The Doctor of Education (Ed.D.) in Curriculum and Instruction prepares educators to assume leadership positions in institutions of higher education and in local, regional and independent school districts at multiple levels. The Doctor of Education in Curriculum and Instruction at UTB provides school districts throughout Texas and nationwide individuals with sufficient and specific expertise to formulate and lead P-16 programs. In addition, the degree enables successful candidates to teach in colleges and universities, many of which are faced with a shortage of qualified faculty. To this end, the degree provides a qualified pool of teacher educators for institutions of higher education throughout Texas and the nation. For course descriptions and more information visit utb.edu/graduatestudies.

ADMISSION REQUIREMENTS
Standards for admission to the Doctor of Education in Curriculum and Instruction Program are based on multiple sources of evidence of an applicant’s qualifications, commitment to the program and are comparable to those for doctoral programs in other disciplines and for curriculum and instruction in other universities. All applicants must hold a bachelor’s and master’s degree from a regionally accredited United States institution or a recognized international equivalent, all must have three years of teaching experience. The Doctor of Education program does not allow a candidate to go directly from a bachelor’s degree to an extended doctoral program.

Interested individuals need the following to begin the admission process:

• Completed Application form
• Official Transcripts for all colleges and universities attended
• GPA of 3.25 or higher on all graduate coursework
• Satisfactory GRE scores originating within the past five years
• Five years of experience in education or related fields
• Verification of three years of classroom teaching experience at an accredited institution
• TOEFL passing score of 600 for the paper test and 100 for the Internet-based test for foreign applicants from non-English speaking countries
• Statement of the applicant’s professional goals, experience and scholarly accomplishments, reasons for obtaining this degree, and possible research questions or topics of interest for pursuing research
• Résumé or curriculum vita
• Letters of recommendation and completed forms from three professionals with first-hand knowledge of the applicant’s professional qualities and scholarly potential (professors, principals, etc.)
• Hold a Master’s in Educational Leadership or completion of Administrative Licensure (Principal Certification) prior to the fall semester that the cohort begins*

*For individuals interested in applying for the Educational Leadership track. All Final Candidates for admission will be required to participate in the following:

• An interview with the Faculty Selection Committee
• Writing sample (in English). Candidates will need to write a reaction paper on-site. A rubric will be available in advance so applicants will know how the samples will be reviewed.

Admission will be considered for applicants who do not meet the customary GPA, GRE or other requirements, but whose credentials indicate a good probability of success in doctoral study.

To be considered for admission, the student must file a completed admissions packet with the Graduate Studies Office by April 1. Final admission to the doctoral program will be made by a selection committee comprised of College of Education Curriculum and Instruction faculty members. Applicants will be notified by June 1.

The new class of doctoral students, the cohort, is intended to be a cohesive, supportive, interactive group of individuals engaged in intellectual inquiry with each other, their professors and selected educational practitioners. The courses, seminars, field experiences and other academic opportunities offered within the program are the vehicles through which this intellectual inquiry takes place. Each member is required to participate in activities and to contribute as a member of this community of scholars. The cohort proceeds as a group through a sequence of coursework, and research endeavors.

DEGREE REQUIREMENTS
The components of the doctoral program are as follows:

1. Leveling Courses
Prior to entering the proposed doctoral program, all students must have completed a master’s program in education or a related field and three graduate semester credit hours in introductory educational research that may be part of the master’s program. Other courses to provide needed background may be required upon review and design of the program of study with an advisor.
2. Research Courses, 12 SCH
Required: 9 SCH
EDFR 8300  Research Methods in Education
EDFR 8301  Qualitative Research
EDFR 8302  Quantitative Research

Research Elective: 3 SCH
EDFR 8303  Statistical Analysis in Educational Research
EDFR 8304  Ethnographic Methods
EDFR 8305  Multivariate Statistical Methods
EDFR 8306  Field Methods
EDFR 8307  Program Evaluation
EDFR 8308  Selected Topics in Research

3. Curriculum Core, 21 SCH
EDCI 8320  Advanced Curriculum Instructional Design and Development
EDCI 8321  Adult Learning Strategies
EDFR 8322  Socio-Cultural Applications for Education
EDCI 8323  Advanced Models of Teaching
EDCI 8324  Literacy Across the Curriculum
EDCI 8325  Mentoring, Induction and Professional Development
EPSY 8318  Advanced Applications of Human Development and Cognition

4.1 Bilingual Studies Specialization: 15 SCH
Required 9 SCH
BILC 8340  History, Politics, and Models of Bilingual Education
BILC 8341  Bilingualism and Second Language Acquisition
BILC 8342  Content Area Instruction in Bilingual Programs

Bilingual Studies Electives: 6 SCH
BILC 8343  Literacy and Bilingual Development, OR
BILC 8344  Language Use in Bilingual Classrooms
BILC 8345  Seminar in Bilingual Studies, OR
BILC 8346  Issues and Assessment in Bilingual/ESL Programs

Other electives could be selected as directed by the faculty advisors.

4.2 Early Childhood Specialization: 15 SCH
ECED 8350  Advanced Theories in Early Childhood Education
ECED 8351  Research in Early Childhood Education
ECED 8352  Advanced Curriculum in Early Childhood Education
ECED 8353  Families, Schools & Community Partnerships
ECED 8354  Leadership in Early Childhood Education

Other electives could be selected as directed by the faculty advisors.

4.3 Educational Leadership Specialization: 15 SCH
EDLR 8360  Leadership Theory and Practice
EDLR 8361  Decision-Making for School Improvement
EDLR 8362  Leading School Reform
EDLR 8363  Politics in Educational Leadership
EDLR 8364  Policy Planning and Development in Education

Other electives could be selected as directed by the faculty advisors.

4.4 Educational Technology Specialization
EDTC 8371  Theories and Practices in Effective Online Pedagogy
EDTC 8372  Advanced Instructional Design
EDTC 8373  Evaluation and Assessment in Instructional Technology
EDTC 8374  Course Management and Instructional Systems in K-16
EDTC 8375  Trends in Educational Technology K-16

Other electives could be selected as directed by the faculty advisors.

4.5 Higher Education Specialization
EDFR 8380  Comparative Higher Education
HIED 8381  Advanced Human Learning and Motivational Development
HIED 8382  History and Philosophy of Higher Education
HIED 8383  Higher Education Equity, Inclusion, and Diversity
HIED 8384  Current Issues in Higher Education

Other electives could be selected as directed by the faculty advisors.

4.6 Literacy Specialization (currently not offered)
EDLI 8370  Advanced Theories and Models of Reading
EDLI 8371  Leadership in Literacy
EDLI 8372  Digital Literacies
EDLI 8373  Critical Literacies
EDLI 8374  Reading and Writing with Children’s Literatures

Other electives could be selected as directed by the faculty advisors.

5 Electives, 9 SCH
EDLR 7338  The Superintendency
EDLR 7384  Educational, Social Political Problems and the Superintendency
EDLR 7389  Texas Public School Finance
EDLR 7393  Administration of Programs for Special Populations
EDSL 6325  ESL for Bilingual and Multicultural Settings
EDCI 6336  Problems in Education (Topics)
EDEC 6301  Major Theories in Early Childhood Education
EDEC 6302  Instructional Planning/curriculum Development for the Early Childhood Classroom
EDEC 6307  Emergent Literacy in Early Childhood Education
EDEC 6310  Problems in Early Childhood Education

Other electives may be used as directed by the faculty advisor and approved by the Coordinator of the program.

6. Dissertation, 9 SCH
EDCI 8380  Dissertation I
EDCI 8390  Dissertation II 1/2
EDCI 8391  Dissertation II 1/2

PROFESSIONAL PORTFOLIO
All students enrolled in the Ed.D. C&I program will be required to purchase instructional materials including (but not limited to) Tk20 which is an online academic electronic workbook to be used in building their professional portfolio designed to provide evidence of mastery of class and state/professional standards. Additional information regarding Tk20 is available at https://tk20.utb.edu/ or at the UTB Barnes and Noble bookstore.

GRADUATE COURSE DESCRIPTIONS
EDFR 8300  Research Methods in Education
An in-depth study and analysis of research processes that focus on various quantitative and qualitative inquiry strategies including the epistemological differences between the two strategies. Attention is given to formulating the problem statements, posing research questions and hypotheses, devising appropriate research designs, acquiring and summarizing data and appreciating probabilistic thinking. Lec 3, Cr 3

EDFR 8301  Qualitative Research
This course introduces qualitative methods of inquiry and interpretation in educational investigations. Students will examine and compare qualitative research perspectives and epistemologies and become familiar with the fundamentals of qualitative methods. These will include writing field notes, participation observation, interviewing and document analysis. Strategies for data analysis will be explored. Prerequisite: EDCI 8300. Lec. 3

EDFR 8302  Quantitative Research Methods
This course is an introduction to quantitative research methods in education, including survey design, descriptive, experimental, quasi-experimental, correlational and inferential inquiry. The strengths, weaknesses and uses of inquiry will be the focus of the course. Prerequisite: EDCI 8300, Lec. 3

EDFR 8303  Statistical Analysis in Educational Research
Computer applications, using appropriate statistical software packages, will be used to analyze data relevant to educational research. Prerequisite: EDCI 8302.

EDFR 8304  Ethnographic Methods
This course develops student’s understanding of ethnographic methods of inquiry and interpretation in educational research. Students will examine theories and epistemologies underlying forms of ethnography and develop expertise in ethnographic methods. Students will engage in participant observation, writing field notes and interviewing. Ethics, representation and interpretation will be addressed. Prerequisite: EDCI 8301.
The historical research covered will include foundations of early childhood research. Current research will include topics such as research methodology and ethics for educational practice and policy. Current and critical theories in education will be discussed. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

ECED 8346 Issues and Assessment of Bilingual/ESL Programs
Students will be provided with the knowledge and strategies to evaluate bilingual and ESL programs, related materials, methods and assessments. It addresses a number of issues in the assessment of English language learners, including purpose, validity, reliability and bias. It also reviews guidelines for appropriate test selection and use. Lec. 3, Cr. 3

BILC 8347 Literacy Across the Curriculum
This course will focus on reading and writing across the curriculum. Emphasis will be placed on research and current classroom implementation. Lec. 3, Cr.3

BILC 8348 Mentoring, Induction, and Professional Development
Research and models of mentoring, induction and professional development will be explored. Local, state and national programs will be analyzed in terms of meeting the needs of adult learners, effecting change and long-term instructional improvement. Lec. 3, Cr. 3

EDFR 8305 Multivariate Statistical Methods
A study of the methods and procedures of multivariate data analysis for use in conducting educational research. Prerequisite: EDCI 8302. Lec. 3, Cr. 3

EDFR 8306 Field Methods
The course will include an in-depth study of the design, data collection and analysis techniques for field or empirical and non-experimental research. Course assignments will include surveys, observational studies, content analysis and case studies. Prerequisite: EDCI 8301. Lec. 3, Cr. 3

EDFR 8307 Program Evaluation
Methods related to planning and implementing evaluation of educational programs will be addressed, including formative and summative evaluation, decision-making, program modification and performance-based models. National standards are examined for assessing the quality of evaluations relative to utility, feasibility, propriety and accuracy. Prerequisite: EDCI 8300. Lec. 3

EDFR 8308 Selected Topics in Research
Group and individual projects in research design, research methodologies and research execution in response to student needs, interests and faculty expertise. Course may be repeated once for credit with approval of program director. Prerequisite: EDCI 8300.

EDFR 8322 Socio-Cultural Applications for Education
This advanced seminar focuses on the contemporary socio-cultural and philosophical applications for education. This course will study educational issues in its social, economic, cultural, political, ethical, and historical contexts. Issues of policy, principles and practices, and globalization affecting public education will be addressed. Lec. 3, Cr. 3

EDFR 8323 Social, Information Processing, Personal, and Behavioral Systems in P-16 Environments
Theories and research in bilingualism, multiculturalism and second language acquisition will be addressed. Specific emphasis will be given to the linguistic, cognitive and motivational factors in language acquisition.

EDFR 8324 Literacy Across the Curriculum
This course will focus on reading and writing across the curriculum. Emphasis will be placed on research and current classroom implementation. Lec. 3, Cr.3

EDFR 8325 Mentoring, Induction, and Professional Development
Research and models of mentoring, induction and professional development will be explored. Local, state and national programs will be analyzed in terms of meeting the needs of adult learners, effecting change and long-term instructional improvement. Lec. 3, Cr. 3

EDCI 8380 Dissertation I
Students with related interests will work with faculty to study a curriculum issue. The class culminates in a unique set of complementary dissertation questions. Students will complete online human subjects training, a dissertation proposal draft and a literature review draft.

EDCI 8390 Dissertation II/1
Candidates will prepare a prospectus for approval by dissertation committee. Candidates will prepare protocol for review and approval by Institutional Review Board. Permission of advisor is required to enroll in this course. Prerequisite: EDCI 8381. Lec. 3, Cr. 3

EDCI 8391 Dissertation II/2
Candidates will prepare a prospectus for approval by dissertation committee. Candidates will prepare protocol for review and approval by Institutional Review Board. Permission of advisor is required to enroll in this course. Prerequisite: EDCI 8390. Lec. 3, Cr 3

BILC 8340 History, Politics, and Models of Bilingual Education
Historical, theoretical and legal foundations of bilingual and ESL education, including the evolution of program models will be investigated. Lec. 3, Cr. 3

BILC 8341 Bilingualism and Second Language Acquisition
Theories and research in bilingualism, multiculturalism and second language acquisition will be addressed. Specific emphasis will be given to the linguistic, cognitive and motivational factors in language acquisition.

BILC 8342 Content Area Instruction in Bilingual Programs
This course studies the rationale, theory and research that supports content-based instruction in bilingual education. Student projects will include dual language and ESL research and practice.

BILC 8343 Literacy and Biliteracy Development
This course is taught in Spanish, reviews literacy practices in bilingual education and addresses theory and research related to the development of biliteracy. Students will explore literacy in its broader sociocultural context and review the history of the teaching of reading and writing in both Spanish and English. Lec. 3, Cr. 3

BILC 8344 Language Use in Bilingual Classrooms
Students will examine and compare the linguistic structures of Spanish and English, including phonology, morphology and syntax. Students will analyze discourse patterns in bilingual education such as dual language and ESL research and practice.

BILC 8345 Seminar in Bilingual Studies
The focus of this course will include such issues as assessment, advocacy, cultural studies, language policies, language planning and bilingual education. Lec. 3, Cr. 3

BILC 8346 Issues and Assessment of Bilingual/ESL Programs
Students will be provided with the knowledge and strategies to evaluate bilingual and ESL programs, related materials, methods and assessments. It addresses a number of issues in the assessment of English language learners, including purpose, validity, reliability and bias. It also reviews guidelines for appropriate test selection and use. Lec. 3, Cr. 3

ECED 8330ADVANCED CURRICULUM: INSTRUCTIONAL DESIGN AND DEVELOPMENT
This course includes a variety of approaches used to develop, implement and evaluate curricula. Student projects will include relevant principles, practices, problems and evaluation of instruction. Lec. 3, Cr. 3

EDCI 8320 Advanced Curriculum: Instructional Design and Development
This course includes a variety of approaches used to develop, implement and evaluate curricula. Student projects will include relevant principles, practices, problems and evaluation of instruction. Lec. 3, Cr. 3

EDCI 8321 Adult Learning Strategies
A study of learning in adulthood, how to facilitate that learning and the characteristics of adult learners will be addressed. Particular emphasis will be placed on models, goals, organization, methodology, career development and evaluation of adult learners in P-16 environments.

EDCI 8322 History and Philosophy of Higher Education
An overview of historical development of Higher Education is focused on American education and its growth and development since the founding of Harvard. Philosophical issues, e.g., access to higher education, undergraduate curriculum, academic freedom, role of universities in society, and the balance of teaching, research and service will be addressed.

EDCI 8323 Social, Information Processing, Personal, and Behavioral Systems in P-16 Environments
Theories and research in bilingualism, multiculturalism and second language acquisition will be addressed. Specific emphasis will be given to the linguistic, cognitive and motivational factors in language acquisition.

EDCI 8324 Literacy Across the Curriculum
This course will focus on reading and writing across the curriculum. Emphasis will be placed on research and current classroom implementation. Lec. 3, Cr.3

EDCI 8325 Mentoring, Induction, and Professional Development
Research and models of mentoring, induction and professional development will be explored. Local, state and national programs will be analyzed in terms of meeting the needs of adult learners, effecting change and long-term instructional improvement. Lec. 3, Cr. 3
EDC     8352    Advanced Curriculum in Early Childhood
This course will examine the foundations related to early childhood curriculum. The major curriculum models and approaches in early childhood education will be presented. Currently accepted best practices in early childhood education will be analyzed and critiqued. Research in early childhood curriculum development will be interpreted. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDC     8353    Families, Schools and Community Partnerships
This course examines the role families, schools and community partnerships as a critical element of whole-school educational reform. As a learning community, we will examine our own beliefs about each role, analyze the research on the impact of home, school and community partnerships on student learning. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDC     8354    Leadership in Early Childhood Education
This course focuses on the major principles of leadership, ethics and advocacy in early childhood education. It involves research into models of leadership, ethics, personal leadership qualities and skills, cultural and personal inclusion and effective collaboration. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EPSY   8318    Advanced Applications of Human Development and Cognition
This is a seminar course in advanced applications in Educational Psychology. A variety of topics in relevant and current research in the fields of cognition, motivation, and perspectives within the domains in human development through the life span will be discussed. Lec. 3, Cr 3

EDLI   8370    Advanced Theories and Models of Reading
Through readings, lectures, and discussion, students will develop an understanding of different theoretical models of reading. They will critically evaluate the research support for various models. They will consider the instructional implications of the different models and their applicability for English language learners. Prerequisite: Admission to the doctoral program is required. Lec. 3, Cr 3

EDLI   8371    Leadership in Literacy
The course focuses on analyzing, implementing and leading elementary and secondary literacy program based on best practice research. The issues of change, professional growth and involvement of families and community will be explored as they relate to the successful development and implementation of literacy programs in a bilingual environment. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDLI   8372    Digital Literacies
This course examines the role of digital literacy in education through evaluating digital literacies, their politics, problems, and possibilities, and enabling a deeper understanding of ways to incorporate digital literacies into curricula. Students will have a richer conceptualization of digital literacies and their place in twenty-first century education. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3.

EDLI   8373    Critical Literacies
Contextualized uses of literacy, multiple ways of knowing, and language and power will be the course foci. Students will construct and deconstruct texts from critical perspectives; reconsider the potentiality of texts, literacy, and signs from multiple perspectives; and develop theoretical tools for interpreting and producing scholarship in critical literacies. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3.

EDLI   8374    Reading and Writing with Children's Literature
In this course students will evaluate children's literature, including multicultural literature. They will lean about critical theory and reader response theory and apply it to children's literature. They will explore various ways to use children's literature to teach writing in a reading/writing workshop setting. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3.

EDLR   8360    Leadership Theory and Practice
The course will focus on developing the leadership skills and competencies needed to effectively lead complex and diverse educational organizations. Self awareness, sound intuition, valid theory, cultural responsiveness and leadership and management skills will be explored and applied. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDLR   8361    Decision-Making for School Improvement
This course provides an in-depth study of decision-making theory and models and their applications in districts and schools. Also covered will be the use of data and application of decision-making processes that focus on current research in learning, distributed leadership and enhanced school improvement. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDLR   8362    Leading School Reform
Analyzing, implementing and leading school reform is the focus of this course. Issues regarding initiating and guiding the change process and the restructuring and reculturing of schools to improve student performance will be addressed. In-depth exploration of school improvement models are included. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDLR   8363    Politics in Educational Leadership
This course will focus on developing the leadership knowledge, skills and competencies needed to effectively understand and excel in an increasingly political educational environment—educational organizations, school districts and communities. The dynamics of internal and external factors leading to political conflicts seen in public education will also be addressed. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDLR   8364    Policy Planning and Development in Education
This course provides a thorough review of current research on problem identification, policy formation, adoption and implementation. Students will examine in-depth the multilayered structure of the U.S. political system and the impact of politics on educational policy at federal, state and local levels. Prerequisite: Admission to the doctoral program is required. Lec 3, Cr 3

EDTC  8371    Theories and Practices in Effective Online Pedagogy
This online course examines contemporary research relevant to the theoretical foundations of teaching and learning online. Through examination of current literature relevant to effective online instruction, students will analyze the pedagogical implications for teaching and developing effective online courses and learning communities incorporating current and future technology tools. Lec. 3, Cr. 3

EDTC  8372    Advanced Instructional Design
This online course is designed to extend students’ knowledge and application of the instructional design process in K-16 e-learning environments. Emphasis is placed on the selection of appropriate pedagogies, processes and tools for designing, developing, and evaluating online instructional materials. Students will solve a real-world instructional or performance problem. Lec.3, Cr. 3

EDTC  8373    Evaluation and Assessment in Instructional Technology
The online course is intended for students to become competent in mainstream and alternative models of evaluation. Students will also target a real life instructional system within an organization, propose an appropriate evaluation model with a research-based justification, and appraise the target system professionally to meet the organization’s goal. Lec. 3, Cr. 3

EDTC  8374    Course Management and Instructional Systems in K-16
This entirely online course provides a framework by which distance educators can analyze three core issues involved in successfully implementing courseware and learning management systems in K-16 environments. Students will research the managerial and administrative, technical and pedagogic issues involved in offering instruction at a distance using a CMS/LMS or similar system. Lec.3, Cr.3

EDTC  8375    Trends in Educational Technology K-16
This course investigates approaches, techniques, tools, and philosophies as they apply to current and future trends in educational technology and online learning in the K-16 educational environments Lec. 3, Cr. 3.

HIED  8381    Advanced Human Learning and Motivational Development
The course focuses on advanced theories and current research in learning and motivation. Readings and discussions will focus on the implications of major learning and motivational theories on our understanding of cognitive, emotional and social-cultural growth to foster a working knowledge of a doctoral-level scholarly inquiry, research and writing.
HIED 8383  Higher Education Equity, Inclusion, and Diversity
Students will critically examine historical and contemporary issues related to equity inclusion, and diversity, as well as analyze current trends and coming challenges in higher educational research, theory, policy and practice.

HIED 8384  Current Issues in Higher Education
The study of contemporary higher education as a specialized field of inquiry and as a professional area in which to work will be addressed. Students will explore institutional missions as well as entities such as teaching and administration in relationship to current issues centered on faculty and students.