

**DOCTOR OF EDUCATION (Ed. D.) DEGREE PROGRAM**  
IN  
**CURRICULUM AND INSTRUCTION**  
WITH EMPHASIS IN  
**CURRICULUM STUDIES**

*Department of Instruction and Teacher Education  
College of Education  
University of South Carolina*

**TABLE OF CONTENTS**

**Program Overview**

- Goals p.1
- Objectives & Standards p.1

**Admissions Requirements**

- Requirement List p.1
- Deadline Dates p.2

**Program Expectations and Requirements**

- Advisement and Program Committees p.2

**Program Advisement Summary**

- Curriculum and Instruction Courses p.3
- Curriculum and Diversity Courses p.4
- Cognate Courses p.4
- Research Courses p.5

**Additional Degree Requirements**

- Qualifying Examination p.5
- Comprehensive Examination p.6
- Dissertation Proposal p.6
- Dissertation Credits and Preparation p.7

**General Information**

- Degree and Residency p.8
- Grade Expectations p.8
- Time Limitations p.8

**Faculty and Staff Listing** p.9

---

---

## **PROGRAM OVERVIEW**

---

### **Goals**

The Doctor of Education (Ed. D.) Degree in Curriculum and Instruction with emphasis in Curriculum Studies is designed for professional educators who desire high level preparation as curriculum studies specialists. The degree program primarily focuses on the critical understanding of curriculum theory and practice and prepares individuals for leadership roles in a variety of educational settings. These roles have taken the form of university professorships, district-level curriculum administration, and school-level instructional and leadership positions. This doctoral program stresses the importance of core instructional and diverse curriculum issues, and focuses on preparing comprehensive curriculum practitioners. Moreover, this degree program provides an interdisciplinary perspective for the field of curriculum and education, a holistic perspective that is applicable to the field of education, as well as many other disciplines.

---

### **Objectives**

This degree provides opportunities to gain knowledge and build expertise in the following areas:

1. Fundamental concepts and principles including foundations, praxis, history, and future perspectives that support the field of curriculum
2. Instructional-based competencies at the P-12 and higher educational levels that are influenced by the field of curriculum
3. Complementary theoretical perspectives and leadership skills that guide the field of curriculum
4. Research techniques and methods that inform and shape the field of curriculum

### **Standards**

Graduates of the program are expected to meet the following general education standards: 1) cultural competence, 2) knowledge and application of ethical principals, 3) communication skills, 4) mastery of relevant theory and research, 5) skills in identifying and using professional resources, 6) inquiry skills and knowledge of research methods, 7) skills in collaborating, teaching and/or mentoring, 8) advocacy skills, and 9) leadership skills -- as well as these specialized competency standards for the program: 1) curriculum/instruction skills, 2) curriculum diversity skills, and 3) human growth and development skills.

---

---

## **ADMISSION REQUIREMENTS**

---

### **Applying for Admission**

1. Complete the online [Graduate School application](#).
2. Submit two (2) recommendations. Select the electronic reference request within the online application.
3. Submit a Letter of Intent. Upload the document within the online application.
4. Submit a Scholarly Writing Sample. Upload the document within the online application.

5. Submit official transcripts reflecting all undergraduate and graduate degree work to Graduate School.
6. Submit scores from the Graduate Record Examination OR the Miller Analogies Test to Graduate School.
7. USC Graduate School Address: 901 Sumter Street, #304, Columbia, SC 29208

THE ADMISSION PROCESS OCCURS **ONCE A YEAR** FOR FALL ADMISSION ONLY. APPLICATIONS ARE ACCEPTED UNTIL **DECEMBER 1<sup>ST</sup>**, AND ADMISSION DECISIONS ARE TYPICALLY MADE AROUND **MARCH 1<sup>ST</sup>** FOR A FALL (AUGUST) ADMISSION.

---

---

## **PROGRAM EXPECTATIONS AND REQUIREMENTS**

---

---

### **Advisement and Program Committees**

Upon admission to the graduate school, each student is assigned an advisor who is a member of the Curriculum Studies faculty. This advisor will assist the student with: 1) the program advisement summary, 2) the qualifying exam, 3) the doctoral program of study (DPOS), and 4) the doctoral program committees.

1. The Program Advisement Summary will be completed by the student with the assistance of the advisor at the spring orientation or shortly thereafter. This document provides a guide regarding courses needed for the program and outlines a tentative schedule for completion of the program of study. The program advisement summary begins on page 3 of this document.
2. The Qualifying Examination will be taken by the student under the direction of the advisor upon successful completion of a minimum of two (2) semesters and the following courses: EDCS 720, EDCS 725, one (1) additional EDCS course, and one (1) research course for 12 total credits during matriculation at USC. Successful completion of the qualifying examination serves as admission to candidacy for the Ed. D. degree.
3. The Doctoral Program of Study will be completed by the student immediately after admission to candidacy of the Ed. D. degree. Candidates are required to complete a minimum of 30 semester hours at the University of South Carolina after the DPOS is approved by the Dean of the Graduate School. The Doctoral Program of Study (DPOS) form is available at: <http://gradschool.sc.edu/DocLibrary/>.
4. The Doctoral Program Committees include the Comprehensive Examination and Dissertation Committees. Both committees are composed of four (4) or more approved faculty members, including one member from outside of the department. The committee chair must be a member of the Curriculum Studies faculty. The committees are maintained or disbanded at the will of the student and/or faculty. The comprehensive exam process is detailed on p. 6. The dissertation proposal and dissertation processes are detailed on p. 6-7. The Doctoral Committee Appointment Request (G-DCA) form is available at: <http://gradschool.sc.edu/DocLibrary/>.

---



---

## PROGRAM ADVISEMENT SUMMARY

---



---

The Ed. D. Program in Curriculum and Instruction with emphasis in Curriculum Studies consists of a minimum of 60 post-masters hours with at least 39 of which must be taken at USC. The program requirements reflect seven areas of advanced professional preparation including:

**This program overview illustrates the minimum number of credit hours and courses required.**

1. Curriculum & Instruction Courses (5 courses)	15 hours
2. Curriculum & Diversity Courses (4 courses)	12 hours
3. Cognate Courses (3 courses outside of Curriculum Studies program)	9 hours
4. Research Courses (4 courses)	12 hours
5. Qualifying Examination (taken after required coursework and semester min)	
6. Comprehensive Examination (taken after 42 credits)	
7. Dissertation Proposal (completed after comprehensive PASS)	
8. Dissertation Credits and Dissertation (independent study credits with your dissertation chair)	12 hours
Total credit hours required beyond the master's degree for Ed. D. in Curriculum and Instruction with emphasis in Curriculum Studies	60 hours

---

### 1. CURRICULUM & INSTRUCTION COURSES

Students are required to complete a minimum of five (5) from the core curriculum courses listed below:

<i>Course Number – Course Title</i>	<i>Expected</i>	<i>Completed</i>
EDCS 710 – Diversity Training for Staff Development		
EDCS 725 – Principles of Curriculum Construction ( <i>required</i> )		
EDCS 726 – Curriculum Leadership		
EDCS 728 – Curriculum of Higher Education		
EDCS 729 – Organizational Change in Education		
EDCS 821 – Curriculum Theory ( <i>required</i> )		
EDCS 822 – Curriculum Classics: Trends and Issues		
EDCS 823 – Curriculum Inquiry ( <i>required; may use in research</i> )		
EDCS 824 – Curriculum Seminar		

The curriculum and instruction courses provide an opportunity for students to develop critical curriculum perspectives including:

- **Historical-based perspective** including knowledge of historical persons, ideas, and events and their relationship and influence on contemporary curriculum design and development
- **Future-oriented perspective** including knowledge of contemporary events and ideas as they project future directions for curriculum design and development

---

---

## 2. CURRICULUM AND DIVERSITY COURSES

Students are required to complete a minimum of four (4) from the core diversity courses listed below:

<i>Course Number – Course Title</i>	<i>Expected</i>	<i>Completed</i>
EDCS 720 – Introduction to Diversity and the Curriculum ( <i>required</i> )		
EDCS 721 – Social Class Diversity and the Curriculum		
EDCS 722 – Racial and Ethnic Diversity and the Curriculum		
EDCS 723 – Understanding Sexual Diversity and the Curriculum		
EDCS 724 – Gender Diversity in Schools and Communities		
EDCS 820 – Advanced Study of Diversity and the Curriculum ( <i>required</i> )		

The curriculum and diversity courses provide an opportunity for students to develop critical curriculum perspectives including:

- **Foundational-based perspective** including knowledge of philosophical, social, economic and theoretical dilemmas that influence: a) curricular design, development, and implementation; b) ethics and diversity; c) culture and school leadership; and d) power and problems
- **Praxis-oriented perspective** including knowledge of practical skills, theoretical constructs and a recognition of the integral relationship of theory to practice and social action

---

---

## 3. COGNATE COURSES

The purpose of the cognate is focus through study of a selected group of electives that are specific to the student's goals and aspirations. Such concentrated study provides insights into the fields related to Curriculum Studies and enables the student to integrate the core curriculum scholarship with an area of special interest. Recommended areas for cognate include but are not limited to: Anthropology, Elementary/Middle/Secondary, Educational Administration, Education Technology, Higher Education, Library Science, Language & Literacy, Sociology, Psychology, Women's Studies, etc.

Students are required to complete a minimum of three (3) courses in one specific cognate area from outside of the Curriculum Studies Program. Cognate courses should be selected with assistance from advisor based on individual curricular goals. Input selected cognate courses below:

**Cognate Area:**

<i>Course Number – Course Title</i>	<i>Expected</i>	<i>Completed</i>

---

---

---



---

#### 4. RESEARCH COURSES

The College of Education requires all doctoral candidates to become competent in forms of educational research, and the curriculum studies program faculty encourages students to become knowledgeable and versed in both qualitative and quantitative forms of research.

**Students are required to complete a minimum of four (4) courses beyond EDRM 700 for the research courses. Research courses should be selected from the suggested courses listed below and with assistance from advisor based on individual dissertation goals. Input selected research courses below:**

##### Qualitative Research Paradigm

<i>Course Number – Course Title</i>	<i>Expected</i>	<i>Complete</i>
EDCS 823 – Curriculum Inquiry ( <i>required; may use in curriculum &amp; instruction</i> )		
EDRM 740 – Qualitative Research in Education		
EDRM 840 – Methods of Ethnographic Description		
SLIS 705 – Introduction to Research in Library & Information Science		

##### Quantitative Research Paradigm

<i>Course Number – Course Title</i>	<i>Expected</i>	<i>Complete</i>
EDRM 710 – Educational Statistics I		
EDRM 711 – Educational Statistics II		
EDRM 723 – Classroom Assessment Methods		
EDRM 724 – Design and Analysis of Educational Surveys		

---



---

#### ADDITIONAL DEGREE REQUIREMENTS

---



---

#### 5. QUALIFYING EXAMINATION

The Qualifying Examination will be taken upon successful completion of the following courses and a minimum of two (2) academic semesters completed at USC under the direction of the advisor. Successful completion of the qualifying examination serves as admission to candidacy for the Ed. D. degree.

<i>Course Number – Course Title</i>	<i>Expected</i>	<i>Completed</i>
EDCS 720 – Introduction to Diversity & Curriculum ( <b>required</b> )		
EDCS 725 – Principles of Curriculum Construction ( <b>required</b> )		
One (1) additional EDCS course:		
One (1) research course:		
Total 12 course credits and a minimum of two academic semesters		

---

---

## **6. COMPREHENSIVE EXAMINATION**

The Written and Oral Comprehensive Examination Committee prepares and evaluates the student's comprehensive examination. The comprehensive examination is administered to determine how well the student has achieved the goals of the program of study and if additional courses or experiences are required. The comprehensive examination includes two portions:

1. Written Examination of nine (9) hours (administered in 2 days) and
2. Oral Examination defending the written examination (administered in 2 hours).

**To complete the written portion of the comprehensive examination, the student must have:**

1. Maintained a minimum 3.0 grade point average on all coursework since acceptance as a degree candidate and;
2. Completed the majority of semester hours of coursework leading to the Ed. D. degree and be more than 60 days from the date at which the candidate expects to receive the degree;
3. Received the designation of PASS on the written portion to proceed to the oral portion of the examination.

**To complete the oral portion of the comprehensive examination, the student must have:**

1. Received the designation of PASS from the examining committee members on the written portion of the examination;
2. Received instructions to schedule the oral defense of the written portion of the examination; and
3. Received the designation of PASS on the oral portion of the examination.

If the student receives the designation of FAIL on either the written or oral portion of the examination, the examining committee determines the additional coursework or experiences the student should complete to proceed.

---

---

## **7. DISSERTATION PROPOSAL**

The Dissertation Proposal Committee and Dissertation Defense Committee guides and evaluates the candidate's dissertation proposal and dissertation defenses. The dissertation proposal is a detailed manuscript outlining the plan for the original research conducted for the student's dissertation. This document is drafted under the direction and guidance of the dissertation committee with specific instruction from the dissertation committee advisor.

**To complete the dissertation proposal process the student must have:**

1. Passed both portions of the comprehensive examination;
2. Selected four (4) approved faculty members to serve on the dissertation committee;
3. Completed an acceptable draft of the dissertation proposal per the dissertation advisor's instruction;
4. Submitted the acceptable draft of the dissertation proposal to the dissertation committee;

5. Received instruction to schedule the oral defense of the dissertation proposal. The defense meeting requires one to two hours and is restricted to a defense of the written draft of the proposal as accepted by the student's dissertation committee;
6. Received the designation of PASS on the defense of the dissertation proposal.
7. Received permission from the Office of Research Compliance IRB to conduct research with human subjects. The routing and review process is available at <http://orc.research.sc.edu>

If the student receives the designation of FAIL on the dissertation proposal, the dissertation committee determines the additional work required to bring the manuscript proposal to a level of acceptance whereby the dissertation committee has confidence in the student's ability to successfully complete the proposed research project. In the case of FAIL, the student is required to schedule a subsequent defense of the revised manuscript proposal or other arrangements to satisfy the will of the committee.

## 8. DISSERTATION CREDITS AND PREPARATION

**Students are required to complete a minimum of 12 credit hours of the course listed below:**

EDTE 899 – Dissertation Preparation			
<i>All EDTE 899 hours are earned independently under the supervision of the student's dissertation advisor and can be taken in increments of 1-12 credit hours. (List credit amounts and semester taken below)</i>			

### Dissertation Writing and Defense

All dissertations carry single authorship. The degree candidate conducts the original research described in the dissertation proposal and writes the dissertation under the guidance of the committee with specific instruction from the dissertation committee advisor.

**To complete the dissertation preparation process the student must have:**

1. Successfully defended the dissertation proposal with a designation of PASS
2. Completed an acceptable draft of the dissertation per the dissertation advisor's instruction;
3. Submitted the acceptable draft of the dissertation to the dissertation committee;
4. Received instruction to schedule the oral defense of the dissertation at least 30 days prior to the date the degree is to be awarded. The defense meeting requires one to two hours and is restricted to a defense of the written draft of the dissertation as accepted by the student's dissertation defense committee. The student's defense of the dissertation is open to all faculty members and students of the university. The dissertation committee advisor may invite guests to ask questions if he or she chooses at the end of the examination. However, invited guests shall not vote or comment on the candidate's performance;
5. Received the designation of PASS on the defense of the dissertation.

If the candidate receives the designation of FAIL on the dissertation defense by a majority of the doctoral defense committee, a re-examination committee will be appointed and the examination will

be re-administered if the candidate so chooses. If the candidate does not pass the re-examination, he or she shall be disqualified from further graduate study toward the Ed. D. degree in Curriculum and Instruction in the College of Education.

---

---

## **GENERAL INFORMATION**

---

---

### **Degree and Residency Requirements**

The intent of doctoral residency is to ensure that doctoral students benefit from and contribute to the complete spectrum of educational and professional opportunities provided by the graduate faculty of a comprehensive university. When establishing residency, the student should interact with faculty and peers by regularly attending courses, conferences, and seminars, and utilize the library and library facilities and resources needed to support excellence in graduate education.

The residency requirement for the Ed. D. in Curriculum and Instruction must be met by the completion, after admission to the program, of 18 graduate credits in the student's program within a period of three consecutive major (fall or spring) semesters. Summer enrollment may expedite the completion of the residency requirement but is not essential to continuous enrollment. If continuous enrollment is interrupted, no accumulated credits will count toward residency and the continuous enrollment residency requirement must be completed in its entirety beginning with the next student enrollment. Courses with the "R" (regional campus courses) or "J" prefix (distance education courses) will count toward residency only when taught by full-time graduate or clinical USC faculty. The student's Program Advisor will certify the time period in and courses with which the student satisfied the residency requirement.

---

### **Grade Requirements**

In order to receive the Ed. D. degree, the candidate must earn:

1. A grade of B (grade point average of 3.0) on all courses completed at USC;
2. A grade of B (grade point average of 3.0) on all courses in the approved program of study; and
3. A grade of B (grade point average of 3.0) on all 700 and 800 level courses.

Twelve graduate credit hours with grades below B in graduate coursework attempted at the University of South Carolina will disqualify the candidate for the Ed. D. degree.

---

---

### **Time Limitations**

The dissertation must be completed and defended within five (5) years after the candidate has successfully passed the comprehensive examination. Failure to meet this time limitation will necessitate retaking the comprehensive examination. All credits and examinations applicable to the student's Ed. D. program must be completed within eight (8) years prior to the date the degree is awarded. Failure to enroll in coursework for two years requires re-application for admission. The existing revalidation process may be used as necessary to update courses taken at the University of South Carolina.

---

---

---

## FACULTY AND STAFF

---

### STAFF:

***Ms. Alesia McQueen, Program Assistant***

Voice: 803.777.8185  
Email: [mcqueena@mailbox.sc.edu](mailto:mcqueena@mailbox.sc.edu)

### CORE FACULTY:

***Dr. Tandra Jackson, Assistant Professor***

Interests include: teacher learning and development across the career span, urban education, multicultural education, culturally responsive pedagogy  
Voice: 803.777.3077  
Email: [tandra.jackson@sc.edu](mailto:tandra.jackson@sc.edu)

***Dr. Rhonda Jeffries, Associate Professor, PROGRAM COORDINATOR***

Interests include: critical ethnography research, race and ethnicity, performance theory  
Voice: 803.777.5270  
Email: [rjeffries@sc.edu](mailto:rjeffries@sc.edu)

***Dr. Susan Schramm-Pate, Associate Professor***

Interests include: cultural studies, women's studies, integrated curriculum development  
Voice: 803.777.3087  
Email: [sschramm@mailbox.sc.edu](mailto:sschramm@mailbox.sc.edu)

### AFFILIATED FACULTY:

***Dr. Gloria Boutte, Professor***

Interests include: multicultural education, social justice, and equity issues, ideologies in children's literature  
Voice: 803.777.2018  
Email: [gboutte@mailbox.sc.edu](mailto:gboutte@mailbox.sc.edu)

***Dr. Beth Powers-Costello, Assistant Professor***

Interests include: policy and curriculum, critical professional development, play and early learning  
Voice: 803.777.9963  
Email: [costellp@mailbox.sc.edu](mailto:costellp@mailbox.sc.edu)