

SCHOOL OF EDUCATION

DOCTORATE IN EDUCATION (EdD) HANDBOOK

2020-2022



*“Educators who demonstrate scholarship within a Christian ethic of care”*

SOUTHERN WESLEYAN UNIVERSITY

SCHOOL OF EDUCATION

DOCTORATE IN EDUCATION (EdD) HANDBOOK

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# Southern Wesleyan University

Since its founding by The Wesleyan Church in 1906, Southern Wesleyan University has been a Christian community of learners that recognizes God as the source of all truth and wisdom. The university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning and living.

Located in Central, South Carolina, the university is a halfway point between Charlotte, North Carolina, and Atlanta, Georgia. It is thirty minutes from the Blue Ridge Mountains and ten minutes from Clemson University, with whom it shares some cooperative programs. Southern Wesleyan welcomes persons with a wide variety of backgrounds and abilities. Younger and older, undergraduate and graduate, residential and commuting, and traditional and non-traditional students work and interact with a faculty guided by a Christian understanding of the liberal arts.

The university evolved from a small Bible institute and was first chartered as Wesleyan Methodist College in 1909 into a four-year, private, liberal arts college, regionally accredited in 1973. Historically, the founders of the college understood linguistic, quantitative, and analytical skills to be the foundation of a liberal arts education. Further, they believed that the cultivation of this curriculum within the context of faith, worship, studies in religion, and service to others created a fertile soil for intellectual and spiritual growth. Thus, the college ensured that every student would be well grounded in these areas by developing a general education curriculum of liberal arts studies. That tradition is alive today. All undergraduate programs, traditional and nontraditional, contain a core curriculum in the liberal arts.

Building on this tradition, Southern Wesleyan prepares students for graduate study and leadership in such fields as religion, education, music, business, medicine, law, and a variety of civic and social service professions. Graduate programs are offered in fields in which the university has demonstrated particular strengths. Although the university primarily serves the Southeast, the candidate population is a wholesome blending of cultural, ethnic and regional diversity drawn from the entire United States and the international community. Such diversity encourages broader development of values.

Ideal graduates of Southern Wesleyan have a healthy respect for themselves and others as bearers of God’s image. This respect encourages care for personal, mental, physical, and spiritual health. They seek a biblical social awareness that cares for people and their environment. Through the completion of courses in world history, culture, and the arts (in traditional and nontraditional classes and in international settings), they are prepared to serve society with respect for the past and a vision for the future. Southern Wesleyan graduates are prepared to confront a rapidly changing world with skills in communication, information processing, analysis, synthesis, and problem solving.

In summary, the success of the mission of the university will be measured ultimately in the lives of the alumni who grow in faith, knowledge, love, and hope as they serve God and others.

# Southern Wesleyan University Learning Outcomes

In keeping with the ultimate mission of the university to integrate faith, learning, and living, the School of Education, has established goals for those pursuing an education degree. Further, it is anticipated that the integration of these areas will be a continuing process that will enhance the candidate’s life and profession. It is understood that it is not enough for the institution to provide the instructional and practical processes necessary to challenge the candidate and promote personal growth. It is also the responsibility of the candidate to actively pursue a meaningful relationship with Christ; knowledge of the subject area content and pedagogy; and personal habits that promote physical, mental, and emotional health, as well as acceptable social behavior.

The learning community at Southern Wesleyan University fosters in participants:

* Biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others;
* the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective;
* the ability to effect positive change through skillful, values-driven engagement with their world.

# Accreditation

Southern Wesleyan University offers a Doctor of Education (Ed.D.) with two choices of specialization; Curriculum and Assessment or Exceptional Learner. The degree is offered in collaboration between the Online and Graduate Studies Program and the School of Education. While the School of Education is accredited through the Council for Accreditation of Educator Preparation (CAEP formerly NCATE) the Doctor of Education does not fall under the regulations of CAEP but is SWU recognized under the auspices of the University in SACSCOC accreditation.

# Learning Management System

The online platform and learning management system used by Southern Wesleyan University is Canvas. The learning management system (LMS) is Web-based technology/software used to plan, implement, and assess a specific learning process. In other words, the Canvas LMS is used as virtual classroom allowing instructors to deliver content and allows for interaction among students and instructor. The Institution also provides user support for Canvas.

# Chalk and Wire E-Portfolios

The candidate will use the Chalk & Wire e-portfolio format to present artifacts that provide evidence of competency in state and national standards. Chalk & Wire is an electronic portfolio subscription system that allows the candidate to access the requirements for education course, submit and store course assignments, and publish an electronic portfolio. In addition, Chalk & Wire can be used for many personal applications, like constructing a personal and professional portfolio. It also facilitates the collection of data by the School of Education.

# Foundations of the School of Education

As a faith-based institution founded on the principles of the Wesleyan church, Southern Wesleyan University is committed to the liberal and applied arts preparation of students so they engage a postmodern culture with a Christian worldview. Among its basic tenants is the university’s dedication to facilitate candidates’ acquisition of skills and dispositions in an educational environment that promotes the holistic integration of faith, learning, and living in a Christ-centered transformative community based on Biblical principles. The founders’ vision is still central to the purpose of the institution today as the university seeks to create an atmosphere in which members of the community work together toward wholeness through the integration of faith, learning, and living. The founders of the institution understood the value of a liberal arts education, one with a foundation in linguistic, quantitative, and analytical skills.

Institutional Vision

The vision of Southern Wesleyan University is to be a premier Christian university exemplified by a learning community whose graduates have a biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others; the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and the ability to effect positive change through skillful, values-driven engagement with their world.

Unit Vision

In keeping with the vision of Southern Wesleyan University, the School of Education seeks to produce educators who have instilled principles related to faith, living, learning, and professionalism in order to significantly and positively affect student achievement.

The mission statement of the unit is subsumed under the institutional mission statement so that both work in concert. Both statements are established on a commitment to develop leaders who are academically and professionally informed from a biblical perspective in order to influence the global society for the benefit of all humankind.

Institutional Mission Statement

The vision of Southern Wesleyan University is to be a premier Christian university exemplified by a learning community whose graduates have a biblically informed personal wholeness reflected in healthy, growth-enhancing relationships with God, themselves, and others; the ability to participate articulately in the significant conversations of the human race from a well-informed, reasonable, and distinctively Christian perspective; and the ability to effect positive change through skillful, values-driven engagement with their world.

Unit Mission Statement

The mission of the School of Education is to prepare men and women to become Christian educators by fostering scholarship and a Christian ethic of care in the image and nature of Jesus so as to produce individuals who are leaders and world changers within the all professions.

Goals of the Unit

It is the mission of the School of Education to develop “individuals who demonstrate scholarship within a Christian ethic of care.” This theme embraces the basic goals that facilitate the success of the candidate engaged in the pre-professional experience, as well as experienced professionals in the field. Within this context, the School of Education seeks to instill within its candidates each of the following: competency in scholarship; a Christian ethic of care; service; sensitivity to diversity; reflective practice; technology competency; and, leadership. These goals, which are described in the narratives of this section, are foundational to the mission of the university and the School of Education.

The institution has established goals for faith, learning, and living, and the unit addresses an additional goal of professionalism for each of its graduates. These goals are aligned with competency outcomes for candidates and are imbedded within the conceptual framework components addressing scholarship and a Christian ethic of care. These goals are integrated with the content of specified major courses, as well as general education courses in the curriculum. These goals are an integral part of any consideration in the policies, purposes, and practices of the university and the School of Education.

The mission statement of Southern Wesleyan University refers to preparing students “by educating them with excellence, by equipping them for service, by fostering spiritual growth and maturity, and by mobilizing them as leaders and world changers.” In accord with the mission statements and its basic tenets, the School of Education has adopted as the theme statement, “Individuals who demonstrate scholarship within a Christian ethic of care.”

All candidates are expected to reflect a level of scholarship that is commensurate with their level of expertise and experience. Not only is the candidate expected to demonstrate scholarship, but is also expected to demonstrate a disposition of a “Christian ethic of care” as basic ideas related to faith, living, learning and professionalism are presented throughout the academic experience.

Therefore, the candidate is expected to demonstrate the following dispositions:

* Demonstrate a Christian ethic of care toward self by exhibiting a biblical approach to life that is demonstrated by a passion for learning;
* Demonstrate a Christian ethic care toward diverse individuals as demonstrated by compassionate and respectful interactions;
* Demonstrate a Christian ethic of care toward colleagues by engaging in compassionate and respectful interactions with colleagues; and
* Demonstrate a Christian ethic of care toward the community by recognizing it as an integral part of the learning process by valuing its pluralistic nature.

The Ed.D. in Curriculum and Assessment is designed within a practitioner-researcher framework and aims at preparing individuals who will be competent in six core areas: Curriculum, assessment, leadership, research, program evaluation, and professionalism. Blending contemporary theory and practice, the program values the interdependence and emerging relationships among educational and social communities. Learning experiences across the program foster students’ individuality, cultural awareness, social responsibility, and creative inquiry.

The Ed.D. in the Exceptional Learner is designed to prepare individuals to be competent in the following areas:  Knowledge of laws, procedures and practices, assessment with diverse learners, culturally responsive teaching practices, history of the nature and needs of diverse learners and use of evidenced-based instructional practices delivered with fidelity. Students in the program will conduct research on the unique and individualized needs of the exceptional learner. Providing the framework of research-based theory of practice and skill, the program will engage individuals who are self-directed learners while fostering a foundation rooted in the exceptional learner.

Completion of the degree program increases a graduate’s opportunities for significant impact and influence in roles such as teacher, staff developer, principal, program director, change agent, curriculum director, instructional or learning specialist, college instructor, or administrator of education-related programs and institutions.

# School of Education Doctorate Admission Policy

University Requirements

• Submission of Graduate Application and Processing Fee

• Submission of official transcripts

School of Education Admission Requirements

* Completed SWU online application.
* Official transcripts showing an earned master degree in education or related field from an institution that is fully accredited by a regional or national accrediting agency recognized by the United States Department of Education or a comparable degree from an international institution with a minimum cumulative grade point average (GPA) of 3.0 on a 4-point scale. Masters in related field must be approved by the School of Education Graduate Review Committee.
* Be in good standing at all previous institutions of higher learning. Students who, for academic or disciplinary reasons, are not eligible to register in the college or university last attended will not be admitted for graduate study.
* A score on a nationally standardized graduate admissions test, the Miller Analogies Test (MAT). Test scores must be no more than five years old. The requirements are a minimum MAT score of 350. An equivalent Graduate Record Exam score will be accepted. Only official test scores are accepted.
* Submission of two professional references. One of these references must be from a supervisor.
* Resume
* Applicants for whom English is a second language must submit an official TOEFL score of at least 550 (paper test), 213 (computer test) or equivalent evidence of proficiency in English.
* Applicants will receive a status letter from Enrollment which will identify whether the applicant is accepted, on reserve, or denied admission.

# Admission Definitions

The following are definitions specific to the admission process:

Accepted: A student with “Accepted” status has received an average score from the Graduate Admissions Committee that meets or exceeds the cut off for admittance into the program. Students receiving “Accepted” status enroll in the upcoming semester: fall or spring. If a student received “Accepted” status and does not enroll in the upcoming semester, s/he must re-apply or receive permission from the Dean of the School of Education to defer to the next term.

Reserve: A student with “Reserve” status has received an average score from the Graduate Admissions Committee that meets the cut off for admittance into the program. The student is accepted into the program, but wait-listed due to enrollment. When a slot for the upcoming term opens, a student on “Reserve” will be notified. Should a slot not open for the term of application, the student will be enrolled the following term. If the student does not enroll in the upcoming semester as offered, s/he must re-apply or receive permission from the Dean of the School of Education to defer to the next term. An applicant may request “Reserved” status for one semester. The applicant must make the request in writing stating the reason to the Graduate Admissions Committee.

 Denied: A student with the status of “Denied” has received an average score from the Graduate Admissions Committee that is below the cut score for admittance into the program. A student who feels this is erroneous may appeal through the Admissions Appeal.

Amend: A student with the status of “Amend” has submitted required documentation where, through initial screening, there may be cause for the Graduate Admissions Committee to request further information or documentation i.e. additional letters of recommendation. The student’s application will not officially be reviewed by the Graduate Admissions Committee in this status. The student will have 10 business days from the date of notification to upload the additional information requested to the application file. Failure of the student to respond to the committee’s request/s will result in the student being denied admission.

# Admission Appeal

An applicant who was denied admission or placed on the reserve list may appeal this decision only in the case of one of the following:

* bias or perception of bias in the decision-making process;
* extenuating circumstances, which, for good reason, the applicant did not inform the University of in the application, which would have had a material impact on the admissions decision.

Should the applicant meet any of these criteria, s/he must notify the Dean of the School of Education of his/her appeal in writing within 10 business days of receiving the notification, as documented by the date on the status letter. In the case of an appeal that meets these criteria, the student does the following:

1. The student writes a letter of appeal to the Dean stating the reason for appeal and providing supporting evidence
2. The Dean will take necessary action to review application documents and obtain information from the School of Education Graduate Review Committee in explanation of the basis for the decision.
3. The applicant will receive a written judgment from the Dean. The Dean is not part of the School of Education Graduate Review Committee solely for the purpose of objectivity; therefore, the decision of the Dean of the School of Education is final.

An applicant denied admission may not reapply for future admission to the program.

# Cohort

The Doctorate in Education (EdD) follows a cohort model. Once a cohort is formed, the students remain together for the duration of their program. One major benefit of the cohort model is the ability to network and build professional relationships with one another throughout the duration of the program. The development of the cohort is contingent upon reaching the required numbers of enrolled students.

# Dispositions

The theme statement for the School of Education is *“Individuals who demonstrate scholarship within a Christian ethic of care.”* The Christian Ethic of Care Dispositions may be found in Appendix A. The elements that comprise the conceptual framework are subsumed under the descriptors of scholarship and Christian ethic of care as described in the Unit’s conceptual framework.

Students in the School of Education are expected to:

* Demonstrate a Christian ethic of care toward self by exhibiting a Biblical approach to life that is demonstrated by a passion for learning;
* Demonstrate a Christian ethic care toward diverse individuals as demonstrated by compassionate and respectful interactions with those individuals.
* Demonstrate a Christian ethic of care toward colleagues by engaging in compassionate and respectful interactions with colleagues; and
* Demonstrate a Christian ethic of cares toward the community by recognizing it as an integral part of the learning process by valuing its pluralistic nature.

# Technology Recommendations

The IT Department at SWU has published its recommendations for technology requirements specific to both PC’s and Macs. These recommendations are available in Appendix G.

# E-mail Policy

Upon admission to Southern Wesleyan University, students are provided with an email account, which is the official channel of communication between the University and its students. All e-mail communication must take place through the Southern Wesleyan University e-mail provided.

It is the responsibility of the student to periodically monitor his or her student email account and to be aware of the information sent by the University. Students are expected to check their email on a frequent and consistent basis in order to stay current with University-related communications. Students are responsible for recognizing that certain communications may be time-critical. Failure to manage email accounts is not an acceptable excuse for missing official University communications via email and will not excuse students from complying with University policies, procedures, and deadlines. There are no grounds for appeal for relief from those policies, procedures and deadlines communicated through email to students.

# Online Attendance Policy

University Policy

Attendance in distance learning coursesis based on the completion of at least one designated assignment by the due date/time posted within the course site for each session. Distance learning activities may include lectures, assignments, readings, forums, and assessments (e.g. quizzes, tests).

# Academic Honesty

Honesty in all matters-including honesty in academic endeavors-is a valued principle at Southern Wesleyan University. It is the expectation of the university that all those joining the academic program will act with integrity in all matters. Because of this principle, members of this community of learners (students, faculty, facilitators, staff, and administrators) are also expected to honor one another.

Honesty is particularly important when it comes to academic work. Because the university awards academic credit based on the assessment of each student’s work, and because that academic credit represents the university’s validation of learning, dishonesty by a student strikes at the heart of the value of the degree for all students and alumni. For this reason any form of academic dishonesty (including cheating, plagiarism, and falsification of documents) constitutes a serious breach of trust.

No form of academic dishonesty will be tolerated. Students are encouraged to help each other maintain these high standards. All academic dishonesty observed should be reported to the faculty directly. Faculty members are in charge of their classrooms and are encouraged to be present during exams. In the case of exams given outside of a classroom setting (such as online), efforts should be made to safeguard the integrity of the evaluation.

All community members are encouraged to avoid increasing temptations for dishonesty. At the beginning of the course, faculty members are encouraged to convey and to interpret their policy on plagiarism (academic dishonesty involving the use of another’s material, methods, or ideas without properly acknowledging the originator).

Upon evidence of academic dishonesty (cheating, plagiarism, or misuse of another’s intellectual property), either by voluntary confession, report of another student, or on the basis of work submitted, the faculty member should follow this procedure:

* Talk with the student in the presence of another faculty member or an appropriate administrator. If the student is taking classes online only, then the faculty member should email the student and copy the dean or designated representative.
* Inform the student of the resulting discipline, based upon the situation:
	+ student’s unprompted confession - NC or 0 for work involved
	+ admission after confrontation by faculty member - NC or 0 on work and 10% course grade reduction
	+ denial of guilt and faculty member believes innocence - no penalty
	+ denial of guilt but faculty member believes guilt - F for the course
* In the event that there is evidence the student either encouraged others to be involved in the academic dishonesty, or conspired with others in the process by giving, receiving or using unauthorized aid, the faculty member should consult with his or her academic dean and recommend to the provost a response that may include academic dismissal from the university.
* Explain the appeal process to the student, which is thus detailed below in the catalog.
* Submit a written report to the provost, including the discipline implemented.

Upon receipt of the report, the provost will take the following action:

* For a first offense, the provost will send a letter to the student indicating that evidence of the incident will be kept on file and warning of possible dismissal should the student be implicated in academic dishonesty again.
* For a first offense involving multiple students or outside parties that results in a recommendation of dismissal, the provost will meet with the students.
* For a second offense, the student will meet with the provost to discuss the evidence and appropriate action. This meeting may result in the student’s dismissal from the institution.
* Should a student not enrolled in the course be implicated in an act of academic dishonesty, that student will meet with the provost, who will place a record of the event in the student’s file. A second offense would result in dismissal from the university.
* While faculty and administrators must take academic dishonesty seriously in order to protect the value and integrity of university degrees, every effort will be made at each step of the process to work with students redemptively.

# Academic Honesty Appeal

If a student is charged with academic dishonesty and the matter is not resolved with the faculty member, the student may appeal to the instructor’s division chair, in writing, within ten working days after being informed that the grade for the course will be F.  If the division chair can mediate an agreement between the student and instructor, a grade-change request may be processed, if necessary.

If no agreement can be reached or if the instructor is also the division chair, or if there is no division chair as in the case of Business & Education, the student may appeal the decision to the appropriate academic dean, in writing, again within ten working days.  The academic dean shall investigate and render a decision.

Within ten working days after being informed of the decision, either the instructor or the student may appeal the dean’s decision to the provost who will determine if the case should be considered by the Academic Council.  The Academic Council or its designated Appeals Committee will review all appropriate material, consult the parties involved, and determine the final penalty.  The decision of the Academic Council is final.  Academic dishonesty discovered outside the context of a course or after a course is completed will be dealt with in a manner appropriate to the situation.  The penalty may include such sanctions as rescinding of credit previously awarded, expulsion from the university, revocation of certificates, honors or diplomas, and, in case of fraud, appropriate legal action. Appeals in these cases will be heard by the Provost, with a final appeal to the Academic Council.

# Incomplete

In accordance with University policy under extenuating circumstances, a student may be allowed to carry a grade of incomplete.

The following conditions apply:

* All daily work has been passed.
* A relatively small amount of the course’s work remains to be completed.
* The instructor and the academic dean must give permission for the incomplete.
* The instructor and student must agree on a time frame for completing the work not to exceed five calendar weeks from the last day of class.

The student will be issued the grade earned at the time of the request for an incomplete. Upon successful completion of the remaining requirements, the instructor of record will complete the necessary form to request a grade change.

# Academic Grade Appeal

If a student has a concern related to a grade or any other academic issue, the procedures outlined in the current edition of the Southern Wesleyan University Catalog should be followed. An academic grade appeal may be made for a final course grade only. A form (located within MySWU) must be submitted with all fields completed after consultation with the instructor if s/he has not resolved the matter. Do not submit this form if you have not yet consulted with your instructor regarding your concern. Refer to the Graduate Bulletin for additional information.

# Non-Academic Appeal

With regard to issues not related to academics, the faculty of the School of Education has approved a formal procedure for resolution:

* The student must communicate with the faculty member in an attempt to resolve the issue.
* If agreement cannot be reached, the student may meet with the Dean of the School of Education within ten working days after the meeting with the faculty member.
* The Dean will examine the issue and confer with both parties to mediate a resolution. The decision of the Dean of the School of Education is final.

# Advising

Students enrolled in the Doctor of Education Program are assigned an Academic Success Coach at the university level. The Academic Success Coach assists the student with information and resources such as establishing degree completion plans for graduation, updating degree audit status, and scheduling needed coursework. Questions specific to the curriculum, program or program requirements should be directed to Coordinator of Doctoral Studies. Questions specific to the course or course requirements should be directed to the professor. Advising may take place via telephone, email, or through conferencing technology.

# Temporary Leave

Students who experience life events may opt to take a temporary leave. A temporary leave may occur for events such as a birth, death, medical condition or other life changing event. A temporary leave may be put in place for up to but not more than six months without re-applying to the program. Students who need to interrupt their program for extenuating circumstances must work with the Academic Success Coach and submit a Temporary Leave Form to the School of Education. When ready to re-enter, the student will work with the Academic Success Coach, and will re-enter the sequence where s/he stopped out; therefore, the student may be with another cohort. A student who sat out may not miss or change the sequence of required coursework.

# Balance

Students are reminded of the importance of balance in one’s life. It is highly recommended to balance duties and interests, such as family, friends, work, the Doctoral program, coaching, leading, serving, etc.

# Credit Hour

The credit hour is the basic unit of credit awarded for progress toward a degree. Southern Wesleyan University defines a credit hour as a reasonable approximation of the student learning outcomes that can be achieved in the context of a course which requires 42-45 hours of student work. This includes contact time between student and faculty and the student’s independent work. This definition is a minimum standard that does not restrict faculty from setting a higher standard that requires more student work per credit hour. The definition is the same whether the semester is in a traditional or compressed format.

Online learning represents a comparatively new mode of educational delivery compared to face-to-face, Southern Wesleyan University has taken an intentional approach to procedures for awarding credit for online courses. The University has adopted a dual approach whereby credit is measured (1) through equivalency of student learning outcomes (See Appendix B) and (2) through a process of estimating the hours of student engagement for an online course. The faculty of each school (e.g., School of Education) provide oversight for curriculum, degree requirements, program length and the appropriate awarding of credit for their respective courses.

# Course Discussions

Online learning is dependent on creation of a learning community. An online community is interactive and exhibits characteristics such as questioning, elaborating, clarifying, sharing resources, connecting to personal experience, etc. If a question is posed, an answer is expected. Posting without interaction is nothing more than a comment and does not meet the expectation of an interactive learning community. It is the position of the School of Education that if social media is at the fingertips of our students, then so is active monitoring and participation in group discussions.

Online posts must demonstrate coherent content focus, connections to personal experience, and substantiation through citations and references in correct APA format.

Applications such as Zoom may be utilized to create online classroom experiences, facilitate group projects and/or hold office hours.

# Practicum

In partial fulfillment of the requirements of EDUC 709 Program Evaluation for Improvement w/Practicum, students must successfully complete a practicum experience. The practicum provides students the opportunity to apply knowledge, skills and practices specific to curriculum and assessment to real-life situations. The focus of the practicum is application and integration of educational theories, critical thinking, reflection and on-going improvement. Students establish their own practicum site, obtain approval of the instructor/university, and successfully complete at least 25 hours of direct work at the approved site.

# Summer Residencies

In partial fulfillment of the requirements of credit bearing classes, students must successfully complete three summer residencies. These courses are delivered through the hybrid model. The courses consist of online curriculum and one week of mandatory presence on the main Southern Wesleyan University campus. While on campus, students will receive instruction, collaborate with fellow students, participate in assessments, and give presentations. The focus of each summer residency directly correlates to knowledge, skills and practice in relation to the students’ current placement in the program.

# Dissertation Committee Formation

A Dissertation Committee is established before a student begins his/her second year (or at 15 credits earned) to assure that students are under careful advisement and mentoring throughout the Program. When contacting potential Chairs and committee members, the candidate needs to organize and provide a complete prospectus. Potential Chairpersons may only be contacted one at a time. A mass e-mail must never be sent. In some cases, the candidate might find it difficult to find a suitable Dissertation Committee Chair. This situation may be due to a poorly a written prospectus or an unusual topic outside the expertise or interest of potential Chairs. Although it is the responsibility of the candidate to find a Chair, s/he may e-mail a request for assistance to the Coordinator of Doctoral Studies.

The primary goal of the committee is to provide students with the guidance and support they need to conduct an independent research project of the highest quality and relevancy. The Dissertation Committee at SWU is comprised of three (3) members with the following roles:

* + Dissertation Committee Chair: facilitates and guides the candidate through the process specific to guidelines and format. The Chair monitors progress and provides encouragement throughout the process. In partnership with the candidate, the Chair is ultimately responsible for the quality of the completed dissertation. Once a chair is formally selected, further changes will only be considered if very serious situations occur. Under these circumstances, the candidate should contact the Coordinator of Doctoral Studies.
		- Requirements: A Committee Chair must hold an earned doctoral degree (Ed.D. or Ph.D.) from a regionally accredited university in an education, curriculum or assessment related field and is employed by SWU (residential or online), or an approved by the Dean of the School of Education
	+ Methodologist: provides guidance and recommendations specific to the design of the study, data collection and analysis.
		- Requirements: A Methodologist must hold an earned doctoral degree (Ed.D. or Ph.D.) from a regionally accredited university in an education, curriculum, assessment, research and/or analysis related field and who is employed by SWU (residential or online), or approved by the Dean of the School of Education
	+ Reader: provides feedback specific to the content and makes recommendations for resources.
		- Requirements: A Reader must hold an earned doctoral degree (Ed.D. or Ph.D.) in an education, curriculum or assessment related field or specific to the content area of focus of the study from a regionally accredited university. If a student wishes to have a content-specific Reader who holds a degree other than EdD or PhD, s/he must seek approval from the Dean-School of Education.

Dissertation Committee Members have a 2-week time frame to complete their review and provide specific, meaningful feedback. If Committee Members need a longer time to review the dissertation, they will inform the student and the Committee Chair. Faculty members are not expected to review research drafts between terms, outside of what is required for end-of-term grading. Any research draft submitted within 5 days of the final day of the term may not receive detailed feedback until approximately 10 days into the subsequent term. If the review takes place during any of the official SWU holidays (New Year’s Day; Martin Luther King, Jr. Day; Memorial Day; Independence Day; Labor Day; Thanksgiving Day; Christmas break), the holiday will not count in the review cycle.

# APA

American Psychological Association (APA) style is most commonly used to cite sources within the social sciences, and is the format adopted by the School of Education at SWU. If utilizing written resources, students should be sure to use the 7th edition. Examples of general format of APA research papers, in-text citations, endnotes, footnotes and the reference page may readily be viewed at the online resource by OWL Purdue at the following link: <https://owl.english.purdue.edu/owl/resource/560/1/>

It is up to the Doctoral candidate to obtain necessary editing resources as your committee members do not serve as editors.

# Candidacy

 A doctoral (EdD) student becomes a candidate for the doctorate or is admitted to candidacy upon successful completion of the comprehensive assessment and submission of required documentation by the Chair of the Dissertation Committee.

Doctoral students, who have passed candidacy and have begun taking doctoral dissertation hours, must enroll in at least six dissertation hours each semester (including summers, without skipping a semester) until completion of the dissertation. Students who need to interrupt their dissertation work for extenuating circumstances must submit a Leave of Absence Form to the School of Education. Submission and approval of the form must be obtained prior to the first day of classes for the term of non-enrollment. Failure to register will result in termination of candidacy and the candidate will be dropped from the program.

# EdD Milestones

## Doctoral Program Coursework

The student completes Doctoral Program Coursework as a framework to develop and hone critical thinking skills, writing skills, research skills and a deeper understanding of content. The purpose of the coursework is to prepare the student to become a doctoral candidate. For the Doctor of Education Program, all academic courses must be taken at SWU. Therefore, no incoming transfer credit will be evaluated, nor will any credit at the Master level at SWU transfer toward the Doctor of Education Program. A list of required coursework for the EdD in Curriculum and Assessment is located in Appendix B. A list of required coursework for the EdD in Exceptional Learner is located in Appendix C. Descriptions of each course can be found in Appendix D. A timeline for completion of each individual Milestone can be found in Appendix E.

The student must maintain a minimum grade point average of 3.0 throughout the program. All coursework must be successfully completed with a grade of “B-” or better. Any coursework not meeting this mark must be repeated (at the student’s expense), and may be repeated no more than twice. Failure to successfully complete coursework may result in removal from the program. Prior to advancement to the dissertation process, the Coordinator of Doctoral Studies and Graduate Admissions Committee will review the student’s transcripts.

## Comprehensive Assessment

As a lock-step program, the Comprehensive Assessment (COMPs) must be started after successful completion of 30-36 hours of coursework and after the formation of the Dissertation Committee. The same Dissertation Committee Members will serve as the student’s COMP Committee.

The student must write an empirical, theoretical or analytical paper in APA format that may not supplant or supplement the dissertation. The body of the paper should be between five and ten double-spaced pages in length. The paper is negotiated between the faculty serving on the Dissertation Committee and the student, must be solely authored by the student, and must represent the student’s learning specific to the EdD coursework. Examples include but are not limited to: a topic of interest originating or deriving from a specific course resources (article, text, video, discussion, etc.); expansion of a concept; application of a strategy; extensive higher level questioning (delve deeper into a topic); or further research of a contradiction of findings.

As a culmination of learning, the student must align to learning outcome #2 plus two additional learning outcomes of the program of student choice. Assessment must be evident as a focus of the program.

1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.
2. Effective educational leaders demonstrate a Christian ethic and professional norms to promote each student’s academic success and well-being.
3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student’s academic success and well-being.
4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student’s academic success and well-being and continually strive for improvement in student learning.
5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student in a meaningful, reciprocal, and beneficial manner.
6. Effective educational leaders foster a professional community of teachers and develop the professional capacity and practice of personnel to promote each student’s academic success and well-being.

The student will work closely with the Dissertation Committee Chair through multiple drafts until the Chair feels the paper is ready for the student to submit to full committee. The committee privately discusses the strengths and limitations of the paper as it relates to the rubric (Appendix G-Comprehensive Assessment Rating Scale). All three committee members will then vote that the student pass, pass with revision, or fail.

Pass: All three committee members must approve the paper in order for the student to pass. A rating of pass allows the student to move to the dissertation phase.

Pass with Revision: A comprehensive paper found to need revisions must reflect the required changes within 3-weeks from the time of notification by the Committee Chair. The Committee Chair will clearly outline the changes required for the student to move from pass with revision to pass status. The resubmission of the paper with revision/s must be approved by both the Chair and the Committee member/s who deemed revisions were required for the student to move into the dissertation phase.

Fail: Students who fail the COMP Assessment will have one semester (two 7-week terms of the EdD program) to work with the Committee Chair to write an acceptable paper or may be dropped from the program. Note: Students are encouraged to work closely with the Committee Chair. Feedback, and application of that feedback throughout the process, should avoid a rating of “Fail” by the committee.

Unattempt: Students who meet the 30-36 hours of course completion and do not attempt to complete the COMP Assessment within the next semester (two 7-week terms of the EdD program) may be dropped from the program.

## Dissertation

The candidate for a doctoral degree receives academic credit for conducting research and preparing a dissertation under the direction of the Dissertation Committee. A written dissertation is mandatory for all candidates for the doctoral degree, and requires a minimum of six (6) credit hours of doctoral research following successful completion of program coursework (this requirement can be waived only by permission of the program coordinator and the dean). The dissertation must exemplify original research related to curriculum and assessment. In addition to the written dissertation, the dissertation must be successfully orally defended by the student at two times: the proposal and the final defense.

Please review the Dissertation Manual for specific information regarding the dissertation process, writing requirements, rubrics and guidelines for defenses.

## Research Authorization

A research authorization is required for any study conducted by Southern Wesleyan University students. This Institutional Review Board (IRB) review ensures the safety of any participants, and that anticipated benefits of the study outweigh the risks. The research authorization is applied for by the doctoral candidate after successful defense of the dissertation proposal. ***Note:*** No data may be collected until approval is granted.

Information specific to the Research Authorization process is located in the Dissertation Manual.

## Support

Support is available in a variety of methods throughout the process of writing the dissertation. In addition to obtaining access to user privileges from the onset of registration in the program, students have full privileges on-campus.

Course EDUC703 Research Tools is taken by all students in the program, and near the beginning of the program. This course provides students with a plethora of library resources they can access and utilize throughout their experience as a self-service. Access is available 24/7.

Within each course there is an embedded librarian. This live person provides answers to questions via e-mail and Zoom office hours, trainings on specific areas such as APA outside of course hours or requirements, provides announcements within Canvas, and provides answers when questions are submitted to “Ask a Librarian.”

During the on-campus summer residencies, library hours are extended and the library remains staffed throughout the extended hours.

# Application for Graduation

The candidate must successfully complete all requirements and paperwork necessary for graduation and should plan to attend the hooding ceremony at graduation exercises. Graduation information can be found at myswu.edu. Application for graduation should be completed no later than the beginning of the term in which the candidate intends to defend the dissertation.

# Time Limit

All requirements for the doctoral degree must be completed within seven (7) years from the date of admission. This timeframe is not adjusted for sit-outs. In exceptional circumstances, a student may petition the Dean of the School of Education for additional time with approval of the Dissertation Committee. A student who exceeds the time limit without an extension can be dismissed from the program for failure to maintain adequate academic progress.

# Graduate Calendar

The School of Education follows the calendar of Southern Wesleyan University with appropriate breaks for holiday and semester breaks. The intensity and acceleration of the coursework calls for close attention to the academic calendar for planning purposes on behalf of the student. Please visit myswu.edu to access the current academic calendar.

## Appendix A – School of Education Christian Ethic of Care Dispositions

|  |  |
| --- | --- |
| Disposition | Evidence |
| The candidate demonstrates an ethic of care towards self. | engages in research and professional developmentreflects on own practicesholds high expectations for selfdemonstrates initiativedemonstrates a professional work ethic demonstrates a biblical view of life engages in habits of moral and ethical integrity demonstrates a healthy self-perception engages in a balanced, healthy lifestyle |
| The candidate demonstrates an ethic of care toward diverse individuals  | demonstrates an integration of theory with practice demonstrates sensitivity to diverse learning styles and abilities promotes critical thinking encourages application of learning beyond the classroom encourages high achievement in all learners motivates learners promotes learning for its intrinsic value demonstrates a nurturing and caring attitude demonstrates equity in interactions exemplifies sensitivity to learners’ nonacademic needs encourages individual responsibility |
| The candidate demonstrates an ethic of care towards colleagues. | promotes collaborative learningresponds constructively to feedbackworks cooperatively and professionally with othersspeaks positively about peers/colleaguesdisplays sensitivity to the needs of peers/colleaguesfosters professional relationships |
| The candidate demonstrates an ethic of care towards the community. | views community as a context for teachingpromotes community involvement in educational practicespromotes communication with the communityrespects diversity within the communityengages as a member of the communityresponds non-judgmentally to members of the community |

## Appendix B – Doctor of Education (EdD) Curriculum and Assessment

|  |
| --- |
| Doctor of Education (Ed.D.) in Curriculum and Assessment coursework required for graduation This lock-step degree requires two 7-week courses per semester plus (3) summer residencies. |
| Course Number | Course Name | Credit Hours |
| EDUC-700 (online) | Ethics in Curriculum and Assessment | 3 Hours |
| EDUC-701 (online) | Foundations of Curriculum | 3 Hours |
| EDUC-702 (online) | Research Tools | 3 Hours |
| EDUC-703 (online) | Curriculum, Instruction, and Assessment | 3 Hours |
| EDUC-704 (online) | Curriculum and Assessment for the Diverse Learner | 3 Hours |
| EDUC-705 (online) | Research and Analysis I | 3 Hours |
| EDUC-706 (online) | Data-Driven Instruction | 3 Hours |
| EDUC-707 (online) | Curriculum Design | 3 Hours |
| EDUC-709 (online) | Program Evaluation for Improvement w/Practicum | 3 Hours |
| EDUC-711 (online) | Research and Analysis II | 3 Hours |
| EDUC-710 (online) | Issues and Models in Curriculum | 3 Hours |
| EDUC-720 (online) | Leadership and Values in Diverse Org | 3 Hours |
| EDUC-800 (residency and online) | Dissertation I-Research Design | 6 (first summer residency required) |
| EDUC-810 (residency and online)  | Dissertation II-Methods  | 6 Hours (second summer residency required) |
| EDUC-820 (residency and online) | Dissertation III | 6 Hours (third summer residency required) |
| Total Required Classes |  | Total Required Credit Hours |
| 15 |  | 54 Hours |

|  |
| --- |
| Doctor of Education (Ed.D.) in Curriculum and Assessment courses available but not required for graduation. EDUC 830 must be completed before enrolling in EDUC 831 |
| Course Number | Course Name | Credit Hours |
| EDUC-830 | Doctoral Dissertation Continuation | 6 Hours (15 week course) |
| EDUC-831 | Dissertation Advising | Non-Credit Bearing (15 week course) Charged at 1 hour rate |

## Appendix C – Doctor of Education (EdD) Exceptional Learner

|  |
| --- |
| Doctor of Education (Ed.D.) in Exceptional Learner coursework required for graduation This lock-step degree requires two 7-week courses per semester plus (3) summer residencies. |
| Course Number | Course Name | Credit Hours |
| EDUC-700 (online) | Ethics in Curriculum and Assessment | 3 Hours |
| EDUC-721 (online) | Nature & Needs of the Exceptional Learner | 3 Hours |
| EDUC-702 (online) | Research Tools | 3 Hours |
| EDUC-713 (online) | Law and the Exceptional Learner | 3 Hours |
| EDUC-704 (online) | Curriculum and Assessment for the Diverse Learner | 3 Hours |
| EDUC-705 (online) | Research and Analysis I | 3 Hours |
| EDUC-706 (online) | Data-Driven Instruction | 3 Hours |
| EDUC-717 (online) | Assessment of the Exception Learner | 3 Hours |
| EDUC-709 (online) | Program Evaluation for Improvement w/Practicum | 3 Hours |
| EDUC-711 (online) | Research and Analysis II | 3 Hours |
| EDUC-722 (online) | Intro to Curriculum for the Except Learner | 3 Hours |
| EDUC-720 (online) | Leadership and Values in Diverse Org | 3 Hours |
| EDUC-800 (residency and online) | Dissertation I-Research Design | 6 (first summer residency required) |
| EDUC-810 (residency and online)  | Dissertation II-Methods  | 6 Hours (second summer residency required) |
| EDUC-820 (residency and online) | Dissertation III | 6 Hours (third summer residency required) |
| EDUC-830 | Doctoral Dissertation Continuation | 6 Hours (15 week course) |
| Total Required Classes |  | Total Required Credit Hours |
| 16 |  | 60 Hours |

|  |
| --- |
| Doctor of Education (Ed.D.) in Curriculum and Assessment course available but not required for graduation.  |
| Course Number | Course Name | Credit Hours |
| EDUC-831 | Dissertation Advising | Non-Credit Bearing (15 week course)  |

## Appendix D - Course Descriptions

EDUC 700 Ethics in Curriculum and Assessment (3 credits/online)

This course will explore the various types of curriculum that exist within organizations as well as goals and philosophical orientations to education. Students will delve into the ethical considerations regarding who controls the curriculum and assessment, how that control is exerted, how curricular decisions impact student learning and how you can ethically lead curricular change.

EDUC 701 Foundations of Curriculum (3 credits/online)

The Foundations of Curriculum and Instruction course focuses on applying curricular theory related to best practices. Planning for instruction and evaluation of learning are the two focal points of this experience. This course is designed as an introduction to the systematic process of planning for effective classroom instruction and assessment as these tasks relate to contemporary curricular concepts. Political considerations for curriculum will be considered.

EDUC 702 Research Tools (3 credits/online)

This course will provide an opportunity for participants to establish or advance their understanding of research through critical exploration of research language, ethics, and research approaches. The course introduces the language of research, ethical principles and challenges, and the elements of the research process within quantitative, qualitative, and mixed methods approaches. Emphasis will be placed on library and online resources.

EDUC 703 Curriculum, Instruction, and Assessment (3 credits/online)

This course examines curriculum, instruction, and assessment in the context of standards-based education. It explores theories, methods, and procedures underlying the development and design of curriculum and instruction, the interrelationships among curriculum, instruction, and assessment.

EDUC 704 Curriculum and Assessment for the Diverse Learner (3 credits/online)

This course provides students with knowledge of current concepts and issues in the area of assessment in special education and other special needs populations, with knowledge and practice in administering a standardized assessment as well as curriculum-based assessments. The history of curriculum development and evaluation; the importance of aligning learning theory and learner variables; and removal of barriers to student achievement are discussed. Current issues in assessment such as assessing students from diverse backgrounds will be covered.

EDUC 705 Research and Analysis I (3 credits/online)

This course addresses the intermediate qualitative and quantitative research methods. Qualitatively, the course addresses forming research questions, writing field notes, and collecting, organizing, and analyzing a variety of data. The design issues of triangulation subjectivity and trustworthiness are explored. Ethics and ethical issues in qualitative research are presented. Quantitatively, the course addresses the logic of statistical inference and hypothesis testing, and provides study of analysis of variance and multiple regression, with a computer oriented approach.

EDUC 706 Data-Driven Instruction (3 credits/online)

This course is designed to provide an understanding of accountability systems, basic data analysis procedures, data management, data interpretation, and application. It is centered on understanding data as a means for improving school performance by guiding instructional and programming decisions, including the decision making processes surrounding curriculum and program evaluation. The meaning of the data to inform instruction and curricular change is the focus.

EDUC 707 Curriculum Design (3 credits/online)

This course investigates curricular models and their features, with a focus on how curricular design promotes learning. Special emphasis is placed on technology-enabled curricula, designing for learning environments, blended learning, and curricular roles in innovation.

EDUC 709 Program Evaluation for Improvement w/Practicum (3 credits/online)

All programs and organizations need information about what is working or not working in order to improve. But how do individuals and organizations learn to engage in continuous improvement, where improvement happens with frequency and depth across the whole system?

This course is designed to introduce students to key concepts in improvement science and formative evaluation as a way to support learning from real-life attempts at improvement. It is meant for students who will be working or leading in educational settings where they will be asked to collect and use information to build organizational capacity and affect change, as well as for students interested in an introduction to the practice of evaluation. Students will acquire a practical set of skills, such as communicating with key stakeholders, and generating relevant evaluation questions and methods of collecting related data. Students will practice these skills in an authentic setting during a required 25-hour practicum.

EDUC 710 Issues and Models in Curriculum (3 credits/online)

This course is designed to assist students in developing those skills essential for curriculum restructuring, planning, and implementation at the school site. Three essential processes, curriculum development, assessment, and instruction will be considered with respect to relevant theory, research, and practice. Emphasis is placed on the role of responsible leadership in assuring that these processes function effectively. Critical issues in curriculum will be examined in your own settings with a focus on deciding on a curriculum intervention.

EDUC 711 Research and Analysis II (3 credits/online)

This course addresses the advanced qualitative and quantitative research methods. This course is a continuation of Research and Analysis I. Qualitatively, the course continues forming research questions, writing field notes, collecting, organizing, and analyzing a variety of data. Advanced methods including sampling strategies, observational and interview techniques, questionnaire construction, and data analysis are also addressed. Ethics and ethical issues in qualitative research are presented. Quantitatively, the course addresses the logic of statistical inference and hypothesis testing, and provides a study of analysis of variance and multiple regression, with a computer oriented approach. The design of multi-variable studies, multivariate data analysis, and other advanced methods using statistics computer programs will be examined*.*

EDUC 713 Law and the Exceptional Learner (3 credits/online)

Focuses on the federal and state regulations, case laws, fiscal management and recordkeeping for exceptional needs individuals. The historical evolution of events and laws will be examined. Major provisions and case rulings for the Individuals with Disabilities Act (IDEA) and other pertinent laws and regulations will be included.

EDUC 717 Assessment of the Exceptional Learner (3 credits/online)

Concepts and methods of assessment in special education with emphasis on administering, scoring, and interpreting standardized educational tests. Major topics covered are Response to Intervention, recent research on assessment practices, accommodations and modifications, the role of families in the assessment process, students with diverse cultural and linguistic backgrounds, standardized instruments, curriculum-based assessment, interpreting tests and writing reports, assessment of exceptional learners, and transition assessment.

EDUC 720 Leadership and Values in Diverse Org (3 credits/online)

This course is a study of basic principles and practices of leaders consisting of defining leadership, recognizing and applying Christian professional ethics and integrity, identifying best practices in supervision, assessment and evaluation, developing and working with “learning communities,” and improving teaching and student learning. Included in the study are principles and methods to evaluate and help motivate teachers by learning to utilize current research and data to improve school programs and instruction. Concepts of biblical leadership will be integrated throughout the course of study with discussion on how leaders who are Christians can make application of their biblical worldview regardless of where they serve.

EDUC 721 Nature & Needs of the Exceptional Learner (3 credits/online)

An introduction to the field of the exceptional learner including a history of the exceptional learner, theories of intelligence, definitions of exceptional learner categories, methods of identification and a variety programming options. Practical aspects include the development of IEP’s, learning styles assessments, interest assessments, and management plans.

EDUC 722 Introduction to Curriculum for the Exceptional Learner & Gifted and Talented (3 credits/online)

Introduction to the diverse needs of exceptional learners. Included in study will be characteristics of various exceptionalities, including but not limited to learning disabilities, emotional/behavioral disorders, mental impairment, hearing impairment, visual impairment, gifted and talented, Autism, and other handicapping impairments including attention deficit/hyperactivity disorder. The focus of the class is to provide information about laws and regulations governing exceptional learners, procedures and methods for teaching students with exceptionalities.

EDUC 800 Dissertation I-Research Design (6 credits/Residency and Online)

During the first summer session students will have a week-long residence program on the main campus where they will work with professors on their research design specific to academic writing and methodology (quantitative and mixed). The students will work the rest of the summer term online and submit the draft designs for critique and approval by the primary professor.

EDUC 810 Dissertation II-Methods (6 credits/Residency and Online)

During the second summer session students will have a week-long residence program on the main campus were they will work with professors on their Dissertation Committee on their literature review and methodology (qualitative and mixed). They will work the rest of the summer term online and submit the draft methodology for critique and approval by the primary professor.

EDUC 820 Dissertation III (6 credits/Residency and Online)

During the third summer session students will have a week-long residence program on the main campus were they will work with professors on their Dissertation Committee on their Results and Conclusions as well as dissemination. They will work the rest of the summer term online and submit the draft methodology for critique and approval by the primary professor.

EDUC 830 Doctoral Dissertation (6 credits/online)

After completion of the core curriculum, students must complete six hours of credit for dissertation writing. Course is designed to provide students time and mentoring.

EDUC 831 Doctoral Dissertation Advising (non-credit bearing/optional delivery method)

If students are struggling to finish his or her dissertation and students have completed all credit bearing courses, students can enroll in the advising course. The advising course allows students to maintain advising contact with SWU faculty and maintain access to SWU resources. Not required for graduation.

**Appendix E – Timeframes for Milestones**

**Fall Start**

*Year 1 (Aug – July)*

EDUC 700 Ethics in C&A (3)

EDUC 702 Research Tools (3) *Human Subjects CITI Training completed*

EDUC 701 Foundations of Curr (3) or EDUC 721 Nat & Needs the Exceptional Learner & GT (3)

EDUC 703 Curr, Instruct & Assess (3) or EDUC 713 Law and the Exceptional Learner (3)

EDUC 800 Dissertation I- Research Design (6)

 *At this point students should have formulated their dissertation committee*

*Year 2*

EDUC 704 C&A for the Diverse Learner (3)

EDUC 705 Research and Analysis I (3)

EDUC 706 Data-Driven Instruction (3)

EDUC 707 Curriculum Design (3) or EDUC 717 Assessment of the Exception Learner (3)

*Upon completion, students are eligible to start their Comp Assessment*

EDUC 810 Dissertation II- Methods (6)

*Upon completion, students submit their Comp Assessment for scoring*

*Year 3*

EDUC 709 Program Evaluation for Improvement (3)

EDUC 711 Research and Analysis II (3)

EDUC 710 Issues and Models in Curriculum (3) or EDUC 722 Intro to Curr for Except Learner (3)

EDUC 720 Leadership and Values in Diverse Orgs (3)

*Upon completion, students should have defended, or be in the process of defending their dissertation proposal. Simultaneously, students should submit their IRB for approval.*

EDUC 820 Dissertation III (6)

 *Some may be in a position to defend their dissertation at this point.*

As necessary

EDUC 830 Doctoral Dissertation

 *Complete and* *Defend dissertation as prepared*

**Spring Start**

*Year 1 (Jan – Dec)*

EDUC 700 Ethics in C&A (3)

EDUC 702 Research Tools (3) *Human Subjects CITI Training completed*

EDUC 800 Dissertation I- Research Design (6)

EDUC 701 Foundations of Curr (3) or EDUC 721 Nat & Needs the Exceptional Learner & GT (3)

EDUC 703 Curr, Instruct & Assess (3) or EDUC 713 Law and the Exceptional Learner (3)

 *At this point students should have formulated their dissertation committee*

*Year 2*

EDUC 704 C&A for the Diverse Learner (3)

EDUC 705 Research and Analysis I (3)

EDUC 810 Dissertation II- Methods (6)

*Upon completion, students are eligible to start their Comp Assessment*

EDUC 706 Data-Driven Instruction (3)

EDUC 707 Curriculum Design (3) or EDUC 717 Assessment of the Exception Learner (3)

*Upon completion, students submit their Comp Assessment for scoring*

*Year 3*

EDUC 709 Program Evaluation for Improvement (3)

EDUC 711 Research and Analysis II (3)

EDUC 820 Dissertation III (6)

EDUC 710 Issues and Models in Curriculum (3) or EDUC 722 Intro to Curr for Except Learner (3)

EDUC 720 Leadership and Values in Diverse Orgs (3)

*Upon completion, students should have defended, or be in the process of defending their dissertation proposal. Simultaneously, students should submit their IRB for approval.*

 *Some may be in a position to defend their dissertation at this point.*

As necessary

EDUC 830 Doctoral Dissertation

 *Complete and* *Defend dissertation as prepared*

## Appendix F – Technology Recommendations



## Appendix G – Comprehensive Assessment Rubric

**Comprehensive Exam Assessment – General Requirements**

|  |  |  |
| --- | --- | --- |
| **Indicator** | **Does not meet requirement** | **Meets requirement** |
| Paper Quality | The paper is not one of the following: empirical, theoretical or analytical. | The paper is one of the following: empirical, theoretical or analytical. |
| Assessment | The assessment supplements or supplants the area of study for the dissertation. | The assessment does not supplement or supplant the area of study for the dissertation. |
| Student is Sole Author | Student is not sole author. There are multiple authors on this project.  | Student is sole author. |
| Alignment | The assessment does not align to learning outcome #2 and two additional outcomes. Or, aligns to two outcomes of the program but not learning outcome #2  | Clearly aligned to learning outcome #2 (demonstrate a Christian ethic and professional norms to promote each student’s academic success and well-being) plus two additional outcomes of the program. |

**Comprehensive Exam Assessment - Content**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Indicator** | **Insufficient** | **Developing** | **Proficient** | **Exemplary** |
| Organization | The paper does not have a logical order and arrangement of paragraphs and thought. The organization of the answer does not reflect an understanding of the topic. | The paper has a logical order and arrangement of paragraphs, however, lacks a logical arrangement of material within paragraphs and/or lacks a smooth transition between them. Or, the organization of the answer does not reflect an understanding of the topic. | The paper has a logical order and arrangement of paragraphs, with a logical arrangement of material within paragraphs and a smooth transition between them. The organization of the answer reflects an understanding of the topic. | The paper has a well laid out order and arrangement of paragraphs, with a well-planned, logical arrangement of material within paragraphs and a smooth transition between them. The organization of the answer reflects an understanding of the topic and enhances the reader’s understanding of it. |
| Depth of Position | The paper fails to demonstrate an acceptable level of understanding of the topic of interest. There is little or no rationale for topic selection. | The paper demonstrates an adequate level of understanding of the topic of interest. The topic is vague or poorly stated and/or lacks a persuasive rationale for selection. | The paper clearly demonstrates the mastery of the topic of interest. The topic is stated and includes a brief and generally persuasive rationale for selection. | The paper reveals a comprehensive level of knowledge of the topic of interest. The topic is clearly and concisely stated and provides a brief and persuasive rationale for selection. |
| Completeness and Accuracy | The paper does not include required parts and makes no connection to coursework within the program. | The paper includes some of the required parts and/or makes a weak connection to coursework within the program. | The paper includes all required parts and makes a clear connection to coursework within the program. | The paper includes all parts of the required paper and makes a clear and compelling connection to coursework within it. |
| Clarity of Writing | The paper contains numerous errors in spelling, grammar, sentence structure, punctuation and/or APA format. The use of vocabulary and terminology are poor and inadequate. The writing style is flawed, and the writer’s voice demonstrates a complete lack of professionalism and an engagement with the content of the answer. | The paper contains multiple errors in spelling, grammar, sentence structure, punctuation and/or APA format. The use of vocabulary and terminology are weak. The writing style is deficient, and the writer’s voice demonstrates a lack of professionalism and an engagement with the content of the answer. | The paper contains few errors in spelling, grammar, sentence structure, punctuation and/or APA format. The use of vocabulary and terminology are appropriate. The writing style is competent, and the writer’s voice demonstrates professionalism and an engagement with the content of the answer. | Exemplary The paper contains no errors in spelling, grammar, sentence structure, punctuation and/or APA format. The use of vocabulary and terminology are exemplary. The writing style is extremely effective, and the writer’s voice demonstrates professionalism and an engagement with the content of the answer. |