



# Doctor of Education

## 1 General

- 1.1 This document must be read in conjunction with:
- (a) the General Academic Program Rules for Professional Doctorate Degrees (see under Adelaide Graduate Centre p.18) *and*
  - (b) the Research Student Handbook, published by the Adelaide Graduate Centre.

These documents explain procedures to be followed and contain guidelines on research and supervision for research degrees offered by the University.

All students must comply with both the General Academic Program Rules for Professional Doctorate Degrees and the rules following below, and the policy and procedures outlined in the Research Student Handbook.

In addition to the General Academic Program Rules for Professional Doctorate Degrees in this publication, the following program specific rules apply to the Doctor of Education

## 2 Academic standing

- 2.1 A candidate for the Doctor of Education would normally be expected to hold education qualifications, either in addition to the requirements laid down in 4.1 and 4.2 of the Academic Program Rules for the Professional Doctorates, or as part of the earlier awards, such as Class II Honours.

## 3 Duration of Candidature

The normal program duration for the Doctor of Education will be four years of full time equivalent (FTE) study.

## 4 Work for the degree

- 4.1 For the Doctor of Education, the research undertaken shall take the form of a portfolio of professional research comprising three research projects on a particular professional issue or context.
- 4.2 The portfolio must contain an abstract that summarises the main findings presented in each research project and indicates how the three projects, when considered together, demonstrate a significant contribution to professional knowledge in education.
- 4.3 The portfolio must include an introduction which succinctly describes the professional problem or issue to be investigated, provides a critical review of the relevant literature in the area (which may replicate literature cited in the subsequent

research projects), identifies specific gaps in educational knowledge and understanding and outlines the aims of the three research projects and the specific educational contexts in which the investigations take place.

- 4.4 The portfolio must contain a conclusion showing the professional significance of the findings for educational theory and practice, making recommendations for their practical implementation in educational contexts and for future research.

## 5 Required program of activities at the commencement of candidature

- 4.1 The Core Component of the Structured Program for the Doctor of Education must include:
- (a) two research methodology courses from those offered for the Master of Educational Research degree *or*
  - (b) where appropriate, one research methodology course and one other relevant course from those offered for the Master of Educational Research degree.