GRADUATE COUNCIL

PROPOSAL FOR CHANGE IN EXISTING COURSE/PROGRAM

Ed.D. Educational Leadership – Leadership in Curriculum

ORIGINATING UNIT: College of Education

TYPE OF ACTION:

X Change in existing course

TYPE OF CHANGE REQUESTED:

X Description

X Program Requirements

Semester and Year Change(s) take effect: Summer 2010

Appropriate Computer Abbreviation (30 spaces or less): Not changed

DESCRIPTION OF CHANGE (omit if dropping a course or program):

Changes in the Curriculum Studies option of the Ed.D. to reflect changes in course offerings.

Present catalog copy:

Admission and Degree Requirements

For admission into the program, an applicant must have a Master's in Education or an appropriate field. Applicants must present a strong academic record, acceptable GRE or Miller Analogy scores within the past five years, and a writing sample that documents evidence of leadership skills and experiences and explains motivations and goals for pursuing the EdD degree.

EdD Degree Requirements

The College of Education's EdD is a professional degree. It is awarded for demonstrating competence and exceptional potential in leadership. A general program of study is outlined below. Students are required to take a suitable number and variety of graduate courses and field-based experiences, as described below, to prepare them for the qualifying examination and for the completion of a capstone project. In general, the EdD degree will encompass 51-60 credits after admission to the program.

Program of Study

The required program of study guides the committee and student, and is a vehicle for ongoing formative assessment and adaption. Each student will create a doctoral advisory committee of at least three persons. Among the first tasks of the doctoral advisory committee is to develop the student's program of study. While there is latitude intended in this plan, there are also constraints (e.g., a student pursuing Superintendent Certification must meet the program requirements in TCU's approved certification program).

Note: EDUC 70953 Research in Education, or its equivalent, is a prerequisite, or to be taken in addition to the core.

Core (12 hours)

EDAD 70003 Foundational Readings in Educational Administration
EDUC 60823  Program Evaluation
EDAD 70033  Ethical and Moral Dimensions of Educational Leadership
EDAD 70053  Applied Research: Economics of Education or
EDUC 70963  Qualitative Inquiry

Specialization (24 hours)
Students will choose a specialization as appropriate to their background, academic preparation, professional goals and interests, as determined by their committee. The following cognates are offered:

Leadership in Schools and Districts
EDAD 70013  Legal and Social Environment of Education
EDAD 70023  Managing Instructional Processes
EDAD 70043  Educational Policy and Practice
EDSP 60233  Understanding Exceptional Students and Students At-Risk
EDUC 60013  Curriculum Theory
EDUC 70970  Special Problems in Education: The Superintendency
Elective
Elective

Leadership in Curriculum
EDAD 70023  Managing Instructional Processes•
EDAD 70043  Educational Policy and Practice
EDCS 60813  Dialogue in Curriculum Studies (choose 2 from Vygotsky and Noddings, Freire and Hooks, Piaget and Doll, Pinar and Slattery, or Grumet and Schubert)•
EDEC 60810  Seminar in Educational Research: Play•
EDSC 70033  Scientific Inquiry and the Nature of Science
EDUC 60013  Curriculum Theory
EDUC 70963  Qualitative Inquiry

Internship (12-15 hours, depending on committee recommendation)
EDAD 70200  Internship in Educational Administration (school-based internship; required for students seeking principal certification) or•
EDAD 80206  Internship (school-based, agency-based, or other arranged internship; must be school-district based for students seeking superintendent certification)•

Qualifying Process
As the first step in the qualifying process for candidacy, students will complete EDAD 70073 Capstone Doctoral Seminar (description in subsequent section). The second stage of the process is a submission of a written proposal for a capstone project to the doctoral advisory committee. Once the doctoral committee accepts the written proposal, students will schedule an oral presentation and defense of the proposal to the doctoral advisory committee.

As the third part of the qualifying process, students will present written and/or oral demonstration that they have attained competence in the following domains of leadership performance:
• Strategic planning in education;
• Finance and resource allocation/budgeting in education;
• Competence in political systems at all levels in education;
• Program evaluation;
• Project management;
• Use of data/research in education;
• Professional communication, written and oral; and
• Entrepreneurship in education, including grant and proposal writing.

Upon successful completion of the qualifying process, students are admitted to candidacy.

All doctoral students, prior to beginning the qualifying process, will take EDAD 70073, Capstone Doctoral Seminar. This culminating course is aimed at ensuring that students are fully prepared to begin on the capstone project and are able to demonstrate a range of knowledge and abilities, including framing a capstone project; undertaking an appropriate literature review; making a decision regarding design, and implementing the project and being prepared to complete the qualifying process.

Students will complete at least nine hours of EDAD 90970 Capstone Project. Students may enroll in additional hours as necessary.

Capstone Project

Students will propose and execute an approved capstone project, submit the written documentation and publicly present the capstone project as directed by their doctoral advisory committee.

To be eligible to take the TExES State principal's or superintendent's certification exam, students must first pass the practice representative exam.

Proposed catalog copy:

Admission and Degree Requirements

For admission into the program, an applicant must have a Master's in Education or an appropriate field. Applicants must present a strong academic record, acceptable GRE or Miller Analogy scores within the past five years, and a writing sample that documents evidence of leadership skills and experiences and explains motivations and goals for pursuing the EdD degree.

EdD Degree Requirements

The College of Education's EdD is a professional degree. It is awarded for demonstrating competence and exceptional potential in leadership. A program of study is outlined below. Students are required to take a suitable number and variety of graduate courses and field-based experiences, as described below, to prepare them for the qualifying examination and for the completion of a capstone project. The Ed.D. degree will encompass 51-60 credits after admission to the program.

Program of Study

The required program of study guides the committee and student, and is a vehicle for ongoing formative assessment and adaption. Each student will create a doctoral advisory committee of at least three persons. Among the first tasks of the doctoral advisory committee is to develop the student's program of study. While there is latitude intended in this plan, there are also constraints (e.g., a student pursuing Superintendent Certification must meet the program requirements in TCU's approved certification program).

Note: EDUC 70953 Research in Education, or its equivalent, is a prerequisite, or to be taken in addition to the core.
Core (12 hours)
EDAD 70003  Foundational Readings in Educational Administration
EDUC 60823  Program Evaluation
EDAD 70033  Ethical and Moral Dimensions of Educational Leadership
EDAD 70053  Applied Research: Economics of Education or Qualitative Inquiry

Specializations
Students will choose one of two specializations as appropriate to their background, academic preparation, professional goals and interests, as determined by their committee. The following cognates are offered:

Specialization 1: Leadership in Schools and Districts (24 hours)
EDAD 70013  Legal and Social Environment of Education
EDAD 70023  Managing Instructional Processes
EDAD 70043  Educational Policy and Practice
EDSP 60233  Understanding Exceptional Students and Students At-Risk
EDUC 60013  Curriculum Theory
EDUC 70970  Special Problems in Education: The Superintendency
Elective
Elective

Internship (12-15 hours, depending on committee recommendation)
EDAD 70200  Internship in Educational Administration (school-based internship; required for students seeking principal certification) or•
EDAD 80206  Internship (school-based, agency-based, or other arranged internship; must be school-district based for students seeking superintendent certification)•

Specialization 2: Leadership in Curriculum (36 to 39 hours)
EDUC 50003  Diversity in American Education
EDUC 60013  Curriculum Theory
EDUC 60213  Thinking, Learning and Teaching
EDCS 60813  Curriculum Studies Seminar: Social Construction of Knowledge
EDCS 60813  Curriculum Studies Seminar: Power and Authority in Education
EDCS 60813  Curriculum Studies Seminar: Critical Pedagogy
EDCS 60813  Curriculum Studies Seminar: Feminist Theory in Education
EDUC 70973  Qualitative Inquiry 2
EDSC 70033  Scientific Inquiry and the Nature of Science
EDAD 70043  Educational Policy and Practice
EDUC 70960  Apprenticeship in Research (may be taken twice)
EDCS 70963  Apprenticeship in Teaching

Capstone Seminar and Project
EDAD 70073  Capstone Seminar
EDAD 90770  Capstone Project
EDAD 90770  Capstone Project
Qualifying Process

As the first step in the qualifying process for candidacy, students will complete EDAD 70073 Capstone Doctoral Seminar. The Capstone Seminar is a culminating course aimed at ensuring that students are fully prepared to begin the capstone project and are able to demonstrate a range of knowledge and abilities, including framing a capstone project; undertaking an appropriate literature review; making a decision regarding design, and implementing the project and being prepared to complete the qualifying process.

The second stage of the process is a submission of a written proposal for a capstone project to the doctoral advisory committee. Once the doctoral committee accepts the written proposal, students will schedule an oral presentation and defense of the proposal to the doctoral advisory committee.

As the third part of the qualifying process, students will present written and/or oral demonstration that they have attained competence in the following domains of leadership performance:

- Strategic planning in education;
- Finance and resource allocation/budgeting in education;
- Competence in political systems at all levels in education;
- Program evaluation;
- Project management;
- Use of data/research in education;
- Professional communication, written and oral; and
- Entrepreneurship in education, including grant and proposal writing.

Upon successful completion of the qualifying process, students are admitted to candidacy.

Capstone Project

Students will complete at least nine hours of EDAD 90770: Capstone Project. Students may enroll in additional hours as necessary.

Supporting EVIDENCE OR JUSTIFICATION: Changes represent a refinement of the course offerings for better connection to the field of curriculum studies.

Explain how the change(s) will affect the current outcomes and assessment mechanisms? No changes

ADDITIONAL RESOURCES REQUIRED: None

CHANGE IN TEACHING LOAD: None

Does this change affect any other units of the University? Yes __ No __

If yes, submit supporting statement signed by chair of affected unit.

If cross-listed, provide evidence of approval by all curriculum committees appropriate to both the originating and the cross-listed units.

Chair of Originating Unit:

Signature: Kay Stevens

Name: Kay Stevens

College of Education