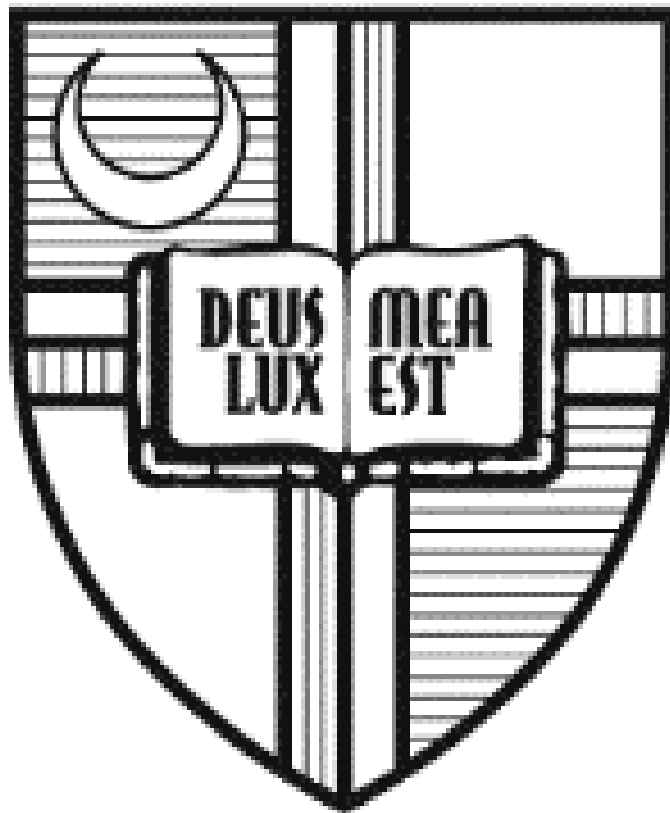


CUA



**Department of Education
Graduate Student Handbook
Spring 2016**

Introduction

The Department of Education, a scholarly community of faculty and students, shares in the general mission of The Catholic University of America. Through instruction, research, and service, the department aims to contribute to knowledge and practice in education and to articulate the educational mission of the Catholic Church.

To this end, the department aims to develop scholarship, leadership, research capacities, and practical skills that contribute to the growth and development of the field of education. By providing quality programs with common historical, philosophical, psychological, sociological, and research foundations, the department prepares graduates to contribute to the academic, personal, and social development of students. Graduates of doctoral programs are expected to be competent scholars and researchers who are able to provide leadership in practical settings. Graduates of master's programs are expected to be skilled practitioners who are knowledgeable about the research and current developments in their area of specialization.

The department supports research on issues critical to the field of education, particularly those involving knowledge of the learner, the teaching-learning process, and instructional settings, and the role of cultural and religious diversity within the educational enterprise. The department attempts to maintain a balance between basic and applied research, using both quantitative and qualitative methods, and strives to strengthen research capacities of both faculty and students.

The department provides a variety of services to local, national, and Church organizations. In response to its surroundings in the nation's capital, the department has a special goal of offering services to the public and Catholic schools in the surrounding community, particularly those in urban environments. It expects its faculty to serve as a professional resource to these organizations.

As part of a Catholic institution of higher learning, the department aims to provide national leadership in the areas of Catholic schooling and research. The department does this by educating those who will serve as Catholic school educators; by offering in-service and preservice development for teachers, administrators, counselors, and others who work in Catholic schools or diocesan central offices; by providing a comprehensive model program for improving education; and by promoting research, which focuses on those schools.

Financial Aid

The University's Office of Financial Aid offers a number of financial packages. Interested applicants are urged to contact that office directly for information about these packages. The deadline for application is generally February 1st. The phone number for the Financial Aid Office is (202) 319-5307.

The School of Arts and Sciences also offers full- and half-tuition scholarships for students of exceptional academic quality. These scholarships are administered through the department. **Applicants to the Department of Education who plan to attend full-time and wish to be considered for a full-tuition merit-based university scholarship must submit GRE test score results.** Students interested in these

departmental awards should contact the Department Chair. The deadline for applications for departmental awards is February 1st. The phone number for the departmental office responsible for financial aid is (202) 319-5805. The Financial Aid Office can also be contacted via E-mail at cua-finaid@cua.edu.

Transition to Teaching Awards. The Transition to Teaching program is no longer accepting new students in the program. For the cohort beginning in Fall 2013 - Summer 2014 the rate is \$732 per credit hour throughout the program or until the Fall 2015.

Catholic School Educators Scholarships. Half-tuition scholarships (\$825 per credit hour)for Catholic school educators are available to those administrators, teachers, guidance counselors, special educators, or librarians who are currently employed in a Catholic preschool, elementary, or secondary school, are admitted to a degree program, and intend to continue working in a Catholic school setting. These scholarships can be used by doctoral or masters students in any school of the university except for the Columbus School of Law.

(See also the **Federal Family Education** loan program and the **William D. Ford** direct loan program from the U.S. Department of Education for special awards for those who teach in a designated elementary or secondary school serving students from low-income families.)

Program Overview

The department offers a wide variety of graduate opportunities for individuals interested in professional education. Broadly speaking, two types of programs are available. The Graduate Teacher Certification Program (GTCP), a *Non-degree* programs is offered for educators seeking certification in Early Childhood, Early Childhood Special Education, Secondary (English, Math, and Social Studies), and Special Education. The department also offers an Advanced Graduate Certificate in Catholic Educational Leadership.

Degree programs in education are offered at both the Master of Arts (M.A.) and the Doctor of Philosophy (Ph.D.) levels. At the M.A. level, specialty areas are available: (1) Secondary Education in English, Math, and Social Studies, (2) Special Education and, (3) Early Childhood Special Education. At the Ph.D. level, two broad specialty areas are offered: (1) educational psychology (currently admission is suspended) and (2) Catholic Educational Leadership and Policy Studies (CELPS).

Grading and Continuation Policy

Any graduate student who obtains one or more grades of C in coursework for his or her graduate program is subject to academic dismissal. For any graduate student in the teacher education program, no course with a grade below C will be counted toward certification. Graduate students also need to maintain a GPA ≥ 2.75 .

If a graduate student has taken a required course and received a grade of F, the student must repeat the course to earn a grade of B- or higher. A student may choose to repeat a course in an effort to earn a better

grade regardless of the initial grade received. In both cases, the following rules apply:

- The student may repeat the course only once.
- Whether higher or lower, the later grade will be used in computing the grade point average.
- The student will only receive credit for taking the course once.

Continuous enrollment is required of all students enrolled in degree and certificate programs unless an authorized leave of absence has been granted. Failure to maintain continuous enrollment or to obtain an official leave of absence is considered to be evidence that the student has withdrawn from the university.

The following sections provide brief descriptions of the department's program offerings. The non-degree opportunities are described first. Explication of the degree programs follow.

Non-Degree Offerings

Certification Programs

Graduate Teacher Certification Program. A Graduate Teacher Certification Program (GTCP) is available in Secondary Education (27 hours), Early Childhood Special Education (30 hours) and in Special Education (30 hours). GTCP coursework is similar to the coursework required for the MA in teacher education with the exception that Research Papers are not required, and GTCP candidates are required only to complete an Action Research Paper (ARP), which serves as comprehensive examination. GTCP candidates in Special Education and Early Childhood Special Education do not take EDUC 699: *Introduction to Educational Research* or EDUC 702: *Advanced Foundations of Education*. GTCP candidates in Secondary Education are not required to take EDUC 699. Admission requirements for the GTCP are similar to admission requirements for the M.A. programs, but GTCP applicants may submit CORE/CASE scores rather than GTE or MAT scores.

GTCP candidates in Secondary Education (English, Social Studies, and Mathematics) take the following courses:

EDUC 702 Advanced Foundation of Education

EDUC 525 Psychology of Learning for Diverse Population

EDUC 586 Curriculum and Methods in Adolescent Education

EDUC 582 Reading in the Content Areas

EDUC 580; EDUC 585; or EDUC 579 Method course in the specific content area (English, Social

Studies, or Math, respectively)

The program also includes a full semester (12 credits) of student teaching (EDUC 561, 562, 563, 500) and three practicum experiences associated with pedagogical courses. Candidates who are teaching full-time in the content area in which licensure is sought may be eligible to enroll in a teaching seminar (EDUC 600, 4 credits) instead of the 12 credits of student teaching.

Admission Requirements for Graduate Teacher Certification Program Candidates Transitioning to Master's Program

Requirements for admission to graduate study in the university are published in the General Information section of the *Announcements: Graduate Studies*. The department maintains a continuous admissions policy. This means that the department considers applicants for admission throughout the academic year, as well as during the summer. Transition to Master's candidacy is not automatic. Briefly, current Graduate Teacher Certification Program (GTCP) candidates who apply to a Master's program in the department are required to submit (1) an application for graduate study and (2) a statement of goals explaining why the student is applying for the Master's program. No grades lower than a B- are acceptable. Candidates are admitted after approval from the Chair of the Department of Education and the Dean of the School of Arts and Sciences. Contact the Program Coordinator for further information.

Advanced Graduate Certificate in Catholic Educational Leadership. The Advanced Graduate Certificate program in Catholic Educational Leadership requires students to complete 19 credits in Catholic education content courses and educational administration specialty courses. An additional six hours of coursework in educational administration is required for those students who hold an M.A. in a non-administrative content area. This program is intended for Catholic school teachers or principals who have an M.A. and seek preparation for diocesan leadership. The program is tailored to meet a student's past academic history and future employment plans. The certificate program offers summer classroom instruction over two consecutive summers with a field experience during the intervening year.

In addition to the academic aspects of the programs, opportunities will be provided both for individual spiritual growth and community building with cohort members. Cohort members will have the opportunity to interact with key Church leaders in the metropolitan region. Access to the national Catholic organizations and strategic relationships with these groups, allow faculty to engage students in the highest level of interaction with Catholic educational leaders while on campus. And when students return to their home diocese, networking and mentoring contacts will be available to further assist students as they transition to new leadership roles.

Degree Programs

Master of Arts (M.A.)

General Degree Requirements

The M.A. program consists of a minimum of 30 semester hours of post-baccalaureate course work plus

the successful completion of two Research Papers, and an Action Research Paper, which constitutes the comprehensive examination. Syllabi and goals for student learning are available at assessment.cua.edu. All M.A. students are required to complete nine hours of study in general education courses (i.e., core requirement). The remainder of the coursework is completed in a specialty area. Students who select the option of working toward professional certification may exceed the 30-hour minimum completing course work.

The core course requirement is comprised of three 3-credit courses in general education. Successful completion of the following courses is mandatory for fulfilling this requirement:

EDUC 525	Psychology of Learning for Diverse Populations
EDUC 699	Introduction to Educational Research
EDUC 702	Advanced Foundations of Education

Transfer credit for the above courses is not usually allowed. Note, however, the University policy permits the **transfer of up to six credit hours** of previous graduate work into the M.A. program with the approval of the student's academic advisor. In addition, the Department of Education normally will consider for transfer only credits earned in the five-year period immediately preceding the student's admission to the University, and for which the student earned a grade of "B" or better. Older graduate work will be reviewed for its continued currency in the field of education.

In addition to the core requirement, students must satisfy three additional requirements. First, **students must complete a *Program of Studies*** in their specialty area. A Program of Studies is a projection of the student's series of courses. It must be approved by the student's academic advisor and the department chair, and **it must be filed in the student's departmental folder by the end of the first semester of study**. Approval of a projected program does not obligate the university to offer all the courses listed.

Second, the student must successfully complete **two Research Papers**. The student selects the topics for these papers based on his/her educational goals and in consultation with the student's advisor. Requirements for the *Research Papers*, along with the submission and approval form, are described later in this section.

The third requirement is the successful completion of **a written comprehensive examination in the form of an Action Research Project (ARP)**. (See the section describing the *Comprehensive Examination* that follows later in this handbook.)

Areas of Specialization

Secondary Education (with Licensure). This specialty offers candidates the professional education coursework needed for state licensure in Secondary Education. The teacher certification program

introduces candidates to the complexity of teaching and addresses learning theories and teaching methodologies; interpersonal skills required in the teaching/learning process; curriculum theory and curriculum design based on individual assessments; competency in the development and use of instructional materials; and opportunities to apply theory through directed practicum experience. The Secondary Education sequence prepares middle school and high school teachers in the following areas: English, Math, and Social Studies. Candidates in Secondary Education must also fulfill specific state requirements for subject area specialization. It is a 42-hour sequence that includes a full semester (12 credits) of student teaching and three practicum experiences associated with pedagogical courses. Candidates who are teaching full-time in the content area in which licensure is sought may be eligible to enroll in a teaching seminar (EDUC 600, 4 credits) instead of the 12 credits of student teaching. Course requirements include the 9-credit core for the MA degree, two approved elective courses in education or in the content area, plus the following:

EDUC 582	Reading in the Content Areas
EDUC 581	Educating Diverse Learners
EDUC 586	Curriculum and Methods in Adolescent Education
EDUC 765	Principles of Curriculum
EDUC xxx	Methods of Teaching in the Content Area (English, Math, or Social Studies)
EDUC 561, 562, 563,500	Student Teaching and Seminar -or-
EDUC 600	Teaching Seminar

Secondary education programs are nationally recognized and state approved.

Special Education (with Licensure). This specialty prepares K-12 special education teachers. It specifically focuses on preparing special education teachers who will work with children with high incidence disabilities in inclusive settings as a collaborative/consultative special educator. The Special Education certificate program offers coursework needed for state licensure as a Special Educator in the District of Columbia. Applicants are expected to have completed coursework in human growth and development, as well as classroom management, before beginning the program or to enroll in one or both of the courses as needed during their course of study. This master's degree program includes three (3) field experiences necessary to acquaint candidates with data-based practices in special education. Because of the extent of the field-based practice incorporated into this program, candidates must be available to pursue coursework full-time during summers as well as part-time during the regular academic semesters. Candidates should be able to complete the entire degree sequence in two (2) years or less, even while holding a full-time teaching post, as long as they are able to attend classes during summers. Course requirements include the 9-credit core for the MA degree, plus the following for certification:

EDUC 522	Race, Class, Gender and Disability in Education (3)
EDUC 531	Language and Literacy Development of Children with Disabilities (3)
EDUC 532	Practicum in Modification and Adaptability of Curriculum and Instruction for Exceptional Children (3)
EDUC 533	Field Experience in Assessment (3)

EDUC 534	Field Experience: Collaboration, Consultation and Systems Changes (3)
EDUC 535	Current Trends in Ethical and Legal Issues in Special Education (3)
EDUC 521	Interpersonal Communication, Consultation and the Process of Change (3)
EDUC 581	Educating Diverse Learners (3)
EDUC 635	Psychological Measurement (3)

The following courses are also required, if the candidate has not previously completed similar coursework.

EDUC 639	Human Growth and Development (3)
EDUC 513	Classroom Management for Regular and Special Needs Children (3)

Early Childhood Special Education (with Licensure) provides dual licensure in Early Childhood and in Early Childhood Special Education. CUA's program in Early Childhood Special Education offers graduate candidates the opportunity to complete a dual licensure program (in Early Childhood and Early Childhood Special Education) through its Graduate Teacher Certification Program (GTCP) or the Master of Arts degree. It prepares post-baccalaureate candidates to become reflective practitioners able to work in early childhood settings within public, private, charter, and parochial schools and acquire the knowledge, attitudes, and skills to provide infants and young children with exceptional needs the learning tools necessary to succeed in a diverse and changing society. The program's approach fosters in candidates the skills and expertise to work collaboratively in a variety of programs including Head Start, early intervention, public charter schools, and preschools that are part of a network of early childhood settings, private and/or publicly subsidized. CUA's program has a strong emphasis on cross-cultural sensitivities and backgrounds, especially bilingual language development and bilingual school settings. By completing several observations and three field placements, candidates develop extensive knowledge of assessment, instructional practice, consultation, collaboration, and action research in their own work settings and through placements selected to complement the candidates' prior experiences: for example, in Early Head Start and Universal preschool programs, private preschool and kindergarten, bilingual classrooms in public charter schools, as well as preschool and elementary settings from DC Public Schools. A prerequisite course in classroom management is required. Applicants who have not satisfied this prerequisite prior to admission must do so before applying for licensure and graduation.

The program's developmental and academic content divides the traditional semester of student teaching into three field experiences. For the MA degree, course requirements include the 9-credit core for the MA degree, plus the following:

EDUC 639	Human Growth and Development (3)
EDUC 581	Educating Diverse Learners (3)
EDUC 531	Language and Literacy Development of Children with Disabilities (3)
EDUC 532	Practicum in Modification and Adaptation of Curriculum and Instruction of the Exceptional Individual (3)
EDUC 572	Language and Cultural Issues in Bilingual Education (3)
EDUC 635	Psychological Measurement (3)
EDUC 533	Field Experience in Assessment (3)

EDUC 575 Supervised Internship: Early Childhood Field Experience (3)

EDUC 573 Family Support Using a Strengths-Based Model (3)

For GTCP students, the sequence above is required, plus:

EDUC 525, Psychology of Learning in Diverse Populations (3)

The certification professional sequence in Early Childhood Special Education is comprised of 30 semester hours of credit for the GTCP (and equivalent courses within the certification professional portion of the MA sequence), and an Action Research Project.

PRAXIS Requirements for ECSE MA and GTCP Candidates

All GTCP candidates must submit passing scores on the Core Academic Skills for Educators (CORE/CASE) tests in reading, writing, and mathematics before officially beginning the program. All other candidates must submit passing scores on the CORE/CASE tests* before program completion. In addition, both GTCP and MA candidates must take three PRAXIS II tests (candidates who began their program before Spring 2014 should talk to their advisor since different requirements may apply).

Following the completion of academic requirements for courses, research papers, and comprehensives (i.e., Action Research Project), candidates are eligible to apply for dual certification in early childhood and in early childhood special education from the DC Office of the State Superintendent (OSSE). An approval form is signed by Dr. Liliana Maggioni, CUA's Certification Officer, in order for a candidate to apply for certification at the time of program completion. Listed below are the required PRAXIS tests in a suggested order of completion:

1. CORE/CASE* (reading, writing, and mathematics)
2. PRAXIS II Special Education: Preschool/Early Childhood (0691/5691)
3. Praxis II Early Childhood Education (0025/5025)

Please note: If you took the old test, PRAXIS II Early Childhood: Content Knowledge (0022/5022),** contact your advisor about the test acceptance deadline set by OSSE.

4. PRAXIS II Principles of Learning and Teaching: Early Childhood (0621/5621)**

Optional but recommended for future special education licensure outside DC or with older students in DC:

5. PRAXIS II in Special Education content (0354/5354) Core Knowledge and Applications

Current candidates admitted before Spring 2014 are allowed to submit qualifying SAT, ACT (or GRE) scores instead of the PRAXIS CORE/CASE reading and math tests. In this case, candidates still need to take the PRAXIS CORE/CASE Writing test. The number of PRAXIS CORE/CASE tests can rise to three if no alternative test scores can be used as substitutes.

All testing information can be found on the ETS website listed for OSSE at:
<http://www.ets.org/praxis/dc/requirements>

Relative to courses at CUA, candidates may wish to take (2), the Early Childhood (0022/5022) content PRAXIS II, after taking EDUC 572: *Language Development and Bilingual Education* if one has taken the full sequence of courses leading up to EDUC 572. The Learning and Teaching (0621/5621) PRAXIS II is best taken after completing EDUC 525: *Psychology of Learning for Diverse Populations* at the earliest or following EDUC 635: *Psychological Measurement* at the latest, again, within the recommended course sequence. Candidates may be ready to take PRAXIS II in Special Education after completing EDUC 581. Please see information posted on OSSE's website <http://osse.dc.gov/service/educator-licensure-and-accreditation> under Teacher Licensure Exams for further information about the tests.

Research Papers

Requirements. Two Research Papers are required. One research paper will be written in EDUC 699: *Introduction to Educational Research*. The second research paper will be written in EDUC 702: *Advanced Foundations of Education*. The Research Papers are scholarly, comprehensive literature review papers on an approved topic. Each paper must be at least 20 pages in length and include at least 20 scholarly references. The professor of record for the course will grade the papers. Students must receive a grade of B or better in order for the paper to count. Students who receive a grade lower than B on the paper have the option of working with the professor of the course to improve the paper to meet the requirement of a B grade. Completed papers must be approved by the course instructor and by the Department Chair. They indicate their approval by signing the "Research Paper Approval Form, which includes an abstract of the paper. Approval signatures are due at the completion of the term in which the course is taken.

Comprehensive Exam: Action Research Paper

Requirements. MA candidates will write an Action Research Paper (ARP) during their teaching experience while enrolled in a field experience course. Criteria for each program are delineated in the "ARP Scoring Guide," available in LiveText. This paper must be 20-40 pages in length and include at least 20 scholarly references. The faculty who supervises the student teacher during the field experience course will evaluate the paper. Candidates must earn a total mean score that "meets expectations" (i.e., 2.0 points) as a minimum pass for the ARP comprehensive exam. Completed ARP papers must be approved by the assigned faculty member and by the Department Chair. They indicate their approval by signing the "Comprehensive Exam Action Research Paper Form", which includes an abstract of the paper. Papers must be submitted to the department before the graduation deadline date in time to be approved by the faculty as a whole, in order to graduate in the same semester. Electronic submission will occur as required by the program.

Candidates complete an Action Research Paper in lieu of the comprehensive exam. Candidates need to register for EDUC 698A along with the appropriate course numbers of the student teaching/capstone experience and will not pay any additional fee for the exam. Candidates who plan to take the comprehensive exam during the summer session should register for the exam at the beginning of scheduled summer sessions.

Generally, within 2-3 weeks after the exams, the faculty will hold a faculty meeting to review the results and officially affirm them. [NOTE: This same timeline does not apply during summer sessions as the first faculty meeting is held during the first week of the fall semester.] Candidates are notified officially by mail.

All candidates working toward a teaching license are required to maintain a current account with College LiveText™, the web-based system that allows the systematic documentation of performance based assessment required for licensure. Candidates will submit assignments on Livetext as required by their programs.

Doctor of Philosophy Degree (Ph.D.)

Educational Psychology

Admission to this program is currently suspended.

Catholic Educational Administration and Policy Studies (CELPS)

Doctor of Philosophy

This special doctoral strand is offered under a non-traditional format that includes three intensive summer sessions and intervening course work in the field. The intention of the program is to prepare leaders who will continue to transform Catholic educational practice with current professional research while at the same time infusing Catholic tradition and teachings into their vision and practice.

The doctoral program in Catholic education leadership prepares candidates to be superintendents of Catholic schools or to assume other significant leadership positions in Catholic education. The program is offered on a cohort-basis with courses during intensive summer sessions over three years, with extended coursework in the field during the academic year. Following the successful completion of courses and doctoral comprehensive examinations, the completion and successful defense of a dissertation is required. A master's degree is required for admission into the program and the transfer of 24 appropriate credits. The program requirements include 40 credit hours in addition to the transferred graduate credits.

Professional lyceums and internships allow students access to national Catholic organizations to facilitate networking and mentoring. Cohort members have the opportunity to interact with key Church and educational leaders in the Washington metropolitan region. Access to the national Catholic organizations and strategic relationships with these groups allow faculty to engage students in the highest level of interaction with Catholic educational leaders. In addition to the academic aspects of the programs, opportunities are provided both for individual spiritual growth and community building with cohort members. When students return to their home diocese, networking and mentoring contacts are available to further assist them as they transition to new leadership roles.

Goals for Student Learning

Upon completion of the doctoral program in Catholic Educational Leadership, a student will:

1. Demonstrate the knowledge and skills necessary to serve in a leadership role as an administrator in a Catholic educational setting, including diocesan offices, Catholic schools and Catholic higher education.
2. Understand the need for and how to integrate Catholic educational philosophy, teaching and tradition in his or her role as a managerial, curricular, and spiritual leader.
3. Understand CUA's conceptual framework and use it to guide and improve their leadership practice.
4. Acquire the skills to conduct and interpret research and use research findings to improve their administrative practice.

Degree Requirements

M.A. plus 40 credits, including:

- Catholic Education Core (15 credits)

EDUC 704	History, Mission and Practice of Catholic Education
EDUC 707	Contemporary Issues in Catholic Education
EDUC 713	Administration of Catholic School System
REL 715	Building a Faith Community
EDUC 860	Seminar: Research on Catholic Schools

- Leadership and Policy Courses (16 credits)

EDUC 615	School and Community Relations
EDUC 637	Curriculum and Program Evaluation
EDUC 712	Fiscal Issues and Policy in Education
EDUC 729	Administrative Internship
EDUC 751	Lyceum (1 credit)
EDUC 828	Administrative & Organizational Behavior

- Research Core (9 credits)

EDUC 633	Introduction to Statistics
EDUC 733	Experimental Design
EDUC 792	Qualitative Methods in Education Research

- Passing the doctoral comprehensive examination
- Completing a Dissertation

Doctoral Requirements

In addition to the core, research and specialty courses, students must satisfy three (3) other requirements. First, students complete a **Program of Studies**, which is a projection of the student's series of courses. This program must be approved by the student's academic advisor and the department chair, and it must be filed in the student's departmental records before the end of the first year of study. Approval of a projected program does not obligate the university to offer all the courses listed. The second requirement is the successful completion of a **written comprehensive examination**. This exam is typically taken during the fourth summer of the program. Third, students are required to complete and defend a written **dissertation**. The dissertation is viewed as a major research project and is expected to be of publishable quality. The entire dissertation process is described later in this Handbook.

Doctoral Comprehensive Exam

Requirements: At the end of their program of studies doctoral students are required to successfully complete a comprehensive examination. The comprehensive exam for doctoral students in CELPS is offered during the summer term. To be eligible for the comprehensive exam, **students MUST have completed the final semester of their coursework**.

A student who is registering for comprehensives **ONLY** will complete the regular registration process and pay a set fee for the exam. CELPS students are not allowed to register for comprehensives while taking classes.

Format of Ph.D. Comprehensive Exam for CELPS

Purpose: The purpose of the PhD comprehensive examination is to assess a doctoral student's conceptual knowledge of her or his academic domain of study, research methodology, and a specialty area of the student's choice. Courses provide an introduction to a domain; intensive study beyond course requirements leads one to progress toward expertise.

Reading List: A reading list has been created by the CELPS core faculty that consists of approximately 20 foundational and contemporary pieces including research articles, reviews of research, book chapters or books. The reading list will be available at program entry in order for doctoral students to begin reading. It is expected that students complete this independent, outside reading and self-study before forming a Comprehensive Exam Committee.

Comprehensive Exam Committee: Each doctoral student will consult with her or his advisor regarding the student's preparedness to take and pass the comprehensive examination. When ready, the student will form a Comprehensive Exam Committee consisting of three faculty members, the advisor and two faculty members who know the student well.

Summary of Progress: The student will provide a Summary of Progress to the Comprehensive Exam Committee, including a description of long term goals for employment, content-area expertise, specialty

area dissertation topic, preferred tradition of research, and coursework taken (including grades for each course). The Committee will determine whether the summary of progress indicates that the student is ready to take the comprehensive examination.

Question Formation: Once the Committee decides it is appropriate for the student to progress to the comprehensive exam stage, the Committee will use the Summary of Progress to create questions for the examination.

Exam Description and Procedures: The examination will include two multi-part **take home questions**. Students will be given five weeks to form their responses. Questions are typically sent to CELPS students on July 1 and returned on July 31. Any changes to the schedule are noted.

- The first question will ask students to integrate their specialty area of research with the Catholic core courses, in addition to the leadership and policy courses. Students will:
 - write about their specialty area including primary source evidence to support and justify their topic under study;
 - show an understanding of high quality research when citing studies;
 - demonstrate an integrated knowledge based on (a) the reading list, (b) their work experiences, and (c) their course work;
 - indicate within the discussion the research methodology that they are likely to use in their dissertation study design.
 - articulate a position on one issue as a persuasive statement.

- The second question will ask students to demonstrate competency in research methodology. Students will:
 - analyze an article that includes both quantitative and qualitative methods;
 - demonstrate an understanding in study design from a variety of methodological perspectives;

Scoring and Criteria for Passing the Exam: Please see advisor for details.

Admission to Candidacy

Students who pass the comprehensive examination are admitted into candidacy for the Ph.D. degree. The candidacy period starts the academic semester following the one in which the comprehensive exam is passed. All requirements for the dissertation must be completed no later than five years after being admitted to candidacy. The following sections describe the process of completing a dissertation in the Department of Education at CUA.

The Dissertation Process

The dissertation process consists of a number of specific steps. The following description is designed to familiarize the student with the steps in the process and the required forms.

Preparing the Proposal. The process starts when a student has successfully completed comprehensive exams. The student identifies a topic and selects a director in the Department who shares an interest in the topic and has expertise in the type of research best suited for the topic. The director is generally the student's advisor but this is not required. As the student develops the topic the director will help the student pick two other members (readers) who have an interest and expertise in the topic or the methodology. Readers can come from other departments of the University or from outside of the University if they hold a Ph.D. It is a good idea, however, to have at least one reader be a member of the department. Department approval is required for a reader who is not a CUA faculty member. If requesting an outside reader submit Form C, along with the reader's resume, to the Department Chair.

Students have two years after passing comprehensive exams to write and defend a proposal through the department's Program and Degrees Committee (P&D). The proposal should include the first three chapters (i.e. Rationale or Introduction, Review of Literature, and Methodology), a bibliography, and appendices as needed. Generally, the entire dissertation committee is consulted regularly during the development and writing of these three chapters. Helpful references for style, content, and organization include:

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th Ed.), Washington, D.C.

Long, T., Convey, J., & Chwalek, A. (1985). *Completing dissertations in the behavioral sciences and education*. San Francisco, CA: Jossey-Bass.

Van Wageningen, R. K. (1991). *Writing a thesis: Substance and style*. Englewood Cliffs, NJ: Prentice Hall.

It is also useful to ask the Director for models of previous dissertations that s/he has directed.

When the proposal is in nearly final form, the student should prepare a two-page abstract for review by the dissertation committee. *Suggested Guidelines for Proposal Abstract*, lists the important elements to be included. The dissertation committee will request revisions until the abstract is deemed to meet standards for approval at the P&D hearing. Once completed, the student should distribute the final proposal and abstract to the members of the dissertation committee in order to obtain approval from the dissertation committee to schedule a P&D hearing. Complete **Form A, Application for a P&D Hearing**, and obtain signatures from committee members approving the scheduling, and with approval from committee members tentatively select two possible dates. At least 10 working days prior to the desired date of the hearing, submit the following materials to the Assistant to the Chair:

- Completed Form A
- Form B, top portion completed
- Two copies of the dissertation proposal in final form.
- Two copies of the abstract in final form

The Assistant to the Chair will schedule the date and time for the P&D Hearing, and will notify the

student and the dissertation committee approximately 5-7 days prior to the scheduled meeting.

The Program and Degrees (P&D) Committee. The Program and Degrees (P&D) committee is a faculty committee of the Department of Education. Its purpose is to review all dissertation proposals prepared in the Department, and when appropriate recommend approval to the Dean of Graduate Studies. The P&D Committee is comprised of two faculty representatives who in consultation with the three members of the student's dissertation committee serve as evaluators of the students' understanding of the theory that guides the research and research design. Together this panel of five recommends Approval or Disapproval of the dissertation proposal and the proposal abstract.

The format for approval of a doctoral proposal by the P&D Committee includes the successful completion of an oral hearing and the approval of a two-page abstract which is forwarded to the Dean of Graduate Studies for University approval. The purposes of the oral hearing are to evaluate the efficacy of the proposed research and to evaluate the student's ability to explain and defend his/her proposal. Additionally, the department P&D committee serves to monitor the quality of the proposal abstract for the Graduate Studies Office. **Note that final approval of the dissertation topic is given by the Dean of Graduate Studies.**

Format of the P&D Hearing. Once the Chair of the P&D hearing has called the meeting to order, the student will present a 10-15 minute overview of the proposed study. The summary should include the purpose of the study, the methodology to be used, the hypotheses to be tested and the procedures used for testing them (unless hypotheses are inappropriate for the paradigm chosen), and the relevance of the study to the educational enterprise. The student is NOT allowed to read the presentation or work from a set of notes. The dissertation committee has the discretion to allow the use of PowerPoints. After the student's presentation, the dissertation committee will ask questions regarding various aspects of the proposed study. Subsequently, the two P&D members will also ask questions. The summary and the question period should not exceed one and one-half hours.

At the end of the hearing the student will be excused from the meeting while the committee members discuss the hearing and take the votes. Two votes will be taken. The first vote is on the student's proposed research. The dissertation topic can be Approved, Conditionally Approved (with the conditions stipulated), or Disapproved. Subsequently, a second, independent vote will be taken on the adequacy of the proposal abstract. The possible outcomes are Approved and Not Approved. The criterion for approval in each case is a minimum of four positive votes (out of five). The record of these votes is put on Form B, Approval of Dissertation Topic and Proposal Abstract.

A vote of full approval indicates the proposal and the abstract are ready to be forwarded to the Office of the Dean of Graduate Studies for University approval. A vote for conditional approval means that there are some minor points that need to be clarified but the proposal does not have to be defended again before the committee. A vote of disapproval indicates some major problems with the proposal or defense and the student must defend the proposal again before the committee. After the vote, the student will be asked to return to discuss the outcomes and to take appropriate actions.

Once the student receives approval of the proposal abstract from the Department, the student completes

the University form *Doctoral Dissertations Topics and Committee: Request for Approval* (available at <http://graduatestudies.cua.edu/forms/>).

In addition, the University currently requires doctoral candidates to include the completion certificate form from Collaborative Institutional Training Initiative (CITI Program). Students must develop a proposal for the *Institutional Review Board (IRB)* (see <http://sponsoredresearch.cua.edu/Human-Subjects-Protection/index.cfm>). Once the proposal has been approved by the Dean of Graduate Studies and approved by the University's Human Subjects committee, the Vice Provost, and the *IRB*, the dissertation becomes a contract between the University and the student. Subsequently, the student can begin collection and analysis of the data.

Students work closely with their director during analysis and the write up of the last two chapters of the dissertation (i.e., Chapter 4 is Results and Chapter 5 is Discussion). Once the director and committee are satisfied with the document, the student may schedule the oral defense. The candidate completes the form *Oral Examination for the Doctorate: Request for Approval*, and submits it to the Office of the Graduate Dean of Arts and Sciences two weeks prior to the proposed examination along with a leaflet that includes the abstract as approved by the major professor, a list of subjects or courses taken, and biographical data. The Office of the Vice Provost and Dean of Graduate Studies suggests that candidates call and make an appointment at the beginning of the semester they plan to defend the dissertation so that the office can explain forms and procedures (202-319-5247).

At the oral defense, two members from outside the Department and often outside of the School of Arts and Sciences will be assigned to hear the defense of the dissertation in addition to the student's dissertation committee. Prior approval of the proposal by the University constitutes approval of the student's topic and the research methodology. The defense focuses on the results: What the student found, what it means as well as the student's understanding of the analysis and the limitations of the study. The procedure for the final defense is very similar to that for the original P&D hearing for those students admitted prior to 2012. For those doctoral candidates admitted after 2012, the following defense presentation format is in place. Candidates will make a formal presentation of approximately forty-five minutes in length to a general audience which includes the members of the examining committee. Multimedia illustrative materials may be used to clarify the research process and its results. (Reading the presentation off a slide show is not acceptable). Following the presentation, questions from the audience may be considered. The public program will not exceed one hour. The public presentation is followed by a closed examination session for the candidate and the committee members. The current practice of this examination is followed. It will last approximately one hour.

Once the student has successfully completed the final oral defense, two additional steps are required before finishing the degree requirements. First, the written document must be approved by the student's dissertation committee. This requirement is met when the committee signs the signature page of the dissertation. Second, the written document must be approved by the University representative who forwards the document to Dissertation Abstracts International at the University of Michigan. The approval and forwarding of the final document requires a fee payment. **[Note: The student must be registered during all stages of the dissertation process (also known as continuous enrollment).]**

Endowed Chairs in the Department

St. Elizabeth Ann Seton Chair

The International Federation of Catholic Alumnae and other contributors have established a partially endowed chair in honor of St. Elizabeth Ann Seton. The chair supports an outstanding scholar within the Department of Education to give greater focus on Christian values in Catholic schools and on the integration of these values in the contemporary curricula.

Brother Patrick Ellis Chair

The Board of Trustees of the University established this chair in honor of Brother Patrick Ellis, F.S.C., former president and alumnus of the university. The chair is established to enhance the Department of Education's programs in leadership development for Catholic education. Part of the chair's responsibilities includes assisting the University's Center for the Advancement of Catholic Education.

Euphemia Lofton Haynes Chair

A trust fund established by Euphemia Lofton Haynes, an African-American CUA alumna and prominent Washington-area educator, supports this chair. It is dedicated to enriching programs within the Department of Education.

Program Resources

The Catholic University of America provides an opportunity to develop skills as an educator in a uniquely rich cultural and academic atmosphere. Washington, D.C. provides an exciting background of artistic, intellectual and entertainment activities to complement the challenging academic life provided by the Education Program. Students have access to the programs and facilities of six public systems, two parochial systems and over 200 private schools. The headquarters of most national education organizations, located within convenient commuting distance of the university, are an added resource providing students with employment, volunteer and learning opportunities. This busy metropolitan area also houses the Library of Congress, sites for federally contracted studies, and congressional, state and federal offices for invaluable field experiences.

The campus atmosphere at CUA is conducive to both academic and personal growth. Students can participate in a variety of activities sponsored by campus organizations, such as dramatic and musical events, campus ministry functions, athletics, lecture forums and volunteer groups. Academic life is enhanced by the resources and facilities of this university and the other schools of the Consortium. In addition, a low student-faculty ratio guarantees personal attention to students as individuals within a supportive environment.

On-Campus Resources

Career Services Office (CSO). The CSO provides aid to alumni, staff, faculty and students who are

interested in exploring career options and receiving assistance with strategies for obtaining career goals. Some services offered are career counseling, alumni career network, workshops, recruiting, job listings, and information on graduate studies and educational testing. Full and part-time students may also utilize a part-time/summer job referral service. Job Internships Online provides announcements of part-time job and internship openings. For more information, see <http://careers.cua.edu>.

Center for the Advancement of Catholic Education. The center collects data nationally to be of service to bishops, pastors, school officials, researchers and policy makers. One function of the center is to provide planning services to meet the needs of dioceses and individual Catholic schools as a continuation of assistance provided by the Catholic University of America since the early 1980s. In addition, the center provides outreach. The outreach function focuses on providing a service to dioceses or individual schools in three areas: 1) developing Catholic leadership and collaborating with Catholic school leaders at various levels to explore practical solutions to the challenges facing Catholic education; 2) designing programs to educate children with special needs in Catholic schools; and 3) strategizing ways to provide a quality Catholic education for minority children, especially those in urban Catholic schools.

Technology Services. The Office of Technology Services provides computing and network facilities to students and faculty for their educational and research activities, supports the University's information systems, manages the campus network and provides information resources and telecommunication services. Technology Services provides leadership on the ethical use of computing. Numerous public lab areas and classrooms are equipped with networked desktop computers. All residence hall rooms have network connections via a gigabit Ethernet campus backbone.

In addition, Technology Services provides service and support for all technology classrooms and computing areas on campus. A general computing area in Leahy Hall, with both MS Windows and Macintosh machines, is open twenty-four hours a day during the semesters. Other computer-equipped classrooms and computing areas are open and monitored by Technology Services, and available for use by any CUA student, faculty, or staff. Contact the Technology Services for more information at (202) 319-4357 or visit their website for other user locations and information, <http://computing.cua.edu>.

CUA Libraries. The libraries of The Catholic University of America provide resources and services integral to the intellectual endeavors of the university's students, faculty and staff. Collections in humanities, social sciences, religious studies and philosophy are located in the John K. Mullen of Denver Memorial Library, which also houses the Department of Rare Books and Special Collections, and the Semitics Library/Institute of Christian Oriental Research. The Department of Archives, Manuscripts and Museum Collections is located in Aquinas Hall. Separate campus libraries have specialized collections in architecture, engineering, music, library science, physics, biology and nursing. Information about library services, locations and hours can be found at <http://libraries.cua.edu>

Disabilities Support Services. CUA is committed to full compliance with all laws regarding equal opportunity for students with disabilities. Students, the Office of Disability Support Services (DSS), faculty, department chairs and academic deans, the ADA coordinator, and the Advisory Committee on Students with Disabilities all play a role in ensuring that reasonable and appropriate accommodations are

provided in a timely and effective manner.

DSS evaluates and maintains all disability records for students with disabilities. DSS determines eligibility for services, provides verification of the disability, and specifies needed accommodations to the instructor.

Students wishing to request services or accommodations identify themselves to DSS. Documentation of a disability is required. All information regarding a disability is confidential and may be shared only with permission of the student. A student is responsible for making arrangements for accommodations by providing his/her instructors with a letter from DSS requesting the approved accommodations. For more information, see <http://dss.cua.edu/>.

Education Computer Lab. The Department of Education Computer Laboratory is in room 215 O'Boyle Hall. The computers and accompanying software are available for students, faculty and staff. Hours of the computer lab are from 9:00 a.m. to 5:00 p.m. Contact the Department of Education for more information. (202) 319-5800.

Institute for Policy Research and Catholic Studies. The Institute for Policy Research and Catholic Studies was founded in 1974 to conduct social research and graduate training in the field of human development. The Institute's faculty currently is drawn broadly from various schools and departments in the University. Research is focused currently in three overlapping areas: religion and society, youth development and education, civil society and social movements. For more information, contact (202) 319-5999.

The Writing Center is an excellent resource for any student here at CUA. The Writing Center is committed to supporting the writing needs of students at all stages of the writing process. The Writing Center offers:

- Advice from trained consultants;
- Techniques for invention, arrangement, and style;
- Assistance for student writers of all levels; and
- Reference material such as dictionaries, thesauri, and citation formats for APA, MLA, and Chicago style guides.

The writing lab is available for students who are struggling to draft, revise and/or properly reference sources in a writing assignment. Contact the writing lab at <http://english.cua.edu/wc> or visit the lab at Pryzbyla Center (Room 213).

Also of interest:

http://campusprograms.cua.edu/	Office of Campus Programs
http://ministry.cua.edu/	Campus Ministry
http://publicsafety.cua.edu/	Public Safety
http://athletics.cua.edu/	Athletics
http://housing.cua.edu/	Housing and Residential Services

<http://studentlife.cua.edu/> /

Student Life Services

Off Campus Resources

Libraries

Library of Congress. 1st and Independence, SE, (202/287-5000), www.loc.gov. This facility is a short walk from the Capitol South Metro stop.

Martin Luther King Memorial Library. 901 G St., NE, (202/727-1111). Located by the Gallery Place Metro stop. This is part of the Washington, D.C. Public Library system.

Montgomery County Public Library, Chevy Chase Branch. 8005 Connecticut Ave., (301/656-0494), <http://www.montgomerycountymd.gov/Content/Libraries/index.asp>. This is just outside the District, over the NW border into Maryland.

National Library of Education. 400 Maryland Ave., S.W., Washington, DC 20202.
Reference: (202)-205-5015. Circulation: (202) 205-4945.

Prince George's County Public Library, Hyattsville Branch. 6530 Adelphi Rd., (301/779-9300), www.prge.lib.md.us. Just a short drive from campus, located close to the University of Maryland.

Associations and Organizations

American Association of School Administrators	www.aasa.org
American Educational Research Association	www.aera.net
Association for Childhood Education International	www.asci.org
Association for Supervision and Curriculum Development	www.ascd.org
Council for Basic Education	www.c-b-e.org
Council for Exceptional Children	www.cec.sped.org
Council of Chief State School Officers	www.ccsso.org
Council of the Great City Schools	www.cgcs.org
International Reading Association	www.reading.org
Institute for Educational Leadership	www.iel.org
The National Association of Elementary School Principals	www.naesp.org
National Association of Secondary School Principals	www.nassp.org
National Association for the Education of Young Children	www.naeyc.org
National Association of Independent Schools	www.nais.org
National Association of Multicultural Education	www.nameorg.org

National Black Child Development Institute	www.nbcdi.org
National Board for Professional Teaching Standard	www.nbpts.org
National Catholic Education Association	www.ncea.org
National Center for Education Statistics	http://nces.ed.gov
National Center for Research on Teaching and Learning	http://ncrtl.msu.edu
National Council for the Social Studies	www.ncss.org
National Council of Teachers of English	www.ncte.org
National Council of Teachers of Mathematics	www.nctm.org
National Education Association	www.nea.org
National Science Teachers Association	www.nsta.org
National School Boards Association	www.nsba.org
Public Education Network	www.publiceducation.org
U.S. Department of Education	www.ed.gov

School Systems

Alexandria City Public Schools	www.acps.k12.va.us
Anne Arundel County Public Schools	www.aacps.org
Archdiocese of Washington, Catholic School Offices	www.adw.org
Arlington Public Schools	www.arlington.k12.va.us
Baltimore County Public Schools	www.bcps.org
Charles County Public Schools	www.ccboe.com
Diocese of Arlington	www.arlingtondiocese.org
District of Columbia Public Schools	www.k12.dc.us/dcps/home.html
Fairfax County Public Schools	www.fcps.edu/index.shtml
Falls Church City Public Schools	www.fccps.k12.va.us
Howard County Public Schools	www.hcpss.org
Montgomery County Public Schools	www.mcps.k12.md.us
Prince George's County Public Schools	www.pgcps.pg.k12.md.us
Prince William County Public Schools	www.pwcs.edu

Appendix A
The Dissertation Process
Format for the Abstract

- I. Statement of the Problem or Background
- II. Purpose
- III. Methodology
- IV. Contribution and Originality
- V. Human Subjects Concerns
- VI. Selected Bibliography

The Catholic University of America
Department of Education
Form A
Application for P&D Hearing

Date _____ Home Phone _____

Name _____ Work Phone _____

Address _____

City _____ State _____ Zip _____

Ph.D. Specialty Area _____

Title of Dissertation

Proposal

DISSERTATION COMMITTEE'S APPROVAL OF PROPOSAL AND SCHEDULING

I have read the proposal and the abstract and agree that they are ready for a P&D defense.

Director: _____ Date: _____

Reader: _____ Date: _____

Reader: _____ Date _____

INDICATE CHOICE OF DATE AND TIME FOR HEARING

Choice #1: _____ Choice #2 _____
Date Time Date Time

Reserve both of the above dates until you have been notified of the final date for the student's hearing.

Approval of Department Chair

Date

The Catholic University of America Department of Education Form B

P&D Approval of Dissertation Topic and Proposal Abstract

Date _____ Home Phone _____

Name _____ Work Phone _____

Address _____

City _____ State _____ Zip _____

Ph.D. Specialty Area _____

Title of Dissertation _____

Part I: Record of Committee Action Regarding Dissertation Topic

	Signature	Approve	Conditional	Disapprove
Director	_____			
Reader	_____			
Reader	_____			
Reader	_____			
P&D Chair	_____			
P&D Secretary	_____			
Hearing Result	_____	(Chairman writes one of the above)		

For reference, the decision criteria are given below.

If Conditional Approval is written, stipulate the conditions:

Hearing Criteria: The following decision criteria are to be used. (Note that in cases where more than three individuals comprise a student's dissertation committee, they will equally share three votes.)

1. Four or more votes of Approval and/or Conditional represent a successful hearing. The final result (Approval or Conditional) is determined by the majority of the votes.
2. Two or more votes for Disapproval is a disapproval of the proposal. The student must either prepare a new proposal or revise the existing proposal substantially. Subsequently, the student will be required to schedule and complete a second P&D Hearing.

Part II: Record of Committee Action Regarding Proposal Abstract

The following votes pertain to the Abstract reviewed for the P&D Hearing.

	Signature	Approve	Disapprove
Director	_____		
Reader	_____		
Reader	_____		
Reader	_____		
P&D Chair	_____		
P&D Secretary	_____		
Hearing Result	_____	(Chairman writes one of the above)	

For reference, the decision criteria are given below.

Hearing Criteria: The following decision criteria are to be used. (Note that in cases where more than three individuals comprise a student's dissertation committee, they will equally share three votes.)

1. Four or more votes of Approval are required to approve the Proposal Abstract as is.
2. Two or more votes for Disapproval is a disapproval of the abstract. The student must revise and submit the Proposal Abstract to the dissertation committee and the same two P&D representatives for reconsideration. Once the revisions are acceptable, all committee members must sign and date Form D. Once Form D is completed, the Proposal Abstract is approved.

The Catholic University of America
Department of Education
Form C
Approval Form for Outside Reader

Date _____ Home Phone _____

Name _____ Work Phone _____

Address _____

City _____ State _____ Zip _____

Ph.D. Specialty Area _____

Title of Dissertation

The following person is being proposed as a reader on the above named dissertation. The proposed reader has been apprised of his/her responsibilities as a dissertation committee member and has agreed to serve.

Attach resume of proposed reader. Return completed form to Assistant to the Chair.

Name of Proposed Reader _____

Address _____

City _____ State _____ Zip _____

Phone _____

Highest Degree Awarded _____

Awarding Institution _____

The proposed reader meets the qualifications outlined in the CUA Faculty Handbook.

Approval of Department Chair

Date

The Catholic University of America

Department of Education

Form D

Final Approval of Proposal Abstract

This form is to be used if the student received a Disapproval of the Proposal Abstract at the P&D Hearing. The revised Abstract must receive the approval and signature of at least four of the five original committee members.

Attach one copy of the approved Proposal Abstract to this form and return the packet to the Office of the Assistant to the Chair.

Date _____ Home Phone _____

Name _____ Work Phone _____

Address _____

City _____ State _____ Zip _____

Ph.D. Specialty Area _____

Title of Dissertation _____

 The revised Proposal Abstract is in final form and has received my approval.

	Signature	Date
Director	_____	_____
Reader	_____	_____
Reader	_____	_____
Reader	_____	_____
P&D Chair	_____	_____
P&D Secretary	_____	_____

[1] Effective for doctoral students in Educational Psychology who matriculated prior to Fall 2009. CELPS students should confer with their advisor about the format of their comprehensive exam.

[2] Effective for doctoral students matriculating Fall 2009 and thereafter. Please confer with your advisor for format of the doctoral comprehensive examination for students matriculating prior to Fall 2009.