Supervision, Curriculum, and Instruction — EdD

Doctoral Coursework

Candidates for the degree must complete the Supervision, Curriculum, and Instruction Core (30 semester hours), a support area (12 semester hours), and the dissertation (9 semester hours), as well as the 9 hours of research tool courses for a total minimum of 60 semester hours.

In addition, the candidate must demonstrate proficiency in the use of research tools to the satisfaction of the major department. The candidate also must complete a doctoral residency; detailed information on satisfying this requirement is given at the end of this section.

Written comprehensive or qualifying examinations as well as oral examinations will be conducted in the major area of studies (SCI core requirements), the support area and, when applicable, in the cognate and elective areas. A minimum of 9 semester hours of EDCI 718 Doct Dissertation is required.

Departmental Doctoral Residency Policy

Each student is required to complete residency after admission to the doctoral program and prior to completing qualifying exams. Residency provides students with more in-depth experiences than occurs when students are simply enrolled in doctoral classes. Students have opportunities to work with other doctoral students and faculty members as colleagues in research projects that provide experience and training toward independent application of skills, which are commensurate with holders of doctoral degrees.

1. 5 Areas of Residency

   Below are 5 areas the residency plan should include, plus examples of activities that would fulfill each area.

   1. Opportunities to become involved in events to broaden intellectual growth. For example:
       • Departmental Doctoral Email Network provides information about ongoing opportunities such as attendance at colloquiums, and opportunities for grant writing, opportunities to present at conferences, and opportunities to write for professional journals.
       • Doctoral Seminar Assignments provide springboards to activities such as: conducting research projects, writing and submitting manuscripts for publication, and proposing presentations at national or international conferences.
   2. Access to a range of academic support resources required for scholarship in that discipline. For example:
       • Specific courses require spending time in the library to provide an understanding of how to access various electronic, paper, and people resources so that students understand how to conduct literature reviews.
       • Specific courses require accessing and developing web-based resources.
   3. Opportunities for faculty members and student interactions that provide for the development of a mentoring-apprentice relationship and for a faculty evaluation of students. For example:
       • Doctoral faculty members and student social events provide opportunities for expressing research/writing interests, explaining current research/writing activities, and generally networking on common research/writing interests.
       • Doctoral faculty members invite students to research, write, edit, and teach as assistants, interns, or full-fledged collaborators.
       • Doctoral faculty members invite students to consult or present as assistants, interns, or full-fledged collaborators.
   4. Involvement with cognate disciplines and research scholars in those disciplines. For example:
       • Students select options such as reading, mathematics education, early childhood, or other cognates and electives within The Texas A&M University System or Federation and connections with research scholars are facilitated by the doctoral coordinator, major adviser, and include doctoral faculty members.
       • Specific courses spend time on conference calls, web chats, and two-way interactive video to engage in discussion and network with a variety of scholars.
       • Doctoral faculty members consistently encourage and facilitate student membership in a variety of professional and scholarly organizations.
       • Doctoral faculty members consistently encourage/facilitate student attendance in a variety of professional and scholarly conferences.
   5. Occasions for meaningful peer interactions among graduate students. For example:
       • The Doctoral List Serve provides opportunities to receive and post information and create special interest groups.
       • Chat rooms are created via the web for discussion related to particular courses and topics.
       • Students are encouraged via seminar assignments to co-research, co-present at national conferences, and co-author manuscripts for publication. Peer support systems and study groups are formally and informally created by students.

2. Activities and experiences expected of the doctoral student:

   Continuous involvement in activities like the following are expected every semester regardless of enrollment in coursework. While these vary widely, the intent of these activities is to provide the student with a more in-depth experience than occurs when students are simply enrolled in doctoral classes.

   1. Research projects
   2. Submission of manuscript to state or national journals for publication consideration

3. Staff development consultancies as a collaborator or an independent contractor
4. Attending professional conferences and/or study tours
5. Conference presenter (state, regional, and/or national)
6. Professional development presentations for schools and/or school districts
7. Graduate assistant (GAT or GANT)
8. Ad-interim or adjunct instructor
9. Liaison in the field-based program
10. Webmaster of a home page
11. Grant writing
12. Formal report writing
13. Attending Federation meetings and/or guest speaker events
14. Peer review for conference proposals, manuscripts and/or grants
15. Other, to be determined by doctoral adviser and student

3. Determination of successful completion of residency and maintenance of documentation:

Information about the residency plan and how to maintain portfolio documentation will be initiated by the departmental doctoral coordinator collaboratively with the student during orientation. During orientation, students learn how to complete the residency documentation form and keep track of their activities. At least two activities should be completed per semester. In addition, during the first session of each doctoral course/seminar the instructor will explain how course requirements and/or projects can be incorporated into the completion of residency activities. The residency form should be signed by each course instructor during the semester the residency activity was completed. The residency form and the portfolio which contains the written documentation must be completed prior to admission to doctoral candidacy. The student is required to present the complete file of documentation to the major advisor and his/her committee prior to taking qualifying and oral exams.   The major advisor and committee will be responsible for noting successful completion of the plan on the qualifying exam documentation sheet. Documentation will continue to remain on file in the departmental office for at least 5 years after the doctoral student has completed the doctoral degree.

Residency

Each student is **required** to complete residency after admission to the doctoral program. Residency provides students with opportunities to work with other doctoral students and faculty as colleagues in projects that provide experience and training toward independent application of skills commensurate with holders of doctoral degrees. The student will plan the residency activities with the approval of the major adviso**r.**

Note:

The Department reserves the right to suspend from the program any student who, in the judgment of a duly constituted departmental committee, does not meet the professional expectations of the field.

Doctor of Education - Supervision, Curriculum, and Instruction

Core Courses (30 semester hours)		
EDCI 620	Policy and Practice in Education	3
EDCI 621	Advocacy, Equity, and Social Justice	3
EDCI 632	Pedagogy and Philosophy of Education	3
EDCI 640	Leadership in Professional Learning	3
EDCI 651	Curr & Instr Desgn	3
EDCI 652	Research on the Learner	3
EDCI 655	Assessment Lrng & Lrnr	3
EDCI 659	Educational Inquiry	3
EDCI 695	Research Methodology (Research tool course)	3
EDCI 698	Research: Design and Replication	3
Area of Emphasis (12 semester hours)		
Complete 12 semester hours of Approved Courses in one of the disciplines listed below.		
Education Curriculum & Instruction courses (12 semester hours of approved doctoral level EDCI course listed below).		
EDCI 690	Seminar in Education (repeatable up to 4 times.)	3
Interdisciplinary Studies courses (12 semester hours from any of the other areas of emphasis (EDCI, ECE, RDG, BLED, ESL, SED, ETEC or advisor approved courses).		
12 semester hours from any of the other areas of emphasis (EDCI, ECE, RDG, BLED, ESL, SED, ETEC or advisor approved courses).		
Early Childhood courses (12 semester hours of approved doctoral level Early Childhood courses listed below).		

ECE 634	History and Philosophy of Early Childhood Education	3
ECE 648	Leadership in Early Childhood Education	3
ECE 663	Seminar in Research in Early Childhood Education	3
ECE 682	Assessment in Early Childhood Education	3
Reading courses (12 semester hours of approved doctoral level Reading courses listed below).		
EDCI 657	Content Area Literacy	3
RDG 650	Child, YA, & Multicul Lit	3
RDG 667	Reading Proc:Theor & Impl	3
RDG 692	Learning to Read	3
Bilingual courses (12 semester hours of approved doctoral level Bilingual courses listed below).		
BLED 502	Biliteracy Development, Instruction, and Assessment	3
BLED 503	Content Area Instruction for Emergent Bilinguals	3
BLED 690	Seminar in Bilingual/ESL Education (6 semester hours required)	3
Choose ESL (12 semester hours of approved doctoral level ESL courses listed below).		
BLED 512	Social and Academic Language Development in English for Bilingual Learners	3
BLED 513	Advanced Sheltered Content Area Instruction	3
BLED 690	Seminar in Bilingual/ESL Education (6 semester hours required)	3
Educational Technology (12 semester hours of approved doctoral level Educational Technology courses listed below).		
ETEC 526	Games & Simulations for Learning	3
ETEC 528	Digital Storytelling Across the Curriculum	3
ETEC 543	Applying AI to Support Learning	3
ETEC 579	Implementation of Educational Technology Programs	3
Secondary Education (12 semester hours of approved doctoral level Secondary Education courses listed below).		
SED 613	Problems and Trends in Secondary Education	3
SED 614	Research in Teacher Leadership	3
SED 640	Research in Adolescent Growth and Development	3
SED 641	Curriculum Studies in Secondary Education	3
Dissertation (9 semester hours).		
No less than 9 semester hours		
EDCI 718	Doct Dissertation	3-9
Doctoral Research Tools (9 semester hours).		
Four Approved Doctoral Research Tools (9 semester hours)		
EDCI 687	Sociocult Inquiry in C&I	3
EDCI 695	Research Methodology (Counted in core)	3
EDCI 696	App of Rsch Methods	3
EDCI 699	Statistics: Cont Proc App	3
Total Hours		**60**

NOTE: No course beyond the master's program that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Successful completion of the Comprehensive Exam is required of all students.