



IUP Graduate Handbook

Curriculum and Instruction Doctoral Program

Department of *Professional Studies in Education*

Handbook Updated 2022

Curriculum and Instruction Doctorate
Department of Professional Studies in Education
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Program Website: <https://www.iup.edu/pse/grad/curriculum-instruction-ded/index.html>

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Introduction

The Doctor of Education in Curriculum and Instruction at Indiana University of Pennsylvania began in the 1960s as a doctorate in elementary education. It is a graduate program intended for teachers/scholars who have demonstrated distinguished achievement as practitioners or administrators in the field of education. Successful completion of the Doctorate in Curriculum and Instruction signifies that program graduates function effectively as teachers/scholars who understand and apply educational theory, demonstrate competence in curriculum evaluation, fulfill the role of teacher educator committed to working with diverse populations, and conduct independent research that makes a significant contribution to the field of education.

Most 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, or higher education. The program is available in two delivery formats: face-to-face on main campus with the option to participate through online video conferencing from home (i.e. Zoom), and online with both synchronous and asynchronous instruction. Faculty and curriculum are identical for both delivery formats.

Indiana University of Pennsylvania

Indiana University of Pennsylvania (IUP) has an extensive history in the field of education. In 1875, IUP served only 225 students in a single building—the historic John Sutton Hall. It began as a “normal school”—a teacher training program. In May 1927, Indiana State Normal School became a college with the right to grant a teaching degree, and the name was changed to the State Teachers’ College at Indiana, Pennsylvania. In 1959, it became Indiana State College and, in 1965, Indiana University of Pennsylvania. With its new university status, IUP was given the authority to expand its curriculum and grant degrees at the master’s level, primarily in the educational field. At that time, the first doctoral program—the Doctorate of Education in Elementary Education—was initiated. This degree program was the basis for the D.Ed. in Curriculum and Instruction in which you are now enrolled.

Today, IUP is part of the Pennsylvania State System of Higher Education (PASSHE). The university is nationally recognized as a "Public Ivy" in company with other public colleges and universities that offer academic environments comparable to those at Ivy League schools but at affordable prices. The College of Education and Communications is fully accredited by the Council for Accreditation of Educator Preparation (CAEP) and the university is regionally accredited by Middle States.

IUP’s Civility Statement

As a university of different peoples and perspectives, IUP aspires to promote the growth of all people in their academic, professional, social, and personal lives. Students, faculty, and staff join together to create a community where people exchange ideas, listen to one another with consideration and respect, and are committed to fostering civility through university structures, policies, and procedures. We, as members of the university, strive to achieve the following individual commitments:

To strengthen the university for academic success, I will act honestly, take responsibility for my behavior and continuous learning, and respect the freedom of others to express their views.

To foster an environment for personal growth, I will honor and take care of my body, mind, and character. I will be helpful to others and respect their rights. I will discourage intolerance, hatred, and injustice, and promote constructive resolution of conflict.

To contribute to the future, I will strive for the betterment of the community, myself, my university, the nation, and the world.

Affirmative Action

<https://catalog.iup.edu/content.php?catoid=7&navoid=951>

Title IX Reporting Requirement

<https://catalog.iup.edu/index.php>

Student Conduct and Student Rights

<https://www.iup.edu/studentssupportandstandards/policies/index.html>
www.iup.edu/gradcatalog

Department of Professional Studies in Education

The Doctoral Program in Curriculum and Instruction is housed in the College of Education and Communications in the Department of Professional Studies in Education (PSE).

Mission Statement and Program Objectives

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

Those who earn the D.Ed. in Curriculum and Instruction are expected to master four areas: educational theory, teacher education, curriculum evaluation, and research methods. 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;
4. Understand and apply educational theory and research in a variety of educational contexts, basic through higher education;
5. Use technology to develop outstanding college-level courses and programs for professionals;
6. Demonstrate knowledge of adult development, characteristics of adult learners, and appropriate ways of supporting professional growth;
7. Apply knowledge of learners and curriculum to offer exemplary college-level instruction and supervision to practitioners;
8. Master the research skills of the teacher/scholar as demonstrated by professional presentations, scholarly writing, and the successful completion of independent dissertation research.
9. 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.

Note: The PSE 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.

Faculty and Staff

Faculty in the Professional Studies in Education department represent a wide variety of expertise and experience. Faculty listings are available on the departmental website.

<https://www.iup.edu/pse/faculty/>

Admission

Prospective doctoral students' backgrounds and goals must match the mission of the program. If a student is attempting to make a career change, he or she may need additional work to acquire a background in education (e.g., enroll in masters-level courses in education) before applying to the program.

Applications for the Doctoral Program in Curriculum and Instruction are accepted until the beginning of fall semester or until the cohort is full; however, 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.

The admissions process involves both School of Graduate Studies and Research (SGSR) and departmental requirements and includes two components: (1) a review of the applicant's credentials (including a professional goals statement), (2) an assessment of the online writing task that is produced

in response to a professional journal article. Prospective students will be contacted by the program coordinator to schedule a date and time for the writing assessment as part of the admissions process.

International Applicants

IUP provides a number of online resources for international applicants. Applicants should visit the SGSR's website for international applicants and the FAQ for International Students webpage. Information for international applicants may also be found on the website of IUP's Office of International Education.

It is important for international applicants to note that the degree awarded through the Curriculum and Instruction in Education Program is the Doctorate in Education (D.Ed.). Some international students are required to earn a Ph.D., so they should check the requirements of their employers and/or government before applying.

International students must be aware that their admittance to the program may be limited to the main campus program (starting dates in even years only) rather than the online program. This policy is due to visa restrictions that require most international students enroll in face-to-face classes on a university's main campus. International students who remain in their home countries or have special visa status may enroll in the online program.

International applicants who are speakers of English as a second or foreign language are required to submit scores from the TOEFL or IELTS, taken no more than one year prior to the expected date of enrollment. The minimum TOEFL score is 600 paper-based (PBT), 250 computer-based (CBT), or 100 Internet-based (iBT), and a minimum TWE (Test of Written English) score of 5.0. An ILETS score must be at least 6.0. TOEFL or IELTS scores are not required for students who have earned a master's degree from a college or university in the U.S. in which the instruction was delivered in English.

Admissions Criteria

Applicants must meet the admission requirements of the SGSR and should refer to the SGSR for the current requirements.

In addition to the SGSR criteria, applicants to the Doctoral Program in Curriculum and Instruction will also meet the following departmental program admission requirements:

- The applicant's graduate transcripts will show a minimum cumulative quality-point average of 3.5 on a 4.0 scale.
- Applicants will complete and be assessed upon an online writing task that is individually scheduled and evaluated by members of the Doctoral Screening Committee.

Graduate Admissions: www.iup.edu/admissions/graduate/

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: <https://catalog.iup.edu/index.php>

Financial Assistance

The Office of Financial Aid offers financial information and counseling to all students attending IUP. Types of financial assistance offered by the Financial Aid Office include federal work study, grants, loans, and scholarships. In many cases the Pennsylvania State Grant is used to determine eligibility. For more information visit the Financial Aid website: www.iup.edu/financialaid/

Information on scholarships and financial aid available to graduate students is available at: <http://www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/>

Graduate Assistantships

- The Department of Professional Studies in Education is allocated limited resources for graduate assistantships. The purpose of the Graduate Assistantship Program is to provide mutual professional development opportunities for the graduate student and the faculty mentor. The award of graduate assistantships is based upon academic achievement but may also consider financial need. Graduate assistants must be available to work with a faculty mentor on research or departmental projects in return for a modest stipend and tuition waiver.
- Assistantships are awarded after the person has been officially admitted to the program. Priority deadline to apply for assistantships is in the spring semester; no contracts are offered until after students are accepted into the program. The PSE Department typically renders decisions about graduate assistantships by June.
- Prospective students who are interested in a graduate assistantship can visit the SGSR website to learn more at www.iup.edu/graduatestudies/
- <https://www.iup.edu/admissions/graduate/financialaid/index.html>
- Office of Financial Aid: www.iup.edu/financialaid/

Teaching Associate Program

- Advanced doctoral students are eligible to apply for the Teaching Associate program which enables them to be hired as instructors for up to six credits of teaching and/or supervision of undergraduates with assignments in the PSE Department. These appointments, awarded based on academic merit and appropriate teaching qualifications, are for one academic year and are usually made in March for the following academic year. TA's are typically doctoral students who have finished all core coursework and are working on their dissertation.
- The purpose of the TA 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 for TAs with extensive teaching backgrounds in basic education. Applicants must be able to come to IUP's main campus to fulfill their instructional responsibilities. They must be outstanding doctoral candidates and cannot have an incomplete grade in any of their coursework. Those at the dissertation stage must provide evidence of progress toward completion of the degree. In addition, individuals with faculty status at a Pennsylvania State System of Higher Education institution are not eligible for a TA position, and students who are paid on another IUP cost code may be ineligible.

- **Mentorship.** To support TAs in making this important transition, each TA is assigned a faculty mentor, who earns one credit for the mentorship. The value of the mentoring program is that TAs have an experienced instructor with whom they can discuss concerns and strategies for preventing problems and address any issues that should arise. 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 and then continue the guidance through observations and regular meetings with the TA.
- **Observations.** Each TA must be observed by the faculty mentor at least twice each semester in different courses or sections of courses, if possible. The observation may take place virtually or through recording if needed and the TA and mentor should discuss the observation with the aim of improving the TA's performance. 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 five meetings during the 15-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 a paper is being returned to demonstrate how to go over the material 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.
- **Preparation.** TAs serve as half-time faculty in the PSE Department and carry out those faculty duties assigned by the department chair, including teaching, supervising student teachers, serving on committees, and so forth.
- It is important that TAs begin to prepare for their roles well before the start of the semester by creating a course syllabus and assembling materials for performance reviews. Orientations and support will be offered throughout the TA's service.
- **Course syllabi.** TAs should contact the PSE Administrative Assistant via e-mail to obtain a copy of the syllabus of record 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, TAs' mentors must approve the syllabus before it is shared with TAs' 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 TA 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 and policies set forth by the university and department.
- **Classroom observations.** In preparation for this important role, all TAs in the PSE Department are advised to observe in an undergraduate-level classroom 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.
- **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 for the submission of a performance review each semester, including an updated curriculum vitae, mentor observations, and student evaluation data.
 - **Student evaluations.** The teaching of every TA in every section of every course to which he or she 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 arrange to review the TA's evidence of effective supervision. This requirement extends to team-taught courses as well.
 - Student evaluation data are 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 displayed in the classroom. TAs should carefully read the instructions 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 PSE 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 PSE Administrative Assistant is not present, the envelope should be slipped under their office door immediately.
 - **Portfolio materials.** TAs must submit a portfolio to the mentor who then shares it with the Evaluation and Tenure Committee, Department Chairperson, and Dean. 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. This portfolio is due no later than the last Friday in February.
 - As part of this portfolio, teaching associates must submit:
 - 1. an updated curriculum vitae,
 - 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
 - 8. other supporting documentation as appropriate.

- **Departmental evaluation.** A departmental evaluation is due no later than the second Friday in March. This evaluation should include all the materials in the portfolio plus the departmental evaluation which consists of a letter written by the TA mentor and approved/co-signed by the PSE Chairperson. These materials must be submitted to
 - Dean of the College of Education and Educational Technology
 - 104 Stouffer Hall
 - 1175 Maple Street
 - IUP
 - Indiana, PA 15705
- **College Dean evaluation.** The College Dean's evaluation is due by the first Friday in April. The Dean of the College of Education and Communications reviews the Departmental Evaluation and the portfolio and makes a recommendation to the Dean of the SGSR.
- **Problems and concerns.** The faculty mentor assigned to work with the TA and/or the Doctoral Program Coordinator directly responsible for overseeing the TA's academic program should be notified and involved if any problems arise with the TA's performance as a college-level instructor. If the TA experiences major difficulties in teaching effectively during the first semester, the PSE Department reserves the right to recommend that he or she be discontinued as a TA. 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 SGSR in accordance with the contract for TAs.
- **Remuneration.** A TA may be assigned a maximum of six credits per semester in the fall and spring. The TA earns ½ of an instructor's salary at Step A (approximately \$27,000 for teaching 12 credits during the academic year), as well as a six-credit tuition waiver for the summer after completing a year as a teaching associate. Half-time TAs who teach one course each semester (total of six 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 PSE Department will select the most highly qualified applicants each year; therefore, there are no guarantees of a two-year appointment. Most TA's serve in their position for only one year.
- Doctoral students interested in obtaining additional information about the TA program should contact the coordinator of their doctoral program.

Academic Advisement

The coordinator serves as the academic advisor for all students who are enrolled in the Curriculum and Instruction Program. The academic advisor supports students in completing the program, including course and registration information, and answering questions about program policies and procedures. Policies and procedures are outlined in departmental and university handbooks and communicated through IUP email and official websites.

Students are responsible for their successful completion of the doctoral program. Each student must read and understand all IUP policies pertaining to their degree including those policies outlined in the Program Handbook as well as official university websites and the University Graduate Student Handbook and Graduate Catalog. IUP email is the official means of communication with all students. It is each student's responsibility to maintain and frequently check their IUP email account. Students must keep documentation of their progress throughout the program including but not limited to: RTAF submittal and approval, successful completion of the comprehensive exam, and IRB approval.

Campus Resources & Student Support

The School of Graduate Studies and Research: www.iup.edu/graduatestudies/
Graduate Catalog: www.iup.edu/gradcatalog
Office of Student Billing: <https://www.iup.edu/student-billing/>
Office of the Registrar: www.iup.edu/registrar/
Disability Support Services: www.iup.edu/disabilitysupport/
Office of Social Equity: www.iup.edu/socialequity/
IUP Campus Library: www.iup.edu/library/
MyIUP: www.iup.edu/myiup/
IT Support Center: www.iup.edu/itsupportcenter/
Veterans and Service Members: www.iup.edu/veterans/resource-center/
IUP Writing Center: www.iup.edu/writingcenter/
IUP Career and Professional Development Center: www.iup.edu/career/
IUP Parking Services and Visitor Center: www.iup.edu/parking/
University Policy: www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration-resources/index.html

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by which the university will contact you with official information and you should use for all IUP official communications. It is your responsibility to check your IUP email regularly.** Visit <https://www.iup.edu/itsupportcenter/get-support/e-mail-and-calendar/general/> to learn more about setting up this account. For more information regarding University Policy on email communications, view the Graduate Catalog: www.iup.edu/gradcatalog

Graduate Student Assembly

The Graduate Student Assembly (GSA) represents the graduate student body's interests at IUP and within the Indiana community. The GSA makes recommendations related University-wide and graduate-specific policies and in areas of concern in the cultural, intellectual, and social life of the part- and full-time graduate student. Visit www.iup.edu/graduatestudies/gsa for more information.

Programs and Degrees

Doctoral Programs

The degree awarded in the Curriculum and Instruction in Education Program is the D.Ed., a Doctorate in Education. Students in the Curriculum and Instruction Program usually enroll in the program for part-time study. Part-time students are required to enroll in six credits in the fall, six credits in the spring, and six credits in the summer semesters. Full-time students enroll in nine credits every fall, nine credits in the spring, and at least six credits in the summer semesters. All students are required to read and use the current *Publication Manual of the American Psychological Association* (currently, 7th Edition). It is recommended to purchase this manual in the first semester of coursework.

The Curriculum and Instruction Program is offered on a cohort model. In a cohort program, all students begin as a group the same semester and follow the same sequence of courses until they complete the core coursework. Students who are not members of the cohort may be included in some courses and special electives are not part of the cohort sequence. If, for some unforeseen reason, a student cannot take a particular class with the cohort or needs to stop out of the program, they would need to confer with the Program Coordinator about a completion plan to finish it within the seven-year time limit.

Supervisor of Curriculum and Instruction Advanced Certificate

Students enrolled in the Curriculum and Instruction Program may have the option to pursue the Supervisor of Curriculum and Instruction Certification as part of their doctoral studies. This option is available only to individuals with at least five years of professional experience in a recognized instructional area and a valid Pennsylvania Instructional II teaching certificate. It is recommended that students wait until at least the second year of the program before initiating this project. Many of the requirements for the advanced certification are embedded in the doctoral program. The remaining requirements include passing a Praxis exam and completing an internship that may be used to fulfill the required six credits of special electives. Students must abide by all university regulations and policies for internships, including regulations and policies not outlined in this handbook. The internship, *CURR 798 - Supervised Doctoral Internship* (6 credits), is a six-credit, 360 hour, individualized professional development opportunity for the doctoral student. The internship is professional work experience; in other words, a project in which a student simply reads or writes is not acceptable— developing professional skills by interacting with other educators is imperative.

Certificate requirements. Students must design, implement, and assess an interdisciplinary curriculum project in the public schools as well as produce a professional portfolio that documents the project.

Candidates seeking the advanced certificate in curriculum supervision at IUP must satisfy all the following requirements before obtaining certification from the Pennsylvania Department of Education:

1. Submission and acceptance of the Internship Proposal
2. Enrollment in and satisfactory completion of 6 credits of *CURR 798 – Supervised Doctoral Internship*
3. Completion of an internship experience of 360 hours at the site specified in the Internship Proposal. Submission of a portfolio to the program coordinator that documents successful completion of the internship including satisfactory evaluation by the district site coordinator and IUP internship supervisor. Portfolio must be submitted as an electronic document and not a link to a cloud-based service such as Google Drive.
4. Submission of a professional portfolio to the Pennsylvania Department of Education highlighting professional growth as a result of the internship
5. Passing the appropriate PRAXIS test as required by PDE

Design an interdisciplinary curriculum project. Candidates 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. A proposal outline is provided in CURR 798.

Implement a major curriculum project. Candidates should determine which instructional methodologies and strategies are most appropriate for the implementation of the curriculum project. Technology must be used effectively, and the candidate must gain experiences across grade-levels. 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.

Evaluate a curriculum project (formative and summative). Evaluation of the instructional service should be monitored by the candidate 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.

Evaluate students' achievements. Candidates 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.

Plan and evaluate professional development. Candidates should identify staff development needs and resources necessary for the successful implementation of the project and 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 portfolio.

Create a budget and document expenditures. Candidates should develop a budget itemizing all project expenses. The budget should be 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.

Use the scoring rubric as a guide in preparing the report. The report must include an executive summary. The scoring rubric is provided in CURR 798.

Internship agreements. All IUP Student Interns are required to secure a site Internship Agreement between IUP and the institution where the internship is completed, regardless of whether the intern is a current employee. IUP already has agreements with many school districts. You may check to see if there is a fully-executed agreement with valid dates for your internship district by checking this site:

<https://iwiki.iup.edu/display/iafe> (<https://imail.iup.edu/SRedirect/DAEB818C/iwiki.iup.edu/display/iafe>)

Please click on the PDFs of *Currently Active Agreements* and searching for your site or download the full Excel sheet and use Ctrl-f to search for their site under the Documents tab. If you locate the agreement for your district or educational entity, nothing more is needed except to add the agreement to your portfolio. If an agreement does not exist, please contact the IUP Office of Educator Preparation (OEP) 104 Stouffer Hall, 724-357-2485, to request the most recent internship agreement be shared with your Superintendent, Board President, HR or other designee for signature. The agreement is then sent back to the OEP to continue the execution process.

A copy of the executed, valid Internship Agreement is included in the student intern's evidentiary portfolio.

Applying for the certificate. 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. The portfolio should be concise, contain the applicant's original work, and provide evidence of program effectiveness. After all requirements are successfully met, the doctoral candidate can complete the application, pay the fees, and pursue the advanced certificate. The Associate Dean of the College of Education and Communications is responsible for the final recommendation concerning advanced certification, which is then submitted to the PDE. Specific requirements are as follows:

1. Register to take the Praxis Specialty Test required by PDE. Current requirements are for the Advanced Certificate, Supervisor of Curriculum and Instruction: Praxis Test 0411 (paper version) or test 5411 (computer version), but candidates are responsible to check the PDE website for current testing requirements. A student's score must meet or exceed the current cut-off score set by the PDE. Have a score report sent to IUP by listing IUP (R2652) in the Number 1 position as a score recipient.
2. Obtain a copy of the verification of Pennsylvania employment form and complete it. Five years of successful teaching in a Pennsylvania public school is required.
3. Obtain the application form for an advanced Pennsylvania certificate from the PDE website or request a copy from IUP's Office of Teacher Education. Complete the form and pay the fee.

Deliver all information to the Department of Teacher Education, 104 Stouffer Hall, IUP, Indiana, PA 15705. Contact the College of Education and Communications with questions.

Course Descriptions

Courses in the main campus program (cohorts beginning in even numbered years) are delivered in a traditional, face-to-face delivery format. Eligible students may participate from home through online video conferencing (i.e. Zoom). Courses in the online program (cohorts beginning in odd numbered years) are delivered through a combination of synchronous instruction through online video conferencing (i.e. Zoom) and asynchronous instruction. Course formats and modes of delivery may differ for elective credits or course substitutions.

Completing the coursework in the Curriculum and Instruction Program requires that students commit to attending Saturday classes. Students generally must be enrolled for a minimum of six credits in a semester. Main campus students should expect to attend full-day classes on campus for 8 - 10 Saturdays in a 15-week semester, and students in the online program should expect to attend 6 synchronous Saturday classes from 8:00 – noon with additional asynchronous instruction throughout the semester. Course formats and schedules may vary for elective credits and course substitutions. Please note that there is a substantial amount of work to be completed outside of the Saturday class meetings. Preparing for one all-day class is the equivalent to preparing for several class meetings in the traditional evening graduate class format.

Absences from classes are discouraged. Individual faculty members set their policies concerning class absence in their syllabi. Consult with the instructor for the course if, due to some extreme and unforeseeable problem, you must miss a Saturday class. Please note that changes may be made to the course sequence listed next.

Year One		
<i>Fall</i>	CURR 918	Qualitative Research Design in Education
	CURR 925	Critical Analysis of Issues in Education
<i>Spring</i>	CURR 920	Quantitative Research Methods in Education
	CURR 905	Implementation and Evaluation of Curriculum
<i>Summer</i>	CURR 910	Advanced Topics in Human Development & Learning
	CURR 930	Effective Teaching and Supervision
Year Two		
<i>Fall</i>	CURR 982	Quantitative Data Analysis in Education
	CURR 915	Writing for Professional Publication
<i>Spring</i>	CURR 935	Democratizing Education: Diversity, Citizenship, & Social Justice
	CURR 983	Qualitative and Mixed Methods Research in Education
<i>Summer</i>	CURR 940	Emerging Technologies in Education
	CURR 951	Innovations in Curriculum and Instruction
Year Three		
<i>Fall</i>	CURR 945	Literacy: Theory, Research, and Practice
	CURR 955	Research Proposals and Peer Review Process
<i>Spring</i>	CURR 960	Comprehensive Evaluation of Educational Programs
	Elective course	
<i>Summer</i>	Elective course	
Years 4+	CURR 995	Dissertation credits

Evaluation of Students

For information regarding School of Graduate Studies and Research policies on grading, view the Graduate Catalog: www.iup.edu/gradcatalog

The program's approach to evaluation evolves as students proceed through the program. Students are evaluated through coursework, in which grades are assigned; comprehensive exam, which occurs after coursework is completed and is based on the first three chapters of the dissertation and IRB approval; and a final dissertation defense. Students must maintain a 3.5 overall GPA on a 4-point scale in all IUP classes to continue in the program. If a student's GPA falls below 3.5, they will be placed on academic probation and will be given one semester to bring the GPA up to 3.5; otherwise, the student will be dismissed from the program.

Comprehensive Examination

The Comprehensive Examination begins the process of writing the dissertation and consists of chapters one, two, and three of the dissertation and a complete research protocol. The exam is open to interested faculty and other doctoral students. At that meeting, the doctoral candidate engages in discussion with the members of their Dissertation Committee concerning their study. The IRB is submitted for university approval following committee approval.

This meeting gives candidates an opportunity to discuss the study with the entire committee present, make modifications, and gain approval to move forward. The following guidelines and procedures apply to the comprehensive exam

1. The student works closely with the dissertation chairperson to develop a research proposal including the first three chapters of the dissertation and an IRB protocol. The chairperson approves all components before the comprehensive exam is scheduled.
2. Work with the writing center, IUP library resources and other campus services designed to help doctoral students achieve success. Utilize additional resources as needed, such as professional editing, to develop a well-polished draft.
3. Following chairperson approval, the student provides the committee with three well developed chapters, instruments that have been validated, and an IRB application with all attachments. Students are encouraged to provide these documents to the committee a month before the comprehensive exam but no less than two weeks or 10 working days before the scheduled date. Follow the university calendar for holidays and semester breaks, including summer, which are not counted as working days. Adjustments to this schedule may be made at the discretion of the dissertation chairperson and committee members.
4. The comprehensive exam meeting consists of an approximately 10 - 15-minute presentation of the dissertation proposal and a 20 – 30-minute question and answer/discussion period. Following this presentation and discussion, the doctoral student leaves the meeting, and the committee confers in private about the results. The doctoral student is brought back into the meeting and the results are given. Students are given detailed verbal feedback concerning their performance and are encouraged to record this part of the meeting with the permission of all those present.
5. Most comprehensive exams result in a pass with revisions designation. Within one week of the exam, students send all committee members a memo outlining the revisions that will be made based on their feedback.

6. Students are encouraged to highlight and summarize any changes made when submitting a revised document.

Candidates have officially passed the Comprehensive Examination after two conditions have been met: a successful outcome of the meeting with the Dissertation Committee to approve Chapters 1-3, and the protocol, and approval of the protocol by the IRB. After the protocol has been approved by the IRB, the Dissertation Chairperson contacts the Program Coordinator to report that the Comprehensive Examination has been passed. It is important to note that doctoral students are not permitted to begin research activities with human subjects until receiving final RTAF approval. This approval will be granted after the IRB has been approved by the University IRB.

Comprehensive exam outcomes include: pass (little to no revisions needed), pass with revisions (most common outcome, students may be required to submit revisions to the entire committee or just the chairperson at the committee's discretion), fail/retake (comprehensive exam must be retaken, only one retake is allowed).

Program Level Examination Appeals

Appeals for Program Level Exams such as, candidacy, comprehensive, or qualifying examinations, are made to the dean of the School of Graduate Studies and Research (SGSR) based on policy and/or procedural violations. The appeal can be based only on policy and/or procedural violations, and not simply on the outcome of the examination. Procedural violations would be cases in which the program/department failed to follow program/department and/or University policies and/or procedures relating to the administration and/or evaluation of the exam.

The appeal must be made in writing to the dean of the School of Graduate Studies and Research. Documentation of the policy(ies)/procedures in question must be provided, along with a detailed description of the alleged violation(s). All evidence supporting the alleged violation should also be provided. The student must submit the written appeal to the dean of the SGSR within 30 days of receipt of the outcome of the examination. Upon receipt of the written appeal to the dean of the SGSR, the dean will conduct an investigation of the allegation, review the documentation and render a final decision which completes the appeal process. The final decision rendered by the dean of the SGSR may not be appealed.

If it is found that policy/and/or procedure has been violated, the dean of the SGSR will instruct the program/department to allow the student to retake the exam, fully adhering to policy and procedures. In the event of a finding in support of the student allegation, the reexamination may not be counted as one of the attempts permitted under the University or Department's Reexamination Policy.

Reexamination Policy

No student is permitted a "third" examination without a recommendation to that effect from the degree program's sponsoring department per their adopted written procedures and the approval of the School of Graduate Studies and Research dean (or designee). Exceptions to this policy for programs can be made only with the approval of the School of Graduate Studies and Research. In the event a student does not successfully complete the comprehensive re-examination according to program requirements and the failure results in program dismissal, the program must notify the School of Graduate Studies and

Research (SGSR) of the dismissal in writing. The SGSR will send an official notification of the dismissal to the student.

Degree Completion

Coursework sequence. A total of 60 semester hour credits beyond the master's degree are required in the Doctoral Program in Curriculum and Instruction. The course sequence can be undertaken through part-time or full-time study. Please note that all required coursework is delivered in a Saturday format during the academic year and a Friday/Saturday or Saturday-only format in the summer sessions.

The credits are allocated as follows:

- 27 credits of required coursework in curriculum and instruction
- 18 credits of required coursework in research methods and scholarly writing.
- Six credits of advanced, graduate-level electives in education or a related field. These courses usually take place in the evenings from 5:20-7:50, online, or during the day in the summer. Any course selected to meet the elective requirement must be approved in advance by the Coordinator of the Doctoral Program in Curriculum and Instruction.
- Nine credits of dissertation

Electives. Elective credits allow students to focus on specialized areas of curriculum and instruction that fit their interests and career goals. Elective courses must be at a 500 level or higher and completed with a grade of B or better. Students should check the class schedule to see which courses are being offered. The coordinator can provide elective recommendations.

Evaluation for Graduation. Students must complete all degree requirements including core coursework, special electives, 3.5 or higher GPA, successful dissertation defense, and SGSR approval of the dissertation by the deadlines established by the School of Graduate Studies and Research. Information about deadlines is available at this site <https://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/deadlines/>

Applying for Graduation. Students must apply for graduation by the deadlines established by the SGSR. Information is available at this site <https://www.iup.edu/commencement/graduate/how-to-apply-for-graduation/>

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

Doctoral Candidate Exit Portfolio. 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 e-portfolio for those completing the D.Ed. in Curriculum and Instruction program has three components:

Curriculum vitae. All candidates for the D.Ed. in C & I will produce a professional résumé or curriculum vitae updated to include the skills and competencies developed during the program. All presentations and publications listed must be in correct APA style.

Work sample. During *CURR 960, Comprehensive Evaluation of Educational Programs*, candidates are required to conduct an evaluation that is a capstone project representing the culmination of their study and professional training. Include the executive summary of this key assessment from CURR 960.

Reflective entry. Prior to admission to the program, all applicants submitted a goals statement to the SGSR. As you near completion of the program, you are expected to revisit your initial goals or other philosophy statement drafted earlier in the program and write a reflective entry that analyzes your professional growth as a scholar (knowledge and skills) and practitioner (professional skills and dispositions).

Submission. Please submit the reflective entry, the work sample, and the curriculum vitae as a single PDF to the Doctoral Program Coordinator when you apply for graduation.

Dissertation Completion

The dissertation is the culmination of a doctoral candidate's degree pursuit. The successful completion of a dissertation is an indicator that of one's capability to conduct independent research and evidence of having been socialized into the role of a teacher scholar.

A dissertation chairperson and committee of at least two faculty are required for dissertation work. The student invites faculty to serve on a dissertation committee. This selection is made 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. The Dissertation Chairperson and at least one committee member must be from the PSE Department. However, other appropriate faculty at IUP may become Dissertation Committee members.

Role of the dissertation committee. The chairperson must be selected from among the faculty members in the PSE Department who have been approved by the SGSR to teach doctoral-level courses. An up-to-date list of those faculty are available here: <http://www.iup.edu/graduatestudies/resources-for-faculty-and-staff/eligibility-to-teach-graduate-courses-and-to-serve-on-thesis-or-dissertation-committees/graduate-faculty-member-eligibility/>

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 are acceptable. Dissertation committees tend to look at a dissertation study as if they were hearing it presented at a professional conference because that is what they hope for a dissertation—that it might be disseminated in the scholarly community. On that basis, they try to anticipate how an audience of experts and scholars might respond to a study and to prepare a candidate for that in advance.

Selecting a dissertation committee. Selecting the members of a dissertation committee is an aspect of pursuing a doctoral degree that merits careful consideration. It is suggested that doctoral candidates use the following procedures to select their committee members:

Review the list of faculty approved to teach doctoral courses. Doctoral students will have worked with several faculty members in conjunction with coursework but other faculty should be considered as well. Candidates can learn more about the specialized expertise of the faculty by searching their works online or reviewing their curriculum vitae.

Identify a dissertation topic and an approach to studying the topic. Knowing the topic for a dissertation will enable a candidate to determine who among the faculty has acquired specialized expertise in that area or who might be interested in the topic. It is not expected that your study will revolutionize academia, 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, quantitative, mixed methods).

Understand the role of the dissertation committee. Dissertation topics are not assigned. Each doctoral candidate must identify a domain of interest, narrow the topic sufficiently to pose a researchable question, and conduct a study that will contribute to the research literature. Treat the dissertation committee as a panel of experts to whom well-formulated ideas and carefully crafted documents must be presented. It is not the committee's responsibility to correct rough drafts, rewrite, or direct the candidate specifically in everything that must be done.

Use appropriate criteria for selection. Select individuals who have extensive background in a studied topic or a research method, or at least a keen interest in the study that has been proposed. In making these choices, think about instructors who have challenged students intellectually, provided helpful feedback on assignments, or encouraged more serious scholarship. Also consider

PSE faculty who have not taught courses you have taken but have relevant expertise. Investigate faculty members' work, share a one-page description of the dissertation study with them, and then make an appointment to explore the possibility of that person becoming a member of a dissertation committee. It is not wise to choose faculty merely because they are likable and pleasant. Nor should a dissertation committee be chosen out of a sense of obligation—for example, choosing a person to chair a committee only because that person supervised graduate assistant work.

Select the chairperson first. The chairperson is the PSE Department faculty member with whom a student will work most closely. This is the only person who will be monetarily compensated for working on the dissertation; for other members of the committee, it is an uncompensated professional service. Therefore, the expectation is that the committee's chairperson will review all materials before they are shared with other members of the committee. After a chairperson has been identified for the committee, a student should consult with them to identify the two remaining members of the dissertation committee. At least one committee member must be from the PSE Department. If a study has an aspect that might benefit from the expertise of a faculty member from another department or at another university, discuss this with the chairperson.

View committee selection as a firm commitment. After three faculty members have agreed to serve on a committee, they will work with the student throughout the remainder of the program. Although a student will work most closely with the dissertation committee chairperson, all members must agree and be willing to sign off on the completed dissertation. Keep in mind that if a committee recommends extensive revisions to dissertation work, the committee members cannot be "fired" and replaced 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 a dissertation committee.

Share a one-page description of the dissertation with prospective committee members. In conjunction with the student's coursework, a succinct overview of the dissertation study should be developed. This assignment can be put to use in three ways. First, it can be shared with faculty members under consideration to

chair or serve on a dissertation committee. Second, it can provide the basis for drafting the Research Topic Approval Form that has to be submitted to the SGSR.

Officially appoint a committee. The mechanism for officially appointing a committee is to complete a Research Topic Approval Form with the SGSR. This form includes a one- to two-page description of the study that includes all required components. It must be approved by each member of the committee, the Program Coordinator, and of the Dean of the College of Education and Communications.

Avoid conflicts of interest. Committee members play an advisory and evaluative role in the dissertation process. Consequently, there must be no conflicts of interest among doctoral candidates, chairpersons, and committee members that could compromise the integrity of the dissertation process

If you find you must make changes to you committee. Committee change forms must be submitted at least 15 days prior to the final electronic submission deadline and can be found at this website:

<http://www.iup.edu/graduatestudies/resources-for-current-students/research/thesis-dissertation-information/all-forms/>

Registering for dissertation credit. Nine dissertation credits are required for the Curriculum and Instruction Program. In most instances, students should wait until their last year of coursework to enroll in dissertation credit and many students will want to wait until after all coursework is completed. Once students begin taking dissertation credit, they should make measurable progress on their dissertation each semester. Students must abide by the university's continuous enrollment policy.

Dissertation credits are listed under the program coordinator's name. You are only required to take one dissertation credit at a time but must complete a minimum of nine credits to graduate. Do not take too many dissertation credits too soon. If you complete your dissertation sooner than expected, you can increase the number of credits you enroll in during the semester in which you graduate. Once you have taken all nine required credits, you must continue to enroll in one credit each fall and spring until you graduate.

It is rarely advisable for students to take dissertation credit during the summer as IUP's continuous enrollment policy does not require summer registration.

Students intending to enroll in dissertation credit during the summer should contact the program coordinator first.

Defending the dissertation. The defense is scheduled after the dissertation has been polished and the chairperson has carefully reviewed it and granted approval for the defense. The following guidelines and procedures apply.

1. The student works closely with the dissertation chairperson to perfect the chapters. All revisions are made to the chairperson's satisfaction.
2. The student should work with the writing center, IUP library resources and other campus services designed to help doctoral students achieve success. Utilize additional resources as needed, such as professional editing, to develop a well-polished document. It is recommended that students take full advantage of all the thesis and dissertation services available through the IUP Writing Center.
3. Following chairperson approval, the student provides the committee with the polished dissertation. Students are encouraged to provide this document to the committee a month before the defense but no less than two weeks or 10 working days before the scheduled date. Follow the university calendar for holidays and semester breaks, including summer, which are not counted as working days. Adjustments to this schedule may be made at the discretion of the dissertation chairperson and committee members.
4. The defense consists of an approximately 10 - 20-minute presentation of the dissertation proposal and a 20 – 40-minute question and answer/discussion period. The timeframe for these components may be adjusted at the chairperson's discretion. Following this presentation and discussion, the doctoral student leaves the meeting and the committee confers in private about the results. The doctoral student is brought back into the meeting and the results are given. Guests are welcome to attend dissertation defenses but do not participate in the discussion.
5. Most defenses result in a pass with revisions designation. Within one week of the defense, students send all committee members a memo outlining the revisions that will be made based on their feedback.
6. Students are encouraged to highlight and summarize any changes made when submitting a revised dissertation.
7. Students submit the dissertation to the SGSR following chairperson approval for the submission.
8. The student must complete all revisions required by the committee and the SGSR by the established deadlines.

Evaluation Outcome for Dissertation and/or Thesis

Dissertation defenses have three possible outcomes: pass (little to no revisions needed), pass with revisions (most common outcome, students may be required to submit revisions to the entire committee or just the chairperson at the committee's discretion), and fail/retake (a dissertation defense can be retaken only once).

For students admitted after Fall 2017 – Dissertation and thesis credits will be assigned Pass or Fail as the final evaluation outcome for the taken credits and carry no quality points weighted towards a student's CGPA.

For students admitted prior to Fall 2017 – Dissertation and thesis credits will be assigned a letter grade as the final evaluation outcome for the credits taken and carry quality points weighted towards a

student's CGPA for the number of dissertation credits required for the program. "Extended" dissertation credits are not calculated into a student's CGPA.

For more information, view the Graduate Catalog: www.iup.edu/gradcatalog

University Policies and Procedures

University policy is the baseline policy. Programs may have policy that is more stringent than the University baseline policy; however, not less stringent than the University baseline policy. For questions regarding this statement, please contact your program coordinator or the School of Graduate Studies and Research.

Academic Calendar

View the IUP Academic Calendar: www.iup.edu/news-events/calendar/academic/

The Following University and SGSR policies can be found at www.iup.edu/gradcatalog

Academic Good Standing

Academic Integrity

Bereavement-Related Class Absences

Continuous Graduate Registration for Dissertation and Thesis

Grade Appeal Policy

Graduate Fresh Start Policy

Graduate Residency Requirement

Leave of Absence Policy

Time Limitations

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy

Time-to-Degree Extensions for Master's Thesis and Doctoral Dissertation

Transfer of Credits Policy

Research

The university provides several resources to assist students and faculty in their research. These resources include access to limited consulting as well as software for quantitative, qualitative, and survey research. Information about these resources is available at the following sites.

Applied Research Lab: www.iup.edu/arlab/

www.iup.edu/gradcatalog

www.iup.edu/research/

For more information, visit the website of the School of Graduate Studies and Research, click on *Research*: www.iup.edu/graduatestudies/

Signature Page

My signature below indicates that I am responsible for reading and understanding the information provided and referenced in this department/program student handbook.

_____ [please initial] I understand my program coordinator may share this document with the School of Graduate Studies and Research.

Print Name

Signature

Date

Submit to the program coordinator by the first week of the semester.

The Professional Studies in Education Department will keep this signed document on file.