

# ED.D. IN CURRICULUM AND INSTRUCTION

The Doctor of Education degree in Curriculum and Instruction provides the highest professional degree available to candidates who seek curriculum and instruction leadership positions. The degree requirements include a prescribed curriculum of required and cognate courses and the successful completion of a major research project resulting in the presentation and defense of a dissertation. A comprehensive examination will be taken after the completion of at least 45 hours of coursework. Students must be enrolled during the semester the comprehensive examination is taken. After successful completion of the examination, the student may enroll in the dissertation proposal process.

The program includes:

Code	Title	Hours
Core CIED Courses		21
Research Component		12
Cognate Area		18
Dissertation		9
<b>Total Hours</b>		<b>60</b>

Please see the curriculum outline for a complete listing of program course requirements.

The EdD Program is a modified cohort program. Individuals are admitted to a specific cohort and follow the schedule for the cohort to which they are assigned. Cognate courses may be taken independent from the rest of the cohort and with other members of their cognate. Cohort groups begin in June of each year. In the event of emergencies that require an individual to drop-out of the normal schedule, they may be required to join another cohort group with another schedule. Admission to the program requires a significant commitment of time for the duration of the individual's program. The inability to devote the necessary time will require the individual to drop-out of the program.

Candidates who complete this program can:

- directly help people in the community who need educational support
- train educators to help individuals and groups in the community
- connect with and develop organizations that support education
- develop new programs and approaches to educational instruction that meet the needs of diverse learners
- analyze, interpret, and disseminate educational assessment
- become educational scholars and share research with the field
- read and interpret educational research and disseminate best practices to educators through professional development and training
- systematically evaluate educational programs
- teach in colleges of education around the world

**Additional information:** Reference the Program Landing Page (<https://www.shsu.edu/programs/doctorate/literacy/>) for additional information, such as cost, delivery format, contact information, or to schedule a visit.

Admission to the program requires a significant commitment of time for the duration of the individual's program. The inability to devote the necessary time will require the individual to drop out of the program.

This program follows a modified cohort model. Individuals are admitted to a specific group, called a cohort, and follow the schedule for the cohort to which they are assigned. Cognate courses may be taken independent from the rest of the cohort, but with other members of their cognate group. Cohorts begin in June of each year. In the event of emergencies that require an individual to drop out of the normal schedule, they may be required to join another cohort group with another schedule.

Applicants seeking admission to the doctoral program in Literacy must submit the following directly to the Office of Graduate Admissions (<https://www.shsu.edu/dept/graduate-admissions/prospective-students.html>):

1. Graduate Application ([https://www.applytexas.org/adappc/gen/c\\_start.WBX](https://www.applytexas.org/adappc/gen/c_start.WBX))
2. Application fee (<http://www.shsu.edu/dept/graduate-studies/application-fee.html>)
3. Official transcript(s) showing receipt of a baccalaureate degree and a master's degree from an accredited institution
4. Names and contact information of at least two professional references
5. The master's degree should be in literacy, TESOL, SPED or a related field with at least eighteen hours of graduate credit in their cognate field. Students without the prerequisite eighteen hours in their cognate field may be required to take additional coursework during the program.
6. The graduate GPA should be 3.0 or higher.

Applicants meeting the criteria above may be invited for an interview with the program coordinator. A candidate who fails to meet one of the admission requirements may receive probationary admission if sponsored by a doctoral faculty member.

Code	Title	Hours
<b>Ed.D. in Literacy</b>		
<b>Specified Courses</b>		
CIED 7339	Policy and the Curriculum	3
CIED 7349	Curriculum Studies	3
CIED 7359	Learning Theories and Praxis	3
CIED 7369	Philosophical Foundations of Education	3
CIED 7389	Advanced Survey of Curriculum Research in Education	3
EDER 7362	Methods of Education Research	3
EDER 7365	Statistical Methods	3
EDER 7372	Qualitative Inquiry	3
EDLD 7361	Program Evaluation in Education	3
LITC 7385	Digital Epistemologies	3
Select one of the following research courses:		3
EDER 7374	Advanced Statistical Methods	
EDER 7375	Advanced Qualitative Inquiry	
<b>Prescribed Electives</b>		
Select 18 hours of the following in your prescribed cognate:		18
<b>Leadership in Curriculum Development Cognate</b>		
CIED 5383	Integrating Current Technologies in Education	
CIED 5394	Curricula for Adult Learning	
EDLD 7331	Leadership Theory/Application	
EDLD 7337	Academic Writing & Research	
LITC 7360	Virtual Ethnography	
Approved 7000-level Elective in CIED, EDLD		
<b>Literacy Cognate</b>		
LITC 7300	Psychological & Social Foundations of Language & Literature	
LITC 7310	Literacy, Policy, and Change	
LITC 7330	Research in Language and Literacy	
LITC 7345	Literacy Assessment	
LITC 7366	Theories & History of Literacy	
LITC 7367	Language Arts: Theory and Practice	
<b>Special Education Cognate</b>		
SPED 7301	Instructional Practices in Special Education	
SPED 7302	Legal Issues and Policies in Special Education	
SPED 7303	Functional and Curriculum-Based Assessment	
SPED 7305	Personnel Preparation and Collaboration	
SPED 7306	Small N Designs in Educational Research	
SPED 7316	Independent Research in Special Education	
<b>Teaching English as a Second Language Cognate</b>		
TESL 7301	Instructed Second Language Acquisition	
TESL 7303	Developing Materials for English Learners	
TESL 7305	Sociolinguistics	
TESL 7307	Teaching Second Language Writing	
TESL 7309	Teacher Ed in English as a Second or Foreign Language	
TESL 7311	Assessment of English as a Second/Foreign Language Learners	
<b>Dissertation</b>		9
CIED 8030	Dissertation in Literacy Leadership	

CIED 8320

Application of Literacy Research

**Total Hours****60**

The Texas Higher Education Coordinating Board (THECB) marketable skills initiative is part of the state's **60x30TX plan** and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

The Ed.D. in Curriculum and Instruction is designed to provide graduates with the following marketable skills:

- Experience in teaching and conducting research in curriculum and instruction.
- Obtain content knowledge and credentials required for securing tenure-track professorships at colleges and universities.
- Establish connections with national and local organizations that support curriculum and instruction and research.
- Ability to develop programs and new approaches to curriculum and instruction that meet the needs of diverse learners.
- Acquire the qualifications necessary to train educators in curriculum and instruction.
- Experience systematically evaluating curriculum and instruction programs.
- Expertise in supporting individuals and groups who struggle with learning.
- Ability to read and interpret curriculum and instruction research and disseminate best practices to educators in the community and around the world.
- Skills required to design and coordinate curricula in the field of curriculum and instruction.