Graduate Council Report
22 June 2007

Graduate Council approved (via electronic vote) the College of Education and Human Development, Department of Teaching, Learning, and Culture request to deliver the Ed.D. in Curriculum and Instruction at a distance.
MEMORANDUM

TO: Rick Giardino, Dean
Office of Graduate Studies

FROM: Jim Kracht, Associate Dean
College of Education and Human Development

SUBJECT: Proposal for Distance Delivery of the Ed.D. in Curriculum and Instruction

Attached is a request from the Department of Teaching, Learning, and Culture for approval to deliver the Ed.D. in Curriculum and Instruction at a distance. The program is a result of considerable effort by the faculty of the department and it has the full support of the College of Education and Human Development.

Since the Ed.D. in Curriculum and Instruction is a fully approved program, I am requesting that this item be placed on the agenda of the Graduate Council for information purposes only.

Thank you.
Ed. D. in Curriculum & Instruction delivered in an executive format
Program Submission
June 2007

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Ed. D. in Curriculum & Instruction delivered in an executive format

I. Summary of Request

The Doctor of Education (Ed.D.) in Curriculum and Instruction is a graduate degree offered by the Department of Teaching, Learning and Culture in the College of Education & Human Development at Texas A&M University. Today, we are realizing a substantial need across Texas public schools for teachers and administrators who are accomplished in providing leadership in curriculum, instruction and instructional assessment and request the opportunity to provide the Doctor of Education Degree in Curriculum & Instruction program at a distance. Graduates of this program will have the option of completing all requirements for principal certification.

This program will place emphasis on knowledge and skills for leading school-based programs, conducting content analysis of school curricula, designing protocols for needs sensing associated with professional development programming, conducting lesson analysis for enhanced instructional effectiveness to promote increased student performance, and designing and implementing program evaluations.

Key points

- **What** is the name of the Degree Program? – Doctor of Education Degree in Curriculum & Instruction delivered in an executive format: A terminal professional degree for preparing expert educational practitioners in Texas public schools. Executive format refers both to the experience level of the students and the fact that these students will continue to work while enrolled in the program. Program delivery via distance will be supplemented by brief face-to-face seminars between the faculty and the students.

- **What** is the Degree Title Designation (Ed.D.)? - Doctor of Education

Curriculum and Instruction

- **How** the program would be delivered? – This is not a new degree program but it will be presented via a web-based delivery system.

- **Where** the program will be delivered? – Primarily to Texas public school educators throughout Texas, but we plan to explore offering the program to educators across our nation and other nations as well.

II. Rationale for Request
Over the past four years, we have developed and implemented Accelerate Online, a secondary teacher certification program, and an online Master of Education program in Curriculum and Instruction. Steady enrollment growth has occurred for both of these programs during this period resulting in nearly 160 participants since the programs began due to continuous access 24/7/365, availability of relatively low-cost computing and telecommunication resources, and geographic independence from College Station, Texas. However, more important to this discussion is that we have gained substantial knowledge and skill in developing and offering quality educational programs in a digital format. With these background experiences as our guide, we believe we can develop and deliver a dynamic digital doctoral program to 105 professional educators across the next five years.

To begin this presentation for an Ed. D. in Curriculum & Instruction delivered in an executive format, substantive differences between the Ed.D. and Ph.D. graduate degrees in Curriculum & Instruction at Texas A&M University are offered.

- the delivery system, an online web-based course delivery system vs. a campus-based course delivery system;

- a program focus on leadership in curriculum, instruction and instructional assessment vs. a focus on conducting research in curriculum & instruction;

- the admission criteria that places great emphasis on documented excellence as a professional educator vs. documented evidence of research potential; and

- a residency model that emphasizes gaining technical skills in effectively leading curricular, instructional and assessment change efforts in school settings vs. an emphasis on gaining competence in conducting research through campus based reflection and study.

A. Program Need (Perspectives from literature and Similar Programs in Texas)

The following three perspectives (eLearning, career long professional development, and teacher leadership) are offered to support the development of an Ed. D. in Curriculum & Instruction delivered in an executive format program offered at a distance targeting expert teachers.

1. eLearning

Viewing the preparation of teachers as the initial step of a career long professional development program for teachers is logical, but it is not the conventional view held by teacher educators and professional development specialists. We have invested over four years of continuous effort and resources in developing a teacher preparation program that incorporates an online delivery system and have come to view this delivery system as holding significant promise for the
continuing education and formal development of teachers following their initial certification and entry into the profession. To support this positive assessment of an online delivery system, we have compiled the following positive attributes regarding our online teacher certification program.

1. Eighty-two percent (60 of 73) of our candidates who have completed certification are continuing to teach in Texas public schools.
2. One hundred two individuals have participated in Accelerate Online with 70% of the current participants completing secondary certification in science or mathematics.
3. Sixty-three school districts across the state have placed Accelerate Online teaching candidates.
4. Ninety percent of our candidates receive paid internships to complete teacher certification.
5. Every Accelerate Online candidate who has taken the state pedagogy certification examination has met the certification criterion score for certification.

Additional insights about program quality associated with online delivery have been gained from our first-hand experience in offering online courses for the past seven years. We have observed that students enrolled in online courses readily express their quality expectations for online graduate courses they are completing and offer ready comparisons to the faculty member if they perceive the quality not being up to their expectations. Online students expect and demand timely responses to their questions and evidence the professor is actively engaged in offering a worthwhile course. Perhaps this quality emphasis is associated with high expectations derived from today’s entertainment and broadcast technology applications, but it seems this delivery system is very much a client centered delivery system and students view online courses as just-in-time instructional systems that must be of high quality. Otherwise, the client terminates the service. Graduate education offered by distance is increasingly seen by our students as a service that must be worthwhile and responsive to their learning needs in order for them to continue supporting this service.

The eLearning attributes afforded by relatively low-cost electronic devices (cell phone, personal digital assistant (PDA), or workstation) provides instant access for locating and retrieving vast quantities of reliable and valid multimedia resources, any time (24/7), anywhere (home, office, vehicles) are very powerful influences for changing how professional development experiences including graduate education course delivery are envisioned. However, in the arena of eLearning, it is generally accepted that professional development efforts in public schools and higher education have not “kept pace with the rapid changes in the quality and quantity of information technology” (Denton, Davis, Strader, Durbin, & Wang, 2004; Moursund & Bielefeldt, 1999).
School policy makers wanting to improve teaching that results in greater student performance nearly always consider teacher professional development as a central component in their school improvement plans (Guskey, 2002). However, it is unlikely these professional development initiatives will yield quick or consistent results due to unexamined assumptions regarding investment levels for professional development, and an evidence base that the professional development initiative worked. These ideas center on the following policy questions noted by Knapp (2003): What is the cost of a successful professional development initiative? And what counts as successful for the proposed level of investment? Because cost containment is nearly always an issue with educational initiatives, professional development planners often resort to the often-used practice of providing single workshops on topics selected without faculty input. The professional development literature has consistently indicated this type of intervention has practically no chance of improving teaching and learning strategies (Hargreaves & Fullan, 1992; Joyce & Showers, 2002). These limitations represent “operational policy issues” that result in no change occurring in the classroom following the workshop. If educators begin to access the internet for ideas to inform their professional practice, eLearning may change the “single experience” notion for educator professional development into “continuing career long experiences.”

Our experiences (Denton et al., 2004-05) with the continuing development of teacher educators and classroom teachers are consistent with the literature (Garet, Porter, Desimone, Birman & Yoon, 2001; Joyce & Showers, 2002; Loucks-Horsley, Love, Stiles, Mundry, & Hewson, 2003) regarding development experiences that emphasize academic subject matter (content), provide opportunities for “hands-on” activities (active learning), are integrated with ongoing classroom operations (coherence), and provide many development experiences for an extended period of time are more likely to produce desired knowledge and skill changes. Joyce and Showers (2002) contend that at least 12 sessions are necessary to impact classroom integration. Similarly, recommendations from a national survey on the preparation and qualifications of public school teachers by Lewis, Parsad, Carey, Bartfai, Farris, & Smerdon (1999) are consistent with the program timeline and activities we have employed, that include, collaborative activities with common planning times, regularly scheduled meeting times, establishing formal mentoring relationships, and networking with other teaching candidates outside a single school (Denton et al., 2004-05).

2. Career Long Professional Development of Teachers

Recurring accounts of local school districts and state departments of education experiencing teacher shortages appear regularly in the scholarly literature (Guarino, Santibanez, & Daley, 2006), daily newspapers (Chaker, 2006) and the evening news offered by broadcast networks. As Weaver and O’Brien (2004) note, approximately half of our nation’s promising young educators as well as
their more experienced colleagues choose to leave their schools during their first five years in the profession. Of those who stay, especially teachers in high need settings, some remain to gain the seniority needed to transfer to schools whose needs are not as pronounced. While not affecting the overall teacher supply in a state, transfer from high need settings can and does lead to continuing shortages of experienced teachers in high-turnover schools (Hull, 2004).

Teacher turnover can be grouped under two categories, migration and attrition with about equal numbers of exiting teachers grouped under each category. Ingersoll (2003) reports that teachers usually offer personal reasons for exiting their teaching position, but some (about one-fourth of those leaving) add that job dissatisfaction due to lack of instructional and emotional support, feelings of isolation, little influence on how they do their work, and low salaries are reasons for their departure from classrooms. Approaches frequently noted in the literature for reducing teacher attrition are quality induction and mentoring programs (O’Neill, 2004); while the teacher migration problem can be addressed by providing career-long professional development opportunities for all teachers beginning with induction and continuing with opportunities for instructional leadership throughout their careers (Hull, 2004). We believe that an Ed. D. in Curriculum & Instruction delivered in an executive format program offered at a distance will enhance induction and mentoring programs through the leadership and expert service that graduates of this program will provide to teachers who are working in the 1,043 Texas independent school districts.

3. Teacher Leadership and Principal Certification

Increasing shortages in qualified applicants for school principalships are being reported across the country (Educational Research Service, 1998; Cusick, 2003; Institute of Educational Leadership, 2000; Hinton & Kastner, 2000; Groff, 2001). The “graying” of school administrators combined with increased complexity of the principal’s many roles, rising standards, and demands for greater accountability are offered as causing an increasing number of administrative vacancies across the United States (Tucker & Tschannen-Moran, 2002).

Ironically the number of individuals holding administrative licenses exceeds the number of position vacancies each year, yet recruitment and retention of qualified and certified administrators is becoming a significant challenge (Tucker & Tschannen-Moran, 2002; Rosa, 2003). For example, for every administrator in a position in Minnesota, there are three additional licensed administrators who do not hold school leadership positions. Yet, 86 percent of Minnesota superintendents reported in 1998 that filling principalships was difficult to very difficult (Educational Research Service, 1998; Institute of Educational Leadership, 2000). Perhaps this anomaly has occurred because being an effective building manager was once the way to describe an effective principal. For most of the 20th century, principals were considered effective if they complied with district-level directives, addressed personnel issues, ordered supplies, maintained
a balanced budget, kept hallways and playgrounds safe, put-out fires that threatened tranquil community relations, and attended to smoothly operating district meal and transportation services. But now principals must serve as leaders for student learning. Principals must know academic content and pedagogical techniques to work with teachers in strengthening their teaching skills while exhibiting effective leadership skills. Finally, principals are expected to collect, analyze, and use data in ways that support excellence in terms of raising student academic performances (Institute of Educational Leadership, 2000).

Principals are expected to do all of these tasks, but too often, they do not meet these expectations. The demands placed on principals have changed, but the profession has not changed to meet those demands. Principals are saying that their job is no longer “doable.” As noted previously, they are retiring younger, and school districts are increasingly reporting a lack of qualified candidates. According to the U.S. Department of Labor, the need for school administrators has increased by 15 +/- 5 percent, yet few of the candidates accepting administrative positions are ready to lead their schools to meet their communities’ expected goals. The educational community (public schools and higher education institutions) must reinvent the principalship to enable principals to meet the challenges of the 21st century (Institute of Educational Leadership, 2000). The Ed. D. in Curriculum & Instruction delivered in an executive format program is being designed to prepare teacher leaders to exhibit expertise to assume administrative roles including the principalship as well as leadership in the classroom should they choose to continue contributing to the development of youth as a classroom teacher.

4. Similar Programs Offered in Texas

Currently, there are no doctoral programs offered online for classroom teachers in Texas, although there is a distance education joint Ed.D. offered by Texas A&M University and Texas Tech University in Agricultural Education. A web-search for on-line doctoral programs yielded program listings in education at the University of Nebraska-Lincoln, and a few private universities.

B. Demand: Potential Students

In January 2006, a brief four item survey was electronically delivered as an e-mail request to approximately 300 school superintendents across the state. From those requests, 152 administrators provided at least partial responses to items on this instrument over a three week period. Their responses are summarized in the following table.

<table>
<thead>
<tr>
<th>Summary of Administrator Responses on February 10, 2006</th>
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<tbody>
<tr>
<td>1. Would highly successful teachers in your district be interested in seeking an online Ed. D. in Curriculum &amp; Instruction delivered in an executive format from Texas A&amp;M University in teacher leadership?</td>
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The results of this informal survey were interpreted that there is sufficient interest in an Ed.D offered online to seek approval to offer such a program.

C. Ed D in Curriculum & Instruction Program Alignment with Institutional Mission

The common themes presented across the three mission statements of the University, College, and Department and the goal of this Ed.D. program are leadership, discovery and application of knowledge. This program has been framed by applying the mission statements of these super-ordinate organizational units to the design and development of the curriculum and admission protocols for this graduate program.

**Texas A&M University Mission Statement:** Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields.

**College of Education and Human Development Mission Statement:** Discover the conditions for success in teaching and learning, physical & mental health, and leadership professions.

**Department of Teaching, Learning and Culture Mission Statement:** To prepare educators and researchers to build inclusive democratic learning communities in schools and society through critical and reflective research, teaching and service.

**Goal of this plan:** To establish the Doctor of Education Degree in Curriculum and Instruction as the terminal professional degree for educational leaders in
Texas public schools. This program will place emphasis on knowledge and skills of leading, managing, conducting content analysis of school curricula, designing protocols for needs sensing associated with professional development programming, conducting lesson analysis for enhanced instructional effectiveness to promote increased student performance, and designing and implementing program evaluations.

III. Program Description

A. Describe the program, including degree requirements and curriculum.

1. Curriculum

Courses listed under Section VIII.D.4 will be required and/or elected for completion of the proposed program. The program will include existing courses and courses that have been taught as “special topics” at Texas A&M University. The quality and rigor of the courses and graduate faculty selected for this revised degree will not be compromised when compared with the traditional, on-campus delivery strategies for Ph.D. and Ed.D. degrees. Although students will have opportunities to select a number of electives, no specializations will be required.

2. Educational Goal, Objectives and Content Framework

The primary goal of this program is to develop teacher leadership knowledge and skills by applying the teacher’s expertise about teaching and learning to enhance organizational leadership and management of instructional programs in schools to the extent that student learning is improved. As noted at the beginning of this plan, this program will emphasize knowledge and skills for conducting content analysis of school curricula, designing protocols for needs sensing associated with professional development programming, conducting lesson analysis for enhanced instructional effectiveness to improve student performance, and designing and implementing program evaluations. This view of teacher leadership involves supporting colleagues in the areas of instructional practice, especially the alignment of personnel, fiscal and material resources to improve student learning.

3. General program objectives include:

- To provide a degree program that is accessible, satisfying, and meets the educational needs of professional educators in Texas.
- To create and nurture a high quality learning environment that encourages the discovery, integration, and application of scholarship.
- To advance teacher leadership development through documenting results of learning and behaviors that promote professional development and scholarship among educators.
- To provide administrative support that complements the on-campus services and procedures of the Office of Graduate Studies at Texas A&M University.
4. Content Framework for Teacher Leaders

The following leadership content knowledge framework is based on the views of York-Barr and Duke (2004), Stein and Nelson, (2003), and the Texas Administrative Code for the Principal Certificate (1999) and the Master Science Teacher Standards (2004). It is offered as initial suggestions realizing that this framework that will be expanded and modified by TLAC faculty regarding what teacher leaders should know and be able to demonstrate when leading efforts associated with pre-service teacher development, teacher induction, and continuing teacher professional development. Digital courses will be offered to foster the development of the requisite knowledge and skills of program participants. Courses that incorporate the content topics and objectives in the following framework are listed under VIII.D.4 Courses and Sequencing. Descriptions of 15 existing online courses and 22 courses being converted for online delivery are presented in Appendix C. To assure program quality, ALL courses in this program are being developed and will be taught by faculty members listed in Appendix A.

Framework for Teacher Leaders Program

<table>
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<tr>
<th>Topic (source)</th>
<th>Objective(s)</th>
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<tr>
<td>Instructional &amp; Curriculum Development Strategies</td>
<td>A successful student in this program:</td>
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<td>Research literature on learning, teaching and curriculum development</td>
<td>Applies research and scholarly literature from current professional journals, monographs and books to contribute to the solution of school action research efforts associated with curriculum, instruction, and assessment. (MSc. Std. III.3.2s)</td>
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<td>Effective instructional strategies</td>
<td>Designs instructional strategies supported by research evidence for developing conceptual knowledge, process skills, logical reasoning, problem-solving protocols, and critical thinking capacities. (MSc. Std. VI.6.1s)</td>
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<td>Inquiry teaching</td>
<td>Plans and implements problem based instructional activities to engage students in inquiry strategies. (MSc. Std. III.3.4s) Develops strategies to create a safe, learner-centered environment that is flexible and supportive of student inquiry. (MSc. Std V.5.2s)</td>
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<td>Educational research tools, methods, and designs</td>
<td>Demonstrates appropriate designs and methods for experimental and non-experimental educational research; Identifies potential sources of error in inquiry-based investigations; Identifies patterns in collected data; Applies statistical procedures to enhance interpretation of data. (MSc. Std III 3.3s)</td>
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<tr>
<td>Social justice - curriculum development</td>
<td>Applies educational research findings to promote positive learning environments with respect to linguistic, cultural, socioeconomic, and developmental diversity. (MSc. Std VII.7.1s)</td>
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| State Standards - teacher preparation curriculum | Develops mentoring programs that support the following Pedagogy and Professional Responsibilities Stds – The teacher  
  - designs instruction appropriate for all students with relevant content and continuing and appropriate assessment;  
  - creates a classroom environment of respect that fosters a climate for equity and excellent learning;  
  - provides responsive instruction using effective communication techniques to engage learners;  
  - fulfills professional roles and responsibilities and adheres to legal and ethical codes of conduct. (SBEC.EC-12) |
<p>| Teacher needs | Collaborates with administrators to address specific needs and concerns of novice teachers, i.e., especially those concerns leading to attrition. (MSc. Std IX.9.1s) |
| Effective classroom management protocols | Collaborates with colleagues (teachers and administrators) to establish, implement and enforce policies, rules, and procedures to maintain a safe and effective learning environment. (MSc. Std V.5.8s) |
| Learning theory – assessment connection | Critically examines learning research as a basis for designing and assessing classroom instruction. (MSc. Std IX.9.20s) |
| Classroom observations for teacher monitoring and assessment | Discusses and applies technical attributes of assessments (reliability, validity, absence of bias, clarity of language, appropriateness of level) to the selection and/or development of student assessment materials and procedures. (MSc. Std VIII.8.5s) |
| Action research | Plans and conducts school investigations requiring systematic observations with measurements that result in recording, confirming then analyzing data, and reporting results. (MSc. Std III.3.7s) |
| Curricular evaluation plan based on TEKS – TAKS coherence | Analyzes the coherence of curriculum/instruction/assessment documents and practices. (MSc. Std IV.4.1s) |
| Measuring human (student/teacher) performance using | Applies a variety of assessment instruments and/or methods (e.g., formal/informal, formative/summative, skills assessment, performance, portfolio products) to |</p>
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<tr>
<th><strong>multiple techniques</strong></th>
<th>monitor student understanding and improve instructional practice. (MSc. Std VIII.8.1s)</th>
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<tr>
<td><strong>Technology tools for instructional delivery/management</strong></td>
<td>Applies multiple audio and/or visual communication forms for representing content (e.g., verbal text, concrete instances, graphic displays, pictorial representations, mathematical formula, symbolic icons, audio/textual, sequenced still visuals, and full motion video). (MSc. Std VI.6.7s)</td>
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<td><strong>Effective professional development strategies</strong></td>
<td>Collaborates with colleagues (teachers, administrators and professional staff) to identify professional development needs, generate support of professional development programs, and ensure provision of effective professional development opportunities. (MSc. Std IX. 9.16s)</td>
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<td><strong>Content domains and concept analysis protocols</strong></td>
<td>Develops, implements and evaluates instructional strategies that assist students in developing concepts, by challenging misconceptions and gaining understanding of generalizations involving key concepts. (MSc. StdVI.6.9s and 6.15s)</td>
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<td><strong>Data-based decision protocols</strong></td>
<td>Identifies patterns in collected data from observations of educational phenomena and develops and analyzes different explanations for the observed patterns. (MSc. Std III.3.10s) Develops and applies criteria for assessing potential sources of error in a given school-based inquiry. (MSc. Std III.3.11s)</td>
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<td><strong>Facilitation &amp; Collaboration Skills</strong></td>
<td>Provides opportunities for ongoing, meaningful, professional growth activities to further develop necessary knowledge and skills, and models lifelong learning. (TAC d7) Fosters collaboration among educational stakeholders to develop leadership skills for facilitating change at school and district level. (MSc. Std IX.9.6s) Designs and manages time, space and resources needed to create a positive teaching and learning environment. (MSc. Std VII.7.11s) Promotes the success of all students by acting with integrity, fairness in an ethical manner by modeling the highest code of conduct, ethical principles, and integrity in decision making, actions and behaviors. (TAC b1) Provides opportunities to empower teachers and students with the courage to promote and embrace</td>
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<td><strong>Teacher colleagues as leaders</strong></td>
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<td><strong>Effective school environments</strong></td>
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<td><strong>Dispositions of effective teacher leaders</strong></td>
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<td><strong>Change processes and Change agent</strong></td>
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<td>Participatory decision making</td>
<td>Fosters collaboration among educational stakeholders to develop, implement, and revise curriculum efforts for the campus and district. ((MSc. Std VII.7.3s)</td>
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<td>Clinical supervision skills</td>
<td>Applies effective conflict management and group consensus building skills to resolve school operational issues. (TAC e2)</td>
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<td>Professional reflection and inquiry</td>
<td>Facilitates the development of a campus learning environment that supports instructional improvement and change through on-going study of relevant research and best practices. (TAC h1)</td>
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<td>Curricular program ownership</td>
<td>Establishes processes to assess and modify curricular implementation to foster ownership by the school’s staff. (TAC c9)</td>
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<td>Patience and persistence</td>
<td>Continually apply formative and summative evaluation processes to further develop the knowledge and skills of all stakeholders in school. (TAC d5)</td>
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<td>Empowering self and others</td>
<td>Supports innovative thinking and risk-taking efforts of everyone within the school community. (TAC c10)</td>
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<td>Nurturing developing teachers</td>
<td>Applies adult learning theory and motivation theories to all campus professional development, including the use of appropriate content, processes and contexts. (TAC d2)</td>
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<td>Effective interpersonal communications</td>
<td>Demonstrates effective communication through oral, written, auditory, and nonverbal expression with school staff and patrons. (TAC e10)</td>
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<td>Positive school cultures</td>
<td>Diagnoses and improves campus organizational health and morale through strategies that provide on-going support to campus staff members. (TAC d6)</td>
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<tr>
<td>Contingent reward system</td>
<td>Acknowledges, recognizes and celebrates the contributions of students, staff, parents, and community members toward the realization of the campus vision. (TAC c11)</td>
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<td>Optimizer (inspires new ideas)</td>
<td>Gathers and organizes information from a variety of sources for use in creative and effective campus decision making. (TAC f2)</td>
</tr>
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<td>Stress tolerance</td>
<td>Maintains a perspective that the goal of the school is to foster greater student learning through diverse needs of individuals in the school and community. (TAC c4)</td>
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<td><strong>Organizational Management</strong></td>
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<td>School organizational structures (standard operating procedures &amp; routines)</td>
<td>Implements policies and procedures that encourage all campus personnel to comply with Chapter 247 Texas Administrative Code (relating to Code of Ethics and Standard Practices for Texas Educators). (TAC b2)</td>
</tr>
<tr>
<td>Area of Professional Practice</td>
<td>Description</td>
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<td>------------------------------</td>
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<td>School finance and operating budgets</td>
<td>Applies strategies for aligning financial, human and material resources to support the implementation of the school’s vision. (TAC c8)</td>
</tr>
<tr>
<td>School law</td>
<td>Applies local, state, and federal laws and policies to support sound decisions while considering implications related to all school operations and programs. (TAC f1)</td>
</tr>
<tr>
<td>Vision of School District</td>
<td>Facilitates the collaborative development of a plan in which objectives and strategies to implement the school vision are clearly articulated. (TAC c7)</td>
</tr>
<tr>
<td>Strategic planning and business plans</td>
<td>Applies emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, learning theory, legal requirements as bases for curriculum planning. (TAC g1)</td>
</tr>
<tr>
<td>Curriculum review, alignment and improvement</td>
<td>Implements and records a significant curriculum innovation, evaluates the implementation of a school wide curriculum program, assesses change efforts occurring district wide. (MSc. Std IX.9.13s)</td>
</tr>
<tr>
<td>Shared leadership across organizational functions</td>
<td>Facilitates campus participation in collaborative district planning, implementing, monitoring, and revising curricula to assure appropriate scope, sequence, content and alignment. (TAC g3)</td>
</tr>
<tr>
<td>Responsibility for organizational efforts</td>
<td>Applies strategies to create a campus culture that has high expectations, promotes learning, and provides intellectual simulation for self, students, and staff. (TAC c1)</td>
</tr>
<tr>
<td>Political support within school and community</td>
<td>Establishes partnerships with parents, businesses, and other community groups to strengthen and support campus goals. (TAC e7)</td>
</tr>
<tr>
<td>Recruiting/retaining highly effective teachers</td>
<td>Implements effective, legal strategies for the recruitment, selection, assignment, and induction of teachers. (TAC d4)</td>
</tr>
<tr>
<td>Internal funding proposals</td>
<td>Acquires and allocates sufficient instructional resources on the campus in the most equitable manner to support learning. (TAC h8)</td>
</tr>
<tr>
<td>External funding proposals</td>
<td>Facilitates the development, implementation, evaluation, and refinement of student activities programs to fulfill academic, developmental, social, and cultural needs through external resources. (TAC h7)</td>
</tr>
<tr>
<td>Situational awareness</td>
<td>Responds to pertinent political, social, and economic issues that exist in both internal and external environments. (TAC e8)</td>
</tr>
<tr>
<td>Effective public information services</td>
<td>Develops and implements a comprehensive program of community relations that apply strategies to effectively involve and inform multiple constituencies, including the media. (TAC e5)</td>
</tr>
<tr>
<td>Resource</td>
<td>Applies principles of effective planning, time</td>
</tr>
</tbody>
</table>
management, management, and organization of work to maximize attainment of school and district goals. (TAC f10)

| Relationships (personal awareness of faculty & staff needs) | Applies strategies to ensure the development of collegial relationships and effective collaboration of campus staff. (TAC c3) |
| Safe Schools (rules & routines) | Implements strategies that enable the physical plant, equipment, and support systems to operate safely, efficiently, and effectively in maintaining an effective learning environment. (TAC f6) |

**MSc** – Master Science Teacher Standards Approved August 6, 2004 Texas State Board of Educator Certification; **SBEC** - Texas State Board of Educator Certification; **TAC** – Texas Administrative Code Title 19, part 7 Chapter241, Rule 241.15

**B. Describe the administrative oversight to ensure quality.**

This Ed. D. in Curriculum & Instruction delivered in an executive format program is to be administered through the Department of Teaching, Learning and Culture in the College of Education and Human Development at Texas A&M University. Program administration will flow through the Dean of the College of Education and Human Development and the Department Head for Teaching, Learning and Culture. At the present time, these individuals are Dr. Douglas Palmer, Dean and Dr. Dennie Smith, Department Head. An eight member external advisory committee will be formed to provide guidance and advice to program faculty and administrators regarding the program goals, curriculum and implementation schedule. To assure the quality of individual courses in this program, all of the online courses for this program are being developed by current faculty members in the College of Education & Human Development who have taught these courses in on-campus sections.

The graduate faculty within the Department of Teaching, Learning and Culture will assume responsibilities for student advisement and supervision. Faculty members listed in Appendix A with graduate faculty status will advise and supervise candidates admitted into this program.

Selection of prospective graduate students for this program will be the responsibility of a faculty admissions team. Admission will be by cohort and will require an interview and submission of a professional portfolio. It is proposed that a maximum of 30 students be selected per cohort each year in the calendar month of February to begin their programs in June. During the first year of implementation, a cohort of 15 students will be selected to participate in this program.

In addition to regular communications with their peers, students will participate in three technology mediated seminar classes. All appropriate educational
technologies will be used to engage the student systematically with the graduate faculty member, major advisor, graduate program committee, and peers. Engagement will be monitored and regularly discussed between the student and advisor as well as periodically discussed with the graduate program committee via the Internet. Students will be required to make an annual 3 to 5 day on-campus visit for faculty/student discussions and seminars.

Advising and supervising admitted students will be the responsibilities of graduate faculty in the Department of Teaching, Learning and Culture and potentially other departments across the College of Education and Human Development. Degree plans for students will be individually established on the basis of the student’s career objectives, as well as the identified knowledge base and professional role that the student aspires. The student’s course sequence will be structured with respect to instructional leadership with multiple electives possible. Mentoring and advising will occur through digital communication hardware and software tools connected by the Internet and occasional on-campus meetings.

Formula funding will be credited to the home department of the faculty of record. It is anticipated that up to 36 faculty members from the College of Education and Human Development will be involved in delivering the course work for this program.

No new or reorganized administrative institute or center will be involved in the direct administration of the proposed program. However, areas of concentration with laboratories and funded initiatives, i.e., reading laboratory, mathematics laboratory, eEducation Group, Policy Research Initiatives in Science Education will be active collaborators in the design and delivery of this program.

IV. Relationship to Existing Authorized Doctoral Programs (where applicable)

A. Demonstrate the relationship between the distance program and existing on-campus program.

The Ed.D. degree in Curriculum and Instruction was authorized by the Texas Higher Education Coordinating Board in 1976, however, in 1990 the faculty of Department of Educational Curriculum and Instruction (now Teaching, Learning, and Culture) decided to close access to the program because of a blurring of the distinction between the Ed.D. and Ph.D. programs in Curriculum and Instruction and because many students were choosing the Ph.D. in Curriculum and Instruction because of a perception of prestige.

In 2003 the College of Education and Human Development joined with other research extensive universities to engage in a process of study and renewal of professional practice programs (Ed.D.) in education. This effort, sponsored by the
Carnegie Foundation, has led to renewed emphasis on professional practice programs of the highest quality. The Ed.D. in Curriculum and Instruction will target a specific population of experienced educational leaders in K-12 and other non-university settings who are interested in developing a knowledge base and skills that will allow them to apply research-based “best practices” in their career context. There is now a clearly defined market for an Ed.D. via distance delivery. The renewed availability of the Ed.D. program in Curriculum and Instruction will benefit the Ph.D. program in Curriculum and Instruction by allowing faculty and students to clearly and intensively focus on the development of research skills.

The following comparison and description of the relationship of the proposed program to existing programs is based on a comparison of the proposed Ed.D. to the current Ph.D., since the Ed.D. has been closed to student access, with only a few exceptions, since 1990.

The curricular offerings for this program have had their origins in the on-campus programs, and faculty members who will teach the online courses have taught the courses on-campus. However, the following four substantive differences were key factors in the decision to develop this program.

First difference, the delivery system, an online web-based course delivery system with students accessing all courses via the Internet using electronic devices connected to the Internet for the Ed.D. vs. a campus-based course delivery system with courses presented by a professor in a classroom with students physically present in the classroom for the Ph.D.;

Second difference, a program focus on leadership in curriculum, instruction and instructional assessment for the Ed.D. vs. a focus on conducting research in curriculum & instruction for the Ph.D;

Third difference, the admission criteria that places great emphasis on documented excellence as a professional educator for the Ed.D. vs. documented evidence of research potential for the Ph.D.; and

Fourth difference, a residency model that emphasizes gaining technical skills in effectively leading curricular, instructional and assessment change efforts in school settings for the Ed.D. vs. an emphasis on gaining competence in conducting research through campus based reflection and study for the Ph.D.

B. Describe how the proposed program would affect existing programs, including the potential effects on enrollment (e.g., the need for additional sections or increased class sizes, faculty, and library resources).

Existing degree programs that complement the proposed program are the Ph.D. and Ed.D. degrees in Curriculum & Instruction offered by the Department of Teaching, Learning and Culture at Texas A&M University. Many of the faculty
members for these programs will teach courses for the proposed online education degree program. However, it is not anticipated that students from existing degree programs will enroll in courses offered for the proposed program. This is due to the cohort arrangement for the proposed program where we limit online classes to an enrollment of 15 students/class.

No changes are planned for the courses that are currently being offered for students enrolled in existing programs. It is anticipated that existing courses will be adapted for online delivery for this program with faculty members teaching one or two courses across a program cohort. This will mean that current faculty members will teach one or two of the three-credit courses for each cohort. In the cost section, we suggest that Texas A&M University will provide the needed financial support from formula funding and distance education fees to operate this program. Rather than having a negative impact on existing programs, it is anticipated that the new program will draw prospective educators into existing programs in addition to those whose needs will be met by this proposed program. However, for preparing courses for online delivery, an estimated $455,000 will be needed to prepare online courses for the Ed. D. in Curriculum & Instruction delivered in an executive format degree program. A preliminary budget for the functions of planning, developing and launching the Ed. D. in Curriculum & Instruction delivered in an executive format degree program is provided in Section VII. Financial Support.

C. Will electronic and on-campus students interact and, if so, how? How will distance students’ interactions occur?

No specific interactions are planned between electronic and on-campus students. However, we propose that candidates in this program will have brief on-campus experiences (3 to 5 days each year). Interactions with candidates in the electronic and on-campus programs may occur during those on-campus experiences.

D. Will students be admitted and progress as a cohort or as individuals? Must students already possess a master’s degree?

Students will be admitted as individuals through the regular graduate application/admissions process. A faculty committee will select students to participate in the program. An initial cohort of 15 students will be selected to begin the program during the fall semester 2008. For subsequent cohorts, we plan to recruit 30 students each year. Students will progress through program as a cohort.

Students must possess a master’s degree to enter the program.

1. Target Population
We expect to recruit expert mid-career Texas public school educators with significant teaching experience, who are highly respected by their peers, and who aspire to have leadership roles in one or more of the following domains of practice:

- leadership and coordination roles in school change and improvement initiatives involving technology integration,
- school or district curriculum leadership,
- professional development of colleagues,
- parent and community involvement,
- pre-service teacher preparation, and
- contributions to the teaching profession through service to professional organizations, school district and state government steering committees.
- successful experiences with external funding efforts
- organizational management

We believe that by providing an opportunity to highlight and emphasize teachers as leaders in schools, this program will slow the exodus of mid-career expert teachers from the classroom while providing exemplary instructional leadership support to teacher and school administrator colleagues.

In general, the successful applicant to this program must exhibit:

- High achievement motivation
- Self-directed learning orientation
- Instructional expertise
- Willingness to take risks
- Strong interpersonal skills
- Collaborative skills
- Interested in adult development
- Willing to assume responsibility
- Clear and well-developed philosophy of education
- Being in a career stage to give to others and facilitate their professional work (focus on others rather than self)
- Responsive leadership skills

2. Administration of Admissions

The admission protocols for the Ed. D. in Curriculum & Instruction degree delivered in an executive format will be administered at the departmental level. Formal applications will be submitted through the regular TAMU graduate admissions process. Prospective students will also provide departmental application materials electronically to the Coordinator of the Ed.D. Program in the Department of Teaching, Learning and Culture. The application deadline for admission in a single annual cohort will be required by December 1, 2xxx.
A standing admissions committee of three graduate faculty members will be responsible for reviewing the applications and determining who will be recommended to participate in a synchronous interview with this committee. Scoring rubrics will be used in evaluating the application materials and interview to document the assessments of individual applicants.

An initial cohort of 15 candidates will be selected with the cohort size increasing to 30 candidates in year 2 and remaining at that level unless formative evaluation data indicate a different cohort size is needed to provide a quality and cost-efficient program. Individuals accepted into the program will have their committee members appointed by the department with committee participation approved by individual faculty members. This regulation is stated in order to establish an equal distribution of candidates across departmental faculty members teaching in this program; and to enable an efficient orientation to candidates beginning their programs especially if the candidate has little or no experience with department faculty prior to becoming a candidate.

The admission process will consist of a two-step process. First, the written application materials will be reviewed and a decision rendered for the applicant by the standing admissions committee about whether to invite the applicant to participate in an interview. Second, assuming a favorable decision by the admissions committee, the applicant will be invited to participate in a synchronous interview with the admissions committee.

V. Expected Enrollment

A. Estimate the anticipated headcount each year for five years.

A target of 15 students will be admitted for year 1 with the number of admissions increasing to 30 students in year 2 and then continuing with 30 admissions each year. The following table provides projected headcounts across the initial five years of this graduate program. Experience gained from an online teacher certification program across five years indicates up to 5% of the students admitted to the program will not continue to completion for a variety of reasons.

<table>
<thead>
<tr>
<th>Year</th>
<th>New Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>07-08</td>
<td>0</td>
</tr>
<tr>
<td>08-09</td>
<td>15</td>
</tr>
<tr>
<td>09-10</td>
<td>30</td>
</tr>
<tr>
<td>10-11</td>
<td>30</td>
</tr>
<tr>
<td>11-12</td>
<td>30</td>
</tr>
</tbody>
</table>
B. How many students are needed to make it feasible to offer the program?

Fifteen students in the initial cohort and thirty students/annual cohort after the initial year will result in 105 students or 100 students anticipating some attrition across five years that will yield sufficient subvention funding and distance education fees to pay the cost of developing and implementing the program. Cost estimates for developing and implementing this program are provided under Section VII. Financial Support.

C. Explain assumptions used in making the estimate.

It is anticipated that the formula funding generated by the students in the program will be defray program costs assuming the subvention funding that is provided to the department to operate this program is .62 of the subvention funding produced by the enrollment target of 100 students across five years.

<table>
<thead>
<tr>
<th>Year</th>
<th>Proposed SCH Production</th>
<th>Formula Funding*</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>0</td>
<td>$0</td>
</tr>
<tr>
<td>2</td>
<td>240</td>
<td>$0</td>
</tr>
<tr>
<td>3</td>
<td>688</td>
<td>$322,400</td>
</tr>
<tr>
<td>4</td>
<td>1136</td>
<td>$532,336</td>
</tr>
<tr>
<td>5</td>
<td>1600</td>
<td>$749,768</td>
</tr>
<tr>
<td>Total</td>
<td>3664</td>
<td>$1,604,504</td>
</tr>
</tbody>
</table>

* funding calculated based on the unit rate of $55.72/SCH and multiplier of 8.41

For planning purposes an estimated budget of $1,604,505 will be needed to plan, develop and launch the Ed. D. in Curriculum & Instruction delivered in an executive format over a five year period. A proposed budget with explanations of budget categories for the functions of planning, developing and launching this Ed. D. in Curriculum & Instruction is provided in the section, VII. Financial Support. This estimated total value represents a conservative estimate because no allowances have been made for organizational overhead (indirect costs) and administrative time in planning and overseeing this curriculum development effort.

VI. Resources
A. Describe faculty resources and faculty requirements.

1. List faculty members that will be involved in the program, indicating highest earned degree/institution and their anticipated contribution to the program. Specify course(s) each faculty member would teach and their current involvement with the program.

Twenty-nine graduate faculty members who have or are developing on-line courses are listed below. These faculty members will also deliver the courses online. The graduate faculty members teaching and advising in the proposed program will be selected and evaluated by the same standards, and review protocols used to evaluate faculty responsible for on-campus graduate teaching. Additional information including the FTE faculty needed for this program is presented on pages 24 - 25.

Cindy Boettcher, Clinical Associate Professor, Department of Teaching, Learning and Culture, Ph.D. Texas A&M University. Will develop and teach the following course online: Children’s Literature and Literacy (RDNG 612).

Lynn Burlbaw, Associate Professor, Department of Teaching, Learning and Culture, Ph.D. University of Texas. Teaches the following courses online: Curriculum Development (EDCI 644), History of Education (EDCI 658); and History of American Education (EDCI 659), and will develop and teach the following courses online Seminar: Content Domain in Curriculum & Instruction (EDCI 682), Special Topics: Technology Applications in Social Studies (EDCI 689).

Robert Capraro, Assistant Professor, Department of Teaching, Learning and Culture, Ph.D. University of Southern Mississippi. Will develop and teach the following course online: Teaching and Learning Data Analysis and Uncertainty Concepts (EDCI 627).

B. Stephen Carpenter II, Associate Professor, Department of Teaching, Learning and Culture, Ph.D. Pennsylvania State University. Will co-develop and teach the following course online: Curriculum Theory (EDCI 647).

Lauren Cifuentes, Associate Professor, Department of Educational Psychology, Ph.D. University of North Carolina. Teaches the following courses online: Integrating Technology in Learning Environments (EDTC 613), Computer-Assisted Instruction (EDTC 651), Instructional Design: Techniques in Educational Technology (EDTC 654).
Virginia Collier, Clinical Associate Professor, Department of Educational Human Resource Development, Ph.D. University of Texas. Will develop and teach the following course online: Auxiliary Services for Schools (EDAD 635).

Zohreh Eslami, Assistant Professor, Department of Teaching, Learning and Culture, Ph.D. University of Illinois. Will co-develop and teach the following courses online: Society and Education in World Perspectives (EDCI 645), and Special Topics: Issues Related to English Language Learners (EDCI 689).

Trina Davis, Assistant Professor, Department of Teaching, Learning and Culture, Ph.D. Texas A&M University teaches the following courses online: Professional Development Strategies for Teachers (EDCI 603), Curriculum Development (EDCI 644), and Evaluation and Implementation of Electronic Learning Materials (EDCI 676).

Frank Clark, Professor, Department of Teaching, Learning and Culture. Ed.D. University of Missouri. Teaches the following course online: Analysis of Teaching Behavior (EDCI 673).

Jon Denton, Professor, Department of Teaching, Learning and Culture. Ed.D. University of Missouri. Teaches the following courses online: Teaching Strategies: Patterns of Learning (EDCI 675), Professional Development Strategies for Teachers (EDCI 603), and Evaluation and Implementation of Electronic Learning Materials (EDCI 676).

Elizabeth Foster, Associate Professor, Department of Teaching, Learning and Culture, Ed.D. North Carolina State University. Teaches the following courses online: Programs and Procedures in Supervision (EDCI 607), Analysis of Teaching Behavior (EDCI 673); and will develop and teach the following course online: Mentoring the Novice Educator (EDCI 631),

Robert Hall, Associate Professor, Department of Educational Psychology. Ph.D. University of California, Los Angeles. Teaches the following course online: Special Topics in Educational Statistics (EPSY 689).

Valerie Hill-Jackson, Clinical Assistant Professor, Department of Teaching, Learning and Culture, Ph.D. St. Joseph’s University. Teaches the following course online: Curriculum Development (EDCI 644).
Malt Joshi, Professor, Department of Teaching, Learning and Culture. Ph.D. University of South Carolina. Will develop and teach the following course online: Special Topics: Reading- Policy Issues (EDCI 689).

Larry Kelly, Clinical Assistant Professor, Department of Teaching, Learning and Culture, Ph.D. University of Texas. Teaches the following course online: Trends in Curriculum and Instruction (EDCI 638) and will co-develop Society and Education in World Perspectives (EDCI 645).

Patricia Larke, Professor, Department of Teaching, Learning and Culture. Ed.D. University of Missouri. Teaches the following course online: Multicultural Education: Theory, Research and Practice (EDCI 642) and Strategies for Teaching in a Culturally Pluralistic Society (EDCI 677).

Chance Lewis, Associate Professor, Department of Teaching, Learning and Culture, Ph.D. Colorado State University. Will develop and teach the following courses online: Teaching in Urban Environments (EDCI 643), and Instruction Theory (EDCI 646).

Susan Petersen, Associate Professor, Department of Educational Psychology, Ph.D. University of Texas. Teaches the following courses online: Integrating Technology in Learning Environments (EDTC 613), Computer-Assisted Instruction (EDTC 651), Instructional Design: Techniques in Educational Technology (EDTC 654).

Bill Rupley, Professor, Department of Teaching, Learning and Culture, Ph.D. University of Illinois. Teaches the following course online: Developmental Reading in Elementary School (RDNG 674).

Mark Sadoski, Professor, Department of Teaching, Learning and Culture, Ph.D. University of Connecticut. Will develop and teach the following course online: Foundations of Reading Instruction (RDNG 650).

Patrick Slattery, Professor, Department of Teaching, Learning and Culture, Ph.D. Louisiana State University. Will co-develop and teach the following courses online: Curriculum Theory (EDCI 647) and Reflective Inquiry (EDCI 634).

Scott Slough, Associate Professor, Department of Teaching, Learning and Culture, Ed.D. University of Houston. Will develop and teach the following
course online: Special Topics: Grant Writing for Professional Development (EDCI 689).

**Dennie Smith**, Professor and Department Head, Department of Teaching, Learning and Culture, Ed.D. Auburn University. Teaches the following courses online: Instruction Theory (EDCI 646), and Special Topics in Advanced Classroom Management (EDCI 689).

**Carol Stuessy**, Associate Professor, Department of Teaching, Learning and Culture, Ph.D. The Ohio State University. Will develop and teach the following course online: Analyzing and Reporting Field Based Research (EDCI 628).

**Radhika Viruru**, Clinical Associate Professor, Department of Teaching, Learning and Culture, Ph.D. Texas A&M University. Will develop and teach the following course online: Theory of Research in Curriculum & Instruction Research Design, Qualitative Methods (EDCI 690).

**Lynne Walters**, Associate Professor, Department of Teaching, Learning and Culture, Ph.D. University of Wisconsin. Teaches the following course online: Educator as Researcher (EDCI 636) and will develop and teach the following course online: Special Topics: Public Relations for Schools and Educators (EDCI 689).

**Hersh Waxman**, Professor, Department of Teaching, Learning and Culture, Ph.D. University of Illinois-Chicago. Will develop and teach the following course online: Special Topics: Program Evaluation in Curriculum & Instruction (EDCI 689)

**Gwendolyn Webb-Johnson**, Associate Professor, Department of Educational Administration and Human Resource Development. Ed.D. Illinois State University. Will develop and teach the following course online: Secondary School Principalship (EDAD 605).

**Luana Zellner**, Clinical Associate Professor and Director, Principal’s Center, Department of Educational Administration and Human Resource Development. Ph.D. Texas A&M University. Teaches the following courses online: Instructional Leadership Development (EDAD 606), Administration of Change in Educational Settings (EDAD 637).
2. Would additional faculty members be required to accommodate the new students?

At this time it is thought the faculty listed in Appendix A will be able to develop and implement this program. It is anticipated that other TLAC graduate faculty members will begin to teach formal courses in this program as implementation continues to occur, and all faculty members will contribute to the total faculty understanding of the knowledge base and contextual issues of teacher leadership in elementary and secondary education.

It is anticipated that a faculty member will teach one to two courses for this proposed Doctor of Education per cohort. Second, enrollment in a course section will be limited to 15 students because it is widely recognized that the development and delivery of online courses requires three to five times more initial effort than traditional courses. Provisions will be developed to recognize and reward course conversion, delivery strategies, and educational innovation. Additional staff support will be requested to assist with delivery of the program during the implementation of this program.

<table>
<thead>
<tr>
<th>Description</th>
<th>Number of Personnel</th>
<th>Full-time Equivalent (FTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration</td>
<td>2</td>
<td>0.5</td>
</tr>
<tr>
<td>Full-time Graduate Faculty</td>
<td>36</td>
<td>9.</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Graduate Student Assistant</td>
<td>4</td>
<td>2.0</td>
</tr>
<tr>
<td>Clerical &amp; Support Staff</td>
<td>2</td>
<td>1.0</td>
</tr>
<tr>
<td>Technical Support Staff</td>
<td>2</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Allocation of personnel in this Doctor of Education in Curriculum & Instruction program can be estimated from the Projected Offerings Semester-by-Semester, Section VIII.D4.
Because teaching responsibilities will be distributed among current faculty members, including the ten faculty members who have joined the department over the past two years, no request for new faculty is foreseen. Any faculty member involved in the proposed program who is a member of the Graduate Faculty will be eligible to serve as a member of the doctoral committee. Graduate faculty membership will be based on the published criteria of Texas A&M University and department guidelines in Teaching, Learning and Culture are in place for guiding the selection of chairs and co-chairs for the student’s advisory committee.

3. List recent publications and research contributions of faculty who would be involved with the program.

Faculty members recognize scholarship is a creative process that is validated and communicated to others through teaching, learning, discovery, artistic renderings, as well as combining ideas to solve new and often complex challenges. Information on the research interests of these professors can be obtained from their curricula vitae in Appendix A.

4. What training in delivering instruction via distance education do faculties have or what training will they be given?

Seventeen course authors for this curriculum have developed and implemented an online course in WebCT Vista. These authors are regular faculty members who teach on-campus sections of these courses. Authors are expected to frame the online sections with the same content and requirements (course deliverables) as they require for their on-campus course sections in order to assure program quality. For faculty members developing their first online course, workshops and seminars for placing courses in WebCT-Blackboard are provided continuously by the University. College faculty also may participate in experiences or short courses provided by the Center for Distance Learning on designing courses for online delivery. Additional support will be available to the course authors by the Committee on Framework for online Courses.

Guidelines provided to course developers include the following: This course is to be developed as Microsoft Word document and will have the following components:

- Objectives directly linked to entries in the State Certification Standards for a school leader/Principal;
- Scoring scheme (grading rubric) for each objective’s deliverable(s)
- Instructional strategy for each objective (multimedia resources encouraged)
- Weekly schedule and due dates for deliverables
- References and additional resources;

Additional resources for preparing the course are attached that include:

- State Certification Standards for a Principal and a matrix of suggested topics and competencies as guides for developing this course.
Copies of TLAC generic course syllabus and a course activity plan partitioned by weeks to illustrate an approach for preparing a course for online delivery

Support to author will be available from Fran Hunter, Jon Denton and the Committee on Framework for online Courses [Dr. Trina Davis, Dr. Bugrahan Yalvac. Dr. Radhika Viruru, Ms. Fran Hunter].

Up to $1,500 are available to purchase multimedia resources for the course.

5. Describe how instructor and students will interact.

Courses will be designed for asynchronous online delivery, although varying levels of synchronous interaction among students and professors will occur, given the design perspectives of the course developers. Generally, if a very high level of detail and specificity in the course elements are provided in the delivery system (e.g., WebCT vista), then a lower level of synchronous interaction among students and professor may result, if the professor places a high value on asynchronous interaction. Conversely, if the professor highly values synchronous interaction, the level of specificity of course elements in the delivery system can be reduced and more synchronous interaction will be promoted.

B. Describe equipment needs for delivery of this program.

Texas A&M University and the College of Education and Human Development have designated servers for delivery of instruction over the Internet. Much effort has occurred in developing our capacity to offer web-delivered courses through extending the capacity of our high capacity network and a faculty workstation three year replacement program provided by the University and College. No new facilities or renovations of existing facilities will be needed for this program to be implemented.

C. How will students access library resources?

Because doctoral programs in curriculum and instruction are already in place, an array of materials specific to this specialization is presently available.

Library services for online students are equivalent to those on-campus. For example, distance education students at Texas A&M University submit a “Distance Learner Request Form” electronically using the Sterling C. Evans website. This site will be available to all students enrolled in the proposed program.

Texas A&M University participates in a program called TexShare that allows faculty and students to use the libraries of all Texas state-supported institutions of higher education. We are confident that library resources currently available for curriculum and instruction research are sufficient to implement this program.

VII. Financial Support
A. What extra costs would be associated with distance delivery and how will they be financed? Include the anticipated cost of course preparation and transmittal.

The following five year budget has been prepared to illustrate how the program can be developed and implemented with resources available in the Department of Teaching, Learning and Culture. An explanation of each budget line item is presented immediately following this five year budget.

**Annual Budgets for Planning, Developing, and Launching an Ed. D. in Curriculum & Instruction Degree Delivered in an Executive Format for Five Years**

<table>
<thead>
<tr>
<th>Proposed Expenditures</th>
<th>Year 1 (Jan - Dec 2007)</th>
<th>Year 2 (Jan - Dec 2008)</th>
<th>Year 3 (Jan - Dec 2009)</th>
<th>Year 4 (Jan - Dec 2010)</th>
<th>Year 5 (Jan - Dec 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Text for Courses</td>
<td>$66,000.00</td>
<td>$96,000</td>
<td>$4,000</td>
<td>$4,000</td>
<td>$4,000</td>
</tr>
<tr>
<td>Media Resources</td>
<td>$24,000.00</td>
<td>$27,000</td>
<td>$1,000</td>
<td>$1,000</td>
<td>$1,000</td>
</tr>
<tr>
<td>hardware &amp; software</td>
<td>$2,504.00</td>
<td>$0</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personnel</td>
<td>$67,000.00</td>
<td>$160,000</td>
<td>$6,000</td>
<td>$6,000</td>
<td>$6,000</td>
</tr>
<tr>
<td>Marketing</td>
<td>$8,000.00</td>
<td>$12,000</td>
<td>$6,000</td>
<td>$356,000</td>
<td>$450,000</td>
</tr>
<tr>
<td>Teaching costs</td>
<td>$76,000</td>
<td>$76,000</td>
<td>$228,000</td>
<td>$356,000</td>
<td>$450,000</td>
</tr>
<tr>
<td><strong>Year 1 total</strong></td>
<td><strong>$167,504.00</strong></td>
<td><strong>$371,000</strong></td>
<td><strong>$238,000</strong></td>
<td><strong>$367,000</strong></td>
<td><strong>$461,000</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Subvention Income</th>
<th>yr 1 (0 students) $0</th>
<th>yr 2 (15 students) $0</th>
<th>yr 3 (43 students) $322,400</th>
<th>yr 4 (71 students) $532,336</th>
<th>yr 5 (100 students) $749,768</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching costs</td>
<td>$</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Total Subvention</strong></td>
<td><strong>$1,604,504</strong></td>
<td><strong>$1,604,504</strong></td>
<td><strong>$1,604,504</strong></td>
<td><strong>$1,604,504</strong></td>
<td><strong>$1,604,504</strong></td>
</tr>
</tbody>
</table>

**Annual Expenditures**

| Year 1 | $167,504.00 |
| Year 2 | $371,000    |
| Year 3 | $238,000    |
| Year 4 | $367,000    |
| Year 5 | $461,000    |

| Total Expense | $1,604,504 |
| Delta | $0 |

**Total Est. Income**

$1,604,504
Explanation of Proposed Costs

1. Text development for courses

For courses that have not been taught online previously, a fair development cost is $6,000 with a preparation time of 6 months. Penalty costs of $500/bi-week can be stated in the author agreement and a new author contracted after 1 month of non-delivery. If the course has been taught online previously or the course is a seminar, then $2,000 is suggested. As noted previously, course authors have been recruited from current faculty members of the College of Education and Human Development. Further, in discussing this course development opportunity with faculty members, we have also discussed with these faculty members that they will teach the online courses.

2. Text to Digital conversion for courses

Hiring Fran Hunter to accomplish the course conversion of 18 courses per year @ $2,000/course. It likely will take 2 years of accomplish the digital conversion of textual materials for the courses in this Executive Ed. D in Curriculum & Instruction degree program.

Equipment (hardware and software) and work space needed for staff members of Ms. Hunter will be needed by June 2007. A relatively high end workstation with needed development software costing $2,500 (given current prices)/machine may be needed.

Media resources of $1,500/course should cover purchase of multimedia resources for the courses. This is approximately what was paid for multimedia resources when the Accelerate Online modules for the secondary teacher certification program were developed.

3. Personnel

Employing Fran Hunter and a program coordinator and support staff between .2 and .5 effort devoted to this program for at least two years.

4. Marketing Costs

Marketing this program should begin at least 6 months prior to the first courses being offered. It is estimated that spending $500 to $1,000/month across this program will be required.

5. Faculty teaching costs
Beginning in year 2 (January 2008), a minimum of seven courses for this program will be taught across a 12 month period. For cost considerations, it is assumed that the average cost of offering an online 3 hour class is $12,000 and $4,000 for the 1 hour online seminar course. If 30 students are recruited to begin each year as a cohort, then the guideline for the number of course sections to be offered per year will be determined based on course section enrollments being limited to 15 students. To illustrate, beginning in year 3, the cohort of 30 students will require 21 course sections rather than 7 course sections. For years 4 and 5, 33 and 41 course sections will be necessary, assuming cohorts of 30 students begin each year.

6. Income through subvention and distance fees

Subvention Funding calculated based on the unit rate of $55.72/SCH and multiplier of 8.41. These values were obtained from Dr. Becky Carr in September 2006. The estimated income produced from subvention applying these values is $1,604,504.

Distance Fees will be charged to provide additional support for distance education courses and this program. The fee is presently $50.00 per credit hour for the University and $100 per credit hour for the College. University officials may adjust fees as needed.

<table>
<thead>
<tr>
<th>Proposed SCH Production</th>
<th>University Fees</th>
<th>College Fees</th>
</tr>
</thead>
<tbody>
<tr>
<td>yr 1 (0 students)</td>
<td>0</td>
<td>$12,000.00</td>
</tr>
<tr>
<td>yr 2 (15 students)</td>
<td>240</td>
<td>$34,400.00</td>
</tr>
<tr>
<td>yr 3 (43 students)</td>
<td>688</td>
<td>$56,800.00</td>
</tr>
<tr>
<td>yr 4 (71 students)</td>
<td>1136</td>
<td>$80,000.00</td>
</tr>
<tr>
<td>yr 5 (100 students)</td>
<td>1600</td>
<td>$183,200.00</td>
</tr>
</tbody>
</table>

The support provided by these fees will provide greater support to market the program, and provide stipends for additional online course conversions.

B. How will any gap between program income and cost be covered?

A budget surplus rather than a deficit will occur if the program attracts the projected number of students over the next five years and the current distance fees continue to be assessed.

VIII. Additional Distance Delivery Considerations
A. Provide a statement from the Chief Academic Officer certifying adherence to *Principles of Good Practice*, and Coordinating Board distance education rules and policies.  

A copy of a letter from Academic Vice President and Provost Jerry Strawser is provided in Appendix B attesting to faculty members in the College of Education and Human Development adhering to *Principles of Good Practice*, and Coordinating Board distance education rules and policies in developing and implementing the Ed. D. in Curriculum & Instruction delivered in an executive format.

B. Describe the various delivery modes that will be used to deliver course work and any special arrangements for specific sites where students would meet

As noted under Section VI.A.5, courses will be designed for asynchronous online delivery, although varying levels of synchronous interaction among students and professors will occur, given the design perspectives of the course developers. If the professor highly values synchronous interaction then greater synchronous interaction will be promoted. The delivery modes will use text extensively with multimedia resources being encouraged and used throughout the 64 semester hour program.

C. Will you be collaborating with any other institutions to deliver this program?

No plans are being made to collaborate with other institutions in delivering this program, although interdepartmental collaboration is essential within the College of Education and Human Development. Faculty members from three of the four departments in the College are participating in the development of courses for this program.

D. Describe any differences between on-campus and distance delivery:

1. Student admission and advisement

Students will be admitted to the degree program through the prescribed procedures of Texas A&M University. All applicants must meet minimum entrance requirements as set by Texas A&M University. While satisfying the minimum admission criteria qualifies the applicant to be considered, meeting minimum criteria for admission do not guarantee admission to the program. The departmental admission committee will consider all criteria with emphasis on prior professional experiences that have prepared the individual for professional leadership roles in educational organizations. These professional experiences must be documented in a professional portfolio that is submitted as part of the application documents.
Minimum Criteria for Admission – The following seven criteria are considered to be essential for the successful applicant to the Ed. D. in Curriculum & Instruction program.

- Minimum of 5 years of successful teaching experience with 7 years preferred;
- Earned Masters Degree;
- Written application includes personal philosophy of education and aspirations of the professional role(s) the applicant seeks to fill. [This requirement will provide writing samples from the applicant that will be assessed in terms of the organization and clarity of the textual messages. Further, these textual offerings should contain no spelling or grammatical errors.];
- Minimum of 2 written references that attest to the applicant’s teaching expertise, interpersonal skills and leadership skills;
- Strong performance in synchronous interview with departmental admission committee regarding personal assessments of her/his individual skill levels of self-awareness, self-management, social awareness, and relationship management;
- Digital video episode of exemplary teaching performance;
- Digital curricular/instructional artifacts that illustrate teaching expertise with description and/or documentation of professional competencies currently possessed. These artifacts should evidence collaboration with colleagues.

2. Qualifying and other exams

Each Ed.D. student will be required to complete a qualifying status assessment inquiry (or audit) prior to the completion of 30 semester hours of doctoral work. Continuation in the program will be dependent upon the report providing evidence the student is making satisfactory progress with minimal end-of-course delays (not exceeding 2 incomplete course grades), maintaining a 3.30 or higher cumulative Grade Point Average, posting all required entries in ePortfolio digital document, and providing a preliminary plan for the internship experience during year 3. The chair of the student’s advisory committee will report in writing to the Office of Graduate Studies the results of the qualifying status assessment. A positive vote by members of the committee with no more than one dissension will be required for the student to pass the qualifying status assessment.

In addition, each student must successfully complete an oral and written preliminary examination prior to admission to candidacy and a final examination upon completion of the record of study. Both of these examinations will conform to the requirements of the PhD preliminary examination and final examinations.

3. Independent study

Six semester hours of EDCI 684 Professional Internship will provide supervised application experiences in educational leadership, administration, and mentoring the professional development of public school educators. The following
requirements from the 2006-2007 Texas A&M Graduate Catalog will serve to frame the internship experience (see page 162).

- The internship will occur in a public school setting with a minimum of 300 clock hours accrued at the rate of 10 to 40 hours per week. The internship will require the student’s full participation and responsibility in experiences directly related to the student’s career goals.
- The internship must be undertaken after the student has a degree plan on file and supported by prior or concurrent course work (usually toward the end of the degree program).
- Before initiating the internship, a written plan of the experience will be approved by all of the student’s advisory committee members.
- At the conclusion of the internship, a formal written summary of the nature of the internship and experiences completed must be approved by the student’s advisory committee (Texas A&M University [TAMU], 2006)

In addition, 13 semester hours of EDCI 692 Professional Study will be successfully completed by the student during the final phase of their programs. It is anticipated the semester hours of Professional Study will be directed to successfully completing the Record of Study.

4. Courses and Sequencing

Semester Credit Hours - The degree program of the Doctor of Education in Curriculum & Instruction will include a minimum of 64 semester credit hours in the following areas. The following course grids provide required and elective courses for this program. Appendix C lists all graduate courses offered by the Department of Teaching, Learning, and Culture as well as courses from the Departments of Educational Administration and Human Resource Development and Educational Psychology that are listed as program electives.

- **Seminars (3 semester hours-required)**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 682</td>
<td>Seminar in Content Domain of Curriculum &amp; Instruction</td>
</tr>
<tr>
<td>EDCI 682</td>
<td>Seminar in Reviewing for Qualifying Assessment</td>
</tr>
<tr>
<td>EDCI 682</td>
<td>Seminar in Assessing and Reporting Internship Experience</td>
</tr>
</tbody>
</table>

- **Content Specialization, advanced courses in Curriculum and Instruction (12 semester hours-required)**
### Course Prefix & Number | Title
---|---
EDCI 646 | Instruction Theory
EDCI 647 | Curriculum Theory
EDCI 675 | Teaching Strategies: Patterns of learning
EDCI 628 or EDCI 636 | Analyzing and Reporting Field Based Research; or Educator as Researcher

**Methods of Research (9 semester hours-required) – Research Methods, Statistical Analyses, and Data Interpretation.**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 627</td>
<td>Teaching and Learning Data Analysis and Uncertainty Concepts</td>
</tr>
<tr>
<td>EPSY 689</td>
<td>Special Topics in Educational Statistics</td>
</tr>
<tr>
<td>EDCI 690</td>
<td>Research Design – Qualitative Methods</td>
</tr>
</tbody>
</table>

**Principal certification preparation courses (15 semester hours)-Five courses in Educational Administration are needed to prepare for principal certification examination. These courses will be replaced with professional development concentration courses if principal certification is not among the professional goals of the student.**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 604/5</td>
<td>The Elementary School Principalship or The Secondary School Principalship</td>
</tr>
<tr>
<td>EDAD 606</td>
<td>Instructional Leadership Development Training</td>
</tr>
<tr>
<td>EDAD 608</td>
<td>School Finance and Business Management</td>
</tr>
<tr>
<td>EDAD 609</td>
<td>Public School Law</td>
</tr>
<tr>
<td>EDAD 635</td>
<td>Administration of Auxiliary Services for Schools</td>
</tr>
</tbody>
</table>

**Professional development concentration (15 semester hours)-Five courses in designing and providing professional development programs for students who already hold principal certification.**
<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 603</td>
<td>Professional Development Strategies for Teachers</td>
</tr>
<tr>
<td>EDCI 631</td>
<td>Mentoring the Novice Educator</td>
</tr>
<tr>
<td>EDCI 676</td>
<td>Evaluation and Implementation of Electronic Learning Materials</td>
</tr>
<tr>
<td>EDCI 689</td>
<td>Grant Writing for Professional Development</td>
</tr>
<tr>
<td>EDCI 689</td>
<td>Special Topics – Program Evaluation in Curriculum &amp; Instruction</td>
</tr>
</tbody>
</table>

- **Electives (6 semester hours)** – Two courses to be selected from the following areas that are offered online: professional development, educational technology, multicultural education, mentoring, reading, or social studies/language.

<table>
<thead>
<tr>
<th>Area of Concentration</th>
<th>Course Prefix &amp; Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development emphasis*</td>
<td>EDCI 603 Professional Development Strategies for Teachers</td>
</tr>
<tr>
<td></td>
<td>EDCI 676 Evaluation and Implementation of Electronic Learning Materials</td>
</tr>
<tr>
<td></td>
<td>EDCI 631 Mentoring the Novice Educator</td>
</tr>
<tr>
<td></td>
<td>EDCI 689 Special Topics: Advanced Classroom Management</td>
</tr>
<tr>
<td></td>
<td>EDCI 689 Special Topics: Program Evaluation in Curriculum &amp; Instruction</td>
</tr>
<tr>
<td></td>
<td>EDCI 689 Special Topics: Grant Writing for Professional Development</td>
</tr>
<tr>
<td></td>
<td>EDCI 689 Special Topics: Public Relations for Schools and Educators</td>
</tr>
<tr>
<td>Educational Technology Emphasis</td>
<td>EDTC 602 Educational Technology: field, theory, Profession</td>
</tr>
<tr>
<td></td>
<td>EDTC 645 Instructional Applications of Computer Technologies I</td>
</tr>
<tr>
<td></td>
<td>EDTC 654 Instructional Design: Techniques in Educational Technology</td>
</tr>
<tr>
<td>Multicultural Emphasis</td>
<td>EDCI 642 Multicultural Education: Theory, Research and Practice</td>
</tr>
<tr>
<td>Course Prefix &amp; Number</td>
<td>Title</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------</td>
</tr>
<tr>
<td>EDCI 643</td>
<td>Teaching in Urban Environments</td>
</tr>
<tr>
<td>EDCI 677</td>
<td>Strategies for Teaching in Culturally Pluralistic Society</td>
</tr>
<tr>
<td>EDCI 631</td>
<td>Mentoring the Novice Educator</td>
</tr>
<tr>
<td>EDCI 633</td>
<td>Educator as Learner</td>
</tr>
<tr>
<td>EDCI 634</td>
<td>Reflective Inquiry</td>
</tr>
<tr>
<td>EDCI 635</td>
<td>Advanced Practices in Developmental Mentoring, Coaching and Supervision</td>
</tr>
<tr>
<td>RDNG 612</td>
<td>Children’s Literature and Literacy</td>
</tr>
<tr>
<td>RDNG 650</td>
<td>Foundations of Reading Instruction</td>
</tr>
<tr>
<td>RDNG 674</td>
<td>Developmental Reading in the Elementary School</td>
</tr>
<tr>
<td>RDNG 689</td>
<td>Special Topics: Policy Issues in Reading</td>
</tr>
<tr>
<td>EDCI 645</td>
<td>Society and Education in World Perspectives</td>
</tr>
<tr>
<td>EDCI 659</td>
<td>History of American Education</td>
</tr>
<tr>
<td>EDCI 689</td>
<td>Special Topics: Technology Applications in Social Studies</td>
</tr>
<tr>
<td>EDCI 689</td>
<td>Special Topics: Education Issues of English Language Learners</td>
</tr>
</tbody>
</table>

*Electives recommended for students selecting principal certification preparation*

- **Professional Internship (6 semester hours-required)**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 684</td>
<td>Professional Internship</td>
</tr>
</tbody>
</table>

- **Record of Study (13 semester hours-required)**

<table>
<thead>
<tr>
<th>Course Prefix &amp; Number</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDCI 692</td>
<td>Professional Study</td>
</tr>
</tbody>
</table>

Projected Offerings Semester-By-Semester: An illustrative program of study
<table>
<thead>
<tr>
<th>Sequence</th>
<th>Credit Hrs.</th>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2008</td>
<td>4</td>
<td>EDCI 682 Seminar in Content Domain of Curriculum &amp; Instruction (1 hr.)</td>
<td>EDCI 675 Teaching Strategies: Patterns of Learning (3 hrs)</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>6</td>
<td>EDCI 646 Instruction Theory (3 hrs)</td>
<td>EDCI 636 Educator as Researcher (3 hrs) OR EDCI 628 Analyzing and Reporting Field Based Research (3 hrs)</td>
</tr>
<tr>
<td>Summer 2009</td>
<td>6</td>
<td>EDAD 606 Instructional Leadership Development Training (3 hrs)* OR EDCI 603 Professional Development Strategies for Teachers (3 hrs)</td>
<td>EDCI 690 Theory of Research in Curriculum &amp; Instruction – Research Design, Qualitative Methods (3 hrs)</td>
</tr>
<tr>
<td>Year 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2009</td>
<td>6</td>
<td>EDAD 635 Auxiliary Services for Schools (3 hrs)* OR EDCI 631 Mentoring the Novice Educator</td>
<td>EDCI 627 Teaching and Learning Data Analysis and Uncertainty Concepts (3hrs)</td>
</tr>
<tr>
<td>Spring 2010</td>
<td>6</td>
<td>EDCI 647 Curriculum Theory</td>
<td>EPSY 689 Special Topics in Educational Statistics (3hrs)</td>
</tr>
<tr>
<td>Summer 2010</td>
<td>4</td>
<td>EDAD 604 Elementary School Principalship OR EDAD 605 Secondary School Principalship (3 hrs)* OR EDCI 689 Special Topics – Grant Writing for Professional Development</td>
<td>EDCI 682 Seminar in Reviewing for Qualifying Assessment (1 hr)</td>
</tr>
<tr>
<td>Year 3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fall 2010</td>
<td>6</td>
<td>EDAD 608 School Finance and Business Management (3 hrs.)* OR EDCI 676 Evaluation and Implementation of Electronic Learning Materials (3 hrs)</td>
<td>Elective (3 hrs)</td>
</tr>
<tr>
<td>Spring</td>
<td>6</td>
<td>EDCI 684 Professional</td>
<td>EDCI 684</td>
</tr>
<tr>
<td>Year 4</td>
<td>Internship (3 hrs)</td>
<td>Professional Internship (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>--------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td>Summer 2011</td>
<td>EDCI 682 Seminar in Assessing and Reporting Internship Experience (1 hr.)</td>
<td>EDAD 609 Public School Law (3hrs),* OR EDCI 689 Special Topics: Program Evaluation in Curriculum &amp; Instruction (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>Fall 2011</td>
<td>Elective (3 hrs)</td>
<td>EDCI 692 Professional Study (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>Spring 2012</td>
<td>EDCI 692 Professional Study (3 hrs)</td>
<td>EDCI 692 Professional Study (3 hrs)</td>
<td></td>
</tr>
<tr>
<td>Summer 2012</td>
<td>EDCI 692 Professional Study (2 hrs)</td>
<td>EDCI 692 Professional Study (2 hr)</td>
<td></td>
</tr>
</tbody>
</table>

* This course will be replaced with an elective if principal certification is not among the professional goals of the candidate

5. Library Access

The following information is also presented under Section VI. C. Because doctoral programs in curriculum and instruction are already in place, an array of materials specific to this specialization is presently available. Library services for online students are equivalent to those on-campus. For example, distance education students at Texas A&M University submit a “Distance Learner Request Form” electronically using the Sterling C. Evans website. This site will be available to all students enrolled in the proposed program.

Texas A&M University participates in a program called TexShare that allows faculty and students to use the libraries of all Texas state-supported institutions of higher education. We are confident that library resources currently available for curriculum and instruction research are sufficient to implement this program.

6. Residency requirements must be demonstrated (CB Rule 5.46 requires that “proposals to meet residency requirements in other, non-traditional ways (e.g., to enable distant delivery of a doctoral program) must provide persuasive and thorough documentation as to how each provision [i-v that follow] would be met and evaluated for the particular program and its students.
(i) significant, sustained, and regular interaction between faculty and students and among students themselves;

We propose using web-based distance learning multimedia enhanced instructional strategies that apply variable time and variable location protocols to enhance scholarship and engagement with brief on-campus experiences (3 to 5 days each year). Further, candidates will return to campus for the oral portions of their qualifying reviews and preliminary examinations and defense of their Record of Study.

(ii) opportunities to access and engage in depth a wide variety of educational resources related to the degree program and associated fields;

Prior to full admission to the cohort, each student will develop a letter of commitment with his/her employer that acknowledges the time demands of the degree program and the need for systematic intellectual development. Upon admission, each student will participate in specific work groups. These groups will undertake scholarly initiatives and document results of learning and behaviors that advance professional development. Access to academic resources will be provided by a variety of means, although digital communication systems will be the transmission system relied upon throughout the program.

(iii) opportunities for significant exchange of knowledge with the academic community;

All appropriate educational technologies will be used to engage the student systematically with graduate faculty members, major advisor, graduate program committee, professional educators and fellow doctoral students in Curriculum & Instruction. Engagement will be monitored and regularly discussed between the student and advisor as well as periodically discussed with the graduate program committee via the Internet. Further, students will be required to make an annual 3 to 5 day on-campus visit for faculty/student discussions and seminars.

(iv) opportunities to broaden educational and cultural perspectives; and

In addition to regular communications with their peers, students will participate in three technology mediated seminar classes. All appropriate educational technologies will be used to engage the student systematically with the graduate faculty member, major advisor, graduate program committee, and peers. Engagement will be monitored and regularly discussed between the student and advisor as well as periodically discussed with the graduate program committee via the Internet.

(v) opportunities to mentor and evaluate students in depth.”}
Advising and supervising admitted students will be the responsibilities of graduate faculty in the Department of Teaching, Learning and Culture and potentially other departments across the College of Education and Human Development. Degree plans for students will be individually established on the basis of the student’s career objectives, as well as the identified knowledge base and professional role that the student aspires. The student’s course sequence will be structured with respect to instructional leadership with electives possible in professional development programming, instructional technology, multicultural studies, a mentoring emphasis, a social studies/language emphasis or reading emphasis. Mentoring and advising will occur through digital communication hardware and software tools connected by the Internet and occasional on-campus meetings.

7. Dissertation requirements and oversight – Record of Study

The Doctor of Education at Texas A&M University requires a “Record of Study” involving at least 12 semester hours of credit. A “Record of Study” is defined in the Texas A&M University 2006 – 2007 Graduate Catalog as a major research document which may involve such topics as:
(a) a field study on a problem of major proportions in time or extent;
(b) a curriculum development project validated through pilot and field testing; or
(c) action research on a curricular, instructional, supervisory, or administrative problem based on empirical data. The Ed.D. student must have primary responsibility for the design and development of the research and the “Record of Study” must be the sole and original work of the candidate.

Regardless of the nature of the research projects undertaken by the candidates, they will be required to prepare a record of study that explains and supports the activities undertaken in their projects and support the conclusions with adequate investigations, supporting data and a comprehensive listing of references (TAMU, 2006, page 163).

IX. Evaluation and Protocols for Quality Assurance of Program

A. How will your institution monitor the quality of the program and student learning outcomes?

The evaluation of the program will be multifaceted. Currently ALL courses (online and on-campus) are monitored each semester for perceived quality through end-of-semester course evaluations by students. Second, annual peer reviews of teaching by faculty colleagues are expected and electronic copies of course syllabi for all courses taught in the department are supplied to the department head each semester. Individual student progress in her/his courses will be monitored and these performance data will be incorporated in a comprehensive formative database established at the onset of the student’s degree
program. Continuing formative assessments applying data from this database will inform whether adjustments are needed for the curricular and organizational management components of the program.

B. How will student and faculty satisfaction be gauged?

In order to assure quality of courses in this program students will evaluate each course at the end of the semester, using standard evaluation forms from University Measurement & Research Services. Formal and informal discussions with students will also provide additional information regarding the effectiveness of specific courses and the program overall. In addition, program staff will continuously query evolving data in a program database to answer questions similar to those provided in the following figure of evaluation guiding questions and then provide quarterly reports to the Graduate Instruction Committee of the Department of Teaching, Learning, & Culture. Electronic portfolios will be reviewed periodically by program staff and the candidate’s chair of her or his advisory committee. These portfolios will provide data for formative assessments for candidates especially for the qualifying assessment review, as well as providing data for the summative evaluation of the candidate.

- Were all program components (curriculum, delivery platform, ePortfolio system, and database system) operational and fully functioning by the start-up date of this program? (Indicate level of functioning of each component)
- What are the levels of student satisfaction with the online courses regarding access, content appropriateness and difficulty, functionality, and relevance of information?
- Do students demonstrate continuing progress in completing online courses?
- How frequently is candidate progress in completing online courses monitored?
- Do students demonstrate mastery of content in each course using online assessments and/or ePortfolio submissions incorporated in the courses?
- Do 80% of the candidates in a cohort demonstrate criterion level performances across all courses?
- Does the supervisor who works with the candidate during her/his internship provide focused and timely support to the candidates as they develop organizational leadership and managerial knowledge and skills?
- How many candidates in this Cohort completed all requirements and were awarded degrees in four years?
- Do Ed D candidates demonstrate improved leadership skills (demonstrate more “expert” behaviors) over the course of their internship?
- How many candidates in this Cohort who obtained doctoral degrees and have continued to work in public schools during this performance period?

Questions Guiding the Evaluation of this Ed D Program
C. How will the results of evaluation be used to improve distance delivery?

Instruments that may be applied to provide data include, standardized leadership measures, personality measures, technical mastery indicators, and job performance evaluations. These data will be used to benchmark program effectiveness in terms of retention ratios, statistics on progress to degree completion, and program completion ratios. Program benchmarks will be applied in determining what program components may need revision.

D. Describe procedures for evaluation of the program and its effectiveness in the first five years of the program, including admission and retention rates, program outcome assessments, placement of graduates, changes of job market need/demand, ex-student/graduate surveys or other procedures. How would evaluations be carried out?

Texas A&M University requires a periodic review of all doctoral programs. At the onset of this review, program administrators will identify an external evaluation team that will be responsible for an independent formative and summative evaluation process. The team will review the evaluation plan, monitor the evaluation process, examine the aggregation of data, and examine the recommendations for integration of practices into the program for subsequent cohorts. The Southern Association of Colleges and Schools Commission on Colleges policies, procedures and guidelines will be used as the basis for the evaluation process. The Southern Association of Colleges and Schools (SACS) is a private, non-profit, voluntary organization for the purpose of setting standards and improving education in the colleges and schools of the South. The SACS Commission on Colleges develops standards for and accredits postsecondary degree-granting institutions.

A proposed timeline for the evaluating the development process is provided in Appendix D, which signals an initial program evaluation protocol.

X. References


Department of Education, National Center for Education Statistics, NCES 1999-080


### XI. Appendix A

**CURRICULA VITAE FOR FACULTY MEMBERS**

<table>
<thead>
<tr>
<th>FACULTY MEMBER</th>
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<td>Cynthia K. Boettcher</td>
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<td>Lynn M. Burlbaw</td>
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<td>Mary Margaret Capraro</td>
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<td>Robert Capraro</td>
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<td>B. Stephen Carpenter, II</td>
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<td>Norvella Carter</td>
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<td>Lauren Cifuentes</td>
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<td>Virginia Collier</td>
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<td>Tracy Collins</td>
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<td>Trina Davis</td>
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<td>Jon J. Denton</td>
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<td>Zulmaris Diaz</td>
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<td>Quentin Dixon</td>
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<td>Barbara K. Erwin</td>
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<td>Cathy Ezrailson</td>
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<td>Elizabeth S. Foster</td>
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<td>Name</td>
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<tr>
<td>Dianne Goldsby</td>
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<td>Janet Hammer</td>
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<td>John P. Helfeldt</td>
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<td>Valerie Hill-Jackson</td>
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<td>Teresa Jimarez</td>
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<td>Cathleen C. Loving</td>
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<td>Erin McTigue</td>
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<td>Dawn R. Parker</td>
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<td>Blanca Quiroz</td>
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<td>William H. Rupley</td>
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<td>Mark C. Sadoski</td>
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<td>Nancy S. Self</td>
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<td>G. Patrick Slattery, Jr.</td>
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<td>Scott Slough</td>
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<td>Dennie L. Smith</td>
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<td>Carol L. Stuessy</td>
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<td>Radhika Viruru</td>
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<td>Lynne Walters</td>
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<td>Hersch Waxman</td>
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<td>Patricia Wiese</td>
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<td>Bugrahan Yalvac</td>
<td></td>
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<tr>
<td>Luana Zellner</td>
<td>*</td>
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</tbody>
</table>
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Formal Education:
Ph.D. Curriculum & Instruction, Texas A&M University 1998
M.Ed. Educational Psychology, Texas A&M University 1976
B.S. Elementary Education, University of Texas 1971

Professional Experience:
2006 – present Clinical Associate Professor, Texas A&M University
2002 – 2005 Clinical Assistant Professor, Texas A&M University
1999 – 2002 Lecturer, Texas A&M University
1989 – 1995 Teacher, Grades 4 & 5, Brenham ISD

Professional Interests:
Reading instruction Learning Communities Mentoring Pre-service Teachers

Scholarly Activity:
• 9 professional presentations
• 7 publications
• 9 department/college committees and 12 professional association committees, advisory boards and offices
• Reviewer of grant proposals for TEA
• $35,000 for 2 grants
• 12 awards
Lynn Matthew Burlbaw
Associate Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

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E-mail: burlbaw@neo.tamu.edu

Formal Education:
- Ph.D. The University of Texas at Austin, 1989
- M.Ed. Eastern New Mexico University, 1984
- B.A. (Honors) (Honors), University of Albuquerque, 1971

Professional Experience:
- 1995 to present   Associate Professor, Texas A & M University
- 1989 to 1995    Assistant Professor, Texas A & M University
- 1984 to 1989  Assistant Director, Oral History Program, University of Texas
- 1976 to 1982  Secondary Teacher, Tucumcari Public Schools, Tucumcari, NM

Professional Interests:
Social studies education, history of education, international education, curriculum development and evaluation, computers in education, science-technology-and-society issues, learning and evaluation

Scholarly Activity:
- 100 professional presentations
- 47 publications
- 12 department/college committees and 11 professional association committees, editorial advisory boards and offices
- Evaluator and instructional designer on 7 grants
- $ 204,000 from 14 grants and contracts
- 20 awards including 2006 College Teaching Award
Mary Margaret Capraro  
Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University  

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Formal Education:  
1997 -2000 University of Southern Mississippi Hattiesburg, MS  
**Doctor of Philosophy** - Curriculum and Instruction emphasis in Mathematics Education, Minor in Research and Statistics  
1991 - 1993 University of Miami. Miami, FL  
**Educational Specialist**- Mathematics and Science Resource  
1973 - 1975 University of Miami. Miami, FL  
**Master of Science**- Administration and Supervision  
1967 - 1971 Barry University. Miami, FL  
**Bachelor of Art**- English with Elementary Education Minor  

Professional Experience:  
**Assistant Professor**  
2007 – Present Texas A & M College Station, TX  
**Associate Clinical Professor**  
2000 – 2006 Texas A & M University College Station, TX  
**Clinical Assistant Professor**  
1999- 2000 University of Southern Mississippi Hattiesburg, MS  
**Graduate Assistant – Hall Director**  
1994- 1997 Florida International University  
**Adjunct Professor**  
1971 - 1998 Miami-Dade County Public Schools Miami, FL  
Assistant Principal & Teacher  

Professional Interest(s): Mathematics Education  
• National Council of Teachers of Mathematics  
• School Science and Mathematics Association  
• Research Council on Mathematics Learning  
• American Mathematics Teacher Educators
Robert M. Capraro  
Associate Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

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rcapraro@tamu.edu

Formal Education:  
PhD

Professional Experience:  
August 2007- Present  
Associate Professor of Mathematics Education (tenured) Department of Teaching, Learning and Culture, Texas A&M University
August 2000- 2006  
Assistant Professor of Mathematics Education. Department of Teaching, Learning and Culture, Texas A&M University
Sept. 1999-2000  
Graduate Teaching Assistant. Department of Curriculum and Instruction, University of Southern Mississippi
Jan.-1996- 1999  
Region I Operations Technology & Curriculum, Miami-Dade County Public Schools (M-DCPS)
Jan. 1995-1996  
District Office Division of Urban Systemic Initiative, Mathematics/Science. (M-DCPS)
1994-1997  
Adjunct Professor, Mathematics Education, Florida International University
1985-1994  
Mathematics Teacher

Professional Interest(s):  
Mathematics Education, Representational Forms, and Assessment

Scholarly Activity:  
- 60 professional presentations
- 28 publications
- 36 department/college/university/system committees and 4 professional association advisory boards, 2 Editors of journals, and 3 elected offices
- 13 grants and contracts totaling $1,663,893.00
- Appointed to the Regents’ Initiative for Excellence in Education’s Academy for Educator Development; Regents’ Fellow, Visiting Scholar: Educational Testing Service Princeton
- CTE-Montague Scholar
B. Stephen Carpenter, II
Associate Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 329 Harrington, 4232 TAMU
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E-mail: bscarpenter@tamu.edu

Formal Education:

Professional Experience:
Jan 2005-present  Associate Professor of Art Education and Visual Culture (tenured).
Department of Teaching, Learning and Culture, Texas A&M University.

Jan 2002-Dec 2004  Associate Professor of Art Education (tenured). Department of Art
Education, Virginia Commonwealth University, Richmond, VA
Interim Chair, Fall 2004.

Fall 2001  Associate Professor of Art (tenured) and Art Education Program
Director, Department of Art, Old Dominion Univ., Norfolk, VA.

1995-2001  Assistant Professor of Art and Art Education Program Director.
Department of Art, Old Dominion University, Norfolk, VA

Summer 2005-2006 Visiting Associate Professor, Summer Leadership Academy
Massachusetts College of Liberal Arts, North Adams, MA

1997-2005  Faculty Member. Summer Professional Development Teacher
Institute, Contemporary Art Center of Virginia, Virginia Beach, VA

Professional Interests
• Art, Public Pedagogy and Social Justice • Contemporary Art
• Hypertext Curriculum Theory and Design • Visual Culture

Scholarly Activity
• 73 professional presentations
• 26 publications, 1 co-authored book, 1 edited book, and 39 national and international
exhibitions of visual art
• 17 department/college/university/system committees
• 16 professional association & editorial advisory boards/offices; past editor, Art Education
• 4 grants and contracts totaling $26,000
• Appointed Mexican American and U.S. Latino Research Center (MALRC) Fellow, 2007
• Higher Education Art Educator of the Year, (Southeastern United States), National Art
Education Association, 2000
Norvella P. Carter  
Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

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Formal Education:  
Ph. D. Curriculum and Instruction, Loyola University 1990  
M.Ed. Educational Leadership, Wayne State Univ. 1979  
B.S. Special Education, Wayne State Univ. 1973

Professional Experience:  
Endowed Chair in Urban Education, College of Education  
Department of Teaching, Learning and Culture (TLAC)  
Texas A&M University  
College Station, Texas  
College of Education  
2001-present

Associate Professor, Department of TLAC  
Texas A&M University  
College of Education  
1998-present

Professional Experience:  
Associate Professor, Department of Educational Curriculum and Instruction  
Illinois State University  
College of Education  
1997-1998

Professional Interests:  
-Urban Teacher Preparation and Education  
-Equity Pedagogy & Diversity  
-Teacher Induction  
-National Standards

Scholarly Activity:  
- 80 professional presentations  
- 42 publications  
- 42 department/college/university/system committees and 26 community advisory boards and committees  
- $1,500,000 for 32 grants and contracts  
- 16 awards
Lauren Cifuentes  
Associate Professor and Member of the Graduate Faculty  
Department of Educational Psychology  
Texas A&M University  

Office Address: 622 Harrington, 4232 TAMU  
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E-mail: laurenc@tamu.edu  

Formal Education:  
Ph.D., Curriculum and Instruction/Design, 1991, University of North Carolina, Chapel Hill, NC.  
M.A., Educational Media and Instructional Design, 1987, University of North Carolina, Chapel Hill, NC.  
M.A.T., English, 1978, Duke University, Durham, NC.  
B.A., English, 1974, University of California, Berkeley, CA.  

Professional Experience:  
Associate Professor, Department of Educational Psychology, TAMU  
Assistant Professor, Department of Educational Psychology and Department of Teaching, Learning, and Culture, College of Education and Human Development, TAMU  
Visiting Assistant Professor, Lecturer, Senior Lecturer, or Instructor; Department of Teaching, Learning, and Culture, TAMU  
ESL Oral Skills at the English Language Institute, TAMU  

Professional Interest(s):  
Visualization for cognition and exchange of ideas;  
Instructional Design for--  
Collaborative learner-centered environments  
Technology integration in the classroom  
Telecommunications partnerships/ telecollaboration  

Scholarly Activity:  
- 91 professional presentations  
- 30 publications and 31 technical reports & conference proceedings  
- 60 department/college/university/system committees and professional association advisory boards and offices  
- 26 grants and contracts totaling $579,000  
- Montague Center for Teaching Excellence Scholar  
- 23 Ph.D. current committee advisor role or chair  
- 14 completed Ph.D. committee advisor role or chair  
- 62 M.Ed committee roles/chair completed  
- 23 M. Ed committee roles/chair current
Francis E. Clark  
Professor and Member of the Graduate Faculty  
Department of Teaching, Learning, and Culture  
Texas A&M University

Office Address: 318 Harrington, 4232 TAMU  
Office Phone: (979)-845-8255  
E-mail: fclark@tamu.edu

Formal Education:  
B.S. Secondary Education, Pittsburg State University, 1964  
M.Ed. Industrial Education, Engineering Design Graphics, Texas A&M University, 1965  
Ed.D. Industrial Education, Administration and Supervision, Curriculum and Instruction, University of Missouri-Columbia, 1971

Professional Experience:  
Professor, Department of Teaching, Learning, and Culture, College of Education, Texas A&M University (IX, 2000 to present)  
Interim Head and Professor, Department of Educational Curriculum and Instruction, College of Education, Texas A&M University (VIII, 1997 to VIII, 1999)  
Associate Dean, The Graduate College; Professor, Department of Interdisciplinary Education, College of Education, Texas A&M University (VI, 1986 to VIII, 1987)  
Research and Development Specialist, The Center for Vocational Education, Columbus, Ohio; Assistant Professor, Trade and Industrial Education, College of Education, The Ohio State University (1971 to 1973)

Professional Interests:  
Communication Technologies  
Inquiry Strategies/Methodologies  
Learning from Instruction/Modeling

Scholarly Activity:  
- 60 Professional Presentations  
- 61 Publications  
- 96 Department/college/university/system committees and professional association advisory boards and offices  
- $4.0M+ in grants and contracts
Virginia Collier
Clinical Associate Professor and Member of the Graduate Faculty
Department of Educational Administration and Human Resource Development
Texas A&M University

Office Address: 527 Harrington, 4226 TAMU
Office Phone: (979)-862-1336
E-mail: vcollier@tamu.edu

Formal Education:
1987 Ph.D. The University of Texas at Austin
1968 M.Ed. North Texas State University
1963 B.S. Texas Woman's University

Professional Experience:
2000 – Present Clinical Associate Professor, Department of Educational Administration and Human Resource Development, Texas A&M University
1987 – 1990 Associate Superintendent for Instruction, North East ISD
1985 – 1987 Staff Assistant in Commissioner’s Offices, Texas Education Agency
1974 – 1985 Principal at Elementary and Secondary levels in Irving ISD
1971 – 1974 Curriculum Consultant for Irving ISD
1964 – 1971 Teacher of grades 1, 2, and 6

Professional Interest(s):
The role of the superintendent in student learning
Educational facilities and their relationship to student learning
School leadership for student learning
The politics of education

Scholarly Activity:
- 69 professional presentations
- 17 professional publications, excluding books and newspaper columns
- Chapters in 4 books and monographs
- 10 state commissions and task forces
Tracy Elaine Collins  
Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University  

Office Address: 354 Harrington, 4232 TAMU  
Office Phone: (979)-862-3578  
E-mail: tecollins@tamu.edu  

Formal Education:  
Harvard University Graduate School of Education  
  Doctor of Education, Human Development and Psychology, 2004  
  Doctoral Thesis: Building a helping relationship: An investigation of reported  
  parenting beliefs and practices of home visitors and mothers.  
  Master of Education, 1998  
  Certificate of Advanced Study, 1996  

Wheelock College  
  Master of Science, 1990  
  Child Development/Early Childhood Education  

Linfield College  
  Bachelor of Arts, 1979  

Professional Experience:  
Adjunct Faculty, Lesley University, School of Education Spring, 2005  
Adjunct Faculty, Wheelock College Graduate School, Fall, 2004  
Project Coordinator, Early Childhood Study of Language and Literacy Development of  
Spanish-speaking Children Nov. 2004 – July 2005  
Teaching Fellow, Harvard Graduate School of Education, 1997-2002  

Scholarly Activity:  
  • 3 professional presentations  
  • 6 publications including Collins, T. & Ayoub, C. (2000). Voices of home visitors in  
    one Early Head Start program. In Building Their Futures: How Early Head Start  
    Programs Are Enhancing the Lives of Infants and Toddlers in Low-Income  
    Research, Inc.: Princeton, NJ.  
  • 4 awards
Trina J. Davis  
Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 425 Harrington, 4232 TAMU  
Office Phone: (979)-862-3859  
E-mail: trinadavis@tamu.edu

Formal Education:  
M.S. Mathematics, 1999, Prairie View A&M University, Prairie View, TX.  
B.S. Mathematical Sciences, 1990, Virginia Commonwealth University, Richmond, VA.

Professional Experience:  
Assistant Professor, Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture, 2006-Present.  
Director, eEducation, Texas A&M University, College of Education and Human Development, Department of Teaching, Learning and Culture, 2000-Present.  
Director, Middle School Aerospace Scholars Program, Web Development and Online Delivery. Contract with NASA Johnson Space Center, TAMU, 2001-2006.  
Program Coordinator, South Central Regional Technology in Education Consortium (SCR*TEC-TX), Texas A&M University, College of Education, Office of the Dean, 1997-2000.  

Professional Interest(s):  
eLearning Models for Preparing Teachers, Technology Applications in K-20 Education, School Technology and Readiness

Scholarly Activity:  
- 45 professional presentations, 4 invited keynotes  
- 24 publications  
- 19 department/college/university/system committees and professional association advisory boards and offices, including President, International Society for Technology in Education  
- Evaluator and instructional designer on 10 grants  
- $448,600 in 3 current grants and contracts  
- International Society for Technology in Education, Making it Happen Award, 2006 (International)  
- Academy for Advanced Telecommunications and Learning Technologies, Senator Jack Fields’ Scholarship Award, 1999 (National)
**Jon J. Denton**  
**Professor and Member of the Graduate Faculty**  
**Department of Teaching, Learning and Culture**  
**Texas A&M University**

**Office Address:** 428 Harrington, 4232 TAMU  
**Office Phone:** (979)-845-5352  
**E-mail:** jdenton@tamu.edu

**Formal Education:**  
- B.S. in Ed. Chemistry, Northwest Missouri State College, 1963  
- M.S.T Physical Science, University of Missouri-Columbia, 1968  
- Ed.D. Secondary Education, University of Missouri-Columbia, 1972

**Professional Experience:**  
- Professor, Educational Curriculum and Instruction changed to Teaching, Learning and Culture, Texas A&M University, 1980-present  
- Associate Dean for Research, 1990-1993  
- Interim Associate Dean for Research, College of Education, 1989-90  
- Coordinator of Instructional Research Laboratory, Educational Curriculum and Instruction, Texas A&M University, 1979-1989  
- Associate Professor, Educational Curriculum and Instruction, Texas A&M University, 1975-1980  
- Chairman, Secondary Program Area, Educational Curriculum and Instruction, Texas A&M University, 1974-1977  
- Assistant Professor, Educational Curriculum and Instruction, Texas A&M University, 1972-1975  
- Coordinator of Professional Field Experiences, Educational Curriculum and Instruction, Texas A&M University, 1972-1974

**Professional Interest(s):**  
- Technology in Teacher Education  
- Instructional Evaluation

**Scholarly Activity:**  
- 136 professional presentations  
- 99 publications and 59 technical documents (ERIC documents)  
- 77 department/college/university/system committees and professional association advisory boards or committees  
- 4 instances of service as external evaluator and/or external instructional designer  
- Reviewer of grant proposals for NSF, TEA, and internal proposals in the University and College  
- 62 grants and contracts as Principal Investigator, Co-Principal Investigator or Program Director totaling more than $12.5M
Zulmaris Diaz  
Clinical Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 356 Harrington, 4232 TAMU  
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E-mail: zulmaris-diaz@tamu.edu

Formal Education:

Ph.D.  
Curriculum and Instruction (Bilingual Education)  
December, 2004  
Texas A & M University, College Station, TX

M.Ed.  
Educational Psychology (Bilingual Special Ed)  
May, 1999  
Texas A & M University, College Station, TX

B.A  
Spanish (minor in French)  
May, 1991  
University of Texas, Austin, TX

Professional Experience:

Fall 2004- Present  
Clinical Assistant Professor, Texas A & M University, College Station, TX

Fall 2000- Spring 2004  
Assistant Lecturer, Texas A & M University, College Station, TX

Fall 2000-Spring 2004  
University Supervisor - Student Teachers, Texas A & M University, College Station, TX

Scholarly Activity:

- 8 professional presentations
- 4 department/college/university/system committees and professional association advisory boards and of
- $ 90,000 from 2 grants
- 3 awards
L. Quentin Dixon  
Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 352 Harrington, 4232 TAMU  
Office Phone: (979)-862-3577  
E-mail: qdixon@tamu.edu

Formal Education:  
Ed.D. Harvard University, Human Development and Psychology/Language and Literacy - 2004  
Ed. M. Harvard University, Human Development and Psychology - 2000  
A.B. Bryn Mawr College, Anthropology - 1992

Professional Experience:  
2006 – present Assistant Professor, Teaching, Learning and Culture, Texas A&M University  
2004 – 2006 Senior Analyst, Abt Associates, Cambridge, MA,  
Reading First Impact Study (Client: U.S. Department of Education)  
2001 – 2004 Spencer Research Training Grants  
2000 – 2003 Teaching Fellow, Harvard University Graduate School of Education

Professional Interests:  
Quantitative Methods, Research Design, Reading

Scholarly Activity:  
- 12 professional presentations  
- 4 department/college/university/system committees and professional association advisory boards and offices  
- 6 awards
Barbara K. Erwin  
Clinical Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

| Office Address: | 316 Harrington, 4232 TAMU |
| Office Phone:   | (979)-845-8189 |
| E-mail:        | berwin@neo.tamu.edu |

Formal Education:  
Doctor of Education - 1983  
Texas A&M University - College Station, Texas  
Major: Curriculum and Instruction, Reading  

Master of Education - 1976  
Texas A&M University - College Station, Texas  
Major: Curriculum and Instruction, Early Childhood and Special Education  

Bachelor of Science - 1974  
Texas A&M University - College Station, Texas  
Major: Curriculum and Instruction, Elementary Education

Professional Experience:  
2000 – Present  
Clinical Professor, TLAC, Texas A&M University  

2000 – 2006  
Assistant Department Head, TLAC, Texas A&M University  

1994 – 2000  
Professor, University of Houston-Downtown  

1989 – 1994  
Assistant and Associate Professor, University of Houston, Victoria  

1985 – 1989  
Assistant Professor, Angelo State University, San Angelo, TX

Scholarly Activity:  
- 35 professional presentations  
- 15 publications  
- 23 department/college/university/system committees and professional association advisory boards and offices  
- $4,582,320 from 16 grants and contracts
Zohreh R. Eslami
Assistant Professor and Member of Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 358 Harrington, 4232 TAMU
Office Phone: (979)-845-0560
E-mail: zeslami@tamu.edu

Formal Education:
- **Ph.D.** Second Language Acquisition and Teacher Education (SLATE) program, University of Illinois at Urbana-Champaign, December 1992
- **M.A.** English Language, University of Missouri-Columbia, May 1987
- **B.E.S.** English Education, University of Missouri-Columbia, December 1985

Professional Experience
- 2002-Present Assistant Professor. Department of Teaching, Learning and Culture. Texas A&M University. College Station, Texas.
- 2000-2002 Assistant Professor. Department of English Language. Iran University of Science and Technology, Tehran, Iran.
- 1997-1998 Executive Member for developing a Ph.D. Program in TESOL, Isfahan University, Isfahan, Iran.
- 1994-2000 Assistant Professor. Faculty of Foreign Languages. Isfahan University, Isfahan, Iran.
- 1993-1994 English as a Second Language (ESL) Network Coordinator. Department of Bilingual /ESL Education. Indiana University Northwest, Gary, IN
- 1989-1991 Graduate Assistant for Community Development. Family Housing Office, University of Illinois at Urbana-Champaign, Urbana, Illinois.

Scholarly Activity:
- 74 professional presentations
- 32 publications
- 10 department/college committees and 11 professional association committees, editorial advisory boards and offices
- 3 Awards

Grants
- “Verizon Bridge to Literacy: Creating Classrooms Where All Children Become Readers” (2005), Co-PI,$111,250
Cathy Ezrailson  
Assistant Research Scientist  
Department of Teaching, Learning and Culture  
Texas A&M University  

Office Address: 411 Harrington, 4232 TAMU  
Office Phone: (979)-458-1544  
E-mail: cezrailson@tamu.edu  

Formal Education:  
Ph.D. Curriculum & Instruction, Texas A&M University  

Professional Experience:  
Present Assistant Research Scientist Department of Teaching, Learning & Culture, Texas A&M University  
25 yrs experience – teaching at Montgomery and Kingwood Community Colleges  

Professional Interests:  
Science education  

Scholarly Activity:  
- 3 professional association advisory boards and offices  
- 2 grants and contracts from Texas Education Agency and National Science Foundation  
- 3 awards
Elizabeth S. Foster
Associate Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 344 Harrington, 4232 TAMU
Office Phone: (979)-845-8384
E-mail: esfh@neo.tamu.edu

Formal Education:
Post Doc East Carolina University
Ed. D. North Carolina State University, 1988
M.Ed. North Carolina State University, 1988
B.S. Ed. Ohio University

Professional Experience:
Texas A&M University, Associate Professor 1998 – present
Pitt County Public Schools, North Carolina, Principal 1996-1998
East Carolina University, Associate Professor 1995-1997; Assistant Professor 1989-1995
Dare County Public Schools, North Carolina, Administrative Director of Curr & Inst 1982-1989
Wake County Schools, Raleigh, NC Learning Lab Coordinator, Alternative Ed-1974-1977
New Hanover County Schools, Wilmington, NC, English Teacher, 9th Grade Center 1971-1974

Professional Interests:
Administrator and Teacher Preparation Programs  School and Administrative Leadership
Educational Mentoring  Professional Development Schools
Peer and Cross-age Tutoring  Curriculum and Pedagogy
Professional Development  Inquiry as Reflection

Scholarly Activity:
- 89 presentations and 19 keynote addresses
- 72 publications, including 6 books
- 32 department/college/university/system committees at TAMU and 22 professional association advisory boards and offices
- Evaluator and instructional designer on 4 grants exceeding $1,000,000
- 10 citations, Editorial service and manuscript reviewer
- $295,000 from 27 grants and contracts
- 25 awards
Dianne S. Goldsby  
Clinical Associate Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 422 Harrington, 4232 TAMU  
Office Phone: (979)-845-8045  
E-mail: dgoldsby@tamu.edu

Formal Education:  
Ph. D. in Curriculum and instruction, Minor in Mathematics Education  
1972 - 1974  Louisiana State University  Baton Rouge, LA  
M. Ed. in Mathematics Education  
1965 – 1969  Louisiana Tech University  Ruston, LA  
B. S. in Mathematics Education

Professional Experience:  
2002- Present  Clinical Assistant/Associate Professor of Education  
Texas A&M University, College Station, TX  
1995 – 2002  Assistant/Associate Professor  Iona College, New Rochelle, NY  
1981-1993  Mathematics Teacher/Mathematics Coordinator  Ridgewood Preparatory School  
Metairie, LA  
1976- 1980  Pre-school Teacher  
1969-1971  Mathematics Teacher  Del Rio High School  Del Rio, TX

Professional Interests  
Mathematics Education, Mathematics Instructional Strategies, Manipulatives, Assessment

Scholarly Activity:  
- 27 professional presentations  
- 1 professional association associate editorship  
- Reviewer for National Council of Teachers of Mathematics journals, AERA journal  
- $ 627,840 from 11 grants & contracts  
- Regent's Fellow 2003
Janet E. Hammer  
Clinical Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: xxx Harrington, 4232 TAMU  
Office Phone: (979)-845-8395  
E-mail: jhammer@coe.tamu.edu

Formal Education:  
Ph.D. in Education, University of Texas at Austin, 2003  
Area of Specialization: Curriculum and Instruction  
M.Ed., Texas Woman’s University, 1988  
Area of Specialization: Gifted Education  
B.S. in Education, University of North Texas, 1984  
Area of Specialization: Elementary Education and History

Professional Experience:  
2004 – present Clinical Assistant Professor, Teaching, Learning and Culture, Texas A&M University  
2003 – 2004 Marble Falls I.S.D., Marble Falls, TX  
2000 – 2002 Spring Branch I.S.D., Houston, TX  
1992 – 2000 Galena Park I.S.D., Houston, TX  
1985 – 1992 Midlothian I.S.D., Midlothian, TX

Scholarly Activity:  
• 4 professional presentations  
• $100,000 from Verizon Bridge to Literacy Program
John P. Helfeldt  
Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University  

Office Address: 222D Harrington, 4232 TAMU  
Office Phone: (979)-845-6068  
E-mail: jhelfeldt@coe.tamu.edu  

Formal Education:  
Syracuse University  Ph.D. - Reading Education  
SUNY College at Fredonia  M.S. Elem. Ed./Reading  
SUNY College at Fredonia  B.A. Elem. Ed.  

Professional Experience:  
**Director**, Teacher Internship & Induction Program  
College of Education  Texas A&M University  
College Station, TX  2003 - present  

**Department Head**, Tenured  
Professor, Teaching, Learning, and Culture  
Texas A&M University  
College Station, TX  1999-2003  

**Department Head**, Tenured  
Professor, Curriculum and Instruction  
University of Arkansas  
Fayetteville, AR  1992-1999  

**Area Head**, Professor, Curriculum and Instruction  
Program Chair, Elementary & Early Childhood  
The University of Alabama  
Tuscaloosa, AL  1988-1992  

Scholarly Activity:  
- 6 recent professional presentations  
- 3 professional association review and advisory boards  
- $511,000 from 3 grants
Valerie Lynn Hill-Jackson
Clinical Assistant Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 322 Harrington, 4232 TAMU
Office Phone: (979)-845-8382
E-mail: vjackson6@houston.rr.com

Formal Education:

Doctor of Education
Interdisciplinary Doctorate of Education
St. Joseph’s University in Educational Leadership 5/03

Master of Arts
Conservation & Env. Ed. 5/99
Rowan University

Bachelor of Science
Env. Studies & Biology 5/94
Rutgers University Dual Major

Study Abroad
Env. Science & Biology 8/89-7/90
Kingston Polytechnic London, England

Professional Experience:
2004 – present  Clinical Assistant Professor, Teaching, Learning and Culture, Texas A&M University
2003  Adjunct Professor, St. Joseph’s University
2002 – 2003  Adjunct Professor, Gloucester County College

Professional Interests:
Science Education

Scholarly Activity:

• 17 professional presentations
• 7 awards
Teresa Jimarez
Clinical Assistant Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 348 Harrington, 4232 TAMU
Office Phone: (979)-862-3579
E-mail: t-jimarez@tamu.edu

Formal Education:
2005  Ph.D., New Mexico State University.
Field of Study: Curriculum & Instruction with specialization in Science Education.
1999-2000  Sabbatical at the Science Education Department of the Harvard-Smithsonian center for Astrophysics, Harvard University
1980  M. S. in Education, Gannon University
1978  Graduate work in Environmental Science, Indiana University
1976  B. S. in Science, University of Texas at El Paso

Professional Experience:
2006 – present  Clinical Assistant Professor
2005 - 2006  Director of Assessment, Professional Development & Student Placement, College of Education, University of Arkansas at Little Rock.
2001 - 2005  Coordinator of Advisement, College of Science-College of Education, University of Texas at El Paso.
2001 - 2004  Lecturer, University College, University of Texas at El Paso

Professional Interests:
Mixed methods research methodology; Constructivist strategies; Pedagogical Content Knowledge, Attitudes toward science, and Assessment.

Scholarly Activity:
- 37 professional presentations
- 5 curriculum team writing projects
- 13 department/college/university/system committees and professional association advisory boards and offices
- 4 awards
R. Malatesha Joshi  
Professor and member of the graduate faculty  
Department of Teaching, Learning and Culture  
Texas A&M University  

<table>
<thead>
<tr>
<th>Office Address:</th>
<th>204 Harrington, 4232 TAMU</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office Phone:</td>
<td>(979)-862-8118</td>
</tr>
<tr>
<td>E-mail:</td>
<td><a href="mailto:mjoshi@tamu.edu">mjoshi@tamu.edu</a></td>
</tr>
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</table>

**Formal Education:**

<table>
<thead>
<tr>
<th>Degree</th>
<th>Institution</th>
<th>Majors</th>
<th>Minor</th>
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</thead>
<tbody>
<tr>
<td>B. S.</td>
<td>Mysore University, India</td>
<td>Physics &amp; Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>M. A.</td>
<td>Indiana St. University</td>
<td>Major: Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>Ph. D.</td>
<td>University of South Carolina</td>
<td>Major: Reading Education, Major: Reading Education,</td>
<td>Minor: Psychology and Educational Psychology</td>
</tr>
</tbody>
</table>

**Professional Experience:**

Assistant Professor of Education and Special Education, Idaho State University, Pocatello, 1976-78

Assistant Professor of Educational Foundations & Reading, Oregon State University, Corvallis, 1978-82

Associate Professor of Reading, Fayetteville State University, North Carolina, 1983-1990

Associate Professor, Professor of Curriculum & Instruction, Oklahoma State University, Stillwater, Oklahoma, 1990-2000

Professor of Reading Education, TLAC, Texas A & M University, 2000-present

**Professional Interest(s):** Literacy; Bilingualism; Cross-cultural research; and dyslexia

**Scholarly Activity:**

- About 120 professional presentations, about 50 of them outside of the United States
- About 80 publications including 13 books
- 30 department/college/university/system committees and professional association advisory boards and offices; most important ones are: Secretary, International Dyslexia Association; Fellow, International Academy for Research in Learning Disabilities; Editor: Reading and Writing: An Interdisciplinary Journal; Editor: Literacy Studies
- Evaluator and instructional designer on 5 grants
- Reviewer of grant proposals NATO, IDA, Phillips Petroleum, and Binational (USA-Israel)
- 10 grants and contracts totaling $550,000.00

**Awards:**

American Association for the Advancement of Science  
Meritorious Teaching Award, Idaho State University  
Distinguished Educational Research Award, Oregon State University  
Distinguished Research Award, Fayetteville State University  
Outstanding Teacher of the Year Award, Fayetteville State University  
Outstanding University Professor, International Multisensory Language Education Council, 2004
Diane S. Kaplan  
Associate Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 205 Harrington, 4232 TAMU  
Office Phone: (979) 845-0561  
E-mail: d-kaplan@tamu.edu  
Formal Education:  
B.A., 1966 College of Arts and Sciences, University of Texas.  
A.M. 1967 Department of English, University of Michigan.  
Ed.D. 1983 Curr & Inst, University of Houston

Professional Experience:  
2003- present Associate Professor, TLAC, Texas A&M University.  
1997- 2003 Assistant Professor, Dept. of Teaching, Learning, and Culture, TAMU  
1992-97 Visiting Assistant Professor, Dept. of Ed. Curriculum and Instruction, (currently, Dept. of Teaching, Learning, and Culture), Texas A&M  
1989-92 Lecturer, Dept. of Educational Curriculum and Instruction, Texas A&M  
Prior to 1989 4 years as high school English teacher, Houston ISD and 3 years as educational specialist and diagnostician at Mental Health and Mental Retardation Authority of Harris County.

Professional Interests:  Reading/Writing Assessment; Learning Difficulties; Intergenerational Influences on Student Academic Performance, particularly in Reading; Reflection in Teacher Education Programs.

Scholarly Activity:  
• 47 professional presentations (international, national, regional, and local)  
• 65 department/college/university/system committees—most importantly Speaker of the Faculty Senate of Texas A&M University (1998-1999).  
• 10 editorial review responsibilities for professional associations, including current membership on the Editorial Advisory Board of the Journal of Literacy Research.  
• $ 13,500 from 4 grants and contracts  
• 2 awards, including Executive Vice President and Provost Diversity Award, 2001.
Gerald Kulm
Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 420e Harrington, 4232 TAMU
Office Phone: (979)-862-4407
E-mail: Gkulm@tamu.edu

Formal Education:


Professional Experience:
Curtis D. Robert Professor, Mathematics Education, Texas A&M University
1999 - present
Program Director, AAAS - Project 2061 1996 - 1999
Visiting Professor and Director, Evaluation & Assessment, STEP Project,
Montana State University 1994 - 1995
Professor, Mathematics Education, 1990 - 1994
Associate Program Director, Directorate for Education and Human Services, AAAS 1986 – 1988
Senior Research Associate, Office of Educational Research and Improvement, USDE 1984-1986
Associate Professor, University of Kentucky 1982 -1984
Associate Professor, Purdue University 1976 - 1982
Assistant Professor, Purdue University 1971 - 1976

Scholarly Activity:

- 98 publications
- 16 association advisory boards and offices
- Reviewer of grant proposals National Science Foundation, U.S. Dept. of Education
- $20,458,326 from 23 grants and contracts
- 5 awards
- award
Patricia J. Larke
Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 339 Harrington, 4232 TAMU
Office Phone: (979)-845-2171
E-mail: plarke@tamu.edu

Formal Education:
Ed.D. Educational Administration, University of Missouri-Columbia, 1985
M.Ed. Elementary Education, South Carolina State University, 1977
B.S. Elementary Education, South Carolina State University, 1974

Professional Experience:
Texas A&M University
2004 – Present  Professor, Department of Teaching, Learning and Culture
1999-2003  Coordinator of Graduate Programs, Dept. of Teaching, Learning & Culture
1998-1999  Professor, Department of Educational Curriculum and Instruction
1992-1999  Associate Professor, Department of Educational Curriculum and Instruction
1986-1992  Assistant Professor, Department of Educational Curriculum and Instruction

Professional Interests:
Multicultural EducationTeachers of ColorTeacher Education
Educating Teachers for Diverse ClassroomsMentoring

Scholarly Activity:
- 185 professional presentations and 54 invited addresses
- 72 publications
- 11 university committees and 35 professional association advisory boards and offices
- 20 editorial responsibilities and reviews
- 19 grants totaling over $412,000
- 29 awards including Fulbright-Hayes Scholar, China, June 1-30, 2005
Chance W. Lewis
Associate Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 328 Harrington, 4232 TAMU
Office Phone: (979)-458-0835
E-mail: chance.lewis@tamu.edu

Formal Education:
2001 Ph.D. in Education Leadership
Colorado State University, Fort Collins, CO 80523
1998 M.Ed. in Education Administration/Supervision
Southern University and A&M College, Baton Rouge, LA 70813
1994 B.S. in Business Education
Southern University and A&M College, Baton Rouge, LA 70813

Professional Experience:
2006-present Associate Professor, Teaching, Learning and Culture, Texas A&M University
2001-2005 Assistant Professor, School of Education, Colorado State University
2001-2005 Research Associate, Research and Development Center for the Advancement of Student Learning, Colorado State University
2001-1999 Department Chair of Computer Information Systems Department, Front Range Community College (Larimer Campus), Fort Collins, CO
1998-1997 Technology Trainer, East Baton Rouge Parish, Office of Technology Management and Staff Development

Professional Interests:

Scholarly Activity:

- 48 professional presentations
- 36 publications
- 22 state, university, college and departmental committees
- 6 professional association editorial boards and offices
- Evaluator and instructional designer on 4 grants
- Reviewer of grant proposals National Science Foundation, U.S. Department of Education,
- $780,218.95 for 14 grants
- 8 awards
Yeping Li
Associate Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 420B Harrington, 4232 TAMU
Office Phone: (979)-845-1556
E-mail: yepingli@tamu.edu

Formal Education:
M.S., Beijing Normal University, China, 1991. Major: Mathematics Education.
Ph.D., University of Pittsburgh, 1999; Major: Cognitive Studies in Education;
Minor: Quantitative Research Methodology

Professional Experience:
Mathematics Teacher, YanZhou Secondary School, Zhejiang, China, 1984-1988
Assistant Professor of Mathematics Education, Department of Mathematics, Beijing Normal
University, China, 1991-1992
Assistant Professor of Mathematics Education, University of New Hampshire, 1999-2005
Associate Professor of Mathematics Education, TLAC, Texas A&M University, 2006-present

Professional Interests:
• Students' mathematical cognition both within and across cultural settings;
• Analysis of curriculum materials and their use in teaching and learning mathematics;
• Perspective and approaches in mathematics teacher education both within and across
education systems

Scholarly Activity:
• 44 professional presentations
• 34 publications
• 10 professional association advisory boards and editorial review responsibilities
• 16 departmental/college/university committees
• Reviewer of grant proposals for National Science Foundation
• Content consultant on $4.6M grant
• 12 grants and awards totaling $1,329,800.00
Cathleen C. Loving  
Associate Professor, Full Member of Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 445 EDCT  
Office Phone: 979-845-7969  
E-mail: cloving@tamu.edu

Formal Education:  
• B. S. Biology and Secondary Education, The Pennsylvania State University  
• M. A. T. Biology, Duke University,  
• Ph.D. Science Education, The University of Texas at Austin

Professional Experience:  
• 18+ years as high school and middle school life science, biology, physical science teacher/dept head  
• 4 years as international coordinator at Texas A&M  
• 2 years as associate professor of biology and education at Cal State Fresno  
• 11 years as tenure track assistant and then tenured associate professor at Texas A&M

Professional Interest(s):  
Science education research and teaching specifically related to improving conceptions of the nature of science and the nature of inquiry for both teachers and students; also interested in best approaches to conceptual change from naïve to more expert

Scholarly Activity:  
• 75 professional presentations  
• 33+ publications  
• 60 department/college/university/system committees and professional association advisory boards and offices  
• Yes--Evaluator and instructional designer on 6 grants  
• Yes--Reviewer of grant proposals  
• 10 grants and contracts totaling $15,440,289 (Current NSF Project included)  
• 20 career awards including the 2001 Regents Initiative Fellow (statewide honor among Texas A&M Faculty) and the 1999-2000 Center for Teaching Excellence Montague Scholars Award ($5000) for excellence in undergraduate teaching
Erin M. McTigue  
Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 222E Harrington, 4232 TAMU  
Office Phone: (979)-862-3590  
E-mail: emctigue@tamu.edu

Formal Education:  
University of Virginia, Charlottesville, VA  
  • Doctor of Philosophy: Reading Education 2006  
  • Master of Education: Reading Education 2003  
Wellesley College, Wellesley, MA  
  • Post-Baccalaureate Teacher Certification Program 1998  
  • Bachelor of Arts, Psychology 1997

Professional Experience:  
• Assistant Professor, Teaching, learning and Culture, Texas A&M University  
  o RDNG 649: Reading in the Content Area  
  o RDNG 381: Language Arts in the Middle Grades  
• McGuffey Reading Clinic, University of Virginia 2005  
• Teaching Assistant: Childhood Learning and Development 2005  
• Teaching Assistant: Language Skills Block Part 2: Grades 3-6 2005  
• Teaching Assistant: Language Skills Block Part 1: Grades PreK-2 2004  
• 6 years in as public school classroom teacher: Grades 2, 3, and 6

Scholarly Activity:  
• 1 publication  
• 1 publication in press  
• 2 publications under review  
• 4 national presentations  
• Co-PI on $94,340 grant  
• $5,500 from 2 previous grants  
• 4 awards
Dawn R. Parker  
Clinical Associate Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 423 Harrington, 4232 TAMU  
Office Phone: (979) - 845-8396  
E-mail: dparker@tamu.edu

Formal Education:

**August 1997**  
Texas A&M University, College Station, Texas  
Doctor of Philosophy in Curriculum and Instruction

**May 1991**  
Texas A&M University, College Station, Texas  
Master of Science in Zoology

**May 1989**  
Howard Payne University, Brownwood, Texas  
Bachelor of Science in Secondary Education

Professional Experience:

**Sept 2004—Present**  
Texas A&M University Clinical Associate Professor,  
TLAC, Mathematics & Science Education

**Spring 2006 and 2007**  
University of Qatar / TAMU Teacher Preparation Program

**Sept 2002 – May 2004**  
Texas A&M University, Clinical Assistant Professor,  
TLAC, Mathematics and Science Education

**Sept 1997 – Dec 2000**  
Texas A&M University  
Department of Educational Curriculum and Instruction
  
Lecturer, Mathematics and Science Education

Scholarly Activity:

- 43 professional presentations
- 8 publications
- 9 department/college/university/system committees and professional associations advisory boards and offices
- $ 221,000 for 5 grants and contracts
- 3 awards
Susan Pedersen  
Associate Professor and Member of the Graduate Faculty  
Department of Educational Psychology  
Texas A&M University

Office Address: 621G Harrington, 4225 TAMU  
Office Phone: (979)-458-1128  
E-mail: spedersen@coe.tamu.edu

Formal Education:  
2000 Ph.D. The University of Texas at Austin  
Curriculum and Instruction with a concentration in Instructional Technology;  
1991 Ed.M. Harvard University  
1981 B.A. Tulane University

Professional Experience:  
2000- present Texas A&M University  
1995 - 1999 The University of Texas at Austin  
1991 - 1995 Alexandria City Public Schools

Professional Interests:  
The Design and Impact of Student-Centered Learning Environments  
Computer-Based Scaffolds and Cognitive Tools  
Constructivist Approaches, including Problem-Based Learning and Authentic Inquiry Instruction

Scholarly Activity: Select Publications  

Scholarly Activity: Funded Proposals  
Blanca Quiroz  
Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 363 Harrington, 4232 TAMU  
Office Phone: (979) 845-7952  
E-mail: bquiroz@coe.tamu.edu

Formal Education:  
**Harvard University Graduate School of Education**, Cambridge, MA  
Ed.D. Human Development and Psychology (June, 2005)  
  
**Dissertation Title:** Spanish/English Bilingualism and the Influence of Home Language on Early Literacy Skills.  
**Dissertation Grant:** National Department of Health and Human Services: Administration for Children and Families Grant No. 90YD0131/02.

M. A. Master of Education. (June, 2001)

**University of California Los Angeles**, Los Angeles, CA  
B. A. Psychology. (June, 1993).

Professional Experience:  
2005-present  
**Texas A & M University, College Station, TX.**  Assistant Professor

Scholarly Activity:  
- 18 professional presentations  
- 11 awards
William H. Rupley  
Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 206 Harrington, 4232 TAMU  
Office Phone: (979)-845-7093  
E-mail: w-rupley@tamu.edu

Formal Education:

Ph.D. Elementary Education/Reading/Educational Research, University of Illinois, 1975  
M.S. Elementary Education/Reading, St. Francis College, 1970  
B.S. Elementary Education, Indiana University, 1968

Professional Experience:

1985 to present Professor, Ed Curriculum & Instruction, Texas A&M University  
1979-1984 Associate Professor, Ed Curriculum & Instruction, Texas A&M University  
1975-1979 Assistant Professor, Ed Curriculum & Instruction, Texas A&M University

Professional Interests:

Reading acquisition and development, cognition, reading assessment, and strategy knowledge in reading

Scholarly Activity:

- 141 professional presentations including 21 keynote addresses  
- 130 publications including 18 reading textbooks  
- 19 department/college/university/system committees; 36 professional association committees; 40 editorial advisory boards and responsibilities  
- 35 contracts for consulting with public schools  
- $4,860,000 from 25 grants and contracts  
- 17 awards
Mark C. Sadoski  
Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

**Office Address:** 222C Harrington, 4232 TAMU  
**Office Phone:** 979-845-8234  
**E-mail:** msadoski@tamu.edu

**Formal Education:**
- B.S. Southern Connecticut State University, 1968  
  English, History  
- M.S. Southern Connecticut State University, 1973  
  Reading Education  
- Ph.D. University of Connecticut, 1981  
  Curriculum & Instruction

**Professional Experience:**
- 1991-present  Full Professor  Texas A&M University  
- 2004-present  Professor,  College of Medicine, Texas A&M Health Science Ctr  
- 1986-1991  Associate Professor  Texas A&M University  
- 1981-1986  Assistant Professor  Texas A&M University  
- 1977-1981  Adjunct Professor  Southern Connecticut State University  
- 1968-1981  Classroom Teacher, Reading Specialist

**Scholarly Activity:**
- 130 professional presentations including 17 invited addresses  
- 85 peer reviewed/edited publications including 2 scholarly books  
- 45 department/college/university/system committees; 13 professional association committees; 7 editorial boards; 31 editorial advisory committees  
- $390,000 from 16 grants  
- 22 awards including Distinguished Alumnus Award from Southern Connecticut State University
Nancy S. Self  
Clinical Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 312 Harrington, 4232 TAMU  
Office Phone: (979)-845-8365  
E-mail: n-self@tamu.edu

Formal Education:  
B.A. Education, Furman University, Greenville, SC, 1965  
M.A. Education, Furman University, Greenville, SC, 1968  
Ph.D. Elementary Education, Univ. of North Carolina, Chapel Hill, NC, 1978

Professional Experience:  
Clinical Assistant Professor, Department of Teaching, Learning, and Culture, Texas A&M University (December 1, 2002- present)  
Coordinator of Early Childhood Program – Dept. of Teaching, Learning and Culture, Texas A&M University (Jan.2002--June, 2006)  
Senior Lecturer, Educational Curriculum and Instruction, Texas A&M University (January 1, 1994 – Dec. 2002)  
Director of Undergraduate Advising and Student Teaching, College of Education, Texas A&M University (September 1, 1998-August 2001)  
Interim Director of Field Experiences and Supervision, Texas A&M University (January 3, 1997- August 31, 1998)  
Instructor, Blinn Community College, Bryan, Texas (Summer 1995)  
Lecturer, Educational Curriculum and Instruction, Texas A&M (1986 – 1993)

Professional Interests:  
Early Childhood Education, Storytelling

Scholarly Activity:  
- 35 professional presentations  
- 5 publications  
- 19 department/college/university/system committees and professional association advisory boards and offices and 8 community advisory committees  
- $1,500 from a grant  
- 7 awards
G. Patrick Slattery, Jr.
Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 314 Harrington, 4232 TAMU
Office Phone: (979)-845-8397
E-mail: pslattery@tamu.edu

Formal Education:
PhD Curriculum Theory, Louisiana State University (1989)
MED Educational Administration, Louisiana State University (1986)
MA Theology, St. Mary's College of California (1980)
BA English/Math, College of Santa Fe (1975), Summa Cum Laude

Professional Experience:
Professor of Education. Texas A&M University. Appointed 1998.
Associate Professor of Education. Ashland University of Ohio (1994-1998).

Professional Interests:
Philosophy of Education, Curriculum Theory, Hermeneutics, Arts Research, Foundations of Education, Cultural Studies, Queer Theory, Qualitative Inquiry, Race and Gender Studies

Scholarly Activity:
Scott W. Slough  
Associate Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 442 Harrington, 4232 TAMU  
Office Phone: (979)-459-4289  
E-mail: sslough@coe.tamu.edu

Formal Education:
1994 – MS, CHEMISTRY - Sam Houston State University. 
1992 – MEd, SECONDARY ED. - Sam Houston State University. 
1982 – BSF, FOREST MANAGEMENT - Stephen F. Austin State University.

Professional Experience:
2005 – present  Associate Professor of Science Education  
Dept. of Teaching, Learning, and Culture, Texas A&M  
2000 – 2005  Assistant/Associate Professor of Chemistry/Science Education  
Dept. of Natural Sciences, University of Houston-Downtown  
1998 – 2000  Assistant Professor of Science Education  
Dept. of Early Childhood Ed and Read., Georgia Southern University  
1993 – 2000  Lecturer of Chemistry  
Dept. of Chemistry, Sam Houston State University  
1989 – 1993  Middle School Science Teacher

Professional Interest(s):
Technology and PBL in science teaching and learning, geoscience education, chemical education, project evaluation and research design

Scholarly Activity:
- 50+ professional presentations  
- 28 publications  
- External evaluator on 3 grants and internal evaluator on 5 grants  
- 100+ department/college/university committees and professional association advisory boards or committees  
- Reviewer of grant proposals for Dept. of Education, TEA, and the University  
- 32 grants and contracts as Principal Investigator or Co-Principal Investigator totaling over $13 million  
- President South-West Association for Science Teacher Education (SW-ASTE) 2006-2007
Dennie L. Smith  
Professor and Member of Graduate School  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: Room 308, Harrington, 4232 TAMU  
Office Phone: (979)-845-4345  
E-mail: denniesmith@tamu.edu

Formal Education:

Ed.D. Secondary Education (Social Sciences)  
Minor: Educational Administration  
Auburn University

Professional Experience:

1965-66 Teacher-Principal  
1966-1967 Instructional Consultant Regional PACE Center  
1969-Present College Professor at University of Memphis and Texas A&M  
1998-Present Department Chair at University of Memphis and Texas A&M

Professional Interest(s):

Instructional Systems and Design  
Simulation Designs for Learning

Scholarly Activity:

- 700 + professional presentations  
- 63 publications  
- 23 department/college/university/system committees and professional association advisory boards and offices  
- Evaluator and instructional designer on 6 grants  
- Reviewer of grant proposals for NSF (National Science Foundation, TEA  
- 8 grants and contracts totaling $12M  
- Claude H. Everett, Jr. Endowed Chair in Leadership  
- Leadership Award (Gifted Students)
Carol L. Stuessy
Associate Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 443 Harrington, 4232 TAMU
Office Phone: (979)-845-8256
E-mail: carolsd@tca.net

Formal Education:
Ph.D., Science Education, The Ohio State University, Columbus, 1984
B.S., Science Education, The Ohio State University, Columbus, 1969
B.A., Biology, The University of Texas at Austin, 1968

Professional Experience:
Associate Professor, Texas A&M University, 1992 –
Co-Director, Center for Science and Mathematics, Colleges of Science and Education, Texas A&M University, 2001 –
Associate Director, CLT for Information Technology in Science, Texas A&M University, 2000 -
Assistant Department Head, 1998-1999
Assistant Professor, 1989-1992
University Associate, Charles A. Dana Center, University of Texas at Austin, 1995-1999
Assistant Professor, University of Oklahoma, 1988-1989
Assistant Professor, New Mexico State University, 1985-1988
Middle School Science Teacher, 1972-76; 1983-1985
Consultant and Graduate Research Assistant, ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Ohio State University, 1978-1981

Professional Interests:
Professional development of science teachers
Life Science content strand for K-12 teachers

Scholarly Activity:
- 30 professional consultancies on educational reform since 1988
- co-authored the book, Elementary Teachers Do Science: Guidelines for Teacher Preparation Programs
- member of the training team for the Comprehensive Assessment Training in Science project, supported by the Texas Education Agency.
- supervised three doctoral dissertations that examined various aspects related to the preparation and practices of exemplary elementary science teachers.
- 25 externally funded grants and contracts totaling over $6M
Radhika Viruru  
Clinical Associate Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University  

Office Address: 350 Harrington, 4232 TAMU  
Office Phone: (979)-845-8252  
E-mail: viruru@tamu.edu  

Formal Education:  
Ph.D. Educational Curriculum & Instruction, Texas A&M University 1998  
M.S. Educational Curriculum & Instruction, Texas A&M University 1990  
M.S. Post-Graduate Diploma in Pre-School Education, University of Baroda, Baroda, India 1987  
B.A. English Banaras Hindu University, Varanasi, India 1985  

Professional Experience:  
2005 – present Clinical Associate Professor Texas A&M University  
2003 – 2005 Clinical Assistant Professor Texas A&M University  
1997 – 2003 Lecturer Texas A&M University  
1996 - 1997 Instructor Blinn College  
1985 - 1986 Kindergarten Assistant Kappelerhof III Baden, Switzerland  

Professional Interests:  
Early Childhood Education in Culturally Diverse Settings  
Post Colonial Studies  

Scholarly Activity:  
- 32 professional presentations  
- 15 publications  
- 5 department/college/university/system committees and 4 professional association editorial duties and offices  
- $ 10,000 from 1 grant
Lynne Masel Walters
Associate Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 362 Harrington, 4232 TAMU
Office Phone: (979)-458-3314
E-mail: lynne-walters@tamu.edu

Formal Education:
1977 Ph.D., University of Wisconsin, Mass Communication
1970 M.A., Pennsylvania State University, Journalism
1967 B.S., Indiana University Radio & Television

Professional Experience:
2004-present Associate Professor, Teaching, Learning & Culture, Texas A&M University
2000-2004 Director, International Studies Degree Program, Texas A&M University
1993-2004 Associate Professor, Journalism, Texas A&M University
1981-1988 Assistant Professor, School of Communication, University of Houston
1978-1981 Assistant Professor, School of Communication, University of Alabama
1975-1978 Assistant Professor, Department of Journalism, Central Michigan University

Four terms (Spring, 1998; Summer, 2000; Fall, 2004; Fall, 2007), Professor, Semester at Sea, University of Pittsburgh and University of Virginia academic sponsors

Professional Interests:
Intercultural Communication, Public Relations, Action Research, Multicultural and Multilingual Education

Scholarly Activity:

- 46 professional presentations
- 58 publications
- 10 department/college/university/system committees and 4 professional association editorial boards and offices
- 11 Awards including Senior Fulbright Fellow, Budapest, Hungary, 1994-1995, Professor and Assistant director for curriculum and program development, American Journalism Center
- International Education Administrators’ Fulbright Seminar in Germany, 2003
- Certified administrator of the Intercultural Development Inventory
Hersh Waxman  
Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address:  
363 Harrington, 4232 TAMU
Office Phone:  
(979)-862-1724
E-mail:  
hwaxman@tamu.edu

Formal Education:
1982-83  
Postdoctoral Fellowship, University of Pittsburgh, Learning Research and Development Center.
1982  
Ph.D., University of Illinois at Chicago (Public Policy Analysis: Educational Research and Evaluation).
1978  
M.Ed., University of Illinois at Chicago (Ed Research and Evaluation).
1972  
B.A., University of Illinois at Chicago (Sociology).

Professional Experience:
2006--present  
Professor--Department of Teaching, Learning & Culture, College of Education and Human Development, Texas A & M University.
1996-2006  
Professor--Department of Educational Leadership and Cultural Studies (formerly Professor in the Department of Curriculum and Instruction), College of Education, University of Houston.
2001-2005  
Principal Investigator—U. S. Department of Education, Office of Educational Research and Improvement, National Laboratory for Student Success, The Mid-Atlantic Regional Educational Laboratory.
1996-2004  
1989-1996  
Associate Professor--Department of Curriculum and Instruction, College of Education, University of Houston.
1989-1994  
Associate Dean for Research--College of Education, University of Houston.
1989-1995  
Assistant Professor--Department of Curriculum and Instruction, College of Education, University of Houston.

Scholarly Activity:
- 200+ professional presentations
- 150+ publications
- 12 editorships, 66s department/college/university/system committees, and 38 professional association advisory boards and offices
- Evaluator on 19 projects
- Reviewer of grant proposals for U.S. Dept. of Education
- 20 awards at $1,250,000 in grants and contracts
- 19 awards
Patricia P. Wiese
Clinical Assistant Professor and Member of the Graduate Faculty
Department of Teaching, Learning and Culture
Texas A&M University

Office Address: 203 Harrington, 4232 TAMU
Office Phone: (979) - 458-3877
E-mail: pwiese@neo.tamu.edu

Formal Education:
Doctor of Philosophy (PhD) December 15, 2001
Texas A&M University (TAMU), College Station, Texas

Master of Arts in Education (MA in Ed.) September 30, 1977
George Washington University, Washington, D.C.

Bachelor of Arts in Teaching (BA in Teaching)
Sam Houston State University, Huntsville, Texas May 13, 1972

Professional Experience:
2005 to Present    Clinical Assistant Professor, TLAC, Texas A&M University
2003 – 2005        Lecturer, TLAC, Texas A&M University
2002 -2003         Adjunct Faculty, International University & Webster University Geneva, Switzerland

Scholarly Activity:

- 14 professional presentations
- 3 publications including Authenticating Children’s Literature: Raising Cultural Awareness with an Inquiry-Based Project in a Teacher Education Course,” Teacher Education Quarterly, 33 (2), 69-87(co-authored with Jane Smith, with authors listed alphabetically).
- 6 department/college/university/system committees and professional association advisory boards and offices
Bugrahan Yalvac  
Assistant Professor and Member of the Graduate Faculty  
Department of Teaching, Learning and Culture  
Texas A&M University

Office Address: 444 Harrington, 4232 TAMU  
Office Phone: (979)-862-1713  
E-mail: yalvac@tamu.edu

Formal Education:

Northwestern University, IL  
Major: Learning Sciences  
Postdoc August 2003- 2006

Pennsylvania State University, PA  
Major: Curriculum and Instruction, Science Education  
Minor: Science, Technology, and Society  
PhD. 1999- 2005 (defended on Dec 14, 04)

Middle East Technical University, Ankara  
Major: Science Education  
M.S. 1996-1998

Middle East Technical University, Ankara  
Major: Physics Education  
B. S. 1991-1996

Middle East Technical University, Ankara  
Major: Physics (Double Major)  
B. S. 1991-1996

Professional Experience:

2006 – 2007 Assistant Professor, Department of Teaching, Learning and Culture, Texas A&M University

2003 - 2006  Postdoctoral Research Fellow at the VaNTH Engineering Research Center (ERC). Provide support in the assessment and evaluation of faculty designed instructional materials and their outcomes at Northwestern University, Biomedical Engineering Department.

Scholarly Activity:

- 15 professional presentations
- 3 publications
- 2 awards
Luana J. Zellner  
Associate Clinical Professor and Member of the Graduate Faculty  
Department of Educational Administration and Human Resource Development  
Texas A&M University

Office Address: Principal’s Ctr, 5th floor Harrington, 4226 TAMU  
Office Phone: (979)-862-1296  
E-mail: luaz@coe.tamu.edu

Formal Education:  
PhD Texas A&M University, Texas  
   Curriculum and Instruction  
1998  
MA University of Northern Colorado, Colorado  
   Special Education/Learning Disabilities  
1997  
BA San Jose State University, California  
   Social Science  
1969

Professional Experience:  
Associate Clinical Professor, EAHR Dept. Texas A&M University  
Director, The Principals’ Center, Texas A&M University  
Assistant Research Scientist and Visiting Assistant Professor, Texas A&M University  
Program Coordinator, The Principals’ Center, Texas A&M University  
Research Assistant /Program Coordinator, The Principals’ Center, Texas A&M University  
Curriculum Coordinator, Texas Education Collaborative Program  
Lecturer/Administrative Assistant, EDCI Department, Texas A&M University  
Lecturer, Special Education Program, EPSY Department  
Learning Disabilities Specialist/ Classroom Teacher [Arizona, Colorado, Texas]

Professional Interest(s):  
Leadership Program Development  
Leading School Administrators in Integration of Curriculum Content with Technology  
Technology Integration in College Teaching Development & Teaching  
Leadership for Aspiring Principals  
Leadership for Developing Teacher Leaders

Scholarly Activity:  
- 32 professional presentations  
- 9 publications  
- 8 department/college/university/system committees and professional association advisory boards and offices  
- 17 grants and contracts totaling $769,676
MEMORANDUM

TO: Texas Coordinating Board of Higher Education

FROM: Jerry R. Strawser, Ph.D.
       Executive Vice President
       & Provost

SUBJECT: Adherence to Principles of Good Practice and Texas Coordinating Board Rules for Distance Education

After reviewing the plan from the College of Education and Human Development to offer the Doctor of Education in Curriculum and Instruction through an Executive Format, and then discussing this plan with Dr. Douglas Palmer, Dean of the College of Education and Human Development, I do certify that the plan and faculty members who will implement this plan are adhering to Principles of Good Practice, and Coordinating Board distance education rules and policies. Further, I encourage you to examine this plan and offer recommendations about how to communicate this program to prospective students throughout the state.
XIII. Appendix C

Courses in Curriculum & Instruction

Note: Course listings with descriptions indicate courses that have been taught on-line.

EDCI 603. Professional Development Strategies for Teachers. This course emphasizes principles of organizational management, instructional design and change theory in framing professional development programs. Substantial emphases will be placed on the professional development literature and how these ideas address individual and organizational needs for change using web-based delivery systems.

EDCI 627 Teaching and Learning Data Analysis and Uncertainty Concepts (online conversion underway)

EDCI 628 Analyzing and Reporting Field Based Research (online conversion underway)

EDCI 631 Mentoring the Novice Educator (online conversion underway)

EDCI 633 Educator as Learner (future online conversion)

EDCI 635 Advanced Practices in Developmental Mentoring, Coaching and Supervision (future online conversion)

EDCI 636 Educator as Researcher. Course will help students develop action research skills to enable them to critically analyze insights into the historical,
philosophical and social foundations of reflective teaching and leadership in educational environments. Course will include an analysis of theories, methodologies, implications and actions related to educational action research.

EDCI 642 Multicultural Education: Theory, Research and Practice. Theory and research that undergirds the discipline of multicultural education by exploring the philosophical, anthropological and psychological theoretical frameworks.

EDCI 643 Teaching in an Urban Environment. (online conversion underway)

EDCI 645 Society and Education in World Perspectives. (online conversion underway)

EDCI 646 Instruction Theory. Theoretical basis for research and training in instruction; systematic study of existing research on key factors influencing instructional effectiveness. Exploration of interaction among variables of instruction.

EDCI 647 Curriculum Theory. (online conversion underway)

EDCI 659 History of American Education. The social and institutional role of public education in the United States from 1789 to the present; including clarification of the political and economic underpinnings that have worked catalytically to change the structure of public education in terms of philosophy, methods and curricula.
EDCI 675 Teaching Strategies: Patterns of Learning. Learning and teaching theory and research applied to development of teaching strategies appropriate for various contents, objectives and instructional situations; variables influencing learner behavior and approaches to optimization of teacher behavior.

EDCI 676 Evaluation and Implementation of Electronic Learning Materials. This course examines principles of instructional design applied to electronic materials adoption and organizational management that guide the implementation of eLearning resources. Emphases will be placed on guidelines for selecting and evaluating eLearning resources and how these ideas address individual learner needs using online delivery platforms.

EDCI 677 Strategies for Teaching in a Culturally Pluralistic Society. Research concerning the cognitive, psychomotor and affective aspects of learning and teaching among culturally diverse learners; practical applications to curriculum and instruction.

EDCI 682 Seminar in_. (three 1 S.H.) Knowledge, skills and attitudes in educational curriculum and instruction. Specific topics will be assigned for each seminar as it is offered. May be repeated for credit.

EDCI 684 Professional Internship. (6 S.H.) An on-the-job training for educational curriculum and instruction majors under the supervision of successful, experienced personnel from the University; conducted in a setting
appropriate to the student’s projected career aspirations and areas of specialization.

EDCI 689 Special Topics in Advanced Classroom Management. This course is designed for students to apply both theory and research to practice in the area of classroom management. The course is applicable to elementary, middle level, and secondary school settings.

EDCI 689 Special Topics in Grant Writing for Professional Development (online conversion underway)

EDCI 689 Special Topics in Program Evaluation in Curriculum & Instruction (online conversion underway)

EDCI 689 Special Topics in Public Relations for Schools and Educators (online conversion underway)

EDCI 689 Special Topics in Technology Applications in Social Studies (online conversion underway)

EDCI 689 Special Topics in Education Issues of English Language Learners (online conversion underway)

EDCI 690 Theory of Curriculum and Instruction Research. Theory and design of research and experiments in various subfields of curriculum and instruction; communication of research proposals and results; evaluation of current research of faculty and student, and review of current literature.
EDCI 690a Research Design – Quantitative approach (3 S.H.) (online conversion underway)

EDCI 692 Professional Study. (13 S.H.) Approved professional study of project undertaken as the terminal requirement for degree of Doctor of Education; preparation of a record of study summarizing the rationale, procedures, and results of the completed project.

Required Courses for Preparation of Examination for Principal Certificate (15 sem. hours)

Note: Course listings with descriptions indicate courses that have been taught on-line.

EDAD 604/5 The Elementary Principalship or The Secondary Principalship (online conversion underway)

EDAD 606 Instructional Leadership Development. Using an interactive format and data from a simulated Texas school, students will become adept in basic tenets and requirements of the principalship: 1) data-driven decision-making; 2) curriculum, instruction, and assessment; 3) supervision; 4) professional development; 5) organizational management; 6) community partnerships and communication.

EDAD 608 School Finance and Business Management.

EDAD 609 Public School Law

EDAD 635 Administration of Auxiliary Services for Schools (online conversion underway)

Electives - Educational Psychology (Educational Technology)

103 of 112 V
EDTC 602 Educational Technology: Field, Theory, Profession. Introduces the student to the educational technology profession and provides a conceptual map of the theory, research and practice of the field; a historical overview of the field aids in bringing current educational technology practices into perspective.

EDTC 645 Instructional Applications of Computer Technologies I. Introduction to the integration of computers, telecommunications, and related technologies into educational practice; resources for personal productivity and development/delivery of instructional materials; applications for both educators and students (word processing, databases, etc); projects include hands-on development of HyperText, MultiMedia, and Internet (web-based) resources in participant’s own area of study.

EDTC 654 Instructional Design: Techniques in Educational Technology. Introduces systems approach to instructional design with focus on the functions of systems models which systematically assure proper instructional design; participants will develop instructional products individually and in groups; a strong theoretical foundation utilized.

EPSY 689 Special Topics in Educational Statistics (online conversion underway)

Other EDCI and Reading Graduate Courses

EDCI 610 Second Language Assessment and Development.

EDCI 611 Teaching English as a Second Language.
EDCI 612 Bilingual/ESL Content-Area Instruction.

EDCI 613 Spanish/English Reading for Bilinguals.

EDCI 614 ESL for International and Intercultural Settings.

EDCI 615 Classroom Practice for Adult ESL.

EDCI 616 Teaching Spanish in the Bilingual Classroom

EDCI 617 Early Childhood Mathematics

EDCI 619 Teaching and Learning Number and Quantity Concepts

EDCI 621 Teaching and Learning Space, Dimension, and Measurement Concepts

EDCI 622 Theories of Learning and Teaching Mathematics

EDCI 623 Teaching and Learning Pattern and Change Concepts

EDCI 624 Assessing Cognitive, Conceptual, and Fluency Structures Related to Learning and Teaching Mathematics

EDCI 625 Teaching and Learning Mathematics with Diverse Learners

EDCI 650 The Bilingual/Multicultural Young Child in Family and Culture.

EDCI 651 Bilingual/Multicultural Early Childhood Education

EDCI 658. History of Education. The genesis of formal education in the Western world beginning with the ancient Greeks and working through the Enlightenment; tracing the idea that schooling is a fundamental part of human existence and therefore crucial to all questions concerning the human condition.
EDCI 662 Philosophy of Education.

EDCI 663 Advanced Methods of Elementary Science Education.


EDCI 665 Science Curriculum.

EDCI 666 Laboratory Methods and Management in Science Teaching.

EDCI 667 Research Foundations of Science Education.

EDCI 670 Social Studies in Elementary and Secondary Education.

EDCI 672 Curriculum and Methodology of Language Arts.

EDCI 678 Curriculum Development and Instructional Strategies in Teaching Composition.

RDNG 604 Reading Diagnosis

RDNG 612 Children’s Literature and Literacy (online conversion underway)

RDNG 613 Multicultural Children’s Literature and Literacy

RDNG 614 Reading Research and Trends

RDNG 615 Theories of the Reading Process

RDNG 616 Organization and Supervision of Reading Programs

RDNG 642 Clinic Teaching in Reading

RDNG 649 Reading Instruction in High School and College

RDNG 650 Foundations of Reading Instruction (online conversion underway)
RDNG 674. Developmental Reading in Elementary School. Methods and materials of reading instruction in the elementary grades; past, present and emerging programs; organization and administration of programs and classroom management; teaching reading to special groups; issues in reading.

RDNG 689. Special Topics in Policy Issues for Reading (Online development underway)
### Possible Timeline for next 48 months (September 2006 – September 2010)

<table>
<thead>
<tr>
<th>Date</th>
<th>Goal</th>
<th>Actions</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 1, 2006</td>
<td>Form Internal Oversight Committee; begin providing monthly written progress reports 1/31/07</td>
<td>Membership: Dean Palmer, Dept. head Smith; Assoc. Dean Kracht, Chair Dept. Graduate Inst Committee Chair (current chair Helfeldt added November 10, 2006)</td>
</tr>
<tr>
<td>October 9, 2006 and November 13, 2006</td>
<td>Progress Reports to TLAC Graduate Instruction Committee</td>
<td>Shared draft IV of Working Paper in Oct. and provided update on suggested changes during Nov. meeting.</td>
</tr>
<tr>
<td>January 11, 2007</td>
<td>Present Plan to Faculty for Approval</td>
<td>Plan approved by faculty vote: 29 yes, 4 no, 2 abstain</td>
</tr>
<tr>
<td>January 12, 2007</td>
<td>Initiate marketing plan for Online M.Ed and proposed Ed.D program offered online</td>
<td>Communicate proposed starting date in ads and nature of Ed.D. program – early 08 for program admission</td>
</tr>
<tr>
<td>January 5 - 31, 2007</td>
<td>Provide invitations to faculty to develop courses for online program</td>
<td>During this period recruit faculty authors for curricular strands, and develop funding proposals to support participants in the program</td>
</tr>
<tr>
<td>February 5, 2007</td>
<td>Contact potential authors with sample agreement for developing <strong>Cycle 1 course materials and additional online courses proposed by faculty</strong></td>
<td>New Course Development-EDCI 682 – Seminar: Content Domain in C &amp; I; EDCI 690 Theory of Research in C &amp; I-Research Design, Qualitative Methods Opportunity to revise current online courses – EDAD 606; EDCI 636; EDCI 675; EDCI 646; EDCI 603 Professional Development Strategies for Teachers</td>
</tr>
<tr>
<td>February 5, 2007</td>
<td>Establish Committee on Admission Criteria</td>
<td>Committee members - Pat Larke, Jim Kracht, Jon Denton, Kerri Smith</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Committee Members/ Possible Committee</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>February 5, 2007</td>
<td>Establish Committee on Record of Study Procedures &amp; Products</td>
<td>Committee Members (Carol Stuessy, Hersh Waxman, Lynn Burlbaw, Luana Zellner, Jon Denton)</td>
</tr>
<tr>
<td>February 5, 2007</td>
<td>Establish Committee on Framework for online courses</td>
<td>Possible Committee (Trina Davis, Luana Zellner, Bugrahan Yalvac, Fran Hunter)</td>
</tr>
<tr>
<td>February 5, 2007</td>
<td>Establish Internal Operations core</td>
<td>Dennie Smith, Jon Denton, Kelly Freeman; All fiscal decisions will be approved by D. Smith; operations core meets every 2 weeks for project update during spring semester</td>
</tr>
<tr>
<td>February 12, 2007</td>
<td>Submit documents regarding curriculum to committee on Tuesday 2/6/07</td>
<td>Present Curriculum to TLAC graduate instruction committee</td>
</tr>
<tr>
<td>February 16, 2007</td>
<td>Form a Curriculum Advisory Committee</td>
<td>Faculty approved curriculum Initiate contracts for developing curricular course materials</td>
</tr>
<tr>
<td>February 16 – 23, 2007</td>
<td>Initiate contracts for developing curricular course materials</td>
<td>Recommend TLAC Graduate Instruction Committee and three public school educators review Content Framework and propose adjustments to framework by June 30, 2007.</td>
</tr>
<tr>
<td>June 15, 2007</td>
<td>Provide schedule to Fran Hunter and assistants of Cycle I course materials</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Details</td>
</tr>
<tr>
<td>--------------------</td>
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<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 1, 2007</td>
<td>Initiate contracts for developing <strong>Cycle II course materials and additional online courses proposed by faculty</strong></td>
<td>Six month development period June 1, 2007 – December 31, 2007 for Cycle II courses, New Course Development- EDCI 682 – Seminar: Developing Proposals for Funding; EPSY 689 Special Topics in Educational Statistics; EDCI 689 Sp. Tp. Program Evaluation in C &amp; I; EDAD 604; EDAD 605; EDAD 635; EDCI 627; EDCI 631; EDCI 647</td>
</tr>
<tr>
<td>August 31, 2007</td>
<td>Delivery date for Cycle 1 curriculum documents</td>
<td>Allow 6 months for text development of courses</td>
</tr>
<tr>
<td>30th of month Sept – Dec. 2007</td>
<td>Delivery dates for digital documents</td>
<td>Allow 6 to 8 weeks for digital conversion of each new course</td>
</tr>
<tr>
<td>November 1, 2007</td>
<td>Initiate contracts for developing <strong>Cycle III course materials and additional online courses proposed by faculty</strong></td>
<td>Six month development period December 1, 2007 – May 31, 2008 for Cycle III courses, Course Development- EDCI 682 – Seminar: Assessing and Reporting Internship Experience; EDAD 608; EDAD 609; EDCI 689 Sp. Tp. Advanced Classroom Management; EDCI 676 Evaluation and Implementation of Electronic Learning Materials; RDNG 612; RDNG 650; RDNG 674; RDNG 689 Sp. Tp: Policy Issues in Reading; EDCI 659; EDCI 689 Sp. Tp: Technology Applications in Social Studies; EDCI 628; EDCI 634; EDCI 642; EDCI 643; EDCI 645; EDCI 677; EDCI 689 Sp. Tp: Public Relations for Schools and Educators; EDCI 689 Sp Tp Grant Writing for</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>----------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>December 31, 2007</td>
<td>Delivery dates for Cycle 2 curriculum documents</td>
<td>Allow 6 months for text development of courses</td>
</tr>
<tr>
<td>January - May 2008</td>
<td>Delivery dates for digital documents for Cycle II materials</td>
<td>Target to have all materials field tested by May 2008</td>
</tr>
<tr>
<td>May 31, 2008</td>
<td>Delivery dates for Cycle III curriculum documents</td>
<td>Allow 6 months for text development of courses</td>
</tr>
<tr>
<td>September 2008</td>
<td>First 15 candidates enrolled in program</td>
<td></td>
</tr>
<tr>
<td>June – November 2008</td>
<td>Delivery dates for HTML digital documents for Cycle III courses</td>
<td>Allow 6 to 8 weeks for digital conversion of each new course</td>
</tr>
<tr>
<td>September 2009</td>
<td>Second cohort of 30 candidates enrolled in program</td>
<td>Assuming successful recruiting occurs and all candidates continue completing their degree plans, 43 - 45 candidates will be participating in the Ed. D. in Curriculum &amp; Instruction delivered in an executive format program.</td>
</tr>
<tr>
<td>September 2010</td>
<td>Third cohort of 30 candidates enrolled in program</td>
<td>Assuming successful recruiting occurs and all candidates continue completing their degree plans, 71 - 75 candidates will be participating in the Ed. D. in Curriculum &amp; Instruction delivered in an executive format program.</td>
</tr>
<tr>
<td>September 2011</td>
<td>Fourth cohort of 30 candidates enrolled in program</td>
<td>Assuming successful recruiting occurs and all candidates continue completing their degree plans, 100 - 105 candidates will be participating in the Ed. D. in Curriculum &amp; Instruction delivered in an executive format program.</td>
</tr>
</tbody>
</table>