



TEXAS A&M UNIVERSITY

Teaching, Learning
& Culture

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.

The Ed.D. degree is a professional degree designed to prepare a candidate for a position of leadership in the full range of educational settings, including public and private schools and colleges and related positions in business, government and industry. The program is designed to develop scholarly practitioners; a graduate may be expected to fill instructional, supervisory and administrative positions in which educational services are to be rendered. Although substantively different from the PhD degree in education, the EdD degree requires equivalent admission qualifications, standards of scholarship and breadth and depth of study. Because graduates of the program are expected to demonstrate a high level of professional skill and educational statesmanship, only those candidates who show a consistently high level of professional performance in their academic studies, in their role-related studies, in their internship experience, and in the completion of their records of study will be recommended for the degree.

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

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. Excellent writing skills are also highly valued.

Applicants must submit an Apply Texas application with all TLAC Departmental requirements uploaded in the Applicant Information System 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 September
Contact of applicants accepted and/or rejected for the cohort	mid-October
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 & Campus Requirements

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 fall of the **second and third years of the program**.

III. Expectations of TLAC Graduate Students

Academic honesty and achievement is paramount to the success of all students within the department to ensure the integrity of our programs and degrees offered. Ed.D. students are expected to uphold all Texas A&M core values and set the standard in academic achievement and integrity.

A. Academic Integrity

Students enrolled in the online Ed.D. must comply with all Texas A&M student rules as stated in the University Catalog: <http://catalog.tamu.edu/graduate/university-policies/#University-Student-Rules> and the TLAC Graduate Student Handbook: <https://tlac.tamu.edu/wp-content/uploads/2019/08/TLAC-Graduate-Student-Handbook-2019-format-5.6.19.pdf>. Any academic integrity violation will be reported to the Aggie Honor System Office: <http://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules#Definitions>. The program and department also reserve the right to dismiss students from the program upon a violation of academic integrity or with a proven report of academic misconduct.

B. Maintenance of Good Standing

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

IV. 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.

B. Professional Internship

All students in the Online Ed.D program must complete an internship, under the guidance of their thematic chairs to help them define and refine their problems of practice for their Records of Study. Because each internship is individualized, the responsibility for structuring the internship has been delegated to the student. Chairs can then modify/suggest changes to this plan. Once the guidelines have been approved by both students and chairs, work can proceed. Please note that many students start work on the internships in the summer semester preceding the internship which is to be completed in the fall of the student's second year in the program.

The process for pursuing an internship is as follows:

1. Submit a proposal for their internship to their thematic chairs. Proposals can be submitted beginning in the summer of their second year in the program.
2. Chairs will review and make suggestions for improvement. Once chairs approve proposals, the students can begin work. Steps 1 and 2 can be completed by email.
3. Students must complete **150 hours** towards their internship.
4. All students must identify an onsite supervisor for their internships. Supervisors will complete both a mid-point and final evaluation of the internship experience.
5. All students must maintain an internship field log in which they document their hours. Field logs should be submitted twice during the semester: at the middle of and at the end.

C. Student's Advisory Committee

After receiving admission to graduate studies and enrolling, the student will consult with the program coordinator concerning coursework and registration. The program

coordinator may or may not serve as the chair or co-chair of the student's record of study committee.

Before the completion of 36 hours, the program coordinator, in consultation with the student, will select faculty chairpersons and an advisory committee for each student. Only graduate faculty members may serve as chair of a student's advisory committee.

The student's advisory committee will consist of **no fewer than four members of the graduate faculty** representative of the student's several fields of study and research, where the chair or co-chair must be from the student's department (or intercollegiate faculty, if applicable), and at least **one or more of the members must be from a department other than the student's major department**. The outside member for a student in an interdisciplinary degree program must be from a department different from the chair of the student's committee.

The committee members' signatures on the degree plan indicate their willingness to accept the responsibility for guiding and directing the entire academic program of the student, and for initiating all academic actions concerning the student. Although individual committee members may be replaced by petition for valid reasons, a committee cannot resign *en masse*. The chair of the committee, who usually has immediate supervision of the student's research and record of study, has the responsibility for calling all meetings of the committee. The duties of the committee include responsibility for the proposed degree plan, the research proposal, the preliminary examination, the record of study and the final examination. In addition, the committee, as a group and as individual members, is responsible for counseling the student on academic matters, and, in the case of academic deficiency, initiating recommendations to the Office of Graduate and Professional Studies.

D. Degree Plan

The degree plan for the Ed.D program is a structured document that reflects the coursework that students have been assigned to take. At the appropriate time, the program coordinator and graduate advisor will advise students as to what courses must be included on their degree plans. This will include coursework that has already been taken as well as future coursework. **The degree plan must be filed with the Office of Graduate and Professional Studies during the semester in which the student is enrolled in the 36th hour, and no later than 90 days prior to the preliminary examination.**

Courses previously used for another degree are not acceptable for degree plan credit.

Changes in the approved degree plan may be made by petition to the Office of Graduate and Professional Studies. A student should submit the degree plan and petitions using the online Document Processing Submission System located on the website at <https://ogsdpps.tamu.edu>. Courses listed on the degree plan are subject to degree program time limits. Please refer to the Time Limits section in each degree program section in which the student is presently enrolled.

E. Preliminary Examination

The preliminary examination is required. Students take their preliminary examinations during the fall of their third year in the program. The chair/chairs of each thematic group will consult with students establish a one week window during the fall semesters in which students will complete the written portion of their preliminary exams. Responses are submitted electronically after having being electronically scanned for plagiarism.

Preliminary Examination Format

The objective of preliminary examination is to evaluate whether the student has demonstrated the following qualifications:

1. a mastery of the subject matter of relevant content related to the program;
2. an adequate knowledge of the literature in these fields and an ability to carry out bibliographical research;
3. an understanding of problem-based research frameworks and appropriate methodological approaches.

The format of the preliminary examination shall be determined by the student's department (or interdisciplinary degree program, if applicable) and advisory committee, and communicated to the student in advance of the examination. The exam will consist of a written and oral component.

The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the examination committee.

Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each advisory committee member will provide a pass or fail evaluation decision

Only one advisory committee substitution is allowed to provide an evaluation decision for a student's preliminary exam, and it cannot be the committee chair.

Report of Preliminary Examination

Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam.

If a written component precedes an oral component of the preliminary exam, the chair of the student's examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam

by all members of a student's examination committee with at most one dissension is required to pass a student on his or her preliminary exam.

The student's department will promptly report the results of the Preliminary Examination to the Office of Graduate and Professional Studies via the Report of Doctoral Preliminary Examination form. The Preliminary Examination checklist form must also be submitted. These forms should be submitted to the Office of Graduate and Professional Studies within 10 working days of completion of the preliminary examination.

The Report of the Preliminary Examination form must be submitted with original signatures of the approved examination committee members. If an approved examination committee member substitution (one only) has been made, that signature must also be included, in place of the committee member, on the form submitted to the Office of Graduate and Professional Studies. The original signature of the department head is also required on the form.

After passing the required preliminary examination for the doctoral degree, the student must complete the final examination for the degree within four calendar years. Otherwise, the student will be required to repeat the preliminary examination.

Retake of Failed Preliminary Examination

Upon approval of the student's examination committee, with no more than one-member dissenting, and approval of the Office of Graduate and Professional Studies, a student who has failed the preliminary examination may be given one re-examination. Adequate time must be given to permit the student to address the inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate in writing to the student, an adequate time-frame from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and the committee should jointly negotiate a mutually acceptable date for this retest. When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit in order to retake the exam. The examination committee will document and communicate the time-frame and feedback within 10 working days of the exam that was not passed.

F. Research Proposal

Thesis-option master's degrees and all doctoral degrees require a research proposal. The proposal must be approved by the advisory committee and the head of the major department or chair of the intercollegiate faculty, if applicable. This proposal must be submitted to the Office of Graduate and Professional Studies at least 20 working days prior to the submission of the request for the final examination. All research proposals are routed to the Office of Research Compliance and Biosafety for review and approval by the Office of Graduate and Professional Studies prior to final approval.

Compliance issues must be addressed if a graduate student is performing research involving human subjects, animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website <http://rcb.tamu.edu>.

G. Admission to Candidacy

To be admitted to candidacy for a doctoral degree, a student must have:

1. completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog,
2. a 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
3. passed the preliminary examination, and
4. submitted an approved record of study proposal.

The final examination will not be authorized for any doctoral student who has not been admitted to candidacy.

H. Record of Study

The Office of Graduate and Professional Studies is responsible for reviewing each record of study to ensure that the format requirements of the University are met. Guidelines and electronic templates for the preparation of the manuscript are available in the Thesis and Dissertation Manual and online at <http://ogaps.tamu.edu>. All manuscripts must be submitted electronically.

The degree plan for all EdD 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/academic-expectations-general-degree-requirements/degree-requirements/#Thesis>) as follows:

The EdD student will produce a major problem-based research document called a Record of Study. The research project may involve such topics as a curriculum development project validated through pilot and field testing or an action research project designed to measure the impact of a professional development experience.

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, they 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, data collected in a manner that adheres to their research paradigm 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 <http://ogaps.tamu.edu>. The department has developed an EdD Record of Study template available on the Google TeamDrive for EdD students.

I. 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 EdD in Curriculum in Instruction has adopted the Thematic Group model to cluster EdD candidates within thematic groups. Thematic group members share a common interest.

In the summer semester of Year 2, the program coordinator guides students through a process that moves them from declaring their interests to defining a potential ROS topic to membership in a thematic group.

J. Final Examination for Doctoral Students

The candidate for the doctoral degree must pass a final examination by deadline dates announce in the "Office of Graduate and Professional Studies Calendar" each semester. The doctoral student is allowed only one opportunity to take the final examination.

No unabsolved grades of D, F, or U for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been **admitted to candidacy** and their current official cumulative and degree plan GPAs are 3.00 or better.

The request to hold and announce the final examination must be submitted to the Office of Graduate and Professional Studies **a minimum of 10 working days in advance** of the scheduled date. Any changes to the degree plan must be approved by the Office of Graduate and Professional Studies prior to the submission of the request for final examination. To reserve a room for the record of study defense, the student must contact the TLAC main office. They will then complete the Request and Announcement of Final Exam form located on the OGAPS website. This form must be submitted to the TLAC Graduate Advising Office at least 2 ½ weeks prior to the scheduled defense date. This will

allow the advising office time to review the student's degree evaluation and notify the student of any deficiencies, if applicable.

The student's advisory committee will conduct this examination. **The final examination is not to be administered until the record of study is available in substantially final form to the student's advisory committee, and all concerned have had adequate time to review the document.** Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the record of study and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one dissension is required to pass a student on his or her exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

Report of Final Examination

The student's department will promptly report the results of the Final Examination to the Office of Graduate and Professional Studies via the Report of Doctoral Final Examination form. These forms should be submitted to the Office of Graduate and Professional Studies within 10 working days of completion of the final examination. **The Office of Graduate and Professional Studies must be notified in writing of any cancellations.**

A positive evaluation of the final exam by all members of a student's advisory committee with at most one dissension is required to pass a student on his or her final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Office of Graduate and Professional Studies. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (1 only) has been made, his/her signature must be included on the form submitted to the Office of Graduate and Professional Studies.

Pre-Defense Publication of Record of Study Material

A graduate student may publish material that subsequently will be used as part of the record of study.

A student should be aware of the copyright agreement that is signed when a journal (hard copy or electronic) accepts an article for publication. At that time, the student generally assigns rights to the journal as publisher. If the student has not retained the right to use the material in the record of study, he/she must then obtain written permission from the copyright holder to include the material in the manuscript. If such permission is not obtained, or rights have not been retained, the copyrighted material cannot be included in the record of study.

Use of Classified and Proprietary Information in Record of Study

Committee chairs are cautioned against allowing a student to use classified or proprietary information in electronic records of study (ETDs), because these documents become available to the public upon submission to the Office of Graduate and Professional Studies. The research conducted at Texas A&M University, as a Texas public institution, is ultimately for the benefit of the public. All ETDs are available on the Internet via the Texas A&M University Libraries. In addition, records of study are published electronically by ProQuest (UMI) and are available from that source. A temporary embargo, or delay in public release, is possible.

K. Graduation

A graduate degree is conferred at the close of each regular semester and 10-week summer semester. A candidate for an advanced degree who expects to complete his/her work at the end of a given semester must apply for graduation by submitting the electronic application for degree to the Office of the Registrar and by paying the required graduation fee to Student Business Services no later than the Friday of the fifth week of the fall or spring semester or the Friday of the first week of the second summer term. **The electronic application can be accessed via the Howdy portal. A cancellation made after the application deadline will not result in a refund of the diploma fee. Graduate degree candidates who have completed all degree requirements will not be allowed to cancel their graduation application without approval from the Office of Graduate and Professional Studies.** A student should check the website of the Office of the Registrar at <http://graduation.tamu.edu> to determine the date and time of his/her graduation ceremony.

V. Other Program Considerations & Requirements

A. 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.	

B. Doctoral Portfolio (Electronic Format)

All doctoral students in TLAC have their academic performance reviewed by their Committee Chair and other Committee Members, annually. This review takes place in the spring semester of each academic year. If a student does not yet have a committee chair, the portfolio will be reviewed by the program coordinator.

Purpose: this annual review allows faculty to ‘keep track’ of how their doctoral students are moving along their academic work. It allows faculty to assess, for instance, what courses the student has taken, what grades the student has achieved, and whether the student has completed all university requirements for the doctoral degree (PhD or EdD.). In addition to allowing faculty to have access to their students’ data, the new electronic format for the annual review will allow doctoral students to develop an electronic portfolio of their work: a place

where they can upload papers, presentations, list their conference presentations, memberships in professional organizations, and research interests.

Students will receive an email from the program coordinator with details on how to submit portfolios.

C. Time Limits

All requirements for doctoral degrees must be completed within a period of ten consecutive calendar years for the degree to be granted. A course will be considered valid until 10 years after the end of the semester in which it is taken. Graduate credit for course work more than ten calendar years old at the time of the final oral examination may not be used to satisfy degree requirements.

A final corrected version of the record of study in electronic format as a single PDF file must be cleared by the Thesis Office no later than one year after the final examination or within the 10-year time limit, whichever occurs first. Failure to do so will result in the degree not being awarded.

D. 99-Hour Cap on Doctoral Degrees

Doctoral students have 7 years (21 semesters) to complete their doctoral degree without being penalized. During the 7 years, students who are otherwise eligible for in-state tuition will be charged as such, even if they accumulate more than 99 doctoral hours. After 7 years (21 semesters), any student accumulating more than 99 doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition regardless of funding. Students who have been granted individual exemptions for the doctoral hour cap limit by the Texas Higher Education Coordinating Board and those students in programs which have receive programmatic exemptions have 130 doctoral hours and 21 semesters before they are penalized with a higher tuition rate. Students who have over 64 hrs of coursework will receive advising/progress holds each semester. Students are expected to meet with faculty advisors to clear these holds and communicate this meeting with the Advising office.

VI. Program Costs and Financial Services

A. Tuition and Fees

Information regarding tuition and fee estimates can be found at the following URL: <https://tuition.tamu.edu/>

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://ogaps.tamu.edu/Buttons/Funding-Opportunities>

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

General Course of Study (Revised 2020)

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 645: (3) Society and Education in World Perspectives	EDCI 715 (3): Academic Writing for Graduate Students	
Fall Year 1	EDCI 603: (3) Professional Development Strategies for Teachers	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 752 (3): 21 st Century Integration of Theory in Educational Settings	EDCI 605 (3): Qualitative Methods in Curriculum and Instruction	
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	EDCI 690: (3) Theory of Curriculum and Instruction Research Part II [Creation of IRB application and continue writing ROS]	Internship EDCI 684 Internship (3): Shadowing and Interviewing Leaders	

Semester	Courses	Internships	Assessments, Proseminars, ROS Work
Summer Year 3	EDCI 632: (3) Program Evaluation in Curriculum & Instruction		EDCI 680 Proseminar I, II (2): Thematic chairs and students negotiate a week in September for administration of Preliminary Examinations.
Fall Year 3		EDCI 648: (3) Urban Schools and Communities End of formal coursework	EDCI 680 Proseminar III (1): September Preliminary Examination administration and evaluation. (Prelims are assessed by Thematic Committee, facilitated on eCampus Portal); Continued literature review. Prepare for Proposal defense. *Begin 692 hrs as needed for financial aid
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.	EDCI 692 (variable*): Professional Study (for those anticipating completion of the ROS Proposal) to begin problem solutions/interventions
Summer Year 4		*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.	
Fall Year 4		*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.	EDCI 692 (variable): Defense and Graduation

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

**Please note: Degree plan courses are subject to change based on department and university regulations.*

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

