DOCTOR OF EDUCATION (ED.D.)

Purpose
The Doctor of Education is designed to prepare competent effective leaders and practitioners with a biblical worldview who will model high standards and assume a leadership role in the field of education. Leaders in the field of education are seen as those who assume a facilitating role in accomplishing the goals and objectives of an education system whether it be as a superintendent, principal, curriculum director, instructional supervisor, college instructor, teacher, or university administrator.

Program Learning Outcomes
A graduate of the Doctor of Education (Ed.D.) program:

1. Knows research competencies synthesized with Christian values, moral dimensions, and ethical implications.
   a. Makes broad distinctions between research philosophies and approaches.
   b. Demonstrates an understanding of the practices that inform site-based research by interpreting and designing research.
   c. Interprets how practitioners carry out inquiry and the issues faced, and can make inferences about research implications.

2. Implements leadership, teaching and learning competencies as a gift from God because teaching/learning is a calling from God
   a. Integrates skills in speaking, writing, reading, and listening for effective communication in educational settings.
   b. Models citizenship through moral leadership and sensitivity to human needs.
   c. Collaborates with various educational stakeholders in a variety of settings.
   d. Selects appropriate technology and resources to support educational goals.
   e. Utilizes highly effective educational strategies based on individual needs.
   f. Uses a variety of assessment strategies to improve student learning.

3. Believes foundation competencies consistent with our mission to prepare competent professionals with a biblical worldview for Christian, public, and private schools
   a. Upholds high standards of competence and integrity, exercises sound judgment in the practice of the profession, and participates in activities of professional organizations relevant to their field.

Course Requirements
Ed.D. candidates have the option of completing concentrations in the areas of Educational Law\(^1\), Educational Leadership or Curriculum and Instruction. General requirements are as follows:

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>Education Theory Core</td>
<td></td>
<td>6</td>
</tr>
<tr>
<td>Curriculum &amp; Instruction Core</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Research Evaluation Core</td>
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<td>12</td>
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<tr>
<td>Cognate Area (^1)</td>
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<td>9</td>
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Total Hours 54

\(^1\) The Educational Law Concentration is open to currently enrolled Liberty University School of Law students and Liberty University School of Law alumni only. Please see the School of Law Dual Degree section of this Catalog for more information.

Program Specific Admission Requirements
In addition to the general admission requirements, specific admission procedures for the Ed.D. are listed below. Submit the following items to the Office of Graduate Admissions prior to registering for any graduate courses. Where noted, forms are available online at: http://www.liberty.edu/apply.

1. Academic Records. Applicants must submit an official transcript indicating successful completion of a master’s degree program from an institution accredited by an accrediting agency recognized by the U.S. Department of Education. Transcripts should be sent directly to the Office of Graduate Admissions from all schools previously attended.

2. Ed.D. applicants must have a cumulative GPA of 3.00 or above on graduate degree required for entrance to the program.

Transfer of Credit
All graduate transfer credits are subject to the approval of the School of Education (SOE) Graduate Committee. Such courses must carry a grade of at least a B- and be comparable to Liberty University graduate courses. Transfer credit will only be considered from institutions or schools accredited by an accrediting agency recognized by the U.S. Department of Education. With approval, up to six hours may be transferred into the Ed.D. program and up to 15 semester hours may be transferred into the Ed.D. program. It is the responsibility of each applicant to supply official transcripts along with a written request to have credit applied to the degree program. Transfer credits must have been completed within the previous seven (7) years to be eligible for transfer to the Ed.D.

Applicants who have previously completed an Educational Specialist (Ed.S.) or equivalent degree from an institution or school accredited by an agency recognized by the U.S. Department of Education will be considered for advanced standing in the Ed.D. program. This may include credit for up to 24 hours of actual coursework toward satisfaction of Ed.D. requirements. Where previous courses from an Ed.S. degree are appropriate, this entails credit for up to half of the actual courses required for the Ed.D.

Graduation Requirements
In addition to other regulations governing graduation, as stated in the Liberty University catalog, Ed.D. students must meet the following requirements:

1. Complete a minimum of 54 semester hours beyond the master’s degree for Ed.D. (including capstone).
2. A minimum of 39 semester hours of coursework must be taken through Liberty.
3. A maximum of 15 hours of transfer credit, including credit from a degree on the same academic level previously earned through
Liberty, may be applied to the degree. Applicants who have previously completed an Education Specialist (Ed.S.) or equivalent degree from an institution accredited by an agency recognized by the U.S. Department of Education will be considered for advanced standing (up to 24 hours) in the Ed.D. program.

4. Maintain a 3.00 GPA to remain in the program, with no grade lower than B-

5. Successful completion of Capstone Project.

6. For information regarding the repeat policy, please refer to “Course Repeat Policy” in the Academic Information and Policies section of this Catalog.

7. All contracts made between the SOE Graduate Committee and the student upon acceptance into the degree program must be satisfied before the degree will be awarded.

8. Degree must be completed within 7 years. There is a limit of 5 years for completion of the Ed.D. for student who were granted 18 hours or more of advanced standing credit from a previously completed Ed.S. or equivalent degree.

9. Submission of Degree Completion Application must be completed within the last semester of a student’s anticipated graduation date.

Time Limits for Degree Completion

The time limit for completing the degree from the date of admission to the program is seven years for the Ed.D. Only in unusual circumstances may the candidate be granted an extension. Granting of an extension of time may result in additional requirements.

There will be a time limit of five years for completion of the Ed.D. for candidates who were granted 18 hours or more of advanced standing from a previously completed Ed.S. or equivalent degree.

Any candidate who does not complete coursework within the permissible time limit, for any reason including discontinued enrollment, must reapply for admission. A candidate may reapply only once, and will be subject to the current standards and curriculum. The SOE Graduate Committee will determine if any previous courses are sufficiently time sensitive and must be repeated. Beginning with the date of readmission, the candidate’s time limit for degree completion is determined by the number of hours remaining.

Dual Degree - Educational Law Concentration

To view the degree completion plan for the Doctor of Education - Educational Law Concentration Dual Degree Program (24 hrs) (Ed.D.), please see the School of Law section in this catalog.

Programs of Study

Delivery Format: Online Only

(Select optional intensives available)

- Curriculum & Instruction (Ed.D.)
- Curriculum & Instruction (Ed.D.) - Elementary Education
- Curriculum & Instruction (Ed.D.) - Middle Grades Education
- Curriculum & Instruction (Ed.D.) - Secondary Education
- Curriculum & Instruction (Ed.D.) - Special Education
- Educational Leadership (Ed.D.)

Career Opportunities

- Curriculum Specialist
- Elementary Educator
- Gifted-Student Instructor
- Instructional Supervisor
- Middle School Educator
- Researcher
- School Administrator
- Secondary School Educator
- Special Education Instructor
- Teacher
- University Professor

Courses

EDUC 700 Introduction and Orientation to Doctoral Studies 2 Credit Hour(s)
This course orients candidates to the Doctor of Education in the School of Education and the skills and competencies necessary for success in coursework and the dissertation. This course socializes students to what it means to be a doctoral candidate and how learning throughout the program informs multiple outcomes including coursework, research, scholarship, and post-doctoral opportunities.

Offered: Online

EDUC 701 Advanced Learning Theory and Research 3 Credit Hour(s)
Current findings and research in learning theory are examined, including research about classroom management, learning, motivation, diversity, exceptionalities, assessment, and teaching. Discussion, analysis of cases, examination of personal experiences in schools, cooperative projects, and other activities will also be included.

Offered: Online

EDUC 703 Theories of Historical and Social Foundations of Education 3 Credit Hour(s)
Advanced study covering the historical and philosophical principles and theories that have shaped education on a global basis.

Offered: Online

EDUC 708 Quantitative/Qualitative Meth 3 Credit Hour(s)
Prerequisite: EDUC 608 and Background Check Receipt with a score of 5

EDUC 710 Orientation to Doctoral Study and Research 2 Credit Hour(s)
This course orients students to the Ph.D. program and the skills and competencies necessary for success in coursework and the dissertation. This course socializes students to what it means to be a Ph.D. candidate and how learning throughout the program informs multiple outcomes including coursework, research, scholarship, and post-doctoral opportunities.

Offered: Online

EDUC 718 Advanced Research and Writing 3 Credit Hour(s)
This course will provide an overview of current educational research and its use as an inquiry tool. Students will apply professional writing skills by completing a final research project for the Ed.S. program, and by writing and submitting an article for publication.

EDUC 721 Issues and Trends in Exceptionality 3 Credit Hour(s)
A research oriented course that focuses on issues and trends that face the discipline of special education. The course utilizes research to analyze and examine through written discussions controversial issues in various areas of exceptionalities.

Offered: Online
EDUC 723 Administration and Supervision of Special Education 3 Credit Hour(s)
This course addresses critical knowledge for effective leadership, management, and supervision in special education and disability services. Emphasis is placed on the legal foundations for special education and disability services in the United States.
Offered: Online

EDUC 730 Issues & Trends in Learning Technologies 3 Credit Hour(s)
A study of technology practices as they impact the teaching and learning process in any context. Specifically, this course will examine personal, professional and pedagogical engagement of technology; especially those technologies associated with digitally-based communication, collaboration, engagement, interactivity, problem-solving, as well as current trends and future perspectives.
Offered: Online

EDUC 731 Instructional Design Theory 3 Credit Hour(s)
This course introduces students to instructional design and technology through a Christian perspective. It reviews historical trends and current issues found in learning environments through the field of instructional design. Students will focus on planning instruction to address specific learning problems through instructional design theory.
Offered: Online

EDUC 732 Principles of Human Performance Technology 3 Credit Hour(s)
This course addresses instructional design through human performance technology. It examines the gap between what human performance is occurring within an organization and what human performance should be occurring. Students will learn about human performance technology and identify solutions to address performance gaps within learning environments.
Offered: Online

EDUC 733 Instructional Systems Design 3 Credit Hour(s)
Through the examination of various instructional design models and conceptual underpinnings, this course works to develop advanced instructional design and development skills from a systems thinking perspective. The enhancement of technology leadership proficiencies to effectively lead organizations in applying technology to foster active engagement with other professionals within instructional systems is a significant focus.
Offered: Online

EDUC 734 Implementation and Assessment of Multimedia Learning Tools 3 Credit Hour(s)
This course addresses assessment and evaluation of learning tools in instructional design and technology. It looks at how best to integrate, design, and administer learning tools within the classroom no matter the learning environment. Students will research about multimedia learning tools and identify solutions to address performance gaps within educational settings.
Offered: Online

EDUC 735 Issues and Trends in Curriculum and Instruction 3 Credit Hour(s)
An overview of the current issues and trends in the field of education, specifically targeting the area of teaching and learning.
Offered: Online

EDUC 736 Models for Instructional Design and Technology 3 Credit Hour(s)
This course will focus on key learning and performance metrics to inform the selection and application of instructional design models and technologies that best support teaching and learning across multiple learning environments, modalities, and delivery mechanisms.
Offered: Online

EDUC 737 Ethics and Social Responsibility in Technology 3 Credit Hour(s)
This course provides a critical review of the ethics and social responsibility behind the integration of technology into learning systems. Course material will reflect on the nature of technology and how it impacts both the individual and society within learning environments. Students will also analyze the effect of technology on culture through a biblical worldview.
Offered: Online

EDUC 740 Leadership Principles and Ethics 3 Credit Hour(s)
Online Prerequisite: EDUC 759 and (Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5)
Candidates are engaged in an analysis of appropriate practices and principles related to leadership by exploring ethical issues and developing a biblical foundation for leadership practices.
Offered: Online

EDUC 741 Theories of Educational Leadership 3 Credit Hour(s)
An analysis of education/organizational leadership theories and evidence based practices with application to challenges faced by academic leaders in complex and changing contexts. Emphasis given to significance and relevance for leaders forging relationships and leading academic organizations to successfully fulfill their mission.
Offered: Online

EDUC 742 Educational Leadership and Public Relations 3 Credit Hour(s)
An investigation into the issues and practices of developing communication and relationships to enhance support for educational activities within and outside the school.
Offered: Online

EDUC 743 Executive Leadership in Curriculum and Instruction 3 Credit Hour(s)
This course addresses the role of district-level leadership in the supervision of instruction as a superintendent or assistant superintendent. Research-based methods will be applied to the development of district-wide processes for the improvement of student achievement through systematic planning, designing, implementing, and evaluating curriculum, instruction and assessment. Attention is given to supervision, evaluations, and professional development of district-level personnel and building-level administrators. Field experience hours are required.
Offered: Online

EDUC 744 Organizational Analysis and Problem Solving 3 Credit Hour(s)
An introduction to the nature and management of educational organizations. Integrates major theoretical perspectives with special focus on applying such theories to both better understand and more effectively resolve organizational problems.
Offered: Online
EDUC 746 Conflict Resolution 3 Credit Hour(s)  
The effective means of solving conflicts are explored through conceptualizing and practicing interpersonal leadership skills, testing assumptions about other people, taking other people into account by listening and testing the meaning of what they have said.  
Offered: Online

EDUC 747 Advanced Educational Law 3 Credit Hour(s)  
An in-depth study into educational law and how social and cultural changes are directing how our courts act and react. A new global mindset present in our high courts has and will continue to re-direct how our courts view many judicial rulings and from those considerations a new set of legal precedents will emerge impacting how our educational systems are viewed by those courts.  
Offered: Online

EDUC 748 School District Finance and Organizational Management 3 Credit Hour(s)  
Online Prerequisite: EDUC 743 or (Background Check Clearance with a score of 5 or Background Clear International with a score of 5 or Background Clear Out of State with a score of 5 or Background Clear Virginia with a score of 5)  
This course addresses the role of district-level leadership in system operations, including budget preparation, fiscal management, administration of auxiliary services (food service, transportation, etc.), human resources (salaries, benefits, hiring costs, professional development, etc.) and policy development. Related topics address equity issues, taxation, statutory mandates, facility management, technology infrastructure, and school safety.  
Offered: Online

EDUC 750 Survey of Educational Research 3 Credit Hour(s)  
This course introduces candidates to a range of methods used in educational research. This survey of educational research methods addresses the difference between qualitative and quantitative research and basic versus applied research methods.  
Offered: Online

EDUC 753 Teaching the College Student 3 Credit Hour(s)  
A study of the nature of the college student from a sociological, cultural, and psychological perspective. Opportunity will be given to analyze, synthesize, and discuss ways to bring about maximum impact, growth and satisfaction.  
Offered: Online

EDUC 755 College and University Administration 3 Credit Hour(s)  
A study of the administrative and organizational aspects of colleges and universities with emphasis on principle organizational components, and contemporary leadership issues.  
Registration Restrictions: Background Check Receipt  
Offered: Online

EDUC 760 Literature Review in Education Research 2-3 Credit Hour(s)  
Online Prerequisite: EDUC 750  
This course provides education practitioners in the doctoral program with research skills and strategies for conducting a literature review. Critical thinking skills, synthesis of information, and application of the literature are emphasized to support the feasibility and relevance of a research study.  
Offered: Online

EDUC 771 Curriculum Theory 3 Credit Hour(s)  
Addresses the theoretical constructs of the K-12 curriculum as related to the nature and function of curriculum, the curriculum development process, and curriculum evaluation procedures.  
Offered: Online

EDUC 782 Historical Perspectives of Higher Education 3 Credit Hour(s)  
This course provides a historical foundation of how ideas and practices from the past influence current trends in higher education.  
Offered: Online

EDUC 783 Economic Impact in Higher Education 3 Credit Hour(s)  
This course is an introductory examination of financial, economic, and budgetary issues in higher education. Focusing on postsecondary institutions, students will review the primary political, economic, and social issues influencing higher education finance, examine revenue streams and expenditure patterns, survey tuition and financial aid policies, and assess the budget as an instrument of strategic planning, resource allocation, and fiscal control.  
Offered: Online

EDUC 784 Assessment & Accreditation 3 Credit Hour(s)  
The purpose of this course is to explore assessment programs and research that informs planning and results in measurable improvements for students. The course will also explore how assessment can be used to align programs with the goals and values of the institution, while satisfying accreditation requirements.  
Offered: Online

EDUC 798 Advanced Research and Writing 3 Credit Hour(s)  
This course will provide an overview of current educational research and its use as an inquiry tool. Students will apply professional writing skills by completing a final research project for the Ed.S. program, and by writing and submitting an article for publication. This is the capstone course for the Ed.S. program, and it should be taken as the last course in the program. (Formerly EDUC 718)  
Offered: Online

EDUC 799 Internship: District-Level Leadership 3 Credit Hour(s)  
Online Prerequisite: District-Level Advanced Gate 3 with a score of 5  
Registration Restrictions: Proposal submitted one semester in advance and approved by the Chair of the Graduate Program  
Note: Requires completion of the projects and minimum hours as specified in proposal. May be repeated to a maximum of six hours.  
Offered: Online

EDUC 810 Dissertation Planning 1 Credit Hour(s)  
Online Prerequisite: EDUC 760  
This course provides an avenue for students to receive feedback on their dissertation topic with the objective of determining a viable method for investigating their selected research problem.  
Offered: Online

EDUC 812 Advanced Educational Statistics 3 Credit Hour(s)  
Online Prerequisite: Background Check Receipt with a score of 5  
This course involves an examination of descriptive statistics and basic inferential statistical techniques. Hypothesis testing, confidence intervals, analysis of variance, correlation techniques and nonparametric statistical methods will be discussed.  
Offered: Online
EDUC 815 Quantitative Methods of Research 3 Credit Hour(s)
**Online Prerequisite:** EDUC 812
This course is designed for those planning to write a dissertation. An examination of qualitative designs for educational research topics will be considered. These are: Developing a research problem, Reviewing the Literature, The Hypothesis, Descriptive Statistics, Sampling and Inferential Statistics, Tools of Research, Validity and Reliability, Experimental Research Designs, Ex Post Facto Research, Correlational Research, Survey Research, Guidelines for Writing a Quantitative Research Proposal, and Interpreting and Reporting Results of Quantitative Research.
**Offered:** Online

EDUC 816 Applied Research 3 Credit Hour(s)
**Online Prerequisite:** EDUC 750
The objective of an applied dissertation is to identify a problem of practice in the workplace and generate solutions to improve practice or policy on the issue. This course addresses the methods, skills, and knowledge necessary for completion of an applied research project.
**Offered:** Online

EDUC 817 Qualitative Methods of Research 3 Credit Hour(s)
This course examines qualitative methods used in educational research, focusing primarily on participant-observation, asking questions, writing field notes, and on the transformation of these primary field data into written ethnographic documents. (Formerly EDUC 717)
**Offered:** Online

EDUC 840 Issues and Trends in Educational Leadership 3 Credit Hour(s)
**Online Prerequisite:** Background Check Receipt with a score of 5
A study of the current issues and trends related to the field of education leadership. Emphasis will be placed on research and analysis of practices related to effectiveness.
**Registration Restrictions:** Background Check Receipt
**Offered:** Online

EDUC 845 Policy Analysis 3 Credit Hour(s)
A study of the contemporary educational policy issues. Candidates will be required to assess and evaluate current education policies and implications for education effectiveness.
**Registration Restrictions:** Background check required and candidacy status
**Offered:** Online

EDUC 848 Culture and Educational Leadership 3 Credit Hour(s)
This course deals with the complexities of multicultural issues in school systems by exploring the history, philosophy, and goals of multicultural education. Emphasis is given to the role of educational leaders in evaluating cultural issues in the context of a biblical worldview and developing practices that maximize the opportunities of cultural diversity.
**Registration Restrictions:** Background Check Receipt
**Offered:** Online

EDUC 850 Literature Review for Applied Research 3 Credit Hour(s)
**Online Prerequisite:** EDUC 816
This course provides education practitioners in the doctoral program with research skills and strategies for conducting a literature review for applied research. Critical thinking skills, synthesis of information, and application of the literature are emphasized to support the feasibility and relevance of a capstone project.
**Offered:** Online

EDUC 860 Literature Review for Advanced Research 2-3 Credit Hour(s)
This course provides doctoral students with advanced research skills and strategies for conducting a literature review. Critical thinking skills, synthesis of information, and application of the literature are emphasized to support the feasibility and relevance of a research study.
**Offered:** Online

EDUC 871 Investigations in Curriculum Change 3 Credit Hour(s)
Review and evaluation of theories, models, and strategies for change; recognition and use of this knowledge as a practical guide to problem solving.
**Offered:** Online

EDUC 872 Research in Curriculum Design and Development 3 Credit Hour(s)
**Online Prerequisite:** EDUC 771
This course is designed for candidates who have an advanced understanding of research orientation and knowledge in the field of curriculum and instruction. Content and emphasis will focus on the understanding of how people learn, who decides what people learn, and how to determine what is taught in a classroom. Candidates will research curriculum theorists and the impact they have on the field of education. Candidates will also design and develop a curriculum project that both meets a professional need and reflects current issues and trends.
**Offered:** Online

EDUC 880 Applied Research Concepts & Methodology 3 Credit Hour(s)
**Online Prerequisite:** EDUC 850
Review of the doctoral candidates' proposed capstone project concepts and methodology under the supervision of a consultant.
**Offered:** Online

EDUC 887 Capstone I 5 Credit Hour(s)
**Online Prerequisite:** EDUC 880
This course focuses on developing doctoral candidates' capstone project prospectus.
**Offered:** Online

EDUC 888 Capstone II 5 Credit Hour(s)
**Online Prerequisite:** EDUC 887
This course focuses on developing doctoral candidates' capstone project proposal.
**Offered:** Online

EDUC 889 Capstone III 5 Credit Hour(s)
**Online Prerequisite:** EDUC 888
This course focuses on developing doctoral candidates' capstone project.
**Offered:** Online

EDUC 890 Capstone IV 0 Credit Hour(s)
**Online Prerequisite:** EDUC 889
This course focuses on final submission of doctoral candidates' capstone project.
**Offered:** Online

EDUC 895 Advanced Directed Research 3 Credit Hour(s)
Offers opportunity and challenge for advanced independent research to develop the individual's ability as an independent student and enable the student to pursue needed study or to pursue a particular interest (thesis or project). May be repeated for credit to a maximum of 6 hours.
**Registration Restrictions:** Approval of instructor

EDUC 897 Advanced Seminar in Education 3 Credit Hour(s)
A study of selected topics relevant to current issues in education.
EDUC 915  Advanced Quantitative Methods of Research  3 Credit Hour(s)
Online Prerequisite: EDUC 860
This course addresses the skills and knowledge necessary for completion of a quantitative dissertation, including research design, analysis, and associated statistical procedures. This course also addresses sampling, assumptions, data interpretation, validity, reliability, and instrumentation.
Offered: Online

EDUC 917  Advanced Qualitative Methods of Research  3 Credit Hour(s)
Online Prerequisite: EDUC 860
This course addresses the skills and knowledge necessary for completion of a qualitative dissertation, including research design, data analysis and representation, methods for increasing trustworthiness, and ethical considerations in research with human subjects.
Offered: Online

EDUC 919  Professional Writing and Research  3 Credit Hour(s)
Online Prerequisite: (EDUC 815 and EDUC 812 and EDUC 760) or (EDUC 760 and EDUC 816 and EDUC 817)
This course addresses the skills and knowledge necessary for completion of a doctoral dissertation including research design, data analysis, and writing for publication.
Offered: Online

EDUC 960  Dissertation Planning  1 Credit Hour(s)
Online Prerequisite: EDUC 815 and EDUC 817
This course provides an avenue for students to receive feedback on their dissertation topic with the objective of determining a viable method for investigating their selected research problem.
Offered: Online

EDUC 970  Comprehensive Exam  0 Credit Hour(s)
Online Prerequisite: (Background Clear International with a score of 5 or Background Clear Virginia with a score of 5 or Background Clear Out of State with a score of 5 or Background Check Clearance with a score of 5) and EDUC 701 and EDUC 919 (may be taken concurrently)
A comprehensive examination must be taken no earlier than completion of the course requirements for the program of study. The comprehensive examinations must be successfully completed prior to submission to the dissertation proposal.
Registration Restrictions: Background Check Clearance
Note: Tuition charged for a one hour course.
Offered: Online

EDUC 980  Research Concepts & Methodology  3 Credit Hour(s)
Online Prerequisite: EDUC 915 or EDUC 917 or EDUC 919
Required of all candidates in a School of Education doctoral program. Review of the candidates proposed dissertation research concepts and methodology under the supervision of a research consultant.
Offered: Online

EDUC 987  Dissertation Prospectus and Research  5 Credit Hour(s)
Online Prerequisite: EDUC 980
This course focuses on developing the dissertation prospectus.
Offered: Online

EDUC 988  Dissertation Proposal & Research  3,5 Credit Hour(s)
Online Prerequisite: EDUC 980
This course focuses on developing the dissertation proposal.
Offered: Online

EDUC 989  Dissertation Writing and Research  3,5 Credit Hour(s)
Online Prerequisite: EDUC 980
This course focuses on developing the dissertation.
Offered: Online

EDUC 990  Dissertation Defense  3 Credit Hour(s)
This course focuses on defending the dissertation.