

HEALTHCARE EDUCATION ED.D

Our Doctor of Education (Ed.D) in Healthcare Education Program develops equity-oriented, transformational leaders committed to preparing the next generation of healthcare professionals. The Ed.D. in Healthcare Education is a 60-credit program that follows a hybrid, cohort model with one night a week of on-campus courses and the remaining instructional hours taking pace in asynchronous online learning. Within the cohort model (new cohorts begin each Fall), students complete three years of coursework, followed by a year of dissertation advisement.

The curriculum for the Ed.D. in Healthcare Education includes two key strands: (a) content courses that cover theories, subject-matter knowledge, and professional skills needed to teach and prepare future healthcare professionals, and (b) research courses that cover concepts and skills for designing, conducting, analyzing and presenting a scholarly study and dissertation.

Learning Goals and Outcomes

Goal 1: Our graduates will develop strong qualitative and quantitative research skills in order to be critical consumers and producers of knowledge.

Objective 1.1: Students will acquire qualitative, quantitative, and mixed research skills as a tool for collecting and using data for leading change and making decisions in their fields

Objective 1.2: Students will develop the capacity to design and implement their dissertation research according to the scholarly and technical requirements of the field.

Goal 2: Our graduates will develop a strong foundation in their field's theoretical and empirical literature, as well as the capacity to apply theory to practice-based problems.

Objective 2.1: Students will develop a strong foundation in their field's theoretical and empirical literature.

Objective 2.2: Students will demonstrate the ability to apply a theoretical framework or empirical study to a problem of practice, as well as the capacity to reflect on the efficacy of their decision-making.

Goal 3: Our graduates will develop a strong foundation in leadership focused on inclusive cultures, social justice, and equity-minded change.

Objective 3.1: Students will develop the capacity to participate in and lead inclusive cultures in their field.

Objective 3.2: Students will develop critical analysis skills and practices around the role of social justice in equity-minded change.

Goal 4: Our graduates will develop mastery of specific skills that they can apply to their professional fields.

Objective 4.1: Students will develop an understanding of the impact of historical, political, and contextual perspectives on their professional practices.

Objective 4.2: Students will develop the capacity to apply effective leadership practices in their field, including mission formation, strategic planning, finance/operations, learning design,

diversity, equity, and inclusion frameworks and practices, and communications.

Requirements

Code	Title	Hours
EDL 800	Prof Sem: Doctoral Studies	3
EDL 805	Quantitative Research I	3
EDL 820	Interdisciplinary Ldsh Theory	3
EDL 830	Critical Ldsh: Social Justice	3
EDL 846	Hist/Pol/LegalContxt Ldsh: HE	3
EDL 835	Qualitative Research I	3
EDL 843	Curriculum and Instruction	3
EDL 844	Teaching Practicum	3
EDL 851	Learning Design&Env: HE	3
EDL 855	Scholar-Practitioner Sem: K-12	3
or EDL 856	Scholar-Practi Sem:Higher Ed	
EDL 860	Strat Plan,Eval,Fiscal Resour	3
EDL 865	Comm & Research Dissemination	3
EDL 870	Proposal Writing: K-12	3
or EDL 871	Proposal Writing: Higher Educa	
EDL 875	Organizational Theory&Change	3
EDL 885	Global Perspectives on Ldsh	3
EDL 890	Adv Resrch Method: Quant/Mixed	3
or EDL 891	Adv Resrch Method: Qualitative	
EDL 893	Dissertation Study I	6
EDL 894	Dissertation Study II	6
EDL 899	Dissertation Study III	0
Total Hours		60

Plan of Study

Course	Title	Hours
First Year		
Fall		
EDL 800	Prof Sem: Doctoral Studies	3
EDL 830	Critical Ldsh: Social Justice	3
		Hours
		6
Spring		
EDL 805	Quantitative Research I	3
EDL 820	Interdisciplinary Ldsh Theory	3
		Hours
		6
Summer		
EDL 846	Hist/Pol/LegalContxt Ldsh: HE	3
EDL 875	Organizational Theory&Change	3
		Hours
		6
Second Year		
Fall		
EDL 835	Qualitative Research I	3
EDL 851	Learning Design&Env: HE	3
		Hours
		6
Spring		
EDL 860	Strat Plan,Eval,Fiscal Resour	3
EDL 843	Curriculum and Instruction	3
		Hours
		6
Summer		
EDL 885	Global Perspectives on Ldsh	3

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EDL 844	Teaching Practicum	3
Hours		6
Third Year		
Fall		
EDL 870 or EDL 871	Proposal Writing: K-12 or Proposal Writing: Higher Educa	3
EDL 855 or EDL 856	Scholar-Practitioner Sem: K-12 or Scholar-Practi Sem:Higher Ed	3
Hours		6
Spring		
EDL 890 or EDL 891	Adv Resrch Method: Quant/Mixed or Adv Resrch Method: Qualitative	3
EDL 865	Comm & Research Dissemination	3
Hours		6
Fourth Year		
Fall		
EDL 893	Dissertation Study I	6
Hours		6
Spring		
EDL 894	Dissertation Study II	6
Hours		6
Fifth Year		
Fall		
EDL 899	Dissertation Study III (Only Required if Dissertation is Incomplete)	0
Hours		0
Total Hours		60