PROPOSAL FOR ALTERNATIVE DOCTORAL RESIDENCY

2/18/2010

Department of Curriculum and Instruction

For the Ed.D and Ph.D degrees

A. **Statement of Need.** State the problems with the traditional residency policy for your students and why the graduate faculty in the department want an alternative approved.

**Current Graduate School Policy on Residency Requirement:**

The student must spend an **academic year in continuous residence on the campus of The University of Alabama as a full-time student in the Graduate School** or, if specifically approved by the faculty concerned, (a) one spring semester as a full-time doctoral student and the following fall semester as a full-time doctoral student, or (b) a summer (consisting of two terms as a full-time doctoral student), with immediately preceding spring or immediately following fall semester as full-time doctoral student. This requirement can be satisfied only by enrolling in coursework; dissertation or thesis research cannot be used. Courses delivered via IITS, GOALS (online), or QUEST formats may not be used to satisfy residency requirements.

Reflecting the University's growth, the College of Education continues to recruit and graduate record numbers of doctoral students. In fact, doctoral enrollment in the College rose 29% between the 2005-2006 academic year and the 2007-2008 academic year. Further, the number of doctoral degrees the College has conferred between those same years increased 29.4% which surpasses the University's increase of 5% over the same time period. These students are matriculating through traditional on-campus, online, and off-campus programs.

Our opinion is that the current graduate school policy limits the opportunities for our students to engage in a richer and more diverse educational experience as they pursue their doctoral studies. That is, although UA has a strong tradition of supporting and championing cultural diversity on campus and in the community, we believe our proposal provides students with the flexibility to engage in educational experiences in other communities in AL, the Southeast and the world which would expand the mission of the supporting diversity beyond that the local community and university-at-large. Our proposal provides doctoral students with the flexibility to spend more time in various communities which could inform their research, support their personal and professional goals. As stated above, our enrollment is strong, but we would like to provide an opportunity for our students to enhance the quality of their education in regards cultural diversity and engaging other communities at the same time.

Consistent with the University's vision as a "student-centered research institution," the College seeks to support these doctoral students who are increasingly geographically diverse by proposing new doctoral residency guidelines for College of Education doctoral students. Also, given that the majority of current and prospective doctoral students/applicants for the programs in Secondary Education, Elementary Education, and the newly established program in Literacy Education are full-time teachers or are employed at least part time by an educational agency in the State of Alabama, the current policy (above) does not provide the potential applicants with the flexibility to maintain a certain level of employment that would not negatively impact their current livelihood. Moreover, under this policy, prospective
doctoral students are more likely to have to rely on student loans to fund two semesters of coursework as well as maintain an adequate standard of living. Prospective and current graduate students have noted that they could afford graduate school themselves (without relying on loans) if they were afforded the opportunity to work not have to abide by the current policy.

Thus, the Department of Curriculum and Instruction proposes the following essential requirements for all doctoral students which will specifically support those doctoral students who recognize the strengths of our programs but who live and work outside of the Tuscaloosa area. Although it is difficult to say how many students will take advantage of ADR, it is our belief that once doctoral students are aware of this option that it will become increasingly popular.

The department understands that right after approval C&I will need to begin collecting hard data on all 9, so that there are four years of data on 9 measures when it's time for the committee to conduct its mandatory, 4-year post-implementation review.

B. Documentation of how each of the five value constructs will be achieved in the proposed alternative. This section should be brief—one page should be sufficient for all but the most complex proposals.

A doctoral residency programs should fulfill the spirit of residency by featuring all of the following value constructs:

a. Immersion in advanced study and inquiry.

- Students will enroll in 18 hours of graduate level coursework across three consecutive semesters.
    - The 18 hours of coursework:
        - Must include at least 9 hours of approved coursework on the main campus in Tuscaloosa.
        - Must include 3 hours of coursework in CIE 693: Doctoral Seminar / Workshop

Students in the ADR program must register for 1 hour of coursework in CIE 693 each of the 3 semesters. Students enrolled in CIE 693 will work with their advisor each semester and receive a Pass/Fail grade. The purpose of CIE 693 is to assist in mentoring students academically who may not be on the main campus or in Tuscaloosa full-time. The latest syllabus is attached: Appendix A. Please note that many faculty take part in CIE 693 as it is a required course for all of our doctoral students. Those students pursuing ADR will enroll in two additional semesters of CIE 693 with a faculty mentor/advisor. The faculty mentor/advisor will develop a plan to further focus on items in the syllabus in the following semesters.
A purpose of CIE 693 in our proposal is to help continue mentor and engage students in a community of scholars at the University of Alabama during their doctoral experience. This will assist in establishing a vision academic life and engagement which will outlast the time students are establishing residency. It is important to realize that faculty regularly communicate calls for proposals for conferences, papers, and other scholarly activities to all of our graduate students and have been successful in mentoring graduate students as evidenced by recent presentations at national and international conferences as well as assisting with the development and publication of our graduate students’ research. In order to further support these activities, the department plans to support a doctoral student colloquium via our established Graduate Student Leadership Council in C&I where all of our doctoral students may meet (virtually and / or in person), listen to each other’s research ideas and projects, and engage in substantive discussions with mentors as well as others from the university community.

For the committee’s review, we have included a copy of the doctoral core courses in C&I as they currently stand. CIE 693 holds a pivotal place in this core and to expand its role for students pursing alternative doctoral residency would strengthen their educational experience.

- May include no more than 6 hrs of online / distance education coursework.

  For example:

  2 online courses OR

  2 distance education courses OR

  1 online course and / or 1 distance

  education course

  Online and distance Ed ( for example, via the Gadsden Center campus) courses must be approved by student’s program chair.

  b. Interaction with faculty and peers.

  The 9 hours of coursework on the main campus as well as the 3 hours of course work in CIE 693 assure that mentoring takes place as well as constant and quality interaction with peers and the UA community.

  Moreover, doctoral students are required to complete 12 credit hours in C&I’s doctoral core classes (Appendix B). Traditionally, doctoral students have chosen to complete 1 or 2 doctoral core course during their initial semesters. In addition to other coursework this ensures interaction with faculty and peers. Doctoral core courses are not taught online.
c. **Access to education resources at the university.**

Students in the ADR program will have as much as access to resources at the university as any other student.

d. **Interchange of knowledge with the academic community.**

The 9 hours of coursework on the main campus as well as the 3 hours of coursework in CIE 693 assure that this will take place.

e. **Broadening of educational and cultural perspectives.**

Access to this ADR program will provide students with opportunities to pursue advanced studies / degrees in the department. A central purpose and foundation of these degrees is the broadening of educational and cultural perspectives. These opportunities are available for our students to study and research in international and domestic contexts and adopting the current ADR will support this purpose.

C. **Brief description of ongoing measures of academic success of students following the traditional and alternative doctoral residency, which in four years you will present as part of your comparison documenting the success of the two groups of students.**

- performance on comprehensive examinations
- publication rates for dissertations
- time to degree
- degree completion rates
- student satisfaction
- UA course evaluations of CIE 693
- quality of student employments
- measures of employers’ satisfaction with graduates
D. Brief description of the proposed alternative residency that would appear in the Graduate Catalog and/or on the Graduate School website’s list of departments the Council has approved for alternative doctoral residency in addition to traditional residency.

Students pursuing alternative residency in the Department of Curriculum and Instruction will enroll in 18 hours of approved graduate level coursework across three consecutive semesters.

The 18 hours of coursework:
* Must include at least 9 hours of approved coursework on the main campus in Tuscaloosa.
* Must include 3 hours of coursework in CIE 693: Doctoral Seminar / Workshop
* May include no more than 6 hrs of advisor approved online / distance education coursework.

For example: 2 online courses OR 2 distance education courses
OR 1 online course and / or 1 distance education course
APPENDIX A : CIE 693 Syllabus

CIE 693
Advanced Workshop in Curriculum and Instruction
(1 credit hour)
Fall 2009

Class Meets:
Friday from 5:30 – 7:30 p.m.
Aug. 28, Oct. 2, Oct. 30 and Nov. 13
Location: 228 Graves Hall

Catalog Description
This doctoral seminar/workshop presents opportunities to study or to work independently on topics or project. Topics vary.

Conceptual Framework
The College of Education prepares practitioners who understand the purposes of education and have the ability to engage in the ongoing processes of reflection and dialog that lie at the heart of socially-responsible, theoretically-informed, and research-based effective practice.

Course Methods
This course will feature topics related to three strands: Informational, Professional Development and Research (both faculty and student research). Four workshops/seminars are presented with each strand being represented in each of the four class meetings. Topics will focus on presenting information, dialog, networking opportunities, and insight not typically or easily obtained in any one doctoral course offering. Each seminar will be led by a different Curriculum and Instruction faculty team member, with other faculty and current doctoral students presenting on topics of interest and of importance to the entering/beginning doctoral student. Sessions will also include roundtable discussions.

Objectives
Doctoral students will:
A. become oriented to the procedures and policies involved in the doctoral program in the Department of Curriculum and Instruction
B. engage in discussion of processes for doctoral study, from coursework to preparing for dissertation and selecting a committee
C. receive valuable information, tips and an overview of using APA (5th and/or 6th ed.) style throughout doctoral journey in the College of Education
D. become familiar with resources and valuable information in regard to ethical issues such as plagiarism, copyright, and fair use
E. have opportunities to network with faculty and graduate students and receive tips on presenting and publishing research/work
F. receive direction from faculty on how to prepare and update a professional vita and how to prepare for life after doctoral journey
G. receive an overview of current faculty research and doctoral student research
H. receive and understand a synthesis of the significant constructs and themes that cut across different research projects and perspectives (in addition to the significant differences)
Evaluation/Assignments
Any assignments/products will have instructions for preparation and be specific to the session.

Course Policies
As this course is limited to four official class meetings, students are expected to attend each doctoral session. Special accommodations may be made by the instructor of record. All assignments/products are due on the due date as directed by the faculty leader. Late assignments will receive deductions. If you are unable to complete the product by the date because of illness, provide a doctor's excuse to get an extension. If you are having extenuating circumstances other than illness, contact the instructor of record to discuss your circumstances; extensions will be made on an individual case-by-case basis at the discretion of the instructor of record.

University Policies
Academic Misconduct – Academic misconduct by students includes all acts of dishonesty in any academically related matter and any knowing or intentional help or attempt to help, or conspiracy to help, another student commit an act of academic dishonesty. The Academic Misconduct Disciplinary Policy will be followed in the event of academic misconduct. Please refer to http://registrar.ua.edu/policies/ for the revised Codes of Conduct.

Equal Treatment: The instructor and students in this course will act with integrity and strive to engage in equitable verbal and non-verbal behavior with respect to differences arising from age, gender, race, physical ability, and religious preferences.

Accommodations: If you are registered with the Office of Disability Services, please make an appointment with the instructor as soon as possible to discuss any course accommodations that may be necessary. If you have a disability but have not contacted the Office of Disability Services, please call 348-4285 or go to 133-B Martha Parham Hall East to register for services. The website is www.ods.ua.edu

Plagiarism - Plagiarism is the act of representing words, data, works, ideas, computer program or output, or anything not generated by the student as his or her own. Plagiarism may be inadvertent or purposeful; however, plagiarism is not a question of intent. All suspected incidences of plagiarism must be reported by the course instructor to the Associate Dean and Certification Officer of the College of Education. Plagiarism is considered a serious act of academic misconduct and may result in a student receiving an “F” in the course and being suspended from the University. For more information, see http://registrar.ua.edu/policies/

Preventing Plagiarism - The University of Alabama is committed to helping students uphold the ethical standards of academic integrity in all areas of study. Students agree that their enrollment in this course allows the instructor the right to use electronic devices to help prevent plagiarism. All course materials are subject to submission to Turnitin.com for the purpose of detecting textual similarities. Assignments submitted to Turnitin.com will be included as source documents in Turnitin.com's restricted access database solely for the purpose of detecting plagiarism in such documents. Turnitin.com will be used as a source document to help students avoid plagiarism in written documents.
Overview of doctoral programs and procedures
Leaders: Dr. Miguel Mantero, Dr. C.J. Daane, and Dr. Cynthia Sunal
Introduction of faculty members
Beth Yarbrough – Graduate School requirements and paperwork
CIE 693 syllabus
Programs of study
Establishing your committee
Professional presentations
Panel of doctoral students: Tips for success

Research Issues
Leaders: Dr. Lee Freeman, Dr. Craig Shwery and Dr. Liza Wilson
Establishing a research agenda and finding your direction
APA concerns
Ethics/ fair use issues/plagiarism/academic misconduct
Presentation and publication skills

Dissertation Issues
Leaders: Dr. Julianne Coleman, Dr. Michael Lovorn and Dr. Lisa Scherff
Overview of dissertation
Stages of development (prospectus, proposal, defense)
Time line for dissertation
Expectations: faculty chair and committee
Finding the topic: researching the topic
Funding for dissertation
Publishing dissertation/ expectations

Employment Concerns
Leaders:
Job opportunities (teaching, research, professional development)
Writing a vita
Job search process
Interviewing
First year expectations

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Appendix B: Doctoral Core

Doctoral students must complete 4 courses from the approved Doctoral Core Courses for a total of 12 semester hours.
CIE 690: Advanced Doctoral Seminar is also offered on a periodic basis. Topics covered in CIE 690 vary and may be used to meet doctoral core credit hour requirements.

Doctoral students must also enroll and participate in CIE 693: Introductory Doctoral Workshop (1 semester hr).

Teacher Education and Supervision
CIE 640: Seminar in Teacher Education Programs
CIE 644: Teacher-Intern Supervision
CIE 645: Teaching and Learning Communities

Curriculum and Instruction
CIE 630: Curriculum for the Classroom Teacher
CIE 670: Critical Inquiry into Curriculum and Pedagogy
CIE 610: Effective Teaching Concepts and Processes

Contextual Perspectives on Teaching and Learning
CIE 650: Sociocultural Perspectives of Education: Individual/ Context Variables
CIE 660: Cognitive Perspectives on Teaching and Learning in K-12 Curriculum
- Doctoral students must complete 4 courses from the approved Doctoral Core Courses for a total of 12 semester hours.
- CIE 690: Advanced Doctoral Seminar is also offered on a periodic basis. Topics covered in CIE 690 vary and may be used to meet doctoral core credit hour requirements.
- Doctoral students must also enroll and participate in CIE 693: Introductory Doctoral Workshop (1 semester hr.) during the initial part of their coursework. This course will only be offered during the fall semester.