

CURRICULUM AND INSTRUCTION, ED.D.

The Ed.D program in the Department of Curriculum and Instruction is designed to develop educational leaders with research skills, particularly as such skills are used to conduct place-based, applied research in support of communities, schools, teachers, and leaders in higher education. Ed.D. program graduates take faculty positions in Colleges of Education, leadership positions in pre-K-12 schools, and various administrative positions in governmental agencies, such as the Alabama State Department of Education.

Admissions

The Ed.D. program accepts applications for fall semester entry only. The application deadline for the Fall 2025 entry term is February 1, 2025.

In addition to the minimum Graduate School admission requirements, to be considered for regular admission an application must include:

- Curriculum Vitae
- Statement of Purpose that addresses the specific area of research that interests you. If you write something general, such as “math ed,” then we will know to whom we should route your application, but we still will not know what problems or questions related to mathematics education interest you. If you write something extremely broad, such as “curriculum development,” then we will not even know who should review your application. Applications with very general interests are not likely to get favorable reviews from faculty.
- Three (3) letters of recommendation

A preferred qualification is for two years of experience in related professions, designing curriculum, or instructing learners at any level, in the U.S. or abroad.

See the Admission Criteria section of this catalog for more information.

Curricular Requirements

1. Students will take a minimum of 33 credit hours in departmental coursework as follows:
 - a. 18 credit hours of departmental doctoral core classes (e.g., CIE 605, CIE 606, CIE 609, CIE 610, CIE 630, CIE 640, CIE 645, CIE 660, CIE 670)
 - b. 15 credit hours of other coursework related to the student's professional area of interest (e.g., CIE 621, CIE 644, CIE 656, CIE 686)
2. Students will take 6 credit hours of humanistic/behavioral support coursework of their choice from a wide range of applicable coursework within the College of Education and the university (e.g., courses beginning with AEL, BEP, or BEF).
3. Students will take a minimum of 9 credit hours in educational research (e.g., BER 540, BER 631, BER 632, BER 633, BER 640)
4. Students will take a minimum of 12 hours of dissertation research. Dissertation hours can exceed 12 hours as some students carry out research investigations that may take more time to complete than do others.
5. Total coursework will be 48 hours plus a minimum of 12 hours additional dissertation credit equaling a minimum of 60 hours.

Current Departmental Doctoral Core Coursework	Hours
Doctoral Core (required 15 hours minimum)	15
CIE 605 Tch Prac Across World	
CIE 606 New Literacies	

CIE 609	Discourse & Pedagogy
CIE 610	Effective Teaching
CIE 630	Curric Classroom Teacher
CIE 640	Sem Teachr Educ Program
CIE 645	Prof Cont: Tchng & Lrning Com
CIE 660	Cognitive Perspectives
CIE 670	Critical Inquiry Curric Pedago
CEE 690 or	Advanced Seminar
CSE 690	Advanced Seminar

Code and Title	Hours
Required 15 hours minimum related to the student's primary professional area of interest	15

This coursework is available in the department from a wide selection of specialized coursework (see some departmental examples below) but students may also take related content disciplinary coursework in other departments across the university such as history, chemistry, communications, Spanish, or algebraic topology.

CIE 644	Student Teach Supervision
CIE 621	Writing Academic Pub
CIE 656	Sem For Language Eductn Resear
CRD 690	Advanced Seminar Crd
CEE 616	Adv Soc Studies Elem Sch
CSE 663	Sec School English
CIE 686	Research on Science Teaching

Research Coursework	Hours
Required 9 hours	

BER 540	Statistical Methods In Educ	3
BER 631	Inqry As Interp: Qual I	3
BER 632	Reflect Resist: Qual II	3
BER 633	Ethics & Aesthc:Qual III	3
BER 640	Adv Statistical Methods in Ed	3
CIE 620	Design Res Classrm Teach	3

Electives	Hours
Required 3 elective hours	

Suggested Choices:

BER 603	Survey Research In Educ
BER 633	Ethics & Aesthc:Qual III
BER 660	Eval I:Theory & Practice
BER 665	Mixed Methods Research Design
BER 558	Psychometric Theory
BER 642	Advanced Regression Methods
CEE 695	Practicum
CSE 695	Practicum

Behavioral/Humanistic Coursework	Hours
Required 6 hours minimum of humanistic/behavioral coursework	6

Examples include:

BEP 641	Learning and Cognition
BEP 600	Contemp Educ Psych Prob

BEP 601	Family, Sch., Community Relat.
BEF 641	Studies Social Foundatn Eductn
BEF 640	Studies History Of Education
BEF 642	Studies Philosophy Education

Dissertation Hours**Hours****Required 12 hours**

CEE 699, CSE 699, or MUE 699

Transfer Credit

At the discretion of the Major Professor, or for Music Education the Graduate Program Director in Music Education, it may be possible to transfer in 24 credit hours from a relevant master's degree program or Ed.S. program.

Graduate School information on Transfer Credit.

Doctoral Plan of Study Requirement

Within 20 hours or less, students will submit a Plan of Study, which will be agreed upon with a program of study committee (and, for those with a focused area of study in Music Education, based on results of the MUE Diagnostic Exam*). The committee includes the major advisor and a minimum of four additional faculty, one of whom must be external to the department and at least three of whom hold faculty lines within the department. At least three of the committee members must have Full Graduate Faculty status.

**For those with a focused area of study in Music Education, the MUE Diagnostic Examination will be taken no later than the second semester in residence. The student must register for MUE 631 Doctor of Philosophy Diagnostic/Admission Exam, a zero credit-hour course, to show successful completion of the examination.*

Graduate School information on the Doctoral Plan of Study.

Comprehensive Exams

The Ed.D. program will require a comprehensive examination when coursework is within 6-9 hours or less of completion. The comprehensive examination will be developed and scored by the doctoral program committee, which includes the Major Professor. Should a student fail the examination, the student will have one more opportunity to take and pass the comprehensive examination.

The goals of the comprehensive examination are (a) to give students an opportunity to reflect on and integrate the knowledge and skills they have developed in their doctoral studies, and (b) to give faculty members the opportunity to evaluate whether students show sufficient breadth and depth of knowledge and skills in their particular fields.

Students are eligible to take the examination when they have 6-9 credit hours of coursework remaining in their program. There are two options for comprehensive exams, as noted below.

Option A: Traditional Comps

The student's program of study must have been completed and be on file in the program office, and a Doctoral Committee Advisory form must be completed and on file in the program office. It is the student's responsibility to complete the Application for Comprehensive Exams (available from the Curriculum & Instruction Department office – Autherine Lucy Hall 204). The student must submit the request to take the comprehensive examination at least 3 weeks in advance of the time in which the exam will be taken. This request form must be signed by the program planning committee chair.

Option A Procedures

Students will be provided with 3 questions relative to their expertise and research interests that are to be completed independently. The committee Chair contacts the program committee members who will write questions for the examination. The date will be determined by the student in conjunction with the Chair of the student's Doctoral Program Advisory Committee. The questions will be delivered electronically to the student with receipt required by the SCTL or elementary program secretary. The completed exam must be returned electronically to the SCTL or elementary education program assistant within 10 calendar days.

Each question will include appropriate subsections to ensure that all areas identified are assessed. Faculty members from the student's advisory committee will write the questions and may assist students by clarifying any details about the questions. No additional assistance may be obtained from the faculty members or any other individuals (see <http://education.ua.edu/academics/ci/>). Students are required to give numerous and appropriate references to the sources they use and to include a reference section in their examinations. Plagiarism on the exam will be considered academic misconduct, resulting in automatic failure of the examination and possible termination from the program. Students who are unclear on what constitutes plagiarism or the improper paraphrasing of others' work are advised to ask for guidelines from department faculty members. Students wishing additional clarification on a question can approach the faculty member who wrote the question.

- The electronically submitted responses for each question should be comprehensive. Each response should not exceed 10 double-spaced pages with one-inch margins. The written comprehensive exam is considered to be passed when all questions are passed. The committee has the option of requiring an oral defense of the comprehensive exam, in which case a student passes the exam only they pass both the written and oral portions.

Students are allowed two attempts to pass comprehensive exams, as stated in the University of Alabama Graduate Catalog.

1. If a student fails the first attempt at comprehensive exams, a remediation plan will be established with the student and Program of Study chair. Additional faculty members may be included in the remediation plan as deemed appropriate by the Program of Study chair. The remediation plan will be submitted in writing to the department chair for approval.
2. Students are not allowed to attempt the comprehensive exams twice within the same semester.
3. Upon successful completion of remediation, as determined by the Program of Study chair, the student will be allowed a second attempt to pass comprehensive exams.
 - Questions for the second attempt at comprehensive exams are to be written by the same faculty members who wrote questions for the first attempt. Program of Study faculty members may use the same questions for both attempts, as deemed appropriate by the Program of Study chair.
 - Faculty members who grade responses from the first attempt at comprehensive exams are to grade the responses from second attempt.
 - A student who fails the second attempt at comprehensive exams will be dismissed from the degree program and from the Graduate School.

Option B: Publishable Paper (only with advisor approval)

OVERVIEW

The outcome of the research publication option will be a high-quality research manuscript written by the student and evaluated by committee members. The manuscript does not have to be accepted for publication to be deemed acceptable by committee members. IRB approval for research involving human subjects is required.

COMMITTEE STRUCTURE

The student's major advisor (hereafter *chair*) and two other Plan of Study Committee Members will comprise the Research Publication Option committee. This committee will review the concept paper and final manuscript. The three committee members will be referred to as *the committee* throughout the remainder of this document.

CONCEPT PAPER PACKET

Students will complete a Concept Paper Packet describing the proposed study as early as possible in their program. For full-time students this packet would typically be completed in the second semester of the first year or first semester of the second year, or the summer between these two semesters (see suggested timeline below).

The Concept Paper Packet will include:

1. A Cover Sheet that declares this option as the student's requested choice.
2. An identified chair, with their signature on the cover sheet;
3. A 5-10 page literature review (reviewing substantive, peer-reviewed literature including landmark research)(may be a SLR or other approved option);
4. A specific research question or hypothesis that follows from the literature reviewed;
5. An identified dataset or original data collection plan that will be utilized for analyses to answer the research question;
6. A brief description of the dataset's sampling approach, data collection procedures, dates of data collection, primary variables, etc.;
7. A data analysis plan with sufficient level of detail for the committee to give input;
8. A list of at least 3 target journals that will be potentially used for the submission, including their impact factor and author guidelines;
9. Status of an IRB protocol approving the use of human subjects.

The chair will actively advise the student choosing this option. Early steps may include providing materials such as sample IRB protocols, journal articles, journal requirements, sample journal feedback, journal review criteria, and other materials deemed appropriate by the chair.

The chair will work closely with the student on all aspects of the research publication option. As one of the first steps, the chair will work with the student to develop the concept paper which describes the research idea and plan in enough detail for the additional two committee members to provide meaningful input.

Once the chair approves the concept paper packet (outlined above), they will pass on the packet to the committee for input and approval. The Committee Review Form will be used by the committee to provide feedback to the student, via the chair. Once all approvals are obtained, the student may proceed with the research.

The committee will give feedback to the student (via the chair) regarding the concept and approach, and the chair will take primary responsibility to work with the student to incorporate any needed changes.

SUGGESTED TIMELINE

The following are general guidelines and a timeline based on three years of full-time coursework, but the student and chair should discuss a realistic and specific timeline.

Fall, 1st Year: Students will be introduced to the Research Publication Option in the student orientation and in the first course in the sequenced curriculum.

Spring, 1st Year: Students will take the second course in sequenced curriculum and work with the chair in developing a concept paper.

Summer After 1st Year: Students will begin working closely with the chair and put together their Concept Paper Packet. Once the chair is satisfied with the Concept Paper Packet, they will submit the packet to the committee.

Fall, 2nd Year: Students will enroll in the third course in sequenced curriculum and will use this semester to conduct their research, analyze data, and begin writing.

Spring, 2nd Year: Complete a full draft of the manuscript. The chair will review the manuscript and approve/disapprove it. If it is deemed insufficiently developed, the student will continue working on the draft until sufficient progress is made. Once it is approved by the chair, the paper will be submitted to the committee who will have **at least two weeks** to review the manuscript, make suggestions, and approve/disapprove it.

COMMITTEE REVIEW OF SUBMITTED MANUSCRIPT

Once the manuscript is approved by the chair, the paper will be submitted to the committee who will have **at least two weeks** to review the manuscript, make suggestions, and approve/disapprove it.

Appendix B presents a review form that should be used by the committee to provide feedback and communicate their recommendations regarding approval.

Should revisions be necessary before approval, the student will have 30 days to make revisions and resubmit the manuscript to the chair or to the committee, depending upon initial outcome.

A student must receive a rating of "acceptable as is" by at least 2 of 3 committee members in order to pass this option and move on to an oral defense. Once the written portion is passed, the oral defense will be scheduled. The oral defense will be a 20-minute conference style presentation followed by committee questions. Students must pass both the written and oral portions to pass.

A student may change to the Traditional Comprehensive Exam (Option A) at any time, even after submitting the second draft of the Research Publication Option.

AFTER APPROVAL OF THE MANUSCRIPT BY THE COMMITTEE

To be advanced to candidacy, the student must pass one of the comprehensive exam options and complete all course work.

AUTHORSHIP

The student is expected to write this paper themselves, with input and direction from faculty, but **without** co-authoring. If the paper is subsequently submitted for publication, the student will be first author. The committee and potentially others (other graduate students, other faculty, and so forth), *may* be co-authors of the paper when it is submitted for publication, depending upon the amount of input each gives to the final submission. An authorship agreement should be created by the student and signed by all authors in advance of authorship collaboration.

There is no problem with a student authoring or co-authoring other papers before, during, or after participating in the Research Publication Option for comprehensive exams.

Graduate School information on Comprehensive Exams.

Admission to Candidacy Requirements

Upon successful completion of the comprehensive examination, and completion of coursework, the student will be admitted to candidacy and can begin taking dissertation hours in the following semester. Students may sit for the comprehensive examination in their final semester of coursework.

Graduate School information on Admission to Candidacy.

Continuous Enrollment Policy

Graduate School information on Continuous Enrollment.

Dissertation Requirements

Once admitted to candidacy, the student will complete and defend a dissertation proposal and then complete the dissertation research proposed under the supervision of the Major Advisor and dissertation committee. Upon completion of the dissertation research, which includes the submission of a draft of the written dissertation to the doctoral dissertation committee, the student must successfully defend the work via an oral presentation to the committee, which is also open to the public. A successful defense may still entail some revision to the written dissertation.

Graduate School information on Dissertation Requirements.

Time Limit for Degree Completion

Graduate School information on Time Limits.

Academic Misconduct Information

Graduate School information on Academic Misconduct.

Withdrawals and Leave of Absence Information

Graduate School information on Withdrawals and Leave of Absence.

Academic Grievances Information

Graduate School information on Academic Grievances.

Grades and Academic Standing

Graduate School information on Grades and Academic Standing.

Graduate School Deadlines

Information on Graduate School Deadlines.

Application for Graduation Information

Information on the Application for Graduation.