

# ED.D. IN LITERACY

The Doctor of Education degree in Literacy provides the highest professional degree available to candidates who seek literacy leadership positions.

The degree requirements include a prescribed curriculum of required and elective courses and the successful completion of a major research project resulting in the presentation and defense of a dissertation. A comprehensive examination will be taken after the completion of at least 45 hours of coursework. Students must be enrolled during the semester the comprehensive examination is taken. After successful completion of the examination, the student may defend the dissertation proposal.

The program includes:

Code	Title	Hours
	Concentration of Literacy Courses	27
	Research Component	15
	An Elective Area	9
	Dissertation	9
	Total Hours	60

Please see the curriculum outline for a complete listing of program course requirements.

The EdD Program is a modified cohort program. Individuals are admitted to a specific cohort and follow the schedule for the cohort to which they are assigned. Electives courses may be taken independent from the rest of the cohort. Cohort groups begin in June of each year. In the event of emergencies that require an individual to drop-out of the normal schedule, they may be required to join another cohort group with another schedule. Admission to the program requires a significant commitment of time for the duration of the individual's program. The inability to devote the necessary time will require the individual to drop-out of the program.

Candidates who complete this program can:

- directly help people in the community who struggle with literacy
- train educators to help individuals and groups in the community who struggle with literacy
- connect with and develop organizations that support literacy
- develop new programs and approaches to literacy instruction that meet the needs of diverse learners
- analyze, interpret, and disseminate literacy assessment
- become a literacy scholar and share research with the field
- read and interpret literacy research and disseminate best practices to educators through professional development and training
- systematically evaluate literacy programs
- teach in colleges of education around the world

Admission to the program requires a significant commitment of time for the duration of the individual's program. The inability to devote the necessary time will require the individual to drop out of the program.

This program follows a modified cohort model. Individuals are admitted to a specific group, called a cohort, and follow the schedule for the cohort to which they are assigned. Elective courses may be taken independent from the rest of the cohort. Cohorts begin in June of each year. In the event of emergencies that require an individual to drop out of the normal schedule, they may be required to join another cohort group with another schedule.

Applicants seeking admission to the doctoral program in Literacy must submit the following directly to the Office of Graduate Admissions:

1. Graduate Application ([https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX))
2. Application fee (<http://www.shsu.edu/dept/graduate-studies/application-fee.html>)
3. Official transcript(s) showing receipt of a baccalaureate degree and a master's degree from an accredited institution
4. Names and contact information of at least two professional references
5. The master's degree should be in literacy, reading, or a related field with at least eighteen hours of graduate credit in reading/literacy. Students without the prerequisite eighteen hours in reading/literacy may be required to take additional coursework during the program.
6. The graduate GPA should be 3.0 or higher.

Applicants meeting the criteria above may be invited for an interview with the doctoral director. A candidate who fails to meet one of the admission requirements may receive probationary admission if sponsored by a doctoral faculty member.

Code	Title	Hours
	Ed.D. in Literacy	
	Specified Courses	

EDLD 7337	Academic Writing & Research	3
EDLD 7365	Applied Stats I for Ed Leaders	3
LITC 7310	Literacy, Policy, and Change	3
LITC 7320	Issues & Trends in Literacy Ed	3
LITC 7330	Research in Lang & Literacy	3
LITC 7340	Sociolinguistics/Discourse Analysis	3
LITC 7345	Analysis, Interpretation, and Dissemination of Literacy Assessment	3
LITC 7350	Qualitative Methods in Lit Edu	3
LITC 7351	Advanced Studies in Qualitative Methods in Education	3
LITC 7358	Adv Studies In Literacy Rsch	3
LITC 7366	Theories & History of Literacy	3
LITC 7370	Quantitative Rsch Method - Lit	3
LITC 7385	Digital Epistemologies	3
<b>Electives</b>		
Select three of the following:		9
LITC 7300	Psychological & Social Foundations of Language & Literature	
LITC 7332	Literacy Pedagogy For Adlt Lrng	
LITC 7335	Curriculum Thry & Literacy Edu	
LITC 7336	Strategies for College Reading in Developmental Education	
LITC 7360	Virtual Ethnography	
LITC 7367	Lang Arts: Theory & Practice	
Graduate courses in READ, EDLD, TESL, or SPED		
Dissertation		
LITC 8030	Dissertation in Lit Leadership <sup>1</sup>	6
LITC 8320	Application Of Literacy Rsrch	3
READ 7301	Adv Surv of Curr Rsrch in Litr	3
Total Hours		60

<sup>1</sup> LITC 8030 can be taken three times for a total of up to nine hours. A minimum of 6 credits is required. Once enrolled in this course, the student must enroll in it until graduation.

The Texas Higher Education Coordinating Board (THECB) marketable skills initiative is part of the state's **60x30TX plan** and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

The Ed.D. in Literacy is designed to provide graduates with the following marketable skills:

- Experience in teaching and conducting research in literacy.
- Obtain content knowledge and credentials required for securing tenure-track professorships at colleges and universities.
- Establish connections with national and local organizations that support literacy instruction and research.
- Ability to develop programs and new approaches to literacy instruction that meet the needs of diverse learners.
- Acquire the qualifications necessary to train educators in literacy instruction.
- Experience systematically evaluating literacy programs.
- Expertise in supporting individuals and groups who struggle with literacy.
- Ability to read and interpret literacy research and disseminate best practices to educators in the community and around the world.
- Skills required to design and coordinate literacy curricula.