

Program Change Proposal

Title: Proposed Program Change: Remove the Minor Requirement for LCLE EdD Program of Study

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This proposal is for a...

- program change
 new program
 policy change
 new policy

Include responses to each question, as relevant:

1. What are you proposing and why? (If proposing a change, then the description and rationale should be relevant to the change(s) only.)

In the spring of 2019, the School of Education approved changes in the EdD requirements that give EdD programs the option to eliminate the requirement for the minor in EdD programs of study. Based on these changes, the LCLE faculty propose to eliminate the requirement for the minor in the LCLE Online EdD program of study. To replace the 9 credit minor requirement:

- 3 credits from the minor will be added to the electives in the LCLE EdD program of study bringing the total to 9 credits of graduate elective courses. These 9 credits will be selected by students in consultation with their advisory committee based on student interests and professional goals.
- 6 credits from the minor will be allocated to a new LCLE course focused on connecting research to practice to deepen students' understanding of current research in an area of specialty.

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The **60 hour EdD plan of study** will be modified in this way:

<i>Major Coursework (33 credits) increased from 27 credits</i>
<p>Existing: 27 credits</p> <p>LCLE Required L600, L699, L601, L650, L750 (taken twice), L700</p> <p>LCLE elective courses – 6 credits</p> <p>Added: 6 credits</p> <p>L602– 3 credits, new course</p> <p>L603–3 credits, new course</p>
<i>Inquiry Coursework (9 credits)</i>
<p>Y520 – 3 credits</p> <p>Y courses – 6 credits</p>
<i>Elective Coursework (9 credits) increased from 6 credits</i>
<p>Existing: 6 credits</p> <p>Added: 3 credits</p> <p>Any graduate-level coursework that is approved for doctoral students, in consultation with advisor. This can include coursework either within or outside the School of Education. Students may elect to complete a concentration of courses in one program or area (e.g., cognate, certificate) if they wish, but they do not need to fulfill any requirements for a minor. Students may also complete additional LCLE courses if they wish.</p>
<i>Dissertation Coursework (9 credits)</i>
<p>L795 – 3 credits</p> <p>L799 – 6 credits</p>

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Rationale:

The elimination of the minor requirement and the replacement of this requirement with:

3 additional credits of electives will provide LCLE EdD students with more flexibility to explore multiple areas of interest, while still providing them with the option to focus on one specific area if they choose without needing to fulfill specific requirements for a minor. In addition, this flexibility will allow our distance students to progress through their programs without having to wait for specific courses that may be required for a minor. Students can elect to take courses in a variety of content areas or elect to concentrate their electives in one content area. The 9 credits create a space for students to earn a certificate, license addition, cognate, or minor, if they wish.

6 credits from two new LCLE courses will provide EdD students with an opportunity to study an area of LCLE specialization in depth and over time through two courses: in the first course to apply theoretical concepts to practice and identify current research consistent with a theoretical approach that addresses a problem of practice and in the second course to generate curricular and instructional strategies that respond to a problem of practice relevant to their educational context and work in the field.

The program revision provide more flexibility for distance education student to explore the range of courses relevant to their diverse interests and context while also providing more opportunities to deepen their understanding of research and practice connections in a focal area in LCLE.

2. How will this impact enrollment?

This should have little impact on enrollment. It is possible that it will improve retention as it will add support and stability in the program so that students can plan on a cohort course each semester throughout the program. This plan increases stability in the course sequence, making it easier for students to plan coursework throughout the program

3. How will this impact students' time to degree?

Potentially, this could accelerate a student's time to degree since they will not have to wait for specific minor courses to be offered.

4. How will this impact specific student populations and/or DEI issues?

No impact is anticipated.

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5. How will this impact School of Education resources, including faculty loads?

The addition of two cohort LCLE courses in the third year of the program reduces uncertainty about enrollment and the number of sections that will be needed. This means faculty can anticipate course loads several years in advance and more efficiently redistribute loads as needed.

6. How will this be effectively sustained over time?

Students retain the option to select a non-LCLE faculty member as a third committee member, so we foresee the impact on advisory committee membership as minimal. The addition of two advanced major courses increases opportunities for in-class support students in later stages of the program, particularly in reducing the writing support currently provided by individual advisors. The two courses provide structured writing opportunities to connect theory and current research to practice specifically in their context and LCLE interest area.

7. What was the departmental vote tally for this proposal?

Approved May 22, 2020

Vote Tally

Total LCLE Faculty In Attendance	8
Yes	8
No	0

Ed.D. in Literacy, Culture, and Language Education (60 Hour Online)

Degree Requirements (60 cr.)

Major Requirements (~~3327~~ cr.)

Required Courses (~~2145~~ cr.)

L600 Issues in Literacy, Culture, and Language Education (3 cr.)

L601 Theoretical Issues in the Study of Language & Literacies (3 cr.)

L602 Theoretical Issues in the Study of Language and Literacies (3 cr.)

L603 Issues in Literacy, Culture, and Language Education Part II (3 cr.)

L650 Internship in Literacy, Culture, and Language Education (1-4 cr.)

L750 Research Seminar in Literacy, Culture, and Language Education (3 cr., taken twice)

Inquiry in Major Courses (6 cr.)

L699 Doctoral Early Inquiry in Literature, Culture, and Language Education (3 cr.)

L700 Seminar on Literacy, Culture, and Language Education Research (3 cr.)

Additional Courses in Literacy, Culture, and Language Education (6 cr.)

Inquiry Requirements (9 cr.)

Select one course from the following:

Y520 Strategies for Educational Inquiry (3 cr.)

Y521 Methodological Approaches to Educational Inquiry (3 cr.)

Select two inquiry courses (either qualitative, quantitative, or any combination of the two) from the approved list of inquiry courses, with advisor approval.

A list of approved inquiry courses may be found at
<https://education.indiana.edu/students/graduates/approved-core-inquiry-courses>.

~~Minor Requirements (9 cr.)~~

~~The minor must have integrity in its own right and must complement the major. The minor field must demonstrate wholeness within itself and contribute to the student's overall doctoral program. Minors are normally formulated within a single program area. However, an interdisciplinary or individualized minor is also possible. Interdisciplinary or individualized minors require a written description of the minor's underlying theme along with a rationale for each course's contribution to that theme through the Minor Justification form. This form should be submitted and approved by the Graduate Studies Office prior to enrolling in the minor courses. Major area courses may not be used in the minor.~~

Elective Requirements (96 cr.)

Elective courses must be relevant to the student's program of study and need to be selected in consultation with your academic advisor.

Dissertation Requirements (9 cr.)

L795 Dissertation Proposal Preparation (3 cr.)

L799 Doctoral Thesis in Literacy, Culture and Language Education (6 cr.)

Master's Degree Used For Admission

For the 60 credit hour program, a master's degree is a prerequisite for admission. Master's coursework may not be counted toward the 60 required credit hours, but graduate coursework beyond the master's degree may be, as long as it meets requirements and is approved by the committee.