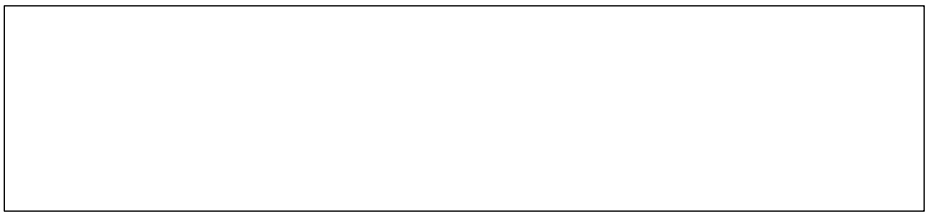
IUP Graduate Handbook

Curriculum and Instruction DEd

Department of *Professional Studies in Education*

Handbook Updated *2020-2021*



Curriculum and Instruction, DEd

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Program Website: https://www.iup.edu/pse/grad/curriculum-instruction-ded/

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INTRODUCTION

Welcome to the Curriculum and Instruction Doctoral Program at Indiana University of Pennsylvania (IUP). Our university 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.

Indiana University of Pennsylvania

Today, IUP is Pennsylvania's fifth largest university and the largest in the Pennsylvania State System of Higher Education (PASSHE). Current enrollment is approximately 14,000 and includes students from 36 states and over 55 countries. 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 Educational Technology is fully accredited by the National Council for Teacher Education (NCATE) 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
www.iup.edu/gradcatalog

Title IX Reporting Requirement
www.iup.edu/gradcatalog

Student Conduct and Student Rights
www.iup.edu/studentconduct/policies/
www.iup.edu/gradcatalog

Department of Professional Studies in Education

The Curriculum and Instruction Doctoral Program is housed in the Professional Studies in Education Department within the College of Education and Educational Technology. The department offers nationally recognize programs at the undergraduate and graduate levels, including two doctoral programs.

Mission Statement and Program Objectives

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. The professional degree is conferred upon candidates who have demonstrated the ability to function effectively in the role of teacher educator in college and university settings and have a commitment to the professional development of preservice and in-service teachers. 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.

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.

Stated generally, the mission of the Doctoral Program in Curriculum and Instruction is to prepare educators. Most applicants hope to become teacher educators who teach pre-service and in-service teachers, or supervisors of curriculum and instruction in public and private elementary and secondary schools. Some graduates work in higher education with a commitment to the undergraduate preparation of teachers or public-school personnel who have responsibility for curriculum and the professional development of practicing teachers. Educators working in related higher education fields may also find the program appropriate for their needs and should discuss their professional goals with the program coordinator. 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 educators.

Faculty and Staff

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

Admission

Virtually all 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.

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 upon application to clearly demonstrate how the mission of the Doctoral Program in Curriculum and Instruction is consistent with her or his professional goals. One 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 (SGSR). 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, 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.

The Admissions Process

The admissions process involves both SGSR and departmental requirements and includes two components: (1) a review of the applicant's materials submitted to the graduate admissions office (2) an assessment of the online writing task that is produced in response to a professional journal article. Admissions decisions are made for all applicants based on this process.

90-minute online writing task

Initiate the task by contacting the program coordinator. Contact the coordinator via email to schedule the writing task after your graduate school application has been made available to the department. The coordinator will provide specific instructions for completion of the task.

Do not submit a sample that you prepared previously. As this exercise is task specific and will be completed via e-mail, do not plan on submitting a writing sample that was completed previously.

Work within the timeframe. Each applicant will be provided with a copy of a professional journal article and asked to respond to it in three sections:

Provide a brief summary. Describe the thesis or main point of the article and analyze the points or issues identified in the article.

Critique. Evaluate the article.

State your perspective. Apply the content of the article to your professional experiences and state your position on the topic or issue.

Please do not merely summarize the article.

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.

It is also important that international students are aware that admittance to the program is limited to starting dates in even years only. This policy is due to the federal mandate that international students must be enrolled on a university's main campus or programs designated for international students. Main campus cohorts begin only in the fall of even numbered years, i.e., 2020, 2022, etc. International students on visas cannot begin in the fall of 2021 or 2023, for example, because these cohorts are located at IUP Pittsburgh East or other off-campus sites.

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. We look for a minimum TOEFL score of 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.

Information about the TOEFL examination may be obtained by contacting the Educational Testing Service at

https://www.ets.org/toefl/contact/contact_form

IELTS information may be obtained by contacting the British Council at

https://www.ielts.org/info-pages/contact-us/online-enquiry-form

The linguistic proficiency of international students who received their M.A. degrees outside the U.S. is assessed by examining all application materials: the TOEFL/IELTS scores, recommendation letters, goal statement, and the presence of content courses in English on the applicant's transcripts.

International students must also complete an international student preliminary application form and present evidence to the SGSR of having financial resources sufficient to meet the cost of living in Indiana, PA, the cost of travel to and from the student's native country, and the cost of graduate education at IUP.

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

For more information regarding Admission Classification and Provisional Admission for International Graduate Application, view the Graduate Catalog: www.iup.edu/gradcatalog

Financial Assistance

Graduate Assistantships

Each year, the Department of Professional Studies in Education is allocated a limited number of 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 Graduate Assistant Program is one important way in which the SGSR supports research and scholarship at IUP.

The award of graduate assistantships is based upon academic achievement, not financial need. Graduate assistants must be available to work with a faculty mentor on research or departmental project in return for a modest stipend and tuition waiver. The following is required to qualify a student for a graduate assistantship:

1. Admission to the SGSR 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 SGSR by March 1st or the application deadline that it advertised for that academic year, and

4. Submission of the PSE Graduate Assistant application and a current résumé or curriculum vita to the D.Ed. in Curriculum and Instruction Coordinator.

The PSE Department typically renders decisions about graduate assistantships by early June.

- www.iup.edu/admissions/graduate/financialaid/assistantships-and-scholarships/
- Office of Financial Aid: www.iup.edu/financialaid/

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 by clearly communicating policies and procedures, 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.

Student Role in the Advising Relationship

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. 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: successful completion of candidacy, 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 the Bursar: www.iup.edu/bursar/
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 http://www.iup.edu/parking/
University Police http://www.iup.edu/police/ | 724-357-2141
Crisis Intervention 24/7 Hotline: 1-877-333-2470
Student Registration: www.iup.edu/registrar/students/registration/

IUP Email

IUP offers an email account to all active students. **Your IUP email address is the primary means by with 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 www.iup.edu/itsupportcenter/howTo.aspx?id=23401 to learn more about setting up this account.
For more information regarding University policy on email communication, 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

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 unless they have been awarded a 20-hour graduate assistantships. 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 and spring, and at least six credits in the summer semesters.

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 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 in order to complete the program within the seven-year time limit.

Supervisor of Curriculum and Instruction Certificate

The Doctoral Program in Curriculum and Instruction includes the option of earning the Supervisor of Curriculum and Instruction Certificate from the Commonwealth of Pennsylvania. This is an "add on" certificate that may be an option for individuals with at least five years of professional experience in a recognized instructional area and a valid Pennsylvania Instructional II teaching certificate. Applicants should register for CURR 798 Supervised Doctoral Internship as the six credits of electives. It is recommended that students wait until at least the second year of the program before initiating this project. The Pennsylvania Department of Education's Guidelines for the District-Wide Supervisory Certificate appear in Appendix D.

Certificate requirements. 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. It also

requires that candidates pass the required Praxis Test. The portfolio must comply with detailed guidelines set by the Pennsylvania Department of Education (PDE). PDE Guidelines may be viewed on their website.

https://www.education.pa.gov/Pages/default.aspx

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. See Appendix A for a proposal outline.

Implement a major curriculum project. Candidates 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.

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 available in Appendix B.

Internship agreements. All IUP Student Interns are required to secure a site Internship Agreements 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 search for your site or download the full Excel sheet and use Ctrl-f to search for the 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 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 Technology 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 for the Advanced Certificate, Supervisor of Curriculum and Instruction: Praxis Test 0411 (paper version) or test 5411 (computer version). Testing dates are available from the Career Development Center of IUP's main campus (724-357-4994). Contact the Career Development Center concerning the current cost of the test. To test at other sites, visit the Educational Testing Service website. 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 write a check for the fee. As part of the application process, an applicant will need to attach

copies of any certificates currently held and verify employment (instructions are on the form). Deliver all information to the Department of Teacher Education, 104 Stouffer Hall, IUP, Indiana, PA 15705. Email Judy Geesey at jgeesey@iup.edu or contact her at (724) 3572485 with questions.

Course Descriptions

Courses on main campus are delivered in a traditional, face-to-face delivery format with the option for students to participate synchronously from home through Zoom. Courses at Pittsburgh East and other off-campus sites are delivered in a hybrid format that includes some online and some face-to-face instruction. Completing the coursework in the Curriculum and Instruction Program requires that students commit to attending Saturday classes.

Course Number	Course Title	Description
CURR 905	Implementation and Evaluation of Curriculum	Provides students with frameworks for the systematic implementation and evaluation of research-based curricula.
CURR 910	Advanced Topics in Human Development and Learning	Students analyze, evaluate, and synthesize theories of human development and learning. Emphasis is 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 produce and submit a proposal for a presentation at a professional conference and 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 918	Qualitative Research Design in Education	A core course for doctoral students that introduces four dimensions of qualitative research: understanding traditions and purposes, formulating research questions, and collecting and analyzing data. Students develop the basic skills of the qualitative researcher and are introduced to the major types of qualitative studies.
CURR 920	Quantitative Research Methods in Education	Provides students with the requisite quantitative research skills to evaluate published research in education.
CURR 925	Critical Analysis of Issues in Education	Examines current issues, innovations, and persistent controversies that influence reform in basic and postsecondary education.
CURR 930	Effective Teaching and Supervision	Focuses on the interrelationship between instructional effectiveness and student achievement with particular emphasis on postsecondary teaching and supervision.
CURR 935	Democratizing Education: Diversity, Citizenship and Social Justice	Integrates theory and practice related to the social and philosophical ideology of equity and excellence in education. Focuses on ways in which race, gender, culture, disability, and socioeconomic status influence educational perspectives, programs, and policies.
CURR 940	Emerging Technologies in Education	Focuses on educational applications of technology, from basic education through higher education, as they relate to the college faculty member's role.
CURR 945	Literacy: Theory, Research, and Practice	Examines critical issues and cognitive processes in language learning. Topics 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 are critically evaluated.
CURR 951	Innovations in Curriculum and Instruction	Designed to provide students with opportunities to critically evaluate educational innovation as it influences programs and

		outcomes for students. Emphasis is on critical thinking, creativity, collaboration, and communication.
CURR 955	Research Proposals and Peer Review Processes	Students refine their written scholarly work based on instructor feedback and peer review. Focus is on dissemination of research through professional conference presentations and publications.
CURR 960	Comprehensive Evaluation of Educational Programs	Provides overviews of models and analytical methods employed to make judgments about the worth and merit of curriculum and educational programs. Students plan, conduct, and report an evaluation study of a curricular program in basic or higher education. The course improves doctoral candidates' ability to make evidence-based curricular decisions at the program level.
CURR 982	Quantitative Data Analysis in Education	Designed to prepare doctoral students to identify, critique, adapt, and design data collection tools that are reliable and valid.
CURR 983	Qualitative and Mixed Methods Research in Education	Guides doctoral candidates in developing the conceptual frameworks that underlie qualitative and mixed methods dissertation research. Students work with data sets to acquire the skills of transcribing, analyzing, and interpreting data.
CURR 995	Dissertation	9 credits

Evaluation of Students

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

Students are evaluated through coursework, in which grades are assigned; a candidacy exam, which is pass/fail; a comprehensive exam, which generally occurs after coursework is completed and is based on the first three chapters of the dissertation; and a final dissertation defense. Students must maintain a 3.5 overall GPA on a 4-point scale in all IUP classes in order 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/Candidacy Examinations

This examination is given, usually upon the candidate's completion of course work, to determine the student's progress in the degree field and fields related to it and the student's likelihood of success in his/her research-dissertation phase. The examination may be written, oral, or both and is not necessarily limited to areas in which the candidate has taken course work. In addition to having written procedures for taking the comprehensive exam, departments must also have written procedures regarding providing feedback for comprehensive exams.

Candidacy Examination and Paper

After the successful completion of the first two semesters with an overall GPA of 3.5 or higher and the successful completion of both the written Candidacy Paper (to be submitted on a cohort-specific date in May of Year One) and an oral Candidacy Examination (to be administered face-to-face or using distance education technology approximately two weeks after the submission of the paper on a date communicated by the Doctoral Coordinator), students officially become candidates for the degree. The candidacy process assesses students' abilities to matriculate to the next step of the program in which they will become doctoral candidates.

The candidacy process has four purposes:

1. To assess the student's ability to identify, review, critique, synthesize, and report on the relevant professional literature;

2. To evaluate the student's skills in scholarly writing and professional presentation, indicating the potential to successfully write and defend a dissertation and contribute to the scholarly community;

3. To assess each pre-candidate's strengths and weaknesses and offer recommendations for professional growth, and

4. To inform a pre-candidate (prior to the completion of 18 credits) if, in the estimation of the C & I Doctoral Committee, the student's work is not indicative of successful program completion.

The candidacy process 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 four 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.

Keys to success. Past cohorts have helped to develop a list of keys to success for candidacy.

Remember the purpose. The primary purpose of the candidacy paper and oral examination is to give you a sense of how you are progressing very early on and to supply you with advice on areas requiring improvement.

Set appropriate expectations. First of all, realize that no one expects a flawless performance at this very early stage in your program. While the faculty members expect you to be thoroughly prepared and to submit an excellent review of the literature, we also want to support you in successfully completing the program and guide your professional development as a teacher/scholar.

Begin right away. First and foremost, do not procrastinate and wait until the last minute to prepare your paper. Give yourself the best chance for success by starting early, revising frequently, and submitting a carefully polished manuscript.

Collaborate with your cohort. Form study groups to rehearse your presentations and gain practice responding to questions. Members of the group can assist one another by critiquing the presentations, raising questions, and so forth.

Familiarize yourself with APA style. You will find APA workbooks that are programmed learning texts at the campus or other academic or online bookstores to assist you in mastering APA style.

Realize that published, typeset materials are formatted to make them visually appealing and frequently deviate from the way manuscripts have to be prepared prior to publication. Do not use a journal article as your template. Instead, use the guidelines available according to APA Style.

Use the resources provided. Do not assume that previous work in a master's program fully prepared you to conduct an integrative review of the literature. Take the time to go through tutorials on how to review the literature and make use of the sample candidacy papers (Appendix c). Some sample online sites are linked here:

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

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

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

As you are reviewing the literature, make an annotated bibliography. This consists of the entire reference, in APA style, followed by some brief notes that will jog your memory about the content of each piece. Doing this will reduce confusion later on and supply you with a study tool for your presentation.

Learn when you should cite sources. Realize that the style of academic writing takes the form of making statements or assertions and then citing appropriate support. For example, if you write "Numerous studies have concluded that…", then you will definitely need to cite more than one source of support. As you write, rely on the research literature rather than your personal experience or your institution's policies and practices. When selecting resources, choose original research (with data, conclusions, and recommendations) rather than professional opinion pieces. Read the summary first for background.

Learn how to manage your citations. Consider using software and online tools to manage your sources. See the IT Support Center Webpage for more information.

Avoid plagiarism. Most cases of plagiarism are the result of graduate students being unaware of what constitutes plagiarism and how to properly paraphrase and cite sources to avoid it. Please review resources on plagiarism in the APA handbook and on the IUP website, as well as other sites.

Please be extremely cautious about citing any sources that you consult; this includes not only direct quotations and but also paraphrased passages. It is considered plagiarism if you fail to give others credit for their ideas. Every direct quotation requires the author's (s') last name(s), the date, and the page number (for example, Smith, 2011, p. 14). Every time you refer to ideas that did not originate with you—even if it is not in a direct quotation—you must cite the sources (for example, Davis, 2011; Jones, 2010; Stevens, 2011).

The department uses plagiarism detection software on all candidacy papers. This software results in a score that reflects the exact matches between what you have written and other documents that are already published or have been submitted as student papers. Your score should be below 10% of an exact match with published or previously submitted material; therefore, you will want to avoid lengthy quotations in your work. Note that you will be able to check your paper one time only before it is submitted. Your reference list will not be included in the check to make the score meaningful. Allow plenty of time between the submission of your paper to the plagiarism detection software and the candidacy submission deadline to make needed changes.

Ask questions. First, study the Candidacy Exam section of this document thoroughly. It contains sample papers (Appendix G), the scoring rubric (Appendix H), and details about the paper (Appendix I). If you still have questions after thoroughly reviewing all of these materials, please do not hesitate to contact the Program Coordinator.

Get approval on your topic and area of focus. Your topic should be sufficiently broad to locate many studies; it should be sufficiently narrow to be treated adequately in a short paper. Avoid encyclopedic topics (e.g., technology in education). Also, avoid extremely narrow topics (e.g., using distance technology to deliver a methods course in language arts to preservice teachers). Somewhere between these two extremes is appropriate. Please e-mail the doctoral coordinator to approve your topic well in advance and before you begin writing.

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 paper. Dictionary definitions will not suffice.

Synthesize rather than list. Your writing is being assessed, so excessive use of bulleted lists is not acceptable. To demonstrate your ability to synthesize the literature, we suggest that you select authoritative, scholarly sources; look for patterns of related ideas; identify concepts that are similar as well as disparate, and organize some of the literature into a concept map or graphic organizer. Try to visualize and use those frameworks as a structure for your presentation.

Plan and rehearse your oral presentation. Your presentation will be attended by Members of the Doctoral Screening Committee, who will have read your paper. 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. The presentation will be timed and you will be directed to stop after five minutes. Be prepared to introduce the topic and focus, highlight the key points of the Candidacy Paper, and go beyond the information in the paper to demonstrate mastery of the topic. Also prepare to respond thoroughly and accurately to questions by citing relevant scholarly sources. You should not use PowerPoint or read from any printed materials. Presentations should be practiced and polished, but you should avoid memorizing and reciting sections of the paper. The best presentations are delivered in a relaxed tone with the student making eye contact with faculty and using appropriate vocal inflections and facial expressions.

Prepare a one-page handout following APA style that helps you remember key points for the oral presentation. You can use a one-page handout to use to help you remember names and dates during your presentation. Students should be prepared to show their handout to a member of the Doctoral Committee if requested. 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 one-page handout, but not to the Candidacy Paper, articles, books, or extensive notes during the oral presentation.

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 main source of support during the Candidacy Paper or Examination. Use the literature to support your ideas in your paper and in your presentation. Refer to others' works by name during your oral presentation to the faculty.

Understand the evaluation criteria. The Candidacy Paper is evaluated using a scoring rubric. On the day of the presentation, students will be notified orally of the committee's decision. After the student has completed the discussion with committee members, he or she will be asked to step outside so that the committee can compile their recommendations and render a decision. Then the student is brought back in, informed of the committee's decision, and given verbal feedback on ways to improve.

Passing the candidacy paper/exam. A decision of "pass" is given when both the oral and written examinations are passed and the students' GPA is 3.5 or greater.

Retaking the candidacy paper/exam. Due to the rigorous admission process, the great majority of students (~90%) successfully complete the candidacy exam. If a student fails the candidacy exam, he or she will have the opportunity to retake the test one time. In the case of a decision of the necessity of a retake, the committee will communicate the reasons for its decision. Students will be supplied with specific recommendations on how to address the deficiencies noted in the written paper and/or the presentation. Students have the option of rewriting the paper and/or making the presentation one additional time. The retake dates will be scheduled in consultation with the Doctoral Program Coordinator and the student. Students who need to rewrite their Candidacy Paper and/or make another presentation are permitted to continue with their summer coursework but cannot begin fall courses until they earn degree candidacy.

A second failure on the candidacy exam terminates the student's enrollment in the D.Ed. in Curriculum and Instruction Program. There is no recourse if the candidacy exam has been failed twice, so students should familiarize themselves with all of the information in this handbook as well as additional materials provided by the department to maximize their chances for success. Two sample papers and the scoring rubric are included in Appendix C.

Submitting the candidacy paper. The candidacy paper is submitted electronically. Please submit only one copy of the candidacy paper. An electronic copy of the candidacy paper should be sent by

midnight on the established date to the coordinator AND clerical support staff or secure online site as communicated by the Doctoral Program Coordinator

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 chapters one, two, and three of the proposed dissertation, and a complete research protocol that will be submitted to the Dissertation Committee and IRB.

This meeting gives candidates an opportunity to discuss the study with the entire committee, make modifications, and gain approval to move the protocol through the review process. The dissertation chairperson provides written feedback prior to the comprehensive exam and members of the dissertation committee provide written and/or oral feedback during and/or following the comprehensive exam meeting.

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. Students who have failed the comprehensive exam, as determined by the dissertation committee, have the opportunity to retake it.

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 violations(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

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 an all-day Saturday format during the academic year and a Friday/Saturday 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

Doctoral Candidate Electronic 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. In preparation for the job search, all candidates for the D.Ed. in C & I will produce a professional résumé or curriculum vitae. Please use the Microsoft Word template for a curriculum vitae to prepare this document. 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 a program evaluation that is a capstone project representing the culmination of their study and professional training. The work sample is an executive summary of the key assessment from CURR 960 prepared as a presentation. You are required to submit this program evaluation as part of the exit portfolio.

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 résumé (or curriculum vitae) in paper and electronic format to the Doctoral Program Coordinator when you apply for graduation.

For more information including deadlines and information on applying for graduation view the Graduate Catalog: www.iup.edu/gradcatalog

Thesis and/or Dissertation Completion

The dissertation is the culminating piece of a doctoral candidate's degree pursuit and serves as a 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. The successful completion of a dissertation is an indicator that you are capable of conducting independent research. It is also considered evidence that you have been socialized into the role of a teacher/scholar.

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 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, quantitative, mixed methods). Some faculty members have extensive experience with surveys, for instance, while others may have extensive experience with program evaluation.

Share a one-page description of the dissertation with prospective chairperson and committee members. In conjunction with the student's coursework, a very

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 be attached to the Research Topic Approval Form that has to be submitted to the SGSR. Finally, this one-page document can be incorporated into a protocol for the Institutional Review Board (IRB).

Select the chairperson first. The chairperson must be a 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, a student should consult with the chair 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 a particular aspect that might benefit from the expertise of a faculty member from another department, discuss this with the chairperson.

Review the list of faculty approved to teach doctoral courses. It is a PSE Department requirement that anyone chairing or serving on Dissertation Committees must be eligible to teach doctoral courses. Doctoral students will have worked with several faculty members in conjunction with the coursework throughout the program. Candidates can learn more about the specialized expertise of the faculty by searching their works online or reviewing their curriculum vitae.

Understand the role of the dissertation committee. In the PSE Department, faculty members will not "assign" a dissertation idea to you; 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 contribute to the research literature. Treat the dissertation committee as a panel of experts to whom well-formulated ideas and carefully crafted documents might 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.

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.

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.

To register for dissertation credits, students must request the credit by sending an e-mail message to Lynnette Colton (lcolton@iup.edu). The message must include:

- Course number (CURR 995),
- Student ID number
- Dissertation chairperson's name,
- Number of credits the student is planning to take (1 credit minimum).

If a student will enroll during summer session, the summer session must be indicated. However, 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.

After registering for all nine required dissertation credits and enrolling in no other program coursework, a student will have to pay for one extended dissertation credit every fall and spring until the dissertation is complete. Remember, a student has seven years from the time she or he first enrolled in coursework to complete the program.

Evaluation Outcome for Dissertation and/or Thesis

A successful dissertation defense is based on the candidate's ability to present orally and in writing a dissertation that makes a contribution to the research literature. Similar to the evaluation guidelines for the comprehensive exam, the dissertation committee will consider the following questions in evaluating the dissertation and assigning a judgment of pass, pass with revisions, revise and resubmit, or fail:

1. Does the candidate present a clear statement of the problem?

2. Is the problem significant? In other words, can the candidate justify in writing why the problem needs further study. What arguments are presented? Is there a logical sequence to the argument?

3. Are the candidate's research questions clear and do these questions address the research problem?

4. Does the candidate establish a theoretical position? The theoretical position should include citations and should establish a logical argument of why the study is needed.

5. Does the candidate synthesize the professional literature in order to establish a thorough background and rationale for why the study was done?

6. Is there evidence that the candidate read and interpreted research articles and then presented arguments showing how the articles relate to the overall research problem?

7. Is the literature review comprehensive and related to the purpose of the study?

8. Has the candidate identified, described, and implemented research methods that are feasible and appropriate for the study?

9. Does the candidate accurately present the research findings?

10. Does the candidate present a discussion of the findings in relation to the existing literature?

11. Are appropriate recommendations made for others in the field and for future research?

12. Is the significance of the study made clear?

13. Does the candidate communicate effectively in writing (e.g., professional writing skills that follow the conventions of the English language, use of APA, clear and succinct writing)?

14. Does the candidate communicate effectively in the oral presentation (e.g., uses proper grammar, clearly describes the study, is succinct and concise)?

A decision of **pass** is uncommon and means the dissertation may be submitted to the SGSR with no revisions required from the department.

A decision of **pass with revisions** is most common and means the dissertation requires minor to moderate revisions in order to meet the dissertation committee's expectations before being submitted to the SGSR.

A decision of **revise and resubmit** means that the dissertation requires major revisions in order to meet the committee's standards and full committee review of the revised document before being submitted to the SGSR.

A decision of **fail** means that the dissertation is not acceptable and must be rewritten and another defense held.

Effective fall 2017 for students admitted and students admitted after -- 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.

Ongoing Dissertation and Thesis 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 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 [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
www.iup.edu/gradcatalog

Academic Integrity
www.iup.edu/gradcatalog
The Source: A Student Policy Guide: www.iup.edu/studentconduct/thesource/

Bereavement-Related Class Absences
www.iup.edu/gradcatalog

Continuous Graduate Registration for Dissertation and Thesis
www.iup.edu/gradcatalog

Grade Appeal Policy
www.iup.edu/gradcatalog

Graduate Fresh Start Policy

www.iup.edu/gradcatalog

Graduate Residency Requirement
www.iup.edu/gradcatalog

Leave of Absence Policy
www.iup.edu/gradcatalog

Time Limitations
www.iup.edu/gradcatalog

Time-to-Degree Masters/Doctoral Dismissal Appeal Policy
www.iup.edu/gradcatalog

Time-to-Degree Extension for Master's Thesis and Doctoral Dissertation
www.iup.edu/gradcatalog

Transfer of Credits Policy
www.iup.edu/gradcatalog

The C&I Program typically considers a maximum of six credits (two courses) that may be applied as elective credit. Additional courses may be considered for approval by the department's graduate committee.

Research

IUP Libraries
In addition to using the library building and its resources, students can access the IUP Library Services online. The webpage provides links to all of the IUP Library's electronic resources and services and is available 24 hours a day, seven days a week. Nearly all the databases can be accessed by using the computer login and password that you established to log on to an IUP site. Students can manage IUP passwords through the Personal Information Section of the MyIUP portal.

www.iup.edu/gradcatalog
www.iup.edu/research/

Appendices

Please view the appendix items that follow this page.

APPENDIX A: Outline for Proposal to Earn the Advanced Certificate Supervisor of Curriculum and Instruction

Brief Description of the Project (explain how it meets the PDE requirements):

Professional Literature Reviewed Prior to Starting the Project (write a brief summary of other, similar projects):

Professional Development Goals for Doctoral Student (This should include maintaining a log of activities, the design and evaluation of curriculum materials, and plans for disseminating the project through professional presentations and scholarly publications):

Evidence of Effectiveness (Describe the plan for documenting the effectiveness of the curriculum project):

APPENDIX B: Scoring Rubric Advanced Certificate—Supervisor of Curriculum and Instruction

Student's Name: _____ Supervisor's Name: _____

Date: _____

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

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 within 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

APPENDIX C: Candidacy Paper Samples

The Effects of Generative Vocabulary Instruction

Candidacy Exam
Jason Keiner
@00000000
aaaa@iup.edu
HomeEmail@home.com
(111) 111-1111

Abstract

Generative vocabulary instruction is a powerful and promising method of enhancing student achievement in reading and writing that has received little attention from both researchers and teachers. Given the current educational climate brought about by the advent of Common Core and its accompanying emphasis on academic vocabulary and deep literacy skills, educators are searching for ways to enable all students to excel in these areas. Generative vocabulary instruction, which is the teaching of morphology in order to equip students to learn large quantities of new words as well as be able to dissect unfamiliar words, is of paramount importance in addressing these needs. Specifically, generative vocabulary instruction produces positive results in the areas of vocabulary acquisition, literacy, and spelling, and may be of special benefit to students learning English as a second language.

TurnItInScore: 1%

OUTLINE

I. Definition of Key Terminology/Background
II. Literature Review
III. Implications
IV. Table 1: Additional Research on Teaching Morphology
V. References

Definition of Key Terminology/Background

Most educators who are engaged in practices relating to student acquisition of language and literacy skills know that a morpheme is the smallest possible language unit that possesses meaning (a base or an affix). Likewise, it is commonly known that morphology is the study of morphemic meanings and the ways in which the manipulation of morphemes generates new words, illuminates the meanings of complex words, and aids in the orthography (spelling) of words. However, what many educators do not know is how incredibly important vocabulary study is for academic achievement in all areas of literacy and language acquisition (Carlisle, 2010; Hairrell, Rupley & Simmons, 2011).

In addition, the advent of the Common Core State Standards (2012) and its emphasis on vocabulary knowledge and literacy have thrust vocabulary study to the forefront of educational priorities (Templeton, 2011). Given that over 60% of the total of English words and over 90% of words in core academic disciplines are derived using morphological means (Bowers & Kirby, 2010; Green, 2008; Rasinski, Padak, Newton & Newton, 2011), generative vocabulary instruction, a term interchangeable with morphological instruction, has great potential for enhancing student achievement. In particular, morphological instruction has demonstrated positive outcomes for students in the areas of vocabulary, literacy, orthography (Carlisle, 2010; Gabig & Smith, 2013), and English as a second language (Tahaineh, 2012; Jiang, Novokshanova, Masuda & Wang, 2011; Zhang & Koda, 2012).

Literature Review

The most obvious area in which generative vocabulary instruction makes a positive impact is vocabulary knowledge. This knowledge manifests itself in two areas: known vocabulary and inferring the meaning of unknown words. Several studies have demonstrated the significant positive effect of generative vocabulary instruction on student acquisition of vocabulary. For example, following a 20 session intervention on morphology among 88 4th and 5th graders, Kirby and Bowers (2010) found that the students not only learned the base words they were taught, but that they also were able to acquire the meanings of new words in the same families without explicit instruction. Likewise, Lesaux, Kieffer, Faller, and Kelley (2010) demonstrated an extra six months of growth in the word knowledge of middle school students who participated in an 18-week morphology intervention when compared to their classmates who received only the regular curriculum. In a similar study, Kieffer and Lesaux (2009) concluded that teachers could significantly increase student performance by instructing them in morphology. These types of findings are echoed by many other researchers such as Harris, Schumaker, and Deshler (2011) who asserted that teaching morphology is much more efficient than teaching individual vocabulary words, Rasinski, Padak, Newton, and Newton (2011) who argued that generative vocabulary instruction is much more productive than other types of vocabulary instruction, and Templeton (2011) who claims that generative methods allow students to learn, "quite literally tens of thousands of words" (p. 101).

Generative vocabulary instruction also enables students to accurately infer the meanings of unfamiliar words they encounter in texts. The power of such morphological instruction is evident in the work of McCutchen and Logan (2011) who studied the impact of morphological knowledge on the comprehension of unfamiliar words in 5th and 8th grade students. What

McCutchen and Logan (2011) discovered was that students in both age groups used familiar morphemes as a springboard to understand words to which they had no previous exposure, and that teaching morphology increases accurate interpretation of unknown words. Harris, Schumaker, and Deshler (2011) similarly reported the positive effects of generative vocabulary instruction following a study of ninth graders. They further found that the use of generative methods was equally effective for both regular education and special education students (Harris, Schumaker, & Deshler, 2011). Likewise, Kieffer and Lesaux's (2012) study of 583 sixth graders from linguistically disparate backgrounds demonstrated the seminal nature of morphological awareness in successfully decoding unfamiliar words for vocabulary learners at all levels of linguistic competence. Further, Pacheko and Goodwin (2013), in their studies among academically and linguistically diverse middle school students, have concluded not only that morphological knowledge is of paramount importance in comprehending new words, but that it is of even higher import for grasping the meanings of more complex academic words.

Overall, generative vocabulary instruction's positive impact on student vocabulary knowledge of both taught and unfamiliar words is positive and significant (Bowers & Kirby, 2010; Carlisle, 2010; Templeton, 2011). While the research is mixed as to whether elementary or secondary students gain the greatest benefits from morphological instruction, it is in agreement that there are, at worst, only moderate gains from such instruction, and, at best significantly positive gains (Goodwin & Ahn, 2013; Rasinski, Padak, Newton, & Newton, 2011; Stygles, 2011).

Another monumentally important area in which the teaching of morphology can make a significantly positive impact is literacy. This is not surprising since word knowledge and reading comprehension have an intensifying effect upon one another in which a greater

knowledge of vocabulary causes greater understanding of text and more fluent reading ability allows for greater comprehension of new words embedded in text (Kieffer & Lesaux, 2007). In fact, knowledge of morphology is so important for reading comprehension, that Kieffer and Lesaux (2007) found morphological knowledge to be a stronger indicator of students' reading ability than any other literacy variable. Similarly, in a literacy study of first graders, Wolter, Wood, and D'zatko (2009) established that morphological awareness was paramount among early literacy predictors and accounted for a 10% higher performance on literacy tasks.

Importantly, such findings on the efficacy of morphological instruction hold true and demonstrate its vital necessity for all ages, ability levels, and backgrounds of students (Godwin, Lipsky, & Ahn, 2012; Green, 2009). For example, in their examination of morphological knowledge's impact on a population of second and third graders of diverse racial, socioeconomic, and ability levels, Apel, Wilson-Fowler, Brimo, and Perrin (2012) determined that morphological knowledge exhibited a unique and specific impact on reading comprehension and exerted a strong influence upon developing literacy across the spectrum. In the same vein, similar results showing the pervasive and persistent impact of morphological knowledge on literacy with varied student populations have been articulated by Roman, Kirby, Parilla, Wade-Wooley, and Deacon (2009) in their work with elementary and middle school students, Apel and Thomas-Tate (2009) with African American students, and Katz and Carlisle (2009) with struggling readers. No matter the setting of the study or the population addressed, morphological knowledge played a key role in increasing student literacy and should be included as a component of student instruction (Reed, 2008).

Research also establishes the positive effects of generative vocabulary instruction for students who are English-Language Learners (ELLs). As with the above studies regarding

morphology's impact on vocabulary and literacy, morphological knowledge has been established as an important predictor of success in reading ability and correct vocabulary use among ELLs (Carlo, et. al., 2007; Jeon, 2011). A growing body of research points to the fact that in-depth knowledge of the basic morphemes of English and the ways in which they can be manipulated leads to more rapid vocabulary acquisition and an enhanced ability to grasp the meaning of unfamiliar words for ELLs (Khodadoust, Aliasin, & Khosravi, 2013; Tabatabaei & Yakhabi, 2011). Increased morphological ability, and the accompanying language ability that follows, have also been strongly linked to better reading comprehension for ELLs through actual vocabulary knowledge and lexical inferencing (Zhang & Koda, 2012). Even more compelling, studies have established that the positive effect of morphological instruction on reading strengthens over time, even without ongoing instruction in morphology (Kieffer & Lesaux, 2008; Lam, Chen, Geva, Luo, & Li, 2012). It is no wonder, then, that Tahaineh (2012) concludes that morphological instruction is vital in the instruction of ELLs.

Implications

Clearly, instruction in morphological processes provides an important avenue for improving student performance in vocabulary and reading regardless of student background, ability, or age. Not a single study has established any negative effects of such instruction, but a myriad of studies highlight its potential power for increasing student achievement. The implication of all of this research is simple; educators should be teaching morphology.

Yet, morphology is little used in American classrooms, likely because of a lack of teacher comfort and familiarity with this topic (Rasinski, Padak, Newton, & Newton, 2011). Thus, it seems teacher training and professional development are a reasonable place to begin the process of making generative vocabulary instruction an integral part of language instruction.

Finally, much research still needs to be done in this area. The vast majority of the published studies on morphological instruction involve small student samples. Large-scale evaluations are desperately needed. In addition, none of the available studies followed cohorts of students who were exposed to morphological instruction over the course of years. In fact, most of the studies involved morphology interventions that lasted no more than a few weeks. Obviously, much knowledge could be gained, and more credence for the efficacy of morphological instruction garnered, if cumulative positive effects for large groups of students were demonstrated.

Table 1: Additional Research on Generative Vocabulary Instruction

Area of Concern	Studies	Findings
Orthography	Teaching morphology to elementary school students causes improvement in spelling. Spelling improvement is particularly significant among words with inflectional changes.	
Derivational Morphophonology		
Closing the Achievement Gap	Knowledge of morphology reduces the frequency of phonological errors, which, in turn increases fluency. Increased fluency has the secondary effect of increasing comprehension.	
	Generative vocabulary instruction has great potential to close the racial and socioeconomic achievement gap. The teaching of morphology reduces language errors that may be associated with dialectical issues and provides access to the academic vocabulary that low achieving groups are often without.	
Anastasiou & Griva, 2012; Rosa & Nunes, 2008; Templeton, 2010		
Edrington, Buder, & Jarmulovich, 2007; Jarmulovich & Hay, 2009; Larsen & Nippold, 2007		
Fisher, 2007; Apel & Thomas, 2009; Kieffer & Lesaux, 2007		

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SAMPLE PAPER TWO

Identifying Characteristics of Effective School-based Obesity Prevention Programs

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Abstract

The childhood obesity epidemic has initiated the implementation of a wide variety of school-based obesity prevention programs. These programs vary in terms of intervention criteria; duration; involvement of parents and the community; modification of school environments; and outcome measures. A literature review of primary prevention studies revealed nutrition knowledge as the most common outcome measure, followed by dietary behavior changes (primarily increased fruit and vegetable consumption). Few studies resulted in significant changes to anthropometric measures or increased physical activity. Emphasis on consistent nutrition and physical activity education in schools is warranted.

TurnItIn Score: 5%

OUTLINE

Definition of Key Terminology/Background

Childhood obesity has become a serious public health concern in the United States. The most recent statistics from the 2007-2008 National Health and Nutrition Examination Survey (NHANES) estimate approximately 17% of children and adolescents between the ages of 2-19 are considered obese (Centers for Disease Control and Prevention), 2013, "Obesity rates" section). *Obese* is defined as "having excess body fat," while *overweight* is defined as "having excess body weight for a particular height from fat, muscle, bone, water, or a combination of these factors" (CDC, 2013,Childhood obesity facts section, para 1). There are significant racial and ethnic disparities for childhood obesity, with adolescent Hispanic males and non-Hispanic Black females most affected (CDC, 2013, "Obesity rates" section). There is no easy solution to the childhood obesity epidemic; there are numerous risk factors, both genetic and environmental.

Schools are ideal settings for obesity prevention programs because children typically spend the majority of their day in these places, and consume anywhere from 1/3 to ½ of their daily calories there (Institute of Medicine, 2012, p. 3). Approximately 2/3 of preschool-aged children are cared for outside of the home, making these settings appropriate for positive role modeling in regards to nutrition and physical activity (Namenek Brouwer & Benjamin Neelon, 2013). Adequate intake of essential nutrients and establishment of healthy eating behaviors are critical during rapid periods of growth and development, such as early and middle childhood (Healthy People 2020, 2013). In fact, several Healthy People (HP) 2020 objectives recommend increasing health education in elementary, middle and high schools and hiring more educators with college degrees in these areas (HP 2020, 2013).

Literature Review

Inconsistencies in the inclusion of obesity prevention programs in schools – as well as types and duration of programs – make it difficult to interpret findings. The effectiveness of school-based

obesity prevention programs varies, and is dependent on multiple factors. These factors include: duration of the program; whether or not the program emphasizes nutrition, physical activity, or a combination of the two; parental and/or community involvement; modification of foods and beverages offered in schools; and overall support (both within the school environment and in the home and community) (Hoelscher, Kirk, Ritchie, & Cunningham-Sabo, 2013). The Academy of Nutrition and Dietetics position paper on prevention of overweight and obesity (2013) summarized successful (effective) school-based obesity prevention programs as sharing the following characteristics: multicomponent (emphasis on nutrition and physical activity); modification of school environment (such as offering healthy snacks, lowering fat and sugar content of meals, etc.); engagement of parents and the community; and longer than one year in duration (Hoelscher et al., 2013). A meta-analysis of 40 school-based obesity prevention programs from 1997-2008 supports these findings, emphasizing that universal programs (or *primary prevention* programs, where all children are exposed to the intervention, regardless of weight or health status); implemented collaboratively (between the classroom teacher and field experts); that emphasize both nutritional change and a reduction in sedentary behaviors were more likely to be effective (Cook-Cottone, Casey, Feeley, & Baran, 2009). Programs 12 weeks or less in length were less likely to be effective (Cook-Cottone et al., 2009).

A review of recent (2009-2013) school-based primary obesity prevention programs resulted in the identification of 16 studies. The studies were categorized according to the following variables: age (classified as preschool – third grade; fourth grade – eighth grade; and ninth – twelfth grade); duration (1-12 weeks; 13-52 weeks; 1 year +); curriculum (nutrition, or combined nutrition and physical activity); unique identifying characteristics, such as the presence of a school garden; and outcome measures. Primary outcome measures included anthropometric (Body Mass Index (BMI);

BMI z-scores or percentiles; and waist circumference); increased nutrition and/or physical activity knowledge; and positive changes in behaviors, attitudes and self-efficacy. There was wide variation in curricula used – in fact no two programs used the same curricula. The majority of the programs were taught by classroom teachers. All programs were conducted during school hours, with one implemented after-school (Dzewaltowski et al., 2010).

Outcome measure: increase in knowledge

The most commonly reported significant outcome was an increase in nutrition-based knowledge, particularly of fruits and vegetables (Hovland et al., 2013; Katz et al., 2011; Levy et al., 2012; Parmer, Salisbury-Glennon, Shannon, & Struempler, 2009; Prelip, Kinsler, Le Thai, Erausquin, & Slusser, 2012; Puma et al., 2013; Tuuri et al., 2009; Witt & Dunn, 2012). Two of these programs lasted 12 weeks or less (see Table 1). Two randomized controlled trials conducted with 4th and 5th graders resulted in significant increases in knowledge and self-efficacy, but no changes in dietary or physical activity behaviors (Levy et al., 2012; Tuuri et al., 2009). The Levy et al. (2012) study was conducted in Mexico with 60 participating schools; characteristics of the intervention included teacher training workshops and modification of school foods. The Tuuri et al. (2009) study was conducted in Louisiana with 14 low-income, urban schools; features of the intervention included a wellness exhibit and physical activity breaks during class.

Increased nutritional knowledge and positive changes in attitudes towards healthy living were reported in two studies: the first was conducted with 3rd, 4th and 5th graders in Los Angeles; the second collected baseline data with 2nd graders in southern Colorado, then completed follow-up assessments in 5th and 8th grade (Prelip et al., 2012; Puma et al., 2013). The Prelip et al. study (2012) was a quasi-experimental design involving two intervention groups: ten hours of nutrition education per quarter compared to a standardized nutrition curriculum that included parent workshops. The

Puma et al. study (2013) indicated that although students gained nutrition and physical activity knowledge, this decreased over time (Puma et al., 2013). This study was unique in that knowledge and behavior changes were assessed 3-6 years post-intervention (Puma et al., 2013).

Outcome measure: behavior change

It is important to note that only six reviewed studies resulted in positive behavior changes (Fairclough et al., 2013; Farfan-Ramirez, Diemoz, Gong, & Lagura, 2011; Namenek Brouwer & Benjamin Neelon, 2013; Parmer et al. 2009; Whittemore et al., 2013; Witt & Dunn, 2012). Three out of six of these studies used garden-based nutrition education, which resulted in increased fruit and vegetable consumption (Farfan-Ramirez et al. (2011); Namenek Brouwer & Benjamin Neelon (2013); Parmer et al. (2009). Only one study was reviewed that utilized a high-school sample; was web-based; and resulted in significant changes to self-efficacy and dietary and physical activity behaviors (Whittemore et al., 2013). This unique program was highly interactive, and utilized a health coach, blogs, journaling, and goal setting (Whittemore et al., 2013).

Outcome measure: anthropometrics

Anthropometric data is a frequent outcome measure for obesity prevention programs, specifically BMI; BMI percentiles and z-scores; and waist circumference. BMI is a direct comparison of height to weight that correlates with body fatness and disease risk (CDC, 2011, "About BMI" section). Calculated BMI values for children and adolescents are age and sex-specific; when they are plotted on a child's growth chart, a comparison can then be made between children of the same age and sex using percentiles (CDC, 2011, "About BMI"section). BMI z-scores are directly related to percentiles; they indicate deviations from the mean of the reference population (CDC, 2013, "FAQ" section). Waist circumference (distinguishes fat distribution) and z-scores are positively associated with cardiovascular disease risk in children (Fairclough et al., 2013; Jansen et al., 2011).

However, only 3 out of 16 researched studies reported significant changes in BMI, waist circumference (WC), and/or BMI z-scores (Jansen et al., 2011; Manger et al., 2012; Fairclough et al., 2013). Two randomized, controlled trials resulted in positive significant changes in waist circumference and physical activity (Jansen et al., 2011; Fairclough et al., 2013). The *Lekker Fit!* study was conducted in the Netherlands and involved 20 schools, grades 3 – 8 (Jansen et al., 2011). Although this study was a combined intervention, there was more emphasis on physical activity with three physical education sessions per week (Jansen et al., 2011). A 2-yr. study using a convenience sample of 14 intervention schools and 15 control schools in the Catholic Diocese of Pittsburgh was conducted with 1st and 2nd graders (Manger et al., 2012). A combined intervention was used, with equal emphasis on nutrition and physical activity; results indicated a modest (but statistically significant) decrease in BMI in the intervention groups (Manger et al., 2012).

Implications

Methodological limitations; lack of community and parental involvement; and failed efforts to modify school environments (as initiated by key school personnel) impede the effectiveness of obesity prevention programs (Yetter, 2009). Due to the wide variation of curricula used and vast differences in sample sizes and demographics, it was difficult to interpret the overall findings of this particular review of literature.

In general, most of the reviewed studies indicated changes in self-efficacy, attitudes and/or behavior changes (nutrition and/or physical activity). Obesity prevention programs that incorporated garden-based education as part of the nutrition curriculum resulted in increased fruit and vegetable consumption. This finding is supported in comprehensive reviews of garden-based nutrition education (Hoelscher et al., 2013). Few studies (3 out of 16) reported significant changes in anthropometric outcomes. The focus on weight-related change (in particular, BMI) in obesity

prevention programs has limitations: BMI is not a direct measure of body fat percentage; it doesn't distinguish between location of stored body fat; and it doesn't control for other factors such as timing of pubertal development and level of physical fitness (Boylan et al., 2010; Nihiser et al., 2007).

In conclusion, schools, preschools and childcare settings are presented with unique opportunities to foster life-long healthy nutrition and physical activity behaviors in children. A consistent approach in the implementation of nutrition and physical activity education in these settings is warranted. Schools should strive to serve as role models for a healthy lifestyle, emphasizing healthy eating and the promotion of physical activity, versus focusing on weight and physical appearances.

Table 1

Comparison of School-based Primary Prevention Programs, 2009-2013

Age Category	Program Duration	Program Type	Significant Outcome Measures
Preschool –Grade 3			
Jansen et al. (2011)	32 wks	Combined	(+) waist circumference; (+) shuttle run scores; no effect on BMI
Manger et al. (2012)	2 yrs.	Combined	(+) effect on BMI; (+) teacher/parent satisfaction
Puma et al. (2013)	6 yrs.	Combined	(+) nutr. & physical activity knowledge & attitudes; no effect on self-efficacy or behavior. No effect on BMI.
Witt & Dunn (2012)	6 wks	Nutrition	(+) fruit & veg. knowledge & consumption
Farfan-Ramirez et al. (2011)	8 wk	Nutrition *garden	(+) fruit & veg. consumption
Namenek & Benjamin (2013)	16 wks	Nutrition *garden	(+) vegetable consumption
Parmer et al. (2009)	28 wks	Nutrition *garden	(+) fruit & veg. knowledge & consumption
Katz et al. (2011); Prelip et al. (2012)	36 wks	Nutrition	(+) nutrition knowledge; no effects on dietary patterns or BMI (+) fruit & veg. knowledge; (+) attitudes/beliefs; no effect on fruit/veg. consumption
Grades 4 – 8			
Lee et al. (2013)	10 wks	Nutrition *science class	(+) student and teacher satisfaction; focus on content-based vs. making behavior changes
Hovland et al. (2013)	36 wks	Nutrition *science class	(+) nutrition knowledge
Tuuri et al. (2009)	12 wks	Combined	(+) fruit & veg. knowledge & self-efficacy; no effect on consumption
Fairclough et al. (2013)	20 wks	Combined	(+) effect on BMI z-scores; waist circumference; light physical activity; breakfast consumption
Levy et al. (2012)	24 wks	Combined	(+) nutrition & physical activity knowledge & self-efficacy; (-) likelihood shifting overweight to obese category
Dzewaltowski et al. (2010)	2 yrs.	Combined *after-school	(+) increase minutes moderate & vigorous physical activity; no effect on BMI
Grades 9-12			
Whittemore et al. (2013)	32 wks	Combined *web-based	(+) dietary and physical activity behaviors; self-efficacy

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SAMPLE HANDOUT: Linking Child Maltreatment to Academic Outcomes

I. Child Protective Services Law
II. Effects
    A. Low Achievement and IQ Scores
        1. Egeland (1997)
        2. Margolin (2005)
        3. Leiter (2007)
    B. Special Education Disabilities
        1. Smithgall, gladden, Howard, George and Courtney (2004)
        2. Egeland (1997)
    C. Communication and Language Delays
        1. Cook, Blaustein, Spinazzola, and Van Der Kolk (2003)
        2. Smithgall, Gladden, Howard, George, and Courtney (2004)
        3. Egeland (1997)
        4. Rasmussen (2005)
    D. Lack of Attachments
        1. (Perry 2002)
    E. Disorders
        1. Attention Deficit Disorder (Becker-Blease and Freyd, 2008)
        2. Oppositional Defiant Disorder (Ouyang, Fang, Mercy, Perou, and Grosse, 2008)
    F. Delinquency and Increased Drop-out Rates
        1. Mears and Aron (2003)
        2. Wiggins, Fenichel, and Mann (2007)
    G. Social Concerns
        1. Anthonysamy and Zimmer-Gembeck (2007)
        2. Edelson (1999)
        3. Margolin (2005)
    H. Development Delays
        1. Edelson (1999)
    I. Mental Health Concerns
        1. Wiggins, Fenichel and Mann (2007)
III. Stress
    A. Behavioral and Physiological Situations (Kopin, 1995)
    B. Controllability (Fox and Dwyer, 2000)
IV. The Brain
    A. Hippocampus and Long-term Memory (Eichenbaum, 2002)
    B. Amygdala and Crisis Situations (LeDoux, 2000)
    C. Affects Memory (Pederson, Mauer, and Kaminski, 2004)
V. Educators
    A. Fear and Judgment Call (Crenshaw, Crenshaw, and Litchtenberg, 1995; Kenny, 2001; Smith, 2010)
VI. Intervention Strategies
    A. In school Interventions (Veltman , 2001)
    B. Peer Mentoring Programs (Tolan, Henry, Schoeny, and Bass, 2007)

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 Doctoral Program Coordinator by the second week of classes.

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