Ed.D. in Curriculum and Instruction
Prospectus

Revised March 15, 2015

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 Goal

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, are highly respected by their peers, and aspire to have leadership roles in 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

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 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.

A. Minimum Criteria for Admission

The following criteria are essential parts of the application portfolio prepared by applicants. Formal applications are submitted electronically to the Coordinator of the Online Ed.D. Program in the Department of Teaching, Learning and Culture.

Criteria/qualifications include:

1. Minimum of 5 years of successful teaching experience, preferably in K-12 schools;
2. Earned masters' degree;
3. A professional vita presented in traditional academic format;
4. Three professional references attesting to the applicant's teaching expertise, interpersonal skills, and leadership skills;
5. 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 admissions protocol for the online Ed.D. in Curriculum and Instruction are administered at the departmental level. Significant benchmarks for the processing of applications appear 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
Orientation for accepted cohort members via Blackboard Collaborate and/or face-to-face (if possible) and courses begin	mid-January

C. Departmental Review of Applications

The review of application portfolios is a competitive process, as the Department of Teaching, Learning and Culture has set a maximum number of students to be admitted for each cohort. 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.

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, content specialty courses, problem-solving research methods appropriate for school leaders, and internships. Courses are taught 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, 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, and Preliminary Examination

The academic records for each Ed.D. candidate are reviewed by members of the Online Ed.D. 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 one incomplete course grade), 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 is required for the candidate to pass the qualifying status assessment and continue in the program.

Review of candidates' GPA also 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 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 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 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 2014-2015 Graduate Catalog (see http://catalog.tamu.edu/pdfs/GRAD-catalog 14-15.pdf 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.
>
> Guidelines for the preparation of the record of study are available in the *Thesis Manual* which is available online at thesis.tamu.edu. (p. 219)

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.

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. 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 Ed.D., 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. At the end of the third year of the program, thematic groups are formed to cluster Ed.D. candidates sharing similar interests in a particular "problem space" (e.g., interests of children of color to pursue STEM-related careers after high school, engagement of parents in the schooling process, specialized professional development in problem-based learning) and/or specific specific problem context (e.g, science and mathematics, teacher education, learning in urban/multicultural settings). The Ed.D. in Curriculum and Instruction in the Department of Teaching, Learning and Culture follows the problem-based thesis format developed several years ago by the University of California-Rossier. The ROS problem originates from a problem identified, refined, and substantiated within a school-based context. The dissertation, on the other hand, originates from a "gap" or lack of information in the literature, thus contributing to new information about a research topic of interest.

 Ed.D. research frames problems of practice that are concrete, significant, solvable, and requiring the problem solver to diagnose and verify underlying causes of 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 settings. 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.

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 1, 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 their group. Thematic group activities, including proseminars, are briefly outlined in the following section (F. Tentative Course Sequence).

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

The TLAC Department application for the Ed.D. in Curriculum & Instruction is available at the following URL:

http://tlac.tamu.edu/admissions/graduate-admissions/online-edd-curriculum-and-instruction

VI. Tentative Course Sequence in Curriculum and Instruction
General Course of Study
(beginning with Cohort IV)

Semester	Course I	Course II	Assessments, Proseminars, ROS Work
Spring Year 1	**EDCI 690 (750)**(3 hr.): Problem Spaces in Curriculum and Instruction	**EDCI 689 (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 689 (752)** (3): 21st Century Integration of Theory in Educational Settings	
Fall Year 1	**EDCI 689 (753)** (3): Assessment and Evaluation of Materials and Programs	**EDCI 689 (754)** (3): Student Assessment in the Content Domains; Trends in Data Management and Analysis	
Spring Year 2	**EDCI 689 (755)** (3): Research Methods in Solving Problems of Practice in Curriculum and Instruction (with an Emphasis on Quantitative Approaches)	**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]	**ROS Problem Work Begins Here Within Thematic Groups with Chairs** **Qualifying Audits** are conducted; By the end of the semester, Thematic Groups form for qualified candidates; Faculty members agree to serve as Chairs to Thematic Groups
Fall Year 2	EDCI 661 (3): Mixed Methods Research in Curriculum and Instruction	**EDCI 609** (3): Analysis and Reporting for Records of Study (Selection of problem space for the problem of practice which determines thematic group placement.)	**EDCI 680** Proseminar I (1): Final Resolution of ROS Topics in Thematic Groups; Discussion of next steps in ROS Proposal Preparation (Literature Review); Thematic Committees formed. Students begin ROS Summary to be submitted to the Ed.D. director and reviewed by IRB in June Year 3
Spring Year 3	**EDCI 689** (756)(3): Teacher Leadership Models in A Contemporary Multicultural Society	**Internships Begin** **EDCI 684** Internship (3): Shadowing and Interviewing Leaders	**EDCI 680** Proseminar II (1): Thematic Chairs provide input into internship and work with the university director of the internship; Chairs maintain communication with students as they intern. Students complete ROS Summary and submit to the for IRB.
	Formal Coursework Ends		

Semester		Internship continues in Fall 2016	Thematic Group Activities & Proseminars continue
Summer Year 3		Students receive information from the IRB about the disposition of their ROS summaries. Those requiring IRB approval immediately make formal requests. IRB approval is required for the Fall Semester Internship II data collection activities.	EDCI **680** Proseminar III, IV (2): complete IRB requests for approval (for some students); Discussions about Fall Internship Data Collection; Prepare for the Preliminary Examinations; Continue Literature Review
Fall Year 3		**EDCI 684** Internship (3): Framing the ROS Situation, Problem, and Solution (while coordinated by a University Faculty Member, requires serious Thematic Committee input in terms of data collection to justify the problem for the ROS).	EDCI **680** Proseminar V (1): **Preliminary Examination** administration and evaluation (Assessed by Thematic Committee, facilitated on eCampus Portal); work on Literature Review and Final ROS Proposals as students collect data during Internship II.
Spring Year 4			**EDCI 680** Proseminar VI (1): ROS Proposal completion, presentation, and acceptance by committee
			EDCI 692* (5): Professional Study, begin solutions and data collection for the student's identified problem of practice
Summer Year 4			**EDCI 692** (4): Professional Study, ROS Data Collection
Fall Year 4			**EDCI 692** (3): ROS Writing
Spring Year 5			**EDCI 692** (1): Defense and Graduation

*Note: Thematic Chairs and Committee responsibilities continue as long as the student stays in the program. An Ed.D. candidate may take a shorter or longer time to complete and defend the ROS than the 3 ½ semesters depicted here. Regardless of time to complete the degree, students must stay continuously enrolled in the program. After the student has fulfilled the 13 hours of 692 for the degree, the student is required to enroll in 3 hours/semester until the ROS is defended.