I. Perspectives

The online Doctor of Education (Ed.D.) in Curriculum and Instruction (C&I) is a doctoral degree offered by the Department of Teaching, Learning and Culture (TLAC) in the College of Education and Human Development (CEHD) at Texas A&M University (TAMU). The program was developed to meet a substantial need for teacher leaders in P–12 public and private school environments who are accomplished in providing direction in curriculum, instruction and instructional assessment.

A. Program Goal

We provide the online Ed.D. in C&I as the terminal professional degree for educational leaders in curriculum and instruction contexts serving teachers and administrators in various roles in K–12 public and private education. We place emphasis on developing educational leadership knowledge and skills by applying the candidate’s expertise and prior experiences in teaching and learning environments to enhance their skills. Major themes presented across the college’s mission statement and vision form the three intertwined goals of the online 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, are highly respected by their peers and aspire to have leadership roles in one or more of the following domains of practice:

- Leadership roles in school change and improvement initiatives
- School or district curriculum leadership
- Professional development of colleagues
- Parent and community involvement
- Preservice 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

II. Program Admission

All applicants must meet minimum requirements as set by TAMU. While satisfying the minimum admission criteria qualifies the applicant to be considered, meeting minimum criteria for admission to the university does not 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.

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A. Minimum Criteria for Admission

The following criteria are considered to be essential parts of the application portfolio prepared by applicants. Formal applications will be submitted electronically.

Criteria/qualifications include:
1. Minimum of 5 years of successful teaching experience, preferably in K–12 schools;
2. Masters’ degree;
3. Professional vita presented in traditional academic format;
4. Three professional references attesting to the applicant’s teaching expertise, interpersonal skills and leadership skills;
5. Writing samples addressing various educational and instructional issues. These samples will be assessed in terms of the 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 admissions protocol for the online Ed.D. in C&I will be administered at the departmental level. Significant benchmarks for the processing of applications appear below.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date</th>
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<tbody>
<tr>
<td>Deadline for submission of electronic application</td>
<td>August 1</td>
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<tr>
<td>Application review process begins</td>
<td>mid-September</td>
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<tr>
<td>Application review process completed</td>
<td>late October</td>
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<tr>
<td>Contact of applicants accepted for the cohort</td>
<td>mid-November</td>
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<tr>
<td>Orientation for cohort members via Blackboard Collaborate and/or face-to-face (if possible)</td>
<td>mid-January</td>
</tr>
<tr>
<td>Online program courses begin</td>
<td>First day of spring semester of the academic year</td>
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</table>

C. Departmental Review of Applications

The review of application portfolios is in some regard a competitive process, as the TLAC has set a maximum number to be admitted to each cohort. The departmental admissions committee uses a standard rubric to assess the applicant’s attributes and qualifications for successfully completing the online Ed.D. program. These include evidence of: (1) 5 years of successful teaching experience in school settings; (2) 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) Leadership qualities: “Teachers as leaders in schools with exemplary instructional leadership support to teachers and school administrator colleagues;” (4) A career choice appropriate for the degree’s emphasis on leadership in school settings; (5) Evidence of writing proficiency (e.g., focus, content, style/organizations, and mechanics/format). The departmental admissions committee may recommend follow-up telephone interviews for the purpose of clarifying information presented in the contents of the candidate’s portfolio.

III. Key Elements of the Ed.D. Program

The three major themes of the college’s mission statement, vision and goal form the core of the online Ed.D. in C&I:
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 (ROS).

A. Curriculum

The degree program of the online Ed.D. in C&I includes a minimum of 64 credit hours as represented in Section the online document outlining the tentative scope and sequence of courses appearing on the department’s website, by cohort. The courses represent credit hours for proseminars, content specialty courses, problem-solving research methods appropriate for school leaders and internships. Faculty members within TLAC teach courses online. Interactions between and among online 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 will 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, president of the Graduate Student Association within the department and administrators at the department and college levels.

B. Qualifying Status Assessment Audit, Maintenance of Good Standing, Preliminary Examinations, ROS Proposal, Defense of the ROS and Residency Requirement

Qualifying Status Assessment Audit. The records of each online Ed.D. program candidate will be reviewed by members of the online Ed.D. program Steering Committee at the completion of 30 semester hours of doctoral work (i.e., before the beginning of Year 2 Fall Semester). Continuation of the candidate in the program will depend on the results of the audit report. Evidence of satisfactory progress includes course completions (with minimal end-of-course delays and no more than two incomplete course grades), a 3.3 or higher cumulative Grade Point Average (GPA) and all required postings on the ePortfolio digital document. A positive vote by the review committee with no more than one dissension will be required for the candidate to pass the qualifying status assessment and continue in the program.

Maintenance of Good Standing. Review of candidates’ grade point averages on a semester-by-semester basis will also occur. Candidates with a GPA lower than 3.3 will be 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 will be dropped from the program. Candidates who fail a course must make arrangements with the instructor and/or program director to re-take the course. If a suitable online course offering is unavailable, the candidate must wait to enroll in the course with the next cohort of candidates. Candidates who find themselves unable to complete a course must contact the instructor immediately. For university-excused reasons only, the candidate may request in writing to the instructor of the course that the candidate be allowed to complete the course during the next semester. While the instructor’s responsibility is to provide an outline and guidelines for the work needed to complete the course, it is the candidate’s responsibility to complete the requirements for the incomplete, in addition to the coursework scheduled for the next semester. Failing a course or receiving an incomplete (granted only by written request to the instructor) should be avoided if possible. The cohort model requires all candidates to take courses in sequence and to “keep up” with their coursework, as each course appears only once in the scope and sequence of courses for that cohort.

Preliminary Examination, ROS Proposal, and Defense of the ROS. 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 ROS, and pass both oral defense and written document for the ROS.
Residency Requirement. The required residency requirement of two semesters of nine credit hours for doctoral students can be waived, if a candidate is employed full-time during his/her studies. A letter certifying full-time employment by the student’s employer is required to waive the residency requirement. Otherwise, candidates must register for nine hours of EDCI 692 for two consecutive semesters at the end of the program.

C. Professional Internships

Two semesters during the third year of the program require 3-credit hour internships. Each internship requires 150 hours of engagement over the course of one semester, for a total of 300 internship hours in two semesters. The first internship scheduled for the spring semester in the third year, focuses on leadership in curriculum and instruction settings and is coordinated with a 3-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 internship is scheduled for the fall semester in the third year. This internship is aligned with the collection and analysis of data to support the candidate’s proposal for the ROS, which is the terminal learning product required for awarding the online Ed.D. program. The second internship is guided at the university level by the candidate’s chair of the doctoral committee with mentoring from a site-based supervisor within the context chosen for the ROS.

D. Record of Study

Thirteen (13) semester hours of EDCI 692 Professional Study will be successfully completed by candidates during the final phase of their programs. A ROS is defined in the Texas A&M University 2013–2014 Graduate Catalog as follows:

“… a major research document that 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 Ed.D 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. Guidelines for the preparation of the record of study are available in the Thesis Manual which is available online at thesis.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 to the Thesis Office in electronic format as a single PDF file. The PDF file must be uploaded to the Thesis Office website thesis.tamu.edu. Additionally, a signed approval form must be brought or mailed to the Thesis Office. Both the PDF file and the signed approval form are required by the deadline. Deadline dates for submitting are announced each semester or summer term.” (p. 194)
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 online Ed.D. program candidates.

The research-intensive dissertation prepares individuals with the knowledge and skills to be life-long inquirers who develop research agendas becoming progressively stronger and more significant through publication and feedback from an audience of other researchers. 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. 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 practical online Ed.D. program, on the other hand, prepares individuals to be teacher leaders in school environments. The ROS prepares teacher leaders to solve problems focused on educational issues specific to a particular school setting, of interest to others who have specific interests in the particular “problem space” (e.g., interests of children of color to pursue STEM-related careers after high school, which resides within a nationally recognized problem space) and/or specific problem context (e.g, low enrollments of children of color in advanced science and mathematics high school classes). This Ed.D. follows the problem-based thesis format developed several years ago by the University of California- Rossier School of Education. The ROS problem originates from a problem identified and substantiated within a school-based context; the dissertation, on the other hand, which originates from a “gap” or lack of information in the literature, contributes to new information about a research topic of interest.

Online Ed.D. program research frames problems of practice that are concrete, significant, and solvable, requiring the problem solver to diagnose and verify underlying causes to the problem before designing a solution. 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. 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. Quite different from the dissertation in focus, the ROS nonetheless provides evidence of the candidate’s ability to apply rigor and research in the ways he/she chooses to address the solution to a practical problem in an educational setting. As with the dissertation, ROS researchers often use numerous types of data collection and analysis strategies to reach their end goal. However, the end-goal of the ROS is a solution to a practical problem of significance within a particular context. In contrast, the end-goal of the dissertation is new knowledge generated to advance knowledge and theory about a particular topic of interest.

E. 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 online Ed.D. in C&I adopted the Thematic Group model to cluster online Ed.D. program 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 one, the instructor of EDCI 609 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 the second 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
IV. Fees 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 URLs:
http://ogs.tamu.edu/funding-information/
https://financialaid.tamu.edu/Home.aspx

C. Application Forms
The TLAC Department application for the online Ed.D. in C&I is available at the following URL:
http://tlac.tamu.edu/admissions/graduate-admissions/online-edd-curriculum-and-instruction

V. Tentative Course Sequence Including Thematic Group Activities and Proseminars

The table on the next page provides a tentative schedule for the sequence of courses offered in the online Ed.D. program. Courses and experiences align with the intertwined themes presented across the college’s mission statement and vision: leadership, discovery and application of knowledge. Most school-year semesters require a two-course load, with exceptions in semesters in which proseminars with thematic chairs are offered.

<table>
<thead>
<tr>
<th>Spring Year 1</th>
<th>Summer Year 1</th>
<th>Fall Year 1</th>
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<tbody>
<tr>
<td>EDCI 689: Problem Spaces in C&amp;I (3 hours)</td>
<td>EDCI 633: Teachers As Learners (3 hours)</td>
<td>EDCI 689: Assessment and Evaluation of Materials and Programs (3 hours)</td>
</tr>
<tr>
<td>EDCI 689: Problem Based Research Frameworks (3 hours)</td>
<td>EDCI 689: 21st Century Integration of Theory in Educational Settings (3 hours)</td>
<td>EDCI 609: Analysis and Reporting for Records of Study (early preparation for the ROS proposal) (3 hours)</td>
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</table>

Thematic groups formed by end of semester; faculty members agree to serve as chairs of thematic group members.
## Ed.D. in C&I
### Online degree

<table>
<thead>
<tr>
<th><strong>Spring Year 2</strong></th>
<th><strong>Summer Year 2</strong></th>
<th><strong>Fall Year 2</strong></th>
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<tbody>
<tr>
<td>EDCI 605: Introduction to Qualitative Methods (3 hours)</td>
<td>EDCI 647: Teaching and Learning Data Analysis and Uncertainty Concepts (Introduction to Quantitative Methods) (3 hours)</td>
<td>EDCI 661: Mixed Methods of Research (3 hours)</td>
</tr>
<tr>
<td>EDCI 603: Professional Development Strategies for Teachers (3 hours)</td>
<td>EDCI 689: Grant Writing OR Project-Based Learning OR Elective (3 hours)</td>
<td>EDCI 658: History of American Education Focused on K–12 Leadership (3 hours)</td>
</tr>
<tr>
<td>EDCI 680: Proseminar I: Reading and Discussion in the Thematic Areas with Chairs</td>
<td>Informal Communication on Portal Re: Potential ROS Problems in Thematic Groups</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Spring Year 3</strong></th>
<th><strong>Summer Year 3</strong></th>
<th><strong>Fall Year 3</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 689: Leadership Models in Curriculum and Instruction (3 hours)</td>
<td>EDCI 689: K-12 Teacher Leaders’ Roles in Contemporary Multicultural Society (3 hours)</td>
<td>EDCI 690: Prospectus, Problem Clarification, and Proposal Writing Overview (Taught by a Faculty Member with serious Thematic Committee input) (3 hours)</td>
</tr>
<tr>
<td>EDCI 684: Internship: Shadowing and Interviewing Leaders (3 hours)</td>
<td>EDCI 685: Negotiated option for students requiring 5 hr. load to qualify for financial aid (2 hours or 3 hours)</td>
<td>EDCI 684: Internship: Clarifying and Justifying My Problem (while coordinated by a Faculty Member, requires Thematic Committee input in design research justifying the problem for the ROS) (3 hours)</td>
</tr>
<tr>
<td>Thematic chairs use portal to provide input into internship and work with the university director of the internship.</td>
<td>EDCI 680: Proseminar II: Preparing for the Preliminary Examinations (led by thematic chair); identification of committee members and preparing for the Fall internship (1 hour)</td>
<td>Preliminary examinations (determined by thematic committee, facilitated by eCampus portal); input in 690 course and 684 Internship</td>
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tlac.tamu.edu/degrees-and-programs/graduate-degree-programs/online-edd-curriculum-and-instruction
## Ed.D. in C&I
### Online degree

<table>
<thead>
<tr>
<th>Spring Year 4</th>
<th>Summer Year 4</th>
<th>Fall Year 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 692: Professional Study, Final ROS Proposal Preparation (6 hours)</td>
<td>EDCI 692: Professional Study, ROS Data Collection (3 hours)</td>
<td>EDCI 692 ROS Writing (3 hours)</td>
</tr>
<tr>
<td>EDCI 680: Thematic Group Supervision of Final ROS Proposal and Defense (1 hour)</td>
<td>Periodic thematic chair online meetings with group.</td>
<td>Periodic meetings with chair</td>
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</tbody>
</table>

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<tr>
<th>Spring Year 5</th>
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<tbody>
<tr>
<td>EDCI 692: Defend ROS (1 hour)</td>
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<tr>
<td>Thematic Committee</td>
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