

Checklist for the Pedagogical Studies Concentration, page 1

Educational Studies in Diverse Populations Ph.D. (ESDP)

Minimum Enrollment: 9 semesters (incl. summer); Maximum Duration: 7 years
 Revised checklist as approved on October 2, 2018

Active Student Status Prior to Admission to Candidacy: Students must maintain active student status throughout the doctoral program. Up until being admitted to candidacy, they must enroll in at least one course per year (i.e., three consecutive semesters, including summer). If students anticipate a break in enrollment of one year or longer, they must submit a leave of absence request to the Graduate School.

Courses			
I. PROGRAM CORE (12 credit hours)	Hours	Sem. Planned	Sem. Completed
EDC 750 Critical Pedagogical Studies in Diverse Populations	3	1 st Fall	
EDF 755 Educational Studies in Diverse Populations	3	1 st Fall	
EDF 765 Metropolitan Education Studies Proseminar	3	1 st Spring	
CHHS 742 Health Disparities in Diverse Populations	3	1 st Spring	
Progression to Concentration*			
II. RESEARCH: Prerequisite Research Courses (before or after admission) & Required Research Courses (12 credit hrs after admission)			
<i>Prerequisites: If taken after admission, hours can count as concentration electives.</i>			
<i>EPR 594 Introduction to Educational Research Design (3 hours)</i>			
<i>EPR 596 Intro to Qualitative Methods in Educational Research (3 hours)</i>			
<i>EPR 608 Statistical Methods and Action Research (3 hours)</i>			
Required Courses: <i>If already taken, another research course must be taken as part of PhD</i>			
EPR 609 Statistical Methods and Research in Education (3 hours)	12		
EPR 696 Qualitative Research: Inquiry and Analysis (3 hours)			
EPR 710 Computer Applications & Advanced Statistical Methods (3 hours)			
EPR 792 Mixed Methods Approaches to Educational Research (3 hours)			
III. Concentration Coursework—Pedagogical Studies (12– 36 credit hours, taken with or after research courses): Sections A & B			
Section A) Concentration Core: EDC 740, 760, 770, 780 (12 credit hours) REQUIRED—All 4 courses must be taken.			
<ul style="list-style-type: none"> • Students will enroll in discipline-specific sections identified by descriptors that follow the colon in the course title: e.g., ELA/literacy, elementary, special education, TESOL, mathematics, science, social science, world languages. 			
EDC 740 Teaching All Learners	3		
EDC 760 Engaging Glocal Communities	3		
EDC 770 Professional Preparation of College Educators	3		
EDC 780 Expanding Literature on Responsive Methodologies	3		
Section B) Concentration Electives (0-24 hours)			
Concentration electives are listed on the second page of this checklist. Approval must be sought in advance. Total hours vary depending on previous courses approved by advisor.		0-24	
<ul style="list-style-type: none"> • Students must request approval to use previous courses. Such courses cannot be from a master’s degree. If 24 credit hours from the EdS are approved as concentration content, students will probably not need to take any Concentration Electives. Courses taken in an earlier degree (e.g., EdS) can serve as concentration content but cannot count towards the minimum hours required for the PhD. 			
NOTE: To seek a higher education faculty position in teacher education, applicants will need 30+ graduate credit hours in their teaching field taken during their MA, EdS, and/or Ph.D. degree programs. In order to finish meeting 30 graduate credit hours in a single teaching field, ESDP students should select concentration courses with the same prefix of their teaching field prefix, (e.g., math, EESL, ECT).			
IV. DISSERTATION (24 credit hours, of which at least 12 credit hours must be EDC 799)			
GRD 717 Principles of Scientific Integrity (<i>Must be taken before students participate in their own or someone else’s research. Limited validity: must be retaken after 4 years.</i>)	3		
Six credit hours approved by advisor. These can be research courses shared with Section II (EPR 710, 792), other research courses (e.g., EPR 695 Survey Methods in Educ. Research), dissertation-related courses (EDC 793 Directed Readings, EDC 795 Selected Topics), or additional hours of EDC 799 (beyond 12-hour min.) taken after admission to candidacy. <i>If credits are shared with Section II, total credit hours must still represent 60 unique hours.</i>	6		
EDC 797 Dissertation Seminar (3 credit hours)	3		
<ul style="list-style-type: none"> • <i>Prerequisite:</i> all research prerequisites and all required research courses. • Prepare proposal (Chapters 1, 2, 3) and IRB protocol; Meet with doctoral committee 			
Admission to Candidacy: <i>Prerequisite:</i> Approval of full proposal (Chapters 1, 2, 3) by committee and approval by OIRB. After admission to candidacy, students must enroll in at least 6 credit hours of EDC 799 for two consecutive semesters, which does not need to include summer. After completing these 12 hours, students must continue enrolling in EDC 799 for at least one credit hour per semester up to and including the semester of their dissertation defense.			
EDC 799 Dissertation (Semester One)	6		
EDC 799 Dissertation (Semester Two)	6		

Checklist for the Pedagogical Studies Concentration, page 2 Educational Studies in Diverse Populations Ph.D. (ESDP)

Before Admission to Concentration, students must prepare a plan for concentration courses such as from the list below and have this plan approved by their advisor. This plan will include concentration courses that students will take during their PhD program as well as courses that they might have already taken before program admission (e.g., in an EdS program). Based on previous courses accepted towards the concentration, the total number of concentration hours taken during the PhD will range from 12 to 36. When courses from an earlier degree (e.g., EdS) are used towards the concentration, students will meet the concentration requirement by taking fewer than 24 credit hours of “Concentration Electives” during their doctoral studies.

Examples of “Concentration Electives” for the Pedagogical Studies Concentration (0-24 hours):

ECE 730 Doctoral Seminar I: Development Theory ECE 731 Doctoral Seminar II: Children and Society ECE 732 History of Early Childhood Education ECE 735 Meaning and Development of Play ECE 737 Parent Child and School Interface ECE 738 The Consultation Process and the Young Child ECE 748 Research in Infancy ECE 749 Advanced Early Childhood Curriculum ECE 750 Literacy Before School ECE 751 School and Literacy Instruction ECE 752 Theory/Res Literacy Dev Instruction ECE 760 Current Issues in Education ECE 774 Advanced Seminar in Language Development ECE 792 Directed Readings in Research ECT 700 Autism Spectrum Disorders: Intro ECT 720 Universal Design for Learning EDC 706 Dynamics of Educational Change EDC 707 Introduction to Teacher Leadership EDC 711 Analysis and Evaluation of Teaching EDC 712 Seminar in Curriculum and Instruction EDC 713 Educational Issues and Human Diversity EDC 720 Problems and Issues in Education EDC 731 Curricular Design and Implementation EDC 732 Culturally/Linguistically Responsive Instruction EDC 791 Field Studies EDC 793 Directed Readings EDC 795 Selected Topics EDR 701 Advanced Diagnosis & Remediation of Reading EDR 702 Reading: Theoretical Foundations EDR 703 Advanced Research in Reading EDR 704 Field Experience in Reading EDR 705 Reading Instruction Seminar EDR 706 Research in Reading EESL 717 Teaching English in a Global Context EESL 743 Promoting Global Peace through TESOL EESL 763 Facilitating Intercultural Com. Competence EESL 780 Research in ESL/EFL EHS 710 Creative Teaching in Secondary School EHS 720 Individual Research in Education ----- ECE 630 Cognitive Curriculum ECE ECE 631 Program for Young Children ECE 632 Young Children and Their Literature ECE 633 Social Development of the Young Atypical Child EDC 651 Innovative Practices in Curriculum EDC 655 Curriculum Principles and Practices	ECT 625 Positive Behavioral Supports ECT 626 Assistive and Instructional Technology ECT 627 Collaborative Process ECT 628 Legal Issues and Trends ECY 689 Advanced Topics in Special Education ECY 661 Nature and Needs of Visual Impairments ECY 635 Foundations of Early Childhood Special Educ. EDR 640 Reading Improvement Workshop EDR 654 Assessment, Evaluation, Correction Reading Diff. EDR 655 Reading Assessment and Evaluation EDR 656 Reading Strategies: Students with Reading Diff. EDR 659 Research and Problems in Reading EDR 692 Internship in Supervision of Reading EEC 625 Critical Pedagogy in P-6 Education EEC 670 Studying the Child in School EEC 673 Teaching in a Multicultural Society EEC 692 Curriculum Projects EEC 695 Practicum Supervision in EEC EESL 612 Curriculum, Programs, & Policies EESL 613 Teaching ESL in a Multicultural Society EESL 617 Teaching English in a Global Context EESL 620 Special Topics EESL 627 Teaching Adult Language Learners EESL 637 Methods Teaching English as an Int'l Language EESL 647 Instruction and Assessment: Reading/Writing EESL 657 Instruction and Assessment: Listening/Speaking EESL 660 Research in ESL EESL 677 Field Studies EHS 651 Innovative Practices Teaching Secondary School EHS 653 Current Issues in Secondary Education EHS 681 Special Topics in Education EPR 700 Data-Based Decision Making Up to 12 credit hours from other concentrations, e.g., EDF 600/700 Urban Education EDF 602/702 Critical Social Issues in Education EDF 606/706 Social Movements in Education EDF 620/720 Culture & American Educ.: Race, Class, Gender Up to 12 credits in courses outside of the SOE, e.g., ANTH 615 Ethnographic Field Methods MPA 675 Equity and Diversity in Public Policy SOC 716 Social Stratification SOC 755 Race and Ethnic Relations NOTE: To seek a higher education faculty position in teacher preparation, you must take concentration courses with a teaching field prefix and complete 30+ graduate credit hours in that field, including courses taken in the master’s and EdS, e.g., 30 hours of courses with an MA prefix to be a mathematics teacher educator.
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ESDP Pedagogical Studies Concentration: 1st Tentative Timeline (60 credit hours)

Program Core (12 credit hours), **Research Courses** (12 credit hours), **Concentration Core** (12 credit hours), **Concentration Electives** (0-24 credit hours), and **Dissertation Courses** (18 credit hours plus EPR 710 & 792)

For students with an EdS and who have taken all three prerequisite research courses.

This timeline is for PhD students who have an EdS and who have already taken the ESDP's prerequisite research courses: **EPR 594** *Intro to Educational Research Design*, **EPR 596** *Intro to Qualitative Research*, and **EPR 608** *Statistical Methods and Action Research*. This timeline assumes that, within their respective MA and EdS programs, students completed 24 graduate credit hours of content courses in a teaching field (e.g., math, history, ESL, elementary education). These 24 graduate credit hours in a specific teaching field partially fulfill a future hiring condition, that of 30+ graduate credit hours in a teaching field, required by most universities of applicants for a teacher educator faculty position. Although UAB's Graduate School does not require 30 hours in a teaching field for awarding a PhD degree upon completion of the ESDP, most state-level Departments of Education (e.g., ALSDE) require faculty members in Schools of Education to have 30+ graduate hours in their respective teaching fields in order to be considered content experts in that field. To reach 30 graduate teaching field hours, PhD students who had completed 24 teaching field hours before being admitted to the ESDP should take 6 teaching field hours during the ESDP even though this might surpass the total credit hours required for this PhD degree.

- Within their concentration electives, students may wish to consider taking 12+ credit hours in another area, such as special education or ESL, in order to be eligible for a 12-hour Graduate Certificate in *Supporting Individuals with Exceptionalities* or in *Teaching Multilingual Learners*.

Year	Semester	Two Courses Per Term for FAFSA eligibility (Course schedule is subject to change.)	hrs
1 st Y E A R	Fall 2022	EDC 750 <i>Critical Pedagogical Studies in Diverse Populations</i> [program core] EDF 755 <i>Educational Studies in Diverse Populations</i> [program core]	6
	Spr. 2023	EDF 765 <i>Metropolitan Educational Studies Proseminar</i> [program core] CHHS 742 <i>Health Disparities in Diverse Populations</i> [program core]	6
	Summer 2023	Progression to Concentration (completion of 4 courses and committee review) EDC 760 <i>Engaging Glocal Communities: XXX</i> (XXX = teaching field, such as Mathematics) EPR 609 <i>Statistical Methods and Research: intermediate</i> [Pre-Req: EPR 594, EPR 608] In the current schedule of research courses, EPR 609 is listed as offered in summer <i>if needed</i> , and, if so, online.	6
2 nd Y E A R	Fall 2023	EDC 740 <i>Teaching all Learners: XXX</i> (XXX = teaching field, such as Mathematics) EPR 696 <i>Qualitative Research</i> [Pre-Req: EPR 594 and EPR 596]	6
	Spr. 2024	EDC 770 <i>Professional Preparation of College Educators: XXX</i> (XXX= teaching field, such as Math) EPR 710 <i>Computer Applications & Advanced Statistical Methods.</i> [PreReq: EPR 594, 608, 609]	6
	Summer 2024	EDC 780 <i>Expanding Literature on Responsive Methodologies: XXX</i> (XXX=teaching field, e.g., Math) 1st Concentration Elective: Content Course in a Teaching Field (e.g., Math, History, ESL, elementary) and/or EPR 695 Survey Methods in Educational Research	6
3 rd Y E A R	Fall 2024	EPR 792 <i>Mixed Methods Approaches to Educ. Research</i> [Pre-Req: 594, 596, 607, 608, 609, 710] 2nd Concentration Elective: Content Course in a Teaching Field (e.g., Math, History, ESL)	6
	Spring 2025	GRD 717 <i>Principles of Scientific Integrity</i> EDC 797 <i>Dissertation Seminar</i> (3 credit hours) Comprehensive Examination Development of full proposal (chapters 1, 2 and 3) Approval of full proposal by dissertation committee Development of IRB protocol, instruments and accompanying documents Approval by UAB's IRB office	6
	Sum. 2025	Up until now, all students have requested an incomplete for EDC 797 and continued working towards meeting all expectations during the summer. If students complete EDC 797 in spring, they may take EDC 799 in summer 2025. Admission to Candidacy (completion of above), approved by the Graduate School	
4 th year	Fall 2025	EDC 799 <i>Dissertation</i> (6 credit hours)	6
	Spr. 2026	EDC 799 <i>Dissertation</i> (6 credit hours) Dissertation Defense	6
	Sum. 2026		
5 th year	Fall 2026	OPTION: Continue for an additional semester (or more) and take 1 hour of EDC 799 per semester.	
	Spr. 2027		

60 credit hours = Minimum total hours required after admission to the PhD program **60**

ESDP Pedagogical Studies Concentration: 2nd Tentative Timeline (87 credit hours)

Program Core (12 credit hours), **Research Courses** (12 credit hours), **Concentration Core** (12 credit hours),
Concentration Electives (24 credit hours), and **Dissertation Courses** (18 credit hours plus EPR 710 and 792)

For students with one or more MA degrees and who have not taken any prerequisite research courses.

- Prerequisite research courses taken after admission to the ESDP cannot be used for meeting the required research or dissertation credit hours.
- During their PhD program, students must complete 24 graduate credit hours of concentration electives. Students usually select electives to strengthen their teaching field and/or an area of educational expertise.
- If students believe that they might one day be seeking a teacher educator position in a College of Education, they should select concentration electives in a teaching field that can be supported by C&I faculty (e.g., math, science, social science, ELA/literacy, TESOL, Special Education, Elementary). These teaching field courses will serve in partially filling a future hiring condition, that of 30+ graduate credit hours in a specific teaching field required by most universities for a teacher educator faculty position. To that end, PhD students who took 12 graduate hours in a teaching field during their respective MA programs should take 18+ credit hours in this same teaching field as part of their PhD program in order to reach 30 hours in a teaching field for increasing their hiring marketability as a teacher educator. Although UAB's Graduate School does not require 30 hours in a teaching field for awarding a PhD degree, most state-level Departments of Education (e.g., ALSDE) require faculty members in Schools of Education to have 30+ graduate hours in their respective teaching fields to be considered as content experts in that field.
- Within their concentration electives, students may wish to consider taking 12+ credit hours in another area, such as special education or ESL, in order to be eligible for a 12-hour Graduate Certificate in *Supporting Individuals with Exceptionalities* or in *Teaching Multilingual Learners*.

Year	Semester	Two Courses Per Term for FAFSA eligibility (Course schedule is subject to change.)	hrs
1 st Y E A R	Fall 2022	EDC 750 <i>Critical Pedagogical Studies in Diverse Populations</i> [program core] EDF 755 <i>Educational Studies in Diverse Populations</i> [program core]	6
	Spr. 2023	EDF 765 <i>Metropolitan Educational Studies Proseminar</i> [program core] CHHS 742 <i>Health Disparities in Diverse Populations</i> [program core]	6
	Summer 2023	Progression to Concentration (completion of 4 courses and committee review) EDC 760 <i>Engaging Glocal Communities: XXX</i> (XXX = teaching field, such as Mathematics Education) EPR 594 <i>Introduction to Educational Research Design</i> — PREREQUISITE (not part of ESDP program)	6
2 nd Y E A R	Fall 2023	EDC 740 <i>Teaching all Learners: XXX</i> (XXX = teaching field, such as Mathematics) EPR 608 <i>Statistical Methods and Action Research</i> - PREREQUISITE (not part of ESDP program)	6
	Spr. 2024	EDC 770 <i>Professional Preparation of College Educators: XXX</i> (XXX = teaching field, e.g., Math) EPR 609 <i>Statistical Methods and Research: Interim</i> . [Pre-Req: 594, 608]	6
	Summer 2024	EDC 780 <i>Expanding Literature on Responsive Methodologies: XXX</i> (XXX= tchg field, e.g., Math) EPR 596 <i>Intro. to Qualitative Methods in Educ. Research</i> - PREREQUISITE (not part of ESDP)	6
3 rd Y E A R	Fall 2024	EPR 696 <i>Qualitative Research: Inquiry & Analysis</i> [Pre-Req: EPR 594, 596] 1 st Concentration Elective: e.g., Content Course in a Teaching Field such as Math, History, ESL, ...	6
	Spr. 2025	EPR 710 <i>Computer Applications & Advanced Statistical Methods ...</i> [Pre-Req: 594, 608, 609] 2 nd Concentration Elective: e.g., Content Course in Teaching Field such as Math, History, ESL,...	6
	Sum. 2025	3 rd & 4 th Concentration Electives: e.g., Content Course in Teaching Field, e.g., Math, History, ESL,...	6
4 th year	Fall 2025	EPR 792 <i>Mixed Methods Approaches to Educ. Research</i> [Pre-Req: EPR 594, 596, 608, 609, 710] 5 th Concentration Elective: e.g., Content Course in Teaching Field such as Math, History, ESL,...	6
	Spr. 2026	6 th & 7 th Concentration Electives: e.g., Content Course in Teaching Field or a Specialization	6
	Summer 2026		
5 th year	Fall 2026	GRD 717 <i>Principles of Scientific Integrity</i> 8 th Concentration Elective: e.g., Content Course in Teaching Field or a Specialization	6
	Spr. 2027	EDC 797 <i>Dissertation Seminar</i> (3 credit hours) Pass the Comprehensive Examination Develop the full proposal (chapters 1, 2 and 3) and receive approval from the dissertation committee Develop IRB protocol, instruments and accompanying documents & receive approval by UAB's IRB office	3
	Summer 2027	Up until now, all students have requested an incomplete for EDC 797 and continued working towards meeting all expectations during the summer. If students complete EDC 797 in spring, they may take EDC 799 in summer 2025. Admission to Candidacy (completion of above): 12+ hours of EDC 799	
6 th year	Fall 2027	EDC 799 <i>Dissertation</i> (6 credit hours)	6
	Spr. 2028	EDC 799 <i>Dissertation</i> (6 credit hours) Dissertation Defense	6
	Sum. 2028	OPTION: Continue for an additional semester (or more) and take 1 hour of EDC 799 per semester.	
Minimum required after admission to the PhD program: 9 semesters and 60+ semester hours			87