

Ed.D.

**Curriculum and Instruction Intensive Study Area
Information Packet and Application Materials**

College of Education

University of Northern Iowa

Cedar Falls, IA 50614

**CURRICULUM & INSTRUCTION INTENSIVE STUDY AREA
ED.D. PROGRAM
COLLEGE OF EDUCATION
UNIVERSITY OF NORTHERN IOWA**

Student Information Packet

This area of intensive study is designed to prepare scholars and practitioners to plan, implement, evaluate, and supervise educational programs for children and adult learners. It includes investigation into the various theoretical approaches to program design and instructional practices as well as change processes, development, and implementation. Candidates may focus on the general areas of curriculum and instruction and pursue a program of related studies, which extends this area or which leads to increased understanding and competence in a chosen discipline or teaching area.

Prospective students for this area are individuals who desire to develop knowledge and understanding in the field of curriculum and instruction. Such individuals would also be capable of conducting effective change processes.

Admission Criteria

Admission to the program will be granted to those applicants who provide evidence of prior academic success; successful and appropriate professional experience; effective oral, written, and interpersonal communication skills; and professional and academic goals which may be effectively served by the degree program offered.

Requirements for regular admission (degree status) include:

1. The applicant should have goals directly related to the mission of the program.
2. The applicant must hold a master's degree from a regionally accredited institution of higher education.
3. Applicants with an undergraduate grade point average of less than 3.00 for all prior undergraduate work will not usually be considered for regular admission.
4. Applicants must have a minimum of three years of experience as a professional educator.
5. Both application forms (C&I and University) included in the packet must be completed.
6. Each applicant must submit official transcripts of all previous academic work to the UNI Registrar's office. Applicants with a grade point average of less than 3.0 for all prior graduate work will usually not be considered for regular admission.
7. The applicant must have completed the Graduate Record Examination (GRE) General Test (verbal, quantitative, and analytical writing).
8. Three letters of recommendation must be submitted from individuals familiar with the applicant's potential for advanced professional study, at least one from a professor familiar with the applicant as a student and at least one from an educational employer/supervisor.

9. Applicants for whom English is not their first language must complete the Test of English as a Foreign Language Examination (TOEFL) and achieve a score of at least 550.
10. Each applicant must complete the five questions included in the packet.

Provisional admission (provisional degree status) may be recommended for an applicant who does not meet all of the requirements or for whom it is felt that further graduate course work or professional experience would be useful in making the admission decision. An individual admitted to provisional degree status must be formally reconsidered for regular admission.

Admission Procedures

1. A completed Application for Graduate Study, College of Education Ed.D. application and three letters of recommendation must be sent to: Ed.D. Applications, Dept. of Curriculum & Instruction, UNI, Cedar Falls, IA 50614-0606. The UNI regular admission form can be found on the UNI Admissions website at <http://www.uni.edu>.
2. Official transcripts of all undergraduate and graduate study must be sent to the Registrar. “Official” means from Registrar to Registrar. No transcripts handled by students will be acceptable.
3. Official GRE General scores must be sent directly from the Educational Testing Service to the Registrar and must be submitted prior to consideration for admission.
4. Admission decisions will be made at the discretion of the intensive study area admissions committee. Applicants are encouraged to complete applications well in advance of the term they wish to begin study.
5. **Application materials will not be reviewed for admission until the file is complete.**

Note: Information about Graduate Record Examinations may be obtained from the UNI Examinations Office, 125 Student Services Center, UNI, Cedar Falls, IA 50614-0383 (319-273-6024).

International Student Admission

Since international students are required to provide additional material prior to admission, materials should be requested from and submitted to: International Admissions Office, UNI, Cedar Falls, IA 50614-0018.

General Characteristics and Regulations

Candidacy Status

Upon admission, an advisor will be appointed for each student. In most instances the advisor will be from the student’s area of intensive study. One of the early tasks to be completed by the student and his/her advisor is to develop a program of study. Approval of the program of study will signify admission to candidacy status, i.e., the acknowledgment that the student and the advisor have agreed on a plan of study which, if successfully completed, would lead to the Ed.D. degree for the student.

Comprehensive Examination

Students may take the comprehensive examination when the following have been met:

1. The candidate has completed at least 80 percent of the approved program of study coursework.
2. The candidate must also have satisfied the predissertation research experience requirement prior to taking the comprehensive examination.,
3. In addition, the candidate must have also received preliminary approval of a dissertation proposal from his/her dissertation committee.

See the Doctoral Handbook for alternative options.

Dissertation

Each candidate will present a formal proposal for a dissertation to his/her doctoral committee. This presentation will be open to the University community. The dissertation, the culminating experience in the doctoral program, is intended to involve the application of existing knowledge and/or the results of the individual's research to an educational problem or situation. A final oral examination over the dissertation will be conducted by the doctoral committee; consistent with University traditions, the final oral will be open to the University community.

Transfer Credit

Up to fifteen hours of post Master's degree credit may be applied toward the minimum 60 hour requirements, provided it was earned within seven years prior to achieving candidacy status and was earned from a regionally accredited graduate institution. The advisor will recommend to the Graduate Dean through the Doctoral Studies Coordinator on the acceptance of previously earned credit.

Residency

Following admission to the Doctor of Education program, the student shall be enrolled for a minimum of 18 semester hours of (on-campus) study which may be distributed across two, three, or four (consecutive) terms. **At least two residence terms must include on-campus study.** Doctoral students who are employed at least one-half time by an academic unit of the University may fulfill the residency requirement by taking nine credit hours during each of two consecutive academic year semesters. Credit hour requirements must be fulfilled by enrollments in regularly scheduled classes. **Independent study (e.g., readings, practica, research) may not qualify as residence credit.**

Financial Aid

A limited number of scholarships and assistantships are available for full-time students. Applications can be obtained from Office of the Associate Dean, College of Education. Applications should be filed by March 1 for a succeeding year or semester.

DOCTOR OF EDUCATION

Program of Study

The program of study consists of three components: Professional Common Core, Advanced Professional Studies, and Dissertation. While there are discrete elements in the program, ideally all of the work should be seen as interrelated and focused on a professional career interest. Especially the dissertation should be seen as an integrating, culminating experience rather than as an “add on” following course work.

Professional Common Core – 15 hours

190:301 Context of Contemporary Education 3 hours

Examination of issues and problems of concern to educational practitioners from the perspective of educational philosophy, history, and sociology.

Prerequisite: Doctoral status or consent of college.

190:303 Inquiry 3 hours

An introduction to the major philosophical schools of thought that underpin the practice of social and educational inquiry. Among the different perspectives examined are empiricism, critical theory, hermeneutics, and constructivism.

Prerequisite: Doctoral status or consent of college.

190:305 Qualitative Methods in Educational Research 3 hours

Study of the techniques of direct observation and analysis of human behavior in ongoing, naturalistic settings. Focus on problems associated with the two main approaches used in qualitative research- - participant observation and in-depth interviewing.

Prerequisite: 190:303; 250:180; 250:205; 250:281; or consent of department.

190:307 Quantitative Methods 3 hours

Research methodologies applicable to problem solving in educational practice. Emphasis on program evaluation, case studies, observation, interviews, surveys, parametric and nonparametric statistical analyses.

Prerequisite: 190:303; doctoral status or college approval.

One of the following research courses: 3 hours

250:270 Program Evaluation

250:300 Descriptive Educational Research

250:301 Advanced Experimental Research in Education

250:310 Advanced Qualitative Methods in Educational Research

Advanced Professional Studies – 38 hours

This is the component of the program that relates to and supports the student’s professional career goals.

Required Courses in Curriculum and Instruction ISA

210:352 Curriculum Theory 3 hours

210:354 Curriculum Implementation and Evaluation 3 hours

210:389 Seminar in Curriculum and Instruction 2-4 hours

210:397 Practicum 1-4 hours

240:240 Instructional Development 3 hours

Electives

Students pursuing intensive study in Curriculum and Instruction will complete elective hours of additional course work in curriculum and instruction. In consultation with the doctoral advisor, the student will select courses related to planning, implementing, evaluating, and supervising education programs. Courses in this component must focus on considerations of Curriculum and Instruction rather than content emphases, but may include courses outside the college.

II. Advanced Professional Studies – 29 hours. This is the component of the program that relates to and supports the student’s professional career goal. Specific course requirements for individual students will depend on faculty requirements and student backgrounds, interests, and goals—must be at the 200 or 300 level.

- a. 15 required semester hours;
 - 210:354 Curriculum Implementation and Evaluation
 - 210:389 Seminar
 - 210:397 Practicum
 - 240:240 Instructional Development
 - or
 - 240:340 Instructional Systems Design
- b. elective hours selected in consultation with the advisor and doctoral committee; and
- c. at least 6 semester hours in a related area of study to be selected according to student career goals and interests.
- d. Additional work may be required beyond the 29 hours if a professional certification (endorsement or approval) is a goal.

III. Dissertation – 7 hours minimum. This is the program component in which the student demonstrates proficiency in the integration of theory and practice, i.e.; it involves the application of existing knowledge and/or results of individual research to an educational problem or situation.

190:389 Dissertation Seminar (1 hour)
and
190:399 Dissertation Research (6 hours minimum)

**COLLEGE OF EDUCATION
UNIVERSITY OF NORTHERN IOWA**

APPLICATION FOR THE ED.D. PROGRAM

Date of Application: _____ UNI Student ID# (if applicable): _____

Name: _____

Address/Telephone:

_____ (Home) _____ (Work)

(_____) _____ (_____) _____

Semester and year program will begin: _____

Work experiences in education (or related areas) – list current employment first:

<u>Years</u>	<u>Job/Title</u>	<u>Employer</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Certification (endorsements/approvals) held: _____

Additional certification sought through doctoral study: _____

Recommendations Requested From (Reference Forms are attached):

<u>Name</u>	<u>Position</u>
_____	_____
_____	_____
_____	_____

On a separate page(s), please respond with one or two paragraphs for each of the following questions:

1. What significant personal and professional experiences influenced you to pursue the doctorate?
2. What contribution do you think you will make to the doctoral program?
3. What contributions do you think you have made to the profession thus far?
4. Why did you choose UNI as the institution in which to study?
5. What are your professional goals for the future and how will this degree help you achieve those goals?

RETURN TO: **Ed.D. Applications, Dept. of Curriculum & Instruction**
 618 Schindler Education Center
 University of Northern Iowa
 Cedar Falls, IA 50614-0606

“The University of Northern Iowa requests this information for the purpose of processing this form. No persons outside the University are routinely provided this information, except for items of directory information such as name and local address. Release of any information is governed by Board of Regents rules and applicable state and federal statutes. Responses to items marked “optional” are optional; responses to all other items are required. If you fail to provide the required information, the University may not process this form.”

**COLLEGE OF EDUCATION
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ED.D. REFERENCE FORM

I, _____, am an applicant for admission to the Ed.D. program at the University of Northern Iowa. I have indicated in my application materials that I have requested a recommendation from you. Checked below is my position relative to the confidentiality of your letter.

_____ I have indicated my desire to keep all references confidential and have waived all right to personally inspect the references.

_____ I have indicated my desire to have access to all of my references.

**Please submit both this cover sheet and your letter of reference on appropriate letterhead.
Thank you.**

Dear Colleague:

Admission requires recommendations from educators who know the ability, character, and performance of the applicant. Your letter of recommendation would be most helpful to us if it includes your assessment of the candidate's qualifications in the following areas:

Personal characteristics: Describe the personal traits that would make the applicant a successful doctoral candidate.

Intellectual abilities: Describe the candidate's academic potential and problem solving abilities.

Professional goals and objectives: Describe the candidate's past professional experiences and current career goals and objectives which you believe are related to success as a doctoral candidate.

Ability to work with others: Describe the candidate's ability to work with other as a leader and collaborator.

Communication skills: Describe the candidate's ability to write and speak as required in doctoral study.

We would appreciate it if you would address as many of these areas as you can. Your help in describing this candidate's potential for success in our doctoral program in education will help both the candidate and program advisors.

Date

Name (Printed or typed)

Signature

Position

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