Doctoral Program
Curriculum and Instruction
Candidate Handbook

Policies, Procedures, and Other Information
Concerning the Gardner-Webb University Ed. D
in Curriculum and Instruction

Gardner-Webb University
School of Education
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DOCTORAL PROGRAM IN CURRICULUM AND INSTRUCTION

The Gardner-Webb University School of Education offers the Ed. D. program in Curriculum and Instruction designed for potential and practicing curriculum leaders who wish to develop and refine their curriculum skills in complex organizations. The Doctor of Education Degree program focuses on equipping candidates with the knowledge, skills, attitudes, values, and beliefs that will enable them to function effectively in curriculum roles in an ever-changing economic, political, social, and technological environment.

Pre-requisites
- Masters degree from an accredited college or university
- At least 3 years of teaching experience
- Minimum GRE score of 900
- Minimum grade point average of 3.0 on a four-point scale
- Satisfactory writing sample

Application Requirements
- Application fee
- Completed application form
- All undergraduate and graduate transcripts
- 3 letters of recommendation
- Resume
- Statement of purpose (approximately 2-5 pages in length)

PURPOSE
The purpose of the Doctor of Education in Curriculum and Instruction is to develop curriculum leaders through courses, research, seminars, and internships conducted in an environment based on Christian principles and values.

GOALS
1. To engage candidates in critical analysis of educational theory and practice;
2. To engage candidates in disciplined inquiry in the field of education;
3. To prepare candidates for making contributions to educational theory and practice;
4. To prepare candidates to become leaders in educational institutions; and
5. To meet proficiency levels in licensure requirements.

COURSE REQUIREMENTS
EDCI 700 Theory Development Module 6 hrs.
EDCI 701  Seminar 1 hr.
EDCI 702  Issues & Models in Curriculum 6 hrs.
EDCI 703  Seminar 1 hr.
EDCI 704  Research Module 12 hrs.
EDCI 705  Seminar 1 hr.
EDCI 706  Reform and Change Module 6 hrs.
EDCI 707  Seminar 1 hr.
EDCI 708  Assessment and Evaluation 6 hrs.
EDCI 709  Seminar 1 hr.
EDCI 710  Instructional Module 12 hrs.
EDCI 711  Seminar 1 hr.
EDCI 712  Dissertation Module 6 hrs.
EDCI 713  Dissertation Module 3 hrs.
EDCI 714  Continuation Dissertation Module (if needed) 3 hrs

ADMISSION REQUIREMENTS
1. Complete the application, including a copy of your current educator’s license.
2. Attach a $25.00 non-refundable application fee, either check or money order-- no cash.
3. Have five (5) people who know your work as an educator or graduate student and your potential fill out the recommendation form, put it in a sealed envelope, and sign across the seal. (Be sure you have filled out the top part of the reference form first.) You must collect and send these five unopened envelopes with your application.
4. Arrange to have an official transcript of all master’s level work sent to you in an envelope sealed by the registrar. Include the sealed envelope(s) with your application.
5. Write a personal essay explaining your purpose in wanting to earn a doctoral degree in curriculum and instruction.
6. Arrange to take the Graduate Record Exam (General Test) and have those scores sent to the Graduate School Office from the testing agency.

Please enclose items 1-5 above in a large envelope and mail or bring it to the following address:

Graduate School
Campus Box 7286
Gardner-Webb University
Boiling Springs, North Carolina 28017

When your application folder is complete, it will be sent to the School of Education for admission consideration. Applicants with the highest profile ranking will be invited to participate in interviews with the Ed.D. Admissions Committee.
DESCRIPTION OF COURSES

EDCI 700 THEORY DEVELOPMENT MODULE 6 semester hours
This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies.

EDCI 702 Issues and Models in Curriculum Module 6 semester hours
This module develops knowledge and understanding of historical and current trends in curriculum and instruction as it relates to past, present, and future organizational design. An integrated approach to study will be utilized with an emphasis on analysis, decision making, management and problem solving. Common theories and practice along with innovative practice provide required knowledge.

EDCI 704 RESEARCH MODULE 12 semester hours
Schools function as professional learning communities, thus entering into decision-making processes that are inquiry and collaboratively based. This module develops the skills for individual and organizational inquiry.

EDCI 706 REFORM AND CHANGE MODULE 6 semester hours
This module examines the historical background of school reform and the impact upon change in the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts.

EDCI 708 Assessment and Evaluation Module 6 semester hours
This module creates knowledge and understanding of various assessment and evaluation strategies used in classrooms to determine student learning. A research-based approach will provide students with proven strategies to study, develop, apply, and evaluate best practices. Included will be state and national accountability systems and their use in and impact on schools and classrooms. Students will determine best practice in the use of state and national accountability information including ethical standards.

EDCI 710 INSTRUCTIONAL MODULE 12 semester hours
The purpose of this module is to develop creative leadership and skills for supervising educational programs and personnel. This course analyzes the nature, focus, and attributes of leadership. Furthermore, it explores theory and practices of leadership and various leadership inventories. The course focuses on the techniques, skills, and practices of the professional supervisor. This model includes 150 hours of internship.
EDCI 712 DISSERTATION MODULE 6 semester hours
This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

EDCI 701, 703, 705, 707, 709, 711 MODULE SEMINARS 1 semester hour each
Each module incorporates a one (1) hour seminar designed for students as a means of enhancing the module experience and expanding the level of engagement.

EDCI 713 DISSERTATION MODULE SEMINAR 3 semester hours
The dissertation module incorporates three (3) hours of seminar credit aimed at providing quality time for collaborative activities that assist in the development and completion of the final product.

Theory Development Module

MODULE SYLLABUS

Module Prefix and Number: EDCI 700

Credits: 6.0 semester hours

Module Prerequisites: Admission to Doctoral Program

Intended Audience: Required for the Ed.D. Program

MODULE DESCRIPTION: This module examines the historical context of curriculum development and organizational structure. In addition to the historical emphasis, the course facilitates investigation of current and future theories associated with organizational change and curriculum reform from a systematic approach. An integrated approach is used in the study of common theories and philosophies.

RATIONALE: Educational leaders must exhibit leadership skills, which culminate in management of organizations and the incorporation of curriculum aimed at developing professional communities. Furthermore, educational leaders must demonstrate the skills and knowledge required for leadership in an era of political, financial, and pedagogical uncertainty.

OBJECTIVES:

Candidates will understand organizations and curriculum through knowledge of research, theory, and practice.
Candidates will apply organizational and curriculum theory to the needs of their own organizations to increase understandings of schools and their stakeholders.
Candidates will participate in appropriate field experiences focusing on authentic curriculum development.
Candidates will acquire skills for the evaluation of effective curriculum and organizational models. Candidates will develop skills to address system-level needs related to organizational behavior and learning communities.

**LEARNING TASKS:**

1. Examine and reflect on current research and literature dealing with organizational and curriculum theory.
2. Examine models of best practices grounded in current research and demonstrated in local communities.
3. Create a model worthy of incorporation in any school system.
4. Create an evaluation model that includes a needs assessment and an accompanying action plan that addresses identified areas of organizational and curriculum concerns within an approved system.
5. Develop and share a product that summarizes the evaluation model prescribed in task 4.
6. Create an individualized plan of involvement that facilitates experiences in organizational alignment, organizational decision-making, and curriculum development.
7. Travel to another country or conduct research to determine the best practices and models used there.
8. Conduct a study of evaluation models developed and published by such organizations as SERVE, AASA, SSBA, etc.
9. Compare and analyze models in task 4 with findings in task 8.
10. Explore the opportunity to serve on an actual evaluation team as found in task 8 in order to observe the actual evaluation process.
11. Arrange an opportunity to shadow system-level personnel in the areas of organizational behavior and curriculum development.
12. Identify key indicators of organizational structure and curriculum components related to professional learning communities.

**MODULE REQUIREMENTS:**

1. Candidates will maintain a learning journal relative to ongoing activities, readings, research, reflections, and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will participate in and contribute to professional dialogue.
4. Candidates will attend and prepare for all seminar events.
5. Candidates will include all written assignments in the learning journal.

**MODULE EVALUATION:**
Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. The
plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation.

Issues and Models in Curriculum Module

MODULE SYLLABUS

Module Prefix and Number: EDCI 702

Credits: 7.0 semester hours

Module Prerequisites: Admission to Doctoral Program

Intended Audience: Required for the Ed.D Program

MODULE DESCRIPTION: This module develops knowledge and understanding of historical and current trends in curriculum and instruction as it relates to past, present, and future educational design. An integrated approach to study will be utilized with an emphasis on analysis, decision making, management and problem solving. Common theories and practice along with innovative practice provide required knowledge.

RATIONALE: Curriculum and instruction leaders must know and understand various theories and practices to develop appropriate classroom, school and system settings for students. Education professionals must be knowledgeable of evidence-based research and practice in order to assist in the teaching/learning process. Required knowledge of political, financial and pedagogical issues related to curriculum and instruction remain fundamental to the program.

OBJECTIVES:

Candidates will understand various present, past and future curriculum theories and practice through research, field study and presentation.
Candidates will apply curriculum theory and practice to the needs of educational organizations to increase understanding of schools and their stakeholders.
Candidates will engage in appropriate academic research and field experiences to determine best practices for curricular needs.
Candidates will engage in authentic curricular development to learn critical problem-solving skills involved in school and system challenges.
Candidates will acquire strategies and skills for program evaluations of effective curricular organization and models, based on state and national standards.
Candidates will develop skills to recognize system-level needs and organizational behavior.

LEARNING TASKS:
1. Examine and reflect on past and current research in curriculum theory and organization.
2. Examine models of best practice using current research and demonstrated success.
3. Conduct a study of curriculum and instruction models developed and published in reputable professional journals.
4. Create a curriculum and instruction evaluation model worthy of incorporation in school district or building level decision-making.
5. Within the evaluation model, determine an approved needs-assessment and action plan format to include in the model.
6. In cooperation with school administration and by using your needs assessment, determine an area of need for study.
7. Utilize research and the evaluation model to develop a presentation and product including the frame factors that influence the work.
8. Keep a detailed journal of involvement in experiences to include planning, developing needs assessment, developing evaluation model/s, curriculum alignment, organizational decision-making, curriculum decision-making, curriculum development and professional development opportunities.
9. Explore opportunities to serve on curriculum review committees and volunteer to participate.
10. Collaborate with district administration to shadow a curricular leader in the school or district. Document experiences.
11. Study educational initiatives in other countries to determine best practices and models used there. Schedule actual visits when feasible.

MODULE REQUIREMENTS:

1. Candidates will maintain a learning journal relative to ongoing activities, readings, research, reflections and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will participate in and contribute to professional dialogue.
4. Candidates will attend and prepare for all seminar events.
5. Candidates will include all written assignments in the learning journal.

MODULE EVALUATION:
Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. Candidates will acquire skills for the evaluation of effective curriculum and instruction models. Candidates will develop skills to address system-level needs related to curriculum and instruction issues.

Research Module
MODULE SYLLABUS

Module Prefix and Number: EDCI 704

Module Title: Methods of Research for Educational Leaders & Seminar

Credits: 12.0 semester hours

Module Prerequisites: Admission to the Doctoral Program of Studies

Intended Audience: Required for the Ed.D course of study

MODULE DESCRIPTION: Schools function as professional learning communities, thus making decisions based in inquiry and collaboration. This module develops the skills for individual and organizational inquiry.

RATIONALE: To fully develop the individual as an educational leader, a student must acquire and appreciate the value of inquiry. In addition to personal development, the leader must facilitate an environment of inquiry within the organization.

OBJECTIVES:
1. Candidates will understand the relationship between inquiry and school improvement.
2. Candidates will develop the skills in school-based problem solving, data collection, data analysis, and action planning.
3. Candidates will develop skill in conducting action research, program evaluations/assessments, and school level policy analyses.
4. Candidates will develop skills in authentic assessment as an additional indicator of school performance.
5. Candidates will develop an inquiry-oriented school improvement process.

LEARNING TASKS:

1. Candidates will complete a school profile.
2. Candidates will complete an action research project.
3. Candidates will complete a mini-program evaluation plan.
4. Candidates will examine existing research and develop applications of that research.
5. Candidates will explore and research a critical issue in education.
6. Candidates will incorporate quantitative and qualitative methods of inquiry.

MODULE REQUIREMENTS:
1. Candidates will maintain a learning journal related to ongoing activities, readings, research, reflections, and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will participate in and contribute to professional dialogue.
4. Candidates will prepare for and attend seminar events.
5. Candidates will include written assignments for seminar events in the learning journal.

MODULE EVALUATION:
Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty with the development and implementation of a follow-up plan. The plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation.

Reform and Change Theory Module

MODULE SYLLABUS

Module Prefix and Number: EDCI 706

Module Title: Curriculum and Instruction in an Era of Reform and Change & Seminar

Credits: 6.0 semester hours

Module Prerequisites: Admission to the Doctoral Program of Studies

Intended Audience: Required for the Ed.D. course of study

MODULE DESCRIPTION: This module examines the historical background of school reform and the impact upon change in the educational environment. In addition, emphasis will be placed on effectiveness, reform models, and the leadership implications of managing change efforts.

RATIONALE: In a period of continuous reform and change, educational leaders must recognize the need for planning and assessment of various models. Educational leaders are charged with many responsibilities including standardized accountability, equity issues, and setting goals for various categories of exceptionalities. These leaders must possess skills in strategic and futuristic planning that focus on excellence, effectiveness, choice, equity, equality, and diversity.

OBJECTIVES:
1. Candidates will develop skills in reform appraisal and the process of implementation.
2. Candidates will develop skills in managing necessary change initiatives.
3. Candidates will use their knowledge of reform and change initiatives to prepare a strategic plan of action for various critical issues.
4. Candidates will integrate evaluation skills with planning and evaluation measures.
5. Candidates will fully incorporate the behaviors associated with change theory.
6. Candidates will develop a working philosophy of equity to meet the needs of a diverse population.

LEARNING TASKS:
1. Examine, in writing, current reform movements.
2. Examine and evaluate local efforts focusing on change and change management.
3. Examine a critical issue and create a strategic plan of action.
4. Shadow and interview local administrators to complete a behavior profile for dealing with change.
5. Examine and summarize key issues focusing on equity, diversity, and their impact on public education.

MODULE REQUIREMENTS:
1. Candidates will maintain a learning journal relative to ongoing activities, readings, research, reflections, and seminars.
2. Candidates will complete all learning tasks and assigned readings.
3. Candidates will participate and contribute to professional dialogue.
4. Candidates will attend and prepare for seminar events.
5. Candidates will include any written assignments in the learning journal

MODULE EVALUATION:
Quality work and performance are expected from all students at all times. Students’ evaluation will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. The plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objective for the final piece of the evaluation

Assessment and Evaluation Module
MODULE SYLLABUS

Module Prefix and Number: EDCI 708

Credits: 7.0 semester hours

Module Prerequisites: Admission to Doctoral Program

Intended Audience: Required for the Ed.D Program

MODULE DESCRIPTION: This module creates knowledge and understanding of various assessment and evaluation strategies used in classrooms to determine student learning. A research-based approach will provide students with proven strategies to study, develop, apply, and evaluate best practices. Included will be state and national accountability systems and their use and impact on schools and classrooms. Students will determine best practice in the use of state and national accountability information including ethical standards.

RATIONALE: Curriculum and instruction leaders at the classroom, school or district level must be cognizant of and able to evaluate student learning using understandable and research-based practices. With student accountability in the forefront in education, educators must know, understand, and apply best practice with students in classrooms. Student promotion or retention may be directly aligned with high stakes testing causing evidence of student learning to be a critical part of classroom practice. Continuous assessment brings vital information to the teaching-learning process.

OBJECTIVES:

Candidates will study a variety of assessment and evaluation models and strategies through research, discussion and, when appropriate, practice.
Candidates will analyze state and national accountability models to determine their relationship to student learning.
Candidates will determine best classroom assessment practices and provide research data to substantiate their findings.
Candidates will research a variety of test item development and make recommendations for best practice.
Candidates will develop a model for best practice in classroom assessment and evaluation that could flow seamlessly to classroom or school setting.
Candidates will demonstrate adequate knowledge of assessment and evaluation models and strategies.
Candidates will study and understand ethical standards related to assessment and evaluation.

LEARNING TASKS:
1. Examine current practices and research in assessment and evaluation to create individual awareness of the field.
2. Study state and national assessment programs to gain understanding of their purpose and significance.
3. Design a means to incorporate daily assessment into lesson planning to include assessment for prior knowledge and assessment for student understanding.
4. Design test items with varying degrees of difficulty using higher order thinking skills or question stems.
5. Research and study rubrics as a means of evaluation. Design student assignments that provide opportunities to use rubrics for evaluation.
6. Research and study assessment and evaluation in relation to student grading. Design a classroom grading system that includes a variety of assessments and evaluation that are understandable to students and adults.
7. Prepare a presentation for parents and/or the public describing a state accountability program and its ramifications for students.
8. Research the legal and ethical nature of formal assessments. Determine and present legal ramifications aligned with any testing improprieties.

MODULE REQUIREMENTS:

1. Candidates will complete all learning tasks and assigned reading.
2. Candidates will conduct research, take notes and participate in discussions relating to topics of study.
3. Candidates will attend and prepare for all seminar events.
4. Candidate will present findings from research and development using appropriate presentation tools.
5. Candidate will include all written assignments in the learning journal.

MODULE EVALUATION:
Students' evaluation will be both formative and summative. Quality work and performance are expected from all students in all seminars. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. Candidates will acquire knowledge and skills directly related to assessment and evaluation. Candidates will demonstrate skills to address assessment and evaluation needs related to student learning.

TEXTBOOKS

Curriculum/Instructional Module
MODULE SYLLABUS

Module Prefix and Number: EDCI 710

Module Title: Curriculum and Instructional Leadership and Supervision & Seminar

Credits: 12.0 semester hours + 1 hour seminar

Module Prerequisites: Admission to the Doctoral Program of Studies

Intended audience: Required for the Ed.D. course of study.

MODULE DESCRIPTION:
This course is open to doctoral level students who are pursuing a career in curriculum and instructional supervision at the school or system level. The main purpose of the course is to develop creative leadership skills that will enable the supervisor to promote teacher development and build professional community among teachers. Students will analyze the nature, focus, and attributes of instructional and supervisory leadership with attention to federal and state legislation such as NCLB and the ABCs. The course focuses on the knowledge, skills and practices of the professional instructional supervisor who must provide an appropriate education for students who represent diverse races, cultures, abilities, and interests.

RATIONALE:
Instructional supervisors must direct instructional personnel and programs in such a way that legal requirements from the federal, state, and local areas are met and that an appropriate education is provided for students with diverse needs. As school and system leaders, they must be able to increase the opportunity and the capacity of schools to contribute more effectively to students’ academic success. In order to become effective supervisors, candidates will examine political and economic influences on curriculum, cognitive science research, constructivist learning theory and research, and research on professional practice.

OBJECTIVES:
1. Candidates will assess the instructional needs of the school and school system and develop, implement and evaluate an instructional program to meet those needs.
2. Candidates will research current literature in the field of instructional supervision and present findings.
3. Candidates will understand the legal requirements of federal, state, and local legislation that affect the supervising of curriculum and instruction.
4. Candidates will understand and implement national and state curriculum standards in the school and school system.
5. Candidates will demonstrate the effective knowledge and skills required for improvement of instructional design, teaching techniques, and applications of learning theory, ranging from individual to staff development.
6. Candidates will explore and implement the moral heuristics of supervisory practice.
7. Candidates will complete 150 hours of internship experience in instructional supervision under the supervision of a superintendent or designee.

**LEARNING TASKS:**

**Instructional Supervision Focus:**
1. Candidates will examine and reflect upon current leadership and supervisory instructional evaluation models for improving a school and a school system.
2. Candidates will conduct interviews concerning methods of supervision and instructional improvement with successful school leaders working at various grade levels and in various academic settings.
3. Candidates will conduct research in the field of leadership of curriculum and instruction and present findings to the class.
4. Candidates will understand the legal requirements of federal, state, and local legislation that affects the supervising of curriculum and instruction.
5. Candidates will demonstrate skills in assessing needs and setting instructional goals and objectives for a diverse student population.
6. Candidates will demonstrate the effective knowledge and skills required for improvement of instructional design, teaching techniques, and applications of learning theory, ranging from individual teacher to staff development.
7. Candidates will exhibit knowledge and skills in interpreting and utilizing research, including findings relative to teacher effectiveness and student achievement.
8. Candidates will maintain a portfolio that describes their activities, research, assignments, and reflections while in the doctoral program. It will include an hourly log of internship experiences conducted under the supervision of a superintendent or designee.

**Curriculum Development Focus:**
1. Candidates will review the purpose of curriculum development and the various perspectives that curriculum may take to fulfill its purposes.
2. Candidates will create and administer a needs assessment to determine the greatest curriculum development need in the school/system.
3. Candidates will analyze an original or prepared curriculum that is designed to meet the needs identified in a specific school/system. It must be based on standards and take into account learning theory and instructional design.
4. Candidates will examine a specified curriculum from perspectives of origin, purpose, content organization, implementation, and evaluation.
5. Candidates will understand the frame factors that affect a curriculum, its implementation, and its success.
6. Candidates will address various topics of instruction and curriculum leadership through research and scholarly analysis.
7. Candidates will examine controversial issues of curriculum and instruction from an ethical and professional perspective.
MODULE REQUIREMENTS:
1. Candidates will maintain and present a portfolio that reflects ongoing activities, readings, research, reflections, seminars, and projects undertaken throughout the doctoral experience with particular emphasis on the internship.
2. Candidates will attend all classes, complete all learning tasks and assigned readings.
3. Candidates will contribute to discussion and professional dialogue.
4. Candidates will prepare and attend seminar events.
5. Candidates will present all designed activities to the class.

MODULE EVALUATION:
Quality work and performance are expected from all students at all times. Students’ evaluations will be both formative and summative. Students will engage in self-evaluation based on reflection and peer input. Unsatisfactory work, lack of classroom participation, or unnecessary absences will warrant a conference with the doctoral faculty for the development and implementation of a follow-up plan. The plan will become a Professional Improvement Plan (PIP). The rubric for each module matches performance and objectives for the final piece of the evaluation.

TEXTS:


MODULE SYLLABUS

Module Prefix and Number: EDCI 712

Module Title: Dissertation & Seminar

Credits: 9.0 semester hours

Module Prerequisites: Successful completion of EDLS 700, EDLS 702, EDLS 704, EDLS 706, EDLS 708, and EDLS 710

Intended Audience: Candidates who have completed all study modules

MODULE DESCRIPTION: This module allows the student to examine, through quantitative and qualitative methods, a topic of interest with the approval and guidance of a dissertation committee.

RATIONALE: Candidates must demonstrate a thorough knowledge of module objectives through an investigation of a topic of interest and importance to the field of education.

OBJECTIVES:
1. Candidates will complete a study incorporating the methods of research examined in the program of studies.
2. Candidates will satisfactorily defend the findings of their study before an audience.

LEARNING TASKS:
1. Select a dissertation committee with chairperson.
2. Complete a dissertation proposal to be approved by the committee.
3. Conduct quality research under the direction of a committee.
4. Complete the dissertation as designed.
5. Defend the dissertation processes and findings before an audience that includes the dissertation committee.

MODULE REQUIREMENTS:
Following the dissertation defense, the committee must evaluate the dissertation and (a) approve it as written; (b) approve the dissertation contingent on the committee's recommendation for change and/or improvement; or (c) disapprove the dissertation, possibly with suggestions for improvement and resubmission.

FINAL DISSERTATION APPROVAL: The dissertation committee must approve the dissertation by affixing their signatures on the appropriate pages of the dissertation.

POLICY FOR REVIEW OF DOCTORAL APPLICANTS
Graduate faculty will meet as a faculty shortly after the April 1 deadline for review of applications. All files completed by the April 1 deadline will be reviewed for fall admission. Exceptions to this review deadline will be made at the request of the Dean of the School of Education. Each applicant will be reviewed in the areas of experience, GRE scores, written expression, and applicant leadership quality indicated in references. Program coordinator will report applicant rankings to Dean of School of Education. Number of applicants to be interviewed and number to be accepted will be determined by Dean of School of Education, Dean of Graduate School, and Program Coordinator.

Program coordinator will form an ad hoc committee to interview applicants recommended by the graduate faculty. Ad hoc committee will represent the graduate faculty and the two previous cohorts.

Program coordinator will report recommendations to the Dean of Graduate School for letters of acceptance for candidacy.

Letters of acceptance and non-acceptance will be mailed within 30 days of interviews.

POLICY RELATED TO TIME LIMITS
All requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first module of study.

If a candidate chooses or is forced to interrupt the sequence of modules, that candidate may re-enter the program at the appropriate sequence, but must abide by the original seven-year time limit.

Any exception to the seven-year time limit must be approved and recommended by the Dean of the School of Education.

Students are required to enroll in consecutive semesters until completion or withdrawal within the 7 year time limit.
POLICY RELATED TO THE RESIDENCE REQUIREMENT

The module concept incorporated in the program of studies satisfies the residency requirement in that candidates will maintain a minimum of 7 hours in consecutive semesters.

All classes are scheduled at Gardner-Webb University facilities providing candidates with the opportunity for extended periods of intensive study.

POLICY RELATED TO ADVISORY/DISSERTATION COMMITTEES
Each candidate will be assigned a temporary advisor.

Committee chairs will be assigned by the Program Coordinator. Committee members must be approved by the Program Coordinator and the Dean of the School of Education.

The dissertation committee will consist of a chair and minimum of two committee members. The committee shall assist with guidance in preparation of the dissertation.

Candidates may elect to change the composition of their committee at any time, but they must obtain written approval from the Program Coordinator to do so.

Candidates must clear the IRB process before beginning research.
Student Name

cohort number

Requested Chairperson Signature date

Requested Committee Signature date

Requested Committee Signature date

Program Coordinator Signature date

Dean, School of Education Signature date
POLICY RELATED TO THE DOCTORAL COURSE OF STUDIES

The nature of the program of studies is an integrated module design. Due to the nature of the program of studies, transfer credits are not suitable. Candidates must be committed to the prescribed design and sequence of the program of studies.

Independent studies are not permitted in the program due to the interactive nature of the program.

The sequence of modules is subject to review on a three-year cycle.
POLICY RELATED TO QUALIFYING PROCESS

The qualifying process will consist of three components: completing four of the six module products, completing a concept paper, and completing a dissertation proposal. The candidate will present and defend the proposal to his/her committee as scheduled by the candidate and the committee chair.

Unanimous approval of the committee is required for passing the qualifying process. The defense will include a written proposal and may also include a power point presentation and oral responses.
SCORING RUBRIC AND FEEDBACK SHEET

Name_________________________  Score_________________________

PART I: ABSTRACT
Purpose defined
Resulting needs identified
Organizational development focus presented

PART II: INTRODUCTION/PURPOSE

PART III: ORGANIZATIONAL ANALYSIS
A. Staff Classification
Charts for age and experience
Developmental levels specified
Narratives supporting charts

B. Analysis of Needs
Developmental needs discussed
Connections made to readings
Organizational conditions
Define in relation to Morgan’s metaphors

PART IV: ORGANIZATIONAL DEVELOPMENT PLAN
Plan connects to identified needs
Developmental needs match models
Rationale is supported by literature
Plan is comprehensive and varied
Plan relates to Morrison’s design process

PART V: REFLECTION
Integrates assigned readings
Presents strong rationale for plan
Connects to a model
Supports learning community
Follows APA style
UNDER CONSTRUCTION

Concept Paper Rubric for Research Module Product
<table>
<thead>
<tr>
<th>Item</th>
<th>Comments</th>
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<tbody>
<tr>
<td><strong>1) Overall</strong></td>
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<td>a) Approximate length is 10 pages,</td>
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<td>b) Consistent with APA and Style Guide</td>
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<td><strong>2) Title Page</strong></td>
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<td>a) Is descriptive of study</td>
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<td>b) Useful for keyword searches</td>
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<td>c) Is within 10-12 words</td>
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<td><strong>3) Introduction</strong></td>
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<td>a) Explains the setting of the study</td>
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<td>b) Contains organizational profile</td>
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<td>c) Includes other salient information</td>
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<td><strong>4) Statement of the Problem</strong></td>
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<td>a) Actual problem indicated</td>
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<td>b) Documented evidence of problem</td>
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<td>d) Stated as declarative sentence</td>
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<td>e) Problem statement is concise and</td>
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<td>focused</td>
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<td>f) Problem is in range of student’s</td>
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<td>ability to study</td>
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<td><strong>5) Preliminary Literature Review</strong></td>
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<td>b) Reveals related issues</td>
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<td>c) Reviews similar problems elsewhere</td>
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<td>d) Provides significance to the approach</td>
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<td>e) Includes major/seminar research</td>
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<td>articles pertaining to study</td>
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<td>f) Written in an integrated manner</td>
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<td>Item</td>
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<td><strong>6) Purpose of the Proposed Project</strong></td>
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<td>a) Intent of proposed project clearly explicated</td>
<td>a)</td>
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<tr>
<td><strong>7) Initial Research Questions</strong></td>
<td></td>
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<tr>
<td>a) Formulation based on theory, previous research, and professional experience</td>
<td>a)</td>
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<tr>
<td>b) Stated in the form of a question</td>
<td>b)</td>
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<tr>
<td>c) Focused and clear</td>
<td>c)</td>
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<tr>
<td><strong>8) Brief Description of Methodology and Research Design</strong></td>
<td></td>
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<tr>
<td>a) Presents an overview of the methods to be utilized to address research questions</td>
<td>a)</td>
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<tr>
<td>b) Explains appropriateness of methods and provides rationale for selection</td>
<td>b)</td>
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<td><strong>9) Anticipated Outcomes</strong></td>
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<tr>
<td>a) Description of expected study results</td>
<td>a)</td>
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<tr>
<td>b) Detail of importance of conducting the study as well as possible impact on practice and theory</td>
<td>b)</td>
</tr>
<tr>
<td><strong>10) References</strong></td>
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<tr>
<td>a) List consistent with citations in the text</td>
<td>a)</td>
</tr>
<tr>
<td>b) Include retrieval dates if obtained from Internet</td>
<td>b)</td>
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</tbody>
</table>
Name____________________________________

Comments

Part I: Abstract
Purpose Defined yes no
Timeline Included yes no
Progress Summary yes no

Part II: Introduction
Philosophy/Rationale yes no
Identified Needs yes no
Description of Setting yes no

Part III: Planning Components
Detailed Project Description yes no
Involvement yes no
Timeline yes no
Professional Services yes no
Budget yes no
Approval yes no

Part IV: Implementation
Working Budget yes no
Detail of Responsibilities yes no
List of Materials yes no
Contingencies yes no

Part V: Evaluation
Alignment to Curriculum yes no
Success Indicators yes no
Budget Amendments yes no
Concluding Thoughts yes no

Assessment and Evaluation
Scoring Rubric and Feedback Sheet

UNDER CONSTRUCTION

Gardner-Webb University
Education Doctorate in Curriculum and Instruction (EDCI)
Guidelines for Internship
Leading to Recommendation for
Curriculum-Instructional Specialist III

Role of the Curriculum-Instructional Leader
The curriculum-instructional specialist assumes a leadership role in improving learning opportunities through advising administrators, teachers, and other professional personnel. Responsibilities include curriculum development, instructional facilitation, and professional development. As a member of the management team, the curriculum-instructional leader will help plan, implement, and evaluate an educational program that meets the needs of a diverse student population.

The Internship
The curriculum-instructional specialist will work with a cooperating school system in a supervisory role as an intern over a minimal period of one school year. As the year progresses, the responsibilities of the intern should increase to facilitate the intern’s mastery of the complexities of curriculum leadership. The site supervisor for the experience should be a superintendent or designee who has responsibilities for curriculum and instruction. The internship will formally begin during the fourth semester of doctoral study and continue through the sixth semester, running concurrently with courses 706, 707, 708, 709, 710, and 711 in the Education Doctorate in Curriculum and Instruction program. Some interns may be able to begin their internship earlier in their coursework and are encouraged to do so. Curriculum and Instruction (CI) doctoral candidates will document a minimum of 150 hours of work under the guidance of the site supervisor. Evidence of the internship experience will be presented in a portfolio keyed to the Interstate School Leader Licensure Consortium Standards (ISLLC). The site supervisor will provide an evaluation of the intern’s experience and the intern will provide a reflective evaluation of the experience.

Development of Competencies
As the CI candidate, site supervisor, and university professor plan the activities and responsibilities the intern will experience, attention must be given to the development of competencies that a curriculum-instructional specialist should have. The curriculum-instructional specialist may work in varied capacities, from coordinating an overall educational program for a school system to facilitating a program at a particular school, grade level, or subject area. The development of the following competencies will prepare the instructional-curriculum candidate for successful leadership at any level.

1.0 Competencies in Knowledge and Understanding
1.1 Understanding in depth of the purposes and role of the school in a complex, urbanized, technological society as an agent in the transmission of culture and as an agent of social change
1.2 Knowledge from the fields of humanistic and behavioral studies related to the understanding and interpretation of educational problems
1.3 Knowledge and understanding related to school organization and operation, including related theory and research findings
1.4 Knowledge and understanding of the principles of management and supervision
1.5 Knowledge and understanding of the principles and practices of personnel performance appraisal
1.6 Knowledge and understanding of educational planning in relation to the design, implementation, and evaluation of instructional systems
1.7 Knowledge and understanding related to facility design, equipment and material selection, and school finance
1.8 Knowledge and understanding of leadership roles under varying conditions and in varying situations
1.9 Knowledge and skill in interpreting and utilizing research including findings relative to teacher effectiveness and student achievement
1.10 Knowledge and understanding at advanced levels of teaching-learning theory and practice, including strategies to elicit learning
1.11 Knowledge and understanding in the area of human relations, including factors that promote harmonious social and personal relationships and factors that cause alienation and distrust between and among individuals and groups
1.12 Knowledge about the ability to provide leadership in the effective utilization of knowledge generated by specialists in upgrading the school program
1.13 Knowledge and understanding in depth of the discipline area of specialization

2.0 Professional Competencies
2.1 Ability to bring instructional theories and strategies to bear on the instructional process and to lead in the implementation of instructional programs
2.2 Ability to work harmoniously and effectively with individuals of diverse personal capabilities, cultural backgrounds, and individual characteristics in improving their professional performance
2.3 Ability to work effectively with individuals and groups in developing, adapting, and altering instructional programs to serve changing needs.
2.4 Ability to employ sound planning practices and techniques in the performance of professional tasks
2.5 Ability to analyze and evaluate teaching-learning implications for pupil development (cognitive, affective, psychomotor)
2.6 Ability to determine the proper mix of what to teach and how to teach it in order to achieve optimum results in a particular teaching-learning situation
2.7 Ability to serve as a resource agent for teachers and pupils by suggesting learning media and materials appropriate for teachers and pupils in carrying out specific learning tasks
2.8 Ability to provide leadership and service in planning, implementing, and evaluating professional development programs
2.9 Ability to prescribe individual growth plans for professional improvement of faculty
2.10 Skill in selecting and promoting the effective use of a wide variety of equipment, media, and supplies in the promotion of effective learning
2.11 Ability to utilize knowledge of the computer for instructional and administrative purposes

3.0 Competencies Relating to Personal Attributes, Commitment and Values
3.1 The strength, personality, vision, insight, and skill needed in inspiring and leading others in the achievement of desirable educational goals
3.2 Humanistic qualities that reflect an empathetic understanding of and respect for individuals and groups who are motivated by divergent ideas and aspirations
3.3 Commitment to a humanistic personal value system in making decisions and in working with others
3.4 Rational convictions relating to the purposes of education, the nature of the learner and the function of schools
3.5 Ability to communicate effectively, using a variety of mediums in diverse situations

Suggested Experiences
The particular experiences that a curriculum-instructional specialist undertakes will vary according to the abilities and talents of the candidate and the needs of the educational program and school system. However, below are a few suggestions for experiences that the candidate, site supervisor, and university professor may consider in planning the internship experiences.

I. Vision
   A. Vision/Mission
      1. Review board policy for congruence of vision/mission and educational plan and goals.
      2. Assess vision/mission as interpreted by relevant constituents.
      3. Write a reflection of how vision and mission affect classroom practice.
   B. Strategic Planning
      1. Review strategic plan from your district and compare to another district.
      2. Serve on the strategic planning group for your district.
      3. Develop a strategic plan for a district or school level curriculum project.
   C. Data Collection and Analysis
      1. Review board policy regarding data collection, assessment, and evaluation.
2. Review the ways in which assessment data are used by curriculum leaders.
3. Write a reflection on how data could be better connected to improved practice.

D. Effective Communication
1. Review board policy regarding how communications are to be managed.
2. Assess the level of compliance with policy.
3. Assist in designing/conducting a staff development session. Survey participants as to its effectiveness.

E. Negotiating/Consensus Building
1. Assess the leadership culture in the school district.
2. Choose a current issue in the district/school to observe discussion about at a meeting.
3. Use collaboration to resolve a curricular issue among stakeholders with conflicting opinions.

II. Instruction and Learning
A. Analyzing the Curriculum
1. Review board policy regarding curriculum development, implementation, management and evaluation/assessment.
2. Interview a district level curriculum leader to assess successes, concerns, and processes used for curriculum implementation.
3. Choose a subject or course curriculum and research the issues that gave rise to its adoption. Identify who the decision-makers were who chose and implemented the curriculum.

B. Supervision of Instruction/Instructional Strategies
1. Use the clinical supervision model to observe two teachers (pre-conference, observation, analysis, post-conference).
2. Select and administer two types of evaluation/observation instrument alternative to the official district form.
3. Meet with instructional assistants and teachers to discuss the teacher evaluation process and identify strengths and weaknesses.

C. Learning/Motivation Theory
1. Survey a school faculty on methods used to motivate students.
2. Meet with a group of teachers and assess the amount of teaching that is at each student’s challenge level.
3. Meet with subject-area or grade-level teachers and review current curriculum and lesson plans. Identify the amount of traditional, behavioral, cognitive, and experiential learning objectives used.

D. Learning Technology
1. Review board policy on technology and assess degree of compliance with the policy.
2. Interview persons responsible for assessing technology software and describe the process used.
3. Gather information on current and future technology used to support teaching and learning.

E. Evaluation of Student Achievement/Testing and Measurements
   1. Review board policy and assess degree of compliance with it.
   2. Gather and analyze the district/school, state, and national normed test results and assess strengths and weaknesses in the district.
   3. Review the distribution of grades for a subject or course. Devise a plan of action to move more students into a higher range of grades.

F. Supervision of Extra-/Co-curricular Education
   1. Review board policy and evaluate compliance within these areas: coaches and sponsor assignments and rate of pay; activities in compliance with federal law (Title IX); medical emergency plan; and insurance requirements.
   2. Collaboratively work with a staff member to plan and supervise a co-curricular activity. Write a critique of the event.
   3. Meet with a group of randomly selected students to discuss the strengths and weaknesses of extra- and co-curricular activities.

G. Staff Development/Adult Learning
   1. Review board policy regarding staff development in the district and evaluate the plan’s effectiveness in the delivery of needed staff development.
   2. Analyze the district staff development plan with respect to mission, student achievement, and teacher evaluation.
   3. Survey teachers to elicit recommendations for more effective and relevant professional development.

H. Change Process
   1. Interview a current leader involved in implementing a district change and find out why the change was made and how successful the change is at this point.
   2. Read two articles on change and assess the degree to which change theory is used to facilitate innovation at your site.
   3. Assess the degree to which change theory is used to facilitate district changes in curriculum and instruction.

I. Student Discipline
   2. Review discipline referrals for a specified period and compile the data by grade level, special education classification, race and gender. Analyze your findings.
   3. Meet with a group of students to discuss school rules and discipline procedures.

J. Student Services
   1. Review board policy and assess compliance regarding student services.
2. Interview a school nurse or counselor and determine their concerns and recommendations.
3. Meet with parent representatives to determine the effectiveness of student services at the school site.

III. Management and Operations
   A. General Office Administration/Technology
      1. Review job descriptions and evaluation practices for the key office personnel at the district/school.
      2. Inventory the current administrative technology in use and make recommendations for improvements.
      3. Observe the office secretary to assess the needs and demands of his/her position. Make recommendations to improve the efficiency and effectiveness of the position.
   B. School Operations/Policies
      1. Review the policies for district/school operations and evaluate the extent with which the district is in compliance with its policies.
      2. Review procedures for school opening and closing and critique effectiveness of the procedures.
      3. Review the rules, procedures, and ramifications of attendance on law, finance and general school/district operations.
   C. Facility and Maintenance Administration/Safety and Security
      1. Meet with the director of maintenance and review job responsibilities and staff schedules.
      2. Meet with a district security officer/building administrator and gather information on security policies and practices.
      3. Compare building work orders and work accomplished. Evaluate the effectiveness of the present system for requesting maintenance.
   D. Student Transportation
      1. Interview the director of transportation and discuss the current issues and needs of transportation.
      2. Observe one bus driver during a morning or afternoon route and summarize your observations.
      3. Evaluate the compliance of the system with written student transportation policies.
   E. Food Services
      1. Interview the district/school food service manager and discuss current requirements and concerns.
      2. Observe a food service worker in the preparation of a meal and write an assessment of needs and concerns.
      3. Attend a meeting of cafeteria managers and take notes on current issues.
   F. Personnel Procedures
1. Interview the personnel director and discuss planning, recruitment, selection, induction, compensation, evaluation, and dismissal of personnel.
2. Meet with administrators and gather information on staff turnover and actions taken to address turnover.
3. Gather information on staff turnover and reasons for leaving.

G. Supervision of the Budget
1. Examine the district budget and note accounts and who is responsible.
2. Interview the district finance officer and discuss responsibility, guidelines, training, and other areas of concern.
3. Participate in the budget planning process at the school/district level.

H. School/Program Scheduling
1. Participate in the process of student class scheduling and write your recommendations.
2. Meet with a counselor/administrator responsible for schedule changes and discuss the number of changes, rationale, and ramifications of changes.
3. Participate in district calendar development and write a reflection on the experience.

I. Collaborative Decision Making
1. With permission of the superintendent/principal, observe a meeting where he/she intends to use collaborative decision making. Summarize the meeting.
2. Survey teachers to assess their opinions about collaborative decision making.
3. Read and summarize two articles on Professional Learning Communities. Reflect on the feasibility of developing a Professional Learning Community at your place of work.

IV. Community
A. Community/Public Relations
1. Interview a district public relations director and determine strategies used for effective communication.
2. Use brief telephone interviews to assess how key community groups evaluate school communications.
3. Prepare a written communication to be sent out to the public. Ask your immediate supervisor to critique your effort.

B. Parent Involvement
1. Examine the current policy and procedures for parent involvement in the school/district.
2. Write a short proposal for increasing or improving parent involvement and attitude toward school.
3. Develop a questionnaire addressing the school/district policy on instruction, homework, and discipline.

C. Climate for Cultural Diversity
1. Examine and evaluate the school library with regard to resources that address the heritage and values of a culturally diverse population.
2. Meet with the members of the language arts and/or reading departments and examine the literature used with regard to gender stereotyping.
3. Meet with students of differing racial groups to assess their concerns and recommendations for a positive, culturally diverse climate in the district/school.

D. Community/Business Involvement and Partnerships
1. Compile a list of social agencies that are available to help and support the district/school students, faculty, and administration.
2. Interview a social worker to determine the needs of clients served in the school/district.
3. Interview two business/community leaders to determine their perceptions about the quality of education, concerns, and recommendations for the schools.

V. Ethics
A. Position Goals and Requirements
1. Obtain a job description of an administrator/supervisor position and evaluation instrument and analyze the two for correlation.
2. Interview an administrator/supervisor about the demands of the job and areas where there are conflicts.
3. Summarize two news articles that describe school or district ethics violations. Comment on how other districts/schools can avoid such incidents.

B. Philosophy/History of Education
1. Find a retired educator and interview him/her on the oral history and changes within the school system.
2. Review an area of curriculum and note the philosophical base that underlies it.
3. Research reform efforts that have been undertaken in the district/school and comment on the current reform effort guiding the district.

C. Ethics
1. Meet with a group of school staff members and discuss their perspectives of ethical/unethical behaviors employed by personnel in the district/school.
2. Interview one school leader and solicit the ethical principles he/she employs.
3. Provide evidence that you actually do what you tell others to do.

D. Interpersonal Relationships
1. Observe a meeting and assess the positive and negative interpersonal relationships you see in action.
2. Explain how you practice skills such as easing tension, resolving conflict, and creating empathy.
3. Describe a curriculum meeting in which you used leadership skills to mitigate differences of opinion and move toward consensus.

VI. Political, Social, Legal, Economic, and Cultural Context
A. School Board Policy and Procedures/State and Federal Law
   1. Attend board meetings and provide agendas with a list of outcomes achieved.
   2. Review the board training requirements and the role of the superintendent in the process.
   3. Review the board policy manual and determine how it is compiled and updated.
B. Federal Programs Administration
   1. Attend a special education meeting involving initial placement or annual review and critique the meeting.
   2. Interview the vocational director and determine his/her requirements, concerns, and goals.
   3. Interview a professional responsible for the bilingual and/or ESL program and determine major concerns and goals.
C. Issue and Conflict Resolution
   1. Observe a meeting where there is likely to be conflict over an issue. Develop a list of concerns from each side.
   2. Interview the superintendent/principal about a meeting where there has been conflict and determine how that conflict was handled.
   3. Reflect on the next major issue that you predict will cause conflict in the district.
D. Current Issues Affecting Teaching and Learning
   1. Compile a list of current issues that affect teaching and learning and assess the importance of each.
   2. Read two journal articles on the same issue affecting learning and compare and contrast the views presented.
   3. Reflect on the next major issue that you predict will affect teaching and learning in the district.
E. Professional Affiliations and Resources
   1. Compile a list of professional associations, service organizations, and local, state, and federal agencies that would be helpful in a designated central office position.
   2. Submit a brief professional development plan that would meet needs that you have discovered throughout your internship experience.
   3. Attend a state/national professional meeting and write a reflection on insights gained from the experience.
F. Professional Library
   1. Interview a person in a position you are interested in and determine the books and publications that person finds most useful.
2. Make a list of books and journal articles you would like to read to enhance your performance as a school administrator.

3. Encourage your media director to add to the professional library at your work site.
POLICY RELATED TO DISSERTATION PROPOSAL

The dissertation is the product of a thorough investigation of a basic and significant problem or question within the area of school administration. An appropriate plan of research must be developed and executed by the candidate under the general guidance of the chair and the dissertation committee. The dissertation requirement is designed to develop the capacities of originality and generalization in the candidate. The dissertation should foster and attest to the development of the candidate’s ability to demonstrate scientific inquiry, understanding, the mastery of the techniques of scholarship, and the art of exposition within the field of school administration.

The dissertation proposal should be reviewed and approved by all committee members and is to constitute an endorsement by the committee of the validity of the topic and the mode of inquiry. Formal approval represents a commitment to the student that the topic, format, methodological approach, and orientation of the dissertation will not be subject to further questions. The dissertation committee is the effective body approving the dissertation proposal and the completed dissertation. Dissertation committee meetings dealing with consideration of the dissertation proposal shall be open to interested university faculty, doctoral students, and any others the committee and the student agree to invite.

The dissertation committee must unanimously approve the dissertation proposal. The chair of the dissertation committee has the power to control the number and types of questions posed at the meeting by any attendee who is not on the committee.

Each candidate is required to register for a total of 9 semester hours (6 for the dissertation and 3 for dissertation seminar) following approval of proposal. The 9 semester hours occur over two consecutive semesters. Each additional semester requires registration of 3 hours of continuation until completion, expiration of time period or exiting the program by the candidate.
# Proposal Rubric

**Student’s Name:** _________________  
**Committee Chair:** ________________

**Submission #:** ________  
**Committee Member:** ________________

**Date:** __________

<table>
<thead>
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| **1) Overall**  
a) Consistent with APA and Style guide  
b) Provides a concrete plan of action that permits it to serve as a “contract” between student and Gardner-Webb  
c) Consistent with concept paper | a)  
b)  
c) |
| **2) Title Page**  
a) Is descriptive of study  
b) Useful for keyword searches  
c) Is within 10-12 words | a)  
b)  
c) |
| **3) Table of Contents**  
a) Contains key headings  
b) List of tables or figures (if any) at bottom of page | a)  
b) |
| **4) Introduction - Nature of the Problem**  
a) Actual problem indicated  
b) Impact of problem is clearly stated  
c) Stated as declarative sentence  
d) Problem statement is concise and focused | a)  
b)  
c)  
d) |
| **5) Introduction - Background and Significance of the Problem**  
a) Detailed documented evidence of problem provided  
b) Review of literature in relation to the existence of the problem  
c) Definition of major issues related to the problem  
d) Setting of the problem described in detail | a)  
b)  
c)  
d) |
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<tr>
<td>e) Students role in relation to the organization is discussed in detail</td>
<td>e)</td>
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<tr>
<td>f) Problem is in range of student’s ability to study</td>
<td>f)</td>
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<td><strong>7) Introduction – Definition of Terms</strong></td>
<td>1)</td>
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<tr>
<td>1) Definitions provided for technical and professional jargon</td>
<td>1)</td>
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<tr>
<td>2) Variables in study are defined operationally</td>
<td>2)</td>
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<tr>
<td><strong>8) Review of Related Literature</strong></td>
<td>a)</td>
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<td>a) Comprehensive review conducted</td>
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<td>b) Includes subsection of proposed methods including program evaluation model, if appropriate</td>
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<td>c) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately</td>
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<td><strong>9) Methodology- Participants</strong></td>
<td>a)</td>
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| **13) Methodology- Delimitations** | a) Planned restrictions of the scope of the project or the depth of the inquiry are detailed |
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   b) Retrieval dates if from Internet |
| **15) Appendixes** | a) Lettered proposal  
   b) Include instrumentation created by student only  
   c) All necessary information included  
POLICY RELATED TO INSTITUTIONAL REVIEW BOARD

Candidates are to complete and submit appropriate forms dealing with use of human subjects prior to submission of dissertation proposal. Submissions are made to committee chair and/or program coordinator. These forms are subject to review by the dissertation committee, the School of Education, and/or the Institutional Review Board. Approved IRB forms are a part of the dissertation proposal approval process.
Gardner-Webb University
IRB Agreement Form

Date ________________________________

Degree Sought ______________________

Department _________________________

I, __________________________________________, have read the provisions of the Gardner-Webb University Institutional Research Board policy. I agree to abide by the ethics and standards included in the statement. I understand the consequences of the failure to abide by these standards.

______________________________________
Signed

_____________________________________
Print Name

______________________________________  __________
Witness  Date

Copy to be filed in the Department IRB folder
Gardner-Webb University  
Institutional Review Board  
Application to Conduct Research with Human Subjects

Principal Investigator ___________________________ Student ID ___________________________

Mailing Address _________________________________ Email Address __________________________

Faculty Advisor _________________________________

Program Coordinator ______________________________

Title of Research _________________________________

Signature of Principal Investigator ___________________________ Date ______________________
Describe your methodology:

Explain use of subjects that may be involved:

Does this research pose any risks of any kind to any subjects?

Will any incentives be employed?

How will you protect confidentiality?

Describe any and all instruments to be used:

How, when, and where will the results be reported?

What consents are needed and/or required?

What precautions will be taken regarding potentially hazardous, uncomfortable, or stressful aspects of the study?
How will you allow subjects the opportunity not to participate in your study?

Provide expected timeline:

Explain measures and administration:

Comments by reviewer

Additional information needed or required:

________________________________________  ______________________
Signature indicating permission to conduct  date

________________________________________  ______________________
Signature of Investigator indicating agreement  date
POLICY RELATED TO DISSERTATION DEFENSE

The dissertation must be presented in digital form at least four weeks before the time that the candidate expects to complete her/his degree.

Two approved unbound copies of the dissertation must be filed with the Graduate School for final acceptance by the deadline specified in the Calendar of Events. In final form, the dissertation must comply with the rules prescribed by the “Dissertation Handbook.”

The dissertation chair will notify the Graduate School of the title, date, time, and location of the defense at least two weeks prior to the defense.

Since the defense is to be a “discussion of the dissertation,” those attending the defense should understand that they could ask questions about the dissertation.

When the student successfully completes the dissertation defense, the chair will notify the Graduate School of the outcome using the appropriate form.

The dissertation will be submitted to the Graduate School for final format review.
# Final Report Rubric

Student’s Name: _________________  
Submission #: ____________  
Date: ____________  
Committee Chair: ______________  
Committee Member: ______________

<table>
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<th>Item</th>
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| **1) Overall**  
a) Consistent with APA and Style guide  
b) Chapters 1-3 changed from future to past verb tense (where appropriate)  
c) Expansion and update of the literature review  
d) Identifies and clarifies any changes from the proposal | a)  
b)  
c)  
d) |
| **2) Title Page**  
a) Is descriptive of study  
b) Useful for keyword searches  
c) Is within 10-12 words | a)  
b)  
c) |
| **3) Table of Contents**  
a) Contains key headings  
b) List of tables or figures (if any) at bottom of page | a)  
b) |
| **4) Introduction - Nature of the Problem**  
a) Actual problem indicated  
b) Impact of problem is clearly stated  
c) Stated as declarative sentence  
d) Problem statement is concise and focused | a)  
b)  
c)  
d) |
| **5) Introduction - Background and Significance of the Problem**  
a) Detailed documented evidence of problem provided  
b) Review of literature in relation to the existence of the problem  
c) Definition of major issues related to the problem | a)  
b)  
c) |
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<td>d) Setting of the problem described in detail</td>
<td>d)</td>
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<tr>
<td>e) Students role in relation to the organization is discussed in detail</td>
<td>e)</td>
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<tr>
<td>f) Problem is in range of student’s ability to study</td>
<td>f)</td>
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| 6) Introduction - Research Questions | |
| a) Formulation based on theory, previous research, and professional experience | a) |
| b) Stated in the form of a question | b) |
| c) Focused and clear | c) |

| 7) Introduction – Definition of Terms | |
| 1) Definitions provided for technical and professional jargon | 1) |
| 2) Variables in study are defined operationally | 2) |

| 8) Review of Related Literature | |
| a) Comprehensive review conducted | a) |
| b) Includes subsection of proposed methods including program evaluation model, if appropriate | b) |
| c) Organized, cohesive, well-sequenced, integrated, and transitioned appropriately | c) |

| 9) Methodology- Participants | |
| a) Description of who and how many | a) |
| b) Demographics included | b) |
| c) Participant selection method indicated | c) |

<p>| 10) Methodology- Procedures | |
| a) Clear, precise, and sequential description of how the study will be conducted | a) |
| b) Indicates research design | b) |
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| **13) Methodology - Delimitations** | a) Planned restrictions of the scope of the project or the depth of the inquiry are detailed |
| **14) Results** | a) Results presented relative to each research question  
b) Just the results are presented  
c) Includes effective use of tables and figures  
d) Participant data, if necessary, is presented only in appendix |
| **15) Discussion** | a) Introduction of discussion is included  
b) Elaboration and interpretation of results as related to research questions is included  
c) Discussion of conclusions is provided  
d) Relationship of findings to literature is discussed  
e) Implications of findings are reviewed  
f) Limitations of the study are indicated  
g) Recommendations for further research and for practice are included |
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<tr>
<td>d) Conforms with Dissertation Guide and Style Guide.</td>
<td>d)</td>
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DOCTORAL DEGREE REQUIREMENT STEPS

Complete and submit a “concept paper” by the end of the third consecutive semester.

Complete and submit for approval a proposal (chapters 1, 2, and 3) by the end of the sixth consecutive semester.

Following approval of proposal and other qualifying processes, begin work on dissertation. A dissertation fee of $250 will be assessed when the student registers for the dissertation module. The fee for graduation is $100.

Complete dissertation research activities under the direction of the committee chair.

Defend dissertation work

Complete and submit all paper work required by the Graduate School including final format review of the dissertation.

Apply for degree. (application is on-line)
TO STUDENTS: Refer to the Style Guide for the Dissertation and the Publication Manual of the American Psychological Association (5th ed.). Check all items after you have verified correctness; sign at bottom.

( ) Text is double spaced (single-spacing where appropriate).
( ) Spacing after punctuation is correct.
( ) Margins are correct.
( ) Right margins are unjustified except for table of contents.
( ) Appropriate typeface and size are used.
( ) Title, name, and year are identical throughout the preliminary pages.
( ) Format of title page is correct.
( ) Format of abstract is correct.
( ) Format of table of contents is correct.
( ) Headings and titles in table of contents match the headings and titles in the text.
( ) Page numbers in the table of contents correspond to pages in text.
( ) Headings and subheadings are correctly formatted.
( ) Pagination is correct.
( ) Appendix material is appropriate; format of cover pages is correct.
( ) Manuscript is free of typographical errors.
( ) APA style is used for all format areas not covered in the Style Guide for Dissertation.

I have verified the correctness of each checked item:

Name(printed)________________________________ Signature________________________

Date________________________________________________________ Student ID________________________

Program of Studies________________________________ GWU email address
POLICY RELATED TO QUALITY ASSURANCE

Each cohort will elect a representative to the doctoral council.

Doctoral council will meet quarterly to discuss and review program progress, policies, and questions of interest.

Each semester, candidates in each cohort will complete a written evaluation to the program coordinator. A summary of the evaluations will be shared with the graduate faculty, the Dean of the Graduate School and the Dean of the School of Education.

An individual interview will be conducted with each candidate each semester to access progress as related to skills, knowledge, and dispositions demonstrated by the candidate. The interview will be conducted by the professor of assignment for that particular semester. A candidate checklist and rubric will be completed and discussed in the interview.

Doctoral Council will consist of:

• Cohort Representatives (one from each cohort for a three-year-term)
• Coordinator of Ed. D program
• Dean of Graduate School
• Dean of School of Education
• Additional faculty member selected from doctoral teaching staff