

University of Houston Clear Lake
18 Characteristics of Texas Public Doctoral Programs
Doctor of Education in Curriculum and Instruction
December 15, 2017

	2014-2015	2015-2016	2016-2017
Number of Doctoral Degrees Awarded	N/A ¹	N/A ¹	N/A ¹

The number of doctoral degrees awarded for each of the 3 most recent years.

	2006-2007*	2007-2008*	2008-2009*
Graduation Rates (By Cohort)	N/A ¹	N/A ¹	N/A ¹

The percentage of doctoral students who graduated within 10 years for each of the 3 most recent years. Graduation rates are based on the methodology used in the Accountability System, which uses CBM001 data to identify students beginning a program at a specified time and uses CBM009 data.

	2014-2015	2015-2016	2016-2017
Average Time to Degree (in years)	N/A ¹	N/A ¹	N/A ¹

The average of graduates' time to degree for each of the most recent 3 years. For each academic year, "time to degree" is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated.

	2014-2015	2015-2016	2016-2017
Average Time to Degree (in fulltime equivalent years)	N/A ¹	N/A ¹	N/A ¹

The average of graduates' time to degree for each of the most recent 3 years. For each academic year, "time to degree" is defined as the number of credit hours completed in the degree divided by 18, the normal load for a full time doctoral Student for two long semesters.

Employment Profile	Employment Status	2014-2015	2015-2016	2016-2017
	Employed	N/A ¹	N/A ¹	N/A ¹
	Seeking Employment			
	Unknown			

The number and percentage of graduates employed in their field within one year of graduation, those still seeking employment, and unknown for each of the 3 most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education.

Admissions Criteria

The current requirements are summarized here:

Master's Degree from an Accredited Institution

A combined score of 297 on the Verbal and Quantitative portions of the Graduate Record Examination. (GRE) and a minimum score of 4.0 on the Analytical Writing portion of the GRE. The GRE must have been taken within the last five years.

Letter of Intent - The Letter of Intent, not to exceed 1000 words, should explain why you wish to pursue doctoral-level work in Educational Leadership.

Three reference forms and a resume.

A statement made by the applicant's employer indicating support of the applicant's pursuit of the EdD and willingness to allow EdD fieldwork within the organization should the applicant be admitted to the program.

A complete description can be found at:

<https://www.uhcl.edu/academics/degrees/curriculum-instruction-edd>

Core Faculty	2014-2015	2015-2016	2016-2017
	4	10	8

The number of core faculty for each of the 3 most recent years. "Core faculty" is defined as appropriately credentialed individuals integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees.

Core Faculty Activities	2014-2015	2015-2016	2016-2017
	2.0 (.6)	.5 (.7)	1.6 (2.6)

The average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member for each of the 3 most recent years.

*Note: Items in parentheses are for secondary, tertiary, etc. authors.

Core Faculty External Grants		2014-2015	2015-2016	2016-2017
	Number	2	2	3
	Total Amount of Awards	\$212,465	\$351,182	\$53,788
	Average	\$106,232	\$175,591	\$17,929

The number of core faculty receiving external funds, average external funds per core faculty member, and total external funds per program for each of the 3 most recent years. Include all external funds received by core faculty and reported as expenditures from any source, including research grants, training grants, gifts from foundations, etc.

Faculty Diversity		2014-2015		2015-2016		2016-2017	
	Ethnicity	F	M	F	M	F	M
	White	3		8		7	
	Hispanic			1		1	
	African-American	1		1			
	Asian						
	American-Indian						
	Alaskan Native						
	International						
	Unknown						
	Native Hawaiian						
	Other Pacific Islander						

The number of core faculty by gender and ethnicity for each of the 3 most recent years.

Student Diversity		2014-2015		2015-2016		2016-2017	
	Ethnicity	F	M	F	M	F	M
	White	3	1	5	3	8	4
	Hispanic	1		2		2	
	African-American	3		4		3	1
	Asian			1		3	
	American-Indian						
	Alaskan Native						
	International						
	Unknown						
Nat. Hawaiian/Other Pac. Is.							

The number of students by gender and ethnicity for each of the 3 most recent years.

External Program Accreditation

The University was last visited for SACS accreditation in April, 2012.

The College of Education has been accredited through CAEP (NCATE) with the last reaccreditation being granted in 2014.

This program has not yet been specifically reviewed for accreditation, but the College of Education will be visited by CAEP in 2021.

Student-Core Faculty ratio	2014-2015	2015-2016	2016-2017
	6.2 ²	5.3 ²	9.0

The number of full-time student equivalents divided by the number of full-time faculty equivalents of core faculty for each of the 3 most recent years.

Date of Last External Program Review

N/A

The program is new and has not undergone any external reviews as of the date of this report.

Average Tuition and Fees to Complete the Degree	2014-2015	2015-2016	2016-2017
	N/A ¹	N/A ¹	N/A ¹

The combined annual tuition and program-specific fees multiplied by the average number of years that graduates took to complete the degree for each of the 3 most recent years.

Students Passing Licensure Exams	2014-2015	2015-2016	2016-2017
	N/A ³	N/A ³	N/A ³

The number and percentage of students in the cohort passing licensure exams *for each of the 3 most recent years*. Include both first-time and repeat test takers. If there is no relevant licensure exam for the discipline, write "not applicable."

¹ Note: The program did not start until 2014-2015, so there has not been sufficient time to have any graduates.

² Note: These data are different than past reports due to a change in calculation methodology beginning this year.

³ Note: This program does not specifically lead to any certification exam.