

The Doctoral Program
in
Curriculum and Instruction

Program Guide
For
Students and Faculty

College of Education
Northern Arizona University

Revised Fall 2014

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Frequently Asked Questions

Is the Ed.D. in Curriculum and Instruction for me?

The Ed.D. Program in Curriculum and Instruction (C & I) has been designed to prepare graduates for professional participation, not as abstract philosophers or clinical researchers. Graduates of this program work in public and private schools, government agencies, community colleges, universities, and other agencies. If you are interested in advanced study in the areas of curriculum and teaching, the Ed.D. Program in Curriculum and Instruction may be a good program for you. *The Ed.D. in Curriculum and Instruction is intended to prepare educators with the knowledge, attitudes, and skills, which will enable them to initiate, support, and sustain curriculum and instruction efforts. For detailed information on the program of studies, its framework and specific requirement, see pages 7-10 of this application and program guide. Also, see the C & I website (www.nau.edu/ci-doc).*

Are there other doctoral programs in COE?

Yes. There are three doctoral programs in the College of Education (COE). At present, we offer doctoral level training in Curriculum & Instruction, Educational Psychology, and Educational Leadership. The Ph.D. in Educational Psychology prepares professionals for careers as counselors, school psychologists, university faculty members, researchers, and other roles. The Ed.D. in Educational Leadership prepares professionals for administrative careers in schools and educational agencies. Although the three doctoral programs have similarities, all three have unique admissions criteria and program requirements. For more information on the doctoral programs in Educational Psychology call (928) 523-7103, or Educational Leadership (928) 523-5098 at the College of Education.

What is the best way to decide if I should apply to the C & I doctoral program?

The C & I faculty is most interested in admitting students who are committed to the program, who have definite plans to finish the program, and whose career goals are addressed by the program's content and approach to study. Completion of any doctoral program is difficult and requires a high level of task commitment. It is important for applicants to give this matter considerable thought. It is recommended that prospective applicants meet with the Coordinator of the C & I Doctoral Program. The Coordinator may recommend that you speak with one or more members of the C & I faculty and/or students in the C & I doctoral program. The Coordinator may also recommend that you consider another COE doctoral program more closely related to your goals. Detailed information about the admissions process follows.

How can I get admitted to the C & I doctoral program?

You must apply through the online portal at the [NAU graduate College](#). The process is fully online and we have provided some suggestions below to help you build a strong application. You access the process through the graduate college and you will need to create an account.

Online form

Please read carefully and fully answer the prompts provided in the spaces allocated. The section below will help you prepare the requisite information and documents.

Test Results

Provide scores from either the Graduate Record Exam (GRE) general tests (verbal, quantitative, analytical) or the Miller Analogies Test (MAT). These scores must be official and sent to COE by the testing firm. The test must have been taken within eight years of application to the program. If you have not taken either of these tests, you may contact the NAU Counseling and Testing Center at (928)-523-2261 for information regarding dates these tests will be administered and application procedures. It is not necessary, however, that you take these tests at NAU. They are commonly offered at many colleges and universities around the world. Study guides for these tests are available at most university bookstores and these may be useful in your preparation.

Students from non-English speaking countries must have a TOEFL score sent by the testing firm to the Northern Arizona University Graduate College, NAU Box 4125, Flagstaff, AZ 86011-4125. Please use code 4006 for submission of TOEFL scores from ETS. Do not send the TOEFL to COE. More information about the graduate college can be found at <http://www.nau.edu/gradcol/indexgc.html>.

Recommendations

In the online application you are required to submit six names. You must list the names and emails of persons who will write letters by the deadlines given above (September 15 for fall consideration, February 15 for spring). Make every attempt to include names from varying areas such as current and former professional work locations and other professionals such as college instructors. Strong recommendations will include at least two university professors or qualified individuals who can evaluate your academic qualities. **Please remember, you do not request these written recommendations, an email will automatically be generated and sent to each individual.**

Additional documents: As part of the online process you will upload a number of documents. Please look below for suggestions in preparing these documents.

The Vita

Submit a complete professional vita. The contents of the vita must include the following information:

- a. Name, home address and phone, business address and phone
- b. Academic history (undergraduate and graduate programs with institutions, date completed, degrees earned and major/minor fields of study)
- c. List of all certificates, endorsements, and licenses held
- d. Teaching/work experience, including present occupation and employer (with name, address, and phone)
Applicants should specify the number of years of teaching in K-12 and/or higher education settings in full-time equivalencies (FTEs). Please describe any post-secondary experience, including course load and topic. Do not include substitute teaching, unless these appointments were for long-term substitute teaching positions.
- e. Professional honors or awards
- f. Professional activities (membership and leadership roles or responsibilities in professional, and service organizations or clubs)
- g. Professional Development: Significant professional growth or in-service activities
- h. Publications and/or Presentations: (articles, books, other published materials, professional presentations, conference presentations)
- i. Community/Non Professional Activities (membership and leadership roles or responsibilities in professional, and service organizations or clubs)

Goal Statement

Write a brief (one or two page) statement describing your short-term and long-term professional goals and how obtaining the doctoral degree in C & I will assist you in meeting your goals. Be specific in explaining the connection between your goals and the preparation offered in the C & I program.

Personal Diversity Statement

Write at least two paragraphs explaining and/or describing your personal view on diversity, including a definition of diversity.

Descriptions of Experiences in Diverse Settings

Write a comprehensive statement that describes your experiences in diverse settings.

The Academic Writing Sample

Write a minimum 3-page paper on a critical issue in education (current APA Style, Double-spaced, 12-point font, 1 inch margins, not including reference list pages). This includes papers from classes, published works or presented papers.

How will the final decisions be made and when?

The C & I Admissions Committee will carefully review and evaluate each applicant's application and, when appropriate, consider each applicant's responses made during

personal interviews. The committee will evaluate applicants using the Rating Form from **Appendix A** and determine their status for admission. All applicants will be notified of their final admissions status no later than May 1 (for Fall admission) or December 1 (for Spring Admission). Generally about half the students who apply for admission during each screening period are accepted into the program.

How long do I have to complete the doctoral program?

You will have eight years from the time of program admission. This time period includes the time to complete all course work, complete comprehensive exams, and successfully defend your dissertation.,

What is the overall purpose of this program?

The Northern Arizona University College of Education Doctoral Program in Curriculum and Instruction is an advanced program that seeks to prepare students for formal and informal curriculum leadership in educational settings. Graduates are prepared to be influential in classrooms, k-12 schools, community colleges, universities, and other educational related venues. This program encourages application from those who have a background in teaching, teacher preparation, experience in education-related content and curriculum development, and an understanding of and appreciation for diversity.

Coursework in this program is intended to enable doctoral students to develop:

- fluency in professional literature
- an understanding of historical perspectives on curriculum and instruction
- knowledge of curriculum and instructional theories
- the ability to evaluate research and curriculum
- habits of critical inquiry
- proficiency for engagement in professional conversations (e.g., presentations, publications)
- a personal educational philosophy based on an understanding of diverse theoretical and practical perspectives.

Coursework and program goals rest on a set of assumptions about curriculum and instructional leadership. These are that:

- educators are participants, not just reactors, in the dynamics of change
- effective curriculum leadership encompasses all aspects of teaching and learning
- knowledge of, use of, and participation in research are vital
- knowledge of and perspectives on diversity are prerequisites for leadership in education
- critical reflection contributes to improved practice and refinement of knowledge
- contexts of education, national and international, provide fundamental insights to inform practice.

What are the general program requirements for the Ed.D. degree in Curriculum and Instruction?

There are five major areas of coursework within this doctoral program. The Foundations Area includes classes in philosophy, sociocultural, comparative, and international issues. The C & I Core Area includes theoretical courses in curriculum, teaching and learning, and new developments in the field. The Research Foundations Area addresses issues in design and statistical analysis as well as practical issues related to students' chosen topics of investigation. The Focus Area allows students to select among specializations in higher education, distance education, research, and content concentration. The Graduate Coursework Core includes courses in or outside of education that support the overall program and often includes hours from a student's masters degree.

How many hours of coursework must I have to complete the program?

The Ed.D. in Curriculum and Instruction is a minimum of 90 semester hours beyond a bachelor's, which may include masters degree and other graduate hours already completed. The majority of students are required to take approximately 60 semester hours of doctoral coursework in addition to the master's degree and other graduate coursework taken.

Course completion is only one of three major components for completion of the degree. Comprehensive exams take place the last semester you are enrolled in courses or in the semester following completion of all coursework. You should plan on one full semester, or about four months time, to complete the writing of exams and the oral defense that concludes them. Once comprehensive exams are completed work on the dissertation can begin, although some planning and writing may occur before this. Dissertation research, writing, and defense are time- intensive. The time needed to complete the dissertation process will vary with the type of study you choose to complete, but you should plan for approximately one year's time to complete this component of your program.

Your Program Advisor

What is a Program Advisor?

The program advisor is the faculty member who is assigned to students once they are admitted to the C & I Doctoral Program. All newly admitted students will be assigned the same Initial Program Advisor, the Coordinator of the Curriculum and Instruction Doctoral Program. You must meet with the Program Coordinator before your first semester of courses in the program. The Coordinator will assist each new student in the development of a program of study. The Coordinator will also help you choose the faculty member who will become your program advisor once initial advising has been completed. It is recommended that you meet minimally once a semester with your advisor.

How and when is the permanent program/dissertation committee selected?

The Coordinator (Initial Program Advisor) will encourage each new advisee to begin formulating a program/dissertation committee as soon as the student is able to identify those faculty who can offer the best guidance in the doctoral student's areas of interest and focus of study. The process should begin with the selection of a program/dissertation chair qualified to serve in this capacity (see www.nau.edu/ci-doc). This permanent program chair should be selected within your first year of doctoral study. The program/dissertation chair will then assist the student in the selection of committee members. This committee should be selected no later than approximately one-third to one-half of the way through the program.

Membership on the program/dissertation committee must include at least two resident faculty from C & I (Department of Teaching and Learning and Department of Educational Specialties), one member representing COE from outside C & I (Department of Educational Leadership or Department of Educational Psychology), and at least one member from outside the College of Education. This outside of COE member must not have any work or personal relationship with the student. If from off campus, a vita is supplied to the graduate college at the time the committee is named. The committee must have at least four members including the chair (and co-chair when appropriate). This committee will assist the student in preparing for the comprehensive examination and formulating a dissertation study. The program/dissertation committee shall remain intact throughout the student's doctoral program unless faculty and the student deliberately request changes.

PROGRAM OF STUDIES

What is the C & I Doctoral Program of Studies?

The Program of Studies follows. Another copy of this program appears in **Appendix B** and on our website under current students, select forms and such. A final Program of Studies will be developed for each student by the student and the Initial Program Advisor. This should be accomplished within the semester after admission to the program. It must be signed by the student, Program Advisor (if one has been identified), the Program Coordinator, and reviewed and approved by the Chair Curriculum and Instruction. The plan will be filed with the C & I Doctoral Program office and the Graduate College. (The Coordinator of Curriculum and Instruction will review each Program of Study regarding the appropriateness of coursework.)

How is the overall Program of Studies organized?

The program of studies is organized into **five** areas:

- A. Graduate Coursework Core (18 hours)
- B. Foundations (9 hours)
- C. Curriculum and Instruction Core (18 hours)
- D. Research Foundations (24 hours)
- E. Focus Studies (21 hours minimum)

Using the form in **Appendix B** or on the C & I website the student and Initial Program Advisor sign a program of study insuring that the requirements in each area will be met. Minimum requirements include a total of 90 hours beyond a bachelor's degree. **All programs of study must be judged as appropriate in relation to the student's overall program and career goals. An area expert must be consulted related to a selected focus. Final approval of these plans rests with the Chair of Curriculum and Instruction.**

What is the Focus Studies component?

The focus study is the component of your program plan that helps you tailor your studies to your academic and career goals, and should answer the question: **What do you want to be known for as a result of completing the C & I degree?** A minimum of 21 hours of coursework is required that allows you to investigate current thought in a specialized area related to applied curriculum and instruction. The advantage of this portion of the program of study is that it can be tailored to each student's interests and career goals. These hours include those courses that will lead to the development of your dissertation.

Focus study courses must include three strands: 1) current theory and ideas; 2) relevant research methodology; and 3) foundational structure. These three strands must all be related to the focus area as it applies to curriculum and instruction. A doctoral student selects a focus from the four choices available related to Curriculum and Instruction: 1) Higher Education; 2) Technology Education; 3) Research in C & I; or 4) Content Concentration, e.g., math education, literacy, reading, applied linguistics.

Students and their advisors are encouraged to develop focus study plans based on listed courses along with appropriate available coursework at NAU or elsewhere as well as independent studies and directed readings. Any courses of study planned in the focus area should be developed with the direct assistance of a faculty expert in the course or topic to be selected. **With the exception of listed required and elective courses, only six additional hours may be counted that were taken prior to program admission. Student may petition the program coordinator for other exceptions.**

What are the specific requirements in each of the five areas?

The purpose of each section within the Program of Studies is outlined below. Complete program planning sheets are included in **Appendix B** or on the C & I website. (Please note, some courses in these lists may have prerequisite requirements.)

A. Graduate Coursework Core (18 semester hours)

This area consists of courses that support the doctoral degree in foundations, curriculum, and research and may be drawn from masters and other post-baccalaureate coursework in a degree program.

B. Foundations (9 semester hours)

The goal of this group of courses is to engage students in dialogue about philosophy, values, teaching and learning, history of reform, and sociocultural issues for the purpose of understanding contexts that support reform.

EDF 672 Comparative Education **OR** EDF 673 International Education
EDF 677 Educational Sociology **OR** EDF 670 Philosophy of Education
EDF 703 Sociological Foundations of Education **OR** EDF 711 Philosophical Foundations of Education

C. C & I Core (18 semester hours)

The goal of this set of courses is to engage students in an investigation of the interrelationships between curriculum and instruction by examining theories, contexts, models, processes, and emerging issues.

ECI 675 Principles of Curriculum Construction
ECI 710 Contexts of Schooling
ECI 730 Paradigms for Research in Curriculum and Instruction
ECI 740 Praxis Seminar
EPS 720 Seminar in Learning
ECI 761 Advanced Seminar in Curriculum Problems

D. Research Foundations (24 semester hours)

The goal of this set of courses is to engage students in the skills and techniques related to designing and conducting research in curriculum and instruction.

EPS 525 Introduction to Statistics
EDR 610 Introduction to Research
EDR 720 Research Design
EPS 625 Intermediate Statistics
ECI 798 Dissertation Seminar
ECI 799 Dissertation (9 hours minimum)

E. C & I Focus Study Options (21 semester hours)

With the exception of listed required and elective courses, only six additional hours may be counted that were taken prior to program admission. Student may petition the program coordinator for other exceptions.

The goal of this set of courses is to engage students in the examination of current discipline-specific issues in theory, research, and practice related to dissertation and career goals. The course work must reflect current theory, relevant research methodology, and foundations related to the selected focus. The question to answer is: **What does the student want to be known for as a result of completing this doctoral degree?**

Required courses in each focus are listed below. Internships are recommended. Electives are outlined in **Appendix B**.

Focus 1. C & I in Higher Education

EPS 664 Tests and Measurements
ECI 771 Curriculum and Instruction in Higher Education

Focus 2. C & I in Technology in Education

ECI 751 Contexts of Educational Technology
ETC 747 Theories in Distance Education

Focus 3. Research in C & I (students will select at least six hours from quantitative or qualitative areas)

EPS 664 Tests and Measurements

Focus 4. C & I in Content Concentration

EPS 605 Educational Psychology Applied to Learning
ECI 751 Contexts of Educational Technology

Should courses be taken in any particular order?

Courses should be taken in three phases. These are the introductory phase, the intermediate phase, and the capstone phase. Below are required and potential elective courses listed in these three groupings.

A. Introductory Phase Courses

EDF 672, 673, 670, 677
ECI 675, 710, 751
EPS 525, 605, 664
EDR 610

B. Intermediate Phase Courses

EDF 703, 711
ECI 730, 740, 771
EPS 720, 625

C. Capstone Phase Courses

ECI 685, 761, 796, 798, 799
EPS 624, 725

Can transfer credits be applied to this program?

NAU graduate policies stipulate that to be considered for transfer credit, a course must be from a fully accredited institution approved by the NAU Graduate College. The course grade must be either an A or B, and the course must be applicable to a graduate degree at the institution where the credit has been earned. These transfer hours must be verified at the time of submission of the program of studies using both transcripts and catalog descriptions. **A minimum of 24 semester hours must be taken at NAU.**

What previously taken courses can be included?

All courses completed before admission into the doctoral program must be reviewed and approved by the C & I Program Coordinator. This takes place as a part of the planning process for the program of studies. Preliminary evaluation of transfer credits and previously completed coursework will be part of this process at the beginning of your program.

Are changes ever made in a Program of Studies?

Yes. However, the following people must approve all changes: your Program/Dissertation Chair, the C & I Doctoral Coordinator, and the Chair of Curriculum and Instruction. Approved changes are filed in the C & I Program Office and the Graduate College.

Do students have to be enrolled every semester to maintain active status? ¹

Once admitted to the C & I Doctoral Program, doctoral students are required to enroll for at least three hours for at least one semester during the calendar year during each year they are in the program. Continuous registration after candidacy requires at least one hour of enrollment each fall and spring semester and during summers if faculty and/or NAU resources are being used (see current graduate catalogue for guidelines on this). Failure to comply with these enrollment requirements will result in discontinuation of a student's active program status, requiring the student to reapply to the C & I Program and the Graduate College before continuing the degree. **Students are expected to complete the degree within eight years of their original admission regardless of their date of reapplication.** Students admitted during spring for fall will have an August admissions date (i.e., August 2004), and those admitted during fall for spring will have a January admissions date (i.e., January 2005). All students in the C & I Doctoral Program will be informed of these admissions dates by letter at the time of acceptance into the program.

Students also should be aware that they must be enrolled for at least three semester hours in the semester they are completing their Comprehensive Examination, in the semester of their oral dissertation defense, and in any other semester when faculty and

¹ If students lose active status in the program by not registering for any courses over a one-year period they are dropped from the program and must petition for re-admission. If re-admission is granted, students still must complete their program within the eight-year period dating from their original acceptance into the doctoral program.

resources are being used significantly. In general, continuous enrollment is required to support faculty time and student use of campus resources.

Students on graduate assistantships are required to be enrolled full time. International students have special requirements and should request these guidelines from the NAU International Office.

Residency Requirements

Is there a residency requirement in the C & I doctoral program?

Yes. There are two ways to meet the residency requirement in this program. Students may enroll as a full-time student either for:

1. At least two consecutive semesters on campus which may include academic year and/or summer semesters (two full-time 5-week summer terms are equal to one semester); or
2. At least two semesters on campus, but not consecutive which may include academic year and/or summer semesters.

Regardless of the option selected, the actual time spent in residence must be equivalent to two academic semesters as a full-time student (18 hours for two academic year semesters or 20-24 hours for summer semesters). **During the fall and spring terms, students completing their residency must be enrolled in at least nine semester hours of classes each semester. During the summer, a minimum of ten semester hours of classes must be taken over the two five-week summer sessions.** Courses taken on line may not be used as part of residency hours. Be sure to read the Graduate Catalog for other residency policies.

Are there any exceptions to the choices for fulfilling residency noted above?

Students who are employed at NAU and can demonstrate that they are meeting the spirit of the residency, may request an alternative plan. These plans are in the form of a written petition to the C & I Coordinator indicating how time will be spent working with faculty, doctoral program peers, and attending forums and other relevant conferences on and off campus.

What do I do when I have selected the residency option I will follow?

After you have decided (in conjunction with your Initial Program Advisor or Program/Dissertation Chair) which residency option you will pursue, complete the C & I Doctoral Residency Plan (Appendix C or from the C & I website). Your Program/Dissertation Chair must sign and approve this plan. The semesters of residency should be completed within a four-year period after you are admitted into the program, unless your chair agrees to other arrangements.

Do I have to complete my residency at any particular time during my doctoral program?

Residency must be completed prior to the application for candidacy. You may complete the residency at any time during your program but it should be completed within four years after admission.

The Service Partnership/Internship

What is the Service Partnership/Internship and how is it fulfilled?

Service Partnerships are recommended but **are optional**, and are most often taken in connection with the Focus Option selected by the student. In the Higher Education Focus, for example, students might be expected to develop a service/internship plan that would relate closely to actual work in higher education. Students have teamed with faculty members in teaching courses, studied the role of the college professor, and interned with college administrators to examine the policies and procedures associated with colleges and universities. Students already working in higher education may not select the service/internship option. The Service Partnership/Internship requires that the student register for at least three hours of ECI 796, make plans at least one semester in advance, and:

1. complete the internship form that includes the plan, time line, and products related to the experience;
2. select an internship experience that is directly relevant to Focus, Dissertation, and Career goals;
3. select an internship that is unique to the student and is not part of current duties or responsibilities;
4. keep a time and work log to submit along with work products and a final report; and
5. spend at least 135 clock hours in the internship experience for each three hours of credit, which can include planning, travel, and site-related efforts.

Using the internship form in **Appendix D** or on the C & I web site, the student plans the internship with her/his advisor and submits the completed form to the C & I Coordinator during the semester prior to the internship. Internship final reports should include reactions to the experience. The student may be requested to make an oral presentation of this report to fellow doctoral students and/or faculty.

What is the comprehensive examination?

This is the second major component of the doctoral degree. The comprehensive examination is a written and oral examination given to C & I students to ascertain their ability to demonstrate and to apply acquired knowledge and skills. The comprehensive examination covers three major areas in the C & I Doctoral Program: Foundations/Curriculum and Instruction, Focus Studies, and Research. Questions shall be developed for each area, and at least one question must be written that requires students to integrate all three areas. This is called the “overarching question” and must be designated as such on the *Comprehensive Exam Scheduling Form* (see Appendix E) and on the *Final Report Form* (see Appendix E).

Who directs the comprehensive examination?

The comprehensive examination plan is to be developed by the Program/Dissertation Committee in consultation with the doctoral student, including a time line for all parts of the examination. Before students may begin taking the written portion of the comprehensive exam, the *Comprehensive Exam Scheduling Form* must be completed by the student and the student's committee chair and submitted to the Program Coordinator. This should be planned at a formal comprehensive examination meeting including all committee members. The *Scheduling Form* must be submitted to the C & I Coordinator prior to the beginning of examination. When feasible, authors and second readers should be members of the students' committee, but outside experts among full time resident C & I faculty are often sought to accommodate the examination needs. All authors and second readers must be informed prior to the submission of the *Scheduling Form*.

How should the comprehensive examination plan be structured?

The comprehensive examination is usually taken during or just following the last semester of classes. Students have the option of doing the question or questions for one area in an on-site format and another in a take home format. The third area can be done in either format. Each on-site exam requires 6 - 8 hours of writing, and each take-home exam is limited to a period of two weeks for completion. On-site exams must be taken at the NAU College of Education unless exceptional circumstances will not allow it. A petition from the student to the C & I Coordinator will be reviewed by the C & I Doctoral Steering Committee to determine if an exception can be made.

After the successful completion of the written portion of the exam, the oral portion of the exam is scheduled (although a tentative date was noted on the *Scheduling Form*). The oral portion of the exam should take place within four weeks of the completion of the written exam, with enough time allowed for student preparation. Authors and second

¹ The doctoral student is responsible for communicating with each Comprehensive Exam author to obtain necessary study guides and/or reading lists, and to determine the general nature of the exam questions. The content of these exams reflect much more than just specific program course material.

readers should provide written feedback to the student and chair so that the student can prepare a presentation at the oral. All authors, readers, or their designees must attend this oral exam. This oral can be used to address any or all of the following activities:

- Orally question the student in areas not effectively answered in the written exam
- Determine the depth of student understanding in any/all of the exam areas
- Develop a plan for retaking any part or all of the written examination
- Decide on any further requirements to be met by the student

What else might occur at the Comprehensive Examination oral?

The committee will ask the student to leave the room following the oral exam. The committee then reviews the effectiveness of the student's responses and makes a final determination as to the overall grading of the exam.

Once the student has been informed of findings, time can be taken to discuss progress the student has made in planning for the dissertation. A time line for proposal, prospectus, and other requirements can be determined at this time.

Who writes the questions and how are they graded?

Questions are written by members of your Program/Dissertation Committee, or if agreed upon by the entire committee, a resident C & I faculty member who has recognized expertise in an area. If an exam author is selected from outside of Curriculum and Instruction, a partner from within C & I should be designated. Exam responses are read and evaluated by the exam author and second reader and can be read by other committee members if they choose to do so. Examinations are graded as high pass (superior), pass (good), conditional pass (contingent on additional work), or unsatisfactory (failed and must repeat all or part of exam) according to the evaluation criteria in **Appendix E** or on the C & I web site. While the student will be evaluated on the written portion of the exam before the oral portion of the exam takes place, the final determination of pass/fail for an area depends on student responses during both portions (written and oral) of the exam.

At the end of the oral portion of the comprehensive exam, the chair of the committee needs to submit the *Comprehensive Exam Report Form* (see Appendix E or the C & I web site). A copy of this form will be forwarded to the Graduate College by the Coordinator for eligibility for Candidacy.

What happens after I learn the results of my Comprehensive Examination?

Students who successfully complete both the written and oral portions of the comprehensive exam are eligible to begin plans for dissertation work. This does not

mean that some efforts such as written proposals and committee meetings have not taken place before this exam completion.

If you fail all or part of the Comprehensive Examination, you may retake the examination no sooner than the following semester and you may retake the exam no more than once. Failing the written exam a second time results in being dropped from the C&I Doctoral Program. Students who receive a conditional pass for any portion of the exam may be asked to submit further materials or work as a condition for completing the comprehensive exam. Or, they may be asked to fulfill these requirements at the oral.

Your Program/Dissertation Chair

Who serves as my program/dissertation chair?

Within one year after program admissions, C & I doctoral students should select a Program/Dissertation Chair who will assist the student in completion of coursework and in the selection of a Program/Dissertation Committee. Your program/dissertation chair should have expertise in an area in which you wish to work. This person will be responsible for guiding you through your program, directing your comprehensive exam, and helping you design a dissertation. **A list of approved program/dissertation chairs is available on the C & I website: www.nau.edu/ci-doc.**

Who serves on the Program/Dissertation Committee?

The Program/Dissertation Committee consists of at least four members including your chair and at least one additional resident faculty member from within C & I. Of the two additional members, one must represent a department outside of C & I but within the College of Education. The other member must be from outside of the College of Education and may be from another department at NAU, from another university, from a community agency or business, etc.¹ All dissertation committees must include a member from outside the department where the student is receiving his/her degree. The role of the outside member is to provide a broader perspective on the topic under study and/or to provide additional expertise on the committee. The outside person should possess specific knowledge or skills that are relevant to the dissertation process and topic. Dissertation committee members are identified by the student and advisor, recommended by the department chair and appointed by the Graduate Dean. The committee should be appointed as early as possible in the student's program. If the outside member is not on the NAU faculty, a current vita must be on file with the Graduate College prior to approval of the committee. These individuals conduct your Comprehensive Examination, approve your prospectus, assist you in completing your dissertation, and examine you at the final oral defense of your dissertation.

The Dissertation Process

What are the procedures for the dissertation in the C & I program?

The Proposal

The first step in the dissertation is to schedule a proposal meeting with your committee. This meeting can take place at the end of the oral portion of the Comprehensive Exam (if your committee agrees this is appropriate) or can be scheduled as a separate meeting at a time the student is ready to plan for the study. Before this meeting a dissertation proposal of 15 to 30 pages should be submitted to each member of your program/dissertation committee. This proposal outlines the dissertation work that you would like to pursue. It must include a summary of the information which will eventually be expanded into chapters or sections one, two, and three (problem, literature, design) of your final dissertation. The format of this proposal must conform to the most recent edition of APA guidelines. The Graduate College provides additional guidelines (see the NAU Graduate College website: <http://www.nau.edu/gradcol/>). After feedback from the chair and committee and appropriate revisions, this proposal is then developed into a prospectus.

The Prospectus

¹Students should be cautioned not to select committee members with whom there could be a conflict of interest (e.g. supervisors, colleagues, friends).

A dissertation prospectus is an overview of your dissertation. **You may not begin collecting data or begin the dissertation study before your committee approves the prospectus.** The prospectus includes the completed forms of chapters or sections one, two, and three of the dissertation. A typical prospectus includes an introductory section, a review of the literature section, and a section containing a description of study design and methodology. However, since a variety of dissertation formats are possible in the C & I doctoral program, the prospectus for an individual student may vary somewhat in form or content from the sections described above. Again, the student should follow the most recent APA guidelines and should use the **Graduate College web site for front page formatting** (<http://nau.edu/gradcol/>).

The student presents the prospectus at a **formal** meeting of the entire committee. At least ten working days before this meeting the student must present a copy of the completed prospectus to each committee member for review. At the meeting committee members discuss the prospectus with the student to make sure that the proposed study and all its components are acceptable for dissertation level work. If the prospectus is accepted, each committee member will sign a cover page for the prospectus that will be sent to the Graduate College along with a completed application for candidacy (Appendix H). A copy of the candidacy application will also be added to your COE file. This cover page and the completed candidacy form and complete the Application for Candidacy to file with the prospectus cover page in the COE and NAU graduate offices. The complete prospectus is no longer submitted to the Graduate College. The study may not be started before this is approved.

Formal acceptance of this prospectus by the chair and committee constitutes an agreement to proceed with the proposed investigation.

As part of every dissertation study approved, students must make sure that the following criteria are contained within the study:

- a. Supporting literature related to the kind of study conducted;
- b. Supporting literature related to the content of the study conducted;
- c. Appropriate rationale and methodology employed to produce evidence of reliability and validity.

What other approvals are necessary?

Before data collection can begin on the dissertation, the student must obtain approval from the Institutional Review Board, if the research involves human subjects (e.g., surveys, interviews, test scores, etc.). Indeed, any research that involves human subjects must be reviewed. Requesting and completing an "Application for Approval of Investigations Involving the Use of Human Subjects" does this. Go on line www4.nau.edu/ovp/irb/ to complete a tutorial and to obtain the necessary forms to complete these requirements.

When can I defend my dissertation?

Ninety days must elapse between the time a student is admitted to candidacy and the final oral defense. No oral defenses will be held between May 1 and September 1, unless

scheduled by special permission of the chair and committee. No oral defenses may be held during reading week or finals week. Additional Graduate College regulations may further restrict the oral defense.

What does candidacy mean?

The student obtains the Application for Candidacy (Appendix H) from the C & I Doctoral Admissions Office, College of Education or www.nau.edu/ci-doc. The form is completed by the student and signed by the Program/Dissertation Chair at the time that the prospectus is approved by your committee, sent to the Graduate Studies Office, then on to the Graduate College. It is the chair's responsibility to review the student's file using the following criteria that must be met in order for the student to be advanced to candidacy.

1. All courses must be completed and the student must have maintained a minimum grade point average of 3.0 (B) in all graduate coursework. No grades of "C" will be accepted as satisfying any course requirements on the official Doctoral Program of Studies.
2. The student must have successfully completed the Comprehensive Examination and the residency requirement.
3. The dissertation committee must have approved the Dissertation Prospectus. The original of the approved (signed) dissertation prospectus cover sheet must accompany the application for candidacy.
4. An approved Program of Studies must have been submitted prior to the application for candidacy.

What is the dissertation defense?

The Program/Dissertation Committee controls the nature of the final oral defense. The chair and the student begin the process for the final defense by determining a suitable date and the availability of the committee members. At least 10 working days prior to the defense date, this information is given to the College of Education C & I Doctoral office. The student schedules the arrangements and informs the Graduate College on the Dissertation Defense Scheduling form (see Appendix H or C & I web site). The Graduate College verifies the arrangements, sends out official notices to all concerned, and assigns a graduate college representative to attend.

At least 10 working days in advance of the final oral examination the student distributes a copy of the completed dissertation to each committee member. A copy also is sent to the Graduate College with the Dissertation Defense Scheduling form (see Appendix H) for the University Graduate Committee member attending the defense. Each committee member must be present at the final examination. If there are members of the dissertation committee who do not live in Flagstaff, it is the responsibility of the student to ensure that those committee members are present on campus for the dissertation defense. Only in an unavoidable emergency will the defense take place with less than the full committee present. A petition, in writing, to the Dean of the Graduate College must be submitted for any circumstances in which a committee member would be allowed to attend by phone conference or IITV. Expenses for special arrangements are the responsibility of the student. Visitors other than faculty may attend the final oral through the presentation and question and answer phase of the defense.

The chair is in charge of the examination and has the responsibility for conducting the oral in a professional and efficient manner. Prior to the oral examination in executive session the committee decides whether or not to allow the defense to go forward. If the committee agrees that the study has not reached the conditions under which it can be defended, a new time for the defense will be scheduled. If the study is approved, the candidate then begins the oral defense. At the conclusion of the oral defense the committee, in executive session, votes to pass, conditionally pass, or deny approval to the written dissertation and the student's defense. The Graduate Council representative takes care of ballots. Students may be asked to make revisions to the work presented before final approval of the dissertation is granted. The chair informs the candidate of the committee's decision. It is the responsibility of the chair to:

1. Obtain signatures on the Final Approval Form for Doctoral Candidates if the student satisfactorily completes the examination. The original copy is filed with the Graduate College and copies filed with the Graduate Studies Office, COE; and
2. Present to the student, in writing, when necessary, the steps or revisions that must be taken before the student can obtain approval on the final version of the dissertation. Signatures of the committee members should appear on the written statement. The committee will not sign the Final Approval Form until all the

necessary changes are made and have been approved. The committee will decide how final approval will be granted.

NOTE: For a complete presentation of the NAU Policy and Dissertation Defense, see **Appendix G: Procedures for Dissertation Defense.**

Graduation

What does the student need to do in order to graduate?

The student is responsible for completing the following steps to qualify for graduation:

1. Completes the Application for Graduation available from the Office of the Registrar or the Graduate College during the semester or term prior to the one in which the degree is expected to be completed;
2. Makes certain that all degree requirements are completed in accordance with the policies of the Registrar's Office and the Graduate College;
3. Makes sure that the defense has been completed prior to reading week preceding graduation; and
4. Reviews those sections of the Graduate Catalog pertaining to Doctoral Studies and must assume the responsibility for knowing and adhering to policies and procedures related to the Curriculum and Instruction Doctoral Program.

NOTE: The final copy of the dissertation must be submitted to the Graduate College by the final day of the semester in order to graduate in that semester. If the dissertation is not submitted by the first day of the semester following the dissertation defense you must register for three hours of dissertation credit each semester until the final copies are submitted.

Important Dates and Deadlines

<u>Item</u>	<u>Due Date</u>
Applications for Fall Term	February 15
Applications for Spring Term	September 15
Applicant Interviews	March and October
Apply for Assistantships and Scholarships (Appendix I) (Also, see C & I website)	Each Spring
Application Decision	May 1 and December 1
Comprehensive Examination	By Arrangement

Admission to candidacy	After coursework, internship, residency, comprehensive examination, and prospectus requirements have been successfully completed. At least 90 days before oral defense of dissertation.
Oral Defense of Dissertation	At least 90 days after admission to candidacy and prior to reading week or by special arrangement.
Submission of Dissertation to Committee Members and the Graduate College	At least 10 working days before the oral defense
Submit final copy of Dissertation to Graduate College	Before final day of the semester in which you Graduate

Appendix A: C & I Doctoral Admissions Evaluation

**Doctoral Program
Curriculum and Instruction Admission Rating Scale**

Applicant: _____ Evaluator: _____

Review Semester: _____

Section A: GRE or MAT

_____ **Test Results**

(GRE/MAT: For GRE test results rate Verbal, Quantitative, and Analytical scores separately then calculate average for points.)

- | | |
|-------------|-----------------|
| 1. 1% – 25% | 3. 61%-80% |
| 2. 26%-60% | 4. 81% or above |

Section B: Graduate Grade Point Average

_____ **Graduate GPA**

1. 3.49 or below
2. 3.5 or above

Section C: Letters of Recommendations

_____ **Letters of Recommendation**

0. Requisite letters were non included
1. One or more concerns stated in at least one letter.
2. No criticisms, no strong recommendations (focuses primarily on personal rather than academic qualities)
3. Strong recommendations **from at least two university professors or qualified individuals who can evaluate your academic qualities** (look for consistency; notes multiple examples of specific academic qualities)

Section D: Vita

_____ **Teaching Experience**

(Years of experience must be made clear in the cover letter and in the vita (**include: Dates of each teaching position, Name of School or Institution, Position, Grade Level, and Subject**))

- | | |
|---|--|
| 0. No teaching experience; or unable to determine | <i>Note: Teaching experience includes K-12 and higher education. Applicant should have indicated number of years in full-time teaching. If it is unclear, score a 1.</i> |
| 1. Less than one-year full time teaching experience | |
| 2. One- to two-years full time teaching experience | |
| 3. Three-to-four-years full time teaching experience | |
| 4. Five- to six-years full time teaching experience | |
| 5. Seven- or more years full-time teaching experience | |

_____ **Professional/Leadership Experience in Education**

0. No professional experience related to teaching and *Ex. of professional experience:*

- | | |
|---|---|
| <p>learning</p> <ol style="list-style-type: none"> 1. One professional experience related to teaching and learning 2. Two professional experiences related to teaching and learning 3. More than two professional experiences related to teaching and learning, excluding presentations and publications. 4. More than two professional experiences related to teaching and learning, including presentations. 5. More than two professional experiences related to teaching and learning, including presentations and publications. | <p><i>activities with professional organizations, presentations, articles, grants, consulting for school districts, research in ed. settings, committees, eval. of program, dir. of program, conference attendance, textbook evaluations, curriculum development.</i></p> |
|---|---|

_____ Community Non-professional Activities (experiences that are community-focused, but not education related)

- | | |
|---|---|
| <ol style="list-style-type: none"> 0. No participation in community activities included 1. Participation in a minimum of one community activity 2. Participation in more than one community activity 3. Participation in more than one community activity, and leadership role in at least one activity | <p><i>Ex. Of community non-professional activities; non-profit organization work, volunteer work, community/political work that is not education related.</i></p> |
|---|---|

Section E: “Fit” with Program Purposes (the purpose of this section is to evaluate whether the applicant’s goals and experiences are a good fit with the C & I Doctoral program)

_____ Goal Statement

- | | |
|--|--|
| <ol style="list-style-type: none"> 0. Goal statement not included 1. Goals are not related to purposes of C & I program 2. Goals are vague, but vita and goals appear to be related to the purpose of the C & I program. 3. Goals are specific and vita indicates a good fit with the C & I program 4. Goals are well-written, specific and vita indicates an excellent fit with the C & I program. | <p><i>Note: Key purpose of program is to prepare educators w/ knowledge, skills, and dispositions to initiate, support & sustain curriculum & instruction efforts.</i></p> |
|--|--|

_____ Personal Diversity Statement

Include two paragraphs in Personal Diversity Statement (Note to applicants: The C & I doctoral program values diversity in all its forms and strives to include a diverse perspective in its program. For these reasons, the admissions review committee is interested in the applicant’s experience and understanding of personal diversity.)

0. No diversity statement included
1. Diversity statement indicates minimal or general understanding of personal diversity
2. Diversity statement indicates a detailed and strong understanding of personal diversity

_____ Description of Experiences in Diverse Settings

- | | |
|--|---|
| <ol style="list-style-type: none"> 0. No evidence included. 1. Evidence included reflects a limited number or variety of experiences 2. Evidence included reflects a sufficient number and variety of experiences | <p><i>Note: Formal description of experiences in diverse settings</i></p> |
|--|---|

3. Evidence included reflects an extensive number and variety of experiences

Section F: Academic Writing

_____ Academic Piece of Writing Addressing a Critical Issue in Education (3-page content limit and one-page reference list. Double-spaced, 12-point font, 1 inch margins).

Criteria and qualities	Poor	Good	Excellent
Flow of writing; Coverage of content	(1) Neither implicit nor explicit reference is made to the topic being examined. The writing appears to have no direction, with subtopics appearing disjointed. Major sections of pertinent content have been omitted. Topic is of little significance to education.	(2) Readers are aware of the overall problem, challenge, or topic that is to be examined. There is a basic flow from one section to the next, but not all sections or paragraphs follow in a natural or logical order. All major sections of pertinent content are included, but not covered in as much depth, or as explicit, as expected. Significance to education is evident.	(3) Topic is introduced, and groundwork is laid as to the direction of the paper. Literature included is identified and justified. Writing goes from general ideas to specific conclusions. Transitions tie sections together, as well as adjacent paragraphs. Appropriate content is covered in depth without being redundant. Significance to education is unquestionable.
Clarity of writing and writing technique	(1) Hard to know what the writer is trying to express. Writing is convoluted. Misspelled words, incorrect grammar, and improper punctuation.	(2) Writing is generally clear, but unnecessary words are occasionally used. Meaning is sometimes hidden. Paragraph or sentence structure is too repetitive.	(3) Writing is crisp, clear, and succinct. Incorporates the active voice when appropriate. Uses appropriate pronouns, modifiers, parallel construction, and non-sexist language.

Appendix B: C & I Doctoral Student Program of Study

Higher Education

(11-18-05)

Student Name: _____ ID #: _____ Email: _____
Advisor: _____ Date: _____

Graduate Core (18 hours): Graduate courses counting toward Ed.D.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Foundations (9 hours)

_EDF 672 Comparative Education **OR** _EDF 673 International Education **OR** _
AND

_EDF 677 Educational Sociology **AND** _EDF 703 Sociological Foundations **OR** _
OR

_EDF 670 Philosophy of Education **AND** _EDF 711 Philosophical Foundations. **OR**
-

C&I Core (18 hours)

_ECI 675 Principles of Curriculum Construction

_ECI 710 Contexts of Schooling

_ECI 730 Paradigms for Research in Curriculum and Instruction

ECI 740 Praxis Seminar

EPS 720 Seminar in Learning

_ECI 761 Advanced Seminar in Curriculum Problems

Research Foundations (24 hours)

_EPS 525 Introduction to Statistics

_EDR 610 Introduction to Research

ECI 685 Graduate Research

EPS 625 Intermediate Statistics

_ECI 798 Dissertation Seminar

_ECI 799 Dissertation (minimum 9 hours)

Focus A: Higher Education (21 hours)

With the exception of listed required and elective courses, only six additional hours may be counted that were taken prior to program admission. Student may petition the program coordinator for other exceptions.

What I want to be known for as a result of the C&I Doctoral Degree: _____

Comments:

Required (6 Hours)

_EPS 664 Tests and Measurements

_ECI 771 Curriculum and Instruction in Higher Education

One or two of these (3-6 Hours)

_ECI 796 Internship

_EDR 726 Qualitative Data Analysis

_EDR 612 Ethnographic Research in Education

_EDR 725 Qualitative Research in Education

_EDR 730 Evaluation Research

Select from other courses including but not limited to (15-18 Hours)

_CCHE 580 The Community College

_CCHE 640 Curriculum Construction in Community College

_CCHE 680 Higher Education in the United States

_CCHE 688 College Teaching

_EPS 602 The American College Student

_EPS 603 College Student Development Theory

_EPS 612 Adult Psychology

_EPS 665 Student Services in Higher Education

_ECI 751 Contexts of Educational Technology

-	_____
-	_____
-	_____

Signatures

Dates

 Doctoral Student

 Faculty Advisor (if determined)

 Coordinator, C & I Doctoral Program

 Chair, T&L or ESP

C: Original- Graduate College
 Copy- Student file
 Copy- Student
 Copy- Faculty Advisor

Technology in Education

(11-18-05)

Student Name:_____ ID #:_____ Email:_____
Advisor:_____ Date:_____

Graduate Core (18 hours): Graduate courses counting toward Ed.D.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Foundations (9 hours)

_EDF 672 Comparative Education **OR** _EDF 673 International Education **OR** _
AND

_EDF 677 Educational Sociology **AND** _EDF 703 Sociological Foundations **OR** _
OR

_EDF 670 Philosophy of Education **AND** _EDF 711 Philosophical Foundations. **OR**
_

C&I Core (18 hours)

_ECI 675 Principles of Curriculum Construction

_ECI 710 Contexts of Schooling

_ECI 730 Paradigms for Research in Curriculum and Instruction

ECI 740 Praxis Seminar

EPS 720 Seminar in Learning

_ECI 761 Advanced Seminar in Curriculum Problems

Research Foundations (24 hours)

_EPS 525 Introduction to Statistics

_EDR 610 Introduction to Research

ECI 685 Graduate Research

EPS 625 Intermediate Statistics

_ECI 798 Dissertation Seminar

_ECI 799 Dissertation (minimum 9 hours)

Focus B: Technology in Education (21 hours)

With the exception of listed required and elective courses, only six additional hours may be counted that were taken prior to program admission. Student may petition the program coordinator for other exceptions.

What I want to be known for as a result of the C&I Doctoral Degree: _____

Comments:

Note: To include theory, research methodology, and foundations

Required (9 Hours)

_ECI 751 Contexts of Educational Technology

_ETC 7XX Advanced Curriculum of Technology in Education

_ETC 747 Theories in Distance Education

One or two of these (3-6 Hours)

_ECI 796 Internship

_EDR 726 Qualitative Data Analysis

_EDR 612 Ethnographic Research in Education

_EDR 725 Qualitative Research in Education

_EDR 730 Evaluation Research

Select from other courses including but not limited to (15-18 Hours)

_ETC 625 Designing Instruction

_ETC 635 Technology Planning and Professional Development

_ETC 655 Creating Technology Learning Environments

_____	_____
_____	_____
_____	_____

Signatures

Dates

Doctoral Student

Faculty Advisor (if determined)

Coordinator, C & I Doctoral Program

Chair, T&L or ESP

C: Original- Graduate College

Copy- Student file

Copy- Student

Copy- Faculty Advisor

Research

(11-18-05)

Student Name: _____ ID #: _____ Email: _____
Advisor: _____ Date: _____

Graduate Core (18 hours): Graduate courses counting toward Ed.D.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Foundations (9 hours)

_EDF 672 Comparative Education **OR** _EDF 673 International Education **OR** _
AND

_EDF 677 Educational Sociology **AND** _EDF 703 Sociological Foundations **OR** _
OR

_EDF 670 Philosophy of Education **AND** _EDF 711 Philosophical Foundations. **OR**
-

C&I Core (18 hours)

_ECI 675 Principles of Curriculum Construction

_ECI 710 Contexts of Schooling

_ECI 730 Paradigms for Research in Curriculum and Instruction

ECI 740 Praxis Seminar

EPS 720 Seminar in Learning

_ECI 761 Advanced Seminar in Curriculum Problems

Research Foundations (24 hours)

_EPS 525 Introduction to Statistics

_EDR 610 Introduction to Research

ECI 685 Graduate Research

EPS 625 Intermediate Statistics

_ECI 798 Dissertation Seminar

_ECI 799 Dissertation (minimum 9 hours)

Focus C: Research (21 hours)

With the exception of listed required and elective courses, only six additional hours may be counted that were taken prior to program admission. Student may petition the program coordinator for other exceptions.

What I want to be known for as a result of the C&I Doctoral Degree: _____

Comments:

Note: To include theory, research methodology, and foundations

Required (3 Hours)

_EPS 664 Tests and Measurements

Two from Group #1 **And/Or** Two from Group #2 (6 Hours)

Group # 1

_EPS 624 Computer Statistics

_EPS 725 Multivariate Statistics

Group # 2

_EDR 726 Qualitative Data Analysis

Plus one of the three below (3 Hours)

_EDR 612 Ethnographic Research in Education

_EDR 725 Qualitative Research in Education

_EDR 730 Evaluation Research

Select from other courses including but not limited to (15 Hours)

_ANT 568 Quantitative Research Methods

_ANT 569 Ethnographic Research Methods

_ANT 612 Ethics in Anthropological Research

_ECI 796 Internship

_SOC 653 Applied Research Methods

_SOC 654 Qualitative Methods and Analysis

____SOC 655 Quantitative Analysis

-	_____
-	_____
-	_____

Signatures

Dates

 Doctoral Student

 Faculty Advisor (if determined)

 Coordinator, C & I Doctoral Program

 Chair, T&L or ESP

- C: Original- Graduate College
- Copy- Student file
- Copy- Student
- Copy- Faculty Advisor

Content Concentration

(11-18-05)

Student Name: _____ ID #: _____ Email: _____
Advisor: _____ Date: _____

Content Area Selected:

Graduate Core (18 hours): Graduate courses counting toward Ed.D.

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Foundations (9 hours)

_EDF 672 Comparative Education **OR** _EDF 673 International Education **OR** _
AND

_EDF 677 Educational Sociology **AND** _EDF 703 Sociological Foundations **OR** _
OR

_EDF 670 Philosophy of Education **AND** _EDF 711 Philosophical Foundations. **OR**
-

C&I Core (18 hours)

_ECI 675 Principles of Curriculum Construction

_ECI 710 Contexts of Schooling

_ECI 730 Paradigms for Research in Curriculum and Instruction

ECI 740 Praxis Seminar

EPS 720 Seminar in Learning

_ECI 761 Advanced Seminar in Curriculum Problems

Research Foundations (24 hours)

_EPS 525 Introduction to Statistics

_EDR 610 Introduction to Research

ECI 685 Graduate Research

EPS 625 Intermediate Statistics

_ECI 798 Dissertation Seminar

_ECI 799 Dissertation (minimum 9 hours)

Focus D: Content Concentration (21 hours)

With the exception of listed required and elective courses, only six additional hours may be counted that were taken prior to program admission. Student may petition the program coordinator for other exceptions.

C&I in Content Concentration¹ (e.g., math education, literacy, applied linguistics) – Concentration: _____

What I want to be known for as a result of the C&I Doctoral Degree: _____

Comments:

Note: To include theory, research methodology, and foundations

Required (6 Hours)

_EPS 605 Educational Psychology Applied to Learning

_ECI 751 Contexts of Educational Technology

One or two of these (3-6 Hours)

_ECI 796 Internship

_EDR 726 Qualitative Data Analysis

_EDR 611 Action Research

_EDR 612 Ethnographic Research in Education

_EDR 725 Qualitative Research in Education

_EDR 730 Evaluation Research

Additional Courses (15-18 Hours)

-	_____
-	_____
-	_____
-	_____
-	_____

Signatures

Dates

Doctoral Student

Faculty Advisor (if determined)

¹ The doctoral student and Initial Advisor must meet with a content expert to design this focus study area.

Coordinator, C & I Doctoral Program

Chair, T&L or ESP

C: Original- Graduate College

Copy- Student file

Copy- Student

Copy- Faculty Advisor

Appendix C: C & I Residency Plan Approval Form

Student: _____ ID #: _____

Phone: _____ Date Admitted: _____

Focus Study: _____

Residency Plan: _____

Semesters: _____ Spring _____ Summer _____ Fall

Dates: _____

Approval Signatures

Dates

Advisor (if different from C & I Coordinator)

Coordinator, C & I Doctoral Program

Chair, C & I

CC: Student file

Appendix D: C & I Service Partnership/Internship Plan

Student's Name: _____

Advisor's Name: _____

Date Plan Developed: _____

Agency/setting: _____

Name of on-site contact person: _____ Phone: _____

Partnership/Internship Goal:

Outline of major responsibilities and/or partnership activities:

Projected Time Line (including completion date):

Products/Log Plan:

Committee approval:

Program/Dissertation Chair

Coordinator, C & I Doctoral Program

Chair, C & I

CC: Student File

Appendix E: Comprehensive Examination: Procedures and Forms

Step 1: Planning and writing the questions

Student meets with Program/Dissertation Chair/Committee to determine format of the examination

- Questions will come from three areas: Foundations/Curriculum; Research; Focus Study; with at least one question requiring student to integrate all three areas, called the overarching question.
- Determine format: One on-site and one take-home question are required. The format of the question for the third area is negotiated with the committee.
- Exam questions are written by committee-designated writers in consultation with the student and recorded on “exam question form” with signatures of committee members. Only resident C & I faculty may write questions unless outsider is teamed with C & I author.
- The Comprehensive Exam Scheduling form should be submitted by committee chair to the Coordinator of the C & I Doctoral Program before the comprehensive exam can take place.

Step 2: Taking Comprehensive Exams

- On-site exams may be taken by paper and pencil or by computer. Those wishing to use a computer need to arrange for a computer to be available through the COE Curriculum Lab 523- 0069. The student must make arrangements with Janet Savery (Room 102, phone: 523- 0392, e-mail: Janet.Savery@nau.edu) to reserve a room for the exam.
- Take-home exams are arranged with the Chair of the Program Committee. Students have two weeks from the date the student receives the question(s) to complete the question and turn it in.
- The entire written portion of the exam must take place within a four-month period. Students opting to take comprehensive exams in two different semesters must be registered for at least three hours of graduate credit to be eligible to complete exams.

Step 3: Grading of Exams

- The Program Committee will evaluate all exam questions. Faculty outside the committee may be asked to read particular exam questions if their area of expertise will help the committee in determining the quality of a response. That outside faculty member is a consultant to the committee and holds no voting privilege in the committee's determination of the outcome of the comprehensive exam.

- Examinations will be graded as High Pass, Pass or Fail using a rubric available to students in the C & I Doctoral Handbook.
- Committee members are allowed two weeks after a question is submitted to evaluate the response and forward their ratings and comments to the committee chair. Students will receive feedback about their responses once the responses to the entire written portion of the exam have been evaluated by the committee.
- After all three sections of the written exam are completed, and all the ratings of the committee have been submitted to the Committee Chair, the oral portion of the exam may be scheduled. At this time the Committee Chair should meet with the student to go over any questions or concerns about the written responses that members of the committee have made.

Step 4: Comprehensive Exam Oral

- During the oral exam the student will be expected to expand upon the written responses and address questions and concerns of the committee.
- If any item is graded unsatisfactory - (Conditional Pass or Fail), the student can retake that item once. For a Conditional Pass for any question, the Committee Chair will provide a written statement to the student about the steps and procedures for meeting full approval for that question or set of questions.
- The oral defense may include a section that serves as a proposal meeting, if this is agreed upon in advance by all committee members. In this section of the meeting the student may present ideas for conducting dissertation work. This proposal section of the meeting may take place only if the student has received a Pass on all portions of the Comprehensive Exam.
- A comprehensive exam record form will be signed by each Program/Dissertation committee member and the Program Chair with grades assigned to each question; this form will be sent to the COE C & I Doctoral Program for inclusion in the student's file.
- Before a student begins work on a prospectus for the dissertation, the Dissertation Committee must approve a proposal for study. The meeting to approve this proposal may be held as part of the meeting for the Oral Comprehensive Exam, or in a separate meeting after the Comprehensive Exam has been successfully completed.

Comprehensive Exam Scheduling Form

Name of Student: _____
Date: _____
Program Chair: _____
Co-Chair (if one): _____

Committee Members: _____

Foundations/Curriculum and Instruction

Writer of question(s) for this area: _____
Second Reader: _____
Format for Questions: (check one) _____ Take home _____ Sit-down
Date(s):

Focus Study

Writer of question(s) for this area: _____
Second Reader: _____
Format for Questions: (check one) _____ Take home _____ Sit-down
Date(s):

Research

Writer of question(s) for this area: _____
Second Reader: _____
Format for Questions: (check one) _____ Take home _____ Sit-down
Date(s):

List the Overarching Question:

Tentative Date of Oral Defense: _____

Signatures

Student: _____
Chair: _____
C & I Program Chair: _____ Date: _____

CC: Student File

Comprehensive Examination Report Form

The comprehensive examination is a written test for determining the ability of doctoral students to apply knowledge and skills to practical problems. Three areas must be covered in the C & I doctoral examination: Foundations/Curriculum and Instruction, Focus Studies and Research. This form provides a record of a student's completion of this examination.

Student examinee: _____

Program chair: _____

Question author: _____

List the questions in the areas indicated. (Attach extra sheets as necessary.)

Foundations/Curriculum and Instruction:

Focus Studies:

Research:

In addition, at least one question must require the student to integrate all three areas. Identify this overarching question below:

Certification of completion:

_____ completed his/her exam on _____ and was awarded the mark of HIGH PASS, PASS, FAIL (circle one).

Program Chair Date

C & I Coordinator Date

CC: Student File

Comprehensive Examination Grading Rubrics

HIGH PASS

- Response fully addresses all parts of question
- Response is well organized
- Accuracy is apparent in use and interpretation of sources
- Details demonstrate comprehensive understanding
- Substantial depth and insight apparent in response
- Response includes discussion of several specific studies and findings where appropriate and notes counter-argument where appropriate
- Answer is well-developed, coherent, and offers logical analysis or synthesis of information as required by the question
- Writing is clear, fluent, and effective

PASS

- Response fully addresses all parts of question
- Response is generally well organized
- Accuracy is generally evident, but limited in interpretation
- Details demonstrate general understanding
- Shows firm grasp of the relevant materials as evidenced by use of correct, specific, and up-to--date references to theorists and researchers in the field
- Compared to "high pass," somewhat lacking in scope of discussion, range of studies/findings discussed, or coherent synthesis of ideas
- Writing is clear, fluent, and effective

CONDITIONAL PASS

- Response addresses all parts of the question but not completely or addresses fully most, but not all parts, of the question
- Response is well organized overall, but some parts are not
- Accuracy in general is evident, but there are few important inaccuracies, and interpretation is limited
- Shows a grasp of relevant material as evidenced by use of generally correct, specific, and current references to theorists and researchers in the field, but one or two additional significant references should have been used
- Compared to "pass," somewhat less coverage and organization, somewhat less accuracy, and somewhat less overall grasp of the material
- Writing is generally clear, fluent, and effective

FAIL

- Fails to address major parts of the question
- Response is not well organized

- Addresses the question in such brief and/or vague terms that there is not enough information to determine whether or not the writer actually understands the area
- Demonstrates limited or no knowledge of the area in question
- Mistakes in use and interpretation of sources; obvious inaccuracies
- Few details, minimal or lack of understanding is evident
- Writing lacks clarity or fluency

Appendix F: Prospectus and Dissertation Procedures

- Student meets with Program/Dissertation Chair to develop a prospectus for dissertation.
- Once the prospectus is developed, a prospectus meeting is scheduled with the Dissertation Committee to approve the prospectus. The prospectus must receive formal approval before any work on the dissertation may begin.
- When the prospectus is approved, committee members will sign a copy of the title page of the prospectus to be forwarded to the Graduate College.
- An application for candidacy is to be completed by the student when: all classes are completed, student has earned a minimum GPA of 3.0 in those doctoral classes, comprehensive examination is passed, the residency is completed, and the dissertation prospectus has been approved. The Application for Candidacy can be found in the application and program guide (see Appendix H) or in the COE C & I Doctoral Program Office.
- Student obtains approval from the Office of Grant and Contract Services if research involves human subjects. (Request and complete an “Application for Approval of Investigations Involving the Use of Human Subjects”; send request to the Office of Grant and Contract Services, Box 4130; 523-4880)
- Student works with Dissertation Chair and committee members as necessary to complete research and writing.
- When the dissertation is close to final form, copies are presented to each committee member for feedback. This may be done as often as necessary to get the dissertation to final form.
- When dissertation is in final form, student and chair determine a date for oral defense and give information to the COE Graduate Studies Office, who schedule the meeting and inform the Graduate College on the Dissertation Defense Scheduling form.
- At least 10 working days in advance of the final oral examination the student distributes a copy of the completed dissertation to each committee member with a copy also going to the Graduate College. See detailed information on defense procedures in the application and program guide.

Appendix G: Procedures for Doctoral Oral Examinations

(Dissertation Defenses)

Scheduling the Defense: The doctoral advisor, in consultation with the student, is responsible for contacting all members of the committee to establish the date, time and location of the dissertation defense so that **all** committee members can attend. The advisor and student must complete the Dissertation Defense Scheduling Form, have it signed by the doctoral advisor and the department chair, and submit it to the Graduate College (Ashurst, Room A-107) at least two weeks (10 working days) before the defense date **with** a copy of the dissertation. (This copy of the dissertation is for the University Graduate Committee representative to the defense. Another copy must be submitted for format review.) The doctoral advisor and student share the responsibility for scheduling the defense and submitting the dissertation scheduling form by the due date.

No defenses are permitted during reading week or final examination week during the fall and spring semesters. Defenses may be held during the summer if permitted by the academic department involved and if all committee members agree to be present for the defense.

The defense date should not be scheduled until after all committee members have had an opportunity to review the final draft of the dissertation and agree that it is ready for defense. While minor changes and corrections may be suggested at the oral exam, the defense copy of the dissertation must be complete and in its final form when it is provided to the committee members and the University Graduate Committee representative. Signatures of the dissertation chair and department chair on the defense scheduling form certify that the dissertation is in final form, is ready for defense and that all committee members agree it is ready for defense.

The Graduate College arranges for a member of the University Graduate Committee to attend the defense as an observer and representative of the Graduate Dean. When the University Graduate Committee representative is identified, the Graduate College issues a memorandum confirming the date, time and location of the defense to all committee members, student and the University Graduate Committee representative.

Upon receipt of the dissertation for review, if any committee member or the University Graduate Committee representative feels the dissertation is incomplete or seriously flawed (in terms of format, clarity or consistency), or it is felt that there are serious correctable errors in analysis or interpretation of data, it is his/her responsibility to bring the problem to the attention of the committee chair and, if necessary, to the Graduate Dean. The chair may, at this point, decide to cancel the oral exam and have the student's committee convene to discuss major problems. Assuming that all committee members and the University Graduate Committee representative are satisfied with the quality of the dissertation, the oral exam can take place as scheduled. The University Graduate Committee representative should not hold the student responsible for design flaws that

were approved in the prospectus, but may choose to bring such issues to the attention of the Graduate Dean.

University Graduate Committee Representative Role: The role of the University Graduate

Committee representative is to represent the Graduate Dean and ensure that examinations are conducted in a manner consistent with the expectations and standards of the Graduate College.

He/she is responsible for:

- 1.) Clarifying policy and procedures at the beginning of the examination.
- 2.) Observing the flow of the examination.
- 3.) Intervening where matters of policy, fairness or clarification dictate.
- 4.) Participating in the questioning of the candidate (at the representative's discretion).
- 5.) Initiating and supervising the voting process for the pass/fail decision.
- 6.) Reporting the results of the examination to the Graduate College

Attendance at the Oral Exam. All members of the committee must be present in person for the entire oral exam. If a committee member is away from campus on sabbatical and unable to return to participate in the defense in person, the dissertation chair may petition the Graduate Dean, in writing, to have that committee member participate in the entire defense by speaker phone. If this is approved, the dissertation chair and the University Graduate Committee representative will be notified in writing. Such a request must be approved before the Dissertation Defense Scheduling Form is submitted (See Appendix H). If a committee member must be absent because of a last-minute emergency such as illness, the University Graduate Committee representative and the committee chair will discuss the feasibility of postponing the exam. In cases where the candidate may have traveled a great distance, rescheduling may be inappropriate. The Graduate Dean, or his/her designee, should be consulted. Only in an unavoidable emergency will the oral exam take place with less than the full committee present.

The oral defense is open to faculty and students at the university and interested community members. In order to inform other interested parties of the defense, the student and dissertation chair are encouraged to post a flyer in a visible location in the department announcing the date, time, place and topic of the defense.

Procedures at the Oral Exam. At the beginning of the defense, the committee chair asks the candidate (and other guests present) to leave the room. **If one committee member does not attend due to any emergency, such as illness, and permission is given by the Graduate**

College to proceed with the defense, the chair or the University Graduate Committee representative must inform the candidate of the voting requirements. A two-thirds majority of the appointed committee is required for the student to pass. If only four members of a five member committee attend, all four must vote yes. If the candidate does not wish to proceed with the defense under these conditions, the defense will be rescheduled. The committee members discuss the readiness of the dissertation for defense and review procedures to be used for the defense. If all committee

members agree that the defense should proceed, the candidate (and guests) are invited back into the room. Typically, the candidate begins the formal oral defense by making a presentation outlining the study and its relevance. (If the candidate's presentation takes the form of a seminar at a different time and place than the defense, it is expected that the University Graduate Committee representative will be invited to the presentation.) At his/her discretion, the chair may allow questions during the presentation to clarify points. Following the presentation the chair provides an opportunity for all committee members and the University Graduate Committee representative to question the candidate. At the discretion of the chair, questions may be received from the audience. At his/her discretion, the chair may ask all visitors to leave when questioning begins.

At the conclusion of the questioning period, the candidate (and any remaining visitors) is asked to leave the room and the committee discusses the student's performance on the exam. The University Graduate Committee representative provides the ballots and conducts a secret ballot vote as to whether the student passes the exam. The University Graduate Committee representative does not vote. A two-thirds majority of the appointed committee is required for the student to pass. (For example, four affirmative votes are required on a five person committee and three affirmative votes are required on a four person committee. If only four members of a five member committee attend, all four must vote yes.) If the candidate passes the defense and there are minor changes in the dissertation to be made, the committee should note those changes on the Final Doctoral Oral Examination form and specify a process to verify that the changes are made prior to submission of the final copy.

If a student does not perform satisfactorily on the oral exam, or if there are major problems with the dissertation (such as rewrite of a chapter or re-analysis of data), the student should be advised of the deficiencies. The oral exam should be rescheduled after the committee is satisfied that the deficiencies have been corrected. A student may repeat the oral examination once. If serious problems with the dissertation are agreed upon at the end of the oral defense, the committee may decide not to take a formal vote on the exam, but to require the student to make corrections and then appear before the committee at a later date. Whether or not a formal vote is taken, this will be considered a first defense and the student will have one more opportunity to pass the defense.

Forms. The University Graduate Committee representative provides the Final Oral Examination for the Doctoral Degree form on which the vote is recorded and which the committee members sign. The University Graduate Committee representative returns this form to the Graduate College (Ashurst A-107) no more than 48 hours after the exam. The University Graduate Committee representative also completes a Report to the Graduate Dean on the Doctoral Oral examination form. A copy of the Report form is sent to the committee chair and department chair by the Graduate College.

Food at the defense: Only light refreshments, such as coffee and soft drinks, should be present during a defense. If a student wishes to provide additional food to celebrate after the conclusion of the defense, it should be in a different room.

Format Review: The presence of the University Graduate Committee representative does not signify approval of the dissertation format; format approval is given by the Graduate College's format editor and is a separate process. (Ideally, the initial format review will have occurred early in the semester in which the student seeks to graduate). The Format Editor submits the final grade change for the student's dissertation (799) hours after the dissertation has been approved by the committee and after the format has been approved. To graduate in a particular semester, the student must successfully defend the dissertation, complete the format review process and submit final copies, forms and fees to the Format Editor by the last day of the semester. (See the Checklist for Doctoral Students for more information.)

Approved by the University Graduate Committee 11/03/94

Updated 9/97, 3/99, 5/00

Appendix H: Forms and Resources

Forms

During the program you will be required to submit a number of forms to the Northern Arizona University Graduate College. These can be found below.

Dissertation Committee Recommendation Form: Filled out with your Dissertation Chair
(http://www2.nau.edu/gradcol/ThesesDiss/Dissertation_Committee_Rec.docx)

Application for Candidacy (<http://www2.nau.edu/gradcol/Forms/CandidacyApp.docx>)

Dissertation Defense Scheduling Form
(<http://www2.nau.edu/gradcol/ThesesDiss/DefenseSched.docx>)

Resources

Checklist for Doctoral Students
(<http://www2.nau.edu/gradcol/ThesesDiss/ChecklistDoctoralStudents.pdf>)

Checklist for Proper Document Format
(<http://www2.nau.edu/gradcol/ThesesDiss/ChecklistProperDocumentFormat.pdf>)

Appendix I: Funding Your Education

Graduate Assistantships and Tuition Waivers

The annual deadline for Graduate Assistantship and Tuition Waiver applications is April 15. Graduate assistantships are an excellent way to support funding of your degree. Graduate assistantships at NAU are competitive and limited, and are dependent upon department needs. As a result, an assistantship or waiver cannot be guaranteed to any students, even those who have received them in the past.

The good news is that you can apply across all departments in the College of Education. Below you will find links to the applications. If you are interested, get your applications complete and in on time. Selection of individuals will occur quickly after the application deadline.

Educational Psychology (<http://nau.edu/COE/Ed-Psych/Student-Resources/Financial-Aid/>)

Educational Specialties (<http://nau.edu/COE/Ed-Specialties/Financial-Aid/>)

Teaching and Learning (<http://nau.edu/COE/Teaching-and-Learning/Financial-Aid/>)

For more information on funding your education, see the graduate college (<https://nau.edu/GradCol/Financing/Grad-Assistantships/>)

Scholarships and Fellowships

Scholarships are available from a variety of internal departments and external organizations. The following links will take you directly to university supported funding.

College of Education (<http://nau.edu/COE/Scholarships/>)

Graduate College (<https://nau.edu/GradCol/Financing/Scholarships-Fellowships/>)

Office of Financial Aid (<http://nau.edu/FinAid/Scholarships/>)