University of Houston Clear Lake
Characteristics of Texas Public Doctoral Programs
Doctor of Education in Curriculum and Instruction
December 15, 2020

Number of Doctoral Degrees Awarded	2017-2018	2018-2019	2019-2020
	N/A[1]	7	9

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

[1] Note: The program did not start until 2014-2015, so there has not been sufficient time to have any graduates until 2018-2019.

Graduation Rates (By Cohort)	2009-2010	2010-2011	2011-2012
	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.

[1] Note: The program did not start until 2014-2015, so there has not been sufficient time to have any graduates until 2018-2019. Thus there will be no 10 year data for two more years.

Average Time to Degree (in years)	2017-2018	2018-2019	2019-2020
	N/A[1]	3.23	3.27

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.

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

Employment Profile	Employment Status	2017-2018	2018-2019	2019-2020
	Employed	N/A[1]	6 (100%)[2]	9 (100%)[2]
	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.

[1] Note: The program did not start until 2014-2015, so there has not been sufficient time to have any graduates until 2018-2019.
[2] Note: This program is intended for working professionals; thus graduates will always be employed at time of graduation.

Admissions Criteria

The current requirements are summarized here:

Résumé

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 STEM education. Discuss the following topics: your career goals; your research interests as they relate to education; how the program will help you meet your career goals and pursue your research interests. You should also discuss your scholarly and professional accomplishments and your prior work experiences that relate to your interest in, and aptitude for, the graduate program. Focus on your future and how the degree will help you accomplish your long-term goals. Please do not include how you got into the field of education.

Three reference forms - At least one reference must be from a supervisor or other administrator familiar with the applicant's work. If possible, at least one of the Reference Forms should be from a professor involved in the applicant's master's program.

A statement made by the applicant's employer indicating support of the applicant's pursuit of the Ed.D. and willingness to allow Ed.D. fieldwork within the organization should the applicant be admitted to the program. This support must include a degree of work schedule flexibility in order to attend classes and conduct research.
A complete description can be found at:
https://www.uhcl.edu/academics/degrees/curriculum-instruction-edd

Core Faculty	2017-2018	2018-2019	2019-2020
	12	12	10

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	2017-2018	2018-2019	2019-2020
	1.4 (1.9)[1]	1.5 (1.25)[1]	4.5 (1.4)

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.

[1]Note: Items in parentheses are for secondary, tertiary, etc. authors.

Core Faculty External Grants		2017-2018	2018-2019	2019-2020
	Number	5	5	5
	Total Amount of Awards	$74,991	$337,550	$234,877
	Average	$40,341	$67,510	$46,975

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		2017-2018		2018-2019		2019-2020	
	Ethnicity	F	M	F	M	F	M
	White	10		11		9	
	Hispanic	1					
	African-American	1		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		2017-2018		2018-2019		2019-2020	
	Ethnicity	F	M	F	M	F	M
	White	9	5	9	4	9	5
	Hispanic	4	1	5	2	3	3
	African-American	2		2		3	0
	Asian	3		4	1	3	1
	American-Indian						
	Alaskan Native						
	International[1]			1			1
	Unknown				1		1
	Nat. Hawaiian/Other Pac. Is.						

The number of students by gender and ethnicity for each of the 3 most recent years.
[1]Note: International students are double counted under their reported ethnicity and international.

External Program Accreditation

The University was last visited for SACSCOC accreditation in April 2012. UHCL is currently preparing for the next SACSCOC accreditation visit in 2022.

The College of Education withdrew from the CAEP organization in Spring 2020 and is currently not pursuing program accreditation.

Student-Core Faculty ratio	2017-2018	2018-2019	2019-2020
	3:1	2:1	2:1

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.

	2017-2018	2018-2019	2019-2020
Average Tuition and Fees to Complete the Degree[2]	N/A[1]	$29,102	$32,814

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.

[1] Note: The program did not start until 2014-2015, so there has not been sufficient time to have any graduates until 2018-2019.
[2]Note: Tuition calculation based on full-time (9 credit hour) resident tuition and fee schedule.

	2017-2018	2018-2019	2019-2020
Students Passing Licensure Exams[1]	N/A	N/A	N/A

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