list of common features for the professional practice experiences for Ed.D students. Please check with your program for specific information.

- Teaching—this could be at the school district level (P/D)
- Applied Research—more aligned with professional employment
- Political Engagement—more at the state level, professional organizations, agencies, school board
- Service—professional organizations (practitioner types), local city and county governments, district offices, curriculum adoption.