Respond here: There no curricular changes since the last report other than aligning course content for strategic planning and program evaluation with the practices in the field. The former faculty member who developed the courses did so using resources and frameworks from industry and not from education.

and finalized the DiP template and another 5 students completed a DiP in May of 2019. The DiP is now fully implemented with all students being encouraged to consider this model. However, the traditional dissertation model still remains an option.						
Research Goal II. Assessment of candidates ability to locate, analyze and report literature with a high level of scholarly writing.	Integration of the Dissertation in Practice. Doctoral candidates understand Dissertation in Practice model and enter into the dissertation process with the knowledge and skill set to complete a quality DiP. Additionally, whereas the implementation of the project is not required, we encourage our students to pursue the use of the their work within the context of their school or district.	Number of DiP's completed. A shift to the DiP as the program's primary dissertation model	A shift to the DiP as the program's primary dissertation model	10 DiPs completed for May Graduation	There were at least 6 completed from Aug. 2022 through May 2023.	The data from the last cycle tells us that more faculty/students are adopting this model of dissertation, but the number of dissertation students faculty are currently chairing has slowed the process considerably.

Research) is being designed. Lessons learned from the newly designed Quan. Course will be used in building the Qual. course with the goal for this two course sequence to have similar assessment and formatting. It is through these two courses that students

expertise by

| | linked to these modules. Instead, ADOBE sessions were held where students were exposes to different models of dissertation, a library tutorial, committee selection, timeline for completion, use of

assessment piece of

linked to the newly designed EDUD 6353. Our hope that students will complete in a more timely manner in part to the information presented to them in the newly designed Synthesis course. | | | | | |
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students to build a research plan. This assessment serves as a catalyst to the dissertation process.		knowledge. Although the intent was to have less activities so that students could focus more on readings and resources, the lack of the extra graded feedback seemed to have a detrimental effect on some of the students. The use of lead professors has helped improve the quality/consistency of feedback across sections. The faculty will have conversations about findings from student feedback on how to address some of the deficiencies from this semester, as well as whether or not they are seeing improved writing/less basic errors compared previous cohorts.
Knowledge of Content II. Assessment of ugh self-reflection.	P	Although students reaching this point in the doctoral process are expected to be successful, we continued to see a lack of transfer in skills/knowledge gained from coursework to the dissertation in an expected manner. There have been several discussions about this course and the need to make it more like a true capstone assessment in which the faculty who taught the courses that serve as basis for the reflections would be the graders since they know what knowledge the students should be able to display. Another discussed option was the removal of the course from our curriculum because it does not appear to be meeting its original intent, which was to serve as a replacement for comprehensive exams.