

A COMPARISON OF WALDEN'S READING, LITERACY, AND ASSESSMENT DOCTORAL PROGRAMS

PROGRAM	EdD WITH A SPECIALIZATION IN READING, LITERACY, AND ASSESSMENT (NON-LICENSURE)	PhD IN EDUCATION WITH A SPECIALIZATION IN READING, LITERACY, ASSESSMENT, AND EVALUATION (NON-LICENSURE)
FOCUS	The goal of the program is for educators to develop skills and strategies that can improve reading and curriculum outcomes across the educational spectrum, including classroom instruction, program design, and policy implementation, as well as the assessment and evaluation of current programs to support effective literacy.	The PhD is designed for educators who want to learn best practices in reading, literacy, curriculum design and instruction, teacher professional development, and program design, evaluation, and assessment. The curriculum focuses on literacy interventions for culturally and linguistically diverse populations as well as the analysis and evaluation of literacy models for student improvement.
OCCUPATION	This EdD specialization is for educators who want to develop expertise in the latest research and best practices in reading and literacy, curriculum design and instruction, teacher professional development, and program assessment. These educators would include classroom teachers, lead teachers, reading specialists, literacy coaches, department chairs, and curriculum specialists.	The PhD specialization tends to be recognized more in higher education settings. The PhD is recognized internationally and can provide a doctoral reading program for international students.
PROGRAM OF STUDY	In the specialization courses, educators will define literacy based on historical and contemporary perspectives, including the current sociopolitical landscape and the influence of social media, technological innovation, and P-12 standards on literacy programs. Participants will also assess strategies for promoting equitable access to high-quality learning experiences while recognizing their own personal beliefs and biases.	The specialization courses integrate intensive research-based content into the curriculum. One course focuses on literacy inventions for culturally and linguistically diverse populations. Participants will implement research-based action plans that support the development of community outreach programs, grants, legislation/policy reform, professional development plans, or technology solutions.
CAPSTONE FOCUS	Capstone research should address a gap in practice and contribute to the field of education. Participants can choose to complete either a dissertation or doctoral study. Doctoral study findings should address a unique problem of practice in the local area. Dissertation findings should be focused on generalizable problems of practice.	Capstone research should address a gap in knowledge as reflected in the literature. Dissertation findings should provide empirical data to be used by practitioners to solve problems, and they must apply to the broader academic field.
REQUIRED CREDITS	76 quarter credits	86 quarter credits
RESIDENCY	One 3-day residency with the option of an additional advanced residency.	Four 4-day residencies; two of these residencies must be face-to-face, but the other two may be either face-to-face or virtual.

Find information on costs, occupation types, completion rates, and median loan debt for these programs at www.WaldenU.edu/programdata.

Walden offers both state-approved educator licensure programs as well as programs and courses that do not lead to licensure or endorsements. Prospective students must review their state licensure requirements prior to enrolling. For more information, please refer to www.WaldenU.edu/educlicensure.

Note to all Washington residents: These programs are not intended to lead to teacher certification. Teachers are advised to contact their individual school districts as to whether this program may qualify for salary advancement.