

Marshall University College of Education and
Professional Development

Curriculum and Instruction Doctoral Program in Education



Doctoral Candidate and Faculty Handbook

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<http://www.marshall.edu/ciedd/>

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Introduction and Program Mission

The purpose of this document is to provide faculty members and doctoral candidates with an understanding of policies and procedures of the Marshall University Doctoral Program in Education (Ed.D.).

Marshall University was first granted the authority to offer a doctorate in education with a major in educational leadership in March 2002. This represented a transition from a cooperative agreement with West Virginia University, which began in 1980. On April 27, 2004, the North Central Association Higher Learning Commission granted Marshall University the authority to offer additional majors to the Doctor of Education degree, and effective July 1, 2004, Marshall began offering the doctorate in education with a major in curriculum and instruction. The curriculum and instruction major was approved as a virtual distance learning program effective for August 2021.

The Ed.D. program is designed to offer eligible candidates in West Virginia and beyond the opportunity to earn the Ed.D. degree in curriculum and instruction. The program is administratively housed on Marshall University's South Charleston campus. Coursework includes both virtual, hybrid courses and fully online, asynchronous courses.

The mission of the Ed.D. program is to prepare experienced practitioners to be reflective, ethical educators and researchers who can contribute to their schools, their communities, and their professions. Program faculty are committed to creating a community of scholars through mentoring, engaging in collaborative research, and maintaining a focus on sound educational practices. Program graduates are expected to demonstrate the following goals:

- Goal 1. Collaboration:** Collaborate and interact with faculty through coursework, co-teaching, co-publishing, and/or co-presenting.
- Goal 2. Depth of Understanding:** Apply and integrate learning experiences and knowledge in the field including theoretical models, concepts, and research.
- Goal 3. Reflection:** Evidence of reflection, critical thought, and synthesis of material and learning experiences.
- Goal 4. Scholarship:** Exhibit evidence of scholarship in the field through presentations, publications and course completion, submission and/or acceptance of publication in a scholarly journal, or presentation at a regional or national conference.
- Goal 5. Communication:** Demonstrate composure, professionalism and poise in writing, speaking, and presentation in a variety of experiences; polish their organizational skills; demonstrate a working knowledge of multimedia; and adapt quickly and smoothly to change.
- Goal 6. Ethical Research:** Understand and utilize ethical research processes; analyze and synthesize information and data from course experiences and collaborative research activities.
- Goal 7. Practitioners:** Pursue professional and scholarly endeavors and thus, enhance their learning communities.

Acceptance into the Program

Admissions Requirements

The decision to admit an applicant to doctoral work constitutes a significant commitment from the faculty in the form of advising, teaching, chairing or serving on candidate committees, evaluating assessments, and guiding the successful completion of the dissertation. The applicant should note that the decision to admit candidates to the doctoral program is a collective judgment of the program faculty and represents their determination of the likelihood that the candidate will succeed in all major phases of the degree program. These judgments take into account the applicant's professional experiences, communication and thinking skills, and other relevant capabilities and dispositions. Thus, an applicant is not automatically admitted on the basis of meeting only the minimum criteria. Candidates' undergraduate and graduate grade point averages as well as their test scores on either the Miller Analogies Test (MAT) or Graduate Records Examination (GRE) will be assessed by the faculty using a weighted evaluation scale. The GRE or MAT requirement may be waived for applicants who submit transcripts documenting an earned doctorate from an accredited institution.

Marshall University is authorized by the U.S. Department of Homeland Security Bureau of Citizenship and Immigration Services to enroll non-immigrant visa candidates with F-1 or J-1 status. International candidates should refer to current admissions policies for criteria and procedures **at the following link:** [International Student Graduate Admissions](#).

Application and Admission Dates

Applications for admission to the Ed.D. Program in Curriculum and Instruction are considered on a rolling basis. Admission should be sought at least two months in advance of the term the candidate wishes to begin coursework (i.e., spring, summer or fall).

Process to Apply to the Curriculum & Instruction Doctoral Program

1. Complete the application for admission and pay the application fee (\$40 domestic/\$150 international). Go to [Graduate Admissions](#) and select Apply Now. Applicants to the Curriculum & Instruction, Ed.D. (Code: GEKO) may select to Apply as Graduate Student OR Apply as Distance-Only Graduate Student. The latter is required to qualify for distance learning tuition. The doctoral program in Curriculum & Instruction is based on Marshall University's South Charleston Campus. Review [Admissions Application Disclosures](#).
2. Submit college entrance exam scores for the Graduate Record Exam (GRE) or Miller Analogies Test (MAT). If you have not taken a graduate college entrance exam (GRE or MAT), or it has been more than 5 years since you took the exam, you will need to take it. You must score in at least the 30th percentile (for the GRE we consider an average of percentiles from the Verbal and Quantitative sections). Links to more information about the GRE and MAT are provided [here](#). The GRE or MAT requirement may be waived for applicants who submit transcripts documenting an earned doctorate from an accredited institution.

3. Request official transcripts from your undergraduate and graduate institutions. Official transcripts must be sent directly from your undergraduate and graduate institutions to Kelli Adkins in the admissions office at Marshall University (please use the address below). If you are a graduate of Marshall University, your Marshall transcripts will be on file.

Kelli Adkins
Admissions, MU Graduate College
100 Angus E. Peyton Drive
South Charleston, WV 25303

You can also have your transcripts sent to services@marshall.edu electronically.

4. Write a goal statement and submit to the coordinator of the Ed.D. in Curriculum and Instruction. Submit your goal statement as an emailed attachment to Dr. Lisa Heaton (heaton@marshall.edu).

Your goal statement should be written as an essay (500-750 words) addressing the following topics:

- professional experiences that provide a basis for the applicant's contributions to the program;
 - role of the Ed.D. in the applicant's professional growth plan;
 - personal strengths that will contribute to the applicant's success in the Ed.D. program; and
 - further information the applicant deems relevant to the admissions process and decision.
5. Submit your resume or curriculum vita to the coordinator of the Ed.D. in Curriculum and Instruction – Dr. Lisa Heaton (heaton@marshall.edu).
 6. Participate in an interview with faculty. Eligible applicants will be invited to participate in a virtual interview with program faculty. After the interview, the faculty will make the admission decision.

Doctoral program faculty use an established rubric (Appendix B) to evaluate each applicant. Upon successful review of the completed application evaluated by Part A of the rubric, applicants will be invited for an interview. Applicants will be asked to discuss their qualifications and interests and to answer questions from the faculty. Being invited to interview does not guarantee admission to the program. The interview provides the faculty with the opportunity to closely examine the applicant's qualifications and goals beyond the printed materials submitted during the application process. The interview is evaluated by faculty using Part B of the rubric. Applicants will be notified directly regarding any action taken on their request for admission. Applicants who are not invited to interview and wish to be reconsidered may submit a written request to the Doctoral Program Coordinator. Records of applicants who are not admitted will be maintained on file in the Doctoral Program Coordinator office for a period of one year.

7. Visit our website for additional information: <http://www.marshall.edu/ciedd/>

8. A maximum of 12 hours of doctoral coursework may be transferred from another institution or from another program within the institution, as per the Marshall University Graduate Catalog. This transferred coursework must be examined by the Doctoral Program Coordinator to see if it is comparable to any of the courses in the plan of study for major area and research and support courses. The applicant must provide information about the course as requested by the Doctoral Program Coordinator. Specific information is available **at the following link:** [Graduate Catalog](#).

Graduate Assistantships

Eligible candidates accepted into the program may apply to a graduate assistantship position with the College of Education and Professional Development. A limited number of graduate assistantships are available. Applications are available from the Doctoral Program Coordinator and only candidates admitted to the doctoral program will be considered. Graduate assistantships include a tuition discount and a stipend. Graduate assistants are expected to provide services such as clerical and/or research assistance or instruction. Graduate Assistant positions across the university are posted in [PeopleAdmin](#).

Expectations

To remain in good standing, and in addition to the Graduate College's standards for good standing, each candidate in the Ed.D. Program must meet the following expectations.

Doctoral Candidate/Faculty Seminars

Candidates are expected to attend and participate in the annual, virtual Doctoral Candidate/Faculty Seminar and other activities scheduled for doctoral candidates. Doctoral seminars are designed to provide opportunities for networking with other candidates, to facilitate communication and involvement with faculty, and to provide information and material for candidates at all stages of the doctoral program. The virtual seminar is held one Saturday each fall semester and is designed by doctoral candidates. The date for the annual seminar will be shared through the program email listserv several months prior to the event. Taking advantage of this opportunity will help the candidate in choosing a chairperson and committee.

Choosing a Chair

Candidates should identify a chairperson and committee members no later than the end of the fourth semester of enrollment. The Doctoral Program Coordinator will serve as a temporary adviser for newly admitted candidates until a doctoral committee chair is approved.

Advising

Candidates should meet at least once a semester with her/his advisor or chair to discuss plan of study progress, course registration, portfolio progress, and/or dissertation progress. Course Registration Procedures: A candidate should consult with her/his advisor or chairperson prior to registering for any course. Registration for classes may be done at <http://www.marshall.edu/mymu>. Some 600- and most 700-level courses require departmental approval and must be registered by working with their faculty chair and/or advisor.

Active Status / Continuous enrollment

The Ed.D. Curriculum and Instruction program emphasizes continuous candidate growth in research and scholarly activities; therefore, the candidate must make progress toward the degree. To ensure this, the candidate is required to maintain continuous enrollment. Continuous enrollment is defined as enrollment and completion of coursework in at least two of every three contiguous semesters prior to admission to candidacy. After admission to candidacy (described below), the candidate must be enrolled in CI 797 Dissertation Research and demonstrating progress toward completion of the dissertation in every term. Continuous enrollment is expected from the first term after admission to the program through the candidate's graduation term.

Inactive Status

The candidate who cannot meet the continuous enrollment requirement must submit a written request for a waiver to the Doctoral Program Coordinator. A candidate may be granted inactive status for up to one year, providing s/he applies to the program faculty in writing, and the program faculty grant this status. Requests for inactive status should include the reason for the request and the date the candidate expects to be able to return to active status. Inactive status is permitted only once during the candidate's tenure in the program.

Grade Point Average

Candidates should maintain a GPA of 3.25 in the doctoral program. Courses with a grade of "C" or below will not be counted toward the doctoral degree.

Additional expectations for candidates include:

- being responsible for all program requirements and deadlines;
- using library resources and research material, reading current literature in the field;
- regularly checking the Curriculum & Instruction EdD Team (in MS Teams) and MU email to stay current on program issues and events;
- using the university-assigned email address as program and course-related communications are sent through MU listservs;
- becoming involved in teaching, course development, research, publications and/or presentations with Marshall University faculty members for portfolio requirements; and
- participating in hooding and commencement ceremonies upon completion of the program.

Voluntary Withdrawal from the Program

A candidate may choose to withdraw from the program at any time by notifying the Doctoral Program Coordinator in writing and submitting a copy of the notification to the MU Graduate Admissions Office. The document requesting withdrawal must contain an original signature; faxes, emails or copies will not be accepted by the Graduate Admissions Office. A candidate who withdraws from the program in this manner may seek reinstatement to the program as described below.

Dismissal from the Program

If the candidate fails to maintain continuous enrollment or fails to show progress toward completion of the dissertation, and if the candidate has already utilized the inactive status request, the candidate may be subject to dismissal from the program. The candidate will be notified by registered mail of dismissal from the program and given the opportunity of due process as defined by the Marshall University Graduate Catalog in writing. The candidate will meet with the chair to defend continuation in the program. If the appeal is granted, the candidate must submit in writing a plan to complete the program in a reasonable time. If the appeal is denied, the candidate will be dismissed from the program. A hold will be placed on the candidate's ability to register for classes.

Reinstatement into the Program

If the candidate wishes to be reinstated within one year after dismissal or voluntary withdrawal from the program, the candidate must file a written appeal to the Doctoral Program Coordinator. If the candidate wishes to be reinstated more than one year after dismissal or voluntary withdrawal, s/he must reapply to the doctoral program. The acceptance of the previously formed committee, "Doctoral Program of Study" and qualifying assessment will be contingent on the decision of the program faculty and the candidate's committee. The program faculty may consider extraordinary circumstances in enforcing inactive status, dismissal from the program, and reinstatement.

The Doctoral Committee and Chair

Chairperson

It is recommended that the candidate establish his/her doctoral chair and committee within four semesters after being admitted to the program.

Only members of the Curriculum and Instruction faculty who hold doctoral faculty status may chair doctoral committees. Graduate faculty members who are not doctoral faculty may serve on, but not chair, doctoral committees. A current list of doctoral faculty members is available under Doctoral Program Resources in the Curriculum & Instruction EdD Team in Microsoft Teams.

The candidate should become familiar with the professional interests and pursuits of a faculty member before requesting that s/he serve as the committee chairperson. The chairperson assists and advises the candidate in many phases of the doctoral program including program planning, qualifying assessment preparation, admission to candidacy, and dissertation research/writing.

Doctoral committee chair responsibilities include meeting regularly to guide candidates in their progression through the plan of study, portfolio opportunities, course registration each semester, and dissertation progress. These advising activities often require forms and certain products described below in the List of Forms.

List of Forms

Forms described in this section are available in Appendix A. All forms are currently processed using Adobe Sign. Contact the Doctoral Program Coordinator to initiate any/all forms noted below.

1. *Plan of Study Form (Adobe Sign)*: Submitted when the candidate begins the program. This plan can be revised when the candidate establishes his/her full doctoral committee, when area of emphasis courses are established, or if course substitutions are needed. Progress on the plan of study can be monitored in DegreeWorks, accessible via <http://mymu.marshall.edu>.
2. *Advisor and Campus Change Form (Adobe Sign)*: The Doctoral Program Coordinator is the temporary advisor when a candidate is first admitted to the program. When the chairperson is confirmed from the candidate, the Doctoral Program Coordinator will submit the Advisor and Campus Change Form.
3. *Committee Approval and Committee Change, if needed (Email)*: When the rest of the committee is identified, email the list of members' names and email addresses to the Doctoral Program Coordinator.
4. *Schedule Portfolio (Email)*: Notify the Doctoral Program Coordinator at least 3 weeks before the portfolio presentation, so scheduling and advertising of the event can be completed. The portfolio website and portfolio paper must be submitted to the committee for their review at least 3 weeks prior to the portfolio presentation date.
5. *Portfolio Rubric (Email)*: Each committee member will evaluate the candidate's portfolio presentation and materials (website and reflection) using the rubric. A copy of each marked rubric should be emailed to the Doctoral Program Coordinator immediately following the presentation.
6. *Admission to Candidacy Form (Adobe Sign)*: This form will be setup in Adobe Sign for committee members to digitally sign upon successful completion of the portfolio presentation. Once approved, the candidate is officially admitted to candidacy.
7. *Schedule Prospectus (Email)*: Notify the Doctoral Program Coordinator at least 3 weeks before the prospectus presentation, so scheduling of the even can be completed. The prospectus document must be submitted to the committee for their review at least 3 weeks prior to the prospectus presentation.
8. *Approval of Prospectus Form (Adobe Sign)*: This form will be setup in Adobe Sign for committee members to digitally sign upon successful completion and approval of the prospectus. Once approved, approval from the Institutional Review Board may be sought in order to proceed with dissertation research.
9. *Schedule Dissertation (Email)*: Notify the Doctoral Program Coordinator at least 3 weeks before the dissertation defense, so scheduling and advertising of the even can be completed. The dissertation document must be submitted to the committee for their review at least 3 weeks prior to the dissertation defense.
10. *Approval of Oral Defense Form (Adobe Sign)*: This form will be setup in Adobe Sign for committee members to digitally sign upon successful completion and approval of the oral defense of the dissertation.

11. *Approval of Dissertation Page ii (Adobe Sign)*: This page will be setup in Adobe Sign for committee members to digitally sign upon successful completion and approval of the dissertation document.

Doctoral Committee

After establishing the chairperson, the candidate works with the chairperson to select the remaining committee members. The committee evaluates the qualifying assessment (i.e., the residency portfolio) and admits the candidate to candidacy, approves the dissertation prospectus, and approves the dissertation.

The candidate's doctoral committee must be approved by the Curriculum and Instruction Doctoral Program Coordinator. To establish the committee, the candidate emails the list of members' names and email addresses for confirmation and approval.

Any change in the composition of the doctoral committee must be accepted by all persons involved in the change and approved by the Doctoral Program Coordinator. To request a change in committee membership, the candidate emails the request for confirmation and approval.

Each doctoral committee must meet the following requirements:

1. The candidate's doctoral committee must be composed of a *minimum* of three members. The chairperson and one other member must be faculty in Curriculum and Instruction and the other member must be external to the major program (see description below in 2). The chairperson must be a member of the Marshall University doctoral graduate faculty; the second member from the major must hold graduate faculty status at Marshall University.
2. The external committee member must have a terminal degree and be capable of providing program or research support for the candidate. If the external committee member is a member of the MU faculty, s/he cannot have an appointment in Curriculum and Instruction. The inclusion of a specific external member is dependent upon the acceptance of the committee chair and the approval of the Doctoral Program Coordinator. The external member may be included on the candidate's committee at the initial committee approval, or may be added at any time prior to the development and defense of the candidate's portfolio (i.e., qualifying assessment). A current vita must be provided prior to approval of the external member.

Doctoral Plan of Study

The major area and research and support courses of the Curriculum and Instruction Ed.D. plan of study are prescribed by the doctoral program (see Appendix A for the *Plan of Study* form and see Appendix C for the *C&I Ed.D. Course Rotation*). The candidate's plan of study must satisfy the following requirements:

1. include all required courses in the major area
2. include an area of emphasis
3. include all required courses in the research and support area
4. document hours of coursework to be completed

Required major area and research and support courses **may not** be completed as independent study courses. An overall minimum GPA of 3.25 is required of all coursework in the doctoral program. Courses with a grade of “C” or below will not be counted toward the doctoral degree.

As noted above, a maximum of 12 hours of doctoral coursework may be transferred from another institution or from another program within the institution, as per the Marshall University Graduate Catalog. This transferred coursework must be examined by the Doctoral Program Coordinator to see if it is comparable to any of the courses in the plan of study for major area and research and support courses.

Residency Portfolio

Residency for the Marshall Ed.D. Program requires the development of a portfolio of doctoral program activities and experiences that document the candidate’s professional growth and readiness to conduct an original research study for the dissertation. The portfolio also demonstrates and documents the candidate’s participation in the kinds of activities common to candidates who are able to serve traditional fulltime residencies on campuses. The presentation and defense of the portfolio is a part of the candidate’s qualifying assessment.

To accomplish this residency requirement, doctoral candidates are expected to be involved in scholarly pursuits with faculty members, including presentations of scholarly information at conferences or workshops, preparing documents for publication, participating in the creation and co-teaching of courses or portions of courses, conducting collaborative research with faculty, presenting research results at professional conferences, and writing and submitting scholarly articles to peer-reviewed journals, etc.

Portfolio activities are not limited to participation with the chair or committee members. In planning the portfolio, attention should also be given to establishing connections and cooperation in activities with faculty outside the committee where appropriate. The progress made by the candidate in the portfolio activities should be a topic of discussion during the candidate’s semester reviews with his/her chair or interim-adviser. All portfolio activities must be approved by the chair and committee prior to beginning the activity.

A limited amount of financial support is available to doctoral candidates who co-present at conferences with faculty members. A doctoral candidate must be actively enrolled in the doctoral program to be eligible for this support. Approval for funding is contingent on availability of funds and the number of requests received in a given academic year. See Appendix E *Financial Support for Doctoral Candidate Portfolio and Dissertation Activities* for the application form for this financial support.

Portfolio Activities

To help in the planning and review of candidate portfolio activities, see Appendix D for the *Portfolio Activity Template* that includes general information about portfolio requirements. Generally, artifacts for the portfolio must include evidence of both scholarly activities and other academic pursuits. Scholarly artifacts should include at least one of the following two activities:

- co-authoring a proposal for submission and co-presenting at a regional or national conference in collaboration with MU graduate or doctoral faculty; or
- co-authoring and submitting for publication a manuscript to a peer-reviewed/refereed journal, a book, or a book chapter, in collaboration with MU graduate or doctoral faculty.

Other academic or professional pursuits should include two of the following four activities:

- co-teaching a course with MU graduate or doctoral faculty;
- serving an appropriate internship involving an outside mentor and a mentor on the MU faculty;
- developing a course in collaboration with a MU faculty; and/or
- collaborating with MU faculty in another activity, approved in advance by the candidate's committee.

Doctoral Candidate and Faculty Seminar

As part of the residency requirements, the Curriculum and Instruction Program provides a virtual seminar each fall semester for doctoral candidates. The seminar provides valuable information to help the candidates work through their doctoral program successfully. Topics usually included are: choosing a chair and committee; portfolio activities; Institutional Review Board; survey tools and techniques; mock portfolio, prospectus, and dissertation presentations; meet the faculty; peer discussion boards; and Marshall University Library services. Candidates are expected to participate in the virtual seminar each fall semester as part of their portfolio residency.

Portfolio Defense

When all course work and portfolio activities are completed, the candidate prepares a Portfolio Defense. The candidate will prepare a 10-20 page reflective essay, supported by relevant literature, in which s/he discusses the connections between and among the candidate's experiences in the doctoral program and the candidate's resulting professional growth and development. This paper (with supporting artifacts) should demonstrate a depth of understanding of the mission and goals of the Curriculum and Instruction doctoral program and provide the committee with the evidence needed to support a decision to admit the candidate to candidacy. This paper is supported by an electronic portfolio website which provides evidence to support the assertions made in the paper. The elements of the electronic portfolio artifacts should be appropriately integrated and referenced in both the written document and the oral defense.

Registration options for candidates who have completed coursework but have not successfully defended the portfolio:

Option 1: With the approval of the committee chair, a candidate who has completed coursework but is not yet prepared to defend the portfolio may take one semester without registering to complete and defend the portfolio. If the candidate does not complete the portfolio within this semester, the candidate should meet to discuss her/his progress in the program with the chairperson. The candidate **may not** register for another course without approval of the chair and Doctoral Program Coordinator.

Option 2: One semester of the CI 797 course may be taken while the candidate is working with her/his chair to complete and present the portfolio, and working with the chair to conceptualize the research

study. ONLY ONE TERM may be taken prior to admission to candidacy. This is an alternative to taking a term off; it should not be done in addition to that option.

The Qualifying Assessment

Presentation and Defense of the Residency Portfolio and Admission to Candidacy

The oral defense of the candidate's portfolio is conducted as a virtual conference that is open to the public and assessed by the doctoral committee. The *Qualifying Assessment Rubric* provides the framework for evaluation of the portfolio and defense. This qualifying assessment is the point in the candidate's matriculation at which the doctoral faculty determine whether the candidate is sufficiently prepared to undertake the planning and execution of dissertation research. The reflection and electronic portfolio (describe above) must be submitted to the candidate's committee at least three weeks prior to the anticipated date of the oral defense. The candidate's doctoral committee will evaluate the paper and supporting artifacts prior to scheduling the oral defense.

To schedule the oral defense, the candidate must email the Doctoral Program Coordinator a *Request to Schedule Qualifying Assessment* at least three weeks prior to the requested date. Upon approval of the schedule request, the Doctoral Program Coordinator will setup the virtual meeting in MS Teams and share the day, time, and virtual meeting details using the program listserv. All committee members are expected to be in attendance.

The oral defense includes the following elements:

- a brief presentation of the candidate's experiences and reflections connecting coursework, research, presentations, publications, seminars, and other activities in the program with the elements of the Qualifying Assessment Rubric and her/his professional growth; and
- a dialogue between the candidate and the faculty with further investigation of the candidate's depth of understanding.

At the completion of this presentation, the committee members will meet privately to evaluate the candidate's portfolio paper, electronic portfolio, and defense using the *Qualifying Assessment Rubric*. An "exceptional" or "acceptable" evaluation will result in the recommendation of the candidate for admission to candidacy.

An electronic copy of the approved portfolio website, paper, and presentation are submitted to the Doctoral Program Coordinator to be posted in Doctoral Program Resources within the Curriculum & Instruction EdD Team.

In the case of an "unacceptable" rating, the committee and the candidate will confer to discuss the deficiencies and to specify what the candidate must do to proceed. If the candidate's second attempt to qualify for candidacy is unacceptable, the candidate may be dismissed from the doctoral program.

Progressing through the Dissertation Process

Dissertation Research Hours (CI 797)

After the admission to candidacy the candidate should register for CI 797 Dissertation Research every semester until graduation for a total of at least nine hours. The CI 797 course can be taken in hourly increments (1-9 hours a semester). This course is designed to support the candidate's doctoral research. The major focus is completion of the dissertation. These course hours are credited to the candidate's dissertation chair and provide time for the candidate to work closely with the dissertation chair in this final stage of the doctoral program. The candidate must have at least nine (9) hours of CI 797 to qualify for graduation, but dependent upon the amount of time the candidate uses to complete the dissertation, the total number of hours may be more than 9. The candidate must be registered in CI 797 during the semester in which her/his dissertation is defended and approved.

To begin, a candidate may enroll in CI 797 for one semester to work with the chair (and committee) to determine the dissertation topic. If a topic is not decided on, the candidate **may not** register for another course without the approval of the chair.

At the beginning of the semester, the candidate (enrolled in CI 797) and doctoral committee chair meet to discuss dissertation progress the candidate must accomplish by the end of the semester. The candidate's grade of Credit or No-Credit will be determined by the successful completion of these predetermined requirements. It is advised that the chair and candidate create a document to clarify and formalize these plans for candidate progress each semester.

If a candidate does not successfully complete the CI 797 semester plans, a grade of NC will be given. The candidate and chair must meet to discuss plans for the next semester. If the candidate does not complete these plans and again receives a grade of NC for a second semester, the candidate cannot register for CI 797 again until the candidate and chair consult with the Curriculum and Instruction Doctoral Program director to discuss candidate's future progress in the program.

Financial Support for Dissertation Research

Candidates pursuing dissertation research are eligible to apply for financial support. This request for funding will be honored only once for each candidate, with a maximum value of \$500. Approval for funding is contingent on availability of funds and the number of requests received in a given academic year. See Appendix E *Financial Support for Doctoral Candidate Portfolio and Dissertation Activities* for the application form for this financial support.

Library Services

Library services are available to candidates on both the South Charleston and Huntington campuses. Extensive collections of bound volumes, microfilms, and periodicals are available through each campus library. In addition to campus libraries, computers are accessible at numerous locations for retrieving literature and data. Additional access to library services is available **at the following link:** [Marshall University Library](#).

Dissertation Development and Approval

Elements of the Prospectus

The dissertation prospectus is the student's proposal identifying a research subject and the method of investigating it. The prospectus becomes the first part of what will eventually be the final dissertation document.

The study may be conducted using basic or applied research and may be quantitative, qualitative, or mixed-methods in design. At the virtual prospectus meeting, the student must defend the statements, analytical decisions, and analytical methods relevant to successful completion of the dissertation. A detailed prospectus approval and Institutional Review Board approval must be gained before the student begins any data collection.

A prospectus, **at a minimum**, must contain the following sections:

Introduction. This section introduces the research topic and can contain information about the topic such as historical perspective, philosophical basis, current issues, etc.

Statement of the Problem or Purpose. This should be a very specific statement which lucidly and succinctly presents the main thesis of the study.

Research questions. These are the specific research questions that will guide the dissertation study, data collection, and data analysis.

Justification of the Study. This section should explain the rationale for the study. It should specify reasons as to why the issue is worthy of study, including a statement of need for the study and/or the contribution it can make to the body of knowledge in the field. This will include logic and a brief review of the literature relating to the problem.

Literature Review. This section should present a preliminary critical review of literature supporting the study and demonstrating the need for the dissertation.

Research Methods. This should be summarized in a conceptual model and followed by an expanded narrative. Quantitative studies should include the following as appropriate: population or sample; sampling procedure, if appropriate; data collection procedures and instruments; and data analysis plan. Qualitative studies should assume a format appropriate to the nature and design of the study.

Format of the Prospectus (and Dissertation)

It is recommended that the development of the prospectus adhere to the same formatting requirements as are expected in the full dissertation manuscript.

- The current edition of the Marshall University Graduate College *Style Guide for Preparation of Electronic Theses and Dissertations* provides guidelines for the writing of the document. This

document can be accessed under the **Thesis/Dissertation** section at the bottom of this webpage: [Thesis and Dissertation Style Guide](#).

- The current edition of *The Publication Manual of the American Psychological Association* (Washington, DC: American Psychological Association) guidelines should be followed in formatting the rest of the manuscript, including the citations, references, and any graphics and appendices.

Close cooperation with the dissertation chair is essential in the development of a prospectus. The student presents and defends the prospectus with her/his committee, and the prospectus document is to be provided to committee members at least three weeks prior to the scheduled virtual prospectus meeting. All committee members should be present at the meeting.

Upon committee approval, an *Approval of Doctoral Prospectus* form is signed by the student and each of the committee members and kept on file by the Doctoral Program Coordinator. It is important for the student to recognize that prospectus approval is a prerequisite to research data collection. Along with the approval of the Institutional Review Board (IRB), the two documents constitute a contract for conducting the dissertation research as approved. It is essential to remember a detailed prospectus **must be approved** by the committee and Institutional Research Board (IRB) approval must be attained before the candidate begins any data collection.

Defending the Prospectus

Close cooperation with the dissertation chair and committee is essential in the development of a prospectus. When completed, a formal presentation of the prospectus is required. The prospectus document is to be provided to committee members at least three weeks prior to the scheduled prospectus meeting. Since this is not a public forum, a form to schedule the prospectus meeting is not required. The date of the meeting should be arranged by the committee members and the candidate. All committee members should be present at the meeting.

After the virtual prospectus meeting and upon committee approval, an *Approval of Doctoral Prospectus* form is signed by the candidate and each of the committee members and is submitted to the Doctoral Program Coordinator. It is important for the candidate to recognize that prospectus approval is a prerequisite to research data collection, along with the approval of the Institutional Review Board (see IRB information below). These two requirements (prospectus and IRB approval) constitute a contract for conducting the dissertation research. No deviation from the prospectus is allowed without approval from the committee and IRB.

Institutional Review Board (IRB)

Both the candidate researcher and the committee chair must complete the IRB Education and Training as described on the IRB website at [Office of Research Integrity](#). Immediately after the approval of the prospectus, the candidate must submit electronically an “Initial Application (Protocol) for Review” (dealing with data collection which could be harmful to a person or persons) to the MU Institutional Review Board (IRB#2). The request for approval must show the committee chair as the principal investigator. Doctoral candidates serve as co-investigators on their dissertations.

The candidate **may not** go forward with the dissertation data collection without IRB approval. A copy of the IRB approval is to be submitted to the Doctoral Program Coordinator in addition to the committee chair. This must also be included in the appendix of the final copy of the dissertation.

Time Limit

Doctoral candidates are allowed no more than three years beyond completion of the qualifying assessment and admission to candidacy to complete remaining degree requirements (i.e., carrying out the dissertation study, the written dissertation, and oral defense). If a candidate fails to complete the doctoral degree within three years after admission to candidacy, an extension of time may be granted only by meeting requirements specified by the candidate's committee.

Defending the Dissertation

After the dissertation chair reviews and approves a draft of the dissertation, copies are distributed to all members of the candidate's committee. Copies are to be sent to committee members at least three weeks prior to the defense.

Request to Schedule Defense

The *Request for Approval to Schedule Dissertation Defense* email should be sent to the Doctoral Program Coordinator. This email must be submitted to the Doctoral Program Coordinator at least three weeks prior to the requested defense date. Upon approval of the scheduling request, the Doctoral Program Coordinator will setup the virtual conference and the date, time, and virtual meeting link for the dissertation defense will be shared using the program listserv.

In order to allow for enough time to defend and graduate within a semester, deadlines for dissertation defense dates for each term can be found **at the following link:** [Graduate and Commencement Timetable](#).

Dissertation Defense

The candidate will be admitted to final oral dissertation examination upon completion of the dissertation and after fulfilling all other requirements set by the committee. The candidate's doctoral committee will conduct the examination in an open, publicized meeting. All doctoral committee members must be present for the dissertation defense. In extreme circumstances that prohibit a committee member from attending the virtual dissertation defense, permission for a substitute may be requested and must be approved by the candidate, the chair, and the Dean of the COEPD. There can be no substitute for the dissertation chair. Only one substitute is allowed, and the request for a substitute must be made in writing prior to the examination. A substitute faculty member must have the same graduate faculty status as the original faculty member (or higher) and represent the same academic discipline or specialization.

At the defense, two decisions are made by each committee member:

- whether the candidate passed the oral defense (see *Oral Defense Approval* form); and

- whether each committee member will approve and sign the completed dissertation document at that time (See *Approval of Dissertation p. ii* form).

The *Oral Defense Approval* form must bear the digital signatures of at least all but one of the committee members. If more than one member of the committee, whatever the size of the committee, dissents from approving the dissertation, the degree cannot be recommended. If a substitute faculty member attends the final examination, the substitute signs the *Oral Defense Approval* form; however, the original committee member must sign the *Approval of Dissertation* form, which is included in the dissertation document as page ii in the front matter of the dissertation document (see *Approval of Dissertation* form).

Submission of Dissertation Document to ProQuest Procedures

After final approval of the dissertation document by the committee, the dissertation document is submitted to ProQuest for Graduate College review **at the following link:**

[ProQuest ETD Administrator Site](#).

This review is a service provided by the Marshall University Libraries to ensure the document is clear of grammatical and sentence structure issues and also meets APA requirements. After the initial review of the document, the Graduate College Office will notify the candidate of any needed corrections. The candidate must address any issues that are presented and then re-submit the document to ProQuest for review. This procedure is followed until the document is approved by the Marshall University Libraries.

The dissertation must be submitted to the university ProQuest site by the deadline of the term in which the degree is expected to be granted. In order to allow for ample time for review of the dissertation document, submission deadlines for each term are posted on the following web page. Additional requirements for electronic submission are also listed **at the following link:** [Graduate and Commencement Timetable](#).

Graduation Procedures

Applying for Graduation: The candidate must be registered in CI 797 for the term in which s/he anticipates graduation.

Graduation applications should be submitted online using myMU. Directions are available **at the following link:** [Applying for Graduate Online](#).

...and must be completed online by the due dates for graduation application. Due dates for this application are posted **at the following link:** [Graduate and Commencement Timetable](#).

If the candidate misses the deadline for the online graduation application, the candidate must complete a paper application and submit with payment to the Marshall University Registrar Office. Contact the Registrar Office for complete directions.

Registrar
One John Marshall Drive
Old Main 106A

Huntington, WV 25755-4200
Phone: 304-696-6410; Fax: 304-696-6476
Email: registrar@marshall.edu

Commencement

The graduating candidates are encouraged to celebrate their achievement by participating in the MU Commencement Ceremony, held each December and May in Huntington. An email from the Graduate Office is sent to each candidate who has applied for graduation containing instructions and procedures for the graduation ceremony.

Checklist of Program Requirements

The major steps in the completion of the Doctor of Education are listed sequentially below. None can be omitted or completed out of sequence.

☐ 1. Admission to the program and assignment of a temporary advisor with these requirements:

- ☐ a. Continuous enrollment
- ☐ b. Attendance at the Doctoral Candidate/Faculty Seminar
- ☐ c. Maintain a GPA of 3.25
- ☐ d. Regular meetings/communication with advisor/chair/committee

☐ 2. Program of Study

☐ 3. Approval of a doctoral committee chairperson and committee members

☐ 4. Completion of required coursework and portfolio

☐ 5. Qualifying Assessment Approval

☐ 6. Problem Report and Prospectus Approval

☐ 7. Institutional Review Board Approval

☐ 8. Dissertation Development

☐ 9. Dissertation Defense Approval

☐ 10. Upload dissertation document to ProQuest

☐ 11. Final approval of dissertation document by the Marshall University Library

☐ 12. Graduation preparation

Appendix A: Doctoral Program Forms

Sample forms are included in this Appendix for the items noted in bold below. These forms will be setup for digital signature using Adobe Sign. All other the following pages for these forms:

1. **Plan of Study Form**
2. **Advisor and Campus Change Form**
3. Committee Approval and Committee Change if needed (email the Doctoral Program Coordinator)
4. Schedule Portfolio (email the Doctoral Program Coordinator)
5. **Portfolio Rubric Form**
6. **Admission to Candidacy Form**
7. Schedule Prospectus (email the Doctoral Program Coordinator)
8. **Approval of Prospectus Form**
9. Schedule Dissertation (email the Doctoral Program Coordinator)
10. **Approval of Oral Defense Form**
11. **Approval of Dissertation Page ii**



College of Education and Professional Development
Preparing the Experienced Professional as Specialist
PLAN OF STUDY: Doctor of Education in Curriculum & Instruction

NAME:
ADDRESS:

MU ID:
EMAIL:

TELEPHONE:

Required Core Courses ¹ (21 hours)		HOURS	SEMESTER	GRADE
CI 701	Curriculum Development	3		
CI 702	Curriculum Theories	3		
CI 703	Theories, Models, and Research of Teaching	3		
CI 704	Social, Cultural, and Political Determinants of Curriculum	3		
CIEC 700	Technology and Curriculum	3		
EDF 635	Policy Studies in Education	3		
CI 627	Program Planning and Evaluation	3		

Core Hours Completed: _____

Area of Emphasis Courses ² (min. 9 hours)		HOURS	SEMESTER	GRADE

Area of Emphasis Hours Completed: _____

Area of Emphasis Rationale: _____

Research and Support Courses (19 hours)		HOURS	SEMESTER	GRADE
EDF 703	Research Design	3		
EDF 676	Statistical Methods	3		
EDF 625	Qualitative Research in Education	3		
CI 677	Writing for Publication	3		
EDF 711	Survey Research in Education	3		
EDF 776 or EDF 725	Computer Analysis in Research (PR: EDF 676) Advanced Qualitative Research (PR: EDF 625)	3		

Research and Support Hours Completed: _____

Dissertation Courses (min. 9 hours)		HOURS	SEMESTER	GRADE
CI 797	Dissertation Research			

Dissertation Hours Completed: _____

Total Hours Completed: _____

Doctoral Candidate Date

Committee Member (optional) Date

Committee Chairperson (major area) Date

C&I Doctoral Program Coordinator Date

Committee Member (major area) Date

C&I Program Director Date

Committee Member (external) Date

CoEPD Dean Date

¹ Use * to denote hours taken from a master's degree. No more than 12 master's hours may be applied to the Ed.D in C&I.

² Area of emphasis hours must be taken after admission to the Ed.D. in C&I.

ADVISOR and/or CAMPUS CHANGE FORM

Please use this form when requesting an Academic Advisor and/or Campus Location change

***PLEASE NOTE:** As per the Marshall University Office of the Bursar, for budget and fee assessment purposes, any request for a campus change made three weeks or more after the first day of any new term will be made effective for the next term.

PLEASE PRINT CLEARLY – THANK YOU

Student's Name: _____ MU ID #: _____

Please list any other name you have used while attending Marshall: _____

Mailing Address: _____

☐ Check if address is new

City: _____ State: _____ Zip: _____

Preferred Phone: _____ Preferred Email: _____

Current Major and Area of Emphasis: _____

Current Campus: _____ Current Advisor: _____

Requested Campus: _____ Requested Advisor: _____
(If requesting a campus change--Note: Not all programs are offered on both campuses) (If applicable)

Comments: _____

Student's Signature Required

Date

Authorized Signature: _____ Date: _____
Required for Campus and/or Advisor Change
(Program Director or Dean/Department Chair)

FOR OFFICE USE ONLY:

☐ Fall ☐ Spring ☐ Summer Year: _____

MAT: _____

Bursar Notified: _____
If change must be made for current term.

UGPA: _____

GRE: _____

GGPA: _____

GMAT: _____

Revised: February 2019

Marshall University Doctoral Portfolio Rubric (5-31-05 revised 6/1/12)

Student Name: _____ Date: _____ Evaluator Name: _____

	Unacceptable = 0	Acceptable = 1	Outstanding = 2
Collaboration	Insufficient evidence of faculty collaboration or infrequent collaboration. Evidence provided is not applicable to the portfolio rationale or doctoral experience.	Demonstrates collaboration with faculty, which might revolve around one in-depth experience or smaller, more frequent experiences. Collaborative experiences are applicable to the portfolio rationale.	Clear evidence of extensive collaboration and interaction with faculty through multiple experiences. Demonstrates initiative in collaboration with peers and professional organizations.
Depth of Understanding	Insufficient evidence of understanding or knowledge of the field. Limited integration of learning experiences.	Demonstrates an understanding of the major tenets of the field and an integration of the learning experiences. Evidence of knowledge of the current issues, concepts, and research in the field.	Clear evidence of application and integration of learning experiences and knowledge of the field. Demonstrates self-evaluation of understanding and its integration into the field.
Reflection	Insufficient reflection or connection of the portfolio experiences. Portfolio work or learning has not occurred over time.	Demonstrates evidence of reflection, critical thought, and learning over time in the development and rationale of the portfolio experiences.	Clear evidence of the synthesis of material into one meaningful piece. Reflection is in-depth and demonstrates a clear connection between the doctoral program experiences and professional growth/development.
Scholarship	Insufficient evidence of attempts to submit work for publication or presentation at the state, regional, or national level. Lack of involvement in the scholarly activities (a bystander).	Demonstrates an integrated and synthesized knowledge of the field through course work, presentations, and publications. Evidence of involvement in scholarly activities. Submission of work for publication or presentation.	Clear evidence of scholarship in the field through presentation, publications, and course work. Work has been accepted for publication in scholarly journals or presentation at regional or national conferences.
Communication	Insufficient clarity, organization, or presentation in written and/or oral communication. Little evidence of composure, professionalism, or poise. Inability to adapt to changes. Limited working knowledge of multimedia. Inappropriate mechanics, grammatical errors, and/or lack of adherence to APA editorial guidelines.	Demonstrates composure, professionalism, and poise in writing, speaking, and presentation in a variety of experiences. Demonstrates organization and flow of the material. Demonstrates of a basic working knowledge of multimedia. Demonstrates use of appropriate mechanics, grammar, and APA editorial guidelines.	Clear, fluent, and effective presentation of thoughts. Creative application through a range of multimedia options. Demonstrates self confidence and awareness of audience involvement and feedback. Adapts quickly and smoothly to changes. Work is free from grammatical errors.
Research	Insufficient evidence of the utilization or understanding of the research process.	Demonstrates an understanding of the research process through the analysis and synthesis of information and/or data from course work, collaborative research activities, etc.	Utilization of the research process through a variety of projects that is highly organized and thorough. Research process has been incorporated outside of the classroom.

General Comments on back page → → → → →

score = ____ of 12

DOCTORAL ADMISSION TO CANDIDACY
Marshall University
College of Education & Professional Development

Date: _____

_____ ID Number _____
Doctoral Candidate Name

Email Address _____

Mailing Address _____

City _____ State _____ Zip _____

The above named student, who is a matriculate for the Ed.D. degree with a major in the
area of Curriculum and Instruction and an area of emphasis of
_____, has satisfactorily completed the
admission to candidacy qualifying assessment.

The Committee recommends that the matriculant be admitted to formal candidacy.

(Typed Names)

Committee Chairperson

Committee Member

Committee Member

Committee External Member

Doctoral Candidate

Doctoral Program Coordinator

Curriculum and Instruction
APPROVAL OF DOCTORAL PROSPECTUS

Marshall University
College of Education and Professional Development

Date _____ ID Number _____

Doctoral Candidate Name _____

Email Address _____

Mailing Address: Street _____

City _____ State _____ Zip _____

The above named student, who is a matriculant for the Ed.D. degree with a major of
Curriculum & Instruction _____ and an area of emphasis of
_____, has submitted the
dissertation prospectus: *(type title below)*

The Committee approves the prospectus:

_____	_____	_____
Member		Date

_____	_____	_____
Member		Date

_____	_____	_____
Member		Date

_____	_____	_____
External Member		Date

_____	_____	_____
Committee Chair		Date

_____	_____	_____
Doctoral Candidate		Date

_____	_____	_____
Doctoral Program Coordinator		Date

As soon as you receive it, submit a copy of the IRB approval to the Office of Doctoral Programs in Education.

Doctoral Programs in Education
College of Education and Professional Development
Marshall University

APPROVAL OF ORAL DEFENSE

Candidate Name

ID#

Date of Evaluation

I participated at the final Doctoral examination of this candidate as scheduled and report my evaluation of the results as follows: (Committee members must sign in person at the conclusion of the examination).

**Committee Member
(typed name)**

Signature

Pass or Fail

Date

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

Degree and Major: Doctor of Education in Curriculum and Instruction

Dissertation Title:

Note: No examination is to be given without all committee members present. Additional requirements for research doctorates include acceptance by the Graduate College of dissertation bearing original signatures of at least all but one of the committee members.

APPROVAL OF DISSERTATION

We, the faculty supervising the work of
affirm that the dissertation

meets the high academic standards for original scholarship and creative work established by the EdD Program in **Curriculum and Instruction** and the College of Education and Professional Development. This work also conforms to the editorial standards of our discipline and the Graduate College of Marshall University. With our signatures, we approve the manuscript for publication.

_____	_____	_____
	Committee Chairperson	Date
_____	_____	_____
	Committee Member	Date
_____	_____	_____
	Committee Member	Date

Appendix B: C&I Doctoral Applicant Interview Rubric

Evaluation category				Evaluation Criteria	Possible Points	Category Score
1. Master's Degree				Relevant	10	
				not Relevant	0	
2. GRE/MAT Score (GRE Verbal & Quantitative percentile scores will be averaged)				61% +	10	
				50-60%	8	
				40-49%	6	
				30-39%	4	
				20-29%	2	
3. Graduate GPA (Applicants must have a minimum score of 24 to be eligible to proceed)				3.75-4.0	10	
				3.5-3.74	8	
				3.0-3.4	6	
4. Personal Goal Statement/ Writing Sample (Goal statement with specified expectations in which the candidate makes a case and presents evidence to justify admission to the program)				TOTAL		
Criteria	Exceptional	Acceptable	Insufficient			
Written Goals Statement	Demonstrates ability to articulate complex ideas clearly, logically, & creatively while sustaining a well- focused, coherent discussion. Uses superior vocabulary and a command of grammar and spelling, and reflects exceptional scholarly potential. (7)	Demonstrates ability to articulate ideas reasonably clearly, logically, & creatively while sustaining for the most part a focused, coherent discussion. Uses generally well-developed vocabulary and a command of grammar and spelling, and reflects the potential for scholarly writing. (5-6)	Demonstrates limited ability to articulate ideas reasonably clearly, logically, & creatively and lacks a focused, coherent discussion. Writing demonstrates poor organizational skills, inadequately developed vocabulary, a lack of command of grammar and spelling, and does not reflect the potential for scholarly writing. (0-4)			
Goals consistent with Program Objectives	Goals as written and verbalized are closely aligned with the objectives of obtaining a terminal degree. The discussion is insightful and reflective within the contexts of scholarship and the degree. (7)	Goals as written and verbalized are aligned with the objectives of obtaining a terminal degree. The discussion is within the contexts of scholarship and the degree. (5-6)	Goals as written and verbalized are not aligned with the objectives of obtaining a terminal degree. The discussion is not insightful/reflective and is not within the contexts of scholarship and the degree. (0-4)			
5. Personal & Professional Attribute Assessment (Assessed through interview process, add assessment of probability of completion to interview rubric; score is total score on interview rubric)						
Criteria	Exceptional	Acceptable	Insufficient			
Oral Communication Skills	Responses are thoughtful and focused and related directly to and expand upon questions posed by the committee. Effectively communicates and engages in conversation. Professionally demonstrates a positive approach to the interview and engages in the discussion with confidence. (7)	Responses relate to questions posed by the committee. Communicates in conversation. Demonstrates a positive approach to interview and engages in the discussion. (5-6)	Responses do not relate to the questions posed by the committee. Does not communicate well in conversation. Does not demonstrate a positive approach to the interview and engages unacceptably in the discussion. (0-4)			
Preparation for Advanced Studies	Provides a detailed self-assessment of ability and scholarly background which meet or exceed the requirements to undertake doctoral studies. (7)	Provides a detailed self-assessment of ability and scholarly background which meet the requirements to undertake doctoral studies. (5-6)	Does not provide a self-assessment of ability and scholarly background which meet the requirements to undertake doctoral studies. (0-4)			
Total Possible Points					58	
Actual Points Earned						
Percentage Score (Actual Score/58) = % [Admission = 46 out of 58 or 80%]						%
Notes:						

Appendix C: Course Rotation

Fall		Spring		Summer	
EDF 625*		EDF 625*		EDF 625*	
Qualitative Research in Education		Qualitative Research in Education		Qualitative Research in Education	
EDF 676**		EDF 676**		EDF 676**	
Statistical Methods		Statistical Methods		Statistical Methods	
EDF 703		EDF 703		EDF 703	
Research Design		Research Design		Research Design	
EDF 711		EDF 711		EDF 711	
Survey Research in Education		Survey Research in Education		Survey Research in Education	
		EDF 725*			
		Advanced Qualitative Research in Education			
		OR			
		EDF 776**			
		Computer Analysis in Doctoral Research			
CIEC 700		CI 677			
Technology & Curriculum		Writing for Publication			
CI 797		CI 797		CI 797	
C & I Dissertation Research		C & I Dissertation Research		C & I Dissertation Research	
Odd	Even	Odd	Even	Odd	Even
CI 702	CI 701	CI 704	CI 703	CI 627	EDF 735
Curriculum Theories	Curriculum Development	Social, Cultural, and Political Determinants of Curriculum Development	Theories, Models, and Research of Teaching	Program Planning & Evaluation	Policy Studies in Education

Appendix D: Portfolio Activity Template

Residency Requirements Suggested Format for the Portfolio Plan

Name:

Date:

Chair:

Anticipated date for oral defense of portfolio:

The residency portfolio requires the development of an online portfolio of activities and experiences in the doctoral program that documents collaboration with faculty. Additionally, the student is expected to maintain continuous enrollment as defined in the program, and is expected to attend all Doctoral Student/Faculty Seminars.

This is a planning document, to be used in selecting anticipated elements in fulfillment of the portfolio requirement. Changes may be made at any time, in collaboration with the chair, as opportunities for involvement in scholarly activities may arise which were not known at the time of planning the portfolio. The overall breadth and depth of experiences must continue to fulfill the requirements of the portfolio.

Elements of the portfolio should not be limited to activities in collaboration with the chair, but should include experiences with other faculty members.

Where possible, the elements of the portfolio should be built around a common theme, providing for the student's growth and development in the discipline.

- I. **Portfolio and reflections format** - At this point, the student should begin to plan on the format to be used to collect and present the documentation and reflections on the activities in the plan. This forms a preliminary plan for the oral defense of the portfolio. The online portfolio documentation should be developed as a publicly available website.

The student will be expected to present and defend a brief paper in which the connections of the student's experiences in the doctoral program to his or her personal and professional growth are discussed. This paper will be provided to the faculty at least one week in advance of the portfolio defense.

The presentation of the portfolio and the paper should take no more than 15 minutes. This will be followed by a dialogue with the faculty on the student's experiences and understanding of program issues.

Rationale/theme for Selections:

[discuss your rationale with consideration for your professional goals]

II. **Scholarship** – The portfolio must include at least one of the following activities:

- A. Co-authoring a proposal for submission and co-presenting at a regional or national conference in collaboration with a faculty member.
- B. Co-authoring and submitting for publication a manuscript to a peer reviewed/referred journal, a book, or a book chapter, in collaboration with a faculty member.

[discuss your goals related to scholarship]

III. **Other professional/academic pursuits** – The portfolio must include at least two of the following activities:

- A. Co-teaching a course with a faculty member
- B. Serving an appropriate internship involving an outside mentor and a mentor on the program faculty
- C. Developing a course in collaboration with a faculty member
- D. Collaborating with faculty member in another activity, approved in advance by the student's committee

[discuss your goals related to other professional/academic pursuits]

Appendix E: Financial Support for Doctoral Candidate Portfolio and Dissertation Activities



Edd Student Development Fund Application College of Education and Professional Development

The COEPD maintains a Student Development Fund administered through the Office of the Dean. Each student is eligible to receive funding for two separate portfolio development activities.

Funding up to a maximum of \$500 for each activity is available to support doctoral student conference papers/presentations when papers/presentations are joint endeavors with doctoral faculty and approved by the student's committee chair.

All requests must be reviewed and approved by the doctoral student's committee chair, the Program Director and Doctoral Program Coordinator prior to being submitted to the Dean. Proposals should be submitted at least eight weeks in advance of the anticipated development activity, project or event.

Attach the notification of presentation/paper acceptance to this form. Approval of funding will be sent from the Dean's office. Original receipts for claimed expenses are to be submitted to the Deans office for reimbursement. If you have questions, please contact the Office of the Dean (ext. 61992).

1. Applicant Information:

Student Name	
Program Area	
Chair/Advisor	
Telephone	
MU email	
Conference Title	
State, Regional, National, or International Conference	
Location (City and State)	
Dates of Event	

Definition of Project/Activity

- a. Briefly describe the type of development activity to be undertaken.

- b. Explain how this activity fits into your portfolio/qualifying assessment plan.

3. Funding Request

Please provide accurate and detailed cost information in this document. Provide a breakdown for each category, where applicable. (Provide copies of acceptance letters, conference/workshop agendas and fee requirements)

Registration fees, workshop costs, tuition cost, etc.	
Travel Costs (airfare)	
Associated travel costs (tolls, parking, etc.)	
Lodging Costs (hotels, etc.) _____ days @ \$_____	
Meals _____ days @ \$_____	
Other Costs (Specify) <div></div>	
Total Expenses	
If you are receiving funding from other sources for this activity/project please specify source and amount. Source: _____ Amount: _____	
Total Funding Requested	

APPROVAL

<div><div>Signature</div><div></div></div>	<div></div>
Student	Date
<div><div>Signature</div><div></div></div>	<div></div>
Chairperson	Date
<div><div>Signature</div><div></div></div>	<div></div>
Doctoral Program Coordinator	Date

☐ Recommended for Funding

☐ Not Recommended for Funding

<div><div>Signature</div><div></div></div>	<div></div>
Program Director	Date

☐ Recommended for Funding

☐ Not Recommended for Funding

<div><div>Signature</div><div></div></div>	<div></div>
COEPD Dean	Date

Comments:

Updated: 7/2013



EdD Student Research Fund Request Form College of Education & Professional Development

The College of Education and Professional Development maintains a research fund to support dissertation research. This form is to be submitted to the Office of the Dean by the student requesting funding from the COEPD Research Fund. Funding up to a maximum of \$500.00 is available for support of doctoral student research.

1. Project title and author(s).

Please attach a two to three page, double spaced, typewritten abstract of the proposed project to the back of this form.

Title:

Primary Investigator:

Co-Investigator:

2. Project Starting Date:

Project Ending Date:

3. Total Amount Requested from the Faculty Research Fund:

Please attach a complete budget showing how the monies will be spent within each of the following budget categories: Personnel, Materials, Travel, Equipment, Supplies, Other.

Other Funds Applicable to the Project:
(Specify sources in your budget.)

Total Project Budget

4. IRB Review and Approval: Provide documentation of IRB review and approval of the proposed research project.

5. If funded, I agree to conduct the research specified in this proposal, and I agree to furnish the Dean an end report within one month of the completion date specified in this request. I also understand that any equipment purchased with these funds will become property of Marshall University and the State of West Virginia, and will be included in its inventory. I also understand that any unencumbered funds at project termination date will revert to the Student Research Fund.

		APPROVAL	
	<div style="border: 1px solid black; height: 25px; background-color: #e6f2ff;"></div>		<div style="border: 1px solid black; height: 25px; background-color: #e6f2ff;"></div>
	Student		Date
	<div style="border: 1px solid black; height: 25px; background-color: #e6f2ff;"></div>		<div style="border: 1px solid black; height: 25px; background-color: #e6f2ff;"></div>
	Chairperson		Date
	<div style="border: 1px solid black; height: 25px; background-color: #e6f2ff;"></div>		<div style="border: 1px solid black; height: 25px; background-color: #e6f2ff;"></div>
	Doctoral Program Coordinator		Date

☐ Recommended for Funding

☐ Not Recommended for Funding

Program Director

Date

☐ Recommended for Funding

☐ Not Recommended for Funding

COEPD Dean

Date

Comments:

Updated 9/22/16

Appendix F: Glossary

ABD – “All But Dissertation,” referring to an individual who completed everything in a doctoral program except the dissertation and, therefore, does not have a doctoral degree

Admission to Candidacy – occurs when a candidate has completed all of the requirements for the degree up to and including portfolio/qualifying assessment; the candidate is said to be a candidate for the doctoral degree at this time and the degree must be completed within three years from this date

Area of Emphasis (AoE) (minor) – minimum of nine hours of coursework selected by the candidate, with advising from a faculty advisor; that should represent a cohesive area that supports and enhances the major area in the Curriculum and Instruction Program only; the nine hours the AoE must be completed after admission to the Ed.D Program

COEPD - College of Education and Professional Development

Committee Chairperson – a major area faculty member with doctoral graduate faculty status who serves as the candidate’s primary advisor throughout the doctoral process

Continuous Enrollment – enrollment and completion of coursework at least two out of every three contiguous semesters; following admission to candidacy, the candidate must remain enrolled every semester until the degree is completed

Dissertation – the document representing the candidate’s research as evidence of her/his ability to contribute to the research in the major field

Doctoral Committee – a group of faculty with graduate faculty status selected by the candidate with guidance from the committee chairperson

Doctoral Candidate/Faculty Seminar – one element of the residency requirement which is held on one Saturday during the fall term

Ed.D. – Doctor of Education

ETD – Electronic Theses and Dissertations

GPA – Grade Point Average

GRE – Graduate Records Examination

Handbook of Record – The “Doctoral Handbook” that is current for the term during which you are admitted to the doctoral degree program is the handbook that applies to you as your “Handbook of Record.”

IRB – Institutional Review Board; reviews research proposals to determine whether the execution of the research poses any danger to any individuals or liability to the University

Listserv – The student and faculty email list, curriculumedd@lists.marshall.edu, used to distribute announcements related to advising, portfolio opportunities, and upcoming portfolio and dissertation defenses.

MAT – Miller Analogies Test

myMU – myMU.marshall.edu website of current information, schedules, help links, and library services for candidates and faculty; the method by which the candidate registers for classes, pays tuition and fees, reviews transcripts, etc.

Portfolio – documentation of the candidate’s coursework, professional writing and presentations, courses developed and/or taught or research conducted with MU faculty, and other activities performed in the context of the doctoral program; this is a key component of the qualifying assessment

POS – Program of Study

Prospectus – a plan for a research project, generally represented as the first three chapters in a dissertation

Qualifying Assessment – the oral presentation of the candidate’s residency portfolio and reflective paper, including a scholarly discussion with faculty members on selected topics related to the candidate’s program and experiences

Residency – candidate participation and documentation of selected scholarly activities in collaboration with MU faculty members, continuous enrollment, and Doctoral Candidate/Faculty Seminar attendance

Team – The Curriculum & Instruction EdD Team in Microsoft Teams is the access portal for virtual doctoral seminars, doctoral student meet-ups, and other doctoral program resources.

Website – the doctoral programs website (<http://www.marshall.edu/ciedd/>)



Curriculum & Instruction Doctoral Program
Marshall University
100 Angus E. Peyton Drive
South Charleston, WV 25303
(304) 746-2026
1-800-642-9842 ext. 62026
FAX: (304) 746-1942
heaton@marshall.edu