

**THE DOCTORAL PROGRAM (PH.D.)
IN
LANGUAGE AND LITERACY**

**DEPARTMENT OF INSTRUCTION
AND TEACHER EDUCATION
COLLEGE OF EDUCATION
UNIVERSITY OF SOUTH CAROLINA**

*REVISED
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THE LANGUAGE AND LITERACY PH.D. AT THE UNIVERSITY OF SOUTH CAROLINA

KNOWLEDGE BASE

In the last 40 years, there has been an explosion of new knowledge about literacy learning and literacy education. We now understand that literacy is tied to social, historical, political, and cultural contexts. Reading, teaching and learning are seen as constructivist events. Learners are seen as inquirers and the learning process is seen as an inquiry process.

PHILOSOPHY

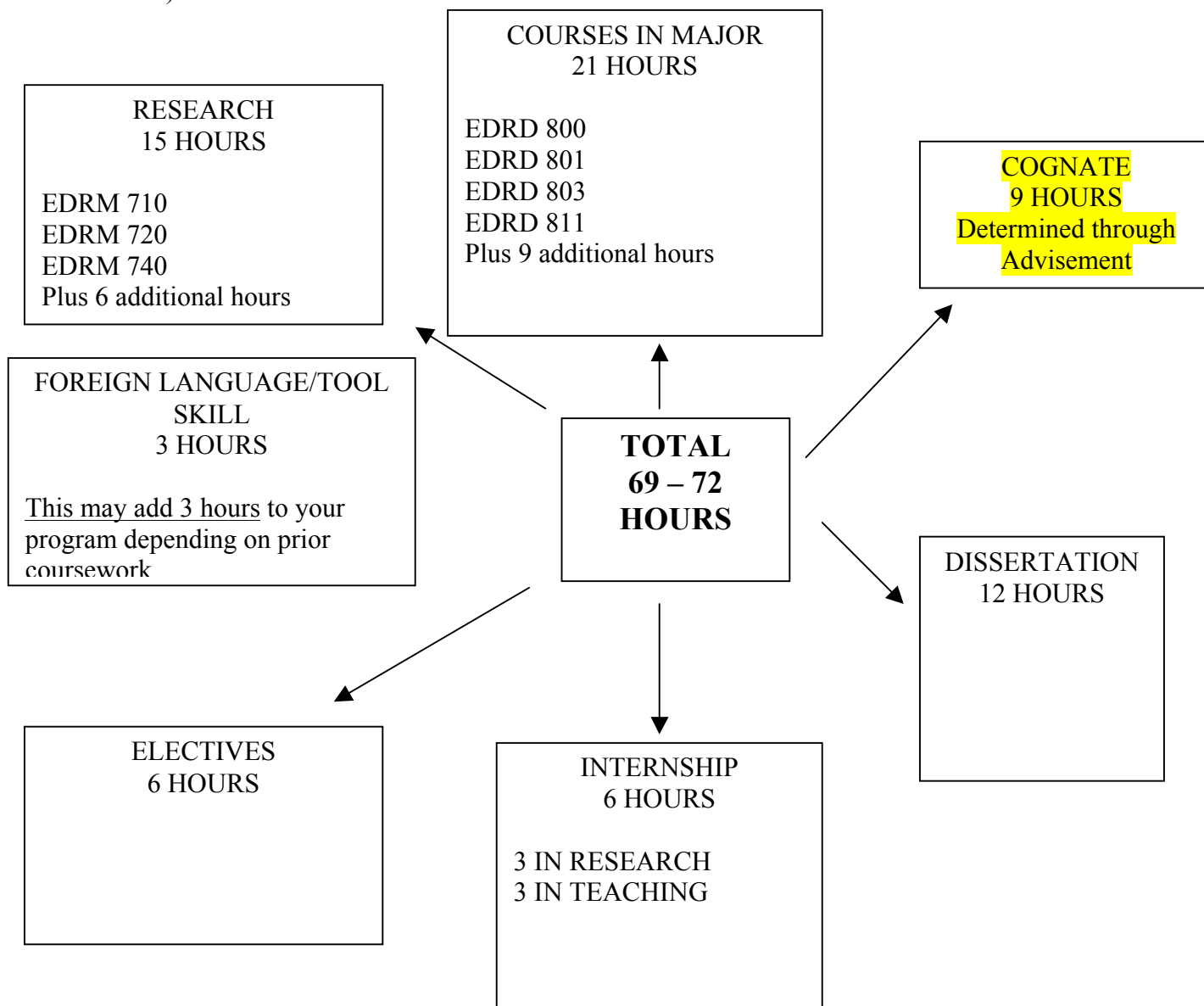
Four beliefs form the foundation of our doctoral program. First, we believe that doctoral students, like all learners (including children) learn through inquiry. Therefore, within our doctoral program, students engage in inquiry and learn practices consistent with an inquiry-based orientation. Second, we believe that doctoral students must be well prepared to contribute new knowledge and new theory that improves the human condition. They must also develop the ability to reflect on their own teaching and to assist others in doing so. Therefore, our students learn how to interpret and conduct both quantitative and qualitative research and our program focuses on creating a forum for rigorous professional conversation and scholarship. Thirdly, we believe that reading as a process is not separate from but connected to oral and written language and the cultural contexts in which language is used. Therefore, throughout the Ph.D. program, students explore relationships among language, thinking, and culture. Fourth, we are committed to theory which is practical and practice which is theoretical and therefore provide opportunities for our students to participate in and support partnerships with other educational institutions and agencies.

GOALS

The Doctoral Program in Language and Literacy is designed to provide in-depth knowledge within a clearly defined field of study. The program is designed to prepare candidates to: (1) engage in scholarly teaching, research, and publication at a major research institution and/or (2) fulfill leadership roles in positions related to policy making, institutional practice, curricular change, or supervision of school district, state, and federal literacy programs. The primary goal of the program is to prepare educators who will make a difference in professional practice by extending the knowledge base about literacy into the fields of teacher education, research, and educational policy analysis and development.

PROGRAM OVERVIEW

The Ph.D. in Language and Literacy is a 69 hour doctoral program. The last 30 hours in the program must be completed no more than 8 years prior to graduation. (See pages 15, 16 and 17 for details).



IMPORTANT WEB ADDRESSES

University Home Page: www.sc.edu

College of Education Home Page: www.ed.sc.edu

Department of Instruction and Teacher Education: www.ite.sc.edu

Graduate School:

<http://gradschool.sc.edu/degreereq/doctoralrequirements.htm#17>

<http://gradschool.sc.edu/thesisdissertation/dissertation-checklist.htm>

EXPECTED EXPERIENCES PRIOR TO BEGINNING THE PROGRAM

To strengthen the doctoral experience, students may be required to take courses at the M.Ed. level before beginning, or concurrently with, their doctoral level classes. This decision will be based made by the advisor based on the depth and breadth of the student's master's degree program and other relevant professional experiences.

PROGRAM INFORMATION

The student's program will include a minimum of 69-72 semester hours of coursework. The student is required to complete four (4) doctoral level language and literacy courses, nine (9) additional hours in language and literacy, fifteen (15) hours in research, research and teaching internships, and nine (9) hours of *cognate* study. We encourage that the 9 cognate hours be outside the Department of Instruction and Teacher Education, however, this is to be determined through advisement (see chart below). The student earns 12 credit hours for the dissertation. In addition, the student must either show proficiency in a foreign language or take a tool skill class.

ITE LANGUAGE/RESEARCH TOOL REQUIREMENT (FOR PHD ONLY)

The applicant must have a reading knowledge of one foreign language or an approved alternative selected from the Department of Instruction and Teacher Education language/research tool options.

Option A: Demonstrate competency in a foreign language or in an alternative language for the visually or hearing impaired by completion of one of the following courses with a grade of **B** or better:

- Foreign Languages: 315 course or satisfactory performance on an examination administered by the Department of Languages, Literatures, and Cultures.
- EDEX 682: Introduction to Braille.
- EDEX 687: Manual Communication for the Hearing Impaired.
- Substitute courses from other accredited institutions may be acceptable in place of EDEX 682 and 687.

Option B: Demonstrate competency in a computer language or software package with potential for research applications by one of the following:

- Enroll in and pass EDET 603 Electronic Technologies in Instruction with a grade of **B** or better.
- Enroll in and pass both EDRM 710 and 711, Educational Statistics I and II with a grade of **B** or better.
- Submit artifacts at time of comprehensive examination that demonstrate the ability to use a software package approved by the advisor for qualitative research. Faculty in the program area will evaluate the artifacts using a departmental rubric.
- Demonstrate competency in a computer-related area of study outside of the College of Education by completion of one of the following courses or sets of courses with a grade of **B** or better (please check the bulletin section for the College of Engineering and Information Technology for prerequisites):
- Programming: CSCE 145 and 146 or CSCE 500.

- Internet Resources: SLIS 703.
- Online Databases: SLIS 706 and SLIS 740.

RESIDENCY REQUIREMENTS

The intent of doctoral residency is to ensure that doctoral students benefit from and contribute to the complete spectrum of educational and professional opportunities provided by the university. The granting of a doctoral degree by USC presupposes a minimum of three full years of graduate study and 30 graduate semester hours of study after admission to the program. The doctoral residency requirement may be satisfied only after admission to a doctoral degree program and must be fulfilled by enrollment in at least 18 graduate semester hours within a span of three consecutive semesters (excluding summers). Enrollment in a summer term is *not* required to maintain continuity, but credits earned during summer terms will count towards residency. (*The Graduate School at USC, August 30, 1995*).

PROCEDURES FOR FULL ADMISSION TO THE DOCTORAL PROGRAM IN LANGUAGE AND LITERACY

The student will fulfill all criteria for full admission to the Doctoral Program in Language and Literacy leading to the doctoral qualifying examination. Beyond those requirements set forth by the College of Education, the applicant shall:

1. Complete an application to The Graduate School on the web www.gradschool.sc.edu;
2. Have official copies of transcripts sent from all institutions attended (a master's degree is required to apply to this program);
3. Have at least two letters of positive recommendation;
4. Include a resume;
5. Submit a writing sample (from a previous master's level course or an article);
6. Have a Graduate Record Examination aptitude score of not less than 1,000 (verbal and quantitative) with not less than 475 on either subscale or a Miller's Analogy Test score of 388+;
7. Have appropriate grade point ratios for undergraduate and graduate work completed. A "B" average on undergraduate and at least a "B" average on graduate work is expected;
8. Present evidence of at least three years of teaching experience in an elementary, middle or high school;
9. Submit a comprehensive letter of intent expressing the applicant's professional background, professional goals and aspirations, and specific research interest in advanced study in Language and Literacy.

To be considered for admission, the applicant must ensure that his or her file is complete. No action will be taken on incomplete files. Applicants wishing to check on the status of their files should contact the Office of Student Affairs in Wardlaw 113 of the College of Education at 803-777-6732. Applications are reviewed on a rolling basis. **(Changed to October 15 and January 15)**

Using the specific admission criteria outlined above, the program admissions coordinator compiles a composite applicant profile for review and discussion by the Language and Literacy

graduate faculty. After applications are reviewed and if the above criteria are met, applicants will be called for an interview with members of the Language and Literacy Faculty. Since there are limited openings, **the interview committee carefully reviews** each applicant's total profile including the interview and **presents the candidate to the full Language and Literacy faculty who then determines if an applicant is qualified for admission.**

APPLICANTS NOT MEETING THE ADMISSION CRITERIA

Applicants who have a Graduate Record Examination aptitude score of more than 900 but less than 1000, with not less than 450 on either the reading or mathematics subscale (but who fulfill all other program entrance criteria), may be granted "conditional acceptance status" leading to the doctoral qualifying examination pending inclusion and acceptance of a Letter of Petition (see below) submitted with the application.

Letter of Petition: Students who do not meet doctoral program entrance requirements for full admission leading to the doctoral qualifying examination, but who do meet "conditional acceptance" criteria must accompany their applications with a Letter of Petition. Students who neither meet full nor conditional acceptance criteria leading to the doctoral qualifying examination, but who request further consideration for acceptance to the Doctoral Program in Language and Literacy, must accompany their applications with a Letter of Petition. The Letter of Petition should present alternative evidence of qualification for success in a doctoral program. Alternative evidence should not be a restatement of evidence that has already been taken into consideration on the admission form.

Alternative evidence may include, but is not limited to, the following:

1. High scores on alternative standardized examinations (e.g., Praxis) that measure ability in the domain in question.
2. Passing scores on program alternative examinations that measure ability in the domain in question as rated by at least two independent reviewers. For example, an on-site writing examination could provide alternative evidence regarding verbal skills.
3. Disaggregated data from the applicant's transcript described in context, such as:
 - a. high grades in specific courses that contradict low test scores in that area (e.g., high grades in mathematics that contradict low quantitative GRE's);
 - b. type and accreditation status of the institution(s) at which courses were taken or degrees obtained;
 - c. GPA - degree of difficulty of major;
 - d. Explanation of transcript such as improvement over time or specific circumstances for semesters of poor performance;
 - e. Clarification of the match between applicants' qualifications and the demands of the degree.
4. Evidence that the applicant does not score well on standardized tests, but it is still likely to be academically successful (e.g., low SAT scores and undergraduate success).

Final recommendation to admit, reject, or postpone the student's application to the Doctoral Program in Language and Literacy shall be made by the faculty of the Language and Literacy Program based on a total analysis of student's profile *and* availability of advisors.

PROGRAM REQUIREMENTS AT A GLANCE

1. Complete 12 hrs. of required coursework	Classes ideally are taken in sequence - 800, 801, 803, 811.
2. Qualifying Exam	Approx. 9-12 hours into the program in consultation with advisor.
3. After Qualifying Exam	Complete Doctoral Program of Study Form with Program Committee.
4. Doctoral Written Comprehensive Exam	After course work is completed.
5. Doctoral Oral Comprehensive Exam	One month following the completion of the Written Comprehensive exam.
6. Dissertation Proposal	After the comprehensive exam.
7. Dissertation	After the proposal has been accepted, conduct original research. Write dissertation.
8. Dissertation Defense	After the dissertation is finished.
9. Celebration	Call yourself Dr.!

ONCE ADMITTED

ADVISOR

1. When a student is admitted, s/he will be assigned a temporary advisor.
2. If the student already knows a professor he/she would like to have as an advisor, he/she should contact that person and ask if he/she will serve as his/her advisor.
3. If that person agrees to serve as his/her advisor, the student should contact the assigned advisor and let that advisor know who the new advisor will be.
4. The student should then make an appointment with the advisor. In that meeting, the advisor will talk about the program and help plan the first 9-12 hours. The job of an advisor is to assist in both designing the Program of Study and with any concerns related to graduate study. After taking and passing the Qualifying Exam, the student, in consultation, with the advisor, will form a Program Committee, develop a Program of Study and must submit an official Program of Study to Dean of the Graduate School through the College of Education's Director of Graduate Studies.
5. If at any point the students wish to change advisors, the student simply asks another professor if he/she will serve as the new advisor and then contacts the old advisor to let him/her know of the change. The student then completes a Change of Advisor Form (see Appendix).

QUALIFYING EXAM/REFLECTIVE MID-POINT SYNTHESIS

DESCRIPTION OF DOCTORAL QUALIFYING EXAMINATION:

The Doctoral Qualifying Examination in Language and Literacy is a reflective synthesis, the purpose of which is to make an assessment of students' potential for successfully completing the doctoral program.

After 9-12 hours of coursework, *and before registering for further coursework*, candidates should notify their advisor that they are ready to take the Doctoral Qualifying Examination. The first part of the qualifying examination is a take-home, typed, 10-15 page reflective paper that is at once personal yet substantive. In the paper, candidates should synthesize information and knowledge gleaned from the initial 9-12 hours of courses to date, two of which have to be EDRD 800, 801, 803, or 811. In the paper, candidates should detail their understandings of theoretical and practical issues in literacy education and chronicle their theoretical journey: where they have been in their thinking, where they are currently, and where they want to go.

For the second part of the examination, the student submits a revised version of an academic paper written in one of the core Ph.D. courses they have taken along with a copy of feedback the student received from the instructor of that course. The paper should be a reflection of the students' ability to write coherently and logically and should include components of scholarly writing. The writing sample should have been carefully edited for typographical errors, spelling, and documentation. Feedback given by the instructor of record for the course should have been carefully considered by the student in their revisions. It is recommended that students read high quality research pieces in journals like RTE, RRQ, NRC Yearbook, and JTE and carefully consider the characteristics of the genre of articles published in such venues as part of revising this previously submitted paper. Articles in these journals are (often) traditional in writing style and (usually) explicit about the components of their research, often clearly labeling each.

In both parts of the examination, the student should ensure that citations are accurate and statements are explained for an audience who may or may not be familiar with experts/researchers drawn upon in the piece. Both must be formatted using the latest edition of the APA.

The Doctoral Qualifying Examination will be evaluated on:

- Overall ability to synthesize information and knowledge.
- Knowledge of topics/issues advanced in the coursework and readings to date.
- Clarity and organization of the writing.
- Evaluation through use of EPT/CHE Professional Standards Rubric
- Knowledge of APA format

The Doctoral Qualifying Examination and the academic writing sample will be reviewed and assessed by members of the Language and Literacy faculty. As part of the assessment, the

candidate will participate in a conversation with three faculty members (the initial advisor, one faculty member who has experience with the candidate academically and another faculty member who has not had experience with the student academically). The three faculty members will determine the candidate's admission to candidacy. Students will have two opportunities to pass this examination.

TEACHING AND RESEARCH INTERNSHIPS

The purpose of the teaching and research internships is to provide advanced graduate students with intensive and systematic experiences in teaching, policy and/or research in language and literacy education settings.

1. The Teaching Internship is designed to provide each candidate with a university level teaching experience that is done under the supervision and guidance of a faculty member. The candidate will assist with the development and implementation of a graduate level course in language and literacy education. In collaboration with a faculty member the candidate will evaluate the course and the candidate's teaching. The circumstances of the internship are tailored to each doctoral student in consultation with the chair and members of the program committee. A paper reviewing the research on effective teaching practices will be one aspect of the final project in the teaching internship.
2. The Research Internship is designed to provide each candidate the opportunity to help plan and conduct language and literacy research, and/or collaborate on language and literacy policy development and implementation. A written paper, which may be submitted for publication, is a typical outcome of the research internship.

The two projects (one for the Teaching Internship and one for the Research Internship) will require that the candidate take a critical stance towards curriculum, research, and policy in language and literacy education. It is intended that the candidate will use research findings to analyze and critique language and literacy education curricula, research and policy. It is expected that the candidate will understand and articulate issues of power, control, and equity in relation to teaching, research, and policy development in literacy education.

DOCTORAL PROGRAM & COMPREHENSIVE EXAM COMMITTEE

After the student has passed the Qualifying Examination and been admitted to candidacy, but before all course work has been completed, the student asks four faculty to serve on his/her Doctoral Program & Comprehensive Exam Committee and asks one of those faculty members to serve as Chair of that committee. The responsibility of this committee is to oversee final course selection and prepare and evaluate the written and oral comprehensive examination. Two or more of these faculty members should be from the student's major degree program (Language and Literacy). One or more faculty members should be from outside Language and Literacy. One faculty member must be from outside the ITE department. Faculty indicates their willingness to serve by signing the Doctoral Comprehensive Exam Committee form, which the student originates (see attached). This form is sent to the Graduate School who approves the committee membership.

DOCTORAL ORAL COMPREHENSIVE EXAM

After a student has completed all of his/her coursework, the student prepares to take the Doctoral Written Comprehensive Examination. The comprehensive examination chairperson and committee in discussion with the student will determine the content of this examination. Within one month after turning in the Doctoral Comprehensive Written Examination, the student will orally defend the work in a Doctoral Oral Comprehensive Examination before the comprehensive examination committee. Both the Doctoral Written and Oral Examinations are conceived of as an opportunity for the student to integrate and synthesize his/her graduate work. Application to take the comprehensive examination must be made via letter with the student's Comprehensive Committee chairperson.

1. Responsibility for preparation:

The student's comprehensive exam committee shall prepare the exam. The committee chairman shall be responsible for coordinating the preparation of the examination.

2. Qualifications for taking the examination:

- a. Exam may not be taken before the semester in which the student is completing all course work required for the Ph.D. degree.
- b. Student must have a "B" average on all of the coursework completed at the doctoral level at the University of South Carolina.

3. Length of the examination:

Determined by the student's committee and the student, the student may take the Doctoral Comprehensive Examination in either of two formats: On-campus in nine hours (three 3-hour questions) or as a take-home examination to be completed within a time frame determined by the student and committee chairperson.

Please note: The Doctoral Written Comprehensive Examination must be formatted using the latest edition of the APA.

4. Scope of the examination:

The student's committee shall determine the scope of the examination. One of the questions should be a review of the literature based on the student's area of research interest. In addition, it is recommended that the student's knowledge be assessed in 1) language and literacy; 2) student's cognate area, and 3) research. The purpose of this examination is to determine how well the student has achieved in the proposed coursework thus far and whether additional courses are to be prescribed for the student to remedy any deficiencies.

5. Grading the examination:

- a. Scale: Pass—Candidate meets the standards, Fail—Candidate does not meet the standards, or Pass--Exceeds the Standards. Evaluation uses an EPT/CHE Professional Standards Rubric.
- b. Scorers: The examination committee shall grade the examination. Additional members shall be appointed when needed to assure expertise in the subject areas covered by the student's courses.
- c. Criteria for passing the examination: A majority of the examiners must pass the student by secret ballot after discussion.

- d. Retaking the examination: A student who fails the examination the first time may take it a second time. The student will retake the examination at the discretion of the chairperson of her/his exam committee. Students who do not pass on the second trial are disqualified from further graduate work toward the Ph.D. degree in the College of Education.
- e. Final recommendation for student's curriculum: If the student passes the examination, the examination shall determine the additional courses (if any) the student shall be required to take for the Ph.D. and submit a program adjustment to the Graduate Director representing final recommendations for the student's curriculum. Additional courses can be added to the student's program if a majority of the examining committee members are in favor of the additional coursework. The termination of the doctoral oral examination shall represent the final opportunity for the faculty to add to the student's course requirements.

FORMING A DOCTORAL DISSERTATION COMMITTEE

After completion of the written and oral comprehensive exam, the student will select and request formal appointment of his/her Doctoral Dissertation Committee (see attached form). This committee consists of three to four faculty members, one of whom the student asks to serve as chair.

1. The chairperson of the doctoral committee must be requested from the student's major area of language and literacy.
2. An additional committee member must be requested from the College of Education, but outside the student's major area.
3. An additional committee member must be requested from outside ITE as dictated by the student's cognate area or other area of specialization.
4. It is strongly recommended that the fourth member be from the Department of Instruction and Teacher Education.

PROPOSAL AND ORAL DEFENSE

Each candidate must write a proposal for the dissertation research project and successfully defend the dissertation proposal before the dissertation committee. The proposal is developed in consultation with the dissertation chair and committee following their recommendations for the written product. When approved unanimously by the committee, the proposal is signed and a copy is placed in the records of the student's program area.

The dissertation committee evaluates the research proposal and oral defense using an EPT/CHE Professional Standards Rubric (Scale: Pass—Candidate meets the standards, Fail—Candidate does not meet the standards, or Pass--Exceeds the Standards). Scoring shall be by secret ballot after discussion. A majority of the committee must vote a grade of PASS for final approval of the research proposal.

Appropriate approvals from the university Human Subjects Review committee must be obtained before the research commences. Appropriate on-line courses through the E-IRB research portal are required as part of this process:

(<http://eirb.healthsciencessc.org/HSSC/Rooms/DisplayPages/LayoutInitial?Container=com.webr>

idge.entity.Entity%5BBOID%5BAC482809EC03C442A46F2C8EEC4D75D3%5D%5D)

DISSERTATION AND DEFENSE

The dissertation is the ultimate requirement of the doctoral program. It is a permanent record of the doctoral candidates' independent research or creative efforts. The candidate must submit an approved dissertation to satisfy part of the requirements for the degree. The best academic tradition and professional practice require The Graduate School to preserve and share this academic work with other scholars. The Graduate School maintains high standards concerning the form and appearance of the written dissertation, and requires that the dissertation must meet those standards. The dissertation must be based on original research that has been approved by your dissertation committee. Each dissertation is reviewed by the dissertation committee and is evaluated for academic rigor as a written product as well as through presentation of the dissertation research in a publicly held dissertation oral defense.

- The dissertation committee evaluates the written product and oral defense using an EPT/CHE Professional Standards Rubric (Scale: Pass—Candidate meets the standards, Fail—Candidate does not meet the standards, or Pass--Exceeds the Standards). Scoring shall be by secret ballot after discussion. A majority of the committee must vote a grade of PASS for successful completion of the dissertation and oral defense.
- A second examination may be held for candidates who do not receive a majority grade of PASS. Students failing the second examination are disqualified from further study toward the doctoral degree in the College of Education.
- The committee makes recommendations for any required changes in the written dissertation to improve the academic product before electronic submission of the final dissertation. These steps must be followed as part of the process:
 1. An approved program of study must be on file at the Graduate School. All changes to the program of study must be submitted in writing using the Program Adjustment Form (GS-43).
 2. No later than fifteen (15) days after the beginning of the term, an Application for Graduation (AS-126) must be submitted. (See published deadline dates.)
 3. Required Forms and processes:
 - a. The dissertation defense should be no fewer than 30 days before the date of graduation. At this time a G-DDA – Dissertation Defense Announcement (submit at least 14 days prior to defense) must be posted on the Graduate School site. The examination is open to the faculty and guests. Invited guests shall not vote or comment on the student's performance.:
 - i. Required public announcement for all defenses
 - ii. Information on the G-DDA is used for the Doctoral Hooding Program
 - iii. This form is electronically submitted to the Graduate School
 - b. The defense has to be approved by the Dissertation and Dissertation Defense Committee. The signatures of the committee members must be obtained on the Dissertation Signature and Approval (G-DSF) form. G-DSF – Dissertation Signature and Approval Form
 - i. Complete this form online and then print and get necessary signatures.
 - ii. A copy of this will be scanned to the student's file as proof of a successful defense. (No additional defense paperwork from the department is needed.)
 - iii. The Graduate School recommends that dissertations be written following

the Chicago Manual of Style. If another style is used, identify the alternate style on the G-DSF form and have the Graduate Director certify that this is the style preferred by the program.

- c. SED – Survey of Earned Doctorates
 - i. Required by UMI
 - ii. Complete online then print.
- 4. The G-DSF and SED are to be submitted to the coordinator in an envelope marked “Personal-Confidential”. Student may hand-deliver or send through the mail. These forms must be received by the final-submission deadline in order for the student to be cleared for graduation.
- 5. The candidate must follow guidelines provided by the Graduate School for electronic submission and a final format check of the written dissertation. The Graduate School does not require bound copies of the dissertation. Bound copies can be obtained through the University Copy Center upon the request of the dissertation committee.
<http://gradschool.sc.edu/degreereq/doctoralrequirements.htm#17>
<http://gradschool.sc.edu/thesisdissertation/dissertation-checklist.htm>

PROGRAM REQUIREMENTS

RESEARCH - 15 HOURS

- a. Breadth (nine hours)
 - One Statistics Course - EDRM 710
 - One Measurement/Assessment Course - EDRM 720
 - One Qualitative Course - EDRM 740
- b. Depth (six hours in either area)
 - 1. Quantitative
 - EDRM 711 - Educational Statistics
 - EDRM 718 - Research and Statistical Packages
 - EDRM 721 - Constructing Cognitive Instruments
 - EDRM 722 - Constructing Non-cognitive Instruments
 - EDRM 724 - Design and Analysis of Educational Surveys
 - EDRM 728 - Technical Aspects of Tests and Measurements
 - EDRM 736 - Program Evaluation
 - EDRM 738 - Quantitative Techniques in Curriculum Study and Instrument Design
 - 2. Qualitative
 - EDLP 829 - Curriculum Inquiry
 - EDRM 840 - Methods of Ethnographic Description
 - EDRM 842 - Educational Biography
 - Plus courses from other departments/colleges which could include:
 - ANTH 519 - Field Problems in Ethnology
 - LING 780 - Discourse Analysis
 - HIST 788 - Historical Research Methods

COURSES IN MAJOR - 21 HOURS

- c. Required (12 hours)
- EDRD 800* - Literacy Education K-12
 - EDRD 801* - Critical Perspectives on English Language Arts
 - EDRD 803* - Seminar in Pedagogical Applications of Reader Response Theory
 - EDRD 811* - Sociocultural Perspectives on Literacy Learning
- d. Additional 9 Hours - Which Could Include:
- EDEC 744 - Language Acquisition in Learning Environments
 - EDEC 745 - Emergent Literacy
 - EDRD 711 - Psychological Foundations of Reading
 - EDRD 746 - Literacy Seminar in Second language Acquisition
 - EDRD 840 - Semiotics and Reading
 - EDRD 844 - Advanced Study of Language Acquisition
 - EDRD 845 - Advanced Study of Emergent Literacy
 - EDRD 848 - Feminist Investigations in Literacy Education
 - EDEL 870 - Advanced Study of Language Arts

COGNATE - 9 HOURS

Designed by the advisor and student and should be appropriate to the field of Language and Literacy, and the student's area of interest. We encourage that the 9 cognate hours be outside the Department of Instruction and Teacher Education, however, this is to be determined through advisement

Examples of cognates and related courses include:

In Language and Linguistics

- LING 740 - Introduction to Sociolinguistics
- LING 742 - Analysis of Conversation
- LING 747/ANTH 747 - Language as Social Action
- LING 780 - Discourse Analysis

In Literary Theory

- WOST 701 - Feminist Theory
- WOST 796 - Special Topics in Women's Studies: Feminist Curriculum and Pedagogy
- ANTH 555/LING 541/WOST 555 - Language and Gender
- ANTH 730 - Cultural Theory through Ethnography

In Supervision and Administration

- EDLP 703 - Supervision of Instruction
- EDLP 704 - School Finance and Business Management
- EDLP 721 - Staff Development in Public Schools
- EDLP 735 - Organizational Change in Education
- EDLP 755 - Educational Policy Analysis

In Curriculum

- EDLP 720 - Fundamentals of Curriculum Design and Development *or*

EDLP 725 - Principles of Curriculum Construction
 EDLP 727 - Curriculum Issues in Practice
 EDLP 820 - Curriculum Classics: Trends and Issues
 EDLP 825 - Curriculum Theory
 EDLP 826 - Curriculum Seminar
 EDLP 827 - Practicum in Curriculum
 EDLP 829 - Curriculum Inquiry
 EDTE 811 - Developing Integrated Curricula

In Educational Foundations

EDFN 743 - The School and the Social Order: The United States I
 EDFN 843 - The School and the Social Order: The United States II
 EDFN 744 - Philosophy and Education
 EDFN 847 - Modern Philosophies of Education
 EDFN 749 - The School in Modern Society
 EDFN 845 - Seminar for Advanced Students in Foundations of Education

ELECTIVES - 6 HOURS

Which could include any of the above; other courses under advisement

INTERNSHIPS - 6 HOURS

Two EDRD 850 - 3 Hours (repeatable) courses must be taken before the end of the course work phase of the doctoral program: one is a Teaching Internship and the second is a Research Internship.

LANGUAGE/RESEARCH TOOL REQUIREMENT (SEE PAGE 4)

Option A: Demonstrate competency in a foreign language or in an alternative language for the visually or hearing impaired (see page 4) with a grade of **B** or better.

Option B: Demonstrate competency in a computer language or software package with potential for research applications (see page 4)

DISSERTATION

- a. A minimum of 12 semester hours of dissertation preparation credit is required for the completion of a dissertation. Three hours may serve as a dissertation proposal course.
- b. A candidate must register for dissertation credit in the semester in which the degree is conferred.

Time Limitations:

- a. All credits and all examinations applicable to the doctoral program must be completed within an eight-year period of time.
- b. The dissertation must be completed and defended within five years after the candidate has successfully passed the Doctoral Comprehensive Examination.

Ph.D. in Language and Literacy

Name: _____ SSN: _____

Address: _____

E-Mail Address: _____

Home Phone: _____ Work Phone: _____

Semester Admitted: _____ Regular or Conditional: _____

Advisor: _____

DEGREE PROGRAM

<p><u>Language and Literacy</u> (21 Hours)</p> <p>EDRD 800 _____ EDRD 801 _____ EDRD 803 _____ EDRD 811 _____</p> <p>Plus 9 Other Hours: a. _____ b. _____ c. _____</p>	<p><u>Research</u> (15 Hours)</p> <p>EDRM 710 _____ EDRM 720 _____ EDRM 740 _____</p> <p>Plus 6 Other Hours in Either Quan. Or Qual.</p> <p>a. _____ b. _____</p> <p><u>Foreign Language/Tool Skill</u> (3 Hours)</p> <p>a. _____</p>	<p><u>Internships</u> (6 Hours)</p> <p>3 In Teaching _____ 3 In Research _____</p> <hr/> <p><u>Electives</u> (6 Hours)</p> <p>a. _____ b. _____</p> <hr/> <p><u>Cognate</u> (9 Hours)</p> <p>a. _____ b. _____ c. _____</p>
<p><u>Dissertation</u> (12 Hours)</p>		<p><i>Total: 72 Hours</i></p>

Courses Taken In Language and Literacy at M.Ed. Level:

Ph.D. in Language and Literacy

Fall 20__ Spring 20__ Summer 20__ Fall 20__ Spring 20__ Summer 20__

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Fall 20__ Spring 20__ Summer 20__ Fall 20__ Spring 20__ Summer 20__

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Fall 20__ Spring 20__ Summer 20__ Fall 20__ Spring 20__ Summer 20__

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

Fall 20__ Spring 20__ Summer 20__ Fall 20__ Spring 20__ Summer 20__

_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____
_____	_____	_____	_____	_____	_____

FACULTY IN LANGUAGE AND LITERACY

SPECIALIZATIONS AND RESEARCH INTERESTS

Listed below are the faculty that teach in Language and Literacy, their specialty areas, and their research, scholarship and teaching interests.

Diane DeFord, Ed.D., Indiana University Language and Literacy
Reading education; Reading Recovery. Specialization in early literacy and professional development. Expertise in reading and writing strategy development in young learners, teachers' theoretical orientation to literacy instruction, and working with low-achieving students. Interests in school change, comprehensive approaches to early literacy education, and the training of paraprofessionals.

Amy Donnelly, Ph.D., University of South Carolina Elementary Education
Expertise in emergent literacy, classroom literacy practices, and inquiry. Interests include professional development, school change, literacy education and the PDS Initiative.

Pamela Jewett, Ph.D., Arizona State University Language and Literacy
Research interests in transactional literary theory, critical literacy, critical discourse analysis, and teacher research. Special interests include children's literature, literacy education and professional development.

Amy S. Johnson, Ph.D., University of Wisconsin - Madison Literacy Studies
Expertise in sociocultural perspectives on literacy learning and practice. Research interests include literacy as social, cultural, and historical practice, and life history and ethnographic understandings of how individuals practice literacy across their life spans.

Tasha Laman, Ph.D., Indiana University Language Education
Expertise in professional development in writing workshop and school / university partnerships. Research interests include the role of children's relationships to one another and their literacy practices, issues of identity and literacy, literacy as social practice, multiage and multilingual classrooms, and critical literacy.

Susi Long, Ph.D., Ohio State University Early and Middle Childhood Education
Areas of Concentration: Early literacy, language acquisition, classroom practice. Research Interests: Ethnographic studies of language and literacy learning in marginalized communities; second language and cross-cultural learning; teacher-research and self-study as it impacts teacher education.

Julia López-Robertson, Ph.D., University of Arizona

Language and Literacy

Areas of expertise are biliteracy, bilingualism, second language acquisition, Literature discussions about critical social issues, working with Latino Children Acquiring English. Areas of interest are Latino Children's Literature, reader response with young children, critical literacy, teacher research, working with the families of Children Acquiring English.

Heidi Mills, Ed.D. Indiana University

Elementary Education

Expertise in emergent literacy, inquiry-based instruction and teacher research. Research interests include the role of inquiry in literacy learning, professional development through university-school partnerships and collaborative inquiry with classroom teachers.

Victoria Oglan, Ph.D., University of South Carolina

Elementary Education

Expertise in adolescent literacy, classroom literacy practices, and professional development in writing workshop in the middle and secondary school. Interests include figurative language growth in adolescent writing, mentoring new teachers, and writing workshop in the middle and secondary classroom.

Lucy Spence, Ph.D., Arizona State University

Language and Literacy

Teaching Areas: Literacy and literacy assessment. Research Interests: English learners; writing assessment; the social nature of speaking, listening, writing, and reading.

Diane Stephens, Ph.D., Indiana University

Language and Literacy

Reading and reading assessment. Interests include teachers-as-learners, teacher research, as well as the relationship among beliefs, practices and assessments.

Mary E. Styslinger, Ph.D., Kent State University

Secondary English

Curriculum & Instruction, concentrations in English and literacy education and curriculum theory. Research interests include the play of reader response, feminist, and post-structural theories and their relation to curriculum and teaching in English and literacy education.

**Appendix A
Forms**

**PH.D. IN LANGUAGE AND LITERACY
ADVISOR SELECTION FORM**

Name of Ph.D. Student: _____

Social Security Number: _____

Semester Admitted to Ph.D. Program: _____

Today's Date: _____

Action Requested (check appropriate box below)

_____ **I wish to choose an advisor.**

Name of interim advisor: _____

Name of chosen advisor: _____

Signature of interim advisor: _____

Signature of chosen advisor: _____

Date: _____

Date: _____

_____ **I wish to change advisors.**

Name of current advisor: _____

Name of new advisor: _____

Signature of current advisor: _____

Signature of new advisor: _____

Date: _____

Date: _____