Curriculum and Instruction

Degree Offered

• Doctor of Education

Nature of the Program

NOTE: Currently not accepting new students into this program.

The Curriculum and Instruction Doctorate in Education Program provides a personal approach to graduate studies. This program creates individually-planned programs of study to meet the unique experiences and professional goals of each student. Designed to meet the needs of working professionals, the program's courses are offered in the evenings. The program provides flexibility to support career goals regarding educational research, curriculum design and evaluation, instructional support, and/or leadership in K-12 schools, universities, and other educational organizations. The program addresses three broad areas:

• A major emphasis in one of the following areas: curriculum studies, social theory, teaching and learning, diversity, and technology.
• A specialization or minor in one of the following areas: content (e.g. English education, STEM education, etc.) or integrated area (i.e., diversity, technology, evaluation, research, foundations, etc.)
• Research and educational foundations core: emphasizes the centrality of research commitment and competence—the ability and eagerness to conduct research as well as the ability to read, interpret and engage in professional discourse about research.

PROGRAM OBJECTIVES

The Ed.D. in Curriculum and Instruction prepares students to teach in higher education or to work with school districts or other agencies and organizations where teaching and learning is emphasized. The program provides flexibility to support career goals regarding curriculum design and evaluation, instructional support, and/or leadership in K-12 schools, universities, and other learning organizations.

PROGRAM OUTLINE

When admitted to the doctoral program each student is assigned an adviser. The role of the adviser is to help the student develop a program of study and put together the initial doctoral committee. Within the first 18 hours of formal doctoral coursework the student must submit a Doctoral Committee Form with signatures of at least 3 members, and a Program of Study Form signed by all Doctoral Committee members. Upon completion of the Program of Study form, the Doctoral committee must be composed of a minimum of five members, of which three must be regular members of the graduate faculty of the College of Education and Human Services. The student's major adviser (chairperson) must be from the major program area and must be a regular member of the graduate faculty. At least two and no more than three members of the doctoral committee must be from the major program area of study. At least one member of the doctoral committee must be from the minor program area of study. At least one member of the doctoral committee, who has professional relevance to the program of study, may be from outside of the program area. * No more than one person may be a non-member of the graduate faculty.

Once the student has selected a committee, it is formalized by the Doctoral Committee Approval form, which is signed by each committee member, the major chairperson, the department chairperson, and the student. It is then submitted to the Office of Student Success where the signature of the Dean or Dean's designee will be obtained.

The student, with the approval of the student's major adviser, may initiate a change in committee membership, by completing a Change of Committee form with signatures of the member being replaced (if still available to serve), the student, the major adviser, and the new committee member. It is then submitted to the Office of Student Success where the signature of the Dean or Dean's designee will be obtained on the form. The Office of Student Success compiles all student forms, tracks students' progress, and checks compliance with university and college procedures.

Admissions

NOTE: Currently not accepting new students into this program.

All applicants must comply with the requirements of West Virginia University, the College of Education and Human Services, and curriculum and instruction program area. Prospective candidates to the Curriculum & Instruction Ed.D must:

• Submit WVU Graduate application for admission, found at https://admissions.wvu.edu/how-to-apply (https://admissions.wvu.edu/how-to-apply/). (Be sure to upload all required information)
• Submit proof of 3.0 or higher undergraduate GPA
• Submit proof of 3.25 or higher graduate GPA
• Submit scores for Graduate Records Examination (GRE) or Millers Analogy Test (MAT), no older than five years. Please contact department for minimum score requirements.
• Submit scores for TOEFL (international students). TOEFL scores must be at least 79 (internet version), 213 (computer-based), or 550 (paper-based); 79-80 iBT or IELTS 6.5.

REQUIRED SUPPLEMENTAL MATERIALS

• Scholarly writing samples that provide clear evidence of the student's academic writing ability.
• Three letters of recommendation that explicitly address the student's potential as a C&I doctorate student.
• Personal Vita
• A goal statement that provides a clear statement of professional goals, well written and clearly indicates how the applicant's goals fit with the program.

A face-to-face, phone, or Internet interview may be required before students are formally admitted.

An Admissions Committee composed of faculty members will screen all applications and materials. Incomplete applications will not be reviewed.

Doctor of Education

MAJOR REQUIREMENTS

A minimum cumulative GPA of 3.25 is required in all graduate coursework

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<tr>
<th>Research Core</th>
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<tbody>
<tr>
<td>EDP 710</td>
<td>Thesis/Dissertation Bootcamp</td>
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<tr>
<td>EDP 613</td>
<td>Statistical Methods 1</td>
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<tr>
<td>SCFD 615</td>
<td>Qualitative Research Methods</td>
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<tr>
<td>SCFD 715</td>
<td>Advanced Qualitative Research</td>
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<td>Additional 600-level or higher research course</td>
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<tr>
<td>C&amp;I 701</td>
<td>Curriculum Development</td>
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<tr>
<td>C&amp;I 707</td>
<td>Theories, Models and Research of Teaching</td>
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<td>C&amp;I 708</td>
<td>Contemporary Determinants of Curriculum</td>
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<td>C&amp;I 786</td>
<td>Curriculum Evaluation</td>
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<td>C&amp;I 788</td>
<td>Higher Education Curriculum</td>
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<td>C&amp;I 789</td>
<td>Teaching in Higher Education</td>
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<td>History of American Education</td>
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<td>SCFD 793</td>
<td>Special Topics</td>
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<td>EDP 703</td>
<td>The Adult Learner</td>
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<td>C&amp;I 798</td>
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| Total Hours            |   085 |

RESIDENCY

This program requires two consecutive semesters of residency.

COMPREHENSIVE EXAMINATIONS

Comprehensive examinations (major, minor and core) are sometimes called "comprehensives," "competencies," "prelims," or "qualifying exams." These examinations occur when coursework has been completed or substantially completed and are intended to provide a rigorous comprehensive assessment of the student's achievement and professional potential. The nature of the examinations must be specified in the program of study and must include written products covering the major, minor, and college core areas. The written components may be followed by an oral examination.

ADMISSION TO CANDIDACY
A student is officially admitted to candidacy for the Ed.D. by satisfactorily passing the comprehensive examinations in the major and minor areas of study and submitting the completed Admission To Candidacy form to the Center for Student Advising and Records. Doctoral candidates are allowed a period of no more than five years beyond the date of Admission to Candidacy to complete the remaining degree requirements. In the event a student fails to complete the doctorate within five years after the date of Admission to Candidacy, s/he must apply for an extension of time. This may require repeating comprehensive examinations and/or meeting any other requirements specified by the student's committee and University.

After Admission to Candidacy, students are required to register for at least one credit hour each term (excluding summer) as a condition of their continued candidacy. Students who fail to maintain continuity of enrollment can be dropped from candidacy.

Prospectus

When a student passes his or her comprehensive exam, s(he) then forms his or her dissertation committee by adding two additional committee members for a total of five members. These new committee members should be selected based upon the degree to which they support the research focus and the line of inquiry of the student’s dissertation. The prospectus should address the first three chapters of the dissertation (or their equivalent):

- Statement of the problem and rationale
- Review of relevant literature
- Research methods and study design

Prior to completing the prospectus, the student and his or her adviser should have a clear understanding of the role each committee member will play in terms of feedback for the prospectus. Some members may need to be more involved to provide guidance and feedback as the prospectus is developed while others may be able to wait until the document is complete before providing guidance or feedback. These roles and relationships should be negotiated and clearly communicated within the committee as the student begins his or her work on the prospectus. Each committee member must receive a copy of the prospectus at least two weeks before the prospectus defense. The student should confirm whether each committee member wants a hard copy or an electronic copy of the document at that time.

The prospectus defense should be advertised no later than one week before it takes place. The announcement should include the following: Title, abstract, author, defense time and location. It should take place on campus and in a location where the public can attend. While the prospectus defense is public up to the point of committee deliberation, the adviser may exercise discretion regarding attendees if he or she feels that the necessary conditions for a supportive and productive meeting are compromised. Guests to any defense are expected to limit their explicit participation in the defense to the specified question and answer period.

Dissertation

A student’s dissertation should demonstrate coherent line of inquiry that represents a reasonable outcome given the nature and content of his or her program. Members of the dissertation committee should have adequate expertise to judge the quality of the methods, content, and results of the dissertation. If the committee lacks any element of expertise needed to judge the quality of any part of the dissertation, then the student and adviser should strive to seek out external support to support those needed elements in order to ensure the overall quality of the dissertation.

When the dissertation committee feels that the final document has met reasonable expectations in terms of quality, the student, in consultation with his or her adviser, should set up the defense meeting with his or her full committee.

Committee members are to receive copies of the dissertation at least three weeks prior to the defense. The Graduate Advising Office must also receive the Shuttle Sheet Request form signed by the committee members three weeks prior to the defense. This sheet indicates that all committee members have received the dissertation and can attend the defense (See Shuttle Sheet Request form). The defense date, including the title, abstract, author, time and location of defense, is advertised at this time.

During the dissertation defense, the student presents an overview of his or her study, focusing on the results and analysis. Members of the committee will ask questions of the student related to the study. The dissertation chair will facilitate the question and answer portion of the defense and will determine whether time and conditions permit additional questions from guests. Deliberations regarding the dissertation defense are conducted immediately following the presentation and question and answer period. The committee members conduct these deliberations exclusively while the student and guests are not in the room. Following the deliberations, the committee shares its decision regarding the student’s performance:

- Passing the dissertation and oral defense with minor corrections
- Deferral of judgment until substantive changes are made and approved by the dissertation chair
- Failure of oral defense and/or dissertation. The student cannot pass the dissertation and oral defense if more than one member of the committee judges that either is unacceptable.

After the student has passed the oral defense and the five-member committee has approved the document, the student completes the document according to the WVU Electronic Thesis Document format (See https://etd.lib.wvu.edu/). The Dissertation Defense form must be submitted to Char Allen Inn Center for Advising and Records within 24 hours of the defense.

Each student is required to complete his or her prospectus meeting and dissertation defense within five years of being admitted to candidacy. If the student fails to meet this requirement, he or she will be removed from the doctoral program.
Major Learning Outcomes
CURRICULUM AND INSTRUCTION

The learning goals for the Doctor of Education program in Curriculum and Instruction are to prepare students who:

• Have commitment and skills to engage in life-long learning;
• Are effective communicators;
• Recognize that teaching is a professional, moral, and ethical enterprise with well-developed ethical frameworks which facilitate effective teaching;
• Will serve as a facilitator of learning for all students;
• Possess in-depth knowledge of both pedagogy and content, and the relationships between them;
• Are reflective practitioners;
• Are aware of, and have respect for, human diversity;
• Value and integrate knowledge from a wide variety of fields, are creative and open to new ideas, and are able to act constructively in a world characterized by technological, cultural, and societal diversity and change.