

*Doctoral Program  
in Curriculum and Instruction*

# **Doctoral Student Handbook**

**Department of Professional Studies in Education**

*Indiana University of Pennsylvania*

*2009-2010*



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## *Preface*

To the doctoral student or applicant:

This *handbook* is intended as a reference for students who are pursuing the Doctor of Education degree in Curriculum and Instruction in the Department of Professional Studies in Education. Its purpose is to clarify departmental policies, not to supersede general policies of the Pennsylvania State System of Higher Education, the University, or the School of Graduate Studies and Research. Students are responsible for consulting the current *School of Graduate Studies and Research Catalog*, as well as other publications of the School of Graduate Studies and Research and its web site at [www.iup.edu/graduate/](http://www.iup.edu/graduate/) for additional information about policies and procedures. Additionally, students are encouraged to consult closely with the coordinators of the Doctoral Program in Curriculum and Instruction, the members of the Doctoral Screening Committee in Curriculum and Instruction, and their dissertation committee as they plan their program and pursue the D.Ed. in Curriculum and Instruction.

For additional information regarding any aspects of the doctoral program in Curriculum and Instruction please contact the Doctoral Coordinator, Department of Professional Studies in Education, 122 Davis Hall, 570 South Eleventh Street, Indiana University of Pennsylvania, Indiana, PA, 15705.

***1. General Program Information,  
Application and Enrollment,  
and Frequently Asked Questions***



## **Program Mission**

The Doctor of Education in Curriculum and Instruction is a graduate program intended for teacher/scholars who have demonstrated distinguished achievement as practitioners or administrators in the field of education. The D.Ed. is a professional degree conferred upon candidates who have demonstrated the ability to function effectively in the role of teacher educator in college and university settings and who have a commitment to the professional development of preservice and inservice teachers. Successful completion of the doctorate in curriculum and instruction signifies that program graduates function effectively as teacher/scholars who: 1) understand and apply educational theory, 2) demonstrate competence in curriculum evaluation, 3) fulfill the role of teacher educator committed to working with diverse populations, and 4) conduct independent research that makes a significant contribution to the field of education.

The program leading to a Doctor of Education in Curriculum and Instruction is an applied sequence of courses, experiences, and research for individuals currently serving as educators in basic education. The program intends to serve educators who are seeking to begin careers in higher education or to become curriculum experts and professional development specialists in public, private, and independent schools.

The Doctoral Program in Curriculum and Instruction is designed to prepare teacher/scholars who work with preservice and inservice educators in university and school settings. In fulfilling their role as teacher educators, those who earn the D.Ed. in Curriculum and Instruction have mastered four areas:

- educational theory
- teacher education
- curriculum evaluation
- research methods

### ***Doctoral Program in Curriculum and Instruction Goals***

The program intends to prepare doctoral program graduates who will:

- 1) Fulfill the teacher educator's role in ways that reflect the highest standards for academic rigor, intellectual inquiry, and professional integrity.
- 2) Study curriculum as a discipline including the design, implementation, and evaluation of programs in education.
- 3) Analyze critical issues in curriculum and instruction, both historical and contemporary, as they relate to a broad range of disciplinary specialties in the field understand and apply educational theory and research in a variety of educational contexts, basic through higher education

- 4) Use technology to develop outstanding college-level courses and professional development programs for preservice and inservice educators.
- 5) Demonstrate knowledge of adult development, characteristics of adult learners, and appropriate ways of supporting educators' professional growth.
- 6) Apply knowledge of learners and curriculum to offer exemplary college-level instruction and supervision to practitioners in the field of education.
- 7) Master the research skills of the teacher/scholar in education as demonstrated by professional presentations, scholarly writing, and the successful completion of independent dissertation research.
- 8) Contribute to the Commonwealth and other educational settings by working effectively and ethically with diverse populations of educators and the children, families, and communities they serve.

### ***Type of Doctoral Degree and Credit Requirements***

**The degree awarded to students who successfully complete all of the requirements for the degree is the Doctor of Education (D.Ed.) in Curriculum and Instruction.**

The program consists of a minimum of sixty semester-hour credits beyond the master's degree. To the extent that the master's degree program differs from what the Doctoral Screening Committee considers to be a sufficient background for doctoral-level courses in education, the exact number of courses required for completion of the degree may be higher than the 60-credit minimum. Decisions about additional coursework will be made on a case-by-case basis by the Doctoral Screening Committee and the Departmental Chairperson and communicated to the student prior to enrollment in the D.Ed. in Curriculum and Instruction.

### ***Application to Graduate School Initial Application Process***

Students may apply online at <http://www.iup.edu/admissions/graduate>. It is best to apply in the summer or fall of the year prior to the start of the new cohort, in other words, to begin in Fall of 2009; students would apply in Summer or Fall of 2008, and so forth.

The following admission criteria have been established by The School of Graduate Studies and Research:

1. An applicant must have a bachelor's degree from a college or university accredited by the Middle States Association of Colleges and Secondary Schools or an equivalent regional accrediting agency. Official transcripts of all work are required.

2. The applicant's undergraduate transcript must show a minimum cumulative grade point average of 2.6 on a 4.0 maximum scale. TOEFL scores are required for international students who do not speak English as their first language.
3. Two letters of professional reference are required from individuals qualified to assess the applicant's potential for doctoral-level work.

**All of these materials are submitted to the School of Graduate Studies and Research, not to the Professional Studies in Education Department.**

In addition to The School of Graduate Studies and Research and Research criteria, applicants to the doctoral program in Curriculum and Instruction will also meet the following program admission requirements:

1. Applicants must have a master's degree from a college or university accredited by the Middle States Association of Colleges and Secondary Schools or an equivalent regional accrediting agency.
2. The applicant's graduate transcripts will show a minimum cumulative quality-point average of 3.5 on a 4.0 scale.
3. There are also two Departmental Requirements. The first is a **recorded**, research-based presentation (mailed to the Doctoral Coordinator) and the second is an online writing sample which is scheduled and completed online.

Upon notification of acceptance into the doctoral program by The School of Graduate Studies and Research and Research the student will be classified as a pre-candidate. As a pre-candidate, a student may enroll for classes as part of either the full-time cohort (9 credits each semester) or part-time cohort (6 credits each semester).

### ***Admission to the Program: Departmental Review Process***

Applicants submit their materials during the school year before a cohort is assembled. Students considered for admission begin the program as part of a group, or cohort. All full-time and part-time students are members of a class which begins the program together and progresses through the required courses together. Currently, the main campus cohorts and Monroeville cohorts are offered on an alternating basis (e.g., Cohorts 2011 and 2013 are in Monroeville, Cohorts 2010 and 2012 are on IUP's main campus, etc.). Electives, the internship, and the dissertation are scheduled in a different sequence for full-time and part-time students, however. (See Section 3 of this Handbook for the course sequence for full-time and part-time).

The following steps will guide applicants through the admission process in the Professional Studies in Education Department.

**Analyze the match between your professional goals and the program's mission.**



The Doctoral Program in Curriculum and Instruction began in the 1960s as a doctorate in elementary education. It continues to place an emphasis on education, particularly the preparation of future teachers. Most graduates of the program become professors in colleges of education or supervisors of curriculum and instruction in public and private elementary and secondary schools. The general information brochure and the Frequently Asked Questions brochure assist prospective students in defining the program's suitability for them. ***Note: The Professional Studies in Education Department also offers a doctoral degree in Administration and Leadership Studies (ALS). Students who seek to become school superintendents will find that this program is better suited to pursuing their career goals than the degree in Curriculum and Instruction.***

### **Consider the timeline.**

The program enrolls approximately 22 students, or a cohort group, each year. All students begin their classes together and follow the same sequence of required courses. Those interested in pursuing the degree must be interviewed and accepted the year prior to the formation of a new cohort. Admission to the Doctoral Program in Curriculum and Instruction is highly competitive. Usually, less than half of the applicants are accepted for the Cohort. Therefore, it is very important to complete the application process in a timely fashion. After the cohort is filled (22 students) a wait list is begun and even highly qualified applicants may not be accommodated.

### **Check on the status of your application to the School of Graduate Studies and Research.**

Apply online at <http://www.iup.edu/admissions/graduate>. As part of the application process, applicants must write a goals statement that describes their reasons for pursuing the doctorate in curriculum and instruction. Applicants also need 2 letters of professional reference from individuals qualified to assess their potential for doctoral study. Usually, these references are former professors and current supervisors in school settings. Official transcripts bear an official seal and are mailed directly from one institution to another without being in the student's hands. Transcripts must be submitted for all undergraduate and graduate work, even if it did not lead to a degree. ***Note: The goals statement, letters of reference, transcripts, and application to graduate school are submitted to the School of Graduate Studies and Research, 101 Stright Hall, 210 South Tenth Street, IUP, Indiana, PA 15705-1081, not to the Professional Studies in Education Department.***

The most common cause of a delay in processing applications is that a letter or transcript has not yet been received. Before an applicant's file is scanned and sent electronically to the Department by the SGSR, it must be complete. Please contact the School of Graduate Studies and Research at 724-357-2222 or via e-mail to make certain that your letters and transcripts have arrived and that your application package was forwarded to the PSE Department. After the application to the School of Graduate Studies is complete, the Departmental admission process described below can begin.

## *PSE Department Review*

**Visit the Doctoral Program Web Site.** The web site includes Frequently Asked Questions, PowerPoint presentation about the program, and other program details. This information is posted at: <http://www.coe.iup.edu/c&i/>

Please review this material carefully to determine if the Doctoral Program in Curriculum and Instruction is a good match with your professional background and goals.

**Complete the Application Process with the School of Graduate Studies and Research.** If you have not done so already, apply to the School of Graduate Studies and Research. You can request the paper application packet by calling (724) 357-2222 or, if you prefer, you may apply online at <http://www.iup.edu/admissions/graduate>. Note that you need two letters of reference that speak to your ability to complete doctoral-level study. You will be required to write a professional goals statement as well. This statement should focus on what you envision for yourself professionally if you are accepted into the program and earn the D.Ed. in Curriculum and Instruction. The Departmental review process begins after we receive your application packet, your recorded presentation, and your online writing sample (see below) in the Professional Studies in Education Department.

### **Contact Information for the School of Graduate Studies and Research**

School of Graduate Studies and Research

Stright Hall, Room 101  
210 South Tenth Street  
Indiana, PA 15705-1081

Phone: 724-357-7730

Fax: 724-357-2715

E-mail: [grad-research@iup.edu](mailto:grad-research@iup.edu)

Office Hours: Monday through Friday, 8:00 a.m. – 12:00 p.m. and 1:00 p.m. – 4:30 p.m.

**Consider a Graduate Assistantship.** Many students have found that, if they can manage to devote 10 hours per week to working with a faculty mentor, the graduate assistant program offers a unique form of support. There are two application forms: 1) School of Graduate Studies and Research application online and 2) the Professional Studies in Education Department application (Appendix B). It is best to apply for these positions well in advance of your enrollment, although no contracts are offered until after students are accepted into the program. *Note that you must be a full-time student enrolled in 9 credits each fall and spring during which an assistantship is awarded in order to qualify for a 20-hour graduate assistantship. For the 10-hour graduate assistantship, you must be enrolled in at least 6 credits, both during the Fall and the Spring semesters.*

**Presentation.** All applicants are required to make a 5-minute, research-based, recorded presentation and complete an online writing sample that is reviewed by members of the Doctoral Screening Committee (DSC).

## 1. Five-Minute Research Based Presentation.

- Select a topic in curriculum and instruction with obvious implications for teaching and the preparation of future teachers in colleges of education. International students should not make a presentation on the educational system in their respective countries. It is also inappropriate to make a presentation on a master's thesis. ***This is to be a presentation on current trends and issues in the field of education. The topic of the presentation should have a curriculum and instruction emphasis.***
- Review recent and relevant literature on the topic. Rather than relying on your personal experiences, please use the professional literature as support for key points. Prepare a complete reference list in APA Style, 6th edition. (See guidelines at [www.apa.org](http://www.apa.org)).
- Plan a clear, informative, and well-organized 5-minute presentation on the topic. Please do not exceed the time limit. Practice until you can make the presentation in 5 minutes ***without reading from notes or the overhead.*** Know the material well so that you are comfortable talking about it. ***Be certain to mention the sources that support your statements during the recorded presentation.***

***Please submit this presentation on a full-sized videotape, CD, or DVD. Mail it to:***

**Dr. Mary R. Jalongo  
122 Davis Hall  
570 South 11<sup>th</sup> Street  
IUP  
Indiana, PA 15705**

## 2. On-Line Writing Sample

All applicants complete a writing sample. Each applicant will be provided with a copy of a professional journal article and respond to it in three sections:

- 1) *Describe* the thesis or main point of the article and *analyze* the points or issues identified in the article.
- 2) *Evaluate* and critique the article.
- 3) *Apply* the content of the article to your professional experiences and state your position on the topic or issue.

***Note: Please do not merely summarize the article.***

## **Instructions for the On-Line Writing Sample**

The On-line Writing Sample is a required component for admission. It is completed electronically using e-mail. Once your Graduate School Application has been made available to the department, *you will be contacted via e-mail to take the Writing Sample and it will contain the following instructions:*

### **SAMPLE LETTER**

To facilitate your application, we will conduct the 1 1/2 hour On-line Writing Sample on **[DATE]** and on **[DATE]** from 6:00 - 7:30PM. A few minutes prior to 6:00 PM, you will receive an e-mail containing the research article to critique along with specific instructions\*. The e-mail will also contain an Internet address where the article can be retrieved if needed. To give you an idea of the kind of article to expect, [click here](#) for a research article used in a recent Writing Sample.

To participate on either of the above dates, you will need to Reply to this e-mail and indicate your preference. Also indicate if you prefer a different e-mail account to be used to submit the Writing Sample.

1. Describe the thesis or main point of the article and analyze the points or issues identified in the article
2. Evaluate and critique the article
3. Apply the content of the article to your professional experiences, and state your position on the topic or issue

[Remember; do not merely summarize the article] You must return your writing sample no later than 7:30.

Doctoral Screening Committee members evaluate the writing samples without knowledge of the applicant's identity. Applicants will be notified about their performance on the writing sample via e-mail.

## **Decision-Making Process**

The applicant needs an average score of 2.6 or above on a 3-point scale on the presentation, writing sample, and credentials to be recommended for admission to the program. Applicants will be notified officially about the admissions decision in a letter from the School of Graduate Studies and Research. If a student's application is rejected, this decision is binding. If an applicant is accepted but space is no longer available in the cohort, the applicant will be placed on a waiting list and contacted as soon as a seat in the class becomes available or when the next cohort assembles.

**Criteria for Evaluation of Research-Based Presentation and Online Writing Sample  
 Doctoral Program in Curriculum and Instruction  
 Professional Studies in Education**

**Applicant's Name:** \_\_\_\_\_

**Rating Scale:**            **3=Target**            **2=Acceptable**            **=Unacceptable**

**► RECORDED PRESENTATION**

*The doctoral applicant:*

Is thoroughly prepared	3	2	1
Is concise (stays within time limit)	3	2	1
Identifies the relevant professional literature	3	2	1
Cites professional readings to support ideas	3	2	1
Speaks (rather than reads) the presentation	3	2	1
Provides a reference list correctly prepared in APA style	3	2	1

**► ONLINE WRITING SAMPLE**

*Assessment of the applicant's writing sample:*

clear and logical	3	2	1
concise and to the point	3	2	1
responds to the questions (e.g., define, evaluate, apply, state a position)	3	2	1
overall writing style shows promise for doctoral-level study	3	2	1
mechanical aspects (usage, spelling)	3	2	1
demonstrates general knowledge of the field	3	2	1

**DECISION:**

**Definitely Accept**

**Accept with  
Reservations**

**Reject**

**DSC Member's Signature and date:**

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**If rejected, please provide justification:**

## *Full-time and Part-Time Study Comparison*

**Full-time (3 years to complete required courses)** is defined as 9 credits in the fall and spring semesters and at least 6 credits in the summers of Year 1 and Year 2. During the fall and spring semesters, required courses are taken on Saturdays from 8:00-3:00 (on main campus) or (9:00-3:00 (Monroeville) along with the part-time cohort while the remaining 3 credits are scheduled at other times during the week. Summer classes typically follow a Friday/Saturday weekend college format commencing in mid-June through the first week of August. It takes 3 years to complete the required coursework. The amount of time doctoral candidates take to complete the internship and dissertation varies considerably.

*Full-time study is required for many international students and for all 20 hour graduate assistants.*

**Part-time (4 years to complete required courses)** is defined as 6 credits in the fall, spring, and summer semesters of Year 1, 2, and 3. It takes 3 years to complete the coursework and register for the 60 credits. The amount of time that doctoral candidates take to complete the dissertation varies considerably. Part-time study is designed as an option for students who seek to retain their full-time employment. During the fall and spring semesters, the required courses meet on Saturdays from 8:00-3:00 (on main campus) or (9:00-3:00 (Monroeville) from 9:00-4:00. Summer classes typically follow a Friday/Saturday weekend college format from mid-June through the first week of August. The 6 credits of electives are scheduled at other times in the evenings or during the summer.

For more details about the curriculum, see **Section 4 of this Handbook.**

During the initial term of enrollment, the Coordinator of the Doctoral Program in Curriculum and Instruction in the Department of Professional Studies in Education is the student's academic advisor.

## ***FREQUENTLY ASKED QUESTIONS ABOUT THE DOCTORAL PROGRAM IN CURRICULUM AND INSTRUCTION***

- **QUESTIONS ABOUT ADMISSIONS AND ELIGIBILITY**

### **When should I begin the application process?**

We recommend that applicants begin the process at least one year in advance. Admission to a doctoral program is much more involved than admission to most master's degree programs for several reasons. First of all, the Doctoral Program in Curriculum and Instruction requires all applicants to make a 5-minute, research-based, recorded presentation and submit it to the program coordinator. This requires applicants to review the literature and prepare carefully for a formal presentation. A second reason to begin well in advance is so that doctoral students can take advantage of the full range of support mechanisms in place at IUP. Some students apply for graduate assistantships and a student must be officially accepted into the program before any offer of an assistantship is made. *The deadline for graduate assistant applications is March 15<sup>th</sup>* therefore, a student would need to be admitted to the program prior to that date. For teachers, there are many school and district policies that impinge upon doctoral studies. Applicants need to consider their district policies on such issues as tuition remission, sabbaticals, and requirements concerning full-time status. The timing of such long-range plans has implications for the start date. A third reason to apply at least one year in advance is to reserve a place in the cohort.

### **Do I need a degree in education to be considered for admission to the program?**

The Doctoral Program in Curriculum and Instruction is housed in the College of Education and Educational Technology in the Department of Professional Studies in Education. It is a degree in education which, if successfully completed, yields a D.Ed., a doctorate in education. Virtually all of the students in the program have extensive backgrounds in education and classroom teaching experience at some level in the educational system, ranging from early childhood/elementary to middle school/secondary. Some students have teaching experience at the college level as well.

Additionally, the Doctoral Program in Curriculum and Instruction includes the option of earning the Supervisor of Curriculum and Instruction Certificate from the Commonwealth of Pennsylvania in conjunction with the 6-credit Supervised Doctoral Internship. This is an "add on" certificate. In other words, in order for a student to earn the Supervisor of Curriculum and Instruction, she or he must already have a valid Instructional II Certificate in Pennsylvania. Earning this Supervisor of Curriculum and Instruction Certificate requires the student to design, implement, and assess an interdisciplinary curriculum project in the public schools as well as produce a professional portfolio that documents the project. The portfolio must comply with detailed guidelines set by the Pennsylvania Department of Education. Of course, students may elect not to pursue this certificate. International students, for example, cannot choose this option because they do not hold a teaching certificate from Pennsylvania. Other internships (for example, in higher education) are possible; however, all Supervised Doctoral Internships must have a clear connection to education and result in a professional development project that is "above and beyond" any normal work duties of the candidate.

## **How broad is the mission and scope of the Doctoral Program in Curriculum and Instruction?**

The stated mission of the Doctoral Program in Curriculum and Instruction is to prepare teacher educators. Teacher educators are professionals who teach preservice and in-service teachers. Typically, teacher educators are future college and university faculty with a commitment to the undergraduate preparation of teachers or, they are public school personnel who have responsibility for curriculum and the professional development of practicing teachers. It is not the case that “curriculum and instruction” is a catch-all for any program in any field with any type of educational function. Rather, the D.Ed. earned through the Doctoral Program in Curriculum and Instruction is the highest degree in *education* and, consistent with its mission, it is most appropriate for teacher educators.

## **What if an applicant is seeking a career change into the educational field?**

At times, the path of an applicant’s career may have brought him or her into undergraduate teacher preparation, such as a person with a degree in mathematics who is teaching at a community college or a person with a degree in music who is working with future teachers. Under such conditions, it is the applicant’s responsibility to clearly demonstrate how the mission of the Doctoral Program in Curriculum and Instruction is consistent with her or his professional goals. The mechanism for doing this is the goals statement that applicants are required to write as part of the process of applying to the School of Graduate Studies and Research. An applicant’s goals statement should reflect consistency between the mission of the doctoral program and the prospective student’s professional goals.

Prospective doctoral students’ backgrounds and goals must clearly match the mission of the program. If a student is attempting to make a career change, the expectation is that he or she would work to acquire a background in education (e.g., enroll in masters-level courses in education) before applying to the program. Such preparatory courses would not be considered as meeting any of the 60-credits beyond the master’s degree doctoral program requirements, however.

## **When are international students admitted?**

It is IUP policy that international students must be enrolled on main campus. Usually, international students are required to be full-time. The main campus cohorts begin in Fall of 2010, 2012, 2014, etc. International students on visas cannot begin in Fall of 2011, 2013, and 2015 because these cohorts are at IUP Monroeville, an off-campus site.

## **How are admissions decisions made?**

The admission process includes four components; 1) a review of the applicant’s credentials, 2) an evaluation of the applicant’s 5-minute, research-based presentation, and 3) an assessment of the online writing sample that is produced in response to a professional journal article.

It typically takes several weeks for applicants to be notified of the decision. At that point, applicants are categorized as pre-candidates by The School of Graduate Studies and Research.



## **What types of financial support are available to doctoral students?**

Each year, the School of Graduate Studies and Research awards graduate assistantships to qualified students. These awards are based on scholarship rather than financial need. Graduate assistants must be available to work with a faculty mentor on a research project or departmental project. A graduate assistant earns a modest stipend and receives a tuition waiver. Prospective students who are interested in a graduate assistantship can visit the School of Graduate Studies and Research website at [www.iup.edu/graduate/](http://www.iup.edu/graduate/) to learn more about this program. Additionally, after doctoral students have been awarded candidacy, they are eligible to apply for the Teaching Associate program which enables them to be hired as instructors for up to 6 credits of teaching and/or supervision of undergraduates. This handbook contains additional information about all of the forms of financial support available to doctoral students. Please refer to Section 2 for details about the graduate assistant and teaching associate programs, as well as other sources of financial support for doctoral students.

## **When will I be notified of about an assistantship?**

It is not possible to offer a graduate assistantship to an applicant until after the person has been officially admitted to the program. For the Doctoral Program in Curriculum and Instruction, this means that the student would have: 1) a complete application packet, 2) a positive Departmental review and 3) an official admission letter from the School of Graduate Studies and Research. The Professional Studies in Education Department is obligated to make the decisions about graduate assistant assignments by the end of May.

## **• QUESTIONS ABOUT CURRICULUM**

### **What is the difference between an Ed.D., D.Ed., and Ph.D.?**

Traditionally, the Ph.D. was considered to be more theoretical, while the other education doctorates, such as the Ed.D. and D.Ed., were considered to have a more applied emphasis. Over the years, the differences that once existed in the Ed.D., D.Ed., and Ph.D. have virtually disappeared. Recent comparisons of the curricula in doctoral programs in the field of education suggest that program requirements are equally demanding. The Ph.D. is often more familiar to the general public, however, because it is used in a variety of fields and has been in existence longer. The Doctoral Program in Curriculum and Instruction results in a D. Ed., a Doctorate in Education.

### **What is the difference between part-time and full-time study?**

Students, other than those who are 20 hour graduate assistants, usually enroll in the program for part-time study. Part-time students enroll in 6 credits in the fall, in the spring and in the summer semesters. Full-time students enroll in 9 credits every fall and spring and at least 6 credits in the summer sessions. The curriculum section of this handbook provides all of the details.

### **What is the success rate at the candidacy level? What if a doctoral student fails candidacy?**

Due to the rigorous admission process, the great majority of students do pass the candidacy exam--approximately 90%. If a student fails the candidacy examination, she or he has the

opportunity to retake the test one time. A second failure on the Candidacy Exam terminates the students' enrollment in the D.Ed. in Curriculum and Instruction program.

### **What is the internship? Can it be completed off-campus?**

The supervised doctoral internship is designed to provide doctoral candidates with an opportunity for professional growth through a practical work experience specifically tailored to their career goals. If, for example, an international student lacks experience in public schools in the United States, an internship could be designed to familiarize the student with schools in the United States. Likewise, a person who has extensive experience as an elementary school teacher or school administrator might be seeking college-level teaching experience and an internship could be designed to provide teaching opportunities at the college level.

Internship credit is not awarded for any work completed previously; in other words, an applicant cannot merely document a project that was conducted prior to entering the program and have it count as internship credit. All internships must be planned and supervised by IUP faculty who are qualified to work with doctoral students.

For those students seeking the Supervisor of Curriculum and Instruction Certificate, the internship must meet the standards established by the state of Pennsylvania. The internship requirement is planned by the doctoral candidate in conjunction with an IUP faculty member who is eligible to work with doctoral students. Although the internship is often completed at a site other than IUP, the doctoral candidate is responsible for maintaining a log of activities, reporting regularly to the IUP faculty member, and documenting the work completed during the internship. Upon completion of the internship, the candidate is responsible for creating a portfolio of all of the work and submitting both a hard copy and an electronic copy to the faculty supervisor. A second copy of the electronic version of the portfolio is maintained for archival purposes by the doctoral coordinator; it must include an executive summary on the project in PowerPoint. See **Section 4** of this handbook for further details.

### **How long does it typically take to complete the degree program, including the dissertation?**

Based on national statistics, education majors have the longest time-to-degree average among the disciplines. One explanation for this is that most educators pursue their doctoral degrees on a part-time basis while continuing in their full-time jobs. At IUP, the great majority of candidates in the Doctoral Program in Curriculum and Instruction follow the part-time cohort program sequence, which means that they will be finished with coursework and will have registered for all 60 credits within four years. The amount of time it takes to write the dissertation varies considerably from one doctoral candidate to the next, depending on motivation, persistence, and a host of other influences. Some doctoral candidates finish in as little as 4 years while others take considerably longer to write their dissertations. The School of Graduate Studies and Research sets a 7-year time limit on program completion for doctoral candidates. The seven year timeline commences when the student enrolls in the program and begins taking classes. A seven-year limit means that is not possible to begin coursework, sit out for 7 years, and simply resume studies at a later date; your timeline would have expired, along with the credits already completed.

### **What about the 6 credits of electives?**

The course sequence in the Doctoral Program in Curriculum and Instruction is in the brochure, on the website, and in **Section 3** of the handbook. It is a listing of the classes that all doctoral students in the program are required to take. 6 credits of electives are also required, but those electives are restricted to graduate-level courses in education or a related field; a list of these courses is on the program website. Any course selected to meet the 6-credits of electives must be approved, in advance, by the coordinator of the Doctoral Program in Curriculum and Instruction. *A complete listing of possible courses is posted online at [www.coe.iup.edu/c&i](http://www.coe.iup.edu/c&i); students need to check the online schedule URSA to see if a particular course is being offered in a given semester.*

### **How are transfer credits handled?**

A maximum of 6 credits (2 courses) may be considered for transfer. First of all, any graduate credits considered for transfer must be *after* the master's degree was awarded. Secondly, these credits must have been earned within the past 5 years from a regionally accredited graduate institution and must have earned a grade of A or B or its equivalent (no pass/fail grades can be considered for transfer). Finally, the doctoral program coordinator and the School of Graduate Studies and Research must approve the particular courses based on the relevance of the course content for to the Curriculum and Instruction Doctoral program. *Transfer credit is not posted on the transcript until after the student has successfully completed the Candidacy Examination.* The credits transfer but the grades do not. In other words, transfer credit grades are not calculated in with the doctoral candidate's grade point average at IUP. For more information on transfer credit, please consult the School of Graduate Studies and Research Catalog and **Section 4** of this Doctoral Program Handbook.

### **How is a dissertation committee formed?**

Dissertation committees are not assigned. Students invite faculty from the Professional Studies in Education Department to serve on their committee based on the faculty member's eligibility to chair or serve on doctoral committees, specialized expertise, interest in the dissertation topic, and willingness to serve. Usually, all three members of the committee are from the PSE Department. The committee chairperson must be from the PSE Department. However, when appropriate and feasible, other faculty at IUP may become dissertation committee members. *It is not advisable to invite individuals outside of IUP to serve as one of the three members of the dissertation committee: this requires special permission from the faculty union and management.* The Doctoral Program Handbook that students receive upon admission contains additional information about appointing the Dissertation Committee.

## **• QUESTIONS ABOUT POLICIES AND PROCEDURES**

### **What is a cohort program?**

In a cohort program, all students begin the same semester and follow the same sequence of courses until they graduate. If, for some unforeseen reason, a student cannot take a particular class with the cohort or needs to drop out of the program entirely, he or she would need to confer with the Program Coordinator about a completion plan. All courses are offered in the sam

**Is it necessary to be here for every Saturday class?**

Absolutely. If you miss one all-day class, you miss 20% of the class time. It is also important to note that there is a substantial amount of work that has to be completed outside of the Saturday class meetings. In preparing for one all-day class, the workload is the equivalent of preparing for three class meetings in the traditional evening graduate class format.

**What about on-campus events, other than regularly scheduled classes?**

Yes, doctoral students may be expected to come to main campus for the candidacy examination, the comprehensive exam, and for the dissertation defense.

## ***2. Financial Support***



## *Graduate Assistantships*

Each year the Department of Professional Studies in Education is allocated a limited number of Graduate Assistantships. Assistantship awards are based upon academic achievement, not financial need. In awarding assistantships to doctoral students, first priority is given to the candidate who is most advanced and needs to complete residency, internship, or dissertation requirements. Second priority is given those doctoral students who desire to fulfill their residency requirement through a leave of absence from their employing agency. In order to be considered for a graduate assistantship, the following requirements must be met:

1. Admission to the School of Graduate Studies and Research following the procedures outlined in the Catalog,
2. Successful completion of the Departmental Review Process as outlined in this handbook.
3. Submission of a GA application to the School of Graduate Studies and Research **by March 15**, and
4. Submission of the Professional Studies in Education graduate assistant application and a current resume or curriculum vita to the D.Ed. in Curriculum and Instruction Coordinator.

### **Purpose of the Graduate Assistant Program**

The purpose of the graduate assistantship program is to provide mutual professional development opportunities for the graduate student and the faculty mentor. The graduate assistant program is one important way in which the School of Graduate Studies and Research supports research and scholarship at IUP.

### **Role of the Graduate Assistant**

Appropriate duties for graduate assistants include:

1. conducting library research and compiling a literature review
2. collecting, coding, and analyzing research data
3. supporting innovative projects in the PSE Department
4. providing support to a faculty member's teaching and supervision (with the faculty mentor present)

The following activities are *not* appropriate for a graduate assistant:

1. performing contractual duties of the faculty mentor (e.g., teaching classes without the faculty mentor present, field supervision without the faculty mentor present, covering office hours, advising students)
2. clerical work that exceeds 10% of the total assistantship assignment
3. assisting the faculty mentor with personal/professional tasks (e.g., preparing a tenure or promotion file for a faculty member)
4. engaging in instructor of record activities (e.g., assigning grades)

According to the policies of The Graduate School and Research, graduate assistants are not clerical workers; their role and function is to support scholarship and research. Faculty in the Professional Studies in Education Department write proposals to request a graduate assistant and the description of the activities in these proposals serves as a job description for the graduate assistant.

**Types of Assistantships.** There are several different options for the assignment of graduate assistants. They are described below.

## **20 HOUR GRADUATE ASSISTANTSHIPS**

### **Work Duties**

Graduate students must be full-time graduate students who are enrolled in 9 credits in the fall and spring semesters. Graduate assistants in the PSE Department are assigned to a faculty mentor who has submitted a proposal/job description and is conducting research. A 20 hour graduate assistant works for the faculty mentor 20 hours per week during both the fall and spring semesters. No work duties are assigned during the summer for GAs who were assigned during the fall and spring semesters.

### **Tuition**

Full-time graduate assistants who work 20 hours in both the fall and spring semesters receive a full tuition waiver (up to 12 credits) in the fall, spring, and summer for a maximum of 36 credits. If a graduate assistant works just one semester, the tuition waiver is  $\frac{1}{2}$  (4.5 credits if registered for 9 total credits or 6 credits if registered for 12 credits).

### **Stipend**

The doctoral stipend is approximately \$6000 per year. If a doctoral student works one semester (only), the stipend is  $\frac{1}{2}$  of that amount.

## **10 HOUR GRADUATE ASSISTANTSHIPS FOR PART-TIME STUDENTS**

### **Work Duties**

Work 10 hours per week, fall and spring semesters. Nontraditional graduate assistantships are reserved to provide tuition support and opportunities to engage in scholarly work for students who are employed during the regular working day. The expectation is that the 10 hour GA would use technology to communicate and submit work assignments to their faculty mentor and meet on an as-needed basis at times other than the typical school day of 8-4:30. No work duties are required during the summer. Students must be registered for 6 credits in the fall, spring and summer semesters in order to qualify.

### **Tuition**

If the 10 hour graduate assistant and part-time student works both in the fall and in the spring semesters, the tuition waiver is  $\frac{1}{2}$  of that awarded to 20 hour graduate assistants—3 credits in

fall, spring, and summer. If the quarter-time graduate assistant works one semester only, tuition waiver is for 3 credits during that semester (only) and the following summer.

### **Stipend**

The stipend would be  $\frac{1}{2}$  of the doctoral stipends listed above for a 10 hour graduate assistant—about \$3000. In the case of a one semester 10 hour GA, it would be  $\frac{1}{4}$ .

## **Graduate Assistantships/SUMMER ONLY**

### **Work Duties**

Work 20 or 10 hours per week, entire summer session. Summer graduate assistantships typically are reserved to support doctoral students who are nearing completion of their programs.

### **Tuition**

For 20 hour and 10 hour Summer graduate assistantships the tuition waiver is for a maximum of 12 credits. *Summer graduate assistants must register for an absolute minimum of 9 credits for the entire summer.*

### **Stipend**

The stipend for a 20 hour Summer GA is  $\frac{1}{2}$ ; the stipend for a 10 hour Summer GA is  $\frac{1}{4}$ . Stipend only awards are also possible; a 20 hour Summer GA gets a  $\frac{1}{2}$  stipend and no tuition waiver while a 10 hour Summer GA gets a  $\frac{1}{4}$  stipend and no tuition waiver.

## ***Teaching Associate Program***

Each academic year several doctoral students in Curriculum and Instruction are offered appointments as Teaching Associates, with assignments in the Department of Professional Studies in Education. These appointments, awarded on the basis of academic merit, are for one academic year. Applicants considered for these positions must be outstanding doctoral candidates. They must be interviewed and make a professional presentation to the Professional Studies in Education faculty. Teaching Associates serve as half-time faculty in the Professional Studies in Education Department and carry out those faculty duties assigned by the department chair, including: teaching, supervising student teachers, serving on committees, and so forth. Every Teaching Associate, or TA, is assigned to a faculty mentor and must complete a performance review each semester. Teaching Associates are eligible for reappointment for an additional year upon the recommendation of the Department of Professional Studies in Education. No doctoral candidate may be a TA for more than two years. Appointees who teach 6 credits in both the fall the spring semesters earn a salary equal to one-half that of a beginning (Step A) Instructor (approximately \$24,000.00), and a tuition waiver (6 credits) during the summer sessions following the year of appointment.



## **Teaching Associate Program Guidelines for Faculty Mentors and Teaching Associates**

### *Professional Studies in Education Department*

**Program Purpose.** The purpose of the Teaching Associate Program is twofold: to provide high-quality instruction to undergraduate students as well as to offer opportunities for outstanding doctoral candidates to acquire college-level teaching experience. The challenges of becoming an effective college-level instructor are formidable. Even teaching associates with extensive teaching backgrounds in basic education frequently are surprised by how demanding it can be to teach just one or two college classes effectively and often feel much as they did back in student teaching days. To support TAs in making this important transition, each teaching associate is assigned to a faculty mentor. These assignments are made when the faculty member's schedule for the semester is finalized. The value of the mentoring program is that TAs have an experienced instructor with whom they can discuss concerns, prevent problems, and address any issues that should arise.

**Contractual Arrangements.** Doctoral candidates in good academic standing are the only students eligible to apply for a position as a teaching associate in the Professional Studies in Education Department. Teaching associates are not permitted to have any "I" grades and those at the dissertation stage must provide evidence of progress toward completion of the degree in order to be considered for a TA position. A TA may be assigned to a maximum of 6 credits per semester, Fall and Spring. The TA earns ½ of the instructor's salary at Step A (approximately \$24,000 for teaching 12 credits during the academic year) as well as a 6 credit tuition waiver the summer after completing a year as a teaching associate. Half-time TAs who are teaching one course each semester (total of 6 credits) earn approximately \$10,000.00. TAs sign a contract and are expected to honor that contract even if other opportunities arise. Although the contract provides for a maximum of two years as a teaching associate, the Professional Studies in Education Department will select the most highly qualified applicants each year; therefore, there are no guarantees of a 2-year appointment.

Each faculty member responsible for mentoring a teaching associate earns one credit.

**Preparation for the TA Role.** In preparation for this important role, all Teaching Associates in the PSE Department are advised to observe extensively prior to beginning their experience with college-level instruction. For TAs beginning in the Fall semester, this can be accomplished by visiting undergraduate courses during the summer or during the years prior to becoming a TA. Additionally, the coordinators of the Doctoral Program in Curriculum and Instruction hold a meeting to prepare the TAs for the interview, oversee the interviews and faculty evaluation process, conduct an orientation meeting for all TAs prior to the start of the Fall semester, explain the procedure for conducting Student Evaluations, and provide additional informational meetings on an as-needed basis. Therefore, it is essential that the faculty mentor provide the greatest support early in the semester to get the TA's experience started in a positive direction.

**Course Syllabi.** TAs should contact the PSE Administrative Assistant via e-mail to obtain a copy of the syllabus of record that is on file in the main office as a starting point for their syllabus preparation. TAs are responsible for sharing a detailed syllabus for one course as part of their portfolios during their interviews for the TA positions. After the schedule is finalized, mentors of TAs must approve the syllabus *before* it is shared with the TA's undergraduate students; this means that the TA should contact the mentor and provide a copy of the syllabus for review and critique either via e-mail or mail prior to the start of the semester. Each faculty mentor is responsible for carefully reviewing the course syllabus for each course the teaching associate has been assigned to teach. The faculty mentor should critique

the TA's syllabus or syllabi with an eye toward preventing problems, particularly where assignments, assessment practices and the formula for computing grades are concerned. Learning activities need to be critiqued not only in terms of their appropriateness for students but also in terms of state and regional accrediting standards. The syllabus is regarded as a contract between the instructor and the students and should not be altered after it is distributed without the approval of all students. The syllabus must conform to the detailed guidelines set forth in IUP's Undergraduate Catalog.

**Observations of TAs.** It is essential for the faculty mentor to observe the TA teaching very early in the semester. This can be accomplished by videotaping in each course or section of a course to which the TA is assigned and then making arrangements to discuss the mentor's critique of the tapes. *Each TA should be observed by the faculty mentor twice each semester in different courses or sections of courses, if possible.* The written observations become part of the TA's portfolio, just as peer observations become part of all tenure-track faculty members' portfolios.

**Regular Meetings.** The faculty mentor and TA should arrange a minimum of 5 meetings during the 14 week semester to review the TA's plans and address any concerns. Meetings should be arranged at times mutually convenient for the mentor and the TA. At least some of those meetings may consist of the TA observing and participating in the faculty mentor's class with a particular goal in mind (e.g., invite the TA to attend when an examination is being returned to demonstrate how to go over the test with students and respond to their questions). It is also recommended that the TA observe other instructors teaching the same course or courses that he or she has been assigned to teach.

**Student Evaluation Data.** The teaching of every TA in every section of every course to which she or he is assigned as instructor of record must be evaluated using the APSCUF-approved Student Evaluation instrument. In the case of predominately field-based courses such as EDUC 242 and EDUC 342, the faculty mentor will make arrangements to review the TA's evidence of effective supervision. This requirement extends to team-taught courses as well. Student Evaluation data is handled in strict confidence to protect the students and allow them to respond candidly to the questions. These evaluations must be conducted by full-time, permanent faculty, preferably the faculty mentor. *It is not appropriate for TAs to conduct one another's Student Evaluations nor is it appropriate for graduate assistants to administer Student Evaluations.* Every TA is responsible for arranging, well in advance, for a full-time, permanent faculty member to administer the Student Evaluations late in the semester. TAs are responsible for having everything prepared—pencils for the students, a control sheet filled out, and the instructor's name, course number, and section on the chalkboard. TAs should carefully read the instructions on the envelope for submitting the Student Evaluations. TAs are *not* permitted to distribute the instrument, be in the room at any time while the students are responding, handle the envelope, or read their evaluations or those of another instructor. All evaluations should be collected face down (with the written comments side up), quickly counted without reading them, sealed immediately, initialed by the full-time faculty member, and taken immediately to the Administrative Assistant. It is not appropriate for the faculty member administering the evaluations to report anything to the TA concerning the students' responses. In the event that the Administrative Assistant is not present, the envelope should be slipped under her/his office door immediately.

**Evaluation Procedures.** TAs are a special category of part-time employee at IUP; therefore, they are responsible for adhering to all of the practices and procedures specified by the chairperson of the Tenure and Evaluation Committee. Each TA will be provided with a deadline by which a curriculum vitae, mentor observations, and Student Evaluation Data are to be submitted to the PSE Tenure and Evaluation Committee. It is the faculty mentor's responsibility to guide the TA through this process; however, the TA bears responsibility for organizing and submitting the required materials in a timely fashion.

## **Important Deadlines Established by the School of Graduate Studies and Research**

- 1. Portfolio due no later than the last Friday in February: Teaching associates submit: 1) an updated vita, 2) a letter from their dissertation chairperson describing progress made on the dissertation, 3) a tabular report on teaching, scholarly work, and service activities recorded on the PSE matrix, 4) student evaluation data using the APSCUF-approved instrument and collected using the approved procedures, 5) mentor observation reports, 6) copies of all course syllabi, 7) sample exams, and 8) other supporting documentation as appropriate.**
- 2. Departmental evaluation due no later than the second Friday in March: All of the materials in item 1 above plus the departmental evaluation must be submitted to the Dean of the College of Education and Educational Technology, 104 Stouffer Hall. The departmental evaluation consists of a letter written by the TA mentor and approved/co-signed by the PSE chairperson. This letter and the TA portfolio are due in the College Dean's office by the second Friday in March.**
- 3. College Dean evaluation due the first Friday in April. The Dean of the College of Education and Educational Technology reviews the Departmental Evaluation and the portfolio and makes a recommendation to the Dean of the School of Graduate Studies and Research.**

**Problems and Concerns.** The faculty mentor assigned to work with the TA and/or the doctoral coordinator directly responsible for overseeing the teaching associate's academic program (typically the D.Ed. in Curriculum and Instruction) should be notified and involved if any problems arise with the TA's performance as a college-level instructor. If the teaching associate experiences major difficulties in teaching effectively during the first semester, the Professional Studies in Education Department reserves the right to recommend that he or she be discontinued as a Teaching Associate. TAs will be kept informed of their progress throughout the semester. In the event that a TA is discontinued for the next semester or academic year, he or she will be notified, in writing, of that decision at least 30 days in advance of the first class meeting for the next semester or academic year. This decision will be communicated by the School of Graduate Studies and Research in accordance with the contract for Teaching Associates.

Doctoral students interested in obtaining additional information about the Teaching Associate program should contact the Coordinator of the Doctoral Program in Curriculum and Instruction. Appointments are usually made in March for the following academic year.

## *Scholarships and Fellowships*

### **Margaret Flegal Harte Scholarships**

*For new, full-time graduate students with financial need.*

Two \$450 scholarships are awarded yearly to new full-time graduate students with financial need. All new School of Graduate Studies and Research and Research applicants except for those who receive other IUP scholarships are considered for this scholarship based on academic records and financial need. No application forms for the scholarships are required; the Free Application for Federal Student Aid (FAFSA) serves as the document for needs assessment. A FAFSA may be obtained from the Financial Aid Office. Contact the School of Graduate Studies and Research for more information.

### **Graduate Merit Scholarships**

*For new graduate assistants*

Funding for this scholarship is made possible by the IUP Foundation Unrestricted Endowment Fund. The scholarship offers \$500 awards to a small number of students who are entering a graduate program for the first time. Merit scholars must have a strong academic background and must have been granted an assistantship.

To be considered for either scholarship, eligible students must be nominated by their academic department. For further information please contact the School of Graduate Studies and Research.

### **Julius Filcik Doctoral Fellowship**

*For graduate assistants and teaching associates*

This fellowship was made possible by an endowment established by Shirley U. Filcik and her family in memory of her husband, Julius, a member of the Class of 1953. The fellowship provides students with a financial award of \$5,000 and should be combined with either a half-time graduate assistantship or a teaching associate position.

### **IUP Foundation Fellowships**

*For graduate assistants and teaching associates*

Foundation Fellowships are awarded to students who have demonstrated merit and the potential for academic excellence in the doctoral studies. The Professional Studies in Education Department typically distributes these them as \$1000 awards to outstanding doctoral students.

To be considered for either fellowship, the student must be nominated by his or her academic department. In addition to a completed admissions application, the nominee must provide the School of Graduate Studies and Research and Research with a one-page prospectus of the research or clinical interests he or she intends to pursue in a doctoral program and a one-page statement of his or her qualifications for the award. All fellowship nominees must be admitted to a doctoral program and must have received either a graduate assistantship or teaching associate position. Awards are announced June 1. For further information contact the School of Graduate Studies and Research.

### *3. Curriculum*



## *Curriculum Overview*

A total of 60 semester hour credits beyond the master's degree is required in the Doctoral Program in Curriculum and Instruction. The credits are allocated as follows:

**27 credits of required coursework in curriculum and instruction**

*(All of these courses are delivered in an all day 9-4 Saturday format or Friday/Saturday format in the summer sessions)*

**12 credits of required coursework in research methods and scholarly writing**

*(All of the above courses are delivered in an all day Saturday format or Friday/Saturday format in the summer sessions)*

**6 credits of advanced, graduate-level electives**

*(The above courses are as scheduled, usually in the evenings from 5:20-7:50 or during the day in the summer; transfer credit may also be sought with prior approval of the coordinators)*

**6 credits of CURR 798 Supervised Doctoral Internship (during which qualified students complete their field experience and portfolio for PDE if they are seeking the advanced certificate).**

**9 credits of dissertation**

Doctoral students' progress throughout the program will be monitored and assessed using the system outlined in **Appendix C**.

## Course Sequence for Part-Time Students

### Year One

#### **Fall**            **6 credits**

CURR 905    Curriculum Evaluation

CURR 925    Critical Analysis of Issues in Education

#### **Spring**           **6 credits**

CURR 910    Advanced Topics in Human Development and Learning

CURR 915    Writing for Professional Publication

#### **Summer**        **6 credits**

CURR 920    Doctoral Seminar in Research Methods

CURR 930    Analysis of Effective Instruction

### Year Two

#### **Fall**            **6 credits**

CURR 935    Education for Cultural Pluralism

CURR 940    Technology in the Curriculum

#### **Spring**           **6 credits**

CURR 945    Literacy: Theory, Research, and Practice

CURR 951    Issues and Processes in Curricular Change

#### **Summer**        **6 credits**

CURR 955    Doctoral Seminar in Curriculum and Instruction

CURR 982    Research Instrument Design

### **Year Three**

#### **Fall            6 credits**

CURR 983    Qualitative Research Methods in Education

CURR 798    Supervised Doctoral Internship (3 credits)

*Note: All doctoral candidates must register for 3 credits of internship in Fall of Year Three*

#### **Spring           6 credits**

Elective (3 crs.)

CURR 798    Supervised Doctoral Internship (3 credits)

*Note: All doctoral candidates must register for 3 credits of internship in Spring of Year 3*

#### **Summer         6 credits**

Elective (3 crs.)

CURR 995    Dissertation (3 crs.)

### **Year Four**

#### **Fall               6 credits**

CURR 995    Dissertation (6 crs.)



## Course Sequence for Full-Time Students

### Year One

#### **Fall**                                      **9 credits**

CURR 905      Curriculum Evaluation  
CURR 925      Critical Analysis of Issues in Education  
Elective (3 crs.)

#### **Spring**                                      **9 credits**

CURR 910      Advanced Topics in Human Development and Learning  
CURR 915      Writing for Professional Publication  
Elective (3 crs.)

#### **Summer**                                      **6 credits**

CURR 920      Doctoral Seminar in Research Methods  
CURR 930      Analysis of Effective Instruction

### Year Two

#### **Fall**                                      **9 credits**

CURR 935      Education for Cultural Pluralism  
CURR 940      Technology in the Curriculum  
CURR 995      Dissertation (3 credits)

#### **Spring**                                      **9 credits**

CURR 945      Literacy: Theory, Research, and Practice  
CURR 951      Issues and Processes in Curricular Change  
CURR 995      Dissertation (3 credits)

**Summer      6 credits**

CURR 955    Doctoral Seminar in Curriculum and Instruction

CURR 982    Research Instrument Design

**Year Three    FOR FULL-TIME GRADUATE ASSISTANTS ONLY**

**Fall            9 credits**

CURR 983    Qualitative Research Methods in Education

CURR 798    Supervised Doctoral Internship (3 credits)

Elective (3 crs.) (third-year, 20 hour graduate assistants will need to enroll in one additional elective to be full-time students)

**Spring        9 credits**

CURR 798    Supervised Doctoral Internship (3 credits)

CURR 995    Dissertation (6 crs.)

**Year Three FOR 6 HOUR TEACHING ASSOCIATES ONLY**

**Fall            6 credits**

CURR 983    Qualitative Research Methods in Education

CURR 798    Supervised Doctoral Internship (3 credits)

*TAs need to pay for these credits from their salary*

**Spring            3 credits**

CURR 780 Supervised Doctoral Internship (3 credits)

*TAs pay for these credits from salary*

**Summer**

CURR 995 Dissertation (6 credits)

*Tuition waiver for full-time TAs is applied here*

*Course Descriptions*  
*Doctoral Program in Curriculum and Instruction*

**CURR 905 - Curriculum Evaluation**

Provides students with a framework for the systematic analysis of curriculum from the context of social, historical, and philosophical foundations and theory and research in the field. Emphasis will be on curricular evaluation in the context of theoretical foundations of curriculum.

**CURR 910 - Advanced Topics in Human Development and Learning**

Students will analyze, evaluate, and synthesize theories of human development and learning. Emphasis will be on learning and development throughout the life span.

**CURR 915 - Writing for Professional Publication**

Designed to develop scholarly and publishable writing skills of doctoral students in education. Students will produce and submit a proposal for a presentation at a professional conference. Students will also develop a full manuscript to be submitted to a scholarly journal and a book prospectus. Skills in responding to editorial feedback, peer review, and public presentation of scholarly work will be developed.

**CURR 920 - Doctoral Seminar in Research Methods**

Provides students with the opportunity to acquire, refine, and apply the knowledge and skills to evaluate and design educationally relevant research. Emphasis in the course will be on quantitative and qualitative research approaches within educational settings.

**CURR 925 - Critical Analysis of Issues in Education**

Examines current issues and innovations, which are influencing reform in basic and post-secondary education. Relationships between research, policymaking and implementation will be emphasized.

**CURR 930 - Analysis of Effective Instruction**

Explores reflective practice as it relates to the design, implementation, and evaluation of instruction at all educational levels, with particular emphasis on preparation for teaching and supervising in teacher education. Topics include contemporary models of supervision and research on teaching and learning.

**CURR 935 - Education for Cultural Pluralism**

Combines theory and practice related to culture and perceived social and philosophical ideology of pluralism as significant forces in education. Critical analysis of research, theory and practice, and curriculum design in multicultural environments. Focus is on the exploration of a variety of perspectives related to race, gender, culture, disability, and socioeconomic status.

**CURR 940 - Technology in the Curriculum**

Focuses on the dynamics of technology and how it permeates all educational processes. The

course is designed for those working in curriculum development at the district level or teaching in higher education. Through critical inquiry and reflection of relevant research, students will explore the theoretical and the practical issues of technology in the curriculum as they apply to education in the 21<sup>st</sup> Century.

**CURR 945 - Literacy: Theory, Research, and Practice**

Examines critical issues and cognitive processes in language learning. Topics will include changing definitions for literacy, cultural aspects of literacy, methods of fostering literacy development, and alternative assessment practices. Research and theory on strategies used to support a developmental view of literacy will be critically evaluated.

**CURR 951 - Issues and Processes in Curricular Change**

Designed to provide students opportunities to analyze and evaluate critically curricular development processes, and to examine those elements as they affect school curricula.

**CURR 955 - Doctoral Seminar in Curriculum and Instruction**

Students will engage in collegial discourse about scholarly works that they have produced and refine those works based on responses from instructors and peers. Reviewed material will become part of the professional portfolio.

**CURR 982 – Research Instrument Design**

Designed to provide graduate students with basic knowledge and skills in quantitative educational research. Both descriptive and inferential statistics techniques will be developed. Through step-by-step, hands-on exercises, students will be able to build competency in research design and statistical data analysis.

**CURR 983 - Qualitative Research Methods in Education**

Designed to prepare doctoral students to conduct qualitative data analysis in dissertation research. It will emphasize identifying the key issues associated with qualitative research, critiquing the published qualitative research, transcribing qualitative data, and identifying themes and patterns. Students will learn to analyze, present, and write qualitative research reports.

**CURR 798 – Supervised Doctoral Internship (6 credits)**

Applied field experience chosen by doctoral students with the approval of the internship supervisor. **Important Note: All doctoral candidates must register for 3 credits of internship in the fall and 3 credits of internship in the spring of Year 3.**

**CURR 995 - Dissertation (9 credits)**

## **Recommended Departmental Electives**

EDUC 650	School and Community
LTCY 600	Foundations of Literacy Instruction
LTCY 644	Issues and Trends in the Language Arts
LTCY 648	Creativity and the Elementary School Child
LTCY 698	Analysis of Research in Literacy

## **Recommended Electives Offered in Other Departments**

*These are posted on the website [www.coe.iup.edu/c&i](http://www.coe.iup.edu/c&i); check on URSA to see which courses are being offered in a particular semester. Please check location where these courses are offered; some are taught off campus at the Monroeville site. All Monroeville courses have the 501 or 502 Section Number and the notation, MONROV SITE.*

## ***Textbooks, Registration, Calendar, I-cards, Library Services, and E-mail***

### ***Ordering Textbooks***

The Campus Bookstore (or Co-op Store) has copies of the books that were ordered by the instructor for the current semester. Contact <http://iupstore.iup.edu/> or (724) 357-2352 to reserve a copy.

The bookstore will mail copies to students off campus and you can place these orders online at: <http://iupstore.iup.edu/advantext/advantext.htm>

You also have the option of ordering your textbooks online. If you do, please be certain that you have the correct edition and publication date since textbooks are updated frequently.

### ***Registration for Classes***

Registration for all classes is the responsibility of the student. When you are officially admitted, you will receive a letter with all of the information that you need to register online using the Banner computer system at a site called URSA:

<http://www.iup.edu/ursa/>

Your letter contains an Alternate Pin Number, also called ALT or ALT PIN), that is your password for registration. Once you log on to the URSA system, you'll be asked to enter your alternate pin number. This is a cohort program, so you will need to register for the required courses every semester—fall, spring, and summer. Note that all Monroeville campus sections of courses are labeled as a 501 section, so be certain to register for the correct section.

After the first semester, you will get a Time Appointment letter from your advisor. Your ALT PIN password is in the upper right-hand corner. Save your Time Appointment Letter just in case there is a problem with your registration.

**IMPORTANT: You must complete this process by the deadline posted online to avoid paying a late fee. Note that the start date for your Saturday class is *after* the semester begins. You must register *before* the semester officially begins for IUP. These dates are on IUP's official calendar at: <http://www.iup.edu/registrar/calendars/>**

### ***Calendars, Official Holidays and Breaks***

The Registrar's office issues the calendar for the university at: <http://www.iup.edu/registrar/calendars/> Although much of the information does not pertain to students enrolled in Saturday classes, you can use the calendar to anticipate times when faculty will not be expected to teach and may not be available, such as fall break, spring break, and semester breaks. Classes would not be scheduled during these times.

### ***I-Cards***

Many of the services at IUP, including the online library services, require a student ID card number. Students attending the Monroeville campus will have their I-card pictures taken on site and have their cards delivered to them. Main campus students can visit the I-Card Production Office at the Hub (student union) on Pratt Drive. Call (724) 357-1314 for hours.

### ***Library Services***

IUP students at the Monroeville campus have the services of a reference librarian, access to all of the on-line library resources, and may use any of the on campus library services. The toll-free number for the Library Reference Desk is 1-866-836-8815. All students will have an orientation on how to use the hundreds of search tools and services provided by IUP's library.

### ***IUP Library Web Page***

The primary resource for Distance Education users is the IUP Library Web page, which can be found at: <http://www.lib.iup.edu>. The web page provides links to all of the IUP Library's electronic resources and services and is available 24 hours a day, 7 days a week.

### ***Online Catalog***

The Online Catalog, PILOT, is found by clicking on the 'CATALOG' button on the Library Web Page or entering the address <http://www.voyager.lib.iup.edu:8001>. The catalog lists all book and media material owned by the IUP Libraries. The catalog also includes listings for serial titles available in the Libraries.

### ***Databases***

The 'DATABASES' button of the Library Web Page (<http://www.lib.iup.edu/databases/databases.html>) provides access to over fifty bibliographic and

full text databases. Users will find citations to books and periodical articles, abstracts of articles and (in many cases) full text articles on a wide range of subjects. Off campus users must enter their 16-digit I-Card number to gain access to these databases.

### ***Electronic Reference***

Distance Education users may receive assistance through the Electronic Reference service link on the web page: (<http://www.lib.iup.edu/e-services/erefpref.html>). Users may enter a free text question that will be forwarded to a Reference Librarian. All questions will receive a response within 24 hours.

### ***Direct Borrowing***

The IUP Libraries maintain agreements with a number of libraries throughout the Commonwealth of Pennsylvania that allow IUP students to borrow materials directly. Since the list of libraries is constantly changing and requirements vary from library to library, send a message to the Electronic Reference service to receive a list of libraries in your area that allow direct borrowing.

### ***Using Your I-Card for Library Services***

Many of the services of the IUP Libraries require an identification number to authorize use. The IUP I-Card, issued to every registered student, displays a 16-digit number that is used as the identification number. Just enter this number (with no spaces, dashes or other characters) when prompted for access to the electronic service.

When encountering problems entering your I-Card number, contact the Library Circulation Desk at 724-357-2340 or the Library Reference Desk at 1-800-836-8815.

### ***E-mail***

Even if you have a private e-mail account, you will find it beneficial to use I-mail (IUP's server) and may want to redirect your IUP messages to your private account so that you have just one place to check. Instructions for accessing your IUP e-mail account are posted online.

### **DIRECTIONS:**

- 1) Go to [www.iup.edu/ursa](http://www.iup.edu/ursa)
- 2) Log in to secure area.
- 3) Put in banner number and pin number.
- 4) Then click on "Personal Information and Surveys".
- 5) Next, click on "Display IUP Computer Account Information".
- 6) This will show you your e-mail address and password. Write this information down; you will need it for the next screen.
- 7) Then go to <http://imail.iup.edu>

- 8) Put in your username. Example: If your e-mail address is [kghs@iup.edu](mailto:kghs@iup.edu), kghs would be your username.
- 9) Put in your password. This would be the password that IUP gave to you and you wrote down in step # 6 above.
- 10) You will then want to change your password. Make it something you will remember.

**IF YOU WOULD LIKE TO REDIRECT YOUR IUP E-MAIL ACCOUNT TO ANOTHER ACCOUNT (EXAMPLE: HOTMAIL OR YAHOO):**

- ❖ Click on the “Rules” button.
- ❖ In the box, under “Redirect All Mail To”, type in the e-mail address you would like the IUP e-mail account to be forwarded to.
- ❖ Send a test message to yourself to try it out.

### **Accessing and Printing Unofficial Transcripts**

#### ***IUP Transcripts***

Students will want to review their progress periodically by printing out a record of their work thus far. Any transfer credits must appear on your IUP transcript in order to be considered for elective credit. Remember, the credits (but not the grades) transfer. These requests are not processed until after students have successfully completed the Candidacy Examination. Unofficial transcripts may be viewed or printed online via the web. Use Internet Explorer if possible when printing transcripts.

To print your IUP transcript:

- Go to <http://www.iup.edu/ursa>.
- Click on key marked "Log in to secure area".
- From there you will be asked to give your USER ID, and then enter and reenter your PIN number (this is the one that you selected - it is your secret number).
- You will then click on the "Student Services" link to review Student Transcripts.
- You will need to click the “Students Records" to view the transcripts.
- You should click on the link marked "Academic Transcripts".
- Decide the "Transcript type" and then click "Display Transcript".
- Print copies of your transcripts using the print command.

**Note: These transcripts are for your use only. They do not qualify as official transcripts, sent from school to school. If a graduate school or employer requests an official transcript, it must be sent from IUP’s Registrar directly to the institution.**



**IMPORTANT: Check your IUP e-mail account frequently. This is the only e-mail that the SGSR uses to communicate with students. Funding opportunities, professional development events, and information concerning your academic program are communicated via students' I-mail accounts.**

## *Transfer Credit*

### **What Can Be Considered for Transfer Credit?**

A maximum of 6 semester hours can be considered for transfer at the time of admission into the program. Graduate credits to be considered for transfer at the time of enrollment in the program must meet the following criteria:

- Credits were earned from a regionally accredited institution,
- Credits were beyond the Master's degree (usually at the 600 or 700 level)
- Credits were earned within the past five years
- Courses being considered for transfer earned a letter grade of A or B

The Doctoral Program in Curriculum and Instruction does not award credit for work experience. Currently, there are no interinstitutional agreements in operation that would permit students to transfer more than 6 credits.

### **What Process Is Used to Evaluate Credits for Transfer?**

After the student has consulted with the Coordinator of the Doctoral Program concerning transfer of graduate credit, **the student is responsible for:**

- Requesting that an **official transcript** be mailed from the other institution directly to IUP (copies mailed to the student are not acceptable). The Graduate Catalog states: "To be considered official, the transcript must arrive in a sealed envelope bearing the official seal of the issuing institution."
- Providing a **catalog description** of each course and, if available, a **syllabus**
- Writing a **letter** to the Assistant Dean of The School of Graduate Studies and Research formally requesting that the credits be transferred.

As the Graduate Catalog states, "The request is reviewed in the School of Graduate Studies and Research and the academic department. After a decision is rendered by the School of Graduate Studies and Research, the Registrar's Office, student's department, and the student are notified of the transfer decision."

### **Can Credits Be Transferred from another Institution While the Student is Enrolled at IUP?**

IUP's policy is that any credits that are being considered as substitutes for required or elective courses in the doctoral program require *prior* approval:

"Students wishing to transfer credits from another institution while enrolled at IUP must receive **advance** written authorization for credit acceptance from the School of Graduate Studies and Research and the academic department" (Graduate Catalog)

When considering courses for transfer credit, it is best to use them as electives. Online courses and workshops designed for practicing teachers are not suitable as doctoral program electives.

If a course from another institution is being proposed as a substitute for a required course in the Doctoral Program in Curriculum and Instruction, the student needs to submit a course description from the other institution's catalog and, if possible, a course syllabus. **The course would need to be very similar to the one it is intended to replace in terms of content, level, and competencies developed through the course.**

**How and When Will the Transfer Credits Appear on the Transcript?**

If transfer credits are approved, they *are not posted to the student's transcript until after degree candidacy has been awarded by the SGSR*. Additionally, the transfer credits are not figured into the student's grade point average. The Graduate Catalog states, "only the credit, not the grade or accompanying quality points, will appear on the student's IUP transcript."

**Is There a Point at Which Transfer Credit Will No Longer Be Accepted?**

The seven-year time limit for completion of the degree applies to transfer credit as well. In other words, "Doctoral candidates must complete degree requirements no later than seven years after beginning IUP doctoral program course work unless an extension similarly is authorized. No time extensions are considered for doctoral students unless all degree requirements other than the dissertation have been completed by the expiration of the seven-year time limit".

**It is also IUP's policy that the last six credits in the student's program must be taken at IUP.**

Therefore, students cannot complete their last two 3-credit courses at another institution and transfer them to IUP. The Graduate Catalog states: "All degree candidates must complete their program's final six credits of graduate work in courses offered by IUP. Under unique circumstances, appropriate substitutions may be authorized by petitioning the dean of the School of Graduate Studies and Research after obtaining department approval.

***4. The Supervised Doctoral Internship  
and the Advanced Certificate,  
Supervisor of Curriculum and  
Instruction***



***CURR 798***  
***The Supervised Doctoral Internship***

***Why Is a Supervised Internship Part of the Curriculum?***

The Doctoral Program in Curriculum and Instruction has an applied emphasis. This means that successful doctoral candidates are expected not only to master a body of content but also to acquire practical/professional skills that will enable them to function as educational leaders. The internship is designed to further the professional development of students and involve them in tasks that will enable them to meet the new challenges associated with the roles they hope to fulfill in the future. Through the internship, a doctoral student with extensive experience as a classroom teacher but very little experience working with student teachers might devote the internship to acquiring the skills of student teaching supervision. In conjunction with the Doctoral Program in Curriculum and Instruction's emphasis on expertise in the area of curriculum, it is also possible to pursue the Supervisor of Curriculum and Instruction Certificate from the Commonwealth of Pennsylvania by carefully planning an internship experience that meets the state's requirements. Only those students who hold a valid Instructional II from Pennsylvania are eligible for the Advanced Certificate.

***Is Internship Credit Given for Work Experience or Travel?***

No. The internship is not a way of giving credit for work experience that has been completed previously; rather, it is a professional growth opportunity mutually agreed upon by a faculty member in the Professional Studies in Education Department at IUP who is eligible to teach at the doctoral level. Likewise, internship credit is not awarded for travel. Although it is possible to complete the internship at an off-campus site or to design an internship experience that is work-related, doctoral candidates cannot earn internship credit for work that is part of their responsibility or for which they are already compensated. In other words, a work-related internship has to be above and beyond the roles associated with the candidate's job.

***What Is the Purpose of the Doctoral Internship?***

The central goal of CURR 798 Supervised Doctoral Internship is to aid students in applying the knowledge and skills they have acquired in their doctoral coursework. The internship serves the mission of the Doctoral Program in Curriculum and Instruction by enabling students to select among three different types of internships: (1) an interdisciplinary curriculum project in the public schools and accompanying teacher professional development activities that meet the requirements of PDE and lead to the Supervisor of Curriculum and Instruction Certificate, (2) a college-level instruction and/or student teaching supervision practicum, or (3) research, service, and grant projects.

### ***How Many Credits Are Required?***

A total of 6 credits of CURR 798 Supervised Doctoral internship is required in the program. Doctoral candidates register for all 6 credits during the spring semester of their third year of study.

<b>Types of Doctoral Internships</b>	<b>Doctoral Student's Role</b>
<b>Supervisor of Curriculum and Instruction Certificate</b>	Meet the standards for the advanced certificate set by the Commonwealth of Pennsylvania. Prepare a portfolio that demonstrates how each competency has been met. <i>This option is available only to teachers with a valid Pennsylvania teaching certificate.</i>
<b>College-Level Instruction</b>	Work closely with a PSE faculty member who is involved in teaching undergraduates and supervising their field experiences in order to acquire the skills of the teacher educator and prepare for the Teaching Associate program.
<b>Research/Service/Grant Projects</b>	Design a professional development project that is work-related, that develops research skills, serves the goals of a professional organization, or assists with a funded grant.

### ***How Is the Internship Proposal Prepared?***

Use the outline in Appendix D to structure your proposal. Share it with your faculty mentor in advance and obtain approval before beginning your project. ***Important: Review the evaluation rubric for the type of internship you plan to complete.***

### ***When Do I Register for Internship Credits?***

Registration for CURR 798 occurs during the spring semester of Year 3 for part-time and full-time doctoral candidates. The process begins when you share your proposal with your assigned IUP faculty supervisor and this person agrees to work with you during the spring semester.

### ***How Is the Internship Supervised?***

All doctoral interns are evaluated by a faculty member in the Professional Studies in Education Department. Supervision of the internship takes place in several ways. If the student is working alongside an IUP faculty member who is teaching an undergraduate course or supervising student teachers, the supervision will be ongoing. If the doctoral student is working on a research or service project, the supervision will be based on the quality of the work submitted by the student as well as any presentations/publications that result. If the doctoral student is seeking the Supervisor of Curriculum and Instruction Certificate, the portfolio should include some videotaped examples of key activities (e.g., professional development session) so that the faculty mentor can review evaluate the quality of the session. Letters of support from on-site supervisors that attest to the quality of the intern experience are essential. In every case, it is up to the doctoral student to provide compelling evidence of high-quality work and present it to the IUP faculty member who is the instructor of record for the internship experience. The Doctoral Program in Curriculum and Instruction's major mission is to prepare teacher/scholars; therefore, scholarly products, in the form of professional presentations and publications that result from the internship, are an expected outcome of the internship experience.

### ***How Is the Internship Graded?***

If your internship project is not completed during the spring semester of your third year, your faculty supervisor may assign you an "I" grade for incomplete. This gives an additional 180 days to complete the work. Be aware that, if you get an "I", a grade of "incomplete", it will convert to an "F" in 180 days. In rare circumstances that would postpone a student's work for a longer period of time (e.g., serious illness, etc.) the faculty supervisor can assign an "L" or long-term grade. This gives the student a year to complete the work.

### ***Supervisor of Curriculum and Instruction Certificate Internship Project Pennsylvania Department of Education Advanced Certificate***

The goal of this type of project is to earn the Supervision of Curriculum and Instruction endorsement from the Commonwealth of Pennsylvania. ***You must hold a valid Pennsylvania Instructional II to pursue this option. 360 hours are required. A qualifying score on the Praxis Test Educational Leadership: Administration and Supervision (Test Code # 10410) is required.***

### ***Internship Proposal***

Students should create an individualized action plan for their proposed internship project based on their needs, interests, and career goals. The proposal details how the project is to be implemented in the school setting. It must include the project goals (scope of work), time frame for completion, expected outcome, project evaluation procedures, and a description of involved personnel. The PSE faculty member supervising the internship must approve the internship proposal prior to the start of the project. If the internship is to take place in a public school

setting, the proposal must also be submitted and approved by the building principal and superintendent prior to beginning any field-site activities.

### ***Internship Portfolio Requirements for PDE Advanced Certificate***

1. **Design an Interdisciplinary Curriculum Project.** Students are required to design an interdisciplinary curriculum project to successfully implement in a school setting. The school's current curricular program and needs should be addressed and a rationale for the curricular change should be submitted as part of the candidate's project proposal. The proposal must also include a scope and sequence of all components of the project and be in accordance with state and national standards.
2. **Implement a Major Curriculum Project.** Students should determine which instructional methodologies and strategies are most appropriate for the implementation of the curriculum project. A rationale for the instructional strategies selected for the project must be included in the portfolio as well as documentation of all instructional methods used.
3. **Evaluate a Curriculum Project (Formative and Summative).** Evaluation of the instructional service should be monitored by the student on an on-going basis throughout the project and documented in the student's portfolio. Evidence of evaluation of classroom observations or other collaborative efforts must be included.
4. **Evaluate Students' Achievement.** Students should develop alternative forms of student assessment. These assessments should include assessments that are more authentic and comprehensive in nature than traditional assessments (e.g., more than tests and grades). Documentation of the types of student assessments used in the project as well as actual student samples must be included in the portfolio.
5. **Plan and Evaluate Professional Development.** Students should identify staff development needs and resources necessary for the successful implementation of the project. Students should work closely with teachers and other school personnel in a professional manner to facilitate the successful implementation of the project. Workshops, in-service or other collaborative professional development activities should be designed for school personnel where necessary. Resources for the project should be identified and made available to teachers. All staff development activities must be documented in the student's portfolio.
6. **Create a Budget and Document Expenditures.** Candidates should develop a budget itemizing all expenses of the proposed project that is submitted and approved before the start of the project. The student must justify expenditures and show how the project expenses fit with the overall school budget.
7. **Use the scoring rubric as a guide in preparing your report.** The report must include an executive summary on PowerPoint. Please refer to the guidelines in the Electronic Portfolio section for further information.



## *Evaluation of Internship for the Advanced Certificate*

All activities related to the Internship Project are carried out under the direction of an IUP/PSE faculty supervisor. The advisor also evaluates the student's performance through a review of the student's required portfolio and through feedback from teachers and staff. It is also expected that the student will have an on-site supervisor; this is a person in authority who is qualified to evaluate the intern's performance. This is accomplished through a letter that becomes part of the internship report. To fulfill the performance component of the Supervisor of Curriculum and Instruction Certification program, ***students must complete the required 360-hours of field work in addition to preparing a portfolio to document all performance activities.*** When the university advisor and the Curriculum and Instruction Supervisor Candidate feel the project performance area has been successfully completed, a final review will be scheduled. The Coordinator of the Doctoral Program in Curriculum and Instruction will then recommend certification to the certification officer, the Associate Dean of the College of Education and Technology. The Dean is responsible for the final recommendation concerning advanced certification, which is then submitted to the Pennsylvania Department of Education.

### ***How Does a Student Apply for the Supervisor of Curriculum and Instruction Certificate?***

The procedure for obtaining the advanced certificate is as follows:

1. Register to take the Praxis Specialty Test for the Advanced Certificate, Supervisor of Curriculum and Instruction. This test is **Educational Leadership: Administration and Supervision (Test Code # 10410)**. This is the same test that principals are required to take. Testing dates are available from **Career Development Center** IUP's main campus (724-357-4994). To test at other sites, visit the Educational Testing Service web site at: <http://www.ets.org/choose.html> The current cost of this test is \$75.00.

Your score must meet or exceed the current cut-off score set by the Pennsylvania Department of Education. Have your score report sent to IUP by listing **IUP (R2652) in the Number 1 position as a score recipient. Submit a copy of your Praxis test scores on Educational Leadership: Administration and Supervision (Test Code #10410) to the Doctoral Program Coordinator to include in your file.**

2. Obtain a copy of the application form for a Pennsylvania certificate from the Doctoral Coordinator or download from The Pennsylvania Department of Education website. Complete the form and write a check for the fee. As part of the application process, you will need to attach copies of any certificates you currently hold and verify your employment (instructions are on the form). Deliver all of this to the Teacher Education, 104 Stouffer Hall, IUP, Indiana, PA 15905. Call (924) 359-2485 if you have questions about the application process.

3. Submit the verification of employment form, available from the Office of Teacher Education.
4. Ask the faculty mentor who reviewed and approved your portfolio to write a letter or e-mail stating that your portfolio has met the requirements for the certificate. This correspondence should be directed to the Office of Teacher Education, 104 Stouffer Hall. Call 724-357-2485 with questions about the application process.
5. After your file is complete, your passing Praxis scores on Educational Leadership: Administration and Supervision - # 10410 are submitted to IUP, your internship supervisor has approved the document, and the portfolio is submitted in both hard copy and electronic form to both your faculty supervisor and the doctoral coordinator, IUP will recommend you for the advanced certificate of Supervisor of Curriculum and Instruction. You will receive your Supervisor of Curriculum and Instruction Certificate in the mail. Faculty supervisors use the following set of criteria to evaluate internship portfolios for the advanced certificate.

**Evaluation Criteria for Intern Portfolios**  
*Advanced Certificate,  
Supervisor of  
Curriculum and Instruction*

**Student's Name:**

**Supervisor's Name:**

**Date:**

**GENERAL COMMENTS FROM INTERNSHIP SUPERVISOR** (*briefly explain project and outcomes for certification candidate, public school children and families, and professional staff*) :

**Internship Supervisors:** Please submit this form electronically by highlighting each response below and sending it as an e-mail attachment to the program coordinator.

**Design of the Interdisciplinary Curriculum Project**

- 3 2 1 Student completed 360 hours of work and 6 credits and provides a log of activities
- 3 2 1 Curriculum project is interdisciplinary
- 3 2 1 Curriculum project was implemented in a school setting
- 3 2 1 The school's current curriculum was described
- 3 2 1 A clear rationale for the curricular change was provided
- 3 2 1 A scope and sequence for all components of the project is supplied
- 3 2 1 Curriculum project is in accordance with state and national standards

**Implementation of a Major Curriculum Project**

- 3 2 1 Instructional methods and strategies are described and are appropriate for the implementation of the project
- 3 2 1 Rationale for the instructional methods and strategies is supplied
- 3 2 1 Instructional methods used are clearly documented in the portfolio

**Creation of a Project Budget and Documentation of Expenditures**

- 3 2 1 An itemized budget of all expenses for the proposed project was submitted and approved prior to the start of the project
- 3 2 1 A justification for the expenditures and explanation of how the project expenses fit with the overall school budget is supplied

### **Evaluation of a Curriculum Project (Formative and Summative)**

- 3 2 1 Instructional services were monitored by the candidate on an on-going basis
- 3 2 1 Results of formative evaluation are documented in the portfolio
- 3 2 1 Evidence of evaluation of the instructional services (e.g., classroom observations or collaborative efforts) is provided

### **Evaluation of Student Achievement**

- 3 2 1 Alternative forms of student assessment are included in the portfolio
- 3 2 1 Types of student assessments used in the project are documented
- 3 2 1 Samples of children's work are included in the portfolio

### **Plan and Evaluate Professional Development**

- 3 2 1 Resources necessary for the successful implementation of the project are documented
- 3 2 1 Professional collaboration with teachers and other school personnel is in evidence
- 3 2 1 Staff development needs are identified
- 3 2 1 Staff development activities are described in detail

### **Additional D.Ed. in C & I Requirements**

- 3 2 1 Professional development goals are clearly stated and appropriate for doctoral-level work
- 3 2 1 Internship proposal includes a review of the scholarly literature on the topic
- 3 2 1 The doctoral internship is not part of the doctoral candidate's expected work duties, nor is it simply another job for which the intern is being compensated
- 3 2 1 Internship project is worthy of the credit awarded (6 credits, 360 hours)
- 3 2 1 The doctoral intern keeps the instructor of record for CURR 798 fully informed of activities and provides sufficient evidence that the project was effective (e.g., print materials, videotape, site supervisor evaluation letter, evaluations from participants, etc.)
- 3 2 1 The project includes a log of activities completed by the doctoral intern and documentation is provided in the appended materials
- 3 2 1 The report is succinct and focuses on original work produced by the doctoral candidate
- 3 2 1 Results of the internship project are disseminated to the larger academic community through a professional presentation(s) and/or publication(s)
- 3 2 1 The work experience is completed during the 7 year time limit for doctoral study (or during an extension requested in writing by the student and approved by PSE and the SGRS)

3 2 1 An executive summary of the project has been prepared as a PowerPoint presentation, included in the report and submitted to the doctoral coordinator on a CD

### **Other Internship Options**

Students who are not practicing classroom teachers in a Pennsylvania public school with a valid teaching certificate cannot earn the advanced certificate, Supervisor of Curriculum and Instruction. They may choose an internship in college-level teaching, a service project in education, or a research or grant project.

**EVALUATION CRITERIA FOR CURR 798  
SUPERVISED DOCTORAL INTERNSHIP  
(*Noncertification Option*)**

**Student's Name:**

**Supervisor's Name:**

**Date:**

**Note: To submit electronically, highlight each response below.**

**Internship Type:** Service Project      College-Level Teaching      Grant/Scholarly Activity

**Number of Credit Hours:** 3 credits (180 hours)      6 credits (360 hours)

**GENERAL COMMENTS FROM INTERNSHIP SUPERVISOR (*Briefly describe project and outcomes*):**

**Rating Scale:** 3=target                      2=acceptable                      1=not acceptable

**Components of Proposal**

- 3 2 1 Professional development goals are clearly stated and appropriate for doctoral-level work
  
- 3 2 1 Internship proposal includes a review of the scholarly literature on the topic
  
- 3 2 1 Proposal describes a practical/professional work experience (180 clock hours for 3 credits; 360 clock hours for 6 credits) that would contribute to the doctoral candidate's professional growth
  
- 3 2 1 An executive summary of the project has been prepared as a PowerPoint presentation and included in the report and submitted to the doctoral coordinator on a CD

**Suitability of Project**

- 3 2 1 Internship project is worthy of the credit awarded (3 credits, 180 hours; 6 credits, 360 hours)
  
- 3 2 1 The doctoral internship is not part of the doctoral candidate's expected work duties, nor is it simply another job for which the intern is being compensated
  
- 3 2 1 The doctoral intern keeps the instructor of record for CURR 798 fully informed of activities and provides sufficient evidence that the project was effective (e.g., print materials, videotape, site supervisor evaluation letter, evaluations from participants, etc.)
  
- 3 2 1 The work experience is completed during the 7 year time limit for doctoral study (or during an extension requested in writing by the student and approved by PSE and the SGRS)

### **Adequacy of Report**

- 3 2 1 The project includes a log of activities completed by the doctoral intern and documentation is provided in the appended materials
- 3 2 1 The report is succinct and focuses on original work produced by the doctoral candidate
- 3 2 1 An executive summary of the project has been prepared as a PowerPoint presentation, included in the report, and submitted to the doctoral coordinator on a CD
- 3 2 1 Results of the internship project are disseminated to the larger academic community through a professional presentation(s) and/or publication(s)

**The first step in planning your internship is to write an internship proposal.**

**OUTLINE FOR INTERNSHIP PROPOSAL  
DOCTOR OF EDUCATION IN CURRICULUM & INSTRUCTION**

*Note: Use this outline to identify the sections of the proposal. It will require more than one page of information and explanation. Both the supervisor and student must sign.*

Intern's Name: \_\_\_\_\_

IUP Supervisor's Name: \_\_\_\_\_

Type of Internship (check one):

\_\_\_\_\_ Interdisciplinary Curriculum Project in a Public School  
(PDE Advanced Certificate, Supervisor of Curriculum and Instruction)

\_\_\_\_\_ College Teaching Practicum

\_\_\_\_\_ Grant, Research, or Service Project

Number of Credits \_\_\_\_\_ (PDE Certificate must be 6 credits)

Brief Description:

Professional Development Goals for Doctoral Student: (note that students seeking the Supervisor of Curriculum and Instruction Certificate must include plans for taking the PRAXIS test, Educational Leadership: Administration and Supervision Test Code # 10410). When you take the test, list IUP (R2652) in the Number 1 position as a score recipient.

Professional Literature to be Reviewed:

Role of the Faculty Mentor:

Outcomes (This must include a log of activities, instructional materials, professional presentations, scholarly publications and other forms of documentation, and an executive summary/presentation on PowerPoint on a CD):

Signature of Intern Supervisor/Instructor of Record: \_\_\_\_\_

Signature of Student: \_\_\_\_\_

Date submitted to Doctoral Coordinator: \_\_\_\_\_



## *5. Candidacy*



## *Candidacy Status*

When first enrolled in the program, students are categorized as pre-candidates. After the successful completion of the first semester with an overall GPA of 3.5 or higher and the successful completion of the both the written and the oral Candidacy Examination, students become degree candidates.

### *The Candidacy Examination*

#### **Candidacy Exam for the D.Ed. in Curriculum and Instruction**

##### **Background**

Prior to being admitted to the D.Ed. in Curriculum and Instruction, all students must complete an online writing task and submit a recorded, research-based presentation. These tasks set the tone for the types of scholarly work that will be expected of all students: identifying a domain of interest, reviewing the literature on a topic, synthesizing the information, organizing material in a logical sequence, and communicating effectively both in written and oral form. When students are admitted to the program, they are categorized as pre-candidates for the degree.

##### **Purpose**

In order to be recommended as a candidate for the degree, students must successfully complete the first semester and a Candidacy Examination. There are four purposes of this assessment:

1. To assess the student's ability to identify, review, critique, synthesize, and report on the relevant professional literature.
2. To evaluate skill in scholarly writing and professional presentation.
3. To assess each pre-candidate's strengths and weaknesses and offer recommendations for professional growth.
4. To inform a pre-candidate (prior to the completion of 12 credits) if, in the estimation of the Doctoral Screening Committee, the student's work is not indicative of successful program completion.

##### **Procedure**

The Candidacy Examination extends the abilities that were assessed prior to admission one step further. It begins with a domain of interest in curriculum and instruction from the pre-candidate. Although pre-candidates can select the topic, the following are *specifically excluded*: (1) the topic of papers written for the first two classes, (2) a broad overview of the educational system in another country, or (3) the same topic as a student's master's thesis. Topics must have clear connections to curriculum, instruction, and assessment. Students are encouraged to think about an area of interest that may hold promise for their dissertation study.

##### **Format of the Paper**

##### **DUE DATE: JANUARY 9th**

- **HARD COPY POSTMARKED JANUARY 9<sup>th</sup> and mailed to:**  
**Dr. Mary Jalongo, PSE Department, 303 Davis Hall**  
**570 South 11<sup>th</sup> Street, Indiana, PA 15705-1087**
- **ELECTRONIC COPY E-MAILED TO [mjalongo@iup.edu](mailto:mjalongo@iup.edu)**

##### **Part I: Problem Statement**

Identify an issue, trend, or controversy in curriculum and instruction. Use authoritative sources such as national statistics, the statements of leading professional organizations, and articles in highly regarded publications to frame the problem.

## **Part II: Integrated Literature Review**

Critically review the *research* literature. For this section, do not rely solely on expert opinion; rather, identify original, published research—both quantitative and qualitative—that reports specific findings. For examples of how to do this, look at issues of the AERA journal, *Reviews of Educational Research*.

VERY IMPORTANT: cluster studies with similar topics, themes, or findings together. Create a *graphic organizer* that synthesizes the research into themes or strands and discuss each cluster.

## **Part III: Recommendations and Conclusions**

Summarize the research findings and discuss the implications for research and practice.

### **Technical Requirements for the Paper:**

- Follow APA style, 6<sup>th</sup> edition, for all references and in-text citations.
- Create a separate cover sheet with the title of your paper, your name, your Banner ID, and your e-mail address.
- DO NOT put your name on the pages of the paper; the reason for this is that the faculty is to evaluate pre-candidates' papers without knowing the student's identify (anonymous peer review). Instead, create a running head with your Banner ID on every page of the paper and the page number included.
- There is an absolute page limit of eight pages of 12-point Courier print, single-spaced, with 1-inch margins all around. ***This eight page limit INCLUDES the references and graphic organizer.***

### **Presentation to Faculty**

***Individually scheduled commencing January 23<sup>rd</sup>; students may come to main campus or use the video conferencing equipment at the Monroeville site.***

Doctoral students ***are strongly encouraged to form presentation groups.*** The purpose of these groups would be to practice the 5-minute oral presentations that will be made to members of the Doctoral Screening Committee. Members of the group can assist one another by critiquing the presentations, raising questions, and so forth.

At the time of the presentation, students ***should not read from PowerPoint slides.*** A brief, one-page overview, printed out on paper, and distributed to the faculty is the only resource that will be permitted. Students should be sufficiently conversant on the topic to speak, rather than read the information that they have mastered.

At least 3 members of the Doctoral Screening Committee will attend these meetings and will have read the paper submitted by the student. However—***and this is vitally important--***students should be prepared to respond to questions and to ***go beyond*** what was shared during the 5-minute presentation. Faculty members will respond just as they would at a professional conference by making comments, requesting further clarification of points made, or asking questions. Therefore, it is incumbent upon the pre-candidate to have a ***thorough grounding in the topic selected.***

**Candidacy Exam  
Scoring Rubric for Paper and Presentation**

**Exam Number:** \_\_\_\_\_

**Date and Time of Exam:** \_\_\_\_\_

**Rating Scale:                      3=target                      2=acceptable                      1=not acceptable**

**PAPER**

Adheres to the required format	3	2	1
Is well-organized	3	2	1
Is concise (10 page limit)	3	2	1
Reflects a scholarly writing style	3	2	1
Cites support from the literature appropriately	3	2	1
Synthesizes the research literature	3	2	1
Includes a graphic organizer	3	2	1
Is free of mechanical errors	3	2	1
Conforms to APA style	3	2	1

**PRESENTATION**

*The pre-candidate:*

Is thoroughly prepared	3	2	1
Speaks (rather than reads) the material	3	2	1
Adheres to the 5-minute time limit	3	2	1
Provides a one-page outline (5 copies)	3	2	1
Synthesizes the research literature	3	2	1
Uses professional readings to support ideas	3	2	1
Conforms to APA style	3	2	1
Evidences a thorough understanding of the topic	3	2	1
Fields questions effectively	3	2	1

**DECISION:**                      **Pass/Candidacy Awarded**                      **Fail/Candidacy Denied**

**Student's Name:** \_\_\_\_\_

**DSC Member's Signature and date:**

**Recommendations for Improvement:**

## ***RESOURCES ON WRITING A LITERATURE REVIEW***

Overview of Resources on Conducting Literature Reviews  
From the College of New Jersey

<http://www.tcnj.edu/~library/research/guides/HowtoConductaLiteratureReview.htm>

Conducting Literature Reviews in the Social Sciences  
An online tutorial for beginners from Adelphi University

<http://fcpe/adelphi.edu/library/module1/>

The Literature Review: A Few Tips on Conducting It  
From the University of Toronto

<http://www.writingutorono.ca/advice/specific-types-of-writing/literature-review>

Literature Reviews: An Overview for Graduate Students  
A narrated PowerPoint from North Carolina State University Libraries

<http://www.lib.ncsu.edu/tutorials/lit-review/>

## **GUIDE TO APA STYLE, SIXTH EDITION**

APA (Style) Lite for College Papers

<http://www.docstyles.com/apacrib.htm>

## Sample Candidacy Examination

**EXAMPLE:** The following is adapted from Heider, K., & Jalongo, M.R. (2006). Teacher attrition: An issue of national concern. *Early Childhood Education Journal*, 33(6).

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### Teacher Attrition: An Issue of National Concern

#### Statement of the Problem

School districts can no longer afford to be complacent about teachers exiting the profession. Over the next several years, the large number of retirements caused by the baby boom generation's exodus from the workforce--coupled with the 46% of new teachers who leave the field within the first five years (Chase, 2001; Ingersoll, 2001; Ingersoll, 2002a)--will converge to exacerbate the teacher attrition problem (Borman & Dowling, 2008; Dillon, 2009; Guarino, Santibañez & Daley, 2006). In comparison with all other professions, the annual turnover rate for teachers is 6 percent higher, so replacement costs in education are a pervasive problem (Nobscot, 2004). The average cost of recruiting, hiring, preparing, and losing a teacher is estimated to be fifty thousand dollars (Carroll & Fulton, 2004). The costs in human capital are considerable as well. Nearly every person who exits the field of teaching in search of greener pastures has invested, at minimum, 4 years of her or his life to earning a teaching degree and meeting the state teacher certification requirements. Although it may be gratifying to see the skills developed in a teacher preparation program translate well into skills required by many other walks of life, it often is poor compensation for the time, effort, and money invested by the individual in becoming a teacher. With so many qualified teachers exiting the profession, many students are experiencing a substandard education in a considerable number of districts. The problem of teacher turnover is particularly acute for early childhood programs outside the public school system; positions in private nursery schools, Head Start, and child care offer notoriously poor salaries and benefits which creates a revolving door in staffing. Simply stated, teacher attrition is disruptive to the education of students. Speaking on behalf

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of the National Education Association, Chase (2000) contends

that "high staff turnover has devastating consequences for children. Research shows that the single most important factor in a child's education is the quality of his or her teachers—and quality depends in large measure upon years of experience" (p.5).

### **Review of the Research**

Consider, for example, these recent statistics:

- Teacher attrition is considerably higher for teachers with emergency certificates, often ranging from 50%-80% after 2 to 3 years. In Texas, 80% of Teach for America recruits had left the profession in 2 years (Raymond, Fletcher, & Luque, 2001).
- Over ninety percent of the teachers who are hired in the United States today are replacements for teachers who have left for reasons other than retirement (Ingersoll, 2002b).
- It is estimated that 3.5 million new teachers will need to be hired by 2013 to support increased enrollment in public schools and to replace retiring teachers (Hull, 2004).
- Nearly 540,000 teachers moved to other schools or left the teaching profession in 2000 (Carroll & Fulton, 2004).

Facts and figures such as these beg the question, why? Why are so many bright, enthusiastic, new teachers exiting the profession in record numbers? In Darling-Hammond's (2003) research, the four main reasons for leaving the profession or transferring to another school are: 1) low salaries, 2) unsatisfactory working conditions, 3) inadequate preparation, and 4) lack of mentoring support in the early years. Experienced teachers who resign cite testing and accountability pressures, increased paperwork, negative student attitudes, lack of parental involvement, unresponsive administration, low starting salaries, and the low status of the profession in U.S. society (Tye & O'Brien, 2002).

**Table 1: Research Findings on Reasons for Teacher Attrition**

<b>Variable</b>	<b>Studies</b>	<b>Findings</b>
Financial compensation and professional recognition	Chase, 2000; Darling-Hammond, 2003; Sue Greiner, & Smith, 2009	Teachers need compensation that is commensurate with their educational levels; they also need forms of professional recognition for excellent work
Working Conditions	Margolis, 2008; Parker & Martin, 2009; Tye & O'Brien, 2002; Xiaofeng, 2007	Educators need to be treated with respect, involved in decision-making, and respected for their specialized expertise
Inadequate Preparation	Foster, 2004; Raymond, Fletcher, & Luque, 2001; Freedman & Appleman, 2009	School districts need to provide high-quality new teacher induction programs and ongoing professional development for experienced teachers
Lack of Mentoring Support	Darling-Hammond, 2003; Fletcher, Strong & Villar, 2009; Latham & Vogt, 2007; Olson,	Effective professional development schools and mentoring



	2000; McGlamery, & Edick, 2004; Mihans, 2008; Suk-Hyang, 2006	programs can exert a positive effect on teacher retention
Issues with Student Behavior and Parent/Family Communication	Kardos, Johnson, Peske, Kauffman & Liu, 2001; Kopkowski, 2008	One of the most difficult challenges reported by beginning teachers is classroom management; not only teacher education programs but also school districts need to emphasize this in training.
Substandard facilities and resources	Buckley, Schneider & Shang, 2005)	The physical environment of schools is a frequently overlooked influence on teachers' perspectives of how their work is valued; many of the nation's school buildings are in poor repair and are poorly equipped

### Conclusion

What does it take to keep experienced, effective teachers? Actually, we know quite a bit about the conditions that encourage them to stay (Borman & Dowling, 2008; Brill &

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McCartney, 2008). We know that teachers who did not participate in induction programs (e.g., have an experienced

mentor, receive additional training and support) were twice as likely to leave as those who did not (Olson, 2000). In studies of first-year teachers, several variables contributed to their success: a match between their expectations and the realities of the workplace; evidence of having exerted a positive impact on their students; use of effective strategies to manage their students' behavior; and awareness of the professional culture of the school (Kardos, Johnson, Peske, Kauffman & Liu, 2001). Effective schools research is another key to understanding the conditions that encourage teachers to keep teaching. Judith Langer (2002) conducted a five-year study of schools that were effective even though a high proportion of the students would be categorized as "at risk". Interestingly, schools that succeeded despite the odds share the following characteristics:

- Professionalism is valued
- Teachers have access to professional development resources
- Teachers are encouraged to function as members of professional communities
- Teachers participate in meaningful decision-making processes
- Teachers care about the curriculum and student learning
- Teachers make the commitment to become lifelong learners (Langer, 2002, p. 1)

Evidently, treating teachers with respect, supporting their professional development, and creating communities of learners in both the student and the teacher populations characterized schools that were successful in promoting high levels of literacy in their students. Research findings such as these make it clear that, when it comes to teacher attrition, the nation needs to move beyond alarming statistics, predicted teacher shortages, and general hand wringing. Attracting and keeping good teachers is an "inside-out" operation, one that requires educational institutions to become better work places (Brown & Wynn, 2009) and environments that foster professional development.

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## Tips for the Written Candidacy Examination

The suggestions that follow are intended to guide you in preparing for the written examination.

In order for you to better demonstrate your in-depth knowledge in an area of curriculum and instruction, we suggest that you:

- (1) **Define key terminology.** Consult the published work of leaders in the field of education so that you can adequately define all key terminology related to the topic of the Candidacy Examination.
- (2) **Synthesize rather than list.** To demonstrate your ability to synthesize the literature, we suggest that you:
  - select authoritative, scholarly sources
  - look for patterns of related ideas, for concepts that go together as well as for conflicting points of view
  - organize the literature into a concept map; a graphic organizer is required
  - visualize and use those frameworks as a structure for your paper
  - elaborate on the reasons why you are selecting particular works to support your assertions.
- (3) **Assert, then support.** Support the assertions that you make in your written and oral responses with authoritative sources from the literature. Your personal experiences, while important and valuable, are not the source of support during the Candidacy Examination. **Use the literature to support your ideas in your paper and in your presentation.** Use APA style, 6<sup>th</sup> edition, for in-text citations in the written exam. Refer to particular studies in your presentation.
- (4) **Prepare a reference list in APA Style.** Include the most important studies in the area and know the major points of each. Do not include sources with which you are unfamiliar. You will be permitted to refer to your list of references, but not to articles, books, or extensive notes, during the presentation. Make certain that your list is formatted in American Psychological Association Style, 6<sup>th</sup> edition.
- (5) **Collaborate with your Cohort.** Form study groups to rehearse your presentations.
- (6) **During the presentation.** Be prepared to respond thoroughly and accurately to each question, as well as possible follow-up questions, by citing relevant scholarly sources. Ask for clarification of a question if you need it. Strive to go beyond the prepared material to demonstrate your mastery of the subject matter.

## 7. How is the candidacy exam graded?

The candidacy exam is graded as “pass” or “fail” using the scoring rubric. In the case of a decision of “pass”, and when all other requirements for degree candidacy have been satisfied, the department will recommend to The School of Graduate Studies and Research and Research that degree candidacy be awarded to the student. In the case of a decision of “fail”, the committee will communicate the reasons for its decision with recommendations to the student regarding the remediation of the deficiencies noted. In any case, a student who fails the candidacy examination has the option of retaking the examination one (1) additional time. The retake dates are

scheduled in advance for the spring semester of the first year. Students who fail the Candidacy Examination (paper, presentation, or both) may continue with their spring coursework but cannot register for summer courses until they earn Degree Candidacy.

***6. The Dissertation Committee,  
Registering for Dissertation Credit,  
the Comprehensive Examination  
and the Dissertation***





## *Role of the Dissertation Committee*

Following admission to candidacy, the student can begin the process of choosing a chairperson for the Dissertation Committee. The chairperson must be selected from among the faculty in the Department of Professional Studies in Education who have been approved by The School of Graduate Studies and Research and Research to teach doctoral-level courses.

The Dissertation Committee discusses dissertation ideas with the candidate, responds to the research proposal and protocol, reviews the chapters produced by the student, and renders a decision about whether the substance of the dissertation document and the oral presentation made to the Dissertation Committee is acceptable.

## *Selecting a Dissertation Committee*

Selecting the members of your Dissertation Committee is an aspect of pursuing your doctoral degree that merits careful consideration. The student who has successfully completed the candidacy examination, has a reasonably clear idea for the dissertation, and who has made an effort to become familiar with the research agendas of faculty in the Professional Studies in Education Department who are eligible to teach doctoral courses is in a position to begin this process. It is suggested that doctoral candidates use the following procedures to select the three committee members.

- 1. Review the list of faculty approved to teach doctoral courses.** This list is updated periodically. It is a PSE Department requirement that anyone chairing or serving on dissertation committees must be eligible to teach doctoral courses. As a doctoral student, you will have worked with several faculty members in conjunction with your coursework thus far. Learn more about the specialized expertise of the faculty by searching their works online or reviewing their curriculum vitae.
- 2. Identify a dissertation topic and an approach to studying the topic.** Knowing the topic for your dissertation will enable you to determine who among the faculty has acquired specialized expertise in that area or who might be interested in the topic. In the PSE Department, faculty members do not “assign” dissertation; it is up to the individual doctoral candidate to identify a domain of interest, narrow the topic sufficiently to pose a researchable question, and conduct a study that will make a contribution to the research literature. It is not expected that your single study will revolutionize education but it should shed light on some aspect of a phenomenon in education. It is also helpful to know the general methodology that you plan to use (e.g., qualitative or quantitative). Some faculty members have extensive experience with surveys, for instance, while others may have extensive experience with program evaluation.
- 3. Understand the role of the Dissertation Committee.** Treat your Dissertation Committee as a panel of experts to whom you present well formulated ideas and

carefully crafted documents. It is not the Dissertation Committee's responsibility to correct rough drafts, rewrite for you, or direct you specifically in everything you are to do. Traditionally, the successful completion of a dissertation is an indicator that you are capable of conducting *independent* research. It is also considered to be evidence that you have been socialized into the role of a teacher/scholar. Just as a grade of "A" in student teaching suggests that the student teacher is capable of assuming responsibility in basic education, the bearer of a doctoral degree in education is expected to be capable of fulfilling the expectations for a faculty member in higher education.

4. **Use appropriate criteria for selection.** It is appropriate to regard the members of your Dissertation Committee as a panel of experts with whom you can consult as you study for your Comprehensive Examination, write the protocol for human subjects review, and write the dissertation. Therefore, you should select individuals who have extensive background in your topic or method, or at least a keen interest in the particular study that you have in mind. In making these choices, think about instructors who have challenged you intellectually, provided helpful feedback on assignments, or encouraged you to become a more serious scholar. If you have not had the opportunity to work with a particular faculty member but have heard that this person is an expert on your topic, investigate that person's work, share a one-page description of your dissertation study with him or her, and then make an appointment to explore the possibility of that person becoming a member of your dissertation committee. It is not appropriate to trade on friendships and choose faculty merely because they are likable and pleasant. Nor should you choose a dissertation committee out of a sense of obligation, for example, choosing a person to chair your committee only because that person supervised your graduate assistant work. It is definitely not appropriate to select committee members based on the false hope of an easy or fast dissertation. Realize that your best protection against later criticism is to obtain it early, from your committee, before any of the other groups who review your written work, such as the Departmental Review Board, see it.
  
5. **Select the chairperson first.** The chairperson is the Professional Studies in Education Department faculty member with whom you will work most closely. Actually, in IUP's system, only the chairperson is monetarily compensated for working with you; for other members of the committee, it is an uncompensated professional service. Therefore, the expectation is that your Chairperson will review all materials before they are shared with other members of the committee. After you have identified a chairperson for the committee, you can consult with her or him to identify the two remaining members of your Dissertation Committee. Generally speaking, all three committee members are from the Professional Studies in Education Department. If your study has a particular aspect that might benefit from the expertise of a faculty member from another department, discuss this with your Chairperson.

***Generally speaking, it is not recommended that you invite professionals from other institutions or organizations to serve on your committee.*** First of all, identifying committee members who are not IUP faculty requires special permission from the faculty union. In addition, those outside IUP may not know what to expect in terms of responding to lengthy written documents, numerous rewrites, and the logistical difficulties of attending meetings at IUP.

6. **View committee selection as a firm commitment.** After three faculty members have agreed to serve on your committee, they will work with you throughout the remainder of your program. Although you will work most closely with your Dissertation Committee chairperson, all members of the Dissertation Committee must agree and be willing to sign off on the completed dissertation. It is not the case that, if your Dissertation Committee recommends extensive revisions to your work that you can “fire” them and replace them with another group. Legitimate reasons for changing the composition of a Dissertation Committee emanate from the committee members themselves, not from the student. Such reasons include retirement, relocation, or major changes in the dissertation topic and/or approach that render the study outside the committee member’s expertise. A committee member is free to withdraw from your Dissertation Committee.
  
7. **Share a one-page description of your dissertation with prospective Dissertation Committee members.** In conjunction with your coursework, you will develop a very succinct overview of your dissertation study. This assignment can be put to use in three ways. First, you can share it with faculty members you wish to chair or serve on your Dissertation Committee. Second, it can be attached to the Research Topic Approval Form (RTAF, Appendix E) that has to be submitted to The School of Graduate Studies and Research. Finally, this one-page document can be incorporated into your protocol for the Departmental Review Board and the Institutional Review Board.
  
8. **Submit the Research Topic Approval Form to the School of Graduate Studies and Research.** The mechanism for officially appointing your committee is to complete Research Topic Approval form with The School of Graduate Studies and Research. It requires the signature of each member of your committee, of the program coordinator, and of the Dean of the College of Education. One original and one copy of this form is *submitted at the same time as your proposal is submitted to the Departmental Review Board.*

### ***Registering for Dissertation Credit***

The total number of dissertation credits required for your program is nine. In order to register for dissertation, you need to determine which faculty member will chair the dissertation. Your *Research Topic Approval Form* (Appendix E) must be on file at the School of Graduate Studies and Research. This form officially appoints your committee and includes a one-page description of the study. After all required courses are completed you begin registering for one credit of dissertation each fall and spring until you are relatively certain that you will defend.

Dissertation credits do not “automatically” appear on the schedule; you have to request them. In order for the dissertation to appear on the schedule, you must e-mail Pat McDowell (MCDOWELL@iup.edu) with the course number (CURR 995), your chairperson’s name, and the number of credits you plan to take. If it is during summer session, you must indicate which session; the dates for Early Session, Summer I and Summer II are on the IUP

academic calendar posted at the registrar's office (<http://www.iup.edu/academiccalendar/>). You cannot register for dissertation without requesting that a section with your chairperson's name on it and for the particular number of credits be placed on the schedule well in advance.

*After you have registered for all 9 required dissertation credits and completed the Comprehensive Exam (first two chapters of your dissertation, the Institutional Review Board protocol, and a meeting with your committee) you will have to pay for 1 credit of dissertation every fall and every spring until you complete the program. Remember, you have 7 years from the time you first enrolled in coursework to complete the program.*

### **Preparing Your Dissertation**

All of the forms that you need, writing tips, the IUP Thesis/Dissertation Manual, and instructions for submitting your dissertation electronically are posted at:

<http://www.iup.edu/page.aspx?id=6011>

Follow the IUP Thesis/Dissertation Manual from the moment that you begin writing drafts of your chapters. The School of Graduate Studies and Research will not accept dissertations that fail to follow this format. Above all, do not assume that you will clean up the formatting later, ask a secretary to make it presentable, or expect your committee members to catch all of your mistakes. This is your research; therefore, the accuracy of the content, the correct format (including APA style), and the quality of the writing are your responsibility. Many students ask someone who is a very knowledgeable and skilled in editing to read the dissertation and critique it for them prior to submitting it to the dissertation committee.

### **Defending the Dissertation**

The format is a 10-15 minute presentation by you, followed by questions/discussion.

The presentation should follow the format of your chapters, only in condensed form--statement of the problem, etc.

You can use PowerPoint and should copy any tables or charts that are especially useful--having it on disk as well as paper copies is advisable.

You should use the approach that you would if presenting at a major conference--hit the highlights and anticipate some of the questions that might be raised.

Realize that you are the expert on your study and that no study is perfect. The best approach is to admit to its shortcomings and recommend future studies that would help to "round out" the picture of this issue from a research perspective.

## *Important Deadlines*

### *For a December Graduation*

**May 15:** Doctoral candidates have filed in the School of Graduate Studies and Research a Research Topic Approval Form (see Appendix E).

**October 1:** Doctoral candidates have applied for graduation through [URSA](#).

**November 1:** Draft copy of dissertation submitted to the thesis/dissertation office for format review.

**November 15:** Copies of signed dissertation and necessary forms/fees submitted to the School of Graduate Studies and Research; electronic dissertation submitted.

### *For a May Graduation*

**August 15:** Doctoral candidates have filed in the School of Graduate Studies and Research a Research Topic Approval Form (see Appendix E).

**March 1:** Doctoral candidates have applied for graduation through [URSA](#).

**April 1:** Draft copy of dissertation submitted to the thesis/dissertation office for format review.

**April 15:** Copies of signed thesis and necessary forms/fees submitted to the School of Graduate Studies and Research.

### *For an August Graduation*

**December 15:** Doctoral candidates have filed in the School of Graduate Studies and Research a Research Topic Approval Form.

**May 15:** Master's candidates have filed in the School of Graduate Studies and Research a Research Topic Approval Form (see Appendix E).

**June 1:** Doctoral candidates have applied for graduation through [URSA](#).

**July 1:** Draft copy of dissertation submitted to the thesis/dissertation office for format review.

**July 15:** Copies of signed dissertation and necessary forms/fees submitted to the School of Graduate Studies and Research.

## ***Professional Studies in Education Faculty Eligible to Teach Doctoral-Level Courses***

**Bieger, George R.**, B.S.-United States Naval Academy; M.A. - University of West Florida; M.S. - Cornell University; Ph.D. - Cornell University.

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## *The Comprehensive Examination*

The Comprehensive Examination begins the process of writing the dissertation. It is open to interested faculty and other doctoral students. At that meeting, the doctoral candidate engages in discussion with the members of his or her Dissertation Committee concerning three documents

1. Chapter 1 of the dissertation
2. Chapter 2 of the dissertation
3. A complete research protocol that will be submitted to the Departmental Review Board and Institutional Review Board

This meeting gives candidates an opportunity to discuss the study with the entire committee present, to make modifications, and to gain approval to move the protocol through the departmental and university-wide review process.

Candidates have officially passed the Comprehensive Examination after three conditions have been met: 1) a successful outcome of the meeting with the Dissertation Committee to approve Chapters 1, 2, and the protocol, 2) approval of the protocol by the Departmental Review Board (DRB), and 3) approval of the protocol by the Institutional Review Board (IRB). After the protocol has been approved by both the DRB and IRB, the dissertation chairperson contacts the School of Graduate Studies to report that the Comprehensive Examination has been passed. From that semester forward, *extended registration* goes into effect. According to this policy, any doctoral candidate who has: 1) registered for all 9 required dissertation credits **and** 2) has passed the Comprehensive Examination must enroll in 1 extended credit (designated as such on Banner) and pay one credit of tuition and fees every fall and spring semester until the student has graduated or until the time limit for program completion is exceeded (7 years from commencing doctoral studies at IUP). The extended registration policy *does not include summer session*. If a doctoral candidate does not register for 1 extended credit every fall and spring as required, the student will be out of compliance with the institution's policy and no longer considered a candidate for the degree.

## *The Dissertation*

***The dissertation is a research study designed and carried out by the doctoral candidate. Dissertations should make a contribution to the literature as well as provide evidence that the doctoral candidate is capable of planning, conducting, writing, and presenting scholarly research.***

The dissertation is the line of demarcation between those who are good at being graduate students (e.g., can perform well in coursework and experiences directed and monitored by others) and those who are able to be self-directed in completing a major scholarly work. Be aware that those pursuing the doctorate in education are particularly vulnerable to succumbing to other demands and pressures because most of them are part-time doctoral students with full-time jobs. In the sciences, for example, the tradition is for students to be at the university and in a laboratory setting throughout their programs. Nevertheless, the time-to-degree specified in this program is 7 years. It is possible to get an extension but only if the student can provide evidence of significant work toward the dissertation and submits (and adheres to) a schedule for

completion. It is your responsibility to generate a well-wrought study. Your Dissertation Committee is not responsible for convincing you to get the dissertation written, “catching” your mistakes, or making the document presentable. Nor is it the case that you should submit your dissertation and expect that no rewriting will be necessary. In fact, it *is* the Dissertation Committee’s responsibility to read your carefully prepared work thoughtfully and raise additional issues or questions for you to consider. Dissertation Committees tend to look at these studies as if they were hearing them presented at a professional conference because that is what they hope you might do with your dissertation - disseminate it. On that basis, they try to anticipate how an audience of experts and scholars might respond to your study and to prepare you for that in advance. Please refer to the School of Graduate Studies and Research **Thesis/ Dissertation Guide** for required format of this important document.

The candidate’s Dissertation Committee supervises the comprehensive examination/dissertation proposal meeting and oversees the dissertation process.

Doctoral candidates can begin registering for dissertation credits after the Doctoral Committee has been selected, the Comprehensive Examination has been successfully completed and the Supervised Internship has been completed.

### **1. Research Topic Approval Form (RTAF)**

Complete the Research Topic Approval Form required by the School of Graduate Studies and Research (**Appendix E**). This form officially appoints your Dissertation Committee and sets the anticipated graduation date. Each member of the Dissertation Committee must sign the form. A one-page description of your dissertation that was developed during your research courses must be attached to the form.

### **2. Registering for Dissertation Credits**

The dissertation in the Doctoral Program in Curriculum and Instruction is 9 credits. Students are advised to register for dissertation credits in 3-credit increments as indicated on the course sequence for part-time or full-time students.

**IMPORTANT: You will not find dissertation listed on the schedule as you did with other courses; rather, you must contact the administrative assistant before the first day of the semester and supply the following information: 1) name, 2) Banner ID number, 3) dissertation chairperson’s name, and 4) indicate that you are registering for 3 credits. A three-credit section of dissertation will be put on for you and then you can register as usual on URSA.**

### **3. Extended Credit Registration Policy.** After you have: 1) completed your comprehensive exam and 2) registered for all 9 credits, you must pay for 1 additional dissertation credit every fall and spring semester (but not during summer sessions). This policy, referred to as Continuous Registration, is intended to encourage Doctoral candidates to complete their dissertations in a timely fashion. Remember that you have 7 years from the time of admission to complete all of the program requirements including the dissertation. Extensions may be granted under extenuating circumstances but only if the candidate can provide evidence that steady progress is being made toward the degree. Doctoral candidates on an extension must adhere to

the timeline for completion specified by the SGSR, the dissertation committee chairperson, and doctoral program coordinator. If a doctoral candidate decides not to complete the program, he/she should notify the graduate coordinator and the School of Graduate Studies and Research.

#### **4. Human Subjects / Internal Review Board**

All research conducted by doctoral students and faculty in the PSE Department must be reviewed first by the Dissertation Committee, next by the Departmental Review Board and finally the School of Graduate Studies and Research. The necessary materials may be downloaded from IUP's website at [www.iup.edu](http://www.iup.edu). The Departmental Review Board typically meets once a month during the fall and spring and on as needed basis in the summer. Meeting dates are announced at the beginning of the fall semester. Meeting dates for the Institutional Review board are posted on the SGSR website. The review of the research protocol is a long, involved process and you should plan on at least 3-4 months to complete it. Numerous revisions to the proposal typically are required.

## *7. Graduation and Exit Portfolio*



## ***Doctoral Program in Curriculum and Instruction The Doctoral Candidate Electronic Exit Portfolio***

### **Purpose**

The primary purpose of the electronic portfolio is to document the ways in which respective programs have produced the intended professional outcomes with clients/students and other stakeholders in the Commonwealth of Pennsylvania. The electronic portfolio is *not* intended to duplicate materials that are stored and housed elsewhere (e.g., the candidate's application to the SGSR, clearances, or academic folder).

### **Portfolio Components**

The e-portfolio for those completing the D.Ed. in Curriculum and Instruction program has three components:

**1. The Curriculum Vitae.** In preparation for the job search, all candidates for the D.Ed. in C & I will produce a professional resume or curriculum vitae. Please use the Microsoft Word 2007 template for a curriculum vita to prepare this document. ***All presentations and publications listed must be in correct APA style, 6<sup>th</sup> Edition.***

**2. The Work Sample.** During CURR 798, the 6-credit Supervised Internship, candidates are required to complete a capstone project, an experience that is the culmination of their study and professional training. The work sample is a concise and selective capstone project that showcases each candidate's accomplishments within the program. In preparing this work sample, the guiding principle is to provide evidence that you can document a powerful, positive effect on your students/colleagues. For the D.Ed. in C & I, the work sample is an executive summary of your internship project, prepared in PowerPoint (an example follows). ***This work sample must include the scoring rubric completed by your IUP internship supervisor.***

**3. The Reflective Entry.** Prior to admission to the [insert] program, all applicants submitted a goals statement to the School of Graduate Studies and Research. As candidates near completion of the program, they are expected revisit their initial goals statement [or other philosophy statement they drafted earlier in the program] and write a reflective entry that analyzes their professional growth as scholars (knowledge and skills) and practitioners (professional skills and dispositions). This reflective entry is completed during [insert--part of the work sample? during a class?]

**Due Date:** Please submit the reflective entry, the work sample, and the resume (or curriculum vitae) in paper and electronic format to the Program Coordinator when you apply for graduation.

# SAMPLE EXECUTIVE SUMMARY OF AN INTERNSHIP REPORT FOR THE SUPERVISOR OF CURRICULUM AND INSTRUCTION CERTIFICATE BY TRACY McNELLY, D.Ed.

## Supervisor of Curriculum & Instruction

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Tracy A. McNelly  
Indiana University of Pennsylvania  
Supervised Doctoral Internship  
CURR 798  
Dr. Wenfan Yan, Advisor

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2

## Interdisciplinary Unit: Conemaugh Township Area School District Strategic Plan

Beginning in school year 1999-2000, the Conemaugh Township Area School District in Davidsville, Pennsylvania begin the process of developing a six-year interdisciplinary strategic plan. The strategic plan was guided by an academic school vision to create a standards-based system whereby students and staff worked to integrate Pennsylvania Academic Standards across disciplines to improve the quality of education for all constituents.

This action plan describes the strategic plan, its process, and the work that has commenced to begin to put the plan into action in the district.

The strategic plan consists of the development of local standards and benchmarks in math, reading, writing, speaking, and listening—all aligned to state standards in these areas in grades 5, 8, and 11.

As well, local assessments in math, writing, and reading are included. These will show the interdisciplinary nature and integration of writing and reading in the mathematics curriculum.

Finally, the beginning phases of the curriculum cycle and planned instruction will be described.

Additional items include budgetary, staff development, instructional service delivery, and documented hours.

```

graph TD
    SP[Strategic Plan] --> LS[Local Standards]
    LS --> LA[Local Assessments]
    LA --> PI[Planned Instruction]
    PI --> SD[Staff Development & Instructional Service]
    SD --> PI
    PI --> LA
    LA --> LS
    
```

3

## Budgetary Component

---

All funding to support all professional development activities as they pertain to the local assessment in reading, writing, and math came from various resources, grants and district budgeted monies, which will be outlined below.

The following grants, which can be found in the binder titled Grants/Miscellaneous Funds, were used directly for work on the district's local assessment. The PSSA Performance Funding grant totaling near \$10,500, the PCR22 grant totaling \$600, the PA Literacy Challenge Grant totaling \$600, and the Educate America Grant totaling \$6500 are all grants received during the 1999-2001 school year.

Annual district money in the amount of \$11,000 was also budgeted to support the strategic plan. This money was spend of professional development activities such as presenters, workshops and conferences, substitute wages, mileage and staff stipends, and refreshments. Money from this fund also paid for miscellaneous office supplies, printing and binding, and purchasing materials and equipment to successfully implement the strategic plan. A breakdown of all district spending can be found in the binder titled Grants/Miscellaneous Funds.

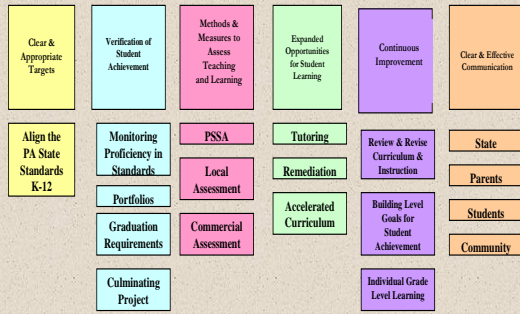
The strategic plan action plan items also list as estimated cost per each activity.

### Budget Spending

Category	Percentage
PCR22	38%
PSSA	36%
DISTRICT FUNDS	22%
LIT. CHALLENGE	2%
EDUCATE AMER.	2%

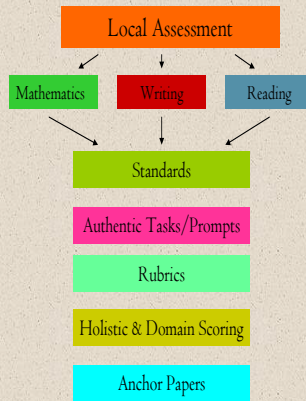
4

# Assessment Component



The Conemaugh Township Area School District developed a comprehensive assessment plan to include clear and appropriate targets, verification of student achievement, methods and measures to assess teaching and learning, expanded opportunities for student learning, ongoing improvement, and clear and effective communication. Setting clear and appropriate targets involved taking the PA Academic Standards at grades 3, 5, 8, and 11 and aligning these to all other grade levels to create standard standard statements and a continuum of learning K-12. The standard statements were reviewed and analyzed through curriculum mapping to focus subject/grade level instruction. As per Chapter 4 requirements, the district has a procedure to verify student mastery of the PA Academic Standards. These include the graduation project and the monitoring of student proficiency of standards. The methods and measures that are used to monitor student proficiency have been aligned to the PA Academic Standards and combine commercial, state, and district developed assessment tools.

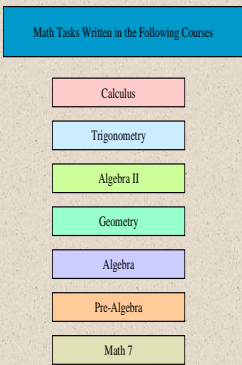
# Local Assessment Overview



The assessment distribution plan for these content areas is shown in Table Two. This graphic delineates the measures being used by the Conemaugh Township Area School District to determine the degree to which students are progressing in the Pennsylvania Academic Standards. To ensure students have multiple opportunities to demonstrate proficiency level in the standards and to increase the validity and reliability of district assessment, many evaluative tools have been identified. The district will use commercial products, the Pennsylvania State System of Assessment (PSSA), and locally developed assessments. The results from this data collection will be triangulated and used to design and revise curriculum, provide formative information that can inform and direct instruction in the classroom, give information to parents, set learning goals and identify students who need additional learning opportunities, remediation, enrichment, or acceleration. A visual of the locally developed district assessment in mathematics, writing, and reading is seen at the left.

# Mathematics Assessment

- The mathematics assessment component consisted of training in the use of assessment rubrics and writing of authentic math tasks.
- Authentic math tasks were written for each math subject area. All tasks require students to solve real-world problems and ask them to explain answers in writing.
- All assessment tasks were field-tested to verify consistency and usability.
- Anchor papers were pulled from all math assessment tasks to use in future scoring.



# Writing Assessment

- Rubric Areas**
  - Focus
  - Content
  - Organization
  - Style
  - Conventions



- MODES OF WRITING**
  - Narrative
  - Persuasive
  - Informative

- The writing assessment component consisted of training in the use of assessment rubrics and writing of writing tasks in the three modes of writing above.
- A writing assessment handbook was written for teacher use. The handbook explains the different modes of writing, the use of rubrics, and the Pennsylvania Assessment.
- Authentic writing tasks were written for each grade level area.
- All assessment tasks were field-tested to verify consistency and usability.
- Anchor papers were pulled from all writing assessment tasks to use in future scoring.

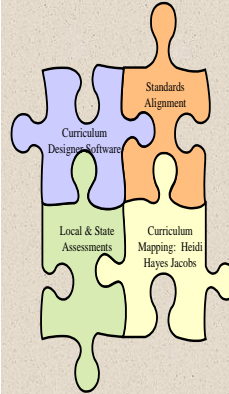
## Reading Assessment

- The reading assessment component consisted of training in the use of assessment rubrics and writing of reading tasks in informative and narrative modes.
- Authentic reading tasks were written for each grade level area.
- All assessment tasks were field-tested to verify consistency and usability.
- Anchor papers were pulled from all reading assessment tasks to use in future scoring.



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## Planned Instruction Component



- So that the writing of planned instruction could take place, Conemaugh Township Area Teachers were trained to use the Curriculum Designer software. This software matches state & national standards and assessments to curricular goals and objectives. Teachers began by inputting concepts they teach in each subject area. The next step was to align these concepts in grades K-12 to eliminate repetition, to fill the gaps, and to align to standards.
- The next phase of planned instruction writing took the form of Heidi Hayes Jacobs curriculum mapping a process by which teachers mapped out what they teach. Similar to curriculum designer software, curriculum mapping is more specific in terms of resources. The same approach was taken to eliminate repetition and fill the gaps. This whole process led nicely into the writing of the planned instruction.
- The writing of planned instruction began with the language arts curriculum. Units of instruction modeled after the Understanding by Design concepts was begun in grades 7-12 starting with the research unit in grade 12. Teachers examined research standards, looked at concepts that were important to know, and identified what they currently teach in research. They also asked the question, What should grade 12 students know in terms of research when they leave Conemaugh Township Area School District?
- From here they made decisions about what the research unit would entail in grade 12 and from there worked their way backwards toward grade 7.
- Many things were discovered during the discussion of the research unit. First, it was clear that students were not getting enough practice using parenthetical documentation. Secondly, it was found that much of the writing being done by students was not research based. In fact, students in grade 11 and 12 were the only ones getting any exposure to real research writing. When this was discovered, it was determined that every grade level would support research in some way and that each grade would build on the next. It was also determined that by the time students reached grade 10, they should have the skills to write and do research with minimal assistance.
- Following the writing of the research unit, other units followed.

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## Staff Development Component

Category	Activity
Assessment	<ul style="list-style-type: none"> <li>• Building a Local Assessment: A series of workshops with Everett Kline. One staff member representing each subject area and grade level attended.</li> </ul>
Math Assessment	<ul style="list-style-type: none"> <li>• PSSA Math Overview</li> <li>• Scoring math prompts</li> <li>• Using rubrics</li> <li>• Writing math prompts</li> <li>• TIMSS Overview (Marcia Seeley, presenter)</li> </ul>
Writing Assessment	<ul style="list-style-type: none"> <li>• PSSA Writing Overview</li> <li>• Scoring writing prompts</li> <li>• Using domain scoring rubric</li> <li>• Writing assessment prompts</li> <li>• William Spivey writing workshop</li> <li>• Southwestern Pennsylvania Saturday writing workshops at Conemaugh Township</li> <li>• Steve Dunn Writing series (K-6)</li> </ul>

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## Staff Development Component

Category	Activity
Reading Assessment	<ul style="list-style-type: none"> <li>• PSSA Reading Assessment Overview (Diane Skiffington Dixon)</li> <li>• Scoring Reading Prompts</li> <li>• Using the reading rubric</li> <li>• Writing reading prompts</li> <li>• Literature Circles (Lynn Alvine, IUP)</li> <li>• Guided Reading Workshop (grades 1-3)</li> <li>• Primary/ Elementary school visits to view reading series</li> <li>• Reading in Content Areas &amp; Across the Curriculum (PATTAN &amp; IUR)</li> <li>• Brain learning and reading</li> </ul>
Planned Instruction	<ul style="list-style-type: none"> <li>• Curriculum Designer Software</li> <li>• Curriculum Mapping</li> <li>• Understanding by Design</li> <li>• Constructivism video series</li> </ul>

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## Staff Development Component

Category	Activity
Assessment & Data	<ul style="list-style-type: none"> <li>Data Analysis workshop: Using data to guide instruction</li> <li>Using data from the PSSA workshop.</li> </ul>
Miscellaneous	<ul style="list-style-type: none"> <li>Tom McGreal: Teacher Supervision</li> </ul>

All staff development activities listed on this and the previous two pages were meant to support the district strategic plan.

Informal professional development activities are not listed but played an integral part in successfully implementing the strategic plan.

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## Instructional Service Delivery Component

The evaluation of instructional services was monitored through a combination of classroom observations, collaborative meetings, and monitoring of weekly lesson plans and unit plans.

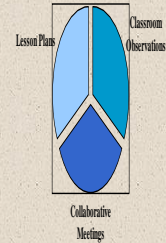
Classroom observations were conducted in the areas of math, reading, and writing. Clinical Supervision techniques were used so that I could meet prior to the observation to discuss the assessment that would take place during the lesson. For example, in a mathematics classroom, the teachers and I would discuss what concepts were previously taught, what authentic assessment the teacher would use to gauge student proficiency, and where the teacher and class would go next. The post meeting allowed the teacher and I to discuss how to best use the assessment data that was gleaned from the lesson.

All authentic assessments were worked into the class setting an unobtrusively as possible. Students worked on authentic tasks in groups, pairs and individually depending on the task. Some tasks took up to a week to complete in the mathematics curriculum.

The assessment tasks that occurred in the reading and writing curriculum were simply done to get an idea of where to go next. For example, in writing, the writing prompts would allow teachers to see what type of mini-lesson in writing students needed practice with. Likewise with reading, the teachers could analyze the students' reading assessment prompts to see if they needed more practice with critical reading or with certain functions of the English language such as metaphor or apostrophe or foil.

Collaborative meetings were also held to discuss data, write planned instruction, and learn more about developments in the areas of math, reading, and writing.

Finally, instructional service was monitored by way of weekly lesson and/or unit plans that teachers turned in. All lesson plans included standards statements and listed assessments.



14

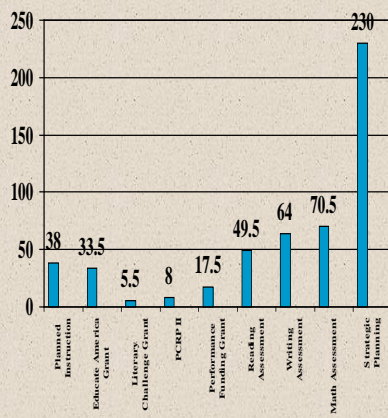
## Documented Hours Section

The chart to the right of the page shows all hours broken into categories. The total hours for the project is 516.5. The Strategic Planning constitutes most of the hours spent on this project.

The three assessments, reading, writing, and math, and the planned instruction components make up most of the remaining hours.

The grants accounts for the least amount of hours showing that most time is spent on relevant professional development activities.

The pages that follow will detail the hours of each component.



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## *8. Appendixes*



# APPENDIX A

## USEFUL RESOURCES FOR DOCTORAL STUDENTS

### *Career Development Center*

The Career Development Center, 302 Pratt Hall, is open to all IUP graduate students and alumni. Resources are available to assist students with their personal career plans, including resume-writing, interviewing skills, and job-hunting techniques. Individual appointments with career counselors are recommended. Services include on-campus interviews, job fairs, a job hotline, employer directories in print and CD-ROM, an extensive Career Library, and programs that assist students and alumni in networking.

### *Services for Students with Disabilities*

Disability Support Services (a unit of the Advising and Testing Center) is the primary agent for the provision of access for IUP students with documented physical, learning, or other disabilities. Students with disabilities are urged to register with the office. Services provided include, but are not limited to: early registration, equipment loan, test proctoring and reading, note taking, recording of books, NCR paper, liaison with faculty, OVR and BVS, and general advising and counseling. Further information may be obtained in 106 Pratt Hall.

### *Graduate Student Assembly*

Each IUP department offering a graduate program is required to establish a graduate committee and is urged, but not required, to form an association for its graduate students. On a university-wide basis, the Graduate Student Assembly (GSA) is the graduate students' organization. It serves graduate students through voting representation on the Senate Graduate Committee and the University Senate, by making recommendations about graduate student affairs to the Graduate Committee and/or the Dean of the School of Graduate Studies and Research and Research, and by working through other university committees and channels to improve the social, intellectual, and cultural life of graduate students. All graduate students are encouraged and welcome to participate in the GSA. Two graduate assistants will be invited to represent the PSE Department in the GSA.

### *The Applied Research Lab*

The Applied Research Lab (ARL) is a component of the Institute for Research and Community Service. The purpose of the lab is to provide students, staff, and faculty with computer and statistical assistance. This assistance may include helping with research design methods, survey construction, use of the computer for data analysis, and interpretation of statistical results. They can serve as your consultants in all phases of your research work. It is important to involve them early in the project if you wish to use their services.

The service is free and appointments may be made by phoning them at 357-4530. An ARL consultant will be assigned to your project and will assist you until the project is completed. This assistance will usually require several meetings with the ARL consultant in 123 Stright Hall.

You do not need to be familiar with statistical or computer procedures to use the ARL facilities; they will coach you and advise you at each step along the way. You will, however be responsible for entering your own data using the specific directions of the ARL consultant.

Although you may contact the lab at any point in your study, it is strongly recommended that before collecting your data, you thoroughly discuss your project with your instructor/advisor and schedule a preliminary meeting with the ARL. By proceeding in this manner, errors in survey methods and questionnaire construction may be minimized and data entry will be easier. After the collection of you data, the ARL consultant will assist you with data entry, running the computer analysis, and interpreting the statistical results. In addition to the assistance described above, the ARL sponsors workshops and seminars on various computer and statistical topics throughout the year.

### *Frequently Called Numbers*

**All numbers are 724 area code. Check the [www.iup.edu](http://www.iup.edu) for additional information.**

Department of Professional Studies in Education	(724) 357-2400 or 2401
Bookstore	(724) 357-2352
School of Graduate Studies and Research	(724) 357-2222
College of Education and Educational Technology	(724) 357-2480
Library	(724) 357-3006
Student Payroll	(724) 357-2511
Registrar	(724) 357-2217
University Operator	(724) 357-2100
Campus Police and Parking/Traffic Control	(724) 357-2141
Career Development Center	(724) 357-2235
Financial Aid	(724) 357-2217

# APPENDIX B

**DEADLINE IS MARCH 15<sup>th</sup>**

*Please read all of this information very carefully.  
Please attach a current resume or curriculum vitae to this form.*

Date: \_\_\_\_\_

## Professional Studies in Education Department Graduate Assistant Information Sheet

Name \_\_\_\_\_  
Last First Middle Initial

Address \_\_\_\_\_  
\_\_\_\_\_

Banner ID Number: \_\_\_\_\_

Telephone: \_\_\_\_\_ E-mail: \_\_\_\_\_

Graduate Program: \_\_\_\_\_ **Doctorate in Curriculum and Instruction**  
\_\_\_\_\_ **Doctorate in Administration and Leadership Studies**  
\_\_\_\_\_ **M.Ed. in Literacy**  
\_\_\_\_\_ **M.Ed. in Elementary Education (Monroeville)**

### ELIGIBILITY FOR GRADUATE ASSISTANTSHIPS

- 1. Admission and acceptance into the program is required.** It is not possible to award an assistantship until the applicant has been officially admitted to an academic program. All GAs must have completed the both the School of Graduate Studies and Research admission process and the application process within the Professional Studies in Education Department. Students considered for GA positions must be categorized as pre-candidates or candidates for the degree.
- 2. Social Security Card is required.** All graduate assistants (GAs) must obtain a Social Security card in order to be employed at the university. International students should contact IUP's office of International Affairs and the international student advisor, Michele Petrucci ([MICHELEP@iup.edu](mailto:MICHELEP@iup.edu)) for the necessary information and forms.
- 3. Fill out the School of Graduate Studies and Research GA application.** The form is posted at: <http://old.www.iup.edu/graduate/ps/index.htm>
- 4. Full-time student status is required for a 20 hour assistantship.** 20 hour GAs must be enrolled for 9 credits in the fall and 9 credits in the spring. Students cannot continue as GAs after they have registered for all of the credits in their degree program.

5. **Part-time student status is required for 10 hour assistantships.** 10 hour GAs must be enrolled for 6 credits in the fall and 6 credits in the spring. They receive a 3 credit tuition waiver in fall, spring, and summer and half the stipend for fall and spring (no summer stipend).
6. **Commitment to a binding contract is required.** Anyone seeking a GA position must view the contract as a binding commitment, sign the contract, return it to the School of Graduate Studies and Research (at the very latest) by the deadline indicated in the letter of agreement, and comply with all of the terms set forth in the contract. Resignation from an awarded GA position has very serious consequences for the Department: if a person resigns after accepting an appointment as a GA, that faculty mentor is deprived of the support of a GA. All GAs in PSE are assigned to a faculty mentor who is engaged in scholarly activities and all GAs are given a job description.
7. **Be available to work.** GAs must be on campus and available to begin their assistantship duties by the date specified in their letter of agreement. GAs in the Professional Studies in Education Department will be contacted via letter and/or e-mail about a mandatory orientation session for PSE graduate assistants held in room 121 Davis Hall prior to the beginning of the Fall semester.
8. **Understand the terms of the agreement.** All GAs bear responsibility for reading the correspondence that they receive, checking the specifics of their contracts, and complying with the terms of their agreements.
9. **Read the PSE Departmental Guidelines carefully.** Students selected to be GAs will be provided with a copy of the guidelines. Read this material very carefully.
10. **Sign up at student payroll.** It is not possible to be paid at IUP without going, in person, to Student Payroll on IUP's main campus. You must present your Social Security card. If you do not wish to travel to main campus to get your check, you must make arrangements for direct deposit. No one else is authorized to pick up your paycheck for you.
11. **Submit end-of-semester evaluations** All GAs complete a short survey to evaluate their graduate assistantship experience at the end of fall and spring semesters. These reports submitted to the program coordinator.
12. **Duration of support.** GAs who seek to continue for another year must be in good academic standing *and must reapply. For most full-time M.Ed. students, one year is the maximum GA support; for D.Ed. students, 3 years is the maximum number of years for GA support.*

## **GRADUATE ASSISTANT OPTIONS**

**INSTRUCTIONS:** If only one option is acceptable to you, mark it with a X. If more than one choice is acceptable, please rank-order them and indicate your 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> choices in the blank at the left of each category.

\_\_\_\_\_ **20 HOUR GA.** Enroll as a full-time student—9 credits in fall, 9 credits in spring. Work on campus 20 hours per week in fall and spring. Earn stipend for fall and spring **ONLY**, earn 9 credits of tuition waiver in fall, spring, and summer.

\_\_\_\_\_ **10 HOUR, PART-TIME GA.** Enroll for 6 credits in, fall, spring, and summer session. Work 10 hours per week in fall and spring semesters. Earn 50% tuition waiver (3 credits in fall, spring, and summer) and 50% stipend in fall and spring **ONLY**.

\_\_\_\_\_ **Summer ONLY 20 HOUR OR 10 HOUR.** Enroll as a full-time student during the summer (9 credits). Work throughout the summer, all sessions, for 20 hours per week. 50% stipend and full tuition waiver (maximum 9 credits) **OR** Work throughout the summer, all sessions, for 10 hours per week. 25% stipend and full tuition waiver (maximum 12 credits).

---

Printed Name

Signature

Date

***Send to: Dr. Mary Renck Jalongo, 122 Davis Hall, 560 S. 11<sup>th</sup> Street, IUP, Indiana, PA 15705***  
**Attach a copy of your resume or curriculum vitae.**

# APPENDIX C

## ASSESSMENT SYSTEM FOR THE DOCTORAL PROGRAM IN CURRICULUM AND INSTRUCTION

Decision Point	Criteria	Evaluators
<b>Application</b>	2 letters of reference (professional, academic)	Doctoral Program in Curriculum and Instruction Screening Committee (DSC)
	Minimum overall GPA of 3.5 in master's degree program from an accredited institution	
	Independent review of applicant's credentials, including goals statement and educational experience	
	Decision to interview or reject communicated to SGSR by Doctoral Coordinators	
<b>Admission</b>	Quality of applicant's formal, research-based, 5-minute recorded, research-based presentation	Doctoral Screening Committee
	Online writing sample. Applicant summarizes, critiques, and takes a position on the content of a professional journal article.	Doctoral Screening Committee
	Applicants' writing is reviewed independently by members of the DSC; applicants' writing is assigned a number to preserve anonymity during evaluation	Doctoral Screening Committee
<i>Upon successful completion of the process outlined above, students are categorized as pre-candidates.</i>		
<b>Candidacy</b>	Pre-candidates select an educational issue, write an integrative literature review, and make a formal presentation	Doctoral Screening Committee
	The pre-candidate's performance on the paper and presentation is scored by members of the DSC using the scoring rubric	



The pre-candidate leaves the room while the DSC deliberates and renders a decision; the pre-candidate returns and the DSC's decision is communicated. Students who pass and have earned a minimum 3.5 overall in coursework become candidates for the degree; this decision is communicated to the SGSR by the Program Coordinator

Students who fail the paper, presentation or both are given one opportunity to retake. A second failure results in being dismissed from the program.

*Upon successful completion of all coursework and the Candidacy Examination, students are categorized as candidates for the doctoral degree in Curriculum and Instruction.*

**Internship/  
Supervisor of  
Curriculum and  
Instruction  
Certificate Option**

Candidates who have a valid Instructional I or II certificate may elect to apply for the advanced certificate. The required 6-credit course, CURR 798 Supervised Doctoral Internship, is tailored to the PDE portfolio requirements; candidates must provide evidence of meeting the criteria, including: evidence of employment, passing scores on the PRAXIS test, and endorsement of the Internship Supervisor via letter submitted to the Associate Dean for Teacher Education that is based on a review of the candidate's portfolio and supporting evidence using the scoring rubric. Students who do not elect to pursue advanced certification typically use CURR 798 to gain experience in teaching/supervising at the college level.

Internship Supervisor (supervisors must be approved to teach at the doctoral level)

**Research Topic  
Approval (RTAF)**

Candidates select their dissertation committee consisting of 3 faculty approved to teach at the doctoral level; *at least two members must be PSE faculty.* A one-page description of the study is required.

Form requires the Program Coordinator's and College of Education and Educational Technology Dean's signature

**Comprehensive  
Examination**

Consists of the research protocol and Chapters 1 and 2 of the dissertation

Dissertation committee meets to review these documents

<b>Review of Protocol</b>	The Institutional Review Board for the Protection of Human Subjects requires that all studies undergo review. <i>All forms and several examples are posted online at the SGSR website</i>	The Departmental Review Board evaluates the protocol. If acceptable, it is then sent to IUP's Institutional Review Board (IRB)
<b>Application for Graduation</b>	Must be completed by these deadlines: <i>March 1st for May Graduation; June 1st for August graduation; October 1st for December Graduation</i>	SGSR
<b>Dissertation</b>	Chapters I-V, approved by all 3 members of the candidate's Committee <b>IMPORTANT: <u>Follow IUP's Thesis/Dissertation Manual (online) for format</u></b> Submit sample pages to the SGSR for approval of format	Dissertation Committee
<b>Dissertation Defense</b>	<p>Formal presentation of the dissertation study (approximately 15-20 minutes) to committee and interested faculty, students, or other professionals;</p> <p>Questions/discussion between the candidate and the Committee; candidate's dissertation is discussed as well as the candidate's professional growth during the program and future plans; candidate's exit portfolio is shared.</p> <p>Committee confers to render a decision and communicates the decision at the conclusion of the defense; if dissertation is approved, the signature page is signed by each member of the Committee.</p> <p><b>IMPORTANT: Follow the signature page Format in IUP's current Thesis/Dissertation Manual and bring 5 copies on bond paper to defense meeting. The student must deliver one signed copy of the signature page and the entire, corrected dissertation to the SGSR in order to graduate</b></p> <p>Follow the procedures for electronic Thesis/Dissertation from the SGSR (available online)</p>	

Consider making 2 bound copies; one for the student and one for the dissertation chair

**Exit Portfolio**

The doctoral candidate is responsible for Submitting an electronic exit portfolio to the Program Coordinator.

**Graduation Checklist**

After the candidate has met all requirements for the degree program, this is communicated to the SGSR by the Coordinator(s) of the Doctoral Program using a Graduation Checklist (Appendix F)

**APPENDIX D  
OUTLINE FOR INTERNSHIP PROPOSAL**

**DOCTOR OF EDUCATION IN CURRICULUM & INSTRUCTION**

**OUTLINE FOR INTERNSHIP PROPOSAL**

**DOCTOR OF EDUCATION IN CURRICULUM & INSTRUCTION**

Type of Internship\_\_\_\_\_

Number of Credits\_\_\_\_\_

Brief Description:

Professional Development Goals for Doctoral Student:

Professional Literature to be Reviewed:

Role of the Faculty Mentor:

**Outcomes (This must include a log of, instructional materials, professional presentations, scholarly publications and other forms of documentation):**

**APPENDIX E**  
**RESEARCH TOPIC APPROVAL FORM**

**(RTAF)**

**Download, type in information, and print out at:**

<http://www.coe.iup.edu/c&i/RTAF.pdf>

**Also found on page 27 of the Dissertation Manual**

[http://www.coe.iup.edu/als/assets/2005\\_thesis\\_dissertation\\_manual.pdf](http://www.coe.iup.edu/als/assets/2005_thesis_dissertation_manual.pdf)

This is the form that officially appoints your Dissertation Committee. It must be on file in order for you to register for dissertation credits and to have your research protocol reviewed by the Departmental Review Board and Institutional Review Board for the Protection of Human Subjects. All committee members and the Doctoral Program Coordinator must sign; then it goes to the Dean of the College of Education and Educational Technology, and finally, to Beverly Obitz at the School of Graduate Studies and Research.

## **APPENDIX F**

### **GRADUATION CHECKLIST**

#### **Required Courses**

- \_\_\_\_\_ CURR 905 Curriculum Evaluation
- \_\_\_\_\_ CURR 925 Critical Analysis of Issues in Education
- \_\_\_\_\_ CURR 910 Advanced Topics in Human Development and Learning
- \_\_\_\_\_ CURR 920 Doctoral Seminar in Research Methods
- \_\_\_\_\_ CURR 935 Education for Cultural Pluralism
- \_\_\_\_\_ CURR 930 Analysis of Effective Instruction
- \_\_\_\_\_ CURR 915 Writing for Professional Publication
- \_\_\_\_\_ CURR 940 Technology in the Curriculum
- \_\_\_\_\_ CURR 982 Research Instrument Design
- \_\_\_\_\_ CURR 945 Literacy: Theory, Research, and Practice
- \_\_\_\_\_ CURR 951 Issues and Processes in Curricular Change
- \_\_\_\_\_ CURR 955 Doctoral Seminar in Curriculum and Instruction
- \_\_\_\_\_ CURR 983 Qualitative Research Methods in Education

#### **Electives (Approved by Coordinators. If electives were transfer credit, indicate institution where courses were taken and year).**

\_\_\_\_\_ Elective 1 (3 credits): \_\_\_\_\_

\_\_\_\_\_ Elective 2 (3 credits): \_\_\_\_\_

#### **CURR 798 Supervised Doctoral Internship (6 credits)**

**Title of Project** \_\_\_\_\_

\_\_\_\_\_

#### **CURR 995 Dissertation (9 credits)**

**Title:** \_\_\_\_\_

\_\_\_\_\_



APPLICATION FOR GRADUATION
for Graduate Students

THE SCHOOL OF GRADUATE STUDIES AND RESEARCH

210 South 10th Street
101 Stright Hall, IUP, Indiana, PA 15705

Telephone 724-357-2222
Fax Telephone 724-357-4862
E-mail: graduate\_admissions@iup.edu

Please print your name as you want it to appear on your diploma:

First Middle Last

Previous Name(s):

Post Graduation Address\* (The address to which you would like your diploma mailed):

Number Street @ Student I.D. Number
Social Security No.
City State Zip Telephone Number

\*NOTE: This will not change your permanent address. If there is a change in your permanent address, it is your responsibility to make these changes through the IUP URSA web site at www.iup.edu/ursa. Login using your Banner I.D. # and pin number to access your "Personal Information, Update Addresses".

GRADUATION DATE:

- MAY
AUG
DEC

Year

Major: D.Ed. in Curriculum and Instruction

Track/Concentration:

Degree Sought: MA MS MED MBA

MFA X DED PHD

PSYD Certification (Post MA)

Student Signature

Date

Please note graduation application deadlines:

May Graduation March 1st
August Graduation June 1st
December Graduation October 1st

(Office Use)

DCT
(GradApp/Revised 01/22/2002)

Entered: SHADEGR
SHADIPL

Folder Pulled

Date:

My signature below indicates that I was provided with a paper copy of the Doctoral Program Handbook. I understand that an updated version is available online ([www.coe.iup.edu/c&i/](http://www.coe.iup.edu/c&i/)) .

My signature below also verifies that I have read this document and will refer to the relevant sections of the handbook as I progress through the program.

---

Print Name

---

Signature

---

Date