# University of Louisiana Monroe

## Online Doctoral Program in Curriculum and Instruction

## Program Handbook for Students and Advisors

***The provisions of this handbook do not constitute an offer for a contract which may be accepted by students through registration and enrollment in the University. The University reserves the right to change any provision or requirement, including fees, at any time with or without notice. The University further reserves the right to require a student to withdraw from the University for cause at any time.***

***Failure to read this handbook does not excuse students from the requirements and regulations described herein.***

***The University of Louisiana Monroe adheres to the principle of equal educational and employment opportunity without regard to race, color, creed or religion, national origin, sex, marital or parental status, age, disability, veteran status, or political belief. This policy extends to all programs and activities supported by the University.***

***The University of Louisiana Monroe, an institution of higher learning, maintains compliance with the requirements and regulations set forth by the Family Educational Rights and Privacy Act, as amended June 17, 1976. The Family Educational Rights and Privacy Act Compliance Guidelines are available to parents and students in the Office of Student Affairs, Division of Information Services, Registrar, and Student Government Association.***

CAEP Council for the Accreditation of Educator Preparation

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## Introduction

This handbook provides information specific to the online Doctoral Program in Curriculum and Instruction. It gives details about the policies and procedures of the program. Rules and regulations that are university-wide, as well as course descriptions, can be found in The University of Louisiana Monroe Graduate Catalog, http://catalog.ulm.edu/index.php the policies and procedures handbooks of ULM and the College of Arts, Education, and Sciences, and the ULM Student Handbook. The reader should note that the policies and procedures set forth herein are subject to change.

## I. Preamble

The ULM Doctoral Program in Curriculum and Instruction adheres to the principle of equal educational opportunity without regard to race, color, religion, national origin, sex, marital or parental status, age, disability, veteran status, sexual orientation, or personal philosophy.

The University of Louisiana Monroe values diversity. Our valuing of diversity extends to and beyond ethnic, race, cultural, socioeconomic, religious, age, and gender differences among individuals. We celebrate the richness and opportunities afforded by a diverse university community.

To manifest this value the following conditions apply:

- A respectful environment that nurtures diversity and where students from the region and the larger global community find opportunity to learn and develop their full potential.
- An environment that ensures equal protection under the law and equal opportunity for work, service, and the opportunity to acquire a top level education.
- An atmosphere that acknowledges and celebrates diversity of cultures, traditions, and practices.
- Deliberate recruitment programs to reach the diverse population of the region and the world.

## II. ULM Mission

The mission of The University of Louisiana Monroe is as follows:

The University of Louisiana Monroe seeks students who find value in our programs and prepares them to compete, succeed, and contribute in an ever-changing global society through a transformative education.

## III. Program Overview

The Ed.D. in Curriculum and Instruction is designed for persons who are interested in and show promise of becoming scholars and leaders in the domains of curriculum, teaching, teacher education, and/or educational policy at the K-12 or college level, or in local, state, regional, or national agencies, including those associated with the allied health professions.

This 60 credit-hour degree features a comprehensive, rigorous program of academic coursework and research experiences that prepare future scholars and practitioners to understand and address educational problems and needs from a holistic perspective. With implications to

educators, leaders, and practitioners from multiple disciplines, applicants to this program can enter upon completion of a Master's degree from their respective field.

Additionally, this program can be completed along with coursework in one of the Alternative Path Leader certification programs. This allows program graduates to emerge from the doctoral program with Educational Leader Level 1 certification. Specific requirements apply for this program are as follows: (a) completion of 30 hours in additional coursework, (b) holding a Louisiana type B or Level 2 teaching certificate, (c) at least 3 years teaching experience, and (d) passage of the School Leaders Licensure Assessment (SLLA) to qualify. Depending on prior coursework taken, candidates interested in this avenue for certification may complete the leadership certification program with some degree of reduction in overall coursework. Interested students should consult with the Program Coordinator for more information about how many hours of additional coursework would be required of them to qualify for licensure.

## IV. Program Design and Expected Outcomes

The program components were designed so that each group of courses within the component will guide the candidates in the development and demonstration of expected outcomes. These expected outcomes are described as follows:

**A. Foundations/Core** (24 semester hours):

EXPECTED OUTCOMES -Candidates have skills, knowledge, and dispositions to:

1. Design, conduct, and interpret qualitative and quantitative research.
2. Design, conduct, and evaluate research and evaluation studies.
3. Design and implement student assessment programs utilizing a variety of techniques.
4. Analyze influence structures, at local, national and global levels (cultural, social, economic, political), devise plans to understand and shape school values, and form collaborative relationships with appropriate stake-holders in support of student welfare including students with special needs.
5. Know, understand, and comply with legal and ethical codes under which P-12 systems operate.
6. Know and utilize effective verbal, non-verbal, and media communication techniques.
7. Explore the various historical, social, political, epistemological, and ethical dimensions of American schooling, develop new understandings of the role and nature of schools and teaching, and construct alternative perspectives on and approaches to examining educational issue.

**B. Concentration in Curriculum and Instruction** (21 semester hours):

EXPECTED OUTCOMES -Candidates have skills, knowledge, and dispositions to:

1. Utilize effective decision-making strategies that are fair, ethical, and enhance learning for all students.

2. Employ conflict management techniques that effectively maintain a productive environment for diverse students, parents, and professionals in the learning environment.
3. Plan and implement effective research-based curriculum and instruction appropriate for varied teaching and learning styles and student needs related to gender, ethnicity, culture, social class, and other exceptionalities.
4. Design curricula and instructional strategies that apply curriculum concepts (scope, sequence, balance, integration), align with state and national guidelines, and are based on best practices research and learning theories.
5. Develop a student-centered vision, utilizing human resource skills, recognizing the contributions of individuals and groups so that students and staff feel valued and important, thus enhancing student learning.
6. Analyze and evaluate local, state, and national policy and practice impacting schools and school districts to ensure that P-12 students develop the knowledge, skills, and values needed to become life-long learners.
7. Utilize technology, information resources, data collection and analysis strategies, to increase professional productivity and support curricular and instructional improvement to enhance learning for all students.
8. Design and deliver staff development activities with professional colleagues based upon needs assessment and research.
9. Analyze, interpret, and disseminate educational information to stake holders within the school and community to support and enhance school improvement.

**C. Research Design and Dissertation** (15 semester hours):

EXPECTED OUTCOMES -Candidates have skills and abilities to:

1. Select and utilize appropriate qualitative and/or quantitative research designs to address school problems and needs in a holistic manner.
2. Conduct appropriate research and prepare a scholarly written document.

**D. Professional Growth and Development**

EXPECTED OUTCOMES –All doctoral students are expected to work toward their own professional development and growth in the following ways:

1. Demonstrate and apply the knowledge bases acquired in other program components in practical settings which reflect changing demographics of schools and promote comparisons of school experiences.
2. Seek opportunities for and actively participate in scholarly activities that lead to personal and professional development.
3. Seek opportunities and participate effectively in the professional community.
4. Create caring, inclusive, and challenging learning communities.
5. Recognize, accept, and complete professional obligations in a timely manner.
6. Adapt appropriately to the rapid changes in educational contexts at local, state, and national level.

7. Foster ethical relationships with parents, colleagues, and institutions to promote student personal and academic growth.
8. Maintain standards of professional attire, grooming, demeanor and communication.
9. Demonstrate ethical behavior.

## V. Admissions

### A. Regular Admission Requirements:

- The applicant must hold a master's degree from a regionally accredited institution.
- The applicant must have a minimum cumulative graduate grade point average of 3.25.
- The applicant must meet one of these admission criteria
    - A Graduate Record Examination (GRE) minimum score of 292 (Verbal and Quantitative scores combined)
    - An Miller Analogies Test (MAT) score of 397 (Scaled Score, 50 percentile Rank)
- Finalists in the application process may be required to have a personal interview with the doctoral admission committee.
- In addition to demonstrating evidence of academic competence and capability, those persons selected each year for this program will be applicants who are already considered leaders in their educative fields and who have clearly articulated their educational commitment to public schools. It is expected that the application process will be extremely competitive. A committee is responsible for making admissions decisions and these decisions are made based on the relative strength of the complete application.

### B. Conditional Requirements: Applicants who do not meet regular admission requirements must submit the following documents to the ULM Graduate School, gradadmissions@ulm.edu.

- **Professional Goal Statement:** Applicants should complete their professional goal statement: 3-5 page typed, double-spaced statement of professional goals and how the Ed.D. will lead to the fulfillment of these goals.
- **Resume/CV:** Applicants should submit personal resumes/CVs that include the names of three professional references who are familiar with their character, teaching/administrative/work performance, and ability to perform academically at the doctoral level.
- For International Students, a TOEFL score of 61 or above is required.

### C. Student Retention

The following criteria must be met in order to maintain good standing in the doctoral program:

- Students enrolled in the doctoral program must maintain a *minimum* doctoral GPA of 3.00. Failure to earn a 3.00 GPA in any one semester will result in the student being placed on academic probation within the program.
- Students placed on probation must remove the probationary status during the next term. Failure to do so will result in termination from the program.
- Any earned grade of C requires a consultation with the doctoral program coordinator and/or doctoral advisor to determine what, if any, issues need to be resolved.
- Any earned grade below a C results in immediate dismissal from the program.
- Students who earn more than 2 grades of C in coursework in the doctoral program will be dismissed from the program.
- Failure to adequately resolve academic and/or professional remediation as outlined in the *Satisfactory Progress Remediation Schedule*, will result in removal from the program.
- Students who, due to personal issues, are unable to maintain continuous enrollment (as defined by continuous enrollment in the Fall and Spring semesters) must reapply after one year of absence from the program.

## VI. Program of Study

### A. Curriculum Offerings

Courses offered by the online Curriculum and Instruction Program shall be offered completely online and/or by distance by The University of Louisiana Monroe. Any deviation from this policy shall be approved in writing by the program, the Director of the School of Education, the Dean of the College of Arts, Education, and Sciences, and the Dean of the Graduate School. Only current doctoral students admitted to this program are permitted to take doctoral program courses (CURR 7000 or higher).

At the beginning of each semester, students must be furnished a course syllabus containing the course outline, course objectives, and grading scale or method by which the final grade will be computed. The syllabus also indicates the approximate number and type of tests to be administered, requirements such as research papers, reports, special projects, special attendance requirements, requirements relating to class participation, and required and ancillary textbooks. Faculty members are expected to develop their courses within the framework of the general course descriptions appearing in the university graduate catalog, and deliver them via the Moodle course software in compliance with *Quality Matters* standards and guidelines.

Examinations and other written work should be consistent with the stated instructional objectives for the course and should be graded within an appropriately sufficient time to make them a part of the students' learning experiences. At least one major assessment item (defined as those assessments which constitute more than 15 percent of the overall course grade) must be administered and its results made known to the students prior to the final date for dropping a course with an automatic "W." Mid-semester grades shall be computed and permanently recorded in the class record book and made known to the student upon request. In accord with the policies of the College of Arts, Education, and Sciences, a final examination/assessment or

"signature piece" must be administered in all courses, and these signature pieces must be uploaded to their proper course in LiveText before the end of the term in question.

**B. Courses**

A candidate for the Ed.D. in Curriculum and Instruction will complete a total of 60 semester hours for the Ed. D. degree. The requirements include 24 hours in the program core (CURR 7000 through CURR 7007), 21 hours in the concentration (CURR 7008 through CURR 7014), and 15 hours of dissertation (CURR 7015) or capstone (CURR 7016).

The curriculum for the Ed.D. in Curriculum and Instruction is as follows:

| Course Number | Course Name | Credit Hours |
|---|---|---|
| **Core (24 Hours)** | | |
| CURR 7000 | Doctoral Proseminar in Curriculum and Instruction | 3 |
| CURR 7001 | Educational Research and Inquiry | 3 |
| CURR 7002 | Applied Statistical Analyses (Quantitative I) | 3 |
| CURR 7003 | Instructional Design and Technology Integration | 3 |
| CURR 7004 | Quantitative Methods in Educational Research II | 3 |
| CURR 7005 | Qualitative Methods in Educational Research | 3 |
| CURR 7006 | Education for Diversity in a Global Society | 3 |
| CURR 7007 | Research in Effective Teaching and Learning | 3 |
| **Concentration (Curriculum and Instruction) (21 Hours)** | | |
| CURR 7008 | Communication & Collaboration in Problem Solving | 3 |
| CURR 7009 | Curriculum Theory and Design | 3 |
| CURR 7010 | Law, Policy, and Ethics | 3 |
| CURR 7011 | Evaluation, Theory, and Practice | 3 |
| CURR 7012 | Assessment for Program and Instructional and Decision Making | 3 |
| CURR 7013 | Professional Development: Design & Implementation | 3 |
| CURR 7014 | Decision Making for School Improvement | 3 |
| **Dissertation/Capstone Hours (Choose One)** | | |
| CURR 7015 | Research/Dissertation | 15 |
| CURR 7016 | Curriculum and Instruction Capstone | 15 |

### C. Course/Program Delivery

Because this is a 100% online program, all courses are to be administered via the course-management software Moodle, Version 3.8 (http://www.moodle.com, for more information). Upon beginning and throughout the program, students are expected to learn the intricacies of this web-based program and become proficient in its use. Course instructors are expected to provide students with information on which additional web resources will be needed for accessing all course content (Adobe Acrobat, Windows Media Player, etc.).

The approved Web browser for use with Moodle depends on the version of Moodle. Currently students are advised to use Mozilla Firefox or Google Chrome. It is the student's responsibility to acquire these open-source browser software and keep them up to date on their computers. If you use any other web browser, (such as Internet Explorer), **some content may (will) not work properly.** Likewise, if you are having difficulty in Moodle while using Google Chrome, switch to Firefox (or vice versa) to see if this resolves the problem. The ULM Help Desk can also assist you. You may contact the Help Desk at (318) 342-3333, or email helpdesk@ulm.edu. No instructor will be held liable for students who miss assignment deadlines due to not using an accepted Web browser.

Further, every student is provided with a Warhawks e-mail account at the beginning of the program. The email address designated in Moodle (username@warhawks.ulm.edu) will be used for all email correspondence. It is your responsibility to check Moodle and your email account regularly for information regarding courses and program delivery. It is the policy of ULM that all university course-related business be conducted via your ULM e-mail account.

Finally, a program Moodle site is available and accessible for all doctoral program students and faculty. This site contains interactive versions of the program forms (Appendix A), this program handbook, as well as resources and information on conferences, job opportunities, and other announcements. Most importantly, a series of brief tutorial videos which outline in detail important milestones in the program (prelims, committee formation, comps, and dissertation) are also available on this site. All students should avail themselves of the information in these videos prior to approaching faculty with questions about these milestones.

## VII. Faculty Advisors

Upon acceptance into the program a new student is assigned a faculty advisor from the C&I program. This person will assist the student with information about classes, policies, the campus, etc. The student will be required to meet with their faculty advisor each semester either online (via the distance advising form) or in person to select courses. In the last semester of coursework students will select a doctoral committee, of which one member will be the committee chair. The doctoral committee's purpose is to facilitate the student's progression through the dissertation process and to administer the oral portion of the comprehensive examination. Appendix A (Form 2) has a sample form for the Recommendation for Appointment of Guidance Committee. Changes to the committee must be submitted using (Form 3, Appendix A).

## VIII. Comprehensive Examination

The comprehensive examination is administered upon completion of all program coursework. This examination consists of a two-week written component and a one-hour oral examination. Failure to satisfactorily complete this examination will result in a revision of the program of study and an additional examination. Failure to pass this examination after two attempts will result in termination of the student from the program. After satisfactory completion of the comprehensive examination, the student is admitted to candidacy.

The students will be expected to enroll for a minimum of one (1) three-hour course during the semester that comprehensive examinations are taken.

Comprehensive exams are scheduled by the program. To be eligible, a student must file an application (Appendix A: Form 4) with the Program Coordinator to take the comprehensive examination according to program dates (see the Ed.D. Moodle page). The filing date is the semester before you take the exam. The student must have completed all courses shown on the approved degree plan or be enrolled in them, at the time the exam is taken. All grades of **"**I,**"** excluding the dissertation, must be completed prior to the candidate sitting for the written comprehensive examination.

The committee chair is responsible for securing the questions/prompts, and preparing and administering the written examination. All questions should cover content in the core and concentration classes. Care in constructing items for this exam should be taken to ensure that there is considerable overlap in topic/theme for each question (i.e., no one question addresses objectives/learnings/content from only one course). The ideal question is one in which themes transcend specific course content and can be applied to many different situations/contexts.

Each member of the committee will have the opportunity to read and evaluate each question. Each committee member will score the response according to the criteria (scoring criteria provided in Appendix A, Form 7). (A committee member who feels as though she/he does not have the expertise to evaluate a question may abstain.)

After completion of the written exam the student and committee chair will schedule the oral exam. The oral exam should be scheduled at least one (1) week after the written exam in order to allow committee members time to evaluate, question, and schedule the oral portion of the examination. The oral exam is viewed as a clarifier of the written exam and/or a demonstration of oral language skills and/or an opportunity for dialogue concerning the dissertation and/or other relevant topics. Oral exams are scored as either pass or fail on each question. Students must pass 75% of the oral exam.

**Upon attaining candidacy, the student may begin work on the dissertation proposal. The proposal defense may be scheduled as early as the semester following the passing of comprehensive exams.**

Unsatisfactory completion of the comprehensive exam may result in a revision of the program of study or additional examinations. If any part of the written or oral exam is not successfully completed, the part(s) may be retaken once. The student's doctoral committee determines whether the student will retake the entire examination or failed parts of the examination. Timelines for re-submission of parts of the examination are decided by committee, with consideration for amount of work and the schedules of those involved. For candidates failing the entire exam, re-examination is permitted no sooner than the next term. The student

must reapply and be approved for the subsequent examinations. No one will be permitted to take any portion of the comprehensive examination more than two times.

*Distance learning accommodations:* Like other components of the program, all students may request that the oral exam be administered via video-conference. The written exam is not required to be conducted on-campus. If a student elects to have the test administered via-distance, students will complete a *statement of academic integrity* to accompany the examination responses. The oral examination is open for participation by any interested doctoral faculty.

## IX. Dissertation/Capstone Options

In addition to the research requirements associated with each course, all doctoral students are required to complete one of the following three dissertation/capstone options.

### 1. Traditional Dissertation

A. Overview of Traditional Dissertation

The dissertation should be directed toward the degree specialization and must include original field-based research. While engaged in coursework students are encouraged to focus on said coursework to give them a *breadth* of understanding in the field. The purpose of the dissertation is for students to gain a *depth* of knowledge into a focused area of the field. Research completed as part of coursework will not be accepted as part of the dissertation, but may be used to explore topics for the dissertation. **Dissertation research collected prior to the proposal defense, and IRB approval, <u>will not be allowed</u> in the dissertation.**

Students are encouraged to pursue the identification of a dissertation topic prior to the Comprehensive Examination. The dissertation proposal may be initiated with the support of the student's Doctoral Committee in the semester after the Comprehensive Examination has been successfully completed.

B. Proposal and Proposal Defense

The dissertation proposal, once successfully defended, serves as an approved plan for the conduct of the dissertation. The proposal should be viewed as a means of ensuring that the research effort is well planned and appropriately rigorous for doctoral level study. Regardless of the type of study, a dissertation should reflect a well-developed problem statement, a clear rationale for the study, a research plan, and sufficient information to accurately reflect what will be studied and that the study is significant enough to provide new information or extend existing knowledge bases involving P-20 related issues. Therefore, no dissertation research can be collected before the proposal defense.

The student, with the help of the committee chair, is responsible for completing Form 5 (Appendix A) at the beginning of the semester in which the student plans to defend. After the committee chair approves the dissertation proposal as a final draft, the student may contact the committee to schedule a proposal defense date. Once the date has been agreed upon by the committee, the student must provide a hard copy of the

proposal to the committee members no less than two weeks before the defense. The proposal must to be submitted to the Ed.D. Program page on Moodle as a Turnitin assignment so the committee can check for plagiarism. The student must arrange this submission with the committee chair.

Upon approval of the dissertation proposal, the candidate, in consultation with the committee chair, will revise the proposal, if needed, begin the data collection and proceed to the data analysis process.

C. Data Collection

Data collection for dissertations requires the approval from the Human Subjects Committee, thus will begin only after a written proposal has been formally approved by the student's dissertation committee. It is expected that students outline their timeline and steps for Human Subjects Approval at the defense of the proposal meeting.

D. Defense of Dissertation

Each dissertation must be defended at an oral examination administered by the student's doctoral committee. Announcement of the oral defense shall be posted five days prior to the meeting via e-mail to CAES doctoral students and faculty. All faculty and students are invited to this defense. Guests outside the university, and family members of the student, may attend the student's presentation but will be asked to leave during the closed committee session. The providing of food at the defense is discouraged, and gifts to faculty are prohibited according to law (see Louisiana Code for Governmental Ethics).

A defense must be formally requested by the student's committee chair (see Appendix A, Form 6), however, the student is required to set up the date and time with the committee once the committee chair has given approval that the dissertation is a final draft and ready for the defense. Once the date has been agreed upon by the committee, the student must provide a hard copy of the proposal to the committee members no less than two weeks before the defense. The dissertation will also need to be submitted in the Ed.D. program page on Moodle as a Turnitin assignment so the committee can check for plagiarism. The student must arrange this submission with the committee chair.

After the defense, any revisions to the dissertation recommended by the examining committee must be made prior to a student's clearance for graduation.

## 2. Three-Paper Format Dissertation

A. Overview of Three-Paper Dissertation

The three-paper dissertation represents a cohesive body of work comprised of a minimum of three articles suitable for publication in peer-reviewed journals. An introduction chapter precedes the three papers introducing the work with the theoretical framework given. A conclusion chapter follows the three articles giving implications, recommendations, and coherently summarizing the work of the three papers. All three

papers should represent writings completed while enrolled in the Ed.D. Program. At least one of the three papers must be accepted for publication by a peer-reviewed, academic journal prior to defense.

B. Proposal

Doctoral Candidate will propose the three-paper dissertation to the doctoral committee during the first semester that dissertation hours are taken. (This may be before or after any published/peer-reviewed paper has been written and accepted for publication.)

The proposal will consist of the following:

- a 15-20 minute presentation outlining the 3 papers including the purpose(s), questions to be answered, and the theoretical framework in and across the 3 papers
- The Introduction (Chapter 1) to the 3 papers should be turned in to the major professor 2 weeks prior to the proposal date for dissemination to the committee for review prior to the proposal
- Copy of any completed article(s)
- Outlines of any articles in progress
- Proposed journals for submission
- A timeline for completion of work

The committee will determine if the proposal meets standards of rigor for a dissertation, if the proposed journal(s) for submission are acceptable including checking for non-predatory, peer-reviewed status, and if any completed articles are acceptable. The committee will make recommendations and support the candidate in securing IRB permission (if needed) following acceptance of the proposal.

C. Details of the Three-Paper Dissertation

i. The Introduction (Chapter 1) should include the following:
   - definition or statement of the problem
   - rationale for the dissertation as a whole is provided
   - importance of the problem - why it is worth researching, why it matters to the field
   - theoretical foundation(s) supporting the problem /issue
   - overview of important literature (each article will have its own literature review)
   - the research questions
   - methodology to be used to answer those questions

ii. Articles/Three Papers (Chapters 2, 3, & 4)

The three articles should form a cohesive body of work that supports a theme or themes that are expressed clearly in the introduction (Chapter 1). The published, peer-reviewed paper must occur within the timeframe of acquiring doctorate with verification of its publication and peer-reviewed status included as an appendix to the 3-paper dissertation. The student must be the sole author or first author on all articles. One article may be co-authored with the committee chair and/or committee members.

Acceptance of a manuscript by a journal does not automatically constitute approval by the committee.

- One or more papers should be a systematic review of existing research on the substantive topic or an article based on the theoretical or policy approach to the topic.
- One or more papers should be empirical research-based on data analyzed by the student with any necessary IRB permissions secured. (The IRB, if needed, should be written to address all research needs across papers.)
- Each paper should follow the guidelines of the approved journal to which the article will be/has been submitted.

iii. Conclusion (Chapter 5)

Conclusion will summarize the papers (articles) major findings, discussion, and recommendations and present/discuss linkages (similarities, differences, themes or patterns) among the manuscripts including the following:

- Discuss scholarly work completed broadly including a discussion of how the three papers connect and support the current literature.
- Synthesis of the main findings of the full work including the findings reported in each paper
- Strengths and limitations of the papers/research
- General conclusions
- Implications for practice
- Recommendations for future research

D. Defense

Once the three-paper dissertation is completed and the major professor agrees that the student is ready, the major professor will share the work with the doctoral committee. If the committee is in agreement, a dissertation defense can be scheduled. This formal meeting is structured as an oral presentation of the full dissertation. An accompanying slide presentation is typically given lasting 20 minutes. This presentation is open to the public.

The defense presentation includes these components:

- Clear and professional articulation of the rationale and purpose of the dissertation
- Description of the methodology
- Interpretation of results
- Identification of limitations
- Discussion of recommendation, implications for future research
- Communication of feedback interaction with journals

Following the presentation, the committee will pose questions to confirm the student understanding and abilities in the research.

E. Other Details

The dissertation must follow the guidelines regarding formatting and required components. See dissertation guidelines per the Graduate School. Each dissertation chapter will have its own reference list with a comprehensive list following the conclusion. Length of each paper should follow the guidelines of the approved, refereed journals.

## 3. Capstone: Examining a Problem of Practice

A. Overview of Capstone

The Capstone is a cohesive body of work comprised of an investigation of a problem of practice (POP) within a discipline. The POP is an identified area of concern gleaned from an examination of the context of said discipline. An Action Plan will include a proposed solution, feasibility of implementation, predicted impact and outcomes of the plan. Delivery of the Action Plan will be conducted onsite at agreed upon location. The finished product must be accepted for presentation at approved and refereed conference event(s) prior to the defense. The Capstone requires a minimum of three semesters and 15 capstone hours of CURR 7016 for completion. This could include a summer session.

B. Introduction of the POP (Part 1 Investigation into Problem of Practice)

The Introduction should include the following:

- definition or statement of the problem
- rationale for the POP as a whole is provided
- importance of the problem - why it is worth researching, why it matters to the field
- theoretical foundation(s) supporting the POP
- overview of important literature
- actionable approach to be used to address the POP
- onsite location approval

**There would be defined deliverables by agreed upon dates.**

**Part 1: Investigation into Problem of Practice (3-6 capstone hours)**

- Candidate identifies and defines a POP and includes justification and supporting research that addresses the POP
- Part 1 is approved by Committee prior to moving to Part 2 through a proposal

The proposal will consist of the following:

- a 15-20 minute presentation outlining the aforementioned criteria in the Investigation into the POP
- The Introduction (Part 1) should be turned in to the major professor two weeks prior to the proposal date for dissemination to the committee for review prior to the proposal

The committee will determine if the proposal meets standards of rigor. The committee will make recommendations and support the candidate following acceptance of the proposal.

C. Action Plan (Part 2)

Action Plan should include the following:

- Proposed solution
- Feasibility of implementation
- Predicted impact
- Predicted outcomes
- Artifacts used

**Part 2: Proposed Action Plan (6-9 capstone hours)**

- Candidate creates an action plan that details step-wise strategies to address the POP
- Include artifacts employed in the Action Plan

D. Delivery of Action Plan (Part 3)

**Part 3: Delivery of Action Plan at Approved Site (3-6 capstone hours)**

- Candidate implements Action Plan
- Include interpretation of results
- Identification of limitations
- Discussion of recommendation, implications for future implementations

E. Defense to the Committee

Once the Action Plan is implemented and the major professor agrees that the candidate has completed all components of Part 3, the major professor will share the work with the committee. If the committee is in agreement, a defense can be scheduled. This formal meeting is structured as an oral presentation. An accompanying slide presentation is typically given lasting 20 minutes. This presentation is open to the public.

The defense presentation includes these components:

- Clear and professional articulation of the rationale and purpose of the POP
- Interpretation of results
- Identification of limitations
- Discussion of recommendation, implications for future implementations

Following the presentation, the committee will pose questions to confirm the candidates' depth of knowledge and experience of the implementation of the action research, process, and results, as well as additional questions deemed necessary by the committee.

F. Other

The Capstone must follow the guidelines regarding APA formatting and required components. The final product must be submitted to the School of Education Capstone Repository.

## IX-1. Dissertation/Capstone Hours

The student will be expected to enroll for a minimum of three (3) semester hours of dissertation/capstone credit for each semester in which the student is working with faculty on the dissertation/capstone. The student must be enrolled in a minimum of three semester hours of dissertation/capstone credit during the semester in which the degree is conferred. No less than fifteen (15) semester hours of credit shall be earned over the course of three (3) or more semesters for successful completion of the dissertation/capstone. A general rule of thumb for enrollment in dissertation hours is that if you are going to require the assistance of program faculty in terms of feedback or guidance, you should enroll in at least 3 hours. Overall, however, the number of hours enrolled should be commensurate with the expected amount of work the student expects to complete in a given term.

One of the two following courses must be taken by the candidate based on the dissertation option:

- CURR 7015 Dissertation
  A candidate taking the option of Traditional Dissertation or Three-Paper Format Dissertation takes fifteen (15) hours of this course.
- CURR 7016 Curriculum and Instruction Capstone
  The candidate taking the Capstone option takes fifteen (15) hours of this course.

## IX-2. Scheduling The Dissertation Defense

Proposal and Final defense must be scheduled during the regular academic calendar. As faculty are nine-month employees, it is possible faculty will not be available to meet for a defense during the summer. Therefore, students are expected to defend during fall or spring semesters. To be eligible for graduation students will need to defend the dissertation at least two weeks before the Graduate School deadline for submission. This usually occurs mid-semester. Check the Graduate School calendar for dissertation submission dates. Dissertation Defense will not be scheduled during finals week, or the week prior to finals. To preserve the integrity of the dissertation process, students are not allowed to propose and defend in the same semester. The responsibility of scheduling the defense, and getting an agreed upon time of the entire committee, falls upon the doctoral student.

Prior to scheduling a defense, students must have committee chair approval that the proposal or dissertation meets the standards of a final draft. A final draft will need no editing in writing conventions, form, and will follow APA format. If necessary, the student is encouraged to pay an editor to ensure a clean draft. Once approved by the committee chair, the student is responsible for delivering a hard copy of the final draft to doctoral committee members a minimum of fourteen (14) days before the defense date. Electronic drafts are not acceptable.

Guests are welcome to the presentation portion of the dissertation defense. No taping or recording devices of any kind are allowed in the dissertation defense meetings. Following completion of the dissertation, the student will be expected to defend this scholarly work during a Dissertation/Capstone Defense.

**IX-3. Dissertation/Capstone Committee:**

The student's dissertation committee shall consist of the committee chair and *three additional faculty.* The committee chair must be selected from among School of Education full-status graduate faculty only. Additional committee members may be added to address specific student program or research needs, such as those unique to students whose work is inter-disciplinary. One of the four faculty members can be from another college at ULM OR another university. If the student selects a member from another university, that representative must be a tenure-track faculty at an accredited four-year university, and will need to be vetted by ULM Graduate Council before approval and initiating service. If selecting a member of the committee from another college at ULM, the faculty must be an associate or full status member of the graduate faculty. The student's Doctoral Committee is selected by the student, appointed by the Program Coordinator, and approved by the Dean of the Graduate School.

**IX-4. Human Subjects Research Committee:**

All research projects involving human subjects conducted by The University of Louisiana Monroe faculty, students, or staff (including collaborative projects with other institutions and agencies) must be reviewed and approved by the ULM Human Subjects Research Committee. Before submitting a project for review, investigators must obtain a copy of the ULM Policies Established for the Protection of Human Subjects from the ULM Office of Research and Projects. Projects which are expected to be ruled EXEMPT are still required to be reviewed by IRB—no exceptions. *IRB application and review is initiated only after the Dissertation Proposal has been defended and approved.*

**IX-8. Distance Learning Accommodations:**

Like other components of the program, all students are able to request that the oral defense of the proposal and/or dissertation be administered via video-conference. If so, the student needs to inform both the Program Coordinator and committee chair allowing for sufficient time so that the defense meeting room may be reserved. These defenses are open for participation by any interested faculty or students, *however absolutely NO recording whether video, audio, or transcription is allowed in any of these meetings.* Committee chairs are required to make an announcement to this affect at the outset of this and all milestone meetings (defense of comprehensive exams, dissertation proposal, and dissertation).

## X. LiveText Policy and TurnItIn Policy

All course major assignments or *signature pieces*, will be recorded and evaluated via the *LiveText* web-based toolset and assessment system. All program participants must individually

subscribe to LiveText, submit course signature pieces via LiveText, and receive assignment feedback and scores via LiveText. LiveText subscription and operating information is available online at https://www.livetext.com. Course instructors will be prevented from releasing any final course grade until such time as your assignments are submitted to LiveText.

It is now the policy of the doctoral program that all signature pieces and other significant program assignments/exams be submitted (comps and dissertation included) in Moodle via Turnitin in order to verify originality. If a course assignment is not submitted properly through Moodle as a Turnitin assignment, it will be treated as if it were not submitted at all and, thus, not graded/scored. It is hoped that this policy will be less a punitive one but one designed to assist students, as aspiring scholars, on the proper attribution and citation of sources in their work. Students are expected to become proficient in the use of this feature of Moodle on their own.

## XI. Transfer of Credit

A maximum of 6 semester hours of graduate credit appropriate to the student's degree program may be transferred from other institutions offering regionally accredited graduate programs if earned in residence at that institution. No credits for which a grade of less than B has been earned may be transferred into the program to meet requirements. Dissertation credit may not be transferred into the doctoral program.

## XII. Time Limit for the Ed.D. in Curriculum and Instruction

All coursework, internships, and the dissertation must be completed within a seven-year time period from the date of the first registration in the program. Courses taken or transferred into the doctoral program must be within a six-year time limit for completion. Any appeal for extension beyond the requirement must be approved by the Graduate Council and by the School of Education faculty.

## XIII. Requests for Time Extensions

To utilize graduate credit taken prior to the seven-year time limit, the student may request a time extension. These requests should be submitted before or during the semester in which the time limit expires. For further information please contact the Graduate Studies Coordinator, the Program Coordinator, or the ULM Graduate School. For appeals, please refer to the Graduate School website at https://www.ulm.edu/gradschool/council.html and the gradate catalog.

## XIV. Ed.D. Program Committee

There shall be an Ed.D. program policy and procedures committee who shall have the responsibility of general oversight of the doctoral program. Membership of the committee shall be: three full-time tenure-track C&I faculty members who are approved to serve on dissertations, the Program Coordinator, and the Graduate Studies Coordinator. A second year student may be asked to participate under some circumstances.

## XV. Sexual Harassment Policy

Sexual harassment, like harassment on the basis of color, race, religion, gender orientation, or national origin, has long been recognized as a violation of Section 703 of Title VII of the Civil Rights Act of 1964, as amended. The University of Louisiana Monroe strongly disapproves of sexual harassment and intimidation of its employees and is taking affirmative steps to eliminate and/or prevent such actions.

Harassment on the basis of sex exists when there are unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature when: (1) submission to such conduct is made either explicitly or implicitly as a term or condition of an individual's employment or student's grades, (2) submission to or rejection of such conduct by an individual is used as the basis for employment decisions or grading status thus affecting such individual, or (3) such conduct has the purpose or effect of substantially interfering with an individual's work performance or creating an intimidating, hostile, or offensive working or learning environment.

## XVI. Grievance Procedure

All faculty, staff, and students of the program shall follow these policies and shall perform their duties and studies according to the policies of The University of Louisiana Monroe.

Students, faculty, or staff who believe that a student, faculty member, or staff member has not acted according to these policies are encouraged to contact the student, faculty member, or staff member directly to informally resolve the situation.

If the student, faculty member, or staff member cannot achieve an informal resolution of the difficulty, the complainant should notify the Graduate Studies Coordinator in writing. The complaint should include a description of the perceived problem behavior and of attempted solutions. A copy of the complaint will be given to the student, faculty member, or staff member about whom the complaint has been written. The Graduate Studies Coordinator will then meet with the parties involved, separately or together, or convene a faculty or staff meeting to resolve the issue, and/or may request a recommendation from the Ed.D. Program Committee. All decisions will be recorded in writing and signed by all parties.

## XVII. Code of Conduct and Program Ethics

Academic honesty is required of all students. The School of Education requires that students in all coursework and all other concomitant academic endeavors know and adhere to the principles of scholarly ethics, including, but not limited to, the issues of cheating on examinations or assignments, the accurate reporting of research, plagiarism, publication credit, undisclosed duplicate publication, or the unauthorized sharing of data. The intent of this code is also to prevent use of the same work for multiple courses or assignments. It is, however, appropriate for students to expand upon a theme or specific area of interest. Breach of academic honesty may result in dismissal from the program. Students may be requested to verify authenticity of submitted work to instructors or committee members through plagiarism prevention software or other means. This program abides by the *American Educational Research Association (AERA)* code of ethics. This document can be found at:

http://www.aera.net/Portals/38/docs/About_AERA/CodeOfEthics%281%29.pdf

## XVIII. Cheating and Plagiarism

ULM's definition of cheating & plagiarism:
http://catalog.ulm.edu/content.php?catoid=21&navoid=2516

I. Definitions:

A. Academic cheating includes the accomplishment or attempted accomplishment of the following:

1) Copying or obtaining information from another student's test paper.*
2) Using, during a test, materials not authorized by the person giving the test.**
3) Collaborating, conspiring, or cooperating during a test with any other person by giving or receiving information without authority.
4) Stealing, buying, or otherwise obtaining all or part of an unadministered test.
5) Selling or giving away all or part of an unadministered test or any information concerning specific questions and items on an unadministered test.
6) Requesting, bribing, blackmailing, or in any other way causing any other person to obtain an unadministered test or information about an unadministered test or a test in the process of being administered.
7) Substituting for another student, or permitting any other person to substitute for oneself to take a test.
8) Submitting as one's own, in fulfillment of academic requirements, any theme, report, term paper, essay, other written work, art work, painting, drawing, sculpture, musical composition or other art work prepared totally or in part by another person.
9) Any selling, giving, or otherwise supplying to another student for use in fulfilling academic requirement any theme, report, term paper, essay, other written work, painting, drawing, sculpture or other art work.
10) Submitting artificially produced data or information in the place of descriptive, experimental, or survey results.
11) Any other devious means of securing an unearned grade in a non-credit course or in a course offered for credit.

* A student looking on another student's paper is considered cheating.

** The presence on one's person (or in close proximity thereto) of a condensation of test information which could be regarded as a "cheat sheet" will be considered adequate evidence to establish cheating.

B. Plagiarism is the use of any other person's work (such work need not be copyrighted) and the unacknowledged incorporation of that work in one's own work offered for credit.

*** Further clarification on specifics of plagiarism can be found at https://www.plagiarism.org/article/what-is-plagiarism

**** As doctoral students, you are expected to understand and conform to all rules of conduct regarding plagiarism and cheating. Remember, ignorance is not a defense if caught plagiarizing other's work. Plagiarism, broadly defined, is the appropriation and/or presentation of others' words or ideas as your own without

proper attribution. Please avoid potentially serious situations by informing yourself as to how to properly attribute sources. For more information about ULM's policy, please read the ULM Student Handbook at and the APA Style Manual, 7th edition.

## XIX. Intellectual Property in Online Courses

All of the instructional materials provided to you in your doctoral program courses are for your intellectual growth and development only. All materials you will come into contact with in this program are protected under copyright laws, and the individuals (or companies) who produced these materials retain the rights to the reproduction, alteration, and dissemination of those materials, where applicable. You can expect that your course and doctoral program faculty will abide by "fair use" copyright laws, and they will expect you to do the same. All syllabi for doctoral courses will contain this language. Failure to abide by this policy will result in receipt of an "F" for an individual course and/or expulsion from the program as a whole.

In strictly online programs, course content and pedagogy are often in digital form. In a very real way the content which is provided on Moodle is the essence of what makes our program unique. This is certainly the case for other face-to-face programs, but when lectures or instruction happens in classroom settings, it is much more difficult to reproduce. Online programs could, in theory, be copied *in toto*, with just a few hours of effort.

Please be aware that individuals (whether faculty or graduate students), and in many cases universities, can both be held criminally and civilly liable for copyright violations of these types. Also be aware that, for materials created after 1988, no formal registration or notation of copyright is needed for individuals to enjoy copyright protection--intellectual property is protected from the moment it is created. As a doctoral student and future teacher/scholar, it is paramount that you understand these rules and protect yourself against infringement. When you are unsure about the origin of a piece of media, please always proceed cautiously before using the material outside the purview of "fair use;" A common myth is that you cannot be held liable for copyright infringement if you do not gain monetarily--this simply is not true--again, protect yourself by erring on the side of caution.

## XX. Satisfactory Progress Remediation Schedule

As outlined above, students are expected to adhere to academic, professional, and ethical standards of the program and the professional community of education and educational research at all times. Earning an Ed.D. comes with responsibility, and by taking part in this program, you are not only learning knowledge and skills, but you are being socialized to join and fully participate in this community upon completion of the degree. Persons who do not uphold these standards and expectations in a doctoral program will not be prepared to be contributing members of their professional community. As such, this doctoral program has a procedure for ensuring that students who are failing to meet particular standards will receive assistance and remediation. In addition to the student retention guidelines outlined in Section V, Part C, students failing to meet the standards outlined above will be designated as the focus of one of two levels of concern and may be subject to remedial actions as noted in the following sections,

up to removal from the program. All issues dealing with academic, professional, and/or ethical concerns related to the program will be documented and copies of all relevant materials will be placed in the student's permanent file.

**Level 1 Concern:** Any student not meeting the above academic, professional, or ethical standards outlined in Section IV, Parts A-D, Section V, Part C, and Section XVII, will be designated as a Level 1 concern, at which time the student will be required to meet with the Program Coordinator and Faculty Advisor to discuss the issue(s). If the Program Coordinator and the advisor are the same person, then the Director of the School of Education will attend this meeting. The product of this meeting will be a letter to be drafted by the student which outlines the way in which the student expects to address the concern(s) discussed in the meeting. In order to remove the Level 1 concern, the student must satisfactorily address the conditions which occasioned the designation. In the semester following the Level 1 meeting, the matter will be reviewed by the Program Coordinator in consultation with the faculty advisor (or Director of the School of Education) to determine if the Level 1 concern may be removed. If the matter(s) has not been sufficiently resolved, or continues to be a problem, this concern will escalate to a Level 2 concern.

**Level 2 Concern:** If a student does not sufficiently resolve the matter(s) which precipitated the Level 1 concern, or if additional issues have arisen, then the matter will escalate to a Level 2 concern, at which time the student will be required to meet again with the Ed.D. program committee to discuss these matters. After this meeting, the student will be required to develop a formal plan to address the problem(s) outlined and distribute to this to the committee. In the semester following the Level 2 concern issuance, the student will not be permitted to hold an assistantship or enroll in more than 2 courses. Additionally, at the conclusion of this following semester, the Ed.D. committee will meet to discuss whether or not the matter has been sufficiently resolved. If the committee meets and determines that these matters have not been sufficiently resolved, the student in question will be removed from the program.

# Appendix A

# Doctoral Program Forms

Form 1

**Graduate School**
**Education**

## ULM SCHOOL OF EDUCATION
### Ed.D. Program Plan of Study
Catalog: 2021-2022

Last Name First Name Middle Name CWID Phone Number

Mailing Address

Concentration: **Curriculum & Instruction**

| CORE Courses - 24 Hrs | Credit Hrs / Semester | Grade |
|---|---|---|
| CURR 7000 Doctoral Proseminar | 3 | |
| CURR 7001 Educational Research and Inquiry | 3 | |
| CURR 7002 Quantitative Methods in Educational Research I (Pre-req for CURR 7004) | 3 | |
| CURR 7003 Instructional Design and Technology Integration | 3 | |
| CURR 7004 Quantitative Methods in Educational Research II | 3 | |
| CURR 7005 Qualitative Methods in Educational Research | 3 | |
| CURR 7006 Education for Diversity in a Global Society | 3 | |
| CURR 7007 Research in Effective Teaching and Learning | 3 | |
| **Concentration (Curriculum & Instruction) - 21 Hrs** | **Credit Hrs / Semester** | **Grade** |
| CURR 7008 Communication & Collaboration in Problem Solving | 3 | |
| CURR 7009 Curriculum Theory and Design | 3 | |
| CURR 7010 Law, Policy, Ethics | 3 | |
| CURR 7011 Evaluation, Theory, and Practice | 3 | |
| CURR 7012 Assessment for Program and Instructional Decision Making | 3 | |
| CURR 7013 Professional Development | 3 | |
| CURR 7014 Decision Making for School Improvement | 3 | |
| **Comprehensive Examination** **Pass** ☐ **Fail** ☐ | **Date:** | |
| CURR 7015 Research/Dissertation<br>OR<br>CURR 7016 Curriculum and Instruction Capstone | 15<br><br>15 | |

List previously earned credits that are to be applied toward the degree (maximum 6 hours).

| Course Number and Title | Institution | Credit Hrs | Grade |
|---|---|---|---|
| | | | |

*Signature of Student* *Date:*

**Approved:**

Dr. Kioh Kim
*Graduate Coordinator* *Signature* *Date*

Dr. Myra Lovett
*School Director* *Signature* *Date*

Dr. Sushma Krishnamurthy
*Dean, Graduate School* *Signature* *Date*

Revised 11/6/2013

**Ed. D. in Curriculum & Instruction**
**Recommendation for Appointment of Guidance Committee**

Form 2

Date: _____ CWID Number: _____

The Major Professor/Advisor and Doctoral Committee members listed below are recommended for:

_____
Last Name First Middle

_____
Street Address

_____
City State Zip

_____ _____
Phone – Home E-mail

_____ _____
Phone – Work Phone – Cell

**Doctoral Committee**

| Printed Name | Department | Signature | Date |
|---|---|---|---|
| _____ Major Professor/Advisor | _____ | _____ | _____ |
| _____ Committee Member | _____ | _____ | _____ |
| _____ Committee Member | _____ | _____ | _____ |
| _____ Committee Member | _____ | _____ | _____ |
| _____ Optional Committee Member | _____ | _____ | _____ |

**Approved (**all signatures required**)**

_____ _____
Major Professor/Advisor Date

_____ _____
Program Director Date

_____ _____
College of Education Dean Date

_____ _____
Graduate School Date

**Ed.D. Curriculum and Instruction**
**Request for Change in Doctoral Committee**

Revised 5/9/2012
Form 3

Date: _____

_____
Last Name First Middle

_____
Street Address

_____
City State Zip

_____
Phone – Home E-mail Address

_____ _____ CWID Number: _____
Phone – Work Phone – Cell

**Requested Changes in Doctoral Committee**

I herewith request the following changes in my Doctoral Committee. My rationale for these changes is explained on the attached page.

_____ _____ _____
**Student Signature** Date

| | Committee Member | Department | Signature | Date |
|---|---|---|---|---|
| Add: | | | | |
| Delete: | | | | |
| Add: | | | | |
| Delete: | | | | |

**Approved by: (Continuing committee members must sign.)**

| Committee Member | Department | Signature | Date |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

**Approved (**all signatures required**)**

_____ _____
Major Professor/Advisor Date

_____ _____
Program Director Date

_____ _____
College Dean Date

_____ _____
Graduate School Date

**Ed.D. Curriculum and Instruction**
**Comprehensive Examinations**
**Application/Approval Form**

Form 4

Applicants must have completed coursework in the approved program of study and have the Program Coordinator's consent to apply and qualify to take the examinations. The candidate should submit this form to the Committee Chair during the registration period for the semester/quarter that the examination is requested.
**NOTE**: **Approval signatures are required on SECTION B AFTER oral examinations are successfully completed**.

Last Name First Middle

Street Address

City State Zip

Phone (best contact) Email

CWID Number: _____

I herewith request scheduling of my Comprehensive Examination during _____, term 20_____.

Student Signature Date

**SECTION A: Schedule Proposed by Committee Chair** (Return schedule to Program Coordinator)

Committee Chair Signature Date

| | Date | Time | Location |
|---|---|---|---|
| A. Written Examination | _____ | _____ | _____ |
| B. Oral Examination | _____ | _____ | _____ |

**SECTION B: Completion of Written and Oral Comprehensive Exams**

**NOTE**: Signatures below indicate completion of both written and oral examinations.

| Printed Name | Department | Signature | Date |
|---|---|---|---|
| _____ | _____ | _____ | _____ |
| Committee Chair | | | |
| _____ | _____ | _____ | _____ |
| Committee Member | | | |
| _____ | _____ | _____ | _____ |
| Committee Member | | | |
| _____ | _____ | _____ | _____ |
| Committee Member | | | |

~~SECTION C: Results/Approval of Comprehensive Examinations **(after oral examination):** [ ] Pass [ ] Fail~~

_____ _____
Program Coordinator (*Signature*) Date

**Ed.D. in Curriculum and Instruction**
**Dissertation Proposal**
**APPLICATION and APPROVAL**

_____ _____
Graduate School (*Signature*) Date

Form 5

Form 5

All applicants must have the following completed prior to presentation of Dissertation Proposal:

1. All coursework.
2. Passing of both written and oral Comprehensive Examinations.

**Note:** Students should submit this form to the Committee Chair **at the beginning of the academic term** in which the Proposal will be presented.

_____
Last Name First Middle

_____
Street Address

_____
City State Zip

_____
Phone – Home E-mail

_____ _____ CWID Number:

_____
Phone – Work Phone – Cell

Tentative Title of Proposed Dissertation:

_____

_____

_____

_____
Student Signature

Date

_____
Committee Chair Signature

Date

**Committee Approval of Proposal** **Signatures AFTER Proposal is defended and approved**

Printed Name Department Signature
Date

_____ _____ _____
_____

Committee Chair

_____ _____ _____ _____

Committee Member

_____ _____ _____ _____

Committee Member

_____ _____ _____ _____

Committee Member

_____ _____ _____ _____

Optional Committee Member

**Ed.D. in Curriculum and Instruction**
**Oral Defense of Dissertation Application/Approval**

_____ _____

Program Coordinator Signature Date

Form 6

All applicants must have the following completed prior to the defense of the dissertation.
1. An Approved Dissertation Proposal.
2. A PDF copy of the Dissertation to be defended to each committee member.
**Note: Students should submit this form to their Committee Chair during the registration period for the academic term in which the Dissertation Defense will be scheduled.**

**SECTION A: Application**

_____

Student's Name Last First Middle

_____

Street Address

_____ _____ _____

City State Zip Code Phone

CWID: _____

Please schedule my Oral Dissertation during the _____ term, 20 _____

Student's Signature _____ Date _____

**SECTION B: Schedule**
**(Proposed by Committee Chair)** Time Date
Location

**Oral Dissertation Defense** _____ _____ _____

Committee Chair _____

Date _____

Program Coordinator _____ Date _____

Dean, CAES _____ Date_____

**SECTION C: Approval of Dissertation Signatures ONLY AFTER successful Defense of Dissertation**

| Printed Name | Department | Signature | Date |
|---|---|---|---|
| _____ Committee Chair | _____ | _____ | _____ |
| _____ Committee Member | _____ | _____ | _____ |
| _____ Committee Member | _____ | _____ | _____ |
| _____ Committee Member | _____ | _____ | _____ |

Program Coordinator _____

Date_____

## Criteria Used to Evaluate Comprehensive Exams

Form 7

Faculty members evaluate candidate responses to each question based on four criteria:
(1) organization, accuracy and comprehensiveness,
(2) consistency with the concepts and ideas found in the current literature,
(3) the production of a logical, valid, and persuasive argument, and
(4) the demonstration of scholarly writing.

The point scale used to evaluate student responses on these four categories:

5 = (Target) Excellent answer, all points of the question are answered fully with comprehensive documentation. Information is valid and pertinent. Organization is logical and language is clear and concise.

4 = Good answer, well above average, all points of the question are answered with documentation that generally supports the answer. Information is valid and pertinent. Organization is logical and language is clear and concise.

3 = Answer is adequate, all points of the question are treated but at a minimal level and with sketchy documentation. Information is valid and pertinent. Organization is logical and language is clear. Minor errors are tolerated.

2 = Answer is inadequate, fewer than half of the points called for by the question are answered and documentation is either lacking or is erroneous. Portions of the information are invalid and not pertinent. Organization lacks a logical flow and language is vague. Major points made in the answer are in error.

1= Answer is less than would be expected from a competent graduate student. Documentation is absent and most of the information is incorrect. The answer does not address the question, lacks logical flow and indicates a deficiency in verbal skills.

0 = N/A The answer is inadequate, does not address the question and is incorrect.

## Candidate Results

Faculty members should record their evaluations for the answers of each candidate as shown on the example below. Faculty reserve the right to require candidates to rewrite any portion of the exam. In the example below, the candidate failed in "Organization" and in "Scholarly Writing." The candidate also failed question #4. However, the overall average of the written exam was a passing score. Therefore, the committee may require the candidate to rewrite the entire exam to improve the deficient areas, rewrite question #4 only, or may allow the candidate to pass the exam based upon the final average. Oral exams are scored as either pass or fail on each question. Students must pass 75% (or 3 out of 4 questions) of the oral exam.

Scores from each committee member will be compiled by the committee chair, and an overall grade of fail, pass, or strong pass will be reported to the doctoral program coordinator. This information, together with the average mark for the four criteria A-D will then be entered into a program data base by the doctoral program coordinator, and will be used to guide program improvement.

| Ed.D. COMPREHENSIVE EXAM | | | | | |
|---|---|---|---|---|---|
| Question Content | A<br>*Organization* | B<br>*Knowledge of Literature* | C<br>*Argument* | D<br>*Scholarly Writing* | Average by question |
| *Question #1* | 4 | 4.5 | 3 | 2 | 3.375 |
| *Question #2* | 3 | 4 | 5 | 3 | 3.75 |
| *Question #3* | 2 | 4 | 3.5 | 3 | 3.125 |
| *Question #4* | 1 | 3 | 3 | 2 | 2.25 |
| **Total Average** | **2.5** | **3.87** | **3.6** | **2.5** | **3.12** |
| ***Oral Exam (P/F)*** | | | | | |
| | | | | | |
| *4 - 5= Strong Pass*<br>*3 - 3.9 = Pass*<br>*1 - 2.9 = Fail* | | | | | |

# Appendix B

# Course Descriptions

**Ed.D. in Curriculum & Instruction**
**Course Descriptions**

**CURR 7000** (3 semester hours)
**COURSE TITLE:** Doctoral Proseminar
**DESCRIPTION**: This course provides a foundation for students ascending to the doctoral coursework level and introduces students to an array of questions about education, immersing them in seminal works of educational literature for use the rest of their career.

**CURR 7001** (3 semester hours)
**COURSE TITLE:** Educational Research and Inquiry
**COURSE DESCRIPTION**: Designed to introduce students to the plural worlds of educational research. Examines the major phases of research for design of study, data collection and analysis, interpretation and reporting. This is the initial foundational research course taken.

**CURR 7002** (3 semester hours)
**COURSE TITLE:** Applied Statistical Analyses
**COURSE DESCRIPTION:** Provides and introduction to data analysis and statistical inference where students learn to describe data quantitatively and graphically, compute statistical estimates and hypothesis tests, and use the computer in text editing, data management, and statistical processing of research data.

**CURR 7003** (3 semester hours)
**COURSE TITLE:** Instructional Design and Technology
**COURSE DESCRIPTION:** In this course, students learn about the design, development, implementation, and evaluation of instructional materials that are created according to instructional design principles. By applying these principles, students will have knowledge, skills, and dispositions to solve instructional problems in educational settings.

**CURR 7004** (3 semester hours)
**COURSE TITLE:** Quantitative Methods in Education Research II
**COURSE DESCRIPTION**: Introduces students to techniques of multivariate data analysis and statistical inference commonly used in education and the social sciences. Students learn about federally funded and publically available data sets to conduct multivariate analysis. Prerequisite: CURR 7002.

**CURR 7005** (3 semester hours)
**COURSE TITLE:** Qualitative Methods of Educational Research
**COURSE DESCRIPTION**: Examines the theories and methods of qualitative educational research including ethnography, case studies, interview studies, and document analysis with emphasis placed on selecting methods appropriate to the research question. Techniques for data collections, analyses, and presentation are studies and practices.

**CURR 7006** (3 semester hours)
**COURSE TITLE:** Education for Diversity in a Global Society

**COURSE DESCRIPTION**: This course introduces subcultures including political, economic, and social backgrounds that impact global educational needs.

**CURR 7007** (3 semester hours)
**COURSE TITLE:** Research in Effective Teaching and Learning
**COURSE DESCRIPTION:** This course examines research-based theories and practices of teaching and learning.

**CURR 7008** (3 semester hours)
**COURSE TITLE:** Communication and Collaboration in Problem Solving
**COURSE DESCRIPTION:** Presents methods and styles of communication which facilitate positive interpersonal communication and introduces techniques and methods for conflict resolution between faculty, students, and administrators.

**CURR 7009** (3 semester hours)
**COURSE TITLE:** Curriculum Theory and Design
**COURSE DESCRIPTION:** Designed to enable educational leaders to select, organize, and design curricula for content delivery in schools. Students explore the intellectual, social, moral, and political foundations of curriculum development in education through a wide range of theoretical lenses.

**CURR 7010** (3 semester hours)
**COURSE TITLE:** Law, Policy, and Ethics
**COURSE DESCRIPTION**: Provides in depth study of the educational policy process in public school administration and supervision. Includes decision-making, principalship, superintendency, school law, and ethics.

**CURR 7011** (3 semester hours)
**COURSE TITLE:** Program Evaluation Theory and Practice
**COURSE DESCRIPTION**: Investigates the current theory and practice of programs, personnel, data collection and analysis, reporting of the evaluation, and analysis of current national, state, and local program evaluations and their findings.

**CURR 7012** (3 semester hours)
**COURSE TITLE:** Assessment for Instructional and Shared Decision-Making
**COURSE DESCRIPTION**: This course examines research-based theories and practices of assessment, including diagnosing student needs and selecting appropriate learning strategies.

**CURR 7013** (3 semester hours)
**COURSE TITLE:** Professional Development
**COURSE DESCRIPTION**: This course features an analysis of the professional environment with emphasis on procedural strategies for professional development as evidenced by teaching, service, and research. Two complementary facts include organizational behavior in educational

environments and the development and maintenance of effective professional development program.

**CURR 7014** (3 semester hours)
**COURSE TITLE:** Decision Making for School Improvement
**COURSE DESCRIPTION**: This course presents decision making and problem solving situations in educational settings with particular emphasis on school improvement and accountability. Students present case studies depicting decision making models for analyzing and developing strategies for reaching solutions.

**CURR 7015** (15 semester hours)
**COURSE TITLE:** Research/Dissertation
**COURSE DESCRIPTION**: This course is an independent application of research, design, and methods that lead to the completion of an original research study under the guidance of the student's doctoral committee.

**CURR 7016** (15 semester hours)
**COURSE TITLE:** Curriculum and Instruction Capstone
**COURSE DESCRIPTION**: This course is a cohesive body of work comprised of an investigation of a problem of practice (POP) within candidates' discipline.