



Doctor of Education

Academic Program Rules

1 General

1.1 This document must be read in conjunction with:

- (a) the Specific Academic Program Rules for the PhD (see under Adelaide Graduate Centre, p.3) *and*
- (b) the *Research Student Handbook*, published by the Adelaide Graduate Centre.

These documents explain procedures to be followed and contain guidelines on supervision and research for research doctorates at the University of Adelaide.

All students must comply with both the Specific Academic Program rules for the Doctor of Philosophy and the sub set of Specific Academic Program Rules for the Doctor of Education and with the policies and procedures outlined in the *Research Student Handbook*.

In addition to the Specific Academic Program Rules for the Doctor of Philosophy in this publication, the following 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 Doctor of Philosophy, or as part of the earlier awards, such as B Ed or M Ed Studies.

2.2 In addition, candidates would be expected to have at least three years of professional experience in an educational context.

3 Work for the degree

3.1 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. References to 'thesis' in the Specific Academic Program rules for the Doctor of Philosophy should be interpreted as "portfolio of research" in the case of the Doctor of Education.

3.2 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.

3.3 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.

3.4 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.

4 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 Studies degree *or*
- (b) where appropriate, one research methodology course and one other relevant course from those offered for the Master of Educational Studies degree.