



**TENNESSEE  
STATE UNIVERSITY**



# **Ed.D. Curriculum & Instruction Handbook**

Revised September 2024



## Table of Contents

<b>Foundations of the Future: Our Department's History .....</b>	<b>3</b>
<b>Purpose and Philosophy of the Ed.D. Curriculum and Instruction Program .....</b>	<b>4</b>
Purpose: .....	4
Philosophy: .....	4
<b>Ed.D. Candidate Learning Outcomes .....</b>	<b>5</b>
<b>ADMISSION REQUIREMENTS .....</b>	<b>6</b>
<b>TRANSFER CREDITS .....</b>	<b>6</b>
Completed Ed.S. Degree Credits .....	6
Incomplete Doctoral Degree Credits.....	7
<b>RESIDENCY REQUIREMENT .....</b>	<b>7</b>
Academic Load for Doctoral Students .....	7
Academic Standards .....	7
Change of Doctoral Major .....	7
Change of Program .....	8
<b>TIME LIMITATION FOR CREDITS .....</b>	<b>8</b>
<b>PROGRAM STRUCTURE.....</b>	<b>8</b>
<b>Qualifying Examination .....</b>	<b>9</b>
Purpose of the Qualifying Examination.....	10
Course Requirements for Qualifying Examination .....	10
Scheduling the Qualifying Examination .....	10
The Use of AI .....	10
Exam Structure .....	10
Part I: Qualifying Research Paper (QRP) .....	10
Part II: Qualifying Paper Presentation (QPP) Objective .....	12
Committee Voting on Student Performance .....	14
Re-Examination for the Qualifying Exam .....	14
Outcomes .....	14
Candidacy .....	14
<b>Comprehensive Examination.....</b>	<b>14</b>
Purpose of the Comprehensive Examination .....	14
Eligibility .....	14
Scheduling the Comprehensive Examination .....	15
Exam Structure .....	15
Scoring Guidelines.....	17
The Use of AI .....	17
Scoring.....	17
Re-Examination for the Comprehensive Exam.....	17
Outcome.....	17
<b>Dissertation Process.....</b>	<b>18</b>
Overview.....	18

Prerequisites.....	18
Dissertation Committee Composition.....	18
Roles and Responsibilities.....	18
Doctoral Student:.....	18
Academic Advisor:.....	18
Dissertation Chair:.....	19
Dissertation Committee:.....	19
Graduate Council:.....	19
Stage 1: Dissertation Proposal (Chapters 1-3).....	20
Stage 2: Conducting the Research.....	21
Stage 3: Complete Dissertation.....	22
Stage 4: Dissertation Defense.....	22
Stage 5: Post-Defense.....	23
<b>Sample Timeline for Dissertation Development, Defense, and Revisions.....</b>	<b>23</b>
<b>APPENDICES.....</b>	<b>24</b>
EDTL Dissertations 2014 - 2024.....	24
EdD Program of Study.....	27
Dissertation Committee Form.....	28
Program Evaluation Survey.....	29

## Foundations of the Future: Our Department's History

The teacher education program at Tennessee State University is a story of growth, adaptation, and unwavering commitment to preparing educators for over a century. It began in 1909, when the institution that would become TSU was established as a teacher training school. In those early days, as the Agricultural and Industrial State Normal School for Negroes, its primary mission was to prepare African American teachers for Tennessee's segregated public schools. As such, TSU has a long-standing commitment to teacher education, which has been central to its mission from the very beginning.

In 1941, TSU took a significant step forward by offering its first graduate education program. This move allowed the university to provide more advanced training for educators and expanded its influence in the field of education. During this period, TSU likely continued to adapt its teacher education programs to meet the changing needs of the education system and society.

A major milestone was reached in 1980 with the introduction of the doctoral program in education. This development elevated TSU's status in the field of education and allowed it to contribute to advanced research and practice in teaching and learning.

The Teacher Education Unit, later renamed the Education Preparation Program (EPP), was established with a clear philosophical foundation: "Preparing caring, competent facilitators of learning, committed to diversity and the success of all." This philosophy reflects TSU's commitment to producing well-rounded, socially conscious educators. As such, within the College of Education, the Department of Teaching and Learning has become a cornerstone of TSU's teacher education efforts. It offers a comprehensive range of programs at the undergraduate, graduate, and doctoral levels:

- Undergraduate: Early Childhood and Elementary Education majors, plus professional education courses for secondary education programs across the university.
- Graduate: Master's degrees in Elementary Education, Special Education, and Curriculum & Instruction with various specializations, including Teaching English Language Learners and Educational Technology.
- Doctoral: Concentrations in **Curriculum Planning, Elementary Education, Reading, Special Education, and Secondary Education.**

The department's diverse offerings reflect its commitment to preparing educators for a wide range of roles and specialties within the education system. Throughout its history, TSU's teacher education programs have evolved to meet changing educational needs while maintaining a strong commitment to diversity, competence, and student success. The university has transitioned from its origins as a normal school to a comprehensive institution offering advanced degrees in education, all while retaining its core mission of preparing high-quality educators. As TSU looks to the future, it continues to build on this rich legacy, adapting to new educational challenges

while remaining true to its core mission of preparing high-quality educators who can make a positive impact in classrooms and communities across Tennessee and beyond.

## Purpose and Philosophy of the Ed.D. Curriculum and Instruction Program

Our purpose and philosophy serve as a compass, directing all aspects of the program toward meaningful and impactful educational development.

### Purpose:

- Conduct rigorous research on curriculum design, instructional methods, and educational policy:** The program aims to equip students with advanced research skills to critically examine and contribute to the body of knowledge in education. This includes mastering quantitative and qualitative research methodologies, understanding how to design and implement studies, and developing the ability to analyze and interpret complex educational data. Graduates will be prepared to conduct original research that addresses pressing issues in curriculum development, teaching strategies, and policy implementation.
- Apply evidence-based practices to improve teaching and learning outcomes:** A core focus of the program is translating research findings into practical applications. Students will learn to evaluate and synthesize current research, identify best practices, and implement evidence-based strategies in real-world educational settings. This involves developing skills in data-driven decision-making, program evaluation, and continuous improvement processes to enhance student achievement and teacher effectiveness.
- Lead curriculum development and reform initiatives in diverse educational settings:** The program prepares educational leaders to spearhead curriculum innovation and reform efforts across various contexts, including K-12 schools, higher education, corporate training, and community education programs. Students will gain expertise in curriculum theory, design principles, and implementation strategies. They'll also develop leadership skills necessary to guide teams through the process of curriculum renewal, alignment with standards, and adaptation to diverse learner needs.
- Critically analyze educational systems and advocate for positive change:** Graduates will be equipped to examine educational systems through multiple lenses - historical, sociological, philosophical, and political. They'll develop a deep understanding of how these systems function, their strengths and limitations, and the complex factors that influence educational outcomes. The program emphasizes developing the skills to advocate effectively for positive change, including policy analysis, stakeholder engagement, and strategic planning for educational improvement.

### Philosophy:

- Bridging theory and practice through applied research:** The program is built on the belief that effective curriculum design and instruction requires a strong foundation in

both theoretical knowledge and practical application. Students are encouraged to connect scholarly research with real-world problems of practice. This approach fosters the development of practitioner-scholars who can navigate the complexities of educational environments while contributing to the academic discourse in the field.

- **Promoting equity and inclusion in education:** A fundamental principle of the program is the commitment to equitable and inclusive education for all learners. Students will explore issues of diversity, access, and social justice in education. They'll develop strategies to address achievement gaps, promote culturally responsive teaching, and create inclusive learning environments. The program emphasizes the role of education in fostering a more just and equitable society.
- **Developing reflective practitioners and scholar-leaders:** The program cultivates a habit of reflective practice, encouraging students to continuously examine their assumptions, decisions, and impact as educational leaders. Through structured reflection activities, collaborative discussions, and action research projects, students develop metacognitive skills that enhance their effectiveness as both practitioners and scholars. The goal is to produce leaders who can navigate the complexities of educational systems with wisdom, ethical judgment, and a commitment to ongoing professional growth.
- **Fostering innovation in curriculum and pedagogy:** Innovation is at the heart of the program's philosophy. Students are encouraged to think creatively about educational challenges and explore novel approaches to curriculum design and instructional methods. This includes examining emerging technologies, interdisciplinary approaches, and alternative educational models. The program provides opportunities for students to experiment with innovative practices in safe, supportive environments and to critically evaluate their potential for broader implementation.
- **Preparing educators to meet the evolving needs of 21st century learners:** The program recognizes that education must evolve to prepare students for a rapidly changing world. Students will explore topics such as digital literacy, global competence, social emotional learning, and skills for the future workforce. They'll consider how to design learning experiences that foster creativity, critical thinking, collaboration, and adaptability. The program emphasizes the importance of lifelong learning and helps educators develop strategies to instill this mindset in their students.

### Ed.D. Candidate Learning Outcomes

At the completion of the program, doctoral candidates will be able to:

- Demonstrate comprehensive knowledge of real-world educational challenges, foundational theories, and current research in curriculum and instruction.  
(*Qualifying Exam*)

- Articulate a clear understanding of research methodologies commonly used in educational research. (*Qualifying Exam*)
- Evaluate and critique advanced theories, theoretical frameworks, and models in curriculum development and instructional design. (*Comprehensive Exam*)
- Demonstrate proficiency in advanced quantitative and/or qualitative research methods applicable to educational contexts. (*Comprehensive Exam*)
- Formulate a significant and original research question that addresses a gap in the field of curriculum and instruction. (*Proposal Defense*)
- Design a comprehensive research methodology appropriate for addressing the proposed research question. (*Proposal Defense*)
- Analyze and interpret research findings using appropriate statistical or qualitative techniques, drawing meaningful conclusions that contribute new knowledge to the field of curriculum and instruction. (*Dissertation Defense*)
- Effectively communicate and defend research findings, methodology, and implications through both written dissertation and oral presentation. (*Dissertation Defense*)

## ADMISSION REQUIREMENTS

1. A minimum GPA of 3.25 is required on the last graduate degree (e.g., Master's or Education Specialist);
2. A minimum of three (3) years' experience in the field of education and/or related field;
3. Three (3) letters of recommendation indicating probable success in a doctoral program of study in curriculum & instruction;
4. Evidence of or potential for scholarly writing (e.g., published manuscripts, writing sample, specific mentions in recommendation letters, etc.); and
5. An interview

The admissions committee will conduct a comprehensive review of the applicant's academic and professional record in making the admissions decision.

## TRANSFER CREDITS

### Completed Ed.S. Degree Credits

Students who have been awarded the Ed.S. degree from an accredited institution may be granted full credit for up to a maximum of thirty (30) hours if the [transfer hours](#) apply to the student's program of study. Students who have completed their Ed.S. degrees at other institutions must meet residency requirements and must enroll in at least six (6) semester hours of major area courses at TSU. Students who transfer core courses from other institutions must have earned at least a "B" in each course. The doctoral program coordinator in consultation with the applicant's

advisor will recommend the appropriate Education Specialist credits to be transferred. If the doctoral program coordinator also serves as the applicant's advisor, then a graduate faculty member who serves as an advisor for doctoral students will be selected to consult with the doctoral program coordinator regarding the appropriate number of Education Specialist credits to be transferred. The [course substitution form](#) should be used for TSU courses only.

### **Incomplete Doctoral Degree Credits**

Students who have earned hours above the master's degree will be allowed to apply a maximum of 6 credit hours toward the Ed.D. degree. Credit for these 6 hours will be granted at the time the student advances to candidacy provided the hours are from a regionally accredited institution authorized to offer graduate work beyond the master's degree, a grade of "B" or above was earned, and the hours are applicable to the student's Doctor of Education program. Credit will not be extended to include workshops, extension courses or short-term courses. In special circumstances, students may be allowed to transfer up to twelve (12) hours (e.g., student who has earned two master's or who has recent and significant hours toward a doctoral degree in education or related field). All post Master's Degree transfer hours (excluding the Ed.S.) applied to the doctoral degree must have been taken within the last ten (10) years.

## **RESIDENCY REQUIREMENT**

Students in a doctoral program must establish academic residency by completing a minimum of eighteen (18) hours over a period of four (4) academic year semesters or two (2) academic year semesters and two (2) summer registrations (2 sessions per one summer equals one registration).

### **Academic Load for Doctoral Students**

Students who have decided to pursue studies on a full-time basis may take twelve (12) hours per semester with the approval of the chair of their doctoral committee. Students awarded graduate assistantships must take at least nine (9) hours per semester to fulfill the obligations of the assistantship.

### **Academic Standards**

Grades of "C" or lower cannot count toward the doctoral degree, nor does the grade of "C" or lower meet eligibility requirements for the Qualifying or Comprehensive Examinations.

### **Change of Doctoral Major**

If a student wishes to change from one major to another, both the current department and the prospective department must be aware of the possible change. The student who wishes to change majors must file with the Graduate School.



## Change of Program

After the [Change of Program](#) form is filed with the Graduate School, it is forwarded to the appropriate department. An admission committee in the department reviews the request. If desired, an interview with the student is arranged by the committee. After reviewing all materials, the committee makes a recommendation concerning the requested change.

## TIME LIMITATION FOR CREDITS

Credits earned more than ten (10) years prior to the student's graduation cannot be applied toward meeting requirements for the doctoral degree. This limitation applies to all post-master's degree credit, excluding the Educational Specialist degree.

## PROGRAM STRUCTURE

The program consists of a minimum of sixty (60) hours. Since programs of study reflect candidates' backgrounds, career aspirations, previous experiences, etc., they vary and are designed to meet the needs and interests of individual students. The program structure for the Doctor of Education (Ed.D.) in Curriculum and Instruction with a focus on Foundations and Curriculum:

### Core Courses (15 Credit Hours):

- 5 courses covering diversity, foundations, curriculum, research methods, and learning theories

### Research Courses (12 Credit Hours):

- 4 courses focusing on statistical analysis, advanced statistics, technology applications in research, and advanced qualitative research

### Concentration Courses (18 Credit Hours):

- 6 courses specific to curriculum and instruction, including topics like curriculum theory, program evaluation, teaching principles, and curriculum development

### Dissertation Courses (9 Credit Hours):

- 3 doctoral dissertation courses, each worth 3 credit hours

### Electives (6 Credit Hours):

- 2 elective courses to be taken outside the student's major field

### **Total Credit Hours: 60**

Students are encouraged to take the core courses first in the doctoral program, as they are critical to a successful performance on the qualifying exam.

EDCI 7000: Foundations of Education (3)

EDCI 7300: Diversity in Education (3)

EDCI 7020: Doctoral Seminar in Curriculum (3)

EDCI 7120: Advance Methods of Research (3)

EDCI 7450: Learning Theories (3)

### SAMPLE Ed.D. C&I TIMELINE

Year	Fall Semester	Spring Semester	Summer
1	EDCI 7000 <i>Foundations in Education</i> EDCI 7300 <i>Diversity in Education</i> EDCI 7020 <i>Seminar in Curriculum</i> (9 credits)	EDCI 7450 <i>Learning Theories</i> EDCI 7120 <i>Adv Methods of Research</i> EDCI 7140 <i>Principles of Teaching</i> (9 credits)	EDCI 7010 <i>Stat Analysis in C&amp;I</i> (3 credits)
2	EDCI 7180 <i>Advanced Stats in Education</i> EDCI 7190 <i>Tech Applications in Research</i> EDCI 7110 <i>Seminar in Instruction</i> <b>Qualifying Exam</b> (9 credits)	EDCI 7080 <i>Curriculum Theory</i> EDCI 7130 <i>Evaluation of Ed Programs</i> ELECTIVE (9 credits)	EDCI 7740 <i>Advanced Qualitative Research</i> (3 credits)
3	EDCI 7340 <i>Curriculum Dev &amp; Design</i> EDCI 7870 <i>Elem &amp; Sec Curriculum</i> ELECTIVE <b>Comprehensive Exam</b> (9 credits)	EDCI 8100 <i>Dissertation</i> (3 credits)	EDCI 8100 <i>Dissertation Proposal Defense</i> (3 credits)
4	EDCI 8100 <i>Dissertation</i> (3 credits)  <b>Continue research and writing</b>	EDCI 8100 <i>Dissertation</i> (3 credits)  <b>Dissertation Defense</b>	

**Total Program Duration:** 4 years (8 semesters + 3 summers)

#### Key Milestones:

- Qualifying Exam: After completion of all core courses (Fall, Year 2)
- Comprehensive Exam: After completion of 75% of coursework (Fall, Year 3)
- Proposal Defense: After Comprehensive Exam (Summer, Year 3)
- Dissertation Defense: Upon completion of dissertation (Spring, Year 4)

### Qualifying Examination

The Department of Teaching and Learning administers a two-part qualifying examination to assess whether the student can conduct graduate research based on evidence of critical thinking skills, a basic understanding of research methods, and knowledge of relevant subject matter to include issues in education. The examination will consist of a two-to-three-page research proposal prepared by the student. All examinations will take place once in the fall and once in the spring semesters of each academic year.

### Purpose of the Qualifying Examination

The purpose of the qualifying examination is to assess a student's potential to conduct graduate level research based on evidence of critical thinking skills, understanding of the scientific method, and knowledge of relevant subject matter, and contemporary educational issues. Since students will have just started their doctoral program and will be in the early stages of developing their research projects, committee members should not expect students to be able to display the same level of mastery that would be expected at a comprehensive exam or dissertation defense. No data generated by the student is required or expected for the research proposal.

### Course Requirements for Qualifying Examination

Students are to apply to take the qualifying exam when they have successfully completed a minimum of 12 credit hours and a maximum of 21 credit hours of doctoral-level courses to include research and core courses.

*Successful completion means "B" or better in all lecture and seminar courses with an average of 3.0 or better for all approved 7000-level courses.*

### Scheduling the Qualifying Examination

The student is responsible for completing the [qualifying exam application](#) and submitting it to their academic advisor and/or the department chairs for the appropriate signatures.

### The Use of AI

The qualifying research paper must reflect the student's original thought, critical analysis, and contribution to the field. AI-generated content should not replace the student's intellectual engagement with the research topic, and any use of AI for writing assistance, data analysis, or content generation must be properly acknowledged. The integrity of scholarship must be upheld, and students are expected to maintain a high standard of academic honesty by ensuring that their work represents their own ideas and conclusions.

### Exam Structure

#### **Part I: Qualifying Research Paper (QRP)**

**Objective:** Articulate and critically analyze a significant research problem in curriculum and instruction.

#### *Assignment Details*

Write a 1250–1500-word paper that:

1. Introduces a research problem in curriculum and instruction
2. Justifies its significance to the field
3. Analyzes relevant literature
4. Proposes potential research questions or hypotheses

### Structure

1. Introduction: 100-150 words
2. Problem Statement: 200-250 words
3. Literature Review: 550-600 words
4. Significance to the Field: 200-250 words
5. Proposed Research Questions: 100-150 words
6. Conclusion: 50-100 words

### Submission

- Due date: Check with your academic advisor
- Format: APA 7th edition
- Submit via eLearn
  - **Formatting Requirements:** The document must be single spaced, 8.5” x 11” pages with one-inch margins and use 12-point Times New Roman font. 10-point font may be used for footnotes, figure captions, and text within figures. The use of complete sentences and well-structured paragraphs is essential.

### Qualifying Research Paper Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Clarity and Coherence of Research Problem	The research problem is exceptionally well-defined, clearly articulated, and logically presented. The focus is sharp and maintained throughout the paper.	The research problem is well-defined and clearly articulated. The focus is maintained throughout most of the paper.	The research problem is defined but could be clearer. The focus occasionally wanders.	The research problem is poorly defined or unclear. The paper lacks focus.
Depth of Literature Analysis	Demonstrates comprehensive understanding of relevant literature. Analysis is insightful, critical, and synthesizes multiple perspectives.	Shows good understanding of relevant literature. Analysis is thorough and includes some critical insights.	Demonstrates basic understanding of literature. Analysis is present but lacks depth or critical insight.	Limited understanding of literature. Analysis is superficial or missing.
Justification of Problem's Significance	Provides compelling and well-reasoned arguments for the significance of the problem to the field of curriculum and instruction. Implications are thoroughly explored.	Offers clear reasons for the problem's significance. Implications are well explained.	Attempts to justify the problem's significance, but arguments could be stronger. Some implications are mentioned.	Fails to adequately justify the problem's significance. Implications are not addressed or are unclear.
Quality of Proposed Research Questions	Research questions are highly relevant, well-formulated, and demonstrate advanced understanding of the field. They logically flow from the problem and literature review.	Research questions are relevant and well-formulated. They are connected to the problem and literature review.	Research questions are relevant but could be more clearly formulated. Connection to problem or literature is present but weak.	Research questions are irrelevant, poorly formulated, or missing. Little to no connection to the problem or literature.

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Adherence to Academic Writing Standards	Exemplary adherence to APA 7th edition. Writing is clear, concise, and free of errors. Structure and flow are excellent.	Good adherence to APA 7th edition with minor errors. Writing is clear with good structure and flow.	Generally follows APA 7th edition with some errors. Writing is mostly clear but has some issues with structure or flow.	Poor adherence to APA 7th edition. Writing lacks clarity has many errors, or significant issues with structure and flow.

### Scoring Guide:

- Excellent: 18-20 (Pass)
- Good: 15-17 (Pass)
- Satisfactory: 10-14 (Pass with Reservations)
- Needs Improvement: 5-9 (Fail)

### Evaluation of English Writing Proficiency

The (QRP) will be evaluated prior to the oral presentation. A student can only be approved to present their paper after they have received a pass or a pass with reservations.

### **Part II: Qualifying Paper Presentation (OPP) Objective**

Present your qualifying research paper in a clear, engaging, and professional manner to your peers and faculty.

### Assignment Details

- Create and deliver a 15-minute presentation (plus 10 minutes for Q&A) that:
- Introduces your research problem in curriculum and instruction
- Explains its significance to the field
- Summarizes key literature
- Presents your proposed research questions or hypotheses
- Discusses potential implications of your research

### Presentation Requirements

- Use visual aids (e.g., PowerPoint, Prezi, Google Slides)
- Include a bibliography slide (APA 7th edition format)
- Prepare handouts or a one-page executive summary for the audience

### Submission

- Due date: Check with your academic advisor
- Submit your slides and any additional materials via eLearn

## Qualifying Paper Presentation Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Content	Comprehensive coverage of all required elements. Research problem is clearly articulated and its significance is compellingly justified. Literature review is concise yet thorough. Research questions are clear and well-formulated.	Good coverage of all required elements. Research problem and its significance are well explained. Literature review is adequate. Research questions are clear.	Covers most required elements. Research problem is stated but its significance could be better explained. Literature review is basic. Research questions are present but could be clearer.	Missing key elements. Research problem is unclear or poorly explained. Literature review is superficial. Research questions are vague or missing.
Organization	Presentation is logically structured with clear transitions between sections. Excellent flow of ideas.	Good structure with mostly clear transitions. Ideas flow well for the most part.	Basic structure is present but some transitions are abrupt. Flow of ideas is sometimes unclear.	Poor structure with little to no clear transitions. Ideas are disjointed.
Visual Aids	Slides are visually appealing, easy to read, and effectively support the presentation. Graphics/charts are relevant and enhance understanding.	Slides are clear and support the presentation. Most graphics/charts are relevant and helpful.	Slides are mostly clear but some may be cluttered or hard to read. Some graphics/charts may be irrelevant or unclear.	Slides are cluttered, hard to read, or do not support the presentation effectively. Graphics/charts are missing or irrelevant.
Delivery	Speaks clearly and at an appropriate pace. Maintains excellent eye contact. Demonstrates thorough knowledge of the topic. Engages the audience effectively.	Speaks clearly most of the time. Good eye contact. Demonstrates good knowledge of the topic. Some audience engagement.	Sometimes unclear or too fast/slow. Limited eye contact. Demonstrates basic knowledge of the topic. Little audience engagement.	Often unclear or at an inappropriate pace. Little to no eye contact. Appears unprepared. No audience engagement.
Q&A Session	Responds to questions thoughtfully and accurately. Demonstrates deep understanding of the topic and its implications.	Responds to most questions well. Demonstrates good understanding of the topic.	Responds to some questions adequately. Demonstrates basic understanding of the topic.	Has difficulty responding to questions. Demonstrates limited understanding of the topic.

### Scoring Guide:

- Excellent: 18-20 (Pass)
- Good: 15-17 (Pass)
- Satisfactory: 10-14 (Pass with Reservations)
- Needs Improvement: 5-9 (Fail)

### Committee Voting on Student Performance

At the end of the qualifying paper presentation, the committee members may discuss the student's performance, but they should not discuss their intentions with regard to completion of the rubric. Committee members will then individually score the performance based on the criteria outlined in the rubric. An average score of 10 or above will constitute a passing performance. The committee chairperson will provide the student, committee, and departmental leadership with a written synopsis of the student's performance (strengths and areas of improvement) on the exam regardless of the outcome. A copy of the synopsis will be placed in the student file.

### Re-Examination for the Qualifying Exam

Students who fail their qualifying examination the first time must re-take and pass the examination the second time to continue in the Ed.D. program. Students who have not passed the qualifying examination on their first or second attempt will be designated as terminal M.Ed. students. Students failing their first examination may elect to have the second examination administered by the same committee, or they may choose to have an entirely new committee appointed by the department chairperson or College of Education leadership.

### Outcomes

The department chair will notify the students of the outcome of the qualifying decision by letter within fourteen (14) days of the qualifying decision meeting.

### Candidacy

A student is admitted to candidacy after the successful completion of the Qualifying Examination and submission of an approved program of study to the Dean of the Graduate School.

## Comprehensive Examination

### Purpose of the Comprehensive Examination

The comprehensive examination assesses the student's mastery of the field of curriculum and instruction, ability to synthesize and apply advanced research methodologies, and readiness to undertake dissertation research. It builds upon the foundation established in the qualifying examination, expecting a significantly higher level of expertise and scholarly capability.

### Eligibility

Students may apply for the comprehensive exam after:

1. Passed Qualifying Exams – Attach a copy of the notification letter
2. Approved Program of Study – Attach a copy signed by the Graduate Dean,
3. GPA – 3.0 or higher with no incomplete grades and no “C” grades
4. Completed all core courses
5. Completed 75% of major courses and 75% of elective courses



## Scheduling the Comprehensive Examination

The student is responsible for completing the [comprehensive exam application](#) and submitting it to their academic advisor and/or the department chairs for the appropriate signatures.

## Exam Structure

The comprehensive exam consists of three parts:

### *Part I: Area Paper (4-6 weeks)*

Develop a scholarly paper (25-30 pages) in the student's area of specialization that:

1. Synthesizes current research and theory in the chosen area
2. Critically analyzes key issues and debates in the field
3. Proposes new directions for research or practice

### **Area Paper Rubric**

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Synthesis of Research	Comprehensive synthesis of current research, integrating multiple perspectives	Strong synthesis of research with some integration of different viewpoints	Adequate synthesis but may lack depth or breadth	Limited or superficial synthesis of research
Critical Analysis	Insightful, original analysis of key issues and debates	Thoughtful analysis with some original insights	Attempts critical analysis but may lack depth	Little evidence of critical thinking or analysis
Proposed Directions	Innovative, well-justified proposals for new research or practice	Clear proposals for new directions with some innovation	Basic proposals that may need further development	Weak or missing proposals for new directions
Scholarly Writing	Exemplary scholarly writing. Clear, concise, and well-structured. Adheres to APA 7th edition.	Well-written with minor issues. Generally clear and well-structured.	Writing is mostly clear but may have some structural issues.	Writing lacks clarity or structure. Significant APA errors.

### *Part II: Take-Home Examination (1 week)*

Answer three questions that assess:

1. Curriculum Theory and Practice
2. Research Methodology and Design
3. Application of Theory to Practice in Curriculum and Instruction

Each answer should demonstrate depth of knowledge and critical thinking.

### *Part III: Oral Examination (2 hours)*

A comprehensive oral defense covering:

- Discussion of the area paper
- Elaboration on take-home examination responses
- General questions on curriculum and instruction
- Discussion of proposed dissertation research direction



## Take Home and Oral Examination Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Scholarly Knowledge and Understanding	Demonstrates comprehensive and nuanced understanding across all areas. Seamlessly integrates knowledge from coursework, research, and professional experience. Shows exceptional depth in theoretical and practical domains.	Shows strong knowledge with some areas of exceptional insight. Effectively connects ideas from various sources with clear integration of concepts.	Displays adequate knowledge but may lack depth in some areas. Makes basic connections across content areas with some gaps in integration.	Demonstrates limited or superficial understanding. Poor integration of knowledge across domains. Limited evidence of deep comprehension.
Research Methodology and Direction	Demonstrates advanced understanding of research methods with sophisticated critical evaluation of methodological approaches. Articulates a clear, innovative direction for dissertation research with well-reasoned justification.	Shows good grasp of research methods with thoughtful critical evaluation. Presents a solid direction for dissertation research with clear potential.	Displays basic understanding of research methods. Offers a fundamental direction for research that needs further development.	Limited or flawed understanding of research methods. Unclear or poorly conceived research direction.
Critical Analysis and Reflection	Provides insightful, original analysis with sophisticated evaluation of multiple viewpoints. Demonstrates deep reflection on own work and the field at large. Generates innovative connections and insights.	Offers thoughtful analysis with some original insights. Shows good ability to reflect critically on work and field with meaningful observations.	Attempts critical analysis but may lack depth or originality. Shows some evidence of reflection but may lack insight or thoroughness.	Little evidence of critical thinking or original analysis. Minimal evidence of meaningful reflection on work or field.
Application and Defense of Ideas	Skillfully applies theoretical concepts to real-world scenarios. Provides compelling, well-reasoned defenses of ideas in both written work and oral examination. Shows sophisticated integration of theory and practice.	Effectively applies theory with some innovative ideas. Defends ideas effectively with clear reasoning and some exceptional insights.	Makes basic connections between theory and practice. Attempts to defend ideas but may struggle with challenging questions or complex applications.	Struggles to connect theory with practical applications. Unable to effectively defend ideas or respond to substantive questions.
Communication and Expression	Articulates complex ideas clearly and precisely in both written and oral forms. Demonstrates sophisticated scholarly communication appropriate for doctoral level work. Organization	Expresses ideas clearly with occasional lapses in precision. Communication is generally strong with good organization and scholarly tone.	Generally clear but may struggle with complex concepts. Communication is adequate but may lack sophistication or polish.	Often unclear or imprecise in expressing ideas. Communication lacks scholarly tone or proper organization.

	and presentation are exemplary.			
--	---------------------------------	--	--	--

### Scoring Guidelines

Total Points: \_\_\_\_ / 20 points

Final Grade Calculation:

- 18-20 points (90-100%): Outstanding Pass
- 16-17 points (80-89%): Strong Pass
- 14-15 points (70-79%): Pass
- Below 14 points (<70%): Does Not Meet Requirements

### The Use of AI

The comprehensive exam must reflect the student's original thought, critical analysis, and contribution to the field. AI-generated content should not replace the student's intellectual engagement with the research topic, and any use of AI for writing assistance, data analysis, or content generation must be properly acknowledged. The integrity of scholarship must be upheld, and students are expected to maintain a high standard of academic honesty by ensuring that their work represents their own ideas and conclusions.

### Scoring

- Each part of the exam (Area Paper, Take-Home Exam, Oral Exam) is scored separately.
- Students must achieve an average score of 3.0 or higher on each part to pass.

### Re-Examination for the Comprehensive Exam

In the event a student fails the Comprehensive Examination, or sections of it, the doctoral committee may recommend that the candidate be permitted to prepare for re-examination. In this event, the student and major advisor will develop a written remediation plan which may include independent study, further course work, or both. The student's credit hour requirements may thus be extended. A copy of this remediation plan must be approved by the program and/or department head and a copy placed in the student file. **A student may take the Comprehensive Examination a maximum of three (3) times.** A third failure by a candidate shall result in the student's dismissal from the doctoral program.

### Outcome

Upon successful completion of all parts of the comprehensive examination, the candidate will begin the dissertation process.

## Dissertation Process

### Overview

The dissertation is the culminating project of the Ed.D. program, demonstrating the candidate's ability to conduct original research that contributes to the field of Curriculum and Instruction. This process builds upon the knowledge and skills developed throughout the coursework and demonstrated in the comprehensive examination.

### Prerequisites

- Successful completion of all required coursework
- Passing of the comprehensive examination
- Advancement to candidacy

### Dissertation Committee Composition

- Chair: A full-time graduate faculty member from the Department of Teaching and Learning
- Second Member: A faculty member from the Department of Teaching and Learning
- Third Member: A faculty member from the Department of Teaching and Learning
- Fourth Member: An expert in the field from outside the department, college, or university

### [Dissertation Committee Appointment Form](#)

### Roles and Responsibilities

#### Doctoral Student:

- Completes required coursework, often including advanced seminars and methodology classes
- Passes comprehensive or qualifying exams to demonstrate mastery of the field
- Develops an original research proposal for the dissertation
- Conducts extensive, in-depth research, often over several years
- Writes a book-length dissertation presenting their research findings
- Defends the dissertation orally before the committee
- Collaborates with faculty on research projects and papers
- Presents research at academic conferences and publishes in scholarly journals
- May assist in teaching undergraduate courses or conducting labs
- Engages in professional development activities to prepare for academic or industry careers
- Maintains regular communication with advisors and committee members
- Adheres to university policies, ethical standards, and deadlines

#### Academic Advisor:

- Helps students navigate program requirements and university policies

- Advises on course selection to ensure students meet degree requirements efficiently
- Monitors student progress and helps address any academic difficulties
- Provides mentorship on academic and professional development
- Offers guidance on research interests and potential dissertation topics
- Assists with identifying potential dissertation committee members
- May write letters of recommendation for scholarships, grants, or job applications
- Helps students balance academic workload with other responsibilities
- Connects students with university resources (e.g., writing center, counseling services)
- May serve as a liaison between the student and other faculty or administration

### **Dissertation Chair:**

- Serves as the primary mentor for the student's dissertation research
- Works closely with the student to develop and refine the research question and methodology
- Provides regular feedback on dissertation drafts and research progress
- Helps student navigate challenges in the research and writing process
- Ensures the dissertation meets high academic and ethical standards
- Coordinates with other committee members and manages their input
- Prepares the student for the dissertation defense
- Typically has expertise in the student's specific research area
- May co-author papers or presentations based on the dissertation research
- Advocates for the student within the department and broader academic community

### **Dissertation Committee:**

- Typically consists of 3-5 faculty members with relevant expertise
- Reviews and approves the dissertation proposal
- Provides diverse perspectives and expertise to enhance the research
- Offers constructive criticism and suggestions throughout the dissertation process
- Evaluates the final dissertation for originality, significance, and quality
- Conducts the oral defense examination
- Decides whether to accept the dissertation, require revisions, or reject it
- May include an external member from another institution for added perspective
- Ensures the dissertation contributes meaningfully to the field of study
- Helps prepare the student for future academic or professional work in the field

### **Graduate Council:**

- Comprises faculty representatives from various departments and graduate school administrators
- Establishes policies and procedures for graduate education across the university

- Reviews and approves proposals for new graduate programs or major changes to existing ones
- Ensures consistency and quality in graduate education across different departments
- Sets standards for graduate faculty status and appointments
- Oversees the allocation of graduate fellowships and awards
- Addresses grievances or appeals that cannot be resolved at the department level
- Monitors trends in graduate education and recommends improvements
- May establish interdisciplinary programs that span multiple departments
- Works to promote diversity and inclusion in graduate education
- Collaborates with other university bodies on issues affecting graduate students
- Periodically reviews existing graduate programs to ensure they meet quality standards

### **Stage 1: Dissertation Proposal (Chapters 1-3)**

#### **Chapter 1: Introduction (15-20 pages)**

- Background of the study
- Statement of the problem
- Purpose of the study
- Research questions or hypotheses
- Theoretical or conceptual framework
- Significance of the study
- Definitions of terms
- Limitations and delimitations

#### **Chapter 2: Literature Review (30-40 pages)**

- Comprehensive review of relevant literature
- Critical analysis of existing research
- Identification of gaps in the literature
- Synthesis of how the proposed study addresses these gaps

#### **Chapter 3: Methodology (15-20 pages)**

- Research design and rationale
- Population and sample
- Instrumentation
- Data collection procedures
- Data analysis plan
- Validity and reliability (quantitative) or trustworthiness (qualitative)
- Ethical considerations

## Proposal Defense

1. Submit completed Chapters 1-3 to committee members (at least 2 weeks before defense date)
2. Prepare a 20-30 minute presentation summarizing the proposal
3. Defend proposal in a 90-minute session:
  - a. 20-30 minute presentation
  - b. 60-70 minutes of questions and discussion with committee
4. Academic advisor completes [dissertation proposal presentation](#) form

## Proposal Evaluation Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Problem Statement	Clearly articulates a significant, original problem in C&I	Presents a meaningful problem with some originality	Problem is relevant but may lack significance	Problem is poorly defined or lacks relevance
Literature Review	Comprehensive, critical review synthesizing multiple perspectives	Thorough review with some synthesis and gap identification	Adequate review but may lack depth or critical analysis	Superficial or incomplete literature review
Theoretical Framework	Develops a sophisticated, well-articulated theoretical framework	Presents a clear theoretical framework with some depth	Basic framework that may need further development	Weak or missing theoretical framework
Methodology	Proposes a rigorous, well-justified methodology aligned with research questions	Outlines a sound methodology with clear alignment to questions	Methodology is generally appropriate but may lack detail	Methodology is inappropriate or poorly described
Writing Quality	Exemplary scholarly writing, clear and well-structured	Well-written with minor issues in clarity or structure	Writing is mostly clear but may have some structural issues	Writing lacks clarity or structure
Oral Defense	Clear, engaging presentation; thoughtful responses to questions	Well-organized presentation; good responses to most questions	Adequate presentation; basic responses to questions	Disorganized presentation; struggles with questions

## Stage 2: Conducting the Research

- Obtain [IRB](#) approval (if required)
- Collect data according to approved methodology
- Analyze data using appropriate techniques
- Interpret results in the context of research questions and existing literature

### Stage 3: Complete Dissertation

#### Chapter 4: Results (30-40 pages)

- Presentation of data analysis
- Results organized by research questions or hypotheses
- Tables, figures, and narrative explanations of findings

#### Chapter 5: Discussion and Conclusions (20-30 pages)

- Summary of findings
- Discussion of results in relation to existing literature
- Implications for theory and practice
- Limitations of the study
- Recommendations for future research
- Conclusions

### Stage 4: Dissertation Defense

#### Pre-Defense

1. Submit completed dissertation to committee (at least 3 weeks before defense date)
2. Schedule dissertation defense with committee and graduate school
3. Prepare a 30-40 minute presentation summarizing the dissertation

#### Final Defense

- 120-minute session:
- 30-40 minute presentation
- 80-90 minutes of questions and discussion with committee

#### Final Defense Evaluation Rubric

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
Research Execution	Research conducted with exceptional rigor and attention to detail	Research conducted competently with minor limitations	Research conducted adequately but with some limitations	Significant flaws in research execution
Data Analysis	Sophisticated, appropriate analysis; insightful interpretation of results	Appropriate analysis with good interpretation of results	Basic analysis with adequate interpretation	Flawed analysis or misinterpretation of results
Discussion of Findings	Insightful discussion relating findings to literature and theory	Good discussion of findings with clear connections to literature	Adequate discussion but may lack depth or insight	Poor discussion with weak connections to literature
Implications & Contributions	Articulates significant, original contributions to	Discusses meaningful contributions to theory and practice	Mentions some implications but may lack depth	Fails to adequately address implications or contributions

Criteria	Excellent (4)	Good (3)	Satisfactory (2)	Needs Improvement (1)
	theory and practice			
Overall Quality	Exceptional scholarly work making a clear contribution to the field	High-quality work with some areas of excellence	Satisfactory work meeting basic doctoral standards	Work falls below doctoral level expectations
Oral Defense	Outstanding presentation; expertly handles complex questions	Clear presentation; handles most questions well	Adequate presentation; handles basic questions	Poor presentation; struggles with questions

### **The Use of AI**

The dissertation must reflect the student's original thought, critical analysis, and contribution to the field. AI-generated content should not replace the student's intellectual engagement with the research topic, and any use of AI for writing assistance, data analysis, or content generation must be properly acknowledged. The integrity of scholarship must be upheld, and students are expected to maintain a high standard of academic honesty by ensuring that their work represents their own ideas and conclusions.

### **Stage 5: Post-Defense**

- Make any required revisions
- Obtain final approval from committee and with the assistance of the dissertation chair, complete the [final oral dissertation defense report](#)
- Submit final dissertation to the graduate school
- Complete any additional graduation requirements

### **Sample Timeline for Dissertation Development, Defense, and Revisions**

- Proposal Development and Defense: 3-6 months
- Data Collection and Analysis: 6-12 months
- Writing and Revising Full Dissertation: 6-9 months
- Final Defense and Revisions: 2-3 months

Total estimated time: 18-30 months (may vary based on research design and individual progress)

[Dissertation Resources](#)

[Important Student Forms](#)



## APPENDICES

### EDTL Dissertations 2014 - 2024

DISSERTATION TITLE	GRADUATE		YEAR	ADVISOR
THE IMPACT OF TEXTING AND SOCIAL MEDIA ON STUDENTS' ACADEMIC WRITING SKILLS	Risto	Angela	2014	Arrighi, Nicole
NEW TEACHER PERSPECTIVES ON THEIR PREPARATION FOR WORKING WITH DIVERSE LEARNERS	Trice	Valerie	2015	Hunter, John
THE EFFECTS OF DIRECT INSTRUCTION'S CORRECTIVE READING PROGRAM ON THE READING PROFICIENCY OF STUDENTS IN A SELF-CONTAINED SPECIAL EDUCATION SCHOOL	Sawyer	Susan	2015	Presley, Judith
A CASE STUDY TO EXPLORE THE PERSPECTIVES OF PARTICIPANTS IN A YEAR-LONG CLINICAL RESIDENCY AT A LOCAL EDUCATION AGENCY IN TENNESSEE	Brown	Amy	2015	Tiller, John
A QUANTITATIVE STUDY OF THE EFFECTS OF SERVICE LEARNING ORIENTATION CLASSES ON FULL TIME, FIRST-TIME FRESHMAN	Bradley	Robert	2015	Tiller, John
MIDDLE SCHOOL TEACHERS' PERCEPTIONS OF GRADE LEVEL RETENTION	Cathey	Jacqueline	2015	Williams, Celeste
AN EXAMINATION OF TEACHER ATTITUDES TOWARDS TECHNOLOGY (INTERNET) INTEGRATION AMONG KINDERGARTEN TEACHERS	Hassell	Robert	2016	Arrighi, Nicole
THE UNDERREPRESENTATION OF LATINOS IN PUBLIC HIGHER EDUCATION IN TENNESSEE: A CASE STUDY OF LATINO COLLEGE STUDENTS	Zanolini	Rebecca	2016	Hunter, John
INTER-RATER RELIABILITY AMONG PRINCIPALS USING THE INSTRUCTIONAL DOMAIN OF THE TENNESSEE EDUCATOR ACCELERATION MODEL	Simpkins	Kay	2016	Hunter, John
EXPLORING THE SITUATION AWARENESS AND WORKLOAD LEVELS OF OPERATORS' DECISION MAKING IN A STIMULATED AIRLINE CONTROL CENTER	Bridges	Durant	2016	Hunter, John Mark
STUDEN PRECEPTION OF FACULTY INTEGRATION OF TECHNOLOGY IN ON-GROUND COURSES AT A LARGE, URBAN HBCU IN THE SOUTHEASTERN REGION OF THE UNITED STATES	Gordon-Patton	Princess	2016	Tiller, John
THE IMPACT OF NUTRITIONAL CHOICES ON WELLNESS IN ADOLESCENT FEMALES IN MIDDLE TENNESSEE	Bandy	Dewanna	2016	Tiller, John
THE ACADEMIC ACHIEVMENT OF ELEMENTARY LEVEL GENERAL EDUCATION STUDENTS IN INCLUSION CLASSROOMS VERSUS NON INCLUSION CLASSROOMS	Surgener	Gena	2016	Tiller, John
UTILIZING A LOGIC MODEL DESIGN TO EVALUATE A PREPARATION PROGRAM FOR TEACHERS OF THE VISUALLY IMPAIRED	Burnham	Andrew	2016	Tiller, John
THE EFFECTS OF USING A SMALL GROUP READING INTERVENTION WITH K-2 STRUGGLING READERS	Parrish	Anastasia	2017	Arrighi, Nicole
PERCEPTIONS OF SOFT SKILLS BY FORMER TECHNICAL COLLEGE BUSINESS EDUCATION STUDENTS AND THEIR EMPLOYERS	Pope	Gwendolyn	2017	Arrighi, Nicole

PERCEPTIONS OF MINORITY STUDENTS FROM HISTORICALLY BLACK INSTITUTIONS (HBIs) ON CAMPUS VISITATION PROGRAMS AT THE OHIO STATE UNIVERSITY AND PURDUE UNIVERSITY	Stewart	Rhonda	2017	Arrighi, Nicole
A CASE STUDY OF SPELLING DEVELOPMENT AMONG SIXTH GRADE STUDENTS NOT RECEIVING EXPLICIT SPELLING INSTRUCTION	Hendricks	Michelle	2017	Christian, Beth
A QUANTITATIVE STUDY EXPLORING THE LIVED- EXPERIENCES THAT INFLUENCE AFRICAN AMERICAN K-12 TEACHERS TO REMAIN IN THE TEACHER PROFESSION	Peterson	Kelli	2017	Christian, Beth
TEACHING ELEMENTARY MATHEMATICS THROUGH PROBLEM SOLVING AND ITS RELATIONSHIP TO MATHEMATIC ACHIEVEMENT	Bullock	Audrey	2017	Holaway, Calli
FACTORS RELATED TO THE PROCESS OF QUALIFYING STUDENTS AS SECTION 504-ONLY IN AN URBAN PUBLIC SCHOOL DISTRICT IN TENNESSEE	Suddeth	Shree	2017	Presley, Judith
ELEMENTARY SCHOOL PSYCHOLOGISTS' PERCEPTIONS OF RESPONSE TO INTERVENTION AND ITS USE TO DIAGNOSE STUDENTS WITH SPECIFIC LEARNING DISABILITIES IN TENNESSEE: A MIXED METHODS STUDY	Ebbinger	April	2017	Presley, Judith
EDUCATOR PERCEPTIONS OF INTERNALIZING AND EXTERNALIZING BEHAVIORS WITH SPECIAL EDUCATION STUDENTS	Alghamdi	Mazen	2018	Hunter, John
AN EXAMINATION OF EARLY CHILDHOOD TEACHERS' KNOWLEDGE OF SELF-REGULATION	Iriogbe-Efonayi	Sarah	2018	Matthews, Graham
PERCEPTIONS OF KCSE MATHEMATICS TEACHERS ON USE OF DIGITAL TOOLS EDUCATION SERVICE DELIVERY IN MIGORI COUNTY, KENYA	Aluoch	Isaiah	2018	Pangle, Mary
THE ROLE OF SELF-EFFICACY IN TEACHING STUDENTS WITH INTELLECTUAL DISABILITIES: PERSPECTIVES FROM SAUDI ARABIA	Aljohani	Hani	2019	Bryan, Kisha
A CASE STUDY TO EXPLORE THE IMPLEMENTATION OF READ TO BE READY IN A RURAL MIDDLE TENNESSEE SCHOOL DISTRICT	Hook	Cherie	2019	Christian, Beth
A QUALITATIVE CASE STUDY OF MALE TEACHERS' CHALLENGES TEACHING READING IN ELEMENTARY CLASSROOMS IN THE KINGDOM OF SAUDI ARABIA	Alghamdi	Abdullah	2019	Hunter, John
"THE EFFECT OF PROJECT-BASED LEARNING ON STUDENTS EXECUTIVE FUNCTIONS"	Beard	Helen	2019	Hunter, John
A PHENOMENOLOGICAL STUDY OF UNIVERSITY FACULTY MEMBERS' INSTRUCTIONAL EXPERIENCES TEACHING INTERNATIONAL STUDENTS	Scaramucci	Isabella	2019	Hunter, John
TEACHERS' EXPERIENCES OF INSTRUCTING DEAF AND HARD OF HEARING STUDENTS IN THE SAME SELF-CONTAINED CLASSROOM IN SAUDI ARABIA	Alshmasi	Faisal	2019	Hunter, John
INTERNATIONAL STUDENTS' LEVELS OF ENGLISH LANGUAGE PROFICIENCY AND ACADEMIC ACHIEVEMENT AT ONE U.S. HISTORICALLY BLACK UNIVERSITY: A SNAPSHOT	Zua	Biale	2019	Hunter, John
A NEUROSCIENCE RHYTHM-BASED STUDY IMPLEMENTING THE MUSICAL METRONOME TO AFFECT READING FLUENCY	Driggins	Sylvia	2019	Lin, Show

VOICES FROM THE MIDDLE: A QUALITATIVE STUDY OF NON-ESL CREDENTIALLED MIDDLE SCHOOL CONTENT TEACHERS' EXPERIENCES, BELIEFS, AND SELF-EFFICACY TEACHING ENGLISH LANGUAGE LEARNERS	Cox	Kisha	2020	Bryan, Kisha
A PHENOMENOLOGICAL STUDY OF SAUDI ARABIAN FEMALE STUDENTS' EXPERIENCES AND SENSE OF BELONGING IN ONE HBCU IN THE SOUTHEAST OF THE UNITED STATES	Alghamdi	Maram	2020	Hunter, John
THE KNOWLEDGE LEVEL OF TEACHERS REGARDING THE INSTRUCTION OF GIFTED STUDENTS IN THE KSA	Sendi	Azhar	2020	Hunter, John
THE PERCEPTIONS OF GENERAL EDUCATORS' PREPAREDNESS AND ABILITY TO PROVIDE ACADEMIC CORE INSTRUCTION TO STUDENTS WITH LEARNING DISABILITIES IN INCLUSIVE CLASSROOMS	Cawthon	LaRonda	2020	Presley, Judith
TEACHER PERCEPTIONS OF SCIENCE PEDAGOGICAL CONTENT KNOWLEDGE OBTAINED IN AN EDUCATOR PREPARATION PROGRAMS AT A MIDDLE TENNESSEE STATE UNIVERSITY	Crumbly-Franklin	Juanita	2021	Arrighi, Nicole
FACTORS AFFECTING PRONUNCIATION FOR ADULT SECOND LANGUAGE LEARNERS IN TENNESSEE	Alzaharani	Rami	2021	Bryan, Kisha
A CASE STUDY OF THE FACTORS THAT INFLUENCE MALE SAUDI STUDENTS' PARTICIPATION IN UNIVERSITY CLASSROOMS IN THE UNITED STATES	Alqahtani	Mohammed	2021	Christian, Beth
MATHEMATICS EXPERIENCES FOR SAUDI ARABIAN UNDERGRADUATE STUDENTS IN THE COLLEGE OF ENGINEERING	Alghamdi	Anwar	2021	Lin, Show Mei
WHITE PRE-SERVICE TEACHER'S RACIAL LITERACY PREPAREDNESS IN AN EDUCATOR PROVIDER PROGRAMS	Taj-Clark	Esther	2022	Arrighi, Nicole
EXPLORING THE AUDIO ENGINEERING TECHNOLOGY FACULTY TEACHING EXPERIENCE DURING THE COVID-19 PANDEMIC	Adam	Nathan	2022	Chakraborti-Ghosh, Sumita
EFFECT OF PEER MENTORING ON STEM STUDENTS ACADEMIC SUCCESS IN GATEKEEPER COURSES	Towns-Gedeus	Darnell	2022	Chakraborti-Ghosh, Sumita
TEACHERS' REPORTED USE OF PHENOMENON-BASED LEARNING IN SECONDARY STEM CLASSROOMS	Towns-Belton	Danielle	2022	Christian, Beth
A CASE STUDY EXPLORING THE INTEGRATION OF DISCIPLINARY LITERACY IN MUSIC EDUCATION	Smith	Nita	2022	Christian, Beth
LIBYAN UNIVERISTY STUDENTS' PERCEPTIONS OF LEARNING ACADEMIC ENGLISH IN A U.S INSTITUTION	Mohamed	Walid	2023	Bryan, Kisha
THE IMPACT OF COVID-19 ON INTERNATIONAL STUDENTS' PERCEPETIONS IN EPORTFOLIO USE AT HISTORICALLY BLACK UNIVERSTY	Alshahrani	Abdulrahman	2023	Show Mei, Lin
EFFECTS OF ECONOMIC ADVANTAGE AND RACE/ETHNICITY ON HIGH SCHOOL GRADUATION RATES DURING COVID-19	Stone	Angela	2024	Arrighi, Nicole
JUXTAPOSING THE DRIVE TO 55 TO NON-TRADITIONAL STUDENT COMPLETIONS AT COMMUNITY COLLEGES	Wilson	Deirdre	2024	Matthews, Graham

## Edd Program of Study

**PROGRAM OF STUDY  
DEPARTMENT OF TEACHING AND LEARNING  
DOCTOR OF EDUCATION IN CURRICULUM AND INSTRUCTION  
FOUNDATIONS AND CURRICULUM**

Name \_\_\_\_\_ Student T # \_\_\_\_\_  
 Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_  
 Telephone \_\_\_\_\_ Email \_\_\_\_\_  
 Highest Degree \_\_\_\_\_ Institution \_\_\_\_\_

Course	Credits	Term Taken	Grade	Substitutions/Comments
<b>Core Courses (15 Credit Hours)</b>				
EDCI 7300: DIVERSITY IN EDUCATION	3			
EDCI 7000: FOUNDATIONS OF EDUCATION	3			
EDCI 7020: DOC SEMINAR IN CURRICULUM	3			
EDCI 7120: ADV METHODS OF RESEARCH	3			
EDCI 7450: LEARNING THEORIES	3			
<b>Research Courses (12 Credit Hours)</b>				
EDCI 7010: STATISTICAL ANALY IN C&I	3			
EDCI 7180: ADV STATS IN ED RESEARCH	3			
EDCI 7190: TECH APP IN RESEARCH DEV	3			
EDCI 7740: ADV QUAL RESEARCH	3			
<b>Concentration Courses (18 Credit Hours)</b>				
EDCI 7110: SEMINAR IN INSTRUCTION	3			
EDCI 7080: CURRICULUM THEORY	3			
EDCI 7130: EVAL OF EDU PROGRAMS	3			
EDCI 7140: PRINCIPLES OF TEACHING	3			
EDCI 7340: CURRICULUM DEV & DESIGN	3			
EDCI 7870: THE ELEM & SEC CURRICULUM	3			
<b>Dissertation Courses (9 Credit Hours)</b>				
EDCI 8100 DOCTORAL DISSERTATION	3			
EDCI 8100 DOCTORAL DISSERTATION	3			
EDCI 8100 DOCTORAL DISSERTATION	3			
<b>Electives (6 Credit Hours) Electives Are Taken Outside of The Student's Major Field</b>				
	3			
	3			
<b>Transfer Credits</b>				
University	Course #/Title	Term Taken	Grade	TSU Equivalent
<b>MILESTONES</b>			P/F	Comments
<b>Qualifying Exam</b>				
<b>Comprehensive Exam</b>				
<b>Proposal Defense</b>				
<b>Dissertation Defense</b>				

Approved:

Advisor \_\_\_\_\_ Date \_\_\_\_\_  
 Dept. Chair, Teaching & Learning \_\_\_\_\_ Date \_\_\_\_\_  
 Dean, College of Education \_\_\_\_\_ Date \_\_\_\_\_  
 Dean, Graduate School \_\_\_\_\_ Date \_\_\_\_\_

### Dissertation Committee Form

Print Form



School of Graduate & Professional Studies  
Thesis/Dissertation Committee Appointments

MUST SUBMIT FORM TYPED

Name:	<input type="text"/>	Date:	<input type="text"/>
Address:	<input type="text"/>	T#:	<input type="text"/>
City/State:	<input type="text"/>	Zip:	<input type="text"/>
Catalog Yr:	<input type="text"/>	Degree:	<input type="text"/>
Major:	<input type="text"/>	Concentration:	<input type="text"/>
Topic/Title:	<input type="text"/>		
	<input type="text"/>		

#### COMMITTEE APPOINTMENTS

<input type="text"/>	Committee Chair	<input type="text"/>	Department	<input type="text"/>	Signature	<input type="text"/>	Date
<input type="text"/>	Committee Member	<input type="text"/>	Department	<input type="text"/>	Signature	<input type="text"/>	Date
<input type="text"/>	Committee Member	<input type="text"/>	Department	<input type="text"/>	Signature	<input type="text"/>	Date
<input type="text"/>	Committee Member	<input type="text"/>	Department	<input type="text"/>	Signature	<input type="text"/>	Date
<input type="text"/>	Committee Member	<input type="text"/>	Department	<input type="text"/>	Signature	<input type="text"/>	Date

#### EXTERNAL MEMBER REQUEST (Graduate Faculty Member outside of major department)

<input type="text"/>	External Member	<input type="text"/>	Position/Dept.	<input type="text"/>	Signature	<input type="text"/>	Date
<input type="text"/>	Degrees Held	<input type="text"/>					
Statement of rationale for appointment: <input type="text"/>							
<input type="text"/>							
<input type="text"/>							

<b>Recommended by:</b>				<b>Approved by:</b>			
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
Department Head		Date		Dean of Graduate School		Date	
Dean of College/School or Director of Institute		Date		Dean of Graduate School		Date	

## Program Evaluation Survey

### Ed.D. Program Evaluation Survey: Curriculum and Instruction

Dear Graduate,

Congratulations on completing your EdD in Curriculum and Instruction! We value your feedback to help us improve our program. Please take a few minutes to complete this brief survey. Your responses will remain confidential and will be used solely for program improvement purposes.

1. On a scale of 1-5 (1 being very dissatisfied, 5 being very satisfied), how would you rate your overall experience in the EdD program?  1  2  3  4  5
2. How likely are you to recommend this program to a colleague or friend?  Very unlikely  Unlikely  Neutral  Likely  Very likely
3. What were the primary strengths of the program? (Select all that apply)  Curriculum content  Faculty expertise  Research opportunities  Networking opportunities
4. Flexibility of the program  Other (please specify): \_\_\_\_\_
5. What areas of the program need improvement? (Select all that apply)  Curriculum content  Faculty support  Research resources  Career services  Program structure  Other (please specify): \_\_\_\_\_
6. How well did the curriculum prepare you for your current or future role in education?  Not at all prepared  Somewhat prepared  Well prepared  Very well prepared
7. Which course was most valuable to your professional development, and why?
8. How satisfied were you with the support you received during your dissertation process?  Very dissatisfied  Dissatisfied  Neutral  Satisfied  Very satisfied
9. Did the program adequately prepare you for conducting independent research?  Yes  No  Somewhat
10. How would you rate the overall quality of instruction and support from faculty members and advisors?  Poor  Fair  Good  Excellent
11. To what extent did the program enhance your leadership skills in education?  Not at all  Slightly  Moderately  Significantly
12. How has the EdD program impacted your career progression or opportunities?
13. Was the program structure (course sequence, timelines, etc.) conducive to your learning and completion of the degree?  Yes  No  Somewhat
14. How effective were the instructional methods and available resources (e.g., online/hybrid courses, library, technology) in supporting your learning?  Not effective  Somewhat effective  Effective  Very effective
15. What advice would you give to future students entering this EdD program?
16. If you could change one aspect of the program to improve it, what would it be and why?

Thank you for taking the time to complete this survey. Your feedback is invaluable in our ongoing efforts to enhance the quality of our Ed.D. program in Curriculum and Instruction.