

# PhD in Education Handbook



**Old Dominion University**

**Fall 2009**

# PhD in Education Handbook

Letter from the Dean:

Welcome to the PhD in Education program. The faculty and administration of the Darden College of Education wish you success as you work to enter the community of scholars. The faculty, graduate program directors, chairs, and I are available to assist and guide you in all aspects of your doctoral program and dissertation research. Please feel free to talk with us about your academic and career interests.

This *Ph.D. in Education Student Handbook* is designed to provide an introduction to the program, an overview of the admission through graduation process, assistance with the selection of your advisor and guidance committee, and information about the individual program concentrations. Use the handbook as you plan your doctoral program at Old Dominion University. It is a tool that will help when you have questions about your studies and degree requirements.

William H. Graves, Dean  
Darden College of Education

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## **Introduction to Old Dominion University**

Located in historic Norfolk, Virginia, the 188 acres of the Old Dominion University campus stretch from the Elizabeth River to the Lafayette River. Although situated in a metropolitan setting, the University offers a small college look and feel, with tree-lined walkways, a mix of old and new buildings, and colorful gardens and ponds. Old Dominion University is situated only 20 miles from Virginia Beach and the oceanfront. Historic Williamsburg, Jamestown and Yorktown are also nearby, providing numerous recreational activities.

During the years of the Great Depression, a small group of scholars with a vision launched the school that would become Old Dominion University. In 1930 the University opened as a one-building branch of the College of William and Mary. The early classes included a two-year program for teachers and freshmen and sophomore engineering classes designed to prepare students for Virginia Tech.

The school grew rapidly and evolved into a four-year branch of The College of William and Mary. In 1962, the school gained full independence as a state-supported institution named Old Dominion College. Old Dominion began offering master's degrees in 1964 and doctoral degrees have been offered since 1971. In 1969, the name was changed to Old Dominion University. Old Dominion has grown over the years and is now one of only 101 public universities with a Carnegie/Doctoral Research Extensive distinction.

Six colleges serve over 23,000 students. Approximately two-thirds are undergraduate and one-third is graduate students. Additionally, there are 1,400 international students from 106 countries. There are almost 100,000 alumni now residing in all 50 states and 73 countries.

The university offers bachelor, masters, educational specialist, and doctoral degrees. There are 717 full time and 449 part time faculty members who serve the university and provide an average student to faculty ratio of 17 to 1. Faculty and researchers write grants and contracts valued at more than \$87 million annually. To serve the research needs of students, the library is fully automated with more than 3.3 million items.

The regional economic impact of ODU is significant. Its business and research initiatives contribute more than \$1 billion annually to the economy making ODU the largest generator of new jobs in the region.

Some of the economic outreach centers include the:

- Applied Research Center
- Center for Accelerator Physics
- Center for Advanced Engineering Environments
- Center for Molecular Biology
- Executive Development Center

Frank Reidy Research Center for Bioelectrics  
Langley Full-Scale Wind Tunnel  
Mid-Atlantic Regional Spaceport  
National Centers for Systems Engineering  
Social Science Research Center  
Virginia Applied Technology and Professional Development Center  
Virginia Coastal Energy Research Consortium (VCERC)  
Virginia Modeling, Analysis and Simulation Center

ODU is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award baccalaureate, masters, education specialist, and doctoral degrees. The College of Education's programs are also National Council for Accreditation in Teacher Education accredited.

## **Introduction to the Darden College of Education**

Old Dominion University's Darden College of Education prepares students for work in the dynamic and challenging fields of professional education, related leadership careers, and in business, industry, and the service community. The six departments in the college offer a variety of degree programs, undergraduate and graduate, teaching and non-teaching, including bachelors, masters, licensure options, educational specialist, and doctoral degrees. A dedicated and committed faculty directs these programs. Eminent professors and distinguished scholars share a collective vision of learning, discovery, and engagement.

In addition to comprehensive education programs, exciting learning opportunities for internships and practica are plentiful for graduate students in the Darden College of Education. Many students have studied and worked in countries around the world. They have served in internships with school systems, colleges and universities, professional sports teams, resorts, hospitals, military services, business and industry, and a vast array of other local, regional, state, national, and international organizations.

With its diverse programs, prominent faculty, invaluable practicum experiences and a great location, the Darden College of Education is chosen by more than 2,500 graduate students annually to further their education and careers. We are confident that our programs can meet your educational and professional needs.

### **Mission**

The Darden College of Education is committed to excellence in teaching, scholarly activities, and service. The College strives to meet the needs of the community while maintaining national and international prominence and is dedicated to preparing distinguished professionals who are leaders in their fields. The college fulfills its mission through its undergraduate and graduate programs in the fields of education, counseling and human services, exercise science, athletic training, sport management, recreation,

training, fashion, speech-language disorders, instructional design and technology, and industrial technology as well as its continuing education activities.

## **Vision**

Old Dominion University's major purpose in its teacher education programs is to prepare teachers and educational leaders who have knowledge of their teaching disciplines, abilities to practice state-of-the-art instruction to students of various cultural and socioeconomic backgrounds, and demonstrate dispositions that reflect commitment to teaching and learning as well as lifelong professional growth and development. Other College programs prepare learners with supervisory and managerial skills within content specialty areas such as human services, fashion, recreation, industrial design and technology, and industrial technology.

At the graduate level, the College strives to prepare alumni who will gain skills that allow them to navigate through their chosen careers and to become leaders in their professions. Our vision is to prepare highly qualified practitioners in their chosen careers through doctoral education.

## **Faculty**

Faculty members who serve the College of Education are nationally and internationally known. They are prepared in specific disciplines, but also have expertise in areas of human growth and development, curriculum and instruction, evaluation and assessment, professional standards, distance learning and urban populations, to mention a few knowledge areas.

Faculty members are dedicated to their disciplines and will mentor students through their graduate studies and into their content specific professions. It is the intention of our faculty to have our students become leaders in their chosen professions and professional associations.

Faculty members in the Darden College of Education are known for their writings and grantsmanship acquisition activities. Faculty will assist doctoral students to become published and learn to acquire grants from state and federal funding sources. Faculty believe that this is part of their role in the mentorship of doctoral students.

## **Program Delivery**

All of the PhD concentrations will be available for full- and part-time delivery to students on the Norfolk Campus of Old Dominion University. Old Dominion University is also a leader in televised distance learning, known on our campus as TELETECHNET. The University delivers graduate courses to students at community college site locations across the Commonwealth of Virginia and beyond. Students are able to complete some degree programs at community college campuses.

Old Dominion's statewide network of site locations extends well beyond the community colleges with course offerings at four higher education centers, military bases and corporate locations. Out-of-state site locations are operating in Arizona, Georgia, Illinois and Washington state. At these sites students may register for classes, meet with advisors, and attend classes on-site, using telecommunication technologies. In addition, the University offers a variety of courses and degree programs using Internet technologies, such as video-streaming, that provide students the opportunity to take courses from any location.

Currently the PhD in Community College Leadership is offered through the TELETECHNET system. The Instructional Design and Technology concentration in the Ph.D. in Education and the Occupational and Technical Studies concentration will be delivered through distance learning technologies. Educational research courses for the PhD in Education are also delivered through the TELETECHNET system.

## **Concentration Areas**

The focus of the PhD in Education at Old Dominion University is to prepare practitioners and researchers in their specialty concentration areas. The PhD in Education was initiated in response to environmental changes in higher education and the needs of students who desire to work in higher education, regional school systems, and other corporate careers.

The PhD will provide students from a variety of disciplines the opportunity to continue their learning and receive doctoral degrees in education, with a concentration in an educational program that will better prepare them for their selected careers. The PhD in Education will enhance Old Dominion University's ability to provide these vital human resources to the various branches of the education community.

Program graduates who aspire to careers in academia as faculty members and administrators in institutions of higher education will locate across the Commonwealth, regionally, and the nation. Professionals primarily seeking to enhance their current careers will fill a regional and statewide need for more highly trained education leaders.

The current concentrations approved for the PhD in Education are Counseling, Curriculum and Instruction, Early Childhood Education, Educational Leadership, Higher Education, Human Movement Science, Instructional Design and Technology, Literacy Leadership, Occupational and Technical Studies, and Special Education. Others will be added as departments explore student needs. The PhD program can expand because of its relatively central location in Hampton Roads, its proximity to military bases, the number of other local post secondary institutions from which to recruit, and its extensive distance learning capacities.

Old Dominion University's distance learning system has the capacity to deliver graduate courses at 40 sites across the Commonwealth, as well as in other states across the U.S. and beyond, allowing geographically-bound students the opportunity to enroll in

courses associated with the PhD in Education. These distance sites put every Virginia resident within 50 miles of a classroom where a portion of the doctoral program can be received. Additionally, the reputation of the University for its constructive relationships across the nation, the Commonwealth, and in Hampton Roads, makes the program attractive to potential doctoral students throughout the United States.

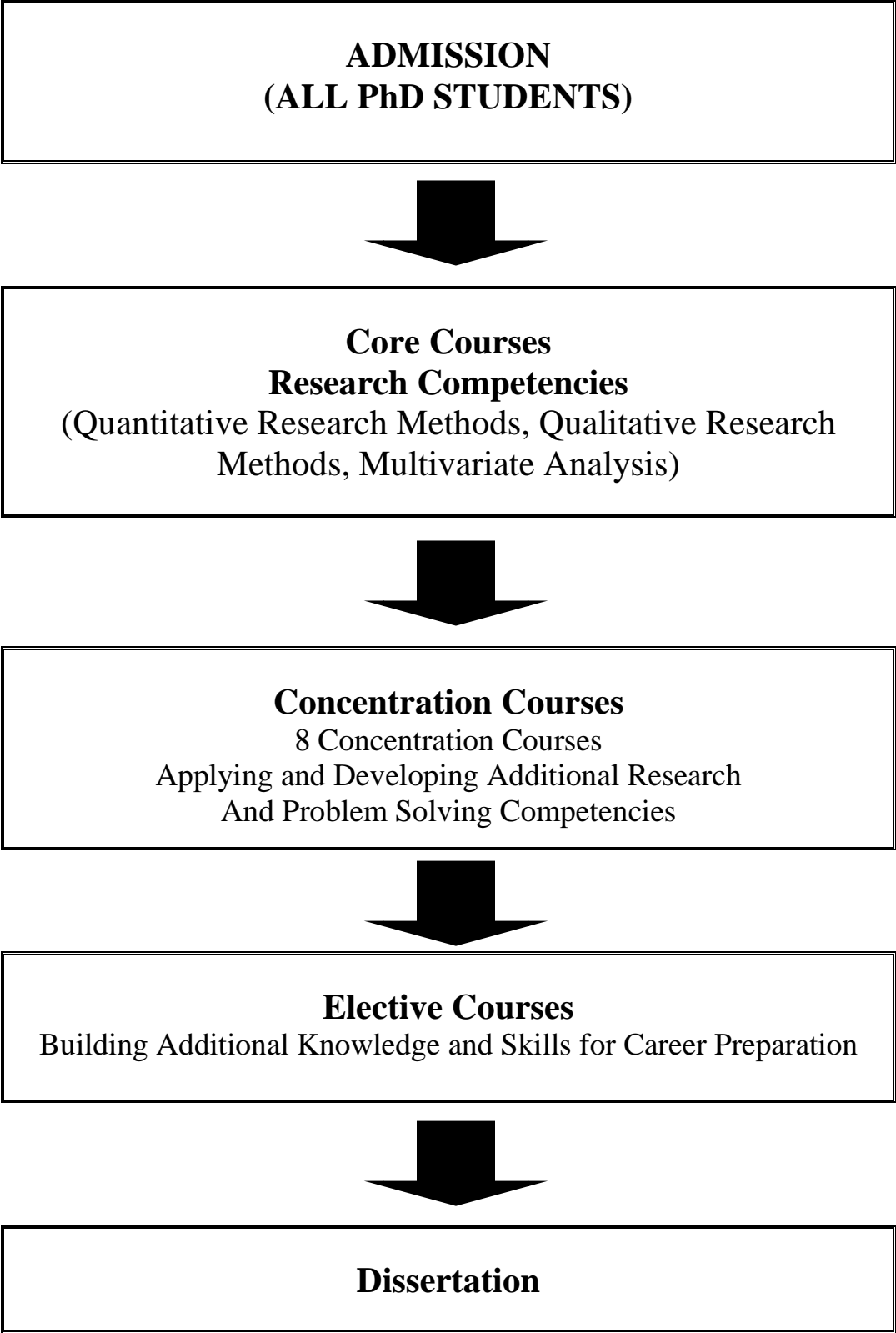
The principal goals of the PhD in Education is to assure that all program graduates are familiar with the literature associated with their specific concentrations and possess the critical thinking skills and problem solving abilities required to make educationally sound decisions as leaders in their respective fields. Also, every graduate will have the basic and applied research skills to add to that literature base through the development of high quality, empirical research projects. Research courses, including statistics and/or evaluation, will make up the core of the PhD in Education program, with all students completing a minimum of 12 credits. Additionally, students in each of the concentrations will complete a minimum of 24 content area credits. The student will be guided through concentration courses by the faculty in the program. The courses are designed to make the students practitioners in their professions, and through faculty mentorship, they will be indoctrinated into their professions through writing, research and professional service. Content and research practices will be joined through a 12 credit research project culminating with the dissertation. The minimum number of graduate hours to earn this degree is 60.

Thus, Old Dominion University's PhD program in Education will focus on the development of students as: 1) effective educational leaders with both content knowledge and research skills to support the development of research-based practices in our education systems throughout the Commonwealth of Virginia and the world; 2) highly-qualified faculty and administrators to teach and lead in Virginia's and other institutions of higher education; and 3) facilitators of research and demonstration initiatives with school divisions, post-secondary institutions, and other community, state, national, and international agencies and associations that link graduate education initiatives to educational improvement and economic development. See Figure 1 for the framework of the PhD courses.

## **Program Learning Outcomes**

The curriculum associated with Old Dominion University's PhD in Education is intended to accomplish the following learning outcomes:

- 1) Every individual who completes this doctoral program, regardless of his/her concentration, will develop competencies for understanding and using qualitative and quantitative research methods and multivariate statistics to make data based decisions.
- 2) Each concentration will offer courses that enable graduates to apply their knowledge in current and future educational environments and to emerge as leaders in their chosen careers.



**Figure 1. Sequence of the PhD in Education**

For example, an individual in the Educational Leadership concentration would have a quantitative methods course, a qualitative methods course, a multivariate statistics course, and might choose to take a program evaluation course or an institutional research course. A student in the Instructional Design and Technology concentration would take the two research design courses and the multivariate statistics course and would select a survey design and analysis course or a program evaluation course. In the Special Education concentration, an individual first would complete the two research methodology courses and the multivariate statistics course. The possible elective courses for this concentration might include single subject design and program evaluation. Thus, there is consistency across the concentrations without limiting necessary and appropriate concentration area research skills.

In addition to the content research core, students will use their research knowledge when they study the research literature associated with their concentrations, guided by faculty members in their specific concentrations. Students will address research-based problem solving and develop leadership perspectives while studying content specific knowledge.

In all, doctoral students accepted into Old Dominion University's PhD in Education program must complete a minimum of 12 credit hours in research and statistics. These hours will provide consistency in assuring appropriate doctoral level research skills for our graduates. These research skills will then be incorporated throughout the remainder of the program as students become immersed in their specific concentration course work and literature.

In addition to the research core of 12 credits, the PhD in Education program will consist of a number of discipline-specific concentrations. The curriculum for each of these concentrations will include a minimum of 24 credits and be designed to provide the content knowledge appropriate for leaders in the area of their chosen concentrations, as well as for faculty and administrators in institutions of higher education. Sample curricula and specific concentration requirements are included in following sections of this handbook.

## **Making Application**

Prior to making application to the PhD in Education, the candidate should speak with the graduate program director and faculty from the concentration into which they will seek admissions to explore the potential of attaining a doctoral degree through the program. If the candidate decides that he/she would like to pursue the PhD from Old Dominion University, formal application procedures should be followed. Differing PhD concentrations have application admission deadlines. The applicant should consult the graduate application package preface for specific application dates for the selected concentration. The University has general application deadlines of June 1 for Fall, November 1 for Spring, and March 1 for Summer. To be considered for financial aid, such as graduate teaching and research assistantships and tuition waivers, it is suggested that a November application date should be used for summer or fall admissions.

In order to apply for admission to the PhD in Education, a prospective applicant must complete the following procedures. The applicant must:

- Complete an application for graduate admissions. An application form may be procured from the Office of Admissions, graduate program directors, or may be downloaded from [http://admissions.odu.edu/forms/ODU\\_GRAD\\_APP.pdf](http://admissions.odu.edu/forms/ODU_GRAD_APP.pdf). Student may also choose to apply through the online mechanism at <https://secure.visualzen.com/vzcollegeapp/odu/>. A processing fee is required.
- Submit an essay statement of his/her academic and professional goals with an emphasis on how the PhD degree in Education, and the particular concentration area to which the applicant is applying, will contribute to the achievement of her/his stated goals (1500 word maximum).
- Submit three letters of reference from sources capable of commenting on the applicant's readiness for advanced graduate study. Forms for these references may be used and/or may be supplemented by a letter. It is recommended that these letters come from employment supervisors and former university faculty members. In cases where the student cannot contact a former faculty member, an interview should be scheduled with a faculty member in the PhD program.
- Submit a resume that shows the educational and professional background of the applicant.
- Submit official academic transcripts from all undergraduate and graduate institutions previously attended or currently being attended by the applicant.
- Submit scores earned within the past five years from the Graduate Record Examination.
- Applicants whose primary language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) of at least 600 (written) or 250 (computer based).

Applications for admission are accepted according to the schedule established by each program concentration. Concentrations have differing review dates and start dates. Some concentrations admit cohorts that begin in the summer and others in the fall. Some programs admit for each university term, fall, spring, and summer. Deadlines for admission to each concentration are listed in the preface materials to the graduate application.

Criteria for admission into the PhD in Education will include:

- A completed master's degree in an appropriate discipline from an accredited university. Degrees that are equivalent to a master's degree such as L.L.B., J.D., and D.D.S. are considered equivalent degrees.

- An interview with the Program Committee of the prospective student's specialty area. This committee will also review applications for admission.
- Prior course work is required in statistics and other areas as specified by the concentration area. If these prerequisites are not met, then additional course work will be added to the candidate's graduate program of study, i.e., ELS 732. Please contact the graduate program director of the individual concentration for more information regarding prerequisite coursework.

To determine specific rubrics used by the concentrations for admissions, contact the graduate program director or review the concentration handbook section.

## **Financial Aid**

Financial resources are available to assist Old Dominion University graduate students with their educational costs. These are available in several forms. Many full-time university graduate students seek assistantships. Others who study part-time also need financial assistance. Financial aid sources for graduate students typically including teaching and research assistantships, tuition grants, Federal Loan Programs, and part-time student employment. These sources are listed as follow:

### **Federal Financial Aid**

The Federal Government has funding to support students who need assistance with their educational expenses. Additional information about need-based and other types of financial assistance is available from the Office of Student Financial Aid <http://www.odu.edu/af/finaid/index/shtml>

### **Institutional Scholarships**

The Office of Graduate Studies coordinates the selection process for all graduate awards. The graduate program director in the student's declared concentration is the key person for making the nomination to the dean of graduate studies for all graduate awards, unless another contact person or application is indicated below. For more information, contact the Office of Graduate Studies <http://www.odu.edu/ao/gradstudies/>. Potential scholarships/fellowships that are available to Darden College of Education students include:

- The Alumni Association Outstanding Scholar Fellowships
- The John Albert Gay Scholarship
- The Delta Sigma Lambda-Dr. Ruth Harrell Scholarship
- The Peggy Woofert Hull Scholarship
- The Frank Hill Knecht Memorial Scholarship
- The Meredith Construction Company Scholarship

## **Graduate Assistantships**

### Nature of the Graduate Assistantship

It is the College's intention to make the assistantship an integral and valuable part of the student's graduate education. The graduate assistant is expected to participate directly in either instructional, research, or administrative duties in support of the ongoing activities of the College's and University's academic, research, and service units. In addition to providing financial support for the student, the appointment is intended to be a learning experience for the graduate student, facilitate the completion of degree requirements, help the student prepare for a professional career, and support the teaching, research, and administrative needs of the institution. It should be viewed as an apprenticeship in teaching, research, or administrative service.

### Categories of Graduate Assistants

Graduate Teaching Assistant (GTA) – The appointee is expected to participate directly in teaching activities, such as the teaching of a course or holding responsibility for a laboratory section, or to be assigned to specific instructional support or related activities.

Graduate Research Assistant (GRA) – The appointee is expected to participate directly in research or support activities conducted by faculty members or administrators. There are various sources of funding for GRAs: the Commonwealth of Virginia, local university funds, Old Dominion University Research Foundation (ODURF) (from grants and contracts), Distance Learning (through departments to assist with TELETECHNET instruction), and those funds offered by service units on campus to assist in their operations, e.g., Office of Admissions, Career Management Center. Some limited opportunities exist that support graduate assistantships through employment at other institution of higher education and in the government or corporate world.

### **Application**

Application forms for graduate assistantship stipends paid by the University (GTAs and GRAs) are available within the University Graduate Application packet (<http://www.odu.edu/oduhome/admissions.shtml>). The completed form, together with a brief essay by the applicant discussing academic interests, career objectives, and a description of the student's skills that can assist the academic or administrative unit, should be submitted to the appropriate graduate program director or office making the appointment as soon as possible for fullest consideration. Applications for GRA positions funded through ODURF are made through the faculty member who is the research principal investigator, the department chair, or graduate program director.

## **Eligibility**

Only students admitted to graduate degree programs in regular status, on the basis of complete and fully evaluated credentials, and in good academic standing, are eligible for appointment as graduate assistants. Additional criteria apply for appointment as a graduate teaching assistant (see University Catalog section: Academic information for Graduate Students). Students whose primary language is not English must successfully complete the SPEAK test. A passing score on the SPEAK test is 50. Students scoring 45 will have an additional communication evaluation during the required Graduate Teaching Assistant Institutes (see University Catalog).

All students appointed as graduate assistants are required to verify their identities, employment eligibility, and complete an I-9 Form, according to University procedures, prior to commencing their duties. This requirement is established in order to comply with the Immigration Reform and Control Act of 1986. Students are also required to complete the Child Support Disclosure and Authorization Form, the Commonwealth of Virginia's Policy on Alcohol and Other Drugs Form, ODU Use of the Internet and Electronic Communication Systems Certificate Form, the Commonwealth of Virginia Selective Service Form, and any other forms as may be required by the University.

## **Appointments**

Appointments of graduate assistants are generally made for a period of one academic year with a nine-month to 12-month performance period. Nomination should be received not later than November, with a February appointment, in order to assure adequate time for processing for the upcoming academic year. Normally, appointments require 20 hours per week of service. Graduate assistants will receive paychecks on a semi-monthly schedule. An assistant funded through a grant or contract may be appointed for shorter periods if required by the conditions of the grant or contract. Appointments may be divided between teaching, service, and research duties with the approval of the dean. Such an appointment should not normally exceed the equivalent of a half-time assistantship. A graduate assistant appointment may be renewed upon nomination, review of qualification and satisfactory previous performance.

## **Tuition Grants**

Tuition grants may be offered to full-time regular or provisional graduate students. Part-time tuition grants may also be available for Virginia residents. Applicants should indicate their desire to apply for tuition grants when applying for admission by using the Financial Aid Application. Students holding tuition grants who withdraw from courses will be held personally liable for repayment of funds utilized. Additional information is available from the Office of Graduate Studies. Students receiving tuition grants must be registered for six graduate credits each semester and three in the summer. Students who have completed all coursework and have passed the candidacy examination may be considered full-time students for the purpose of a graduate assistant (See Form 28).

## **Institutional Research**

All research involving human subjects must be approved by either the Human Subjects Review Committee of the Darden College of Education (CC) or the University Institutional Review Board (IRB). All research must be supervised by a Responsible Project Investigator (RPI) who is a faculty or staff member. Students seeking to conduct research should secure the support of an RPI who will oversee the study and ensure that all appropriate human subjects protections review processes and procedures are followed. The RPI must have completed the online human subjects training course, located at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>. **No data collection or analysis may be conducted before receiving written approval from either the IRB chair or the CC chair.**

Some research may be exempt from IRB oversight if it meets certain criteria—for example, when the anonymity of participants is assured and there are minimal risks, or the data used in the study have been publicly released. Applications for exempt research should be submitted to the College Committee and may be found at <http://www.odu.edu/ao/research/compliance/index.shtml>.

All research that does not meet criteria for exemption, or that stems from federally funded projects (even if exemption criteria are met), must be submitted to the IRB. Generally, these committees meet once per month, and may either approve as is, deny, or approve with revisions any proposed research. Students are advised to allow two to three months for the review and approval process when planning research, to permit time for any necessary revisions to the research protocol. The faculty or staff member who serves as the RPI for the study must submit the proper forms and documentation for approval—students should not submit these materials directly to the respective committees.

A complete overview of human subjects protection procedures is available at <http://www.odu.edu/ao/research/compliance/index.shtml>. Students also are encouraged to complete the online human subjects training course at <http://cme.cancer.gov/clinicaltrials/learning/humanparticipant-protections.asp>. Students will receive a certificate upon successful completion of the course.

## **University Library and Computing Services**

The University Library provides a full complement of state-of-the-art services for all clientele. It contains over 2 million items - books, monographs, government publications, periodicals and serials, microforms, musical scores, recordings, electronic resources, and maps - which are currently accessible through an online catalog. Catalog workstations are located throughout the Library. The catalog can be searched from remote locations on the campus and off campus, via modem or the Internet.

Many other electronic resources are also available via the Internet, including over 100 searchable databases provided through the Virtual Library of Virginia (VIVA). Certain resources are available from workstations in the Reference Department: indexes to journal literature; government publications and statistics databases that offer indexing

to general, business, and academic research publications; and online database searching. Interlibrary loan services with online access to the collections of more than 10,000 libraries throughout the world are available to faculty and students from the Interlibrary Loan Office.

The library's collections are organized by the Library of Congress classification; circulating books are located on the third and fourth floors; periodicals and microforms on the second; and reference, government publications, circulation, and reserves on the first floor. The Administrative Offices are housed on the second floor, with Bibliographic Services on the fourth and Systems Development on the first. Photocopy machines are located throughout the library. Microformat duplication services are available in the areas where these collections are housed.

The Reference Librarians are an excellent resource for graduate students. These individuals can assist you in identifying resources to guide your research efforts and show you how to use the resources of the University Library.

### **Access to Library Resources for Distance Learners**

Many library resources, thousands of them funded by VIVA, the Virtual Library of Virginia, are available to students electronically through the ODU Libraries' Web site (<http://www.lib.odu.edu>) including:

- Course reserve materials
- Reference works - Encyclopedias, dictionaries, maps, and other
- News sources - including newspapers from Virginia and around the world
- Government sources - census information, legislation, case law resources, and much more
- Business information - company profiles, industry reports, directories, etc.
- Catalogs of ODU and many other libraries in Virginia, elsewhere in the U.S. and around the world
- Web search engines
- Research databases
- Database of journal articles, many of which are full text

### **Obtaining Materials from the Library**

When students need copies of articles or books, the ODU Library delivers many of them to students free of charge. Students can order materials by fax or online through the Library Web site.

Questions regarding the interlibrary loan and document delivery services should be directed to a library staff member at the site or the site director's office. Students and faculty may also call 1-800-968-2638 on weekdays and ask to be connected to extension

3-4170 to talk directly to an Interlibrary Loan staff member. The direct number is 757-683-4170.

## **Computing Services**

Details on computing services are available by selecting the Computing link on the University's home page ([www.odu.edu](http://www.odu.edu)). Using the online forms, students can request an e-mail account and a LAN (local area network) account. Due to restrictions mandated by the Family Educational Rights and Privacy Act (FERPA, 1974), all academic communications via email must be conducted through an Old Dominion University email account. Email has been designated as a formal communication method by the University.

## **Computer Accounts**

In support of the University's mission of teaching, research, and other educational pursuits, the Office of Computing and Communications Services (OCCS) provides two types of computer accounts for all students. The University student e-mail account and student LAN account are activated online through the University's student accounts web page at [www.season.odu.edu](http://www.season.odu.edu). Each account must be activated separately by selecting the appropriate link from the menu.

*University Student E-Mail Account:* provides a vital communication link between students and University administrators/departments and faculty and provides a universal ID and password that is used to access on-line courses, faculty web pages and lecture notes, video streaming courses, Blackboard®, and many other important resources. Activation is immediate for mail purposes, but may require 24-48 hours for access to resources on other servers. All graduate students must have and use an Old Dominion University email account. This account can be set so it can route to other email accounts used on a daily basis. Students must remember to maintain their Old Dominion account, since forwarded email will continue to also be posted in your Old Dominion account after forwarding.

*Student LAN Account:* required for students to log in to computers in all University public computer labs, OCCS-supported departmental labs, and some department supported labs on the main campus and at the Virginia Beach, Peninsula and Northern Virginia Higher Education Centers and required for students to access the Internet from University-supplied connections in individual dorm rooms and common areas. Activation requires 24-48 hours from the time of request. Special purpose computer accounts are provided as necessary. Detailed information on these accounts is available on the OCCS web site at [www.odu.edu/occs](http://www.odu.edu/occs).

## **Computer Labs**

OCCS maintains University public computer labs equipped with Windows-based systems and various computer applications in support of class requirements. Laser printing is provided in all labs. Students must have a LAN account to use the computers in the labs. Labs are located in various buildings on campus, in the University Library,

and at the University Regional Centers. Lab schedules are posted on the OCCS web site at [www.odu.edu/occs](http://www.odu.edu/occs). Lab hours are also available by calling 757-683-3192. Consultants are available in all labs to give assistance with application and computer-related questions and problems.

### **Computer Purchases**

CCS and the University Advisory Committee on Technology (UACT) have developed recommended configurations for desktop and laptop computers as a guide for purchasing computers for use at Old Dominion University. These recommendations are provided in detail on the OCCS web site at [www.odu.edu/occs](http://www.odu.edu/occs). Select Student, and then select Computer Purchases. OCCS advises that students follow the recommended configuration of the academic colleges and departments to meet curriculum requirements. Specifications are provided for mid-range and high-range laptops and desktop systems for both PC and Macintosh platforms. Please note that all University public labs and most academic department labs are PC-based. The Computer Purchases page also provides links to vendors offering special purchase programs for Old Dominion University.

### **Software Download**

Through the University's software licensing program, some software is made available for students to download to their personal computers. Downloadable software is available on the OCCS web site at [www.odu.edu/occs](http://www.odu.edu/occs).

### **Using Old Dominion University Computing Resources Faculty Web Pages**

Many faculty members maintain course web pages for student access to course information, lecture notes, assignment, etc. The University web page has an on-line list of faculty web page addresses. From the University home page at [www.odu.edu](http://www.odu.edu), click on Current Students, and then select the Course Web Pages link from the Academic Resources menu. Most faculty members secure their web pages to limit access only to students registered in their class. The required authentication information is your University student e-mail user name and password; therefore it is extremely important that students activate their University student e-mail accounts. Many faculty also use Blackboard, an electronic course delivery system, which is accessible with student email name and password.

### **Getting Help**

The Customer Service Center (CSC), located Webb Center, is the central point of contact to the Office of Computing and Communications Services. The Center is open from 8 a.m. until 10 p.m., Monday through Friday and from 8 a.m. until 2 p.m. on Saturdays. (Changes to this schedule, such as reduced hours for Spring break, are posted on the OCCS web site at [www.odu.edu/occs](http://www.odu.edu/occs) under the Announcements header.)

The CSC may be reached by telephone at (757) 683-3192 or by E-mail ([occhelp@odu.edu](mailto:occhelp@odu.edu)) to OCCS personnel who coordinate responses to computing problems/questions and, when necessary, forward inquiries to the appropriate support group. Individuals are encouraged to report outages and access problems by calling the Customer Service Center. At times when the Customer Service Center is closed, voice

mail messages are monitored regularly to address emergency system issues. Non-emergency calls are returned on the next business day.

## **Admission Process**

Applications for admission will be reviewed by the concentration's admissions committee that will consist of the concentration graduate program director and faculty of the PhD in Education program. Most full-time students will begin their courses of study each summer or fall semester as a cohort. Figure 2 includes a diagram that summarizes the admittance, continuance, candidacy, and exit requirements.

## **Advisor Selection**

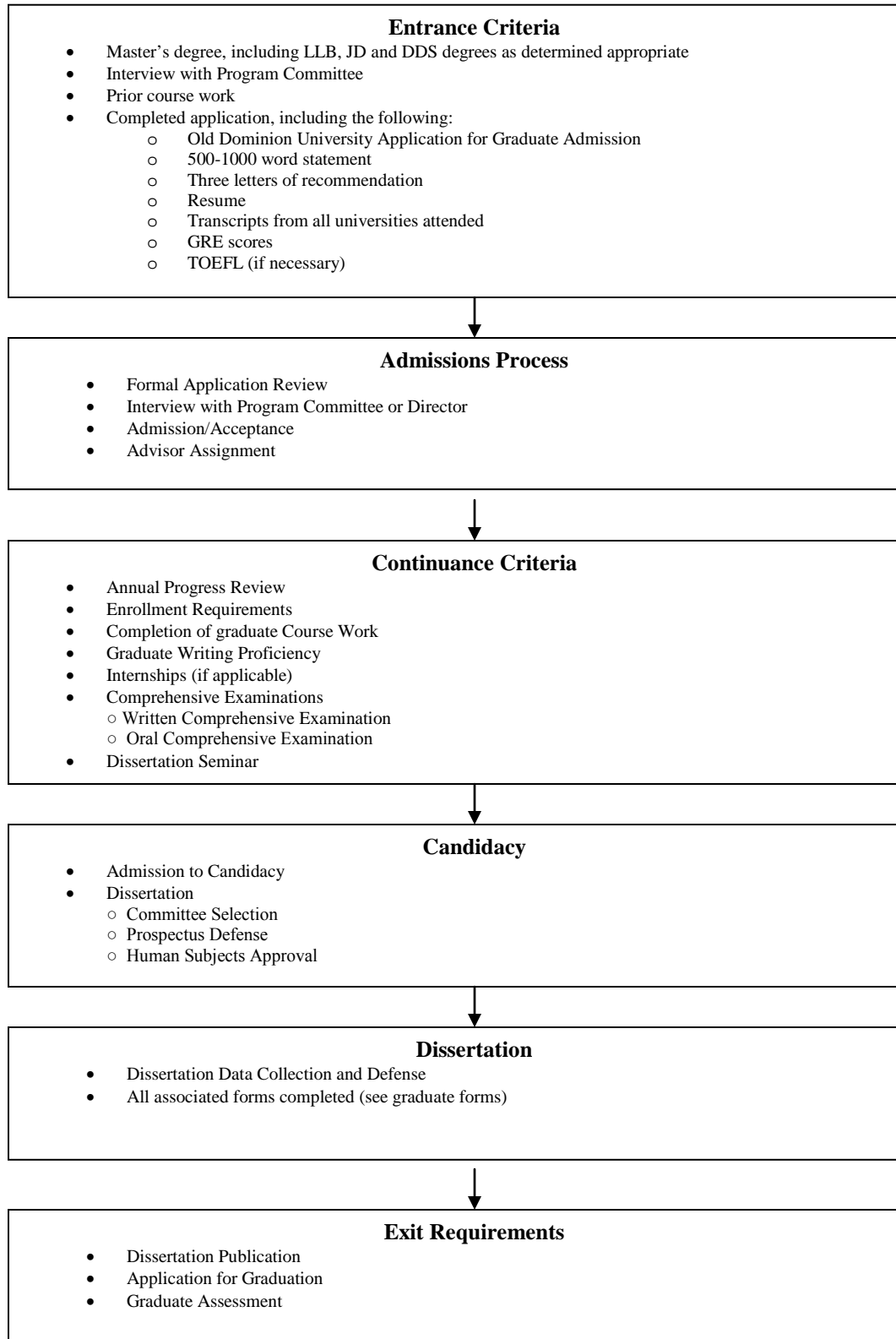
During initial review of Old Dominion University, students should contact a concentration faculty member and/or the graduate program director. Through these introductions and the professional literature, students will identify faculty that they may wish to work with throughout their degree completion. In the Darden College of Education at Old Dominion University, PhD students are temporarily assigned to an advisor.

## **Program Approval**

Your advisor, through consultation with the concentration graduate program director, will review your past academic work and professional experiences to assist you in reviewing your individual strengths and weaknesses. You may wish to have a panel of concentration scholars meet with you jointly to discuss your future plans and work with you to establish those goals and academic experiences that will aid you in meeting these goals. A formal plan is a set of courses you need to complete to graduate. After you map this plan, you must complete A Program of Study Form that has been established for your program, and have your advisor and graduate program director approval.

## **Quality Assurance Benchmarks and Academic Annual Progress Review of Students**

Students in the PhD program will be evaluated by their advisors, and graduate program directors annually to determine their progress toward their doctoral degree (Form E). This annual assessment will determine the progress that a student is



**Figure 2. PhD in Education Program Flowchart**

making in coursework, assistantships, if applicable, dissertation, and contributions to the profession, specifically publications, presentations, memberships, and grant production. A written evaluation will be provided and the advisor will meet with the student to discuss the assessment. If the student advisor and graduate program director judge that sufficient progress is not being made, they will place the graduate student on “concentration area academic probation”. If a student is placed on probation, reviews will be undertaken each semester, including summers. If coursework grade point averages or other evaluative progress indicators fall below university expectations, the University may place a student on academic probation or suspend them from the university.

### **Enrollment (Continuous as College Policy)**

Students who have completed all course work but are working during a given semester to complete other outstanding degree requirements (e.g. comprehensive examination, thesis, removal of an I or II grade) or wish to use University facilities and/or consult with faculty must be registered for at least one credit during that semester. In addition, graduate students must be registered for at least one credit hour in the semester in which they graduate. GRAD 999 or the program equivalent may be used to fulfill this requirement.

After a student achieves candidacy, they must be continuously enrolled through graduation. One exception can be made; this can be up to a one-year absence from the program. This request must be made in writing and approved by the advisor, graduate program director, department chair, and dean (Form 27, Leave of Absence from Doctoral Program).

### **Academic Expectations**

Full-time graduate students are expected to enroll in 9-credit hours per term; during summer school full-time enrollment decreases to a minimum of 6-credit hours. Part-time students can enroll in as few as 3-credit hours per semester. However, after students achieve candidacy, they must be continuously enrolled. A PhD student has up to eight years to complete his/her doctoral degree. The candidacy examination expires after five years. If a course exceeds five years after its completion, it must be retaken or updated through examination by the course professor or department chair. Graduate students are required to maintain an academic grade point average of 3.00 as a minimum. *In addition to the continuance requirements contained on page 48 of the Old Dominion University Graduate Catalog, the following requirements apply to all students enrolled in the PhD programs of the Darden College of Education.*

Doctoral students who do not maintain a cumulative grade point average of 3.0 will be placed on probation for one semester. Students who do not earn a 3.0 cumulative average after the probationary semester will be suspended indefinitely.

A student will be placed on indefinite suspension immediately if he or she earns a grade of C or below in two or more courses in a given semester if those courses are ones approved to satisfy a student’s concentration and research course requirements. In this case, indefinite suspension will occur regardless of grade point average.

With the approval of the Graduate Program Director, a student may repeat a course in which they received a grade of B- or below, but this repetition may occur only once for each course.

### **Graduate Writing Proficiency**

At Old Dominion University, each concentration has established expectations of writing proficiency for all students. Some programs require writing samples that are judged by the faculty, while others use the admittance essay. If a student is admitted to the concentration area and found to be lacking in writing abilities, he/she will be asked to provide evidence of successful remediation of his/her writing practices. The University has a Writing Center, which will provide writing remediation for graduate students. If a student is not on the Norfolk campus, he/she must seek assistance elsewhere and provide a letter from the remedial service that he/she has successfully completed writing improvement exercises.

During graduate study, the PhD candidate is expected to publish in national or international journals within his/her profession. PhD students should begin work early on professional publications and can do this with the assistance of faculty members within their concentration area. Faculty at Old Dominion University will serve as mentors in the publication process.

### **Internships**

Depending on the PhD student's concentration, an internship may be a program requirement or an elective component of the student's academic program. Internships are available regionally to fulfill the student's academic preparation for future careers. Contact your academic advisor for requirements and placement potentials.

### **Comprehensive Examinations**

Comprehensive examinations are a major component of the PhD in Education. These include written and oral components.

#### Written Comprehensive Examinations

The concentration program faculty prepares the written comprehensive examination. Specific information on the written comprehensive examinations is available from your concentration graduate program director.

The comprehensive examination should be scheduled at the completion of course work. Students may sit for the comprehensive examination if they are in the last semester of their program of study or after they have completed their course work. Submission of the written comprehensive examination application, Form D, must occur one month prior to the examination date, unless otherwise specified by the concentration program.

It is suggested that students schedule an appropriate amount of time for preparation to successfully complete the written comprehensive examination. Several months of preparation are suggested. Students may wish to form study teams in preparation for the examination. This can be done through campus or online study groups. The examinations are scheduled by the concentration area graduate program director.

The graduate program director for each concentration establishes the dates for the written comprehensive examination. Contact your department for examination dates.

The concentration faculty evaluates the comprehensive examination responses. Students are notified by their graduate program director of the results of their written comprehensive examinations. If a student fails he/she will be allowed a retake of the examination after an academic semester. A second failure of the examination will remove the student from the graduate program. The graduate program director will submit Form 10, Result of PhD Examination or Requirement, to the Registrar's Office and send a letter to the candidate about their success on the written comprehensive examination.

### Oral Comprehensive Examination

After the written comprehensive is successfully completed, the student is required to sit with his/her advisor and graduate faculty of the concentration area for a scheduled oral examination. This examination is used to clarify answers to the written examination and to explore topics for the student's dissertation. Successful completion of this examination is noted by the graduate program director submitting Form 10, Result of PhD Examination or Requirement, to the Registrar's Office and to the students. If the student is not successful in completing the oral examination, he/she is permitted to sit again for this examination after consultation with the advisor and graduate program director.

### **Career Preparation**

In addition to completing course work, the PhD in Education should prepare graduates for careers where their new knowledge and skills can be applied. During graduate study, students will participate in concentration area seminars. Various topics will be discussed including new ideas in their subject areas, job openings, and preparation for future work.

Students should begin to develop their professional resumes while they are in their second year of doctoral study. Advisors will work with students to review the contents of the resume. Letters of application to employers should be discussed and reviewed with faculty. One aspect is to learn to write letters of application that align with individual position postings.

Interviewing is a skill that can be developed. As letters of application and resumes may get a candidate invited for an interview, selling, but not over-selling oneself, is important. Seminars will cover grooming and dress, answering questions, and preparation of questions to be asked. Salary is an important topic that the candidate needs to learn how to address during interviews. Students may work with the Career Management Center to prepare these materials.

Some PhD students will become teaching assistants within their departments. Others may be teaching at other institutions. During seminars, PhD candidates should learn how to organize and prepare course syllabi and teaching calendars to assist them if they plan to teach at the college or university level.

### **Professional Development**

Since PhD students will be preparing to join the community of scholars, they should begin planning for their continued professional development while they are in graduate school. Faculty members will serve as mentors to assist students in making connections within their learned professional organizations. During seminars, faculty will orientate students to the major professional associations of which they are members and invite them to attend their professional organization conferences. Students can work with faculty in preparing proposals to make presentations at these conferences and in developing manuscripts for publication in the organization journals.

When one begins interviewing for positions, it is important that the candidate have publications and professional presentations listed on his/her resume. Colleagues take note of professional involvement when considering applicants for positions. The materials candidates have published or presentations, along with course materials and examples of course work completed during graduate studies, should be assembled into a paper and electronic portfolio.

### **Advancement to Candidacy**

Advancement to graduation involves many steps. Following the guidelines as stated in this handbook is the responsibility of the students and will assist students from admission through graduation.

### **Dissertation Committee**

Upon successful completion of the candidacy examination, the student will formally designate a dissertation committee that consists of a chair and at least two additional committee members. When the student has selected his/her dissertation committee, the candidate must file Form 16, PhD Dissertation Committee (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>), with the Concentration Graduate Program Director. If the student changes any committee members or if a committee member decides to no longer serve as a member of the dissertation committee, the student must file Form 17, Request for Change in PhD Dissertation Committee, with

the Concentration Graduate Program Director (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>).

### **Topic Focus/Expertise**

At least one of the three dissertation committee members must be an expert in the area of the study the student has selected as the focus of his/her dissertation research. Non-university personnel who hold terminal degrees and have expertise in the dissertation subject area and adjunct faculty approved for graduate instruction can serve as members of the dissertation committee, when approved by the department chair. The Associate Vice President for Research and Graduate Studies is an ex-officio member of all dissertation committees.

### **Dissertation Committee Chair**

The dissertation committee chair must be a full-time faculty member of the College of Education and must be certified for doctoral faculty graduate instruction. It is recommended that the chair be a full-time member in the major department/area of specialization. The student's advisor may become the chair of the dissertation committee. However, the student also may select another faculty member as the chair.

### **Committee Members (Graduate Faculty and Guests)**

Two of the three committee members must be faculty members in the University. Where appropriate, the student is encouraged to select a committee member who is not a faculty member in the college of his or her program. Each of the committee members must be certified for doctoral faculty status. Committees may have more than three members.

### **Dissertation Prospectus and Defense**

The dissertation prospectus must demonstrate that the student has technical mastery of subject matter in the area of specialization and knowledge of research techniques sufficient enough to carry out independent, significant scholarly work that will be a meaningful contribution to knowledge and practice. It must also demonstrate that the final dissertation will meet high standards for quality investigation and presentation of research. In addition, the dissertation prospectus must reflect a problem, issue, or study that is compatible with the mission of the PhD in Education.

### **Dissertation Prospectus Format and University Guidelines**

In consultation with the dissertation chair and committee members, the student will write a dissertation prospectus that uses a format that is appropriate for research in the concentration. It should consist of the research problem, the literature review, the methodology, and references. Throughout the writing process, the student must work

closely with his/her dissertation committee. The prospectus must be submitted to the committee members at least two weeks prior to the scheduled prospectus defense.

The student is responsible for following the University's guidelines for dissertation and uses those guidelines as a guide. In most programs the prospectus must be written according to Publication Manual of the American Psychological Association, (recent edition), or according to the style of the respective discipline. Each prospectus will be screened for adherence to guidelines prior to the dissertation prospectus defense.

Any prospectus that does not meet these guidelines will be returned to the student. If needed changes can be made and the finished copy resubmitted two weeks prior to the dissertation prospectus defense meeting, it will be reviewed at that time. If not resubmitted two weeks prior to the defense date, the prospectus defense will not proceed. A new defense will be scheduled at least two weeks after the revised prospectus, which meets the writing guidelines and is submitted to the dissertation chair and committee.

### **Dissertation Prospectus Defense**

The candidate must defend his/her prospectus in a dissertation prospectus defense. The student, in consultation with the dissertation committee chair and committee members, will schedule the defense date submitting the application form, i.e., Form A, Dissertation Prospectus Defense Application, to the department chair. Two weeks prior to the defense date, the candidate will submit a copy of the dissertation prospectus to the department chair. This copy will be available for faculty who choose to attend the student's defense.

Each member of the student's dissertation committee must be present for the defense. In addition, the faculty and students of the concentration will be invited to attend. The dissertation chair will facilitate the defense. Faculty may ask questions or provide comments at the invitation of the dissertation committee chair. The dissertation prospectus chair will designate a recorder for the defense. The notes from the prospectus defense will be provided to the student and each dissertation committee member within a week after the dissertation prospectus defense.

### **Dissertation Prospectus Approval**

The student's dissertation committee, upon final approval of the prospectus, will file Form B, Dissertation Prospectus Approval, in the student's folder located in the appropriate office. The dissertation prospectus must be approved by the student's dissertation committee and the department chair. Both the committee and the department chair must be satisfied that the proposed study is of sufficient depth and gravity to warrant substantive research and that the student has a clear sense of direction for conducting the research and completing the study. Further, the committee chair will determine if the dissertation topic is compatible with the focus of the PhD in Education goals and objectives. No formal data collection shall begin on the dissertation until the topic and prospectus have been approved. After approval of the dissertation prospectus,

the chair of the dissertation committee shall recommend the student's admission to candidacy to the graduate program director and department chair. The dissertation prospectus defense and the dissertation defense may not occur during the same semester.

If the student's dissertation committee does not approve the dissertation prospectus, the dissertation research cannot go forward. The original prospectus may be revised and defended with committee approval.

### **Admission to Candidacy**

Admission to candidacy is a formal step after completion of all course work, successful completion of the comprehensive examination, and formal approval of the dissertation prospectus by the dissertation committee in a formal prospectus defense. The student and the committee chair must complete the Request for Admission to Candidacy, Form C, and submit this to the graduate program director and department chair.

### **Program Completion Eligibility**

Doctoral students who complete degree requirements within eight years following admission to Old Dominion University will qualify for the degree by fulfilling the requirements in the University Catalog in effect at the time of their first enrollment (see military service exception under Requirements for Graduate Degrees in the Catalog). Students (including part-time) who do not complete their graduate degree requirements within these time periods must project their graduation and fulfill the requirements in the Catalog in effect during any of the eight years, respectively, preceding graduation. If a Catalog other than the Catalog of the year of initial enrollment is to be used, written permission of the graduate program director and department chair must be obtained. Graduate students should consult their advisors to determine if any out-of-date credits may be validated by examination. In all cases, students must have been duly admitted to the University and an academic program of study and meet all of the requirements for graduation in one University Catalog. Students may not create their own degree requirements by selecting partial requirements from more than one Catalog.

### **Dissertation**

The doctoral program culminates in a dissertation representing a major research project that focuses on a contemporary issue following the principles on which the PhD in Education is based and offers new or unique insights to the concentration area of the student's program. Whether the dissertation is applied or theoretical in orientation, it must address a need that is clearly linked to the research, make a real and significant contribution to knowledge and practice, and both document and respond to a problem in the student's concentration area. Students will select the subject for research in consultation with their dissertation committees and typically do not begin to collect data until all portions of the candidacy examination have been completed successfully. Data collection may begin prior to candidacy in some programs due to the sequential research products that are required (consultation with area programs is required). Working with the advisor, it is advantageous for the students to select a research topic area as the

doctoral studies are beginning. In this way the student can begin to review the literature on the topic area and formulate a research problem as studies are continued. Some concentration areas have established preferred concentration specific research focuses, which should guide topic and problem selection.

Upon successful completion of the candidacy examination, and final approval of the dissertation prospectus, the student may register for dissertation credits and complete Form 15, Request for Permission to Take the PhD Candidacy Examination/Dissertation Defense (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>).

Dissertation credits are set at a minimum of 12 credit hours. All doctoral students who have advanced to candidacy are required to be **continually registered** for an appropriate number of dissertation units during each semester and summer session (see Graduate Student Registration Requirement). A candidate who finds it necessary to be excused from registration for a semester must report formally, before the beginning of the semester, to the dissertation committee, graduate program director, and department chair, and request by petition a leave of absence using Form 27, Permission to Take a Leave of Absence from Graduate Studies (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>). A leave of absence may be granted for one year and subsequently reviewed for further consideration. During a leave of absence, the candidate will not be entitled to assistance from the dissertation committee or the use of University facilities. The granting of leave of absence does not change the candidate's responsibility for meeting the time schedule for the completion of degree requirements.

### **Dissertation Format and University Guidelines**

Dissertations must be prepared according to the Old Dominion University Guide for the Preparation of Theses and Dissertations (<http://web.odu.edu/ao/research/0.htm>) and the Publication Manual of the American Psychological Association, fifth edition or according to the most recent manual available. Two copies of the dissertation must be available to the graduate program director in final form a month prior to the scheduled dissertation defense. This allows enough time to publish appropriate notification of the defense and to allow all interested parties to read the dissertation.

### **Criteria for Doctoral Faculty Status**

#### Committee service requirements

1. Faculty must be approved for graduate status by the College in accordance with guidelines in the faculty handbook. All committee members must hold a terminal degree in their field.
2. Faculty must show evidence of continued scholarly productivity through a minimum of two published articles in nationally recognized peer-reviewed journals, publication of one book, or substantial funded research within the most recent five year period.

### Chair of doctoral dissertation committees

1. Chairs of committees must meet the above requirements
2. Chairs of committees must be a full-time faculty member in the Darden College of Education or a faculty administrator whose appointment is in the college. All exceptions must be approved by the Dean.

### **Dissertation Oral Defense**

The student, in conjunction with his/her committee and graduate program director, will schedule the defense date. The graduate program director publishes announcements of the defense in the appropriate university news media and communicates to appropriate members of the college and university community. The oral defense is open to the university community and all interested members are encouraged to attend. The purpose of the oral defense of the dissertation is to explore with the candidate the research study including its findings and conclusions and its contributions to the concentration area and the community of scholars. The defense is chaired by the dissertation committee chair, who will act as moderator and rule on questions of procedure and protocol that may arise during the defense. All members of the dissertation committee must be present and must render a judgment on the candidate's performance.

Majority approval by the dissertation committee constitutes successful completion of the defense of the dissertation and is so reported by the dissertation chair. The student is expected to be an expert in his or her area of inquiry and is required to respond appropriately to probing questions asked during the oral defense. Any final revisions must be made after the defense and should be submitted to the dissertation committee and department chair for signatures on the title page of the dissertation. Once approval has been given, the student should acquire the signature of the committee members and begin the processing and distribution of the dissertation using Form 6, Thesis/Dissertation Acceptance. In case of failure, the dissertation committee may recommend that the candidate be dropped or allowed one additional chance to rework the dissertation and/or repeat the oral defense no earlier than three months after the first examination.

### **Dissertation Processing and Distribution**

Presentation of a dissertation in partial fulfillment of degree requirements necessitates submission of the finished original work to the Dean's office for final approval, following oral defense and signature approval by the dissertation committee. Approval of the Dean should be obtained prior to reproduction of the original work, in the event corrections need to be made. Upon final approval, the student must arrange for reproduction of four additional copies of the dissertation, for a total of five for submission to the Office of the Registrar for binding. Certain doctoral programs require more than five copies; students should consult appropriate graduate program directors. A final, approved, error-free original and four copies (more are required by some programs) of the dissertation must be received by the Office of the Registrar no later than the day

prior to the beginning of the final examination period; that is, the last day of classes of the semester in which the degree will be taken. The completed document, approved by the dissertation committee and department chair, and copies should be accompanied by the following forms: Form 6, Thesis/Dissertation Acceptance; Form 10, Result of the PhD Comprehensive Examination or Requirement; and Form 11, Thesis/Dissertation Delivery, (<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>). The date on the title page of the dissertation must match the date of graduation (May-August-December). A microfilming fee is also required of dissertation writers; a copyrighting fee is optional. The student may order additional copies of the dissertation by making payment at the same time the required copies are ordered.

### **Publication Expectations**

In coordination with the student's dissertation chair, the doctoral graduate should seek the authorship of a research journal article on his/her dissertation. The graduate should seek assistance and collaboration with the dissertation chair or committee members. A dissertation committee chair or member should mentor the student to assist him/her in establishing themselves as an authors and members of the community of scholars. It is recommended that the student and dissertation committee members develop a contractual agreement to define authorship responsibilities.

### **Application for Graduation for Graduate Students**

Each graduate student must file an application for graduation for the appropriate degree. All degree requirements must be completed no later than the last day of exams for the term in which graduation is anticipated. Commencement ceremonies are managed through the Office of the Dean of Students. Information is posted to the commencement website at <http://www.odu.edu/ao/commencement/>. Certification for graduation is a formal process initiated by the student. The student files a formal application for graduation with the Office of the Registrar and in accord with deadlines established by that office. If the application is not filed, there is no assurance that the degree will be granted that semester even though all other requirements have been fulfilled. A student must be formally registered for the semester in which the degree is to be conferred, either in dissertation credit hours or in department 999 or GRAD 999—a one hour audit course.

Graduate students who wish to apply for graduation should download the Graduation Application for Graduate Students from the Registrar's website, [www.odu.edu/registrar](http://www.odu.edu/registrar); click on "forms." Application deadlines are published in the Guide to Enrollment on Leo Online and on the Registrar's website, but typically fall during the twelfth week of classes. Students should plan to apply during the semester prior to the expected term of graduation. Graduate students are encouraged to monitor their progress toward degree completion and to collaborate regularly with their graduate program director. In addition, graduate students must complete the Graduate Student Assessment prior to conferral of the degree. To get the student's name and dissertation title into the graduation booklet, university schedules for graduation must be met.

## **Requirements of Graduate Assessment**

Old Dominion University has developed an institution-wide plan to assess the quality of its graduate academic degree programs. In addition, students are asked to assess their experiences with support services, University administration, and other aspects of their University experience. Students will complete the assessment at the end of their graduate degree programs. Prior to the completion of degree requirements, all graduate students must complete their assessment. Students will receive advanced notice of their eligibility to complete the measures, which may be accessed through the University's home page. The instrument is found at [http://web.odu.edu/webroot/orgs/AO/assessment.nsf/pages/GSS\\_start](http://web.odu.edu/webroot/orgs/AO/assessment.nsf/pages/GSS_start). Failure to complete the assessments may preclude the student's right to receive his or her graduate degree. Assessment results are used to improve student learning and the educational experience at Old Dominion University, and they do not become part of students' records. Confidentiality is assured, as only aggregate data are reported and used in analyses.

## **Table of Contents**

### **PhD Forms**

<http://www.odu.edu/ao/gradstudies/forms/index.shtml>

Thesis/Dissertation Acceptance and Processing (Form 6)

<http://www.odu.edu/ao/gradstudies/forms/dgradform6.pdf>

Result of PhD Examination or Requirement (Form 10)

<http://www.odu.edu/ao/gradstudies/forms/fgradform10.pdf>

Thesis/Dissertation Delivery (Form 11)

<http://www.odu.edu/ao/gradstudies/forms/ggradform11.pdf>

Request for Permission to take the PhD Candidacy Examination/Dissertation Defense (Form 15)

<http://www.odu.edu/ao/gradstudies/forms/kgradform15.pdf>

PhD Dissertation Committee (Form 16)

<http://www.odu.edu/ao/gradstudies/forms/lgradform16.pdf>

Request for Change in PhD Dissertation Committee (Form 17)

<http://www.odu.edu/ao/gradstudies/forms/mgradform17.pdf>

Leave of Absence from Doctoral Program (Form 27)

<http://www.odu.edu/ao/gradstudies/forms/vgradform27.pdf>

1-Hour ABD Notification for Graduate Assistants (Form 28)

<http://www.odu.edu/ao/gradstudies/forms/form28.pdf>

Application for Institutional Graduate Financial Assistance

[http://admissions.odu.edu/forms/ODU\\_GRAD\\_APP.pdf](http://admissions.odu.edu/forms/ODU_GRAD_APP.pdf)

Graduate Application for Graduation

<http://www.odu.edu/ao/registrar/pdf/forms/gradappl.pdf>

Darden College of Education Dissertation Defense Application (Form A) (Appendix)

Darden College of Education Dissertation Prospectus Approval (Form B) (Appendix)

Darden College of Education Program of Study (Form C) (Appendix)

Darden College of Education Request for Admission to Candidacy (Form D) (Appendix)

Darden College of Education Annual Review (Form E) (Appendix)

## **Appendices A-E**



**Darden College of Education Form B  
PhD in Education  
Dissertation Prospectus Approval**

This is to certify that the dissertation prospectus entitled:

\_\_\_\_\_

\_\_\_\_\_

was presented and successfully defended by \_\_\_\_\_

in the Education Concentration, and was approved by the student's dissertation

committee on \_\_\_\_\_.

Date

**Dissertation Committee:**

**Date**

\_\_\_\_\_  
Committee Chair

\_\_\_\_\_

\_\_\_\_\_  
Member

\_\_\_\_\_

\_\_\_\_\_  
Member

\_\_\_\_\_

\_\_\_\_\_  
Member

\_\_\_\_\_

**Received:**

\_\_\_\_\_  
Graduate Program Director

\_\_\_\_\_  
Date

**Human Subjects/Other Approval:**

**Yes** \_\_\_\_\_

**No** \_\_\_\_\_

Chairperson, Human Subjects Committee  
Darden College of Education  
(Attach notification)

Chairperson, Institutional Review Board  
Office of Research  
(Attach notification)

ORIGINAL Graduate Program Director  
COPY: Student  
Committee Members




**Specialty Study Courses**


**Seminar and Dissertation Courses**


**Semester**

Internship \_\_\_\_\_

**Candidacy Examination**  
**Written** \_\_\_\_\_  
**Oral** \_\_\_\_\_

**Dissertation Seminar** \_\_\_\_\_

**Admission to Candidacy** \_\_\_\_\_

**Dissertation**  
**Prospectus** \_\_\_\_\_  
**Human Subjects Approval** \_\_\_\_\_  
**Defense** \_\_\_\_\_

**Application for Graduation**

\_\_\_\_\_

**Graduation**

\_\_\_\_\_

**Total credit hours** (60 semester credit hours minimum)

\_\_\_\_\_

**Signatures**

**Date**

\_\_\_\_\_  
Student

\_\_\_\_\_

\_\_\_\_\_  
Specialty Area Advisor

\_\_\_\_\_

\_\_\_\_\_  
Graduate Program Director

\_\_\_\_\_

ORIGINAL      Graduate Program Director  
COPY:          Student  
                 Specialty Area Advisor

**Darden College of Education Form D**  
**PhD in Education**  
**Request for Admission to Candidacy**

I request that \_\_\_\_\_, UIN \_\_\_\_\_,  
be admitted to candidacy for the \_\_\_\_\_  
Concentration of the PhD in Education.

Date

Prerequisites Completed	_____
Coursework Completed	_____
Internship Completed	_____
Candidacy Examination Passed	_____
Dissertation Committee Formed	_____
Dissertation Proposal Accepted	_____

\_\_\_\_\_  
Dissertation Committee Chair

\_\_\_\_\_  
Date

\_\_\_\_\_  
Student

\_\_\_\_\_  
Date

**APPROVED:**

\_\_\_\_\_  
Graduate Program Director

\_\_\_\_\_  
Date

cc: Dean, College of Education

Darden College of Education – Form E  
Annual Review

**Graduate Student Performance Review and Assistantship Assignment Description**  
(completed near the beginning of the fall semester)

**Part I**

Name:		UIN:
Title:		Date:
Department:		Budget:
Faculty Mentor:		GA Type: <input type="checkbox"/> GTA-I (4022) <input type="checkbox"/> GTA-A (4022) <input type="checkbox"/> GRA (4023)
Review Period:		to

**Student Goals**

Briefly describe your goals for this academic year.

Academic Goals:
Research and Professional Goals:

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

**Part II: Annual Review** (completed near the end of the spring semester)

Name:		UIN:	
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How many hours did you complete this academic year?	
Describe any incompletes and your plan to remove them.	
Describe your accomplishments this year (research and professional)	
What plans are you making for progress towards your degree for next year?	
What can we do to help you complete your degree?	

**Advisor's Assessment**

	Poor (1)	Fair (2)	Satisfactory (3)	Good (4)	Excellent (5)
<b>Work Quality</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Attendance/Punctuality</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Initiative</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Communication/Listening Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Dependability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
Overall rating (average of the rating numbers above)					

Outstanding aspects of student
Areas of concern (e.g., progress towards degree or professional development)
Recommendations for next year

**Graduate Assistant Annual Review** (completed near the end of the spring semester)

Name:		UIN:	
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**Annual Graduate Assistant Performance Review**

	Poor (1)	Fair (2)	Satisfactory (3)	Good (4)	Excellent (5)
<b>Job Knowledge</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Work Quality</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Attendance/Punctuality</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Initiative</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Communication/Listening Skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Dependability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comments					
<b>Overall rating (average of the rating numbers above)</b>					

Additional Comments
Recommendations

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Advisor's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Signature (when different)

\_\_\_\_\_  
Date

### Degree Progress Checklist

Event	Planned Semester/Year	Completed Semester/Year
Plan of work filed		
Coursework completed		
Comprehensive exams		
Proposal Accepted		
Dissertation Defense		
Graduation		

**Comments:**

### Policy for Awarding Graduate Assistantships and Fellowships

Any student who has been admitted to a doctoral program and meets the Graduate Assistantship Guidelines on page 44 of the Graduate catalog can be awarded **either** a University graduate assistantship or fellowship. However, a student will not be awarded a fellowship and an assistantship simultaneously in a single semester. Students must be enrolled full-time or advanced to candidacy during each semester that they receive a University graduate assistantship or fellowship.

## **PhD PROGRAM IN EDUCATION WITH A CONCENTRATION IN SPECIAL EDUCATION**

Welcome to the Doctoral Program in Special Education at Old Dominion University!

We are delighted that you have joined our learning community. The journey that you have embarked upon will be one of the most challenging and rewarding experiences of your academic career. We look forward to working with you as you take steps toward your goal of earning the PhD degree and embarking upon your professional career.

The information provided in this handbook is for your guidance and reference. Every attempt has been made to provide you the most accurate information at time of publication. Please note that university and college policies for doctoral studies prevail over departmental policies. Our best advice is to consult your faculty advisor before making significant program decisions to confirm that your choices are in agreement with current procedures and requirements at all levels.

Please familiarize yourself with the program information on the website at: <http://education.odu.edu/esse/>. You will also find this graduate studies information helpful: <http://www.odu.edu/ao/affairs/graduatestudies/graduatestudies.htm>. Forms related to your course of study can be found at: <http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>.

### *PhD Program in Education, Concentration in Special Education*

This concentration of the PhD in Education is designed to address the acute shortage of doctoral level special education personnel in the Commonwealth and across the nation. Program graduates will be prepared as content experts in pre-referral intervention and early intervening services to assume positions of leadership as special education faculty at the university and college level, as well as senior administrative roles in institutions and agencies. Additionally, graduates of the Special Education concentration will have the research skills to work with school systems to address the diverse learning and behavior challenges of students with special needs and those students at risk.

This program is highly selective, with the aim being to identify and train individuals whose prior education and experience, whether or not it has been specifically in the field of special education, shows promise of the ability to develop modes of inquiry suitable to a rapidly changing field. Intensive course-related learning and guided field experiences prepare students for careers in schools, colleges, universities, and other agencies and for achievement of prominence as teacher educators, researchers, and leaders in special education. During their course of study, students work closely with senior faculty members who have been recognized for their significant contributions to the field. Under the auspices of the special education faculty, students will participate in unfunded and funded research, preparation of research proposals, grants and contracts, and independent research activities. Program graduates will attain a degree of proficiency in research and writing that will prepare them to contribute to the professional literatures of special education and related disciplines. Furthermore, students will engage in supervised instruction of pre-service and in-service personnel by means of both traditional campus-based instruction and distance learning through Old Dominion University's nationally recognized Teletechnet System.

An important aspect of doctoral preparation in special education relates to field placement and internship in state, federal, and private agencies that serve children and adolescents. Qualified doctoral students will serve in research internships and be assigned to research teams comprised of concentration faculty and virtual faculty representing major colleges of education across the country to examine critical issues of national significance in the area of early intervening services. These same doctoral students will participate in the preparation of research reports, manuscripts, and national presentations—all of which reflect skills that are essential for a successful career in higher education.

#### **Graduate Faculty**

Faculty members in the Special Education department have national and international recognition, which has earned them a variety of prestigious awards and honors such as the 2005 National Christa McAuliffe Award for Excellence in Teaching from the American Association of State Colleges and Universities, Fulbright Scholarships for

work in Vietnam, India, Ukraine, and the Czech Republic, the Constance F. and Colgate W. Darden Eminent Scholar, and the Dominion Virginia Outstanding Faculty Award from the State Council of Higher Education for Virginia.

Faculty members are individually dedicated to their specific disciplines while collaborating with all faculty members in the Special Education department. Our faculty expertise and interests are broad and cover areas such as early intervention; early childhood; children with behavioral disorders, mental retardation, learning disabilities, and/or severe disabilities; social skills training; social communication skills and communication facilitation strategies; classroom discipline; functional behavioral assessment; , sensory reinforcement techniques, national policy issues, collaboration, family involvement, and multicultural and literacy issues.

### **Primary Faculty**

*Cheryl S. Baker, Ph.D.* is a senior lecturer, and earned her master's and doctoral degree from Old Dominion University. She began her career as a teacher of children with behavior disorders and later served as the educational diagnostician at a private residential facility for emotionally/behaviorally-disordered youth. She has been the Educational Director of two model cities preschool enrichment programs as well as the Educational Supervisor at a private psychiatric center. Dr. Baker serves as a consultant to both private and public school programs and has conducted in-service programs and workshops on numerous topics including the supervision of student teachers, teacher assessment, inclusion of students with special needs, NCLB, and the utilization of cooperative learning as an instructional strategy. At Old Dominion University, Dr. Baker has been involved in numerous aspects of Distance Learning. She currently serves as the Graduate Program Director of Special Education, Teletechnet coordinator and advisor, and has taught on Teletechnet as well. While at Old Dominion University, Dr. Baker has been recognized as the Most Inspiring Faculty Member in the College of Education in both May and December 1994 and May 1998. In addition, in 2005, she was named as a co-winner of the prestigious Christa McAuliffe Award for Excellence in Teaching from the American Association of State Colleges and Universities.

*Robert A. Gable, Ph.D.* is the Constance F. and Colgate W. Darden Professor and Eminent Scholar at Old Dominion University. Before coming to Old Dominion University, he was on the faculty of special education at the University of Pittsburgh and George Peabody College of Vanderbilt University, Nashville, TN. Bob is a Research Fellow with the American Institute of Research, Washington, DC. He has written over 250 articles, textbooks, chapters, or monographs on academic assessment and instruction, functional behavioral assessment, professional collaboration, and differentiating instruction for students with diverse learning needs. He is Executive Editor of *Preventing School Failure* and the *Journal of Alternative Schooling* and serves on the editorial board of numerous other professional journals. Individually and with colleagues, he has secured external grants totaling \$20 million dollars to support research and service-related projects from various sources, including private foundations, state departments of education, and federal agencies. Bob works closely with state departments of education and staff development personnel in school divisions throughout the United States and

beyond. He is a past President of the Council for Children with Behavioral Disorders (CCBD). An additional honor includes being a co-winner of the prestigious Christa McAuliffe Award for Excellence in Teaching from the American Association of State Colleges and Universities in 2005.

*Peggy Hester, Ph.D.* is a Professor, and earned her doctorate at George Peabody College of Vanderbilt University in Nashville, TN. Dr. Hester is considered one of the true experts in early identification and prevention of emotional/behavioral disorders. Prior to coming to Old Dominion University, she served in both a clinical and research capacity at the Regional Intervention Program, an internationally recognized parent implemented program in which parents learn to work directly with their own children with behavioral disorders, language delays, and/or other developmental delays. In addition, she was a member of the research faculty at Vanderbilt University where she and her colleagues investigated language based interventions and their impact on diminishment of risk for psychopathology in young children. Dr. Hester has published extensively in the areas of early intervention, strategies for facilitating child social communication skills, and the role of the child's communication partners (teachers/parents/ peers/others) in enhancing the child's positive social interactions and communication skills. Her research highlights the great importance that early identification and prevention has in the education and treatment of young children at risk.

*Sharon Lesar Judge, Ph.D.* earned her doctorate in special education from University of California, Santa Barbara in 1993. Before coming to Old Dominion University in 2006, she was professor of special education at the University of Tennessee for 12 years. Since that time, she has been a consistent recipient of grant funds; the most recent include a PT3 Implementation Grant, AERA Research Grant, and Spencer Foundation Grant. She was awarded the Chancellor's Award for Professional Promise in Research and Creative Achievement in 1998. She has published numerous referred articles, chapters, and a book in the areas of technology, professional development, and young children with special needs.

*Linda Miller-Dunleavy, M.A.* is a Lecturer at Old Dominion University's Darden College of Education and has been a professional educator for over twenty-nine years. Mrs. Miller-Dunleavy's first 20 years of service were in public school system in the state of Virginia. She served as an adjunct faculty member for four years before accepting the full time Lecturer position in 1996.

Mrs. Miller-Dunleavy's teaching experiences include students with mental retardation--mild and moderate to severe and profound disabilities, students with emotional and behavioral disorders, and students with mental illness. Through all the changes in the education profession in theory, practice, and law over the last thirty years, Mrs. Miller-Dunleavy is dedicated to assuring that students with all types of disabilities are not left behind. As an advocate for individuals with special needs, she brings her vast educational experiences, knowledge, and passion to the College of Education, inspiring future educators to safeguard the rights of special needs students.

*Sharon Raver-Lampman, Ph.D.* taught in the classroom for 17 years before she came to the university to train teachers and conduct research. She has published over 95 articles in peer-refereed journals, written 6 chapters, written a curriculum-based assessment instrument, developed over 25 school-based instructional materials, and published 3 books in her specialty area of Early Childhood Special Education (0-9 years). She is currently working on her fourth book entitled, *Introduction to Early Childhood Special Education: Strategies and Practices*, with Pearson/Merrill/Prentice Hall. She has conducted many international, national, state and local workshops and seminars, and has presented over 80 papers at international and national conferences. Her research interests revolve around examining the efficacy of early intervention, communication facilitation strategies, family involvement/training and systematic instruction and data collection strategies.

*Stephen W. Tonelson, Ed.D.* is a Professor of Early Childhood and Special Education at Old Dominion University. He earned his Ed.D. from the University of Virginia and has served on the faculty at the University of Virginia in both the College of Education and the College of Medicine. He began his career in education as a third grade teacher and has teaching experience in general education and in special education. Dr. Tonelson has published numerous articles, monographs, and book chapters addressing the education of children at risk and children with mild disabilities and their families. He has received almost \$15,000,000.00 in grants from the Virginia Department of Education, private foundations, and the federal government. Dr. Tonelson also has extensive experience in program evaluation, especially in the areas of substance abuse and individuals and families with special needs. He serves as a consultant to a number of school divisions and agencies throughout the region. Dr. Tonelson, in 2005, was named as a co-winner of the prestigious Christa McAuliffe Award for Excellence in Teaching from the American Association of State Colleges and Universities.

*Silvana Maria Russo Watson, Ph.D.* earned her doctoral and master's degrees in special education from the University of New Mexico, Albuquerque. She completed her bachelor's degree in Arts and Letters from the Universidade Catolica de Pernambuco, Brazil. Dr. Watson has published refereed articles and book chapters on children prenatally exposed to alcohol and other drugs, ADHD, quality of life of students with disabilities, modification of science instruction for students with mild disabilities and for students who are culturally and linguistically diverse, and inclusion. Her research interests include curriculum and instruction for students with learning disabilities, as well as multicultural and literacy issues.

### **Admissions Criteria**

The criteria for admission into the PhD in Education with a concentration in Special Education program includes:

1. A completed master's degree in special education or an equivalent degree in an appropriate discipline in a program that is accredited by an appropriate specialized accrediting agency and from an institution of higher education that is regionally accredited. A minimum grade point average (GPA) of 3.60 (on a 4.0 scale) overall

- for the master's degree and in the major area of study in the master's degree will be expected. In extraordinary circumstances, an individual may be accepted into the PhD in Education program on a provisional status without having received a master's degree. This individual first must complete the master's degree in the selected concentration area and meet all other admission criteria prior to beginning PhD coursework.
2. An acceptable overall total score on the Graduate Record Examination (recommended 550 on the verbal portion and no less than a 4.5 on the writing sample). Applicants whose native language is not English must submit a current score for the Test of English as a Foreign Language (TOEFL) according to the standards established by Old Dominion University.
  3. A minimum of three years' teaching experience.
  4. A 500-800-word statement of academic and professional goals. This statement must address how the applicant would work within the research agenda of the concentration to achieve his/her goals.
  5. Submission of a professional curriculum vitae.
  6. Three letters of reference from sources capable of commenting on the applicant's readiness for advanced graduate study. At least two of these letters must be from an academic source.
  7. Prior course work in statistics and in theories of learning. If this requirement is not met, a student may be admitted and additional course work will be added to the candidate's program of study.
  8. An on-campus interview with Concentration Area Faculty.

Applications for admission will be reviewed by the admissions committee from the Special Education Concentration. Admission to the special education program is competitive, with the number of applications expected to exceed the number of available openings. Admission criteria will be weighted with the most competitive applicants invited to participate in an on-campus interview. Most full time students will begin their course of study each summer semester as a cohort following a summer orientation. Applicants must submit completed applications and all related material no later than March 1 of each year, and students will be admitted for study beginning in June or July of the same year.

The following weighted scale is used for admissions:

- Graduate Grade Point Average (20%)
- Undergraduate Grade Point Average (10%)
- Graduate Record Examination (30%) – Minimum combined verbal and quantitative score of 1000.
- Essay (15%)
- Goodness of Fit with Program Goals (25%)

## **Doctoral Program Orientation**

All applicants who have been accepted and are going to begin the program will attend a doctoral program orientation, which is conducted on the main campus of Old Dominion University. This orientation program is designed to provide the incoming doctoral students an opportunity to meet with the faculty and become familiar with the resources of the University. The students will meet with the faculty to discuss and confirm the composition and schedule of their study plan. This will include a detailed review of the dissertation process.

## **Program Requirements**

The PhD in Education with a concentration in Special Education program is comprised of courses totaling a minimum of 60 academic credit hours beyond the master's degree. The curriculum includes four parts:

- an introductory core of 9 hours
- a content concentration totaling 24 credit hours,
- a research component totaling 15 credit hours, and
- the dissertation, which will include a minimum of 12 hours.

The dissertation will often include more than 12 credit hours depending on the length of time necessary for completion. Students entering the program may also need to complete one introductory statistics course if they have not had such a course or cannot demonstrate competency at a satisfactory level. Students who come into the PhD program with a master's degree in an academic field that is unrelated to special education and/or who have not completed courses to develop competency in specified areas may need to complete additional prerequisite course work.

Under normal circumstances, admissions will be offered once a year in order to build efficient cohort groups for advanced study. In order to enhance the experience of the students and to increase the efficiency by which courses are offered, a cohort will be admitted each year. This limited number of students is necessary to ensure that there is an adequate number of full-time faculty to serve the student through advising and other duties, particularly when the cohorts reach the dissertation stage of the program.

To build a cohesive cohort group, a series of intensive courses will be offered on the Old Dominion University campus each summer. It will be expected that all newly admitted students would come to campus for one of these seminars during the summer after they are admitted to the program, and complete two courses together as a group. These courses will be selected from the introductory core requirements. A third course will be available for regular study during the summer so that students may comply with one of the residency requirements.

A minimum of two semesters of full-time study is required of students in the program to meet University residency requirements. One of the semesters of full-time study (defined

as completion of 9 credit hours) must be accomplished by the completion of the intensive seminar noted above. The second semester of residency can be accomplished in several ways. Courses taken via TELETECHNET or other distance education methodologies are considered “resident” courses, so that taking three TELETECHNET courses during a semester may complete the second residency requirement.

### **Program Mentor**

Active mentoring of students toward leadership roles is an integral part of the special education concentration. Your assigned mentor/major professor through consultation with the graduate program director, will review our past academic work and professional experiences to assist you in reviewing your individual strengths and weaknesses. You should plan to meet with your mentor to discuss your future plans and work to establish goals and academic experiences that will aid you in meeting your professional goals.

### **Continuance Procedures**

It is the expectation that the special education faculty will prepare PhD candidates to become competent professionals with the knowledge, skills, and dispositions to assume positions as researchers, teachers, advocates, and scholars in special education. At least annually, the Special Education Faculty will formally convene to discuss the continuance of each student in the doctoral degree program. This process is multi-faceted and involves the following evaluation process which is conducted at the end of the spring semester:

- 1) Each doctoral faculty member will complete the continuance rubric which includes the skills, knowledge, work habits, leadership qualities, evidence of independent learning, and dispositions of doctoral students. Scores for each rubric will be tallied and a mean provided to the doctoral candidate. (See Candidate Dispositions pp. 61-64)
- 2) The GPA of doctoral students will be reviewed to ensure that they are meeting the college’s minimum standard of maintaining a 3.0 average. (See academic expectation on pp. 21-22)
- 3) Doctoral faculty will discuss the observed strengths and areas of concern of each candidate and share with other faculty members this information, along with informal documentation. A summary of this information will be recorded on the continuance evaluation form and provided to candidates. (See Continuance Evaluation form pp. 60)
- 4) Following faculty discussion, an anonymous vote will be conducted so that each doctoral faculty member has an opportunity to share their perspective on whether or not the candidate has the academic skills, personal initiative, and professional commitment to become a productive scholar in higher education or a professional field. For continuance, candidates must achieve a unanimous vote for continuance from the faculty.

A summary of this information will be recorded on the continuance evaluation form and provided to the doctoral candidate by either the Graduate Program Director or the candidate's mentor/major professor. This evaluation process is conducted annually, even if the student is not currently enrolled in coursework.

If deemed useful and necessary, this process may be instituted earlier by a doctoral student or doctoral faculty member.

### **Comprehensive Examination**

The comprehensive exam, made up of two parts, is a compulsory and culminating component of the PhD in Special Education. The student must apply to take the comprehensive examination after completing all course work and prior to preparing a dissertation proposal. With the written approval of the student's major advisor, the program advisory committee will prepare the examination options. A committee comprised of at least three (3) faculty members will evaluate each product on the criteria of writing style, clarity, and depth of understanding as reflected in the final product.

#### **Goals for Comprehensive Examination**

1. To demonstrate mastery of comprehensive curricular content related to the student's doctoral program of study.
2. To demonstrate proficiency in skills related to higher order thinking.
3. To develop capacities and accomplishments that lead to success in obtaining and advancing in one's chosen leadership role.

#### **Standards for Comprehensive Examination**

The demonstration of mastery of comprehensive curricular content must meet the following standards:

1. Mastery of literature on topics within the student's major area of interest and that of general special education.
2. Incorporation of significant theoretical, historical, philosophical and/or empirical areas that relate to the accumulated literature.
3. Synthesis of solutions to significant contemporary problems in the field of special education.
4. Evidence of elevated critical thinking characterized by analyses, syntheses, and/or evaluation.
5. Demonstration of high level of cognition characterized by creativity, problem solving, and data based decision-making.
6. Creation of succinct, cogent and persuasive written and oral communication.
7. The manuscript must be prepared expressly for the comprehensive examination (must not have been submitted in prior course work or for a course in which the student is currently enrolled).

#### **Comprehensive Examination Options**

Public education is in transition. As a subsystem of general education, the field of special education is undergoing significant changes as well. Some of these changes have led to widespread, sometimes contentious debate among professionals who hold

contrasting opinions regarding major issues of our time. The comprehensive examination will examine an important contemporary issue in the field of special education.

### **Part I. Written Examination**

Listed below are five critical issues in special education as examples of possible topics to consider. Develop a topic with your major advisor and complete the written comprehensive exam application for approval (see Written Comprehensive Exam Application pp. 65). Conduct a critical and integrative review of the accumulated literature using refereed journals and articles published within the past five (5) years. Seminal articles on the topic may be used for background information. Produce a well-reasoned position paper regarding the issue you have chosen to discuss and submit it within 30 days following written approval of your topic. The content should include contrasting views of professionals in the field with distinctions between empirical fact and expert opinion. In the conclusion section, draw upon the review to offer a well-supported position to the issue. The paper should be 15 - 20 pages, excluding the references and the abstract. The content should reflect the qualities of a paper worthy of journal submission and be consistent with the guidelines found in the *Publication Manual of the American Psychological Association* (5<sup>th</sup> ed.). A copy of the rubric faculty members will use to evaluate the quality of the paper will be provided (see Written Comprehensive Exam Rubric pp. 66).

Potential options might include:

1. Full inclusion of students with disabilities in general education classrooms.
2. Restrictive classroom (or separate school) placement of various subpopulations of students with disabilities, such as students with emotional/behavioral disorders or intellectual impairment.
3. Disproportional representation of students from diverse cultural, ethnic and/or linguistic backgrounds among students with disability labels.
4. Use of classroom instruction based on disparate philosophical perspectives on the teaching and learning process.
5. Cross-categorical placement of students with disabilities.

The final selection of a topic rests with the student and his/her major professor.

### **Part II. Oral Presentation**

Based on the content of the critical and integrative review, the student will prepare an oral presentation that is consistent with the standards of a conference presentation of a national professional organization such as the Council for Exceptional Children (CEC). The presentation should be limited to no longer than 30 minutes and include a PowerPoint presentation and handout for the audience. A copy of the rubric that faculty members will use to evaluate the presentation will be provided prior to your presentation to the special education faculty (see Oral Comprehensive Exam Rubric pp. 67).

## **Dissertation Prospectus**

### **Journal Article Format**

To satisfy the requirements for the PhD in Education – Concentration in Special Education, the student may pursue one of two dissertation options: a chapter-by-chapter dissertation or an extended article dissertation.

With the approval of the dissertation committee chair and committee members, the student may submit for approval a dissertation prospectus that reflects the organization and content of a manuscript of publishable quality in a peer-referred professional journal. The following represents the most common sections of an ethnographic, descriptive, historical, survey, or experimental single subject or group design investigation. The student will write one or more paragraphs that describe the content of each of the sections in sufficient detail so that committee members will have a clear understanding of the proposed dissertation.

Overview

Review of Related Literature

    Summary of Review of Related Literature

Hypothesis (as appropriate)

Purpose of the Study or Research Questions

Methodology

    Subjects/Setting (as appropriate)

    Procedures

    Instrumentation or Measures (as appropriate)

    Materials (as appropriate)

    Data Analysis (as appropriate)

The following sections of the manuscript will be completed upon committee approval of the dissertation prospectus.

Results

Discussion

Limitations

Implications

References

Appendix A

    Extended Review of Related Literature

Appendix B

    Methodology and Results of Multiple Dependent Variables

Appendix C

Other

## **Program Completion**

In order to complete the program, students must fully complete the curriculum below, all requirements noted elsewhere in the University catalog for graduate students, and within the PhD in Education Handbook. It is the responsibility of the student to obtain these materials and comply with all requirements.

## **Curriculum**

### *Prerequisites (6 Credits)*

ELS 732	Statistics Applied to Research in Education & Human Services I
ESSE 701/801	Historical & Contemporary Perspectives on Teaching & Learning in Special Education

### *Introductory Courses (9 Credits)*

ESSE 821	Critical Issues I: Readings in Special Education & Professional Writing
ESSE 822	Critical Issues II: Research and Professional Writing
ESSE 893	Professional Seminar: Teaching, Research, & Service

### *Research Core (15 Credits)*

ELS 832	Statistics Applied to Research in Education & Human Services II
ELS 833	Advanced Research Design & Analysis
ECI 890	Qualitative Research Design
ECI 881	Advanced Program Evaluation and Assessment
ESSE 830	Single Subject Research

### *Concentration (24 Credits)*

ESSE 700/800	Social/Emotional Aspects of Child Development
ESSE 702/802	Cognitive Processes & Learning Strategies for Students with Special Needs
ESSE 707/807	Advanced Instructional procedures in Special Education
ESSE 715/815	Alternative Strategies for Elementary Students: Prevention and Intervention
ESSE 720/820	Curriculum/Instruction: Research Into Practice
ELS 815	Leadership for Equity and Inclusive Education
ESSE 795/895	Topics in Education
ESSE 868	Internship: Urban Child Study/Special Education

### *Electives (12 Credits)*

With approval of the Graduate Program Director, elective courses may be substituted for those within the special education core. This allows students to take up to 12 hours as electives. Such substitutions must be approved in writing. Electives may be taken in other areas in the College of Education (e.g., educational leadership, higher education, instructional design and technology) or in other colleges with the approval of the appropriate college official.

### *Dissertation (12 Credits)*

ESSE 899 Dissertation

## **Course Descriptions**

**ECI 881 Advanced Program Evaluation and Assessment.** Lecture 3 hours; 3 credits. ECI 635 or equivalent. Examines procedures and problems in the design and utilization of program evaluation in education. Identifies evaluation purposes and the methods of evaluation especially as affected by organizational behavior, ethical considerations, and political influences. Evaluation methodology includes but is not limited to design consideration, data utilization and teacher evaluation. Both quantitative and qualitative strategies will be covered.

**ECI 890 Qualitative Research Design.** Lecture 3 hours; 3 credits. Prerequisite: ECI 635 or equivalent. Covers basic characteristics of qualitative research; identification of ways to collect and analyze qualitative research; examination of ethical issues; development of proposals; and writing up studies.

**ELS 732 Statistics Applied to Research in Education & Human Services I.** Lecture 3 hours; 3 credits. This course focuses on how inferential statistics and multivariate analysis is used in the analysis of educational and human services research.

**ELS 832 Statistics Applied to Research in Education & Human Services II.** Lecture 3 hours; 3 credits. Prerequisite: ELS 732. This is an advanced course with a focus on how inferential statistics and multivariate analysis are applied in urban education, human services and educational technology research.

**ELS 815 Leadership for Equity and Inclusive Education.** Lecture 3 hours; 3 credits. This course focuses on the theories and practices that help educational leaders ensure that students with special needs receive an equitable and inclusive education. Emphasis is on perspectives of difference versus deviance, historical foundations of specialized programs, current social and legal contexts that influence programming, questions of social justice, and possibilities for the inclusion of all students. While this course addresses the needs of all students, concentration is on individuals with disabilities and the laws that safeguard their rights.

**ELS 833 Advanced Research Design & Analysis.** Lecture 3 hours; 3 credits. This course focuses on the application of advanced research design as it is applied to education, human services, and educational technology.

**ESSE 700/800 Social/Emotional Aspects of Child Development.** Lecture 3 hours; 3 credits. This course will address the socialization processes of young children as a component of the broad perspective of a child's life. Curriculum development and how it is affected by the cultural context of an education system also will be discussed. Social institutions, a world view, a given culture, political conflicts, and technological trends create a world that affects children both in an immediate and in an indirect sense. Therefore, knowledge of these contextual elements is a critical aspect of understanding the young child.

**ESSE 701/801 Historical & Contemporary Perspectives on Teaching & Learning in Special Education.** Lecture 3 hours; 3 credits. This course covers contemporary and historical topics related to problem issues in special education. This is a course of study that will enable participants to examine various research topics in special education and take and defend a position on an issue.

**ESSE 702/802 Cognitive Processes & Learning Strategies for Students with Special Needs.** Lecture 3 hours; 3 credits. Prerequisite: Graduate standing. The intent of this course is to provide an overview of research and critical issues relative to the cognitive and affective development of individuals with disabilities. Research-based interventions that address deficits of cognitive processes will be discussed and specific learning strategies will be presented.

**ESSE 707/807 Advanced Instructional Procedures in Special Education.** Lecture 3 hours; 3 credits. Prerequisite: graduate standing. The course provides students with advanced skills in educational planning, development, and implementation for students with learning problems. Techniques focus on inclusive and self-contained classroom arrangements.

**ESSE 715/815 Alternative Strategies for Elementary Students: Prevention and Intervention.** Lecture 3 hours; 3 credits. The intent of this course is to provide pre-service and in-service teachers with the knowledge and skill to collaborate with other professionals to identify and remediate students who are at-risk for school problems due to academic challenges and/or behavior, and to effectively support students with identified mild disabilities in general education classrooms. The course focuses on developing proactive pre-referral interventions and working with general educators to develop and implement effective interventions, accommodations, modifications and supports for students with mild difficulties in general education classes.

**ESSE 720/820 Curriculum/Instruction: Research Into Practice.** Lecture 3 hours; 3 credits. This course provides an overview of research methods employed in the field of special education. Current trends including a review of the accumulated research related to curriculum and instruction in general and special education will be investigated.

Strategies and procedures for identifying learner characteristics, applying that knowledge to making quality curricular modifications and/or instructional accommodations for students with diverse needs in various educational settings, and developing methods for evaluation of instruction will be included.

**ESSE 730/830 Single Subject Research.** This course is designed to provide the student knowledge and skills that relate to single subject research methodology in special education. It includes an overview of historical and philosophical foundations, basic issues in behavioral assessment, single subject research design and methodology, including trend and statistical analysis in single subject research. Students will analyze critically empirical research and be able to plan, implement, and evaluate original research conducted with children and youth.

**ESSE 795/895 Topics in Education.** Lecture 1-3 hours; 1-3 credits. Prerequisite: Doctoral students with permission of the instructor. The advanced study of selected topics and emergent research related issues consistent with one or more faculty that permits small groups of qualified students to study subjects of mutual interest, which, due to their specialized nature, may not be offered regularly.

**ESSE 821 Critical Issues I: Readings in Special Education & Professional Writing.** Lecture 3 hours; 3 credits. The intent of this course is to provide doctoral candidates an opportunity to do the following: (a) become thoroughly involved in the literature relating to issues currently critical in Special Education, and (b) begin the process of developing writing skills suitable for positions and tenure in higher education. The course stresses APA writing guidelines and style, conducting literature searches, and beginning developing a writing product that is suitable for publication. The course provides an introduction to the skills necessary for advancement in higher education and professional institutions.

**ESSE 822 Critical Issues II: Research and Professional Writing.** This course provides doctoral candidates an opportunity to read, analyze and synthesize research in Special Education with the intent of contributing to the literature. Students will read and analyze research and literature relating to personal interests and current critical issues in Special Education. The course emphasizes skills necessary for developing writing skills suitable for positions and tenure in higher education. APA writing guidelines and style, analyzing and synthesizing research/literature, and producing a lengthy written product suitable for publication are stressed. The course is designed to build skills necessary for advancement in higher education and professional institutions. (Lecture 3 hours; 3 credits).

**ESSE 868 Internship: Urban Child Study/Special Education.** 3 credits. This course provides doctoral students an opportunity to gain practicum experience in human service agencies, in educational settings in urban school administration, and in other community education training projects.

**ESSE 893 Professional Seminar: Teaching, Research, & Service.** This course prepares doctoral candidates to meet professional standards in teaching, research and

service in special education in higher education institutions. Teaching includes an understanding of adult learning, the design, delivery, evaluation of content, and use of technology in college teaching. Research includes recognizing and critically discussing scholarly work, systematically planning and preparing for research, and developing research proposals. Service includes identifying professional organizations and agencies and creating integrated professional development programs. The course is designed to build skills necessary for advancement in higher education and professional institutions. (Lecture 3 hours; 3 credits. Prerequisites: ESSE 821 and 822).

**ESSE 899 Dissertation.** 1 - 12 credits. Prerequisite: completion of candidacy examination. Work on pre-selected dissertation topic under the direction of dissertation chair.

**PhD in Special Education  
Continuance Evaluation Form**

Doctoral Student _____ Date _____
Faculty present:
Faculty continuance vote:
Noted Strengths:
Noted Areas of Concern:
Recommendations:

## **Policies and Procedures for Assessing PhD Candidate Dispositions at Old Dominion University**

PhD candidates must attain the necessary content area knowledge above and beyond that which they are expected to impart to their students; they must also have the knowledge and skills to apply effective methods of teaching students who are at different developmental stages, have different learning styles, and come from diverse backgrounds. In addition, they must have the attitudes, values, and dispositions to use the knowledge and skills most efficiently and effectively so that both the students and the candidate learn throughout the process.

The National Council for the Accreditation of Colleges of Education (NCATE) defines dispositions as: *Professional attitudes, values, and beliefs demonstrated through both verbal and non-verbal behaviors as educators interact with students, families, colleagues, and communities. These positive behaviors support student learning and development.* The College of Education has adopted key dispositions and behaviors essential for all candidates to demonstrate across their programs of study.

### **Behavioral Examples of Professional Dispositions**

PhD candidates at ODU are expected to demonstrate behaviors that are indicative of the following dispositions characteristic of effective educators. Listed below are examples of behaviors or actions demonstrating each disposition following each disposition statement. Please use the scale provided below to rate each disposition statement.

- M – Meets Standard:** The candidate's behavior consistently demonstrates this disposition.
- I – Needs Improvement:** The candidate's behavior occasionally demonstrates this disposition.
- U – Unacceptable:** The candidate does not demonstrate this disposition.
- N – Not able to Assess:** There is not an opportunity to assess the candidate on this disposition

The candidate shows a disposition toward and commitment to each of the following:

- \_\_\_\_\_ 1. Attends functions when required (punctual)
  - Arrives for class/field experiences/clinical experiences on time
  - Attends class regularly and is ready to actively participate as required, e.g. in prepared assigned readings for class discussion
  - Takes initiative to get materials and notes when absent from meetings or classes
  
- \_\_\_\_\_ 2. Maintains a professional appearance
  - Acts and dresses according to the standards of the appropriate setting.
  - Maintains composure in the classroom
  - Demonstrates good personal hygiene
  - Demonstrates situationally appropriate behavior and conduct
  
- \_\_\_\_\_ 3. Solicits feedback from others
  - Seeks clarification and/or assistance as needed
  - Demonstrates acceptance of constructive feedback from others positively
  - Makes others aware feedback is valued
  
- \_\_\_\_\_ 4. Adjusts behavior based on professional feedback and maintains change over time
  - Responds constructively to professional feedback from supervisors and others, making changes to address legitimate concerns

- Models behavior expected of both teachers and learners in an educational setting
- Maintains emotional control
- Considers opinions of others with an open mind
- Acts from a positive frame of reference, including when changes occur

\_\_\_\_\_ 5. Communicates effectively orally (articulate, animated, few grammatical errors)

- Listens attentively to others in a variety of contexts
- Interacts in a polite and respectful manner
- Communicates without intent to deceive
- Interacts appropriately in relation to cultural norms
- Interacts in a positive and professional manner with students, peers, teachers, university personnel, and others
- Uses language free of profanity and malicious statements toward any individual or groups
- Uses appropriate tone of voice
- Uses appropriate non-verbal expressions

\_\_\_\_\_ 6. Communicates effectively in writing (clear organization of ideas, few misspelling and grammatical errors) and incorporates feedback into future products

- Uses language that meets professional standards and is not demeaning or harmful to any individual or group
- Respects the intellectual property of others by giving credit to others when using their work and avoiding plagiarism

\_\_\_\_\_ 7. Demonstrates sensitivity to others' feelings and opinions (e.g., diplomatic and respectful)

- Demonstrates empathy and concern for others
- Demonstrates sensitivity to the legitimate needs and concerns of others
- Demonstrates persistence in helping all students achieve success
- Holds positive expectations for all students to learn
- Recognizes students as individuals and makes positive, appropriate peer comparisons
- Advocates for all learners
- Maintains positive working and interpersonal relationship with peers and faculty
- Uses appropriate strategies to respond to emotional and emergency situations

\_\_\_\_\_ 8. Participates with others in a collaborative manner

- Works together with others to achieve a common goal
- Responds positively to request from other professionals for collaboration
- Makes a contribution to group effort
- Shares information and materials with others
- Assists peers and faculty
- Supports decisions of group willingly, even if different from own
- Supports work of others
- Establishes professional goals that are aligned with those of the organization
- Plans and sets goals and priorities with others
- Maximizes individuals' talents
- Distributes responsibilities evenly
- Keeps groups on task

- \_\_\_\_\_ 9. Treats others with respect
- Respects the property of others
  - Displays equitable treatment of others
  - Acknowledges perspectives of individuals from diverse cultural, experiential and theoretical backgrounds
  - Returns borrowed materials in a timely manner
  - Shows due courtesy and consideration for people and ideas
- \_\_\_\_\_ 10. Provides information to all constituents in a professional and timely manner
- Appreciates unique community culture
  - Provides materials for students of different cultures
  - Welcomes involvement of family and community members
  - Recognizes, values, and utilizes assets in the community
  - Provides students access to varying points of view
  - Maintains confidentiality of student records, parent communications, and private professional communications
  - Supports and follows school, division, and university directives
- \_\_\_\_\_ 11. Demonstrates a commitment to remain current in knowledge of the professional field
- Values and participates in opportunities to improve instructional practices and teaching activities
  - Independently seeks opportunities to learn new knowledge and skills
  - Views reflection as a component of the instructional process
  - Seeks/locates needed resources
  - Exhibits curiosity about the professional field
  - Displays creative ideas about and applications to education concepts
  - Models flexibility regarding course content, process and tasks
  - Makes connection to previous readings/experiences/courses, etc.
- \_\_\_\_\_ 12. Demonstrates knowledge about the professional field
- Prepares for classes, meetings, and group work
  - Submits lesson plans within agreed-upon timelines
  - Plans daily instruction and submits materials that are consistent with short and long range goals and objectives, e.g. course syllabus
  - Manages time effectively
  - Establishes routines and procedures to maximize instructional time
  - Completes assigned tasks within prescribed time frame
- \_\_\_\_\_ 13. Participates in professional development activities that
- Attends professional conferences, submits proposals, develops manuscripts for publication
  - Pursues opportunities in professional education organizations and associations
- \_\_\_\_\_ 14. Works with diverse (i.e., special education, gifted, at-risk, minority, etc.) learners
- Adapts instruction to meet varying needs and abilities,
  - Holds high expectations for all students
  - Demonstrates unbiased, fair, and non-prejudicial treatment of all people
  - Creates a learning environment that enables all students to reach their full

potential

- Demonstrates the belief that diversity in the classroom, in the school, and in society enhances learning
- Develops instruction that encourages students to value and draw upon their unique life circumstances
- Fosters student appreciation for diversity in the classroom
- Demonstrates positive attitudes toward diverse cultures and learners
- Selects materials, develops lessons, and promotes classroom environments that counteract negative stereotypes and bigotry

\_\_\_\_\_ 15. Displays excitement about the professional field

- Exhibits positive attitude toward the discipline and/or teaching profession
- Completes assignments, duties, or tasks on time
- Demonstrates willingness to adapt instruction to “best practices”
- Initiates scholarly projects that reflect personal interests independently
- Demonstrates a high rate of self-initiated actions that result in scholarly products, e.g. publish research articles, write grant proposals, present at local, state, and national conferences, participate in leadership activities
- Demonstrates leadership qualities in the professional associations and organizations

**Darden College of Education Form D  
PhD in Education**

**Written Comprehensive Exam Application  
Special Education**

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ ZIP \_\_\_\_\_

Home Phone \_\_\_\_\_ Work Phone \_\_\_\_\_

Email: \_\_\_\_\_

Semester Taking Examination      Fall 20\_\_\_\_ Spring 20\_\_\_\_ Summer 20\_\_\_\_

Critical Issue Topics of Interest

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Major Advisor \_\_\_\_\_

ORIGINAL      Graduate Program Director  
COPY:          Student

## PhD in Special Education Written Comprehensive Exam Rubric

Elements	Unacceptable (U)	Acceptable (A)	Target (Publishable) (T)
<b>Statement of the Problem</b>	Gives no attention to problems affecting diverse learners. Not a contemporary problem. No evidence provided to support the significance of the problem. Is not applicable to a larger population. Gives little or no description of the proposed approach for investigating the problem.	Contemporary and relevant. There is adequate evidence provided to support the significance of the problem. Problem is applicable to a larger population. Proposed approach for investigating the problem appropriate.	Problem is well defined and well grounded; addresses a significant problem for diverse learners; and is applicable to populations beyond those to be studied. There is abundant and compelling evidence to support the significance of the problem. The statement of the problem is clear and smoothly integrated into the text. The proposed approach for study of the problem is rigorous and defined with persuasive and compelling research.
<b>Review of Literature</b>	Articles chosen are not relevant to the problem. Articles are out of date and/or not seminal. Articles are from non-refereed journals or other inappropriate sources. Insufficient number of research articles and primary sources.	Content organizes, integrates, and evaluates articles to provide clarification of the problem and support the chosen methodology. Articles are relevant, timely, and seminal, coming primarily from refereed journals and primary sources. Preponderance are appropriate research articles. Content provides links to diverse learners.	Extensive review that includes: summaries, syntheses, and critiques of exceptionally rigorous evidence-based sources that strongly support the statement of the problem and the components of the proposed methodology. All citations are accurately included and integrated.
<b>Interpretations, Conclusions, Implications</b>	Draws unrelated, inaccurate, or overstated conclusions from the data. Stated limitations of the study are inaccurate or insufficient. Implications for future research are omitted, insufficient, or unrelated to the findings or to the limitations in the study.	Draws accurate conclusions from the data. Stated limitations of the study are appropriate. Implications for the practice are thoughtful and appropriately related to the findings and/or the limitations in the study.	Conclusions are accurate and appropriately linked to the problem and methodology. Implications for practice and future research are compelling in their potential applications for diverse learners. Conclusions add to the knowledge base and are insightful in their implications for further study. Conclusions make clear reference to practical applicability, as appropriate.
<b>Quality of Writing</b>	<p><i>Mechanics:</i> Did not adhere to APA guidelines or other assigned style requirements. Numerous errors of spelling, typing, grammar, format, and/or sequencing.</p> <p><i>Organization and Coherence:</i> Numerous instances of inaccurate and/or sufficient information. Little or no expression about the relationships among professional literature, theory, philosophy, research methodology, research findings, and current practice. Contains extraneous information. Multiple problems in clarity of expression.</p>	<p><i>Mechanics:</i> Very few major or minor errors in use of APA guidelines or other assigned style requirements. Minimal errors of spelling, typing, grammar, format, sequencing, none of which detract from the reader's understanding.</p> <p><i>Organization and Coherence:</i> Few or no instances of inaccurate information. Sufficient information in all sections. Clear expression about the relationships among professional literature, theory, philosophy, research, methodology, research findings and current practice. Little or no extraneous information. Few or no problems in clarity of expression.</p>	<p><i>Mechanics:</i> Very few minor errors in use of APA guidelines or other assigned style requirements and no errors of spelling, typing, grammar, format, or sequencing. There is variation in sentence and paragraph length and the writing is clear and commanding.</p> <p><i>Organization and Coherence:</i> The quality of content, organization, and coherence of the writing is at the level expected of publishable quality.</p>

Each element of the written comprehensive product must reach the acceptable or target (publishable) level in order to be considered a passing examination.

## PhD in Special Education Oral Comprehensive Exam Rubric

Elements	Unacceptable (U)	Acceptable (A)	Target (T)
<b>Statement of the Problem</b>	Not well defined. Not a contemporary problem. No evidence provided to support the significance of the problem. Is not applicable to a larger population. Gives little or no description of the proposed approach for investigating the problem. (0 pts)	Contemporary and relevant. There is adequate evidence provided to support the significance of the problem. Problem is applicable to the larger population. Proposed approach for investigation the problem is appropriate. (1pt)	Problem is well-defined, well-grounded, and addresses a significant problem for diverse learners and is applicable to populations beyond those to be studied. There is abundant and compelling evidence to support the significance of the problem. The proposed approach is rigorous with some outstanding characteristics. (2 pts)
<b>Review of the Literature</b>	Articles chosen are not relevant to the problem. Articles are out of date and not seminal. Articles are from non-refereed journals or other inappropriate sources. Insufficient number of research articles and primary sources. (0 pts)	Content organizes, integrates, and evaluates articles to provide clarification of the problem and support the chosen methodology. Articles are relevant, timely, and/or seminal, coming primarily from referred journals and primary sources. Preponderance of evidence-based research articles.(2 pts)	Extensive review that includes summaries, syntheses, and critiques of exceptionally rigorous evidence-based sources and strongly supports the statement of the problem and the components of the proposed methodology. (4 pts)
<b>Interpretations, Conclusions, Implications</b>	Draws unrelated, inaccurate or overstated conclusions from the data. Stated limitations of the study are inaccurate or insufficient. Implications for future research are either omitted, insufficient, or unrelated to the findings or to the limitations in the study. (0 pts)	Draws accurate conclusions from the data. Stated limitations of the study are appropriate. Implications for the practice are thoughtful and appropriately related to the findings and/or the limitations in the study (2 pts)	Conclusions are accurate and appropriately linked to the problem and methodology. Implications for practice and future research are compelling in their potential applications for diverse learners. Conclusions add to the knowledge base and are insightful in their implications for further study. (4 pts)
<b>Organization</b>	Student presentation lacks clarity of focus and organization; does not cover all major components and/or is presented poorly (e.g., with flat affect or negative non-verbal behavior). Over-reliance on notes. (0 pts)	Student presentation does not include all major components; follows logical sequence but contains limited or inadequate information on one or more major components; and/or lacks professional treatment. (2 pts)	Student presentation follows a logical sequence and covers all major components of the paper in a clear and succinct manner (i.e., introduction; rationale for topic, literature review, results, implication for research and practice) and within the time allotted i.e., 30 min.) The level of organization and quality of presentation encourages active audience engagement on the content (e.g., brisk pace; enthusiasm about content of presentation; positive affect; eye contact). (4 pts)
<b>Overall Disposition</b>	Student appearance, dress, observable attitude, and verbal interaction with audience do not conform to	Student appearance and dress reflects an acceptable level of competence. Student interactions with	Student appearance, dress, observable attitude, and verbal interactions with audience reflect high level of

	accepted professional conduct (e.g., standards that would apply to applicant for faculty position). Student displays poor eye contact; flat affect; and/or makes demeaning, judgmental and/or unsupported comments regarding professionals in the field. (0 pts)	audience are evident but not engaging. (1pt)	competence, respect for participants, and overall attitude of professionalism. Student serves as an instructional model for other candidates. (2 pts)
<b>Student Presentation</b>	Information is not clearly presented and/or visual aids are poorly constructed (e.g., too small font size, too many items per slide) and/or are confusing to audience. (0 pts)	Presentation is poorly sequenced; presenter relies heavily on notes and/or presents unnecessary details. (1pt)	Presentation is engaging and technically correct. It follows an outline, is supplemented by visual and/or other aids (e.g., handouts, PowerPoint presentation) that adhere to common standards, complement, and strengthen verbal content; the student shows enthusiasm for the topic; and avoids use of jargon. Presentation shows thorough understanding of the content/methodology (2 pts)
<b>Discussion</b>	Presentation elicits questions but audience is not particularly engaged in content. (0 pts)	Presentation promotes minimal audience engagement with the presenter. Presentation engenders limited or shallow discussion. (1pt)	Presentation is designed to foster discussion and questions; presentation shows preparation and includes strategies designed to evoke audience discussion/questions (e.g., statements that highlight major points, differences in professional opinion, challenges not yet resolved) and extension of content. (2 pts)

A score of 12 and above is considered a passing examination.

## PhD in Special Education Prospectus Defense Rubric

Elements	Unacceptable (U)	Acceptable (A)	Target (T)
<b>Statement of the Problem</b>	Not well defined. Not a contemporary problem. No evidence provided to support the significance of the problem. Is not applicable to a larger population. Gives little or no description of the proposed approach for investigating the problem. (0 pts)	Contemporary and relevant. There is adequate evidence provided to support the significance of the problem. Problem is applicable to a larger population. Proposed approach for investigating the problem is appropriate. (1 pt)	Problem is well-defined, well-grounded, and addresses a significant problem for diverse learners and is applicable to populations beyond those to be studied. There is abundant and compelling evidence to support the significance of the problem. The proposed approach is rigorous with some outstanding characteristics. (2 pts)
<b>Review of the Literature</b>	Articles chosen are not relevant to the problem. Articles are out of date and not seminal. Articles are from non-refereed journals or other inappropriate sources. Insufficient number of research articles and primary sources. (0 pts)	Content organizes, integrates, and evaluates articles to provide clarification of the problem and support the chosen methodology. Articles are relevant, timely, and/or seminal, coming primarily from refereed journals and primary sources. Preponderance of evidence-based research articles. (2 pts)	Extensive review that includes summaries, syntheses, and critiques of exceptionally rigorous evidence-based sources and strongly supports the statement of the problem and the components of the proposed methodology. (4 pts)
<b>Interpretations, Conclusions, Implications</b>	Draws unrelated, inaccurate or overstated conclusions from the data. Stated limitations of the study are inaccurate or insufficient. Implications for future research are either omitted, insufficient, or unrelated to the findings or to the limitations in the study. (0 pts)	Draws accurate conclusions from the data. Stated limitations of the study are appropriate. Implications for the practice are thoughtful and appropriately related to the findings and/or the limitations in the study. (2 pts)	Implications for practice and future research are compelling in their potential applications for diverse learners. Conclusions add to the knowledge base and are insightful in their implications for further study. (4 pts)
<b>Organization</b>	Student presentation lacks clarity of focus and organization; does not cover all major components and/or is presented poorly (e.g., with flat affect or negative non-verbal behavior). (0 pts.)	Student presentation does not include all major components; follows logical sequence but contains limited or inadequate information on one or more major components; and/or lacks professional treatment. (2pts.)	Student presentation follows a logical sequence and covers all major components of the paper in a clear and succinct manner (i.e., introduction; rationale for topic, literature review, results, implication for research and practice) and within the time allotted (i.e., 30 min.). The level of organization and quality of presentation encourages active audience engagement in the content (e.g., brisk pace; enthusiasm about content of presentation; positive affect; eye contact). (4 pts.)

<b>Overall Disposition</b>	Student appearance, dress, observable attitude, and verbal interaction with audience do not conform to accepted professional conduct (e.g., standards that would apply to applicant for faculty position). Student displays poor eye contact; flat affect; and/or makes demeaning, judgmental and/or unsupported comments regarding professionals in the field. (0 pts.)	Student appearance, dress reflects an acceptable level of competence. Student interactions with audience are present but not engaging. (1 pt.)	Student appearance, dress, observable attitude, and verbal interactions with audience reflect high level of competence, respect for participants, and overall attitude of professionalism. Student serves as an instructional model for other candidates. (2 pts.)
<b>Student Presentation</b>	Information is not clearly presented and/or visual aids are poorly constructed (e.g., too small font size, too many items per slide) and /or are confusing to audience. (0 pts.)	Presentation is poorly sequenced; presenter relies heavily on notes and/or presents unnecessary details. (1 pt.)	Presentation is engaging and technically correct. It follows an outline, is supplemented by visual and/or other aids (e.g., handouts, PowerPoint presentation) that adhere to common standards, complement, and strengthen verbal content; the student shows enthusiasm for the topic; and avoids use of jargon. (2 pts.)
<b>Discussion</b>	Presentation elicits questions but audience is not particularly engaged in content. (0 pts.)	Presentation promotes minimal audience engagement with the presenter. Presentation engenders limited or shallow discussion. (1 pt.)	Presentation is designed to foster discussions and questions; presentation shows preparation and includes strategies designed to evoke audience discussion/questions (e.g., statements that highlight major points, differences in professional opinion, challenges not yet resolved) and extension of content. (2 pts.)

A score of 12 and above is considered a passing examination.