Doctor of Education (Ed.D.) in Curriculum and Instruction (C&I)
Prospectus

I. Perspectives

The online Doctor of Education (Ed.D.) in Curriculum is a graduate degree offered by the Department of Teaching, Learning and Culture in the College of Education and Human Development at Texas A&M University.

The program was developed to meet a substantial need for the preparation of teacher leaders in P-12 public and private school environments who are accomplished in providing direction in curriculum, instruction, and instructional assessment.

A. Program Purpose and Goals

- We provide the Ed.D. in Curriculum and Instruction as the terminal professional degree for educational leaders in curriculum and instruction contexts serving teachers and administrators in various roles in P-12 public and private education.
- We place emphasis on developing educational leaders by applying the candidate's expertise and prior experiences in teaching and learning environments to enhance their skills.
- The college's mission statement and vision inform the three intertwined goals of the Ed.D. Program: leadership, discovery, and application of knowledge.

B. Recruitment Goal

We desire to recruit expert mid-career individuals in various educational arenas who have significant teaching experience and are highly respected by their peers, and aspire to have leadership roles. Our students often represent one or more of the following areas of practice:

- Leadership roles in school change and improvement initiatives
- School or district curriculum leadership
- Professional development of colleagues
- Parent and community involvement
- Pre-service teacher preparation and supervision within school contexts
- Contributions to the teaching profession through service to professional organizations, school districts, and state government steering committees
- Successful experiences with external funding efforts
- Organizational management

Revised 5.10.17

II. Program Admission

All applicants must meet minimum requirements as set by Texas A&M University. While satisfying the minimum admission criteria qualifies the applicant to be considered, meeting minimum criteria for admission to the university <u>does not</u> guarantee admission to this program. A departmental admission committee considers all criteria with emphasis on prior professional experiences having prepared the individual for professional teacher leadership roles. Excellent writing skills are also highly valued.

Applicants must submit **both** an Apply Texas application and a TLAC Departmental application to be fully considered for admission.

A. Minimum Criteria for Admission

The following criteria are essential parts of the application portfolio prepared by applicants.

Minimum Criteria/qualifications include:

1. Minimum of 5 years of successful teaching experience, preferably in PK-12 schools;
2. Earned masters' degree;
3. Required submission of Graduate Record Examination (GRE) official test scores;
4. A professional vita presented in traditional academic format;
5. Three professional references attesting to the applicant's teaching expertise, interpersonal skills, and leadership skills;
6. Completion of required writing samples, addressing various educational and instructional issues. These samples will be assessed in terms of organization and clarity of the text and the extent to which the writer addresses the writing prompt. Written texts should be free of mechanical errors and follow APA guidelines for appropriately citing the use of outside sources.

B. Administration of Admissions and Selection of Candidates

The timeline for admissions is presented below.

Benchmarking Tasks	Date
Applications open on department website	March 1
Deadline for applicants to submit electronic application	August 1
Application review process begins by Ed.D. committee	mid-September
Application review process completed by Ed.D. committee	late October
Contact of applicants accepted and/or rejected for the cohort	mid-November
Face-to-face orientation for accepted cohort members and courses begin	Friday before classes start.

C. Departmental Review of Applications

The review of application portfolios is a competitive process. The departmental admissions committee uses a standard rubric to assess the applicant's attributes and qualifications for successfully completing the Ed.D. These include:

(1) Evidence of five (5) years of successful teaching experience in school settings;
(2) Evidence of leadership aspirations in working with preservice and inservice teachers in school settings (as compared to colleges and universities) within areas of curriculum and instruction;
(3) Evidence of leadership qualities: "Teachers as leaders in schools with exemplary instructional leadership support to teachers and school administrator colleagues;"
(4) Evidence of a career choice appropriate for the degree's emphasis on teacher leadership in school settings;
(5) Evidence of writing proficiency (e.g., focus, content, style/organizations, and mechanics/format).

The program admissions committee reserves the right to conduct follow-up telephone interviews for purposes of clarifying information presented in the contents of the candidate's portfolio.

D. Face to Face Orientations

Students are required to attend periodic face to face orientations during the course of the program. The first mandatory orientation takes place on the Friday before the commencement of the spring semester of the program. Two other meetings will be scheduled, tentatively during the summers of the second and third years of the program.

III. Key Elements of the Ed.D. Program

Three major themes form the core of the Ed.D. in Curriculum and Instruction: leadership, discovery, and application of knowledge. The three themes appear as intertwined strands throughout the key elements of the program, which include curriculum, qualifying assessment audit, preliminary examinations, professional internships, and record of study.

A. Curriculum

The degree program of the Doctor of Education in Curriculum and Instruction includes a minimum of 64 credit hours. Ed.D. courses represent credit hours for proseminars, courses on leadership, problem-solving research methods courses appropriate for school leaders, and internships. Courses are taught completely online by faculty members within the Department of Teaching, Learning and Culture. Interactions between and among Ed.D. candidates, faculty members, and administrators of the program are supported by the web-based Ed.D. Community Portal.

Once admitted to the program, candidates receive access to the Ed.D. Community Portal for up-to-date information on program requirements, program events and deadlines, and messages from the program coordinator, assistant director of online education, and administrators at the department and college levels.

B. Qualifying Status Assessment Audit, Maintenance of Good Standing, and Preliminary Examination

Review of candidates' GPA occurs on a semester-by-semester basis. Candidates with a GPA lower than 3.3 are notified that they have one semester to raise the grade to the minimum standard. Candidates with GPAs lower than 3.3 two semesters in a row are dropped from the program. Candidates who fail a course will be officially dropped from the program at the end of the semester in which the student received an "F." Candidates who find themselves unable to complete a course in which they are currently enrolled must notify the instructor immediately.

The Graduate Catalog lists university-approved reasons for a student to receive an "incomplete" for the semester. For university-excused reasons only, the candidate may request in writing that the instructor of the course allows the student to complete the course during the next semester. (This request must be made while the course is still officially in session.) While the instructor's responsibility is to provide an outline and guidelines for the work needed to complete the course, completing the requirements for the incomplete is the sole responsibility of the student. Failing a course or receiving an incomplete (granted only by written request to the instructor) should be avoided if at all possible. Each course appears only once in the scope and sequence of courses for the cohort in which a student is enrolled. Therefore, all students should take required courses in sequence and must "keep up" with their coursework.

In addition, each student must successfully complete a written preliminary examination prior to admission to candidacy, present a successful proposal to the candidate's doctoral committee for the Record of Study, and pass both oral defense and written document for the Record of Study.

C. Professional Internship

Two semesters during the third year of the program require 3-credit hour internships. **Each of the two internships** requires **150 hours of engagement** over the course of one semester, for a total of **300 internship hours in two semesters.**

Ed.D. Internship Requirements		
Program Year	Required Hours	Specific Focus/ Details
THIRD YEAR SPRING	150 HOUR INTERNSHIP	• Focus on leadership development • Guided by faculty member and field-based supervisor • Present Record of Study (ROS) summary to IRB
THIRD YEAR FALL	150 HOUR INTERNSHIP	• Aligned with problem reframing process • Pilot data collection • Framing of ROS proposal • Guided by thematic chair and field-based mentor
TWO INTERNSHIPS X 150 HOURS EACH = 300 TOTAL HOURS		

The **first 150-hour internship scheduled for the spring semester** in the third year focuses on leadership in curriculum and instruction and is coordinated with a three-hour course also focusing on leadership development. This internship provides an opportunity for candidates to integrate theory, context, and practice in which the candidate gains first hand experiences and deeper understandings about the important role educational leaders play in creating and sustaining high quality learning environments. This collaboratively planned field based experience is guided by a university faculty member and a field-based supervisor who work with the candidate to engage in leadership experiences relevant to the candidate's ultimate leadership goals.

The **second 150-hour internship is scheduled for fall semester** in the third year of the cohort's program. This internship is aligned with the problem reframing process. Review by the Institutional Review Board (IRB) is necessary for this internship, as the internship engages Ed.D. students in the collection and analysis of information from the context for the Record of Study (ROS). The second internship is guided at the university level by the university internship director. The student's thematic chair and field-based mentor advise the student as he/she collects information to complete the ROS proposal.

Ed.D. students are responsible for **presenting an ROS Summary to the IRB in the spring semester preceding the scheduled fall internship**. The IRB determines whether the student must complete a formal IRB proposal before collecting information to frame the problem in the fall internship. Decisions about IRB proposal are based on whether the proposed ROS fits the federal definition of human subjects research with generalizable research and whether information gathering and/or data collection falls within the scope of the individual's current job placement.

D. Record of Study

The degree plan for all Ed.D. candidates requires **thirteen (13) semester hours** of EDCI 692 Professional Study. Candidates enroll in EDCI 692 hours during the final phase of their programs after formal coursework has been completed. A **Record of Study** is defined in the Texas A&M University Graduate Catalog (see http://catalog.tamu.edu/graduate/colleges-schools-interdisciplinary/education-human-development/educational-administration-human-resource-development/administration-edd/#programrequirementstext) as follows:

> The EdD student will produce a major research document called a record of study. The research project may involve such topics as
>
> 1. a field study on a problem of major proportions in time or extent;
> 2. a curriculum development project validated through pilot and field testing; or
> 3. action research on a curricular, instructional, supervisory or administrative problem based on empirical data.
>
> The EdD student must have primary responsibility for the design and development of the research, and the record of study must be the sole and original work of the candidate.
>
> Whatever the nature of the research project undertaken by the candidate, he or she will be required to prepare a record of study that explains and supports the activities undertaken in the project and supports its conclusions with adequate investigations, empirical data and a comprehensive bibliography. Procedures used in the student's research will be described in sufficient detail for educators in other locations to apply or extend the procedures. All records of study should be characterized by accuracy of observation and measurements, thoroughness of analysis and synthesis, and accuracy and completeness of presentation.
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> Guidelines for the preparation of the record of study are available in the *Thesis Manual* which is available online at http://ogaps.tamu.edu. After successful defense and approval by the student's advisory committee and the head of the student's major department, a student must submit his/her record of study in electronic format as a single PDF file. The PDF file must be uploaded to the website http://ogaps.tamu.edu. Additionally, a signed approval form must be brought or mailed to the Office of Graduate and Professional Studies. Both the PDF file and the signed approval form are required by the deadline.

E. Comparisons between the Record of Study and Dissertation

While similar in *intent* to the research-intensive dissertation required for Ph.D. candidates, the ROS is quite different in many ways. Both products present evidence that the candidate possesses the knowledge, skills, and abilities to be successful in the candidate's chosen career path. However, course requirements and preparatory experiences, particularly in the area of research, are not the same for Ph.D. and Ed.D. candidates. By definition, the ROS is a practical, problem-based research project in which research methods are applied to substantiate, inform, and develop an understanding of the problem to be solved.

Dissertation (Ph.D.)	Record of Study (Ed.D.)
The research-intensive dissertation prepares individuals with the knowledge and skills to be life-long inquirers who follow through on research agendas requiring publication and feedback from an audience of other researchers.	The practical Ed.D. ROS prepares teacher leaders to solve problems focused on educational issues specific to a particular school setting.
Dissertations lay the foundation for a professional lifetime of research in the academic environment of a college or university where the aim of research is to create new generalizable knowledge and develop theory.	At the end of the third year of the program, thematic groups are formed to cluster Ed.D. candidates sharing similar interests.
The Ph.D. prepares candidates desiring to join an academic community of researchers in universities and colleges and to be successful researchers as well as outstanding instructors.	The Ed.D. in Curriculum and Instruction in the Department of Teaching, Learning and Culture prepares candidates desiring to advance in their careers as educational leaders
The dissertation originates from a "gap" or lack of information in the literature, thus contributing to new information about a research topic of interest.	The ROS problem originates from a problem identified, refined, and substantiated within a school-based context.
The end-goal of the dissertation is new knowledge generated to advance knowledge and theory about a particular topic of interest.	Ed.D. research frames problems of practice that are concrete, significant and for which near-term solutions can be generated
	Potential solutions to the practical problem are based upon research evidence collected to provide the problem solver with deeper understandings of the problem and its causes.
	The end-goal of the ROS is a solution to a practical problem of significance within a particular context.
As with the dissertation, ROS researchers often use numerous types rigorous of data collection and analysis strategies to reach their end goal.	

F. ROS Work within the Thematic Group Structure

In response to the common threats of isolation expressed by many online doctoral students as they complete their work on the ROS, the Ed.D. in Curriculum in Instruction has adopted the Thematic Group model to cluster Ed.D. candidates within thematic groups. Thematic group members share a common interest, a common ROS chair and graduate committee, and work with each other to facilitate their independent work on the ROS.

In the fall semester of Year 2, the instructor of EDCI 690 guides candidates through a process that moves them from declaring their interests to defining a potential ROS topic to membership in a thematic group. Beginning in the spring semester of their third year of study, thematic group members meet with their ROS Chairs online in proseminars and within the community space on the Ed.D. Portal reserved for their group. Thematic group activities, including proseminars, are briefly outlined in Section VI.

IV. Program Costs and Financial Services

A. Tuition and Fees

Information regarding tuition and fee estimates can be found at the following URL: http://sbs.tamu.edu/accounts-billing/tuition-fees/cost-attendance

B. Financial Services for Online Students

Online Financial Planning resources available to Texas A&M University students can be found at the following URL:

http://ogs.tamu.edu/Buttons/Funding-Opportunities

V. Program Application Forms

Both a TLAC departmental and Apply Texas application are required for admission consideration.

- The TLAC Department application for the Ed.D. in Curriculum & Instruction is available at the following URL:
  https://tamucehd.qualtrics.com/jfe/form/SV_4SeUgG7CYPV4mgZ
- The Apply Texas application is available at the following URL:
  at http://www.applytexas.org/`

VI. Tentative Course Sequence in Curriculum and Instruction
General Course of Study

General Course of Study (Revised 2017)

Semester	Course I	Course II/Internships	Assessments, Proseminars, ROS Work
Spring Year 1	**EDCI 601** (3 hr.): Introduction to the Ed.D. in Curriculum and Instruction	**EDCI 751** (3): Problem Based Research Frameworks	[Note: **Continuous Review** of candidates for GPA non-compliance; see Prospectus]
Summer Year 1	**EDCI 633** (3): Educator as Learner	**EDCI 752** (3): 21st Century Integration of Theory in Educational Settings	
Fall Year 1	**EDCI 632 (3)** PROG EVAL IN C&I	**EDCI 754** (3): Student Assessment in the Content Domains; Trends in Data Management and Analysis	**Qualifying Audit –** review of spring and summer coursework to prescribe writing deficiency plans for students; notification to students during this semester
Spring Year 2	**EDCI 609: (3)** ANALY REPORT REC OF STUDY (Quantitative Methods)	**EDCI 639** (3): Grant Writing for Professional Development	
Summer Year 2	**EDCI 605** (3): Qualitative Methods in Curriculum and Instruction	**EDCI 659** (3): History of American Education [Emphasis on K-12 Leadership]	
Fall Year 2	**EDCI 661** (3): Mixed Methods Research in Curriculum and Instruction	**EDCI** 690 (3): Theory of Curriculum and Instruction Research [Selection of problem space, which determines thematic group placement. Students begin literature review and structured abstracts.]	**Thematic Groups Form** Thematic chairs and their thematic group become acquainted in this semester.
Spring Year 3	**EDAD 606 Instructional Leadership Development Training** **Formal Course Work Ends**	**Internships Begin** **EDCI 684** Internship I (3): Shadowing and Interviewing Leaders	**EDCI 680** Proseminar I (1): Chairs maintain communication with students as they intern. Chairs supervise students' completion of the ROS Summary for the IRB by March 1. (See format on eCampus.) Literature review continues. Thematic Chairs provide input into internship as requested. (Note: Thematic chairs will receive IRB dispositions as soon as they are transmitted. Students requiring IRB approval can begin this semester to seek approval.)

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Semester	Courses	Internships	Assessments, Proseminars, ROS Work
Summer Year 3	Formal course work has ended	Students receive IRB disposition for ROS. Those students who must submit IRB approval requests must begin *immediately* to receive approval before problem-framing activities in the fall semester internship begin.	**EDC**I **680** Proseminar II, III (2): Thematic chairs supervise those students requiring IRB approval as they submit their formal IRB requests for approval. Thematic chairs and students negotiate a week in September for administration of Preliminary Examinations.
Fall Year 3		**EDCI 684** Internship II (3): Framing the ROS Situation, Problem, and Solution (While internship is coordinated by a TAMU faculty member, students will require Thematic Committee input in terms of problem-framing activities.	**EDCI 680** Proseminar IV (1): September **Preliminary Examination** administration and evaluation. (Prelims are assessed by Thematic Committee, facilitated on eCampus Portal); Continued literature review and communication about problem-framing activities in internship
Spring Year 4		*Note 1:* Thematic Chair and Committee responsibilities continue as long as the student stays in the program. An Ed.D. candidate may take a shorter or longer time than the semesters depicted here to complete and defend the ROS. *Note 2:* Hours for 692 by semester are negotiable. All Ed.D. students must fulfill the full 64 hr. degree requirement, which includes 13 hr. 692. *Note 3:* Past the 13 hr. of 692, students must be continuously enrolled in 1 hr. 692 fall and spring semesters (no summers) to complete the degree. *Note 4:* Students without full-time employment must work with the Graduate Office to satisfy the university residency requirement.	**EDCI 680** Proseminar V (1): ROS Proposal completion, presentation, and acceptance for those who are ready; others wait til Summer
			EDCI 692 (variable*): Professional Study (for those anticipating completion of the ROS Proposal) to begin problem solutions/ interventions
Summer Year 4			**EDCI 680** Proseminar VI (1): Checkpoints on proposal completion, data collection/writing for thematic group; ROS Proposal hearings for some
Fall Year 4			**EDCI 692** (variable*): Professional Study, Work on ROS completion
Spring Year 5			**EDCI 692** (variable): Professional Study, Work on ROS completion
			EDCI 692 (variable): Defense and Graduation

Note Program Elements: ● Coursework ● **Internship** ● **Proseminars/Thematic Groups** ● **Professional Study**

Transformative Roles of Students in the Online Ed.D. Program

HIGH

LOW

Autonomy and Initiative

Time management -- Monitoring of Task Completion -- Assessment of Progress

Faculty Instructors

Teacher Leaders

Candidates

Students

Doctoral Chairs and Committee

Zone of Transformation

Years 1-2

Year 3

Year 4 to end

Courses

Internships

Proseminars

Record of Study

Qualifying Review

Prelim Exam

ROS Proposal

ROS Defense