



**JUDITH HERB  
COLLEGE OF EDUCATION**

---

THE UNIVERSITY OF TOLEDO

# Doctoral Student Handbook

*Shaping the Future of Education for an Ever-Changing World*

UToledo.edu/education • 2801 W Bancroft Street • Toledo, OH 43606

July 2022

## TABLE OF CONTENTS

The Judith Herb College of Education.....	4
Doctoral Programs .....	4
Doctor of Education (Ed.D.) in Educational Administration and Supervision.....	4
Doctor of Philosophy (Ph.D.) in Curriculum and Instruction .....	4
Doctor of Philosophy (Ph.D.) in Foundations of Education .....	5
Doctor of Philosophy (Ph.D.) in Higher Education.....	5
Admission.....	5
What to submit with your application .....	5
<b>Admission to-do list</b> .....	6
Request for Change of Graduate Program .....	6
Request to Add a Graduate Certificate .....	6
Application for Graduate Re-admission.....	7
Getting Started in a Doctoral Program .....	7
Online Access .....	7
Doctoral Advisors.....	7
Graduate Student Resources .....	7
Registration.....	8
<b>Getting started to-do list</b> .....	8
Coursework Phase.....	8
Doctoral Program Committee.....	9
Plan of Study .....	9
Completing Coursework.....	10
<b>Coursework phase to-do list</b> .....	11
Doctoral Program Committee Changes .....	11
Plan of Study Changes.....	11
Program Examinations and Candidacy .....	12
Written Program Examination .....	12
Oral Program Examination.....	13
Candidacy.....	13
<b>Examination and candidacy to-do list</b> .....	14
Retaking an Examination .....	14
Dissertation Research and Graduation .....	14

Doctoral Dissertation Committee .....	15
Research Concept Paper .....	15
Research Proposal Defense .....	16
Dissertation Defense.....	16
Approval of Written Dissertation.....	17
Graduation .....	17
<b><i>Dissertation and graduation to-do list.</i></b> .....	18
Dissertation Committee Changes .....	18
Repeating a Defense .....	18
Procedures For Individual Programs.....	20
Ed.D. in Educational Administration and Supervision .....	20
Ph.D. in Curriculum and Instruction.....	23
Ph.D. in Foundations of Education: Foundations of Education, History of Education, Philosophy of Education, and Sociology of Education.....	25
Ph.D. in Foundations of Education: Research and Measurement.....	36

## THE JUDITH HERB COLLEGE OF EDUCATION

The mission of the Judith Herb College of Education is to prepare educators, instructional leaders, and scholars who are capable of constructing and sustaining effective learning environments through the development and practice of innovative educational theories and pedagogical practices.

The Judith Herb College of Education is fully accredited by the Council for the Accreditation of Educator Preparation (CAEP).



This Doctoral Student Handbook is one of many resources for doctoral students in the Judith Herb College of Education. Students should also refer to the Judith Herb College of Education Graduate Student Catalog and the resources of the College of Graduate Studies at The University of Toledo. Policies described in these additional resources and by The University of Toledo supersede the information in this Doctoral Student Handbook.

## DOCTORAL PROGRAMS

The Judith Herb College of Education offers a range of programs and concentrations for students interested in doctoral level study. Students select a program and concentration based on their interest and career goals.

### Doctor of Education (Ed.D.) in Educational Administration and Supervision

Students in educational administration and supervision study to become effective leaders in Pre-K to grade 12 education who use research as a foundation of their thinking about schools to support innovative and responsive models of education.

### Doctor of Philosophy (Ph.D.) in Curriculum and Instruction

Students in Curriculum and Instruction study the interactions between learners, teachers, and subject matter. Designed for students interested in research about and leadership in teaching and learning environments, this program develops educators as researchers and advanced professionals in education. There are five areas of concentration.

**Curriculum and Instruction:** For students interested in focused study of teaching and learning environments in an area such as English language arts, reading, mathematics, science, or social studies or in broader issues of curriculum and instruction.

**Educational Technology:** For students interested in focused study of designing online or technology enhanced learning environments or in supporting others in using technology for learning.

**Early Childhood Education:** For students interested in focused study of teaching and learning environments specifically designed for children ages birth to grade 3.

**Special Education:** For students interested in focused study of the nature and needs of learners with special needs including early intervention, preschool special needs, high incidence conditions (e.g. learning disability, mental retardation, emotional disturbance), severe disabilities (e.g. physical, cognitive and social-emotional), transition, and behavior disorders. The area of specialization in special education can also be completed online as well as on campus.

## Doctor of Philosophy (Ph.D.) in Foundations of Education

Students in Foundations of Education study the broad issues of educational systems and schools. Designed for students interested in research and leadership in foundational areas that support education, this program develops individuals as researchers and leaders.

**Foundations of Education:** For students interested in focused study of methodological and theoretical interdisciplinary research involving interdisciplinary sociology, anthropology, philosophy, and history of education, as well as democratic education, culturally relevant teaching, and social justice.

**Educational Psychology:** For students interested in focused study of the psychological dimensions of education including teaching, learning, and human development.

**Research and Measurement:** For students interested in focused study of design, execution, and interpretation of applied research, both quantitative and qualitative, and a deep understanding of the theoretical foundations of research and measurement.

## Doctor of Philosophy (Ph.D.) in Higher Education

Students in higher education study to become leaders who will shape the future of American public and private higher education. The program is designed to prepare students through theory, research, policy analysis, and global experiences for successful professional careers in diverse higher education settings, including public and private colleges and universities, government agencies, and professional associations.

## ADMISSION

To apply for admission to doctoral programs at The University of Toledo and The Judith Herb College of Education, applicants should follow the procedures outlined on the [College of Graduate Studies \(COGS\)](#) website. Prospective students must [apply online](#) directly to the College of Graduate Studies.

To be accepted into a doctoral program in The Judith Herb College of Education, prospective students must meet the following requirements.

- Admission to the College of Graduate Studies
- A master's degree from an accredited college or university
- Evidence of research and writing ability and previous academic work needed to successfully complete the program of study
- Acceptable scores on the GRE when required by the program

Current admission criteria, specific to each doctoral program, can be found in the [Graduate Catalog](#). In addition, each doctoral program is described in the appendices of this handbook.

## What to submit with your application

Prospective students must apply online directly to the [College of Graduate Studies](#). Students will need to submit these materials:

- An [online application](#) for graduate school admission
- Official copies of all undergraduate and graduate transcripts, including credits and degrees earned
- A Statement of Purpose that describes the applicant's background and goals as well as the importance of the selected doctoral program in achieving these goals

- Professional letters of reference describing the applicant’s potential for successfully completing a doctoral program (two to three letters as required by the program)
- Samples of academic writing (e.g. report, thesis, project, or academic paper)
- A current resume or curriculum vitae, when required by the program
- GRE scores, when required by the program
- A non-refundable application fee

**International Students.** For international students, there are additional materials required to demonstrate financial support and immigration status. International applicants should consult with representatives from the College of Graduate Studies and the Center for International Studies and Programs early in the application process.

**Admission Decisions.** Completed applications, including all submitted materials, are forwarded to the program in which the student wishes to study. Application materials are reviewed by faculty, the Department Chair, and the Associate Dean of the College. Recommendations are forward to the College of Graduate Studies for a final decision. Students are then notified of the admission decision by mail.

**Graduate Assistantships.** The Judith Herb College of Education has a limited number of graduate assistantships available each year. These positions provide students with the opportunity to work closely with faculty in their area of interest as well as financial support. In addition, assistantships funded by externally supported research projects may be available. To apply, submit a letter of interest and a curriculum vitae or resume to the department.

*Admission to-do list*

1. Select a doctoral program that matches your interests and career goals.
2. Upload your **application** materials online at the College of Graduate Studies.
3. Check the status of your application online to make sure your application is complete.

**Forms to submit**

*Graduate Online Application at: [apply.utoledo.edu](http://apply.utoledo.edu)*

**Request for Change of Graduate Program**

Students currently enrolled in a graduate program may request to change their graduate program. For example, students may request to change from a doctoral to a master’s program in the same area of study or may request to change to another program of study. A request to change a graduate program serves as an application to the proposed graduate program. Therefore, students should contact an advisor for the proposed graduate program to determine what application materials will be required. In most cases, a new Statement of Purpose should be submitted with the program change request. Other materials may be required by the proposed program. The **Request to Change Graduate Programs** form is available online through the myUT portal or on the College of Graduate Studies website.

**Request to Add a Graduate Certificate**

Students currently enrolled in a graduate program may request to add a graduate certificate to their degree program. A request to add a graduate certificate serves as an application to the proposed certificate program. Therefore, students should contact an advisor for the proposed certificate program to determine what application materials will be required. The **Request to Add a Graduate Certificate** form is available online through the myUT portal or on the College of Graduate Studies website.

## Application for Graduate Re-admission

Students who have not enrolled for two or more semesters, not including summers, may need to apply for re-admission to their program. Students should work with their graduate program advisor to complete the readmission process.

## GETTING STARTED IN A DOCTORAL PROGRAM

Getting started as a new doctoral student includes setting up UToledo online access, meeting with your advisor, becoming familiar with informational resources for graduate students, and registering for courses.

### Online Access

**UTAD Account.** One of the first tasks for new students is to activate their online account with The University of Toledo. Every student will be given a rocket number and UTAD username. This information along with directions for setting up a UTAD account will be in the welcome letter from the College of Graduate Studies.

**Email.** Every student will have a UToledo email account. This is the official form of communication used by students, faculty, and staff at The University of Toledo. Official notices and other important information will be sent via university email. Students should use and frequently check their university email.

**myUT.** myUT is the university portal for academic information and services. Students will find information about their courses, registration, forms, and other information on myUT. The login for myUT is on UToledo's main website.

**IT Help Desk.** Students can find information regarding accounts and other technology services on UToledo's [Information Technology](#) website. There is also a help desk link and phone number for specific questions.

### Doctoral Advisors

Students are assigned a faculty advisor based on their program and individual interests when they are admitted into a doctoral program. This initial advisor assists students in getting started in their program. Students should contact their advisor before they register for their first semester of classes.

Members of a Doctoral Program Committee and the Committee Chair advise students throughout the coursework phase of their program (see Program Committee below). The Committee Chair is also referred to as the student's major or faculty advisor. The committee chair may be the student's initial advisor, but this is not required. Students will begin forming a Program Committee during their first semester of their program.

During the dissertation phase of their program, members of the student's Dissertation Committee and the Dissertation Committee Chair advise students (see Dissertation Committee below).

### Graduate Student Resources

**Judith Herb College of Education (JHCOE).** This handbook is one resource for students to guide them through a master's program. JHCOE policies, forms and other information are available on the College webpage for [Graduate Student Academic Information](#).

**myUT.** College of Graduate Studies forms are available under the Graduate tab on the myUT portal. This tab also has links to resources for doctoral students from orientation to graduation.

**College of Graduate Studies (COGS).** The policies and procedures of the College of Graduate Studies (COGS) apply to graduate students in JHCOE and supersede JHCOE policies. Policies and procedures, such as Academic Standards, Academic Dishonesty, and Academic Grievance are posted on the [COGS References and Resources](#) page and in the COGS Graduate Student Handbook. The COGS [Academic Program Forms](#) page also has links to many of the forms needed by graduate students from application to graduation. Information of interest to graduate students such as information about scholarships, graduate faculty, and graduation is available on the COGS website.

**Graduate Student Association (GSA).** The [Graduate Student Association](#) is a student led organization for graduate students. Search for graduate student association on UToledo's website.

**The Writing Center.** The [Writing Center](#) is in the lower level of Carlson Library. Students can schedule an appointment online on the Writing Center website. Search for writing center on UToledo's website.

**Carlson Library and Librarians:** [Carlson Library](#) has many resources available online including research databases and online journal. Three librarians are designated as specializing in supporting student and faculty in education. Search for library on UToledo's website.

**Counseling Center:** The [Counseling Center](#) is UToledo's primary facility for personal counseling, psychotherapy, and psychological outreach and consultation services. More information is available on their website under student affairs, search for Counseling Center.

## Registration

Students register for courses online through the myUT portal. To maintain full time status students must register for at least nine (9) credit hours each semester, fall and spring. Part time students may need to take a minimum of 5 hours to qualify for financial aid. Generally, only courses at the 7000 or 8000 level will count toward a doctoral program and some programs have identified courses that should be taken in the first year of study. Students should meet with their advisor before registering for classes.

### *Getting started to-do list*

1. Set up your UTAD account and email.
2. Contact your initial advisor. Talk with them about what courses to take in your first semester.
3. Register for courses.
4. Begin thinking about your program committee and Plan of Study.

**Forms to submit**

*Online Registration at:*  
[myut.utoledo.edu/](http://myut.utoledo.edu/)

## COURSEWORK PHASE

The initial phase of a doctoral student's studies is centered on coursework. To be sure the student will achieve their goals in a timely fashion, the student, in collaboration with their advisor (i.e. program chair) and program committee, determine a unique Plan of Study. Below are explanations about the membership of the Doctoral Program Committee and the role of that committee in the formulation of a doctoral student's Plan of Study as well as guidelines and policies related to the coursework phase of a doctoral student's studies.

## Doctoral Program Committee

The Doctoral Program Committee guides the student throughout the coursework phase of their doctoral program. Specifically, the Doctoral Program Committee supports the student in developing a Plan of Study and oversees the program examinations.

The Doctoral Program Committee is comprised of a minimum of three members:

**Chair of the Committee:** A faculty member from the student's major field of study with full graduate faculty membership. This person will chair the committee and is referred to as the student's advisor.

**Member Two:** A second faculty member from the major field of study with full graduate faculty membership.

**Member Three:** One (or more) additional graduate faculty member based upon interest with graduate faculty membership that includes eligibility to serve on doctoral committees. This may be a faculty member from the student's major field of study or minor field of study or possible research design area.

The Doctoral Program Committee should be formed early in the program, usually by the end of the first semester but no later than the end of the first year. The list of graduate faculty membership is available online on the College of Graduate Studies' website. To form their program committee, students complete the ***Doctoral Program Committee*** form available on the JHCOE website.

**Plan of Study.** Students should meet with the members of their program committee to discuss and approve their Plan of Study (see description below). Depending on the program, students might be guided mainly by the committee chair (i.e. advisor) or may work with each of their committee members to develop a Plan of Study for their program.

**Program Examinations.** The Doctoral Program Committee is also responsible for organizing and administering a student's major written and oral examinations. When, in addition to their major field of study, a student has a minor field of study, the minor advisor should also be a member of the student's Program Committee and is responsible for organizing and administering the minor written examination.

## Plan of Study

The Plan of Study is a description of program requirements including the specific courses to be completed. Each student designs and implements their Plan of Study. The Plan of Study is developed in collaboration with the student's Program Committee Chair, and in some cases, the student's entire Program Committee. The Plan of Study provides focus and direction to a student's graduate degree program. The goal is to create a Plan of Study that fosters the professional goals of each student. Each student studying for a degree is required to file a Plan of Study with the College of Graduate Studies (COGS) prior to the completion of 12 credit hours and no later than the end of the first year. Committee members will approve the Plan of Study on the ***Doctoral Program Committee*** form (see above).

**Courses Required.** On the Plan of Study, all credit applied towards the doctoral degree must be earned within seven years immediately preceding the time the degree is awarded. A maximum of 9 credits earned as a non-degree seeking student may be applied to a doctoral plan of study. All students must complete a minimum number of credit hours as required by each program, regardless of the student's previous

qualifications and background. In no case, may the total number of hours in a doctoral program be less than the minimum required for the degree.

**Transfer Credit.** Some graduate work completed at other accredited institutions may fulfill requirements when work is of acceptable quality and appropriate to the student's program. Credits requested for transfer must carry a grade of A, A minus, B plus, or B and must not have been applied toward a degree or certificate from another university. Students may transfer no more than nine (9) semester hours of post-master's credit to a doctoral program. Research hours earned at another university are not transferable toward research hours for a dissertation. See [Transfer of Credit](#) for more information. To transfer credits, students must be actively pursuing a graduate degree program at UToledo and complete the **Request for Transfer Credit** form available on the myUT portal and the COGS website.

**Residency Requirements.** Doctoral students satisfy the College of Graduate Studies' doctoral residency requirement by completing a total of at least 18 hours of coursework taken over 3 consecutive semesters. Enrollment in a summer term is not required to maintain continuity, but credits earned during summer terms could count toward the 18 hours required for residency.

**Additional Requirements.** Doctoral programs in the college require students to complete comprehensive examinations (i.e. written and oral program examinations; see below for more information about examinations). If the program requires a minor field of study with an examination this should be described under the category of "other." Specific programs may have additional requirements that will be included on the Plan of Study.

Current program courses and other requirements, specific to each doctoral program, can be found in the [Graduate Catalog](#). In addition, each doctoral program is described in the appendices of this handbook.

## Completing Coursework

**Advising.** The Program Committee Chair is the main contact person for advising and questions during the course work phase of the program. Students should meet with their program chair at least once each semester before finalizing their registration and to discuss their progress. Students may also meet with the members of their program committee periodically for advising during the coursework phase of their program.

**Enrollment.** Guided by the Plan of Study, students should register for courses after meeting with their committee chair (i.e. advisor) each semester. Before registering for a course that is not on the Plan of Study, students should get the approval of their committee chair for a course substitution on their Plan of Study (see changes in Plan of Study below).

Students should register each semester, fall and spring, to maintain continuous enrollment and access to university services. Students who are not enrolled for two semesters (excluding summer) will be considered to have stopped their graduate programs and will be required to apply for re-admission to complete their programs (see Admission section above).

Student must register for a total of at least 18 hours of coursework taken over 3 consecutive semesters to satisfy the residency requirement (see above).

**Concurrent Enrollment Program.** The University has a concurrent enrollment policy with Bowling Green State University (BGSU). See the [Concurrent Enrollment Information and Application](#). Students must also

receive prior approval from the Program Committee Chair and the Associate Dean for any BGSU coursework to be included in the Plan of Study.

**Grades.** Doctoral students must maintain a cumulative GPA of 3.0 or higher to remain in good standing. When the cumulative GPA falls below 3.0 the JHCOE associate dean for graduate studies may place the student on probation. The student will need to meet with their advisor (i.e. committee chair) to develop a written plan, including a timetable, for improving the GPA. Students with a GPA below 3.0 for two or more consecutive terms will be required to complete a Graduate Student Academic Review with their advisor. Students who fail to make progress may be placed on suspension and will be unable to register for classes for at least one semester.

Students must earn a grade of C or higher in all courses listed on their Plan of Study. A grade less than C in a graduate course is unsatisfactory and cannot be used to fulfill the academic requirements in a graduate Plan of Study.

Grade policy is mandated by the College of Graduate Studies (see the Academic Standards policy on the COGS website). The JHCOE Grade Appeal and Academic Grievance Procedure is available on the College webpage for Graduate Student Academic Information.

**Academic Policies.** The College of Graduate Studies has official policies for graduate students including academic standards, time limitations for degrees, academic dishonesty, academic grievance, enrollment status, leave of absence, FERPA, and transfer of credit. In addition, policies of the University of Toledo are available on the university policy website.

### *Coursework phase to-do list*

1. Meet with your initial advisor to discuss your Program Committee and Plan of Study.
2. Officially form your program committee. File your **Doctoral Program Committee** form with the college associate dean.
3. Develop a Plan of Study with your Program Committee and file your **Plan of Study** with the college associate dean.
4. Meet with your advisor (i.e. program committee chair) at least once per semester.
5. Complete the courses listed on your Plan of Study.
6. Maintain continuous enrollment and a GPA of 3.0 or higher.

### *Forms to submit*

*Doctoral Program Committee  
Plan of Study for a doctoral  
program*

## Doctoral Program Committee Changes

The process for changing Doctoral Program Committee members includes consultation with the current program chair as well as, in some cases, a department chair or associate dean. Students may change committee chair or members at any time. The new committee will assume the responsibilities of approving the Plan of Study and overseeing the program examinations. To change committee member, students complete a new **Doctoral Program Committee** form available on the JHCOE website.

## Plan of Study Changes

It is understood that the initial Plan of Study a student files may be subject to adjustment to accommodate changes in course availability and students' evolving interests. It is the student's responsibility to work with his or her advisor and program committee to update their official Plan of Study. To make three or fewer changes, students complete a **Plan of Study Course Substitution** form. If more than three changes

are made, the student will need to submit an amended **Plan of Study**. Both forms are available online through the myUT portal or on the College of Graduate Studies website.

**Changing the Minor Field of Study.** To change or remove a minor field of study, the student consults with their advisor and program committee to revise their Plan of Study. The new Plan of Study must be approved by the Program Committee and filed with the college associate dean.

**Changing the Doctoral Program.** Under some circumstances, a student may wish to change her or his major field of study after their initial Plan of Study has been approved. To change programs, it is necessary to apply for the new doctoral program and go through the process of establishing a new Doctoral Program Committee and a new Plan of Study.

## PROGRAM EXAMINATIONS AND CANDIDACY

Program examinations are opportunities for students to demonstrate expertise in a field of study. Students complete both a written and oral examination and, in some cases, a written minor or cognate examination. Program examinations are the culminating step leading to doctoral candidacy. Doctoral candidates have completed all program requirements except for the dissertation research.

**Continuous Enrollment.** Students must register each semester, fall and spring, to maintain continuous access to university facilities and services (i.e., the library, health services, computer services, laboratories, consult with faculty, apply for graduation, etc.). Students who are not enrolled for two or more semesters (excluding summers) will be considered to have stopped their graduate programs and will be required to apply for re-admission to complete their programs (see Admission section above).

### Written Program Examination

**Petition to Take Program Examinations.** Students should discuss their plans for completing their program examinations and achieving candidacy with their advisor and program committee at least one semester before the semester in which they will complete the examinations. Students should plan to complete their written exams during the last semester of coursework or the semester immediately following. Students must request approval prior to completing examinations.

The following are the requirements for eligibility for major or minor examinations:

- The student must be regularly admitted to a doctoral program in the major area department.
- The Doctoral Program Committee must be established.
- The student's Plan of Study must be approved and filed with the College of Graduate Studies.
- Any substitutions to the Plan of Study must be approved and on file with the College of Graduate Studies.
- All coursework on a student's approved Plan of Study in the field of study for the examination must be completed or currently enrolled. Letter grades of C or higher for those courses must be posted (i.e., PR, I and NR must be removed).
- For the major examinations, all coursework in research tools on a student's approved Plan of Study must be completed or currently enrolled. Letter grades of C or higher for those courses must be posted (i.e., PR, IN and NR must be removed).

Students should petition for permission to take written program examinations by the last day of the first week of the semester in which the examination will be taken. If the examination will be taken at the beginning of the term or between terms, students should petition one semester in advance by approved deadline. Students will be notified by email of their approval eligibility to take the examination. If not cleared, students must correct all deficiencies before scheduling the examination. To request to take examinations, students complete the ***Petition to Take Examinations*** form available on the JHCOE website.

**Examination process.** Written examinations are overseen by the student's Doctoral Program Committee and Program Committee Chair. Students should meet with their committee to discuss the examination process and timeline. When the student has been approved to take the examination (see petition above), the committee will provide the student with written directions for completing the examination including a description of the examination questions, requirements for completing and submitting responses, and the timeline for examination work.

The committee will evaluate the written examination and submit the written examination results to the associate dean's office. The associate dean will notify the student and the College of Graduate Studies in writing of their examination results. If a student fails the examination, they may request to re-take the examination once (see re-taking an examination below).

Each program has established an appropriate format, procedures, and standards of acceptability. Specific information regarding examinations for each program can be found in the appendices of this handbook.

**Minor or Cognate Examination.** If the student's program requires a minor area of study, students are eligible to complete the minor examination once the courses in the minor area are completed.

## Oral Program Examination

The oral examination provides an opportunity for the student to articulate his or her understandings and expand upon the ideas presented in the written examination as well as ideas within the student's program of study. Students should be given guidance prior to the oral exam on what areas of discussion will be the focus of the oral exam.

The oral examination is scheduled after the student has passed the written examination. The oral examination is usually scheduled in the same term as the written examination; however, it may also be scheduled in the following term. Oral examinations are open to only to the student's program committee members.

**Examination process.** Oral examinations are overseen by the student's Doctoral Program Committee and Program Committee Chair. All members of the Program Committee must be present at the oral examination. The committee will evaluate the oral examination and submit the oral examination results to the associate dean's office. The associate dean will notify the student and the College of Graduate Studies in writing of their examination results. If a student fails the oral examination, they may request to re-take the examination once (see re-taking an examination below).

Each program has established an appropriate format, procedures, and standards of acceptability. Specific information regarding examinations for each program can be found in the appendices of this handbook.

## Candidacy

Students should be eligible for admission to candidacy at the end of the semester that the major (and minor if applicable) examination and all coursework are successfully completed.

The following are the requirements for eligibility for admission to candidacy for the doctoral degree:

- The student must have satisfactorily completed all coursework on the approved Plan of Study with grades of C or higher and with a minimum cumulative graduate grade point average of at least 3.0.
- The student must have passed all program examinations (both written and oral, and minor when required).
- The student must be recommended for candidacy by their Doctoral Program Chair (i.e. advisor).

To apply for candidacy, students complete the ***Application for Admission to Candidacy for the Doctoral Degree*** form available online through the myUT portal or on the College of Graduate Studies website.

#### ***Examination and candidacy to-do list.***

1. Meet with your program committee to discuss your exams.
2. Submit **Petition to Take Examination** to the college associate dean.
3. Receive, in writing, directions for the written examination.
4. Submit written examination responses to your committee and receive **Examination Results** for your written examination.
5. Complete the oral examination and receive **Examination Results** for your oral examination.
6. Submit **Application for Candidacy** to COGS.

#### ***Forms to submit***

*Petition to Take Examination*

*Written Examination Results  
(by your advisor)*

*Oral Examination Results (by  
your advisor)*

*Application for Candidacy*

### **Retaking an Examination**

Doctoral program examinations (written, oral, or minor) may be retaken only once. Students who fail an examination must retake the failed examination in the next term. In the interim between exam attempts, the doctoral student and his or her advisor should develop a plan for addressing deficiencies noted during the first examination. This plan should be put in writing and distributed to the program committee for input prior to scheduling the second attempt. Failure on the second attempt on any program examination disqualifies the student from doctoral study.

## **DISSERTATION RESEARCH AND GRADUATION**

The final phase of a doctoral student's studies involves completing the dissertation research. Below are explanations about the membership of the Doctoral Dissertation Committee, the stages of the dissertation research as well as guidelines and policies related to the dissertation and graduation.

**Minimum Continuous Enrollment.** Graduate Students who have completed their coursework and are working on their dissertation or are using university facilities and services (i.e., the library, health services, computer services, laboratories, consult with faculty, apply for graduation, etc.) must register for a minimum of one graduate credit hour each semester, excluding summer terms. However, students who apply for graduation during a summer term must be registered for a minimum of one graduate credit hour during that term. Access to certain other facilities and services, such as the Student Recreation Center and parking, will require additional user fees.

## Doctoral Dissertation Committee

Members of the Doctoral Dissertation Committee guides the candidate throughout their dissertation research. Specifically, the Doctoral Dissertation Committee supports the candidate in planning and conducting a study to answer an empirical question in the candidate's field of study and oversees the oral and written presentation of the dissertation research. The Dissertation Committee is a new committee distinct from the Program Committee. Faculty members who served on the candidate's Program Committee may, but are not required to, serve on the Dissertation Committee. The Dissertation Committee may be comprised of all, some, or none of the faculty members who served on the candidate's Program Committee.

The Doctoral Dissertation Committee is comprised of a minimum of four members:

Chair of the Committee: A faculty member from the candidate's major field of study with full graduate faculty membership. This person will be the candidate's advisor for the dissertation research and will chair the committee.

Member Two: A faculty member with expertise in a field of study related to the candidate's research interest and with graduate faculty membership.

Member Three: A faculty member with expertise in a field of study related to the candidate's research interest and with graduate faculty membership.

Member Four: A faculty whose primary appointment is outside the candidate's program, or the University, who is familiar with the standards of doctoral research in the field of the dissertation and with graduate faculty membership.

Potential committee members with a primary appointment outside of the university will need to apply for graduate faculty membership by completing a Graduate Faculty Membership Application available on the Graduate Council website.

The Doctoral Dissertation Committee should be formed early in the dissertation phase, usually as soon as the College of Graduate Studies approves candidacy. To form their dissertation committee, candidates complete the **Doctoral Dissertation Committee** form available on the JHCOE website.

**Research Concept.** Candidates should meet with the members of their dissertation committee to discuss and approve their Research Concept (see description below). Depending on the program, students might be guided mainly by their committee chair or may work with each of their committee members to develop a concept for their dissertation research. Each member of the committee should approve the concept before the candidate proceeds with developing a dissertation research proposal.

Students should remain in contact with members of the Dissertation Committee throughout their dissertation work, beginning with the presentation of a concept or pre-proposal paper and culminating in the oral defense of the dissertation.

## Research Concept Paper

Candidates complete a concept paper (i.e., pre-proposal paper) and informal presentation to the dissertation committee. The concept paper is approximately five to ten pages that broadly outline the rationale or need for the study, conceptual framework, research questions, and methodological approach. At the concept paper, meeting the candidate explains his or her dissertation research ideas and responds

to questions. This concept or pre-proposal permits the dissertation committee to advise the candidate at an early stage in the study design. If the concept is not approved, the candidate revises their plans and the concept paper until the committee unanimously approves the concept for the study. Committee members indicate their approval of the concept on the **Doctoral Dissertation Committee** form (see above).

## Research Proposal Defense

The research proposal includes a written plan for the dissertation research and an oral defense of the proposal. The proposal for the dissertation research should include a description of the problem and purpose of the study, the research questions, theoretical background, and methods proposed to gather and analyze data to answer the research questions. Although the proposal may have components that might contribute to the first three chapters of the written dissertation, revisions are often necessary from the proposal to final dissertation document. The candidate should submit the written research proposal to the dissertation committee members two weeks prior to the scheduled proposal presentation.

Candidates make an official research proposal presentation. This presentation is open to faculty members and graduate students in the candidate's program of study. Candidates must give official notice at least ten (10) business days prior to the scheduled proposal oral defense date by completing the **Official Notice** form available on the JHCOE website.

The candidate's Doctoral Dissertation Committee and Committee Chair oversee the oral defense. All members of the Dissertation Committee must be present at the oral defense. The committee will evaluate the proposal and the Dissertation Committee Chair submits the oral defense results to the associate dean's office. If a student fails the proposal defense, they may revise and resubmit their proposal to their committee as well as re-convene the committee for a second oral proposal defense (see repeating a defense below).

**IRB and GRAD assurances.** Prior to beginning the study, the candidate must receive approval from the Social, Behavior and Educational Institutional Review Board (SBE IRB) and The College of Graduate Studies (COGS). The SBE IRB approval is a separate process requiring additional forms on which the dissertation study objectives and procedures are explained in detail. Candidates must also submit a **Graduate Research Advisory (GRAD) Committee Approval & Assurances** form available on the myUT portal and the COGS website.

## Dissertation Defense

The candidate, working with the dissertation committee chair, should determine a schedule for the final stages of the dissertation process. Candidates should consult the schedules for college and COGS deadlines for dissertation approval posted on the JHCOE and COGS website. In general, the candidate and his or her dissertation chair must finalize materials by the middle of the semester in which a student plans to graduate. Once the candidate, in consultation with her or her dissertation chair and committee members, has a complete and polished manuscript, the dissertation committee chair should schedule a date for the official dissertation defense in consultation with the candidate and the dissertation committee members. The candidate should submit the final draft of the dissertation to the dissertation committee at least three (3) weeks before the doctoral oral defense occurs.

In the oral dissertation defense, candidates make a formal presentation of their completed dissertation research. Dissertation defenses are open to the public and candidates are welcome to invite colleagues, family, and friends to attend. Candidates must give official notice at least fifteen (15) business days prior

to the scheduled oral defense date by completing the ***Defense Acceptance and Intellectual Protection*** form available on the myUT portal and the COGS website.

At the defense, the doctoral candidate presents their dissertation research and responds to questions from the committee and guests who attend the defense. After the presentation and questioning period, the dissertation committee chair asks the candidate and any audience members to leave the room while the committee discusses their evaluations of the candidate's work and defense of that work. At that time, the committee submits their decision on whether the candidate has passed the dissertation. If a student fails the dissertation defense, they may revise and resubmit their dissertation to their committee as well as re-convene the committee for a second oral defense (see repeating a defense below).

The candidate's Doctoral Dissertation Committee and Committee Chair oversee the oral dissertation defense. All members of the Dissertation Committee must be present at the dissertation defense. The committee, as a whole, will evaluate the dissertation and the dissertation committee chair will submit the dissertation defense results to the dean's office.

## Approval of Written Dissertation

After the candidate has completed any revisions required by the dissertation committee and committee chair, the dissertation is submitted for a format review with the College of Graduate Studies. Format guidelines and information about the format review is available on the myUT portal and the COGS website.

***The American Psychological Association (APA) citation and format style is used for dissertations in education. Resources for formatting your document are available on the COGS webpage for [Thesis and Dissertation Preparation](#). The COGS format review is required for dissertations.***

Note: APA is the style guide for dissertations in education. However, some specializations within education (e.g., history, philosophy, biography) use Chicago Manual of Style. Students interested in using Chicago should consult with their dissertation committee for guidance early in the writing process.

Candidates submit an electronic copy of the final formatted dissertation to the Associate Dean of Graduate Studies. The committee chair will approve the final written dissertation and submit the ***Approval of Dissertation*** to the dean's office.

For the final step, the candidate submits the dissertation electronically to OhioLINK. Please refer to myUT or the COGS website for important dates and the process to be followed.

## Graduation

**Application for Degree.** Students must apply for graduation to have their degree awarded and posted on their official transcripts. The process for the application for degree is mandated by the University of Toledo, College of Graduate Studies (COGS). Students can find information about the degree completion requirements as well as a checklist on the COGS website. Information about graduation including deadlines for applying can be found on myUT and the Office of the Registrar website. To apply for graduation, candidates use the Apply to Graduate link on the myUT portal.

**Commencement.** Commencement is the graduation ceremony held at the end of fall and spring term. Candidates graduating during summer term may attend the fall commencement ceremony. Information about renting a cap and gown and the scheduled dates and times for the commencement ceremony can be found on the myUT portal and the Office of the Registrar website.

### *Dissertation and graduation to-do list.*

1. Form your dissertation committee and get approval for your Research Concept. File your **Doctoral Dissertation Committee** form with the college associate dean.
2. Plan your dissertation research. Meet with your dissertation committee chair frequently and keep your committee members updated.
3. Submit **Official Notice** to defend your proposal to the college associate dean at least 10 days prior.
4. Defend your dissertation research proposal and receive **Defense Results** for your oral proposal defense.
5. Obtain **IRB approval** for the research and submit **GRAD Assurances** to COGS before beginning any research.
6. Carry out your research plan and write your dissertation. Meet with your dissertation committee chair frequently and keep your committee updated.
7. Check the timeline posted on the college website.
8. Submit your **Application for Graduation** to COGS.
9. Submit **Official Notice** to defend your dissertation to the college associate dean at least 15 days prior.
10. Submit **Defense Acceptance and Intellectual Protection** to the College of Graduate Studies at least 15 days prior.
11. Defend your completed dissertation research and receive **Defense Results** for your oral dissertation defense.
12. Revise and format your written dissertation. Submit a **PDF of dissertation** to the college associate dean after COGS format review.
13. After the associate dean's approval, upload final dissertation to OhioLINK.

### **Forms to submit**

*Doctoral Program Committee*

*Official Notice for proposal defense*

*Defense Results (by your advisor)*

*IRB approval*

*GRAD Assurances*

*Application for Graduation*

*Official Notice for dissertation oral defense*

*Defense Acceptance and Intellectual Protection*

*Defense Results (by your advisor)*

*PDF of Dissertation*

*Approval of Dissertation (by your advisor)*

## **Dissertation Committee Changes**

A candidate who wishes to change membership on the Doctoral Dissertation Committee should discuss possible changes with their advisor, department chair, or the associate dean. Candidates may change committee members at any time; however, the new committee may request that the candidate revisit the research concept or other aspects of the dissertation research. In addition, the dissertation committee must be in place prior to the acceptance of the dissertation for defense (15 business days prior to the oral dissertation defense). The new committee will assume the responsibilities of overseeing and approving the dissertation work. To change committee member, candidates complete a new **Doctoral Dissertation Committee** form available on the JHCOE website.

## **Repeating a Defense**

Doctoral defenses (research proposal, dissertation oral) may be repeated only once. Candidates who fail a defense must repeat the failed defense in the next term. In the interim between defense attempts, the candidate and his or her advisor should develop a plan for addressing deficiencies noted during the first defense. This plan should be put in writing and distributed to the program committee for input prior to

scheduling the second attempt. Failure on the second attempt on any defense disqualifies the student from doctoral study.

## PROCEDURES FOR INDIVIDUAL PROGRAMS

### Ed.D. in Educational Administration and Supervision

**Written Major Examinations.** The following describes the process that should be followed for the doctoral examination (i.e., major examinations) for the EdD in Educational Administration and Supervision.

- Students petition for permission to take the written doctoral program examination during the semester exams will be completed using the **Petition to Take Examination** form. Students should be registered during the semester exams are prepared and completed.
- Preparing the written examination. The student is given 3-4 written questions to complete as a take-home exam. Questions can be provided sequentially over a three (or four) week period with the student submitting each question before getting the next question or, alternately, all the questions can be provided at the beginning of the writing period with a specified submission date/time at the end of the writing period. The Doctoral Program Committee, as a group, should agree to the writing period required to complete the written response (three or four weeks depending on the number of questions) and on how the questions are to be administered (sequentially or all at the beginning of the writing period).
- Developing questions for the written exam and student preparation for the questions.
  - a. The Doctoral Program Committee will formulate 3-4 questions for the written exam. The Doctoral Program Chair can either solicit questions from Doctoral Program Committee or the Doctoral Program Committee members together can develop the exam questions.
  - b. In some cases, the Doctoral Program Committee may decide to give the student more than 3-4 questions. Students, in collaboration with their advisor, will select 3-4 questions of the set of questions provided.
  - c. The student may meet with the Doctoral Program Committee prior to the exam to discuss the parameters of the question and/or obtain a reading list in preparation for the exam.
- Evaluating the exam
  - d. All members of the Doctoral Program Committee will be given a copy of all the student's answers to all questions. All Doctoral Program Committee members will evaluate all questions rating the student's work. See below for an example rubric for grading the written exam.
  - e. Each committee member will submit their pass/fail decision for each question, along with appropriate rubrics and comments, to the committee chair within three (3) weeks of receiving the student's written examination responses. The overall result for the examination will be based on the evaluation of all committee members on all questions. Majority rules for the overall decision for the passing or failing the student.
  - f. The Program Committee Chair will submit examination results to the Associate Dean within four (4) weeks of the student completing the examination. The Associate Dean will notify the student of the examination results. The Committee should share any comments and evaluation rubrics with the student after they have been notified by the associate dean of the examination results.
  - g. In the event students are permitted to complete the written exam during the summer term, timelines/deadlines for grading and response as stated above will not be enforced until October 1st of the following fall term.
  - h. A student is given two opportunities to pass the written examination. If, on some questions the student passed while on others he or she failed, the Doctoral Program

Committee members together should decide if the student must which (or if all) questions should be re-written for the second examination attempt.

- i. The Doctoral Program Committee Chair submits the **Examination Results** form to the Associate Dean for Graduate Studies.
- j. The student must pass the written examination before being eligible to take the oral examination.

## Rubric for Assessing Doctoral Exams for the Ed.D. in Educational Administration and Supervision

Quality Components	4	3	2	1	0	Total
<b>Analysis of Content</b>	Answer reflects an excellent understanding of key concepts provoked by the question. Important ideas and content are supported with relevant facts, details and examples.	Answer reflects a good understanding of key concepts provoked by the question. Important ideas and content are supported with relevant facts, details and examples.	Answer reflects an adequate understanding of key concepts provoked by the question. Important ideas and content are unevenly developed and/or relevant facts, details, and examples are sketchy.	Answer reflects confusion or ignores key concepts provoked by the question. The answer reflects minimal and predictable thinking. Use of relevant facts, details, and examples to develop important ideas is lacking.	Answer fails to understand and/or it ignores key concepts provoked by the question. Use of relevant facts, details, and examples to develop important ideas is lacking and/or missing.	
<b>Synthesis of Ideas/ Concepts</b>	Synthesis of knowledge is insightful. Two or more original ideas and implications are discussed.	Synthesis of knowledge is good. One original ideas and implications are discussed.	Synthesis of knowledge is competent. Ideas and implications are discussed but lack original thinking.	The ability to synthesize information or knowledge is lacking in depth and/or ideas and implications are not discussed.	The ability to synthesize information has not been demonstrated. Developing an idea does not constitute synthesis of knowledge.	
<b>Organization &amp; Concepts</b>	The writer's control over organization is impeccable. The transitions between ideas move the reader smoothly and logically through the text.	The writer's control over organization is effective and the transitions between ideas effectively move the reader through the text.	The paper (response) is generally coherent and its organization and transitions between ideas work, though it is not particularly smooth.	Though there is evidence of some organizational structure, following ideas throughout the text is sometimes challenging for the reader.	There is little evidence of any organizational structure or use of transitions between ideas. The paper is rambling and incoherent.	
<b>Research-based Support for the Ideas Presented</b>	Integration of research is appropriate for doctoral level work. Use of direct quotes, information and ideas to support points is exceptional.	Integration of research is appropriate for doctoral level work. Use of direct quotes, information and ideas to support points is effective.	Integration of research is appropriate for doctoral level work. Use of direct quotes, information and ideas to support points is somewhat effective.	Integration of research is marginal for doctoral level work. Use of direct quotes, information and ideas to support points is somewhat effective.	Integration of research is not acceptable for doctoral level work. Use of direct quotes, information and ideas to support points is missing.	
<b>Evidence of Documentation</b>	Manual of Style protocols are evident and citations are impeccable.	Manual of Style protocols are evident and citations are accurate.	Manual of Style protocols are evident. Some citations are inaccurate or missing.	Not all Manual of Style protocols are evident and/or many of the citations are inaccurate or missing.	Manual of Style protocols are not evident and many of the citations are inaccurate or missing.	
<b>Writing Convention</b>	The paper (response) exhibits genuine mastery of writing conventions. and presentation contributes to readability and impact of the paper.	Paper (response) exhibits good control of conventions that contributes to the impact of the paper. There are only a few grammatical and/or convention errors.	Occasional lapses in writing conventions are not distracting to overall impact of the paper (response) although grammatical and/or writing errors are evident.	Limited control of writing conventions sometimes interferes with and undermines the impact of the paper (response). Significant errors in grammar and/or writing conventions are evident.	Lack of control of writing conventions makes the paper (response) difficult to read and understand, and undermines its impact.	

## Ph.D. in Curriculum and Instruction

**Written and Oral Major Examinations.** The following describes the process that should be followed for the doctoral examination (i.e., major examinations) for the PhD in Curriculum and Instruction.

1. Students petition for permission to take the written doctoral program examination during the semester examinations will be completed using the **Petition to Take Examination** form. Students should be registered during the semester examinations are prepared and completed.
2. Preparing for the written examination.
  - a) The student's Program Committee gives the student three written questions to complete as, (a) a take-home examination OR (b) on-campus examination that will be 4 hours per day for three consecutive days for a total of 12 hours. The Committee Chair is responsible for soliciting and collecting these questions. For the take-home examination option, the student's Program committee Chair may provide questions all at once or sequentially over the examination period with the student submitting each question before getting the next question. The student's Program Committee Chair specifies a submission date and time for responses to each question. For the on-campus examination option, the Program Committee Chair (or his or her designee) provides the student with each question at the beginning of the writing period each day. The student and their Doctoral Program Chair and Program Committee should agree to the writing period required to complete the written responses and on how the questions are to be administered (sequentially or all at the beginning of the writing period).
  - b) Both the Doctoral Program Chair and the student should complete the **Petition to Take Examination** form that has written documentation of the agreed-upon dates for questions to be given to the student and dates for submission of the examination.
3. Developing questions for the written examination and student preparation for the questions.
  - a) The Doctoral Program Chair and members of the Doctoral Program Committee will formulate three questions for the written examination. The Doctoral Program Advisor can either solicit questions from Doctoral Program Committee members or the Doctoral Program Committee members can jointly develop the examination questions.
  - b) The student may meet with the Doctoral Program Committee members prior to the examination to discuss the parameters of the question and/or obtain a reading list in preparation for the examination.
4. Evaluating the written examination
  - a) All members of the Doctoral Program Committee will be given a copy of the student's responses to all questions. All committee members will evaluate all responses. See program for appropriate evaluation rubrics.
  - b) Each committee member will submit their pass/fail decision for each question, along with appropriate rubrics and comments, to the committee chair within three (3) weeks of receiving the student's written examination responses. The overall result for the examination will be based on the evaluation of all committee members on all questions. Majority rules for the overall decision for the passing or failing the student.
  - c) The Program Committee Chair will submit examination results to the Associate Dean within four (4) weeks of the student completing the examination. The Associate Dean will notify the student

of the examination results. The Committee should share any comments and evaluation rubrics with the student after they have been notified by the associate dean of the examination results.

- d) A student has two opportunities to pass the written examination. If, on some questions the student passed while on others he or she failed, the Doctoral Program Committee members together should decide which (or if all) questions should be re-written for the second examination attempt.
- e) The Doctoral Program Committee Chair submits the **Examination Results** form to the Associate Dean for Graduate Studies.
- f) The student must pass the written examination before being eligible to take the oral examination.

## 5. Oral Examination

The oral exam provides an opportunity for the student to articulate his or her understandings and expand upon the ideas presented in the written examination. Students should be given guidance by their Committee Chair prior to the oral exam on what areas of discussion will be the focus of the oral exam.

Students publicly announce the date of their oral defense by submitting an **Official Notice** form two-weeks (10 business days) prior to the oral defense date. The oral defense is open to only to the student's program committee members. After the oral defense, the Doctoral Program Committee meets privately and then informs the student if they have passed or failed, and if they are eligible for candidacy. All members of the Program Committee must sign the **Examination Results** which are then submitted to the Associate Dean of Graduate Studies.

## Ph.D. in Foundations of Education

**Introduction.** The doctoral degree in Foundations of Education addresses the interdisciplinary field of Social Foundations of Education. The flagship organization of Social Foundations of Education is the American Educational Studies Association (AESA), whose website provides an excellent introduction to the national level (<http://www.educationalstudies.org/>).

The purpose of the field of Social Foundations of Education is to facilitate knowledge of educational organizations as a social institution. In a democracy, this includes

- the impact of various social forces on education,
- the purpose of education in a just and democratic society,
- the historical and cultural development of education,
- the philosophical underpinnings and traditions of education, and
- the social and political dynamics of education.

Included in this purpose is the development of sensitivity and responsiveness to individual and cultural differences present in a diverse society, the capacity to recognize, analyze, and address systemic injustices in schooling, and an understanding of and commitment to equity and social justice.

**Foundations of Education Student Learning Outcomes.** Outcomes 1-3 are assessed by the Formative and Major Examinations (SLOs 4-6 are assessed in the dissertation process).

1. Demonstrate knowledge of the disciplinary content of educational theory and social foundations through citation, synthesis, analysis, and interpretation of major scholarship in the field.
2. Demonstrate knowledge of principles and theories of educational sociology, history of education, philosophy of education, and general foundations of education through cited, analytic discussion of classic and current research in those disciplines.
3. Demonstrate ethical dispositions in teaching and research through the quality and integrity of their scholarship, teaching methods, attention to diversity, and participation in the academic and civic community as demonstrated in their mentored work (compensated or voluntary) in the program and community.
4. Explain specific research methodologies including the theoretical assumptions upon which they are based, the methods of data collection and analysis, the issues of representation, and the foundations of validity, and explain when they are most appropriate to use (i.e., with what research problems or questions).
5. Collect, analyze and interpret, with a level of validity acceptable within a research community, at least one of the following types of research data: quantitative, qualitative, and/or interpretive.
6. Demonstrate the knowledge and skills necessary for theory application by doing the following:
  - a. Select a specific phenomenon and propose an investigation of the phenomenon, in writing, from the theoretical perspective most relevant to the phenomenon
  - b. Conduct the investigation
  - c. Articulate conclusions drawn from the data produced by the investigation
  - d. Defend the conclusions drawn from the data by relating the conclusions to the theoretical perspective used to conduct the investigation

**Seminar and Formative Examination.** All doctoral students in Social Foundations of Education program will include the Seminar in Social Foundations within their first four semesters of coursework. The purpose of the Formative Examination is to provide the PhD student with feedback from faculty, early in the

student's graduate career, on the progress of the student toward being able to write a successful major examination and dissertation. This feedback will allow the student to focus on areas of improvement needed early in coursework.

Logistics: Preparation for and writing of the formative examination takes place within the TSOC 8190 Seminar in Theory and Social Foundations course. Students should enroll in the seminar in their 2<sup>nd</sup> or 3<sup>rd</sup> semester of regular academic year coursework. The examination will be prepared for and written as the main assignment in the seminar. Guidelines will be provided. Students should have taken three of the following as pre-requisites or co-requisites prior to or simultaneous with the TSOC 8190 Seminar:

TSOC 7200 Sociological Foundations of Education

TSOC 7300 Philosophy and Education

TSOC 7400 History of Education in the U.S.

TSOC 7500 Anthropology and Education

The examination will be due to the instructor of the TSOC 8190 by the 12<sup>th</sup> week of the semester and will be assessed by all program faculty. The instructor will compile feedback provided from the faculty as a whole and will draft a letter to the student, to be approved by the faculty. Letter will be sent to student during finals week.

Content: The presupposition of Social Foundations of Education is that one cannot understand schooling without attention to context. In the United States, this context has been and is a democratic society. The following formative examination questions are proposed as a means of assessing the achievement of this purpose in terms of the Program Student Learning Outcomes 1-3 below:

1. What *should be* the purpose(s) of education and schooling in a just democratic society? (*Normative--philosophical, historical inquiry, sociological theory*)
2. What *historically has been* and what *currently is* the relationship between schools/educational institutions and a just democratic society? To what degree have schools/educational institutions historically, and currently, fulfilled the democratic purposes of education and the ideals of a just democratic society? (*Interpretive--historical, sociological, anthropological inquiry*)
3. What *accounts for (explains)* contradictions between the ideals of democratic education/schooling and its current and historical practice? What *possible remedies* to these contradictions are demanded by the imperatives of democratic social justice? (*Critical--philosophical, historical, sociological, anthropological inquiry*)

Responses to each question should draw upon *identified core literature*, among other sources.

Feedback provided to the student should guide the student in possible revision of the Plan of Study, as well as grounds for the student to make an informed choice regarding their career plans.

**Assessment Rubric for Seminar Exam in the Ph.D. in Foundations of Education**

Elements	Proficient	Needs Further Development or Remediation	Action Plan Recommended to Student
Thesis Statement, i.e., Topic/Problem Statement	Valid and significant topic/problem statement; thesis statement coheres with and operationalizes the topic/problem; a clear hypothesis is articulated; the significance of the topic/problem /research question is demonstrated.	Lacks developed topic/problem statement, including its various components as defined under “proficient.”	
SFE Framework	The framework of SFE approaches (normative, interpretive, critical), is clearly identified, articulated and defended.	The framework is not clearly identified, articulated and defended.	
Analysis and interpretation of extant literature relevant to what should be the purposes of education in a democratic society (normative work)	The review clearly and rigorously analyzes and interprets the state of SFE scholarship on purposes of education in a democratic education and arguments for why these should be purposes, including how and in what ways has it been researched.	Lacks adequate analysis and interpretation of extant literature as defined under “proficient.”	
Analysis and interpretation of extant literature relevant to what historically has been and what currently is the relationship between schools/educational institutions and a just democratic society (interpretive work)	The review clearly and rigorously analyzes and interprets the state of SFE scholarship on the historic and current relationships between schools and society, including how and in what ways has it been researched.	Lacks adequate analysis and interpretation of extant literature as defined under “proficient.”	

Elements	Proficient	Needs Further Development or Remediation	Action Plan Recommended to Student
Analysis and interpretation of extant literature relevant to what accounts for (explains) contradictions between the ideals of democratic education/ schooling and its current and historical practice, and the possible remedies to these contradictions are demanded by the imperatives of democratic social justice (critical work)	The review clearly and rigorously analyzes and interprets the state of SFE scholarship on contradictions and remedies between ideal of democratic education and actuality in institutions, including how and in what ways this has been researched.	Lacks adequate analysis and interpretation of extant literature as defined under “proficient.”	
Conclusion	An initial potential hunch or hypothesis is clearly articulated that follows logically from the analysis of the literature.	Lacks adequate articulation of a potential hypothesis.	
Writing	Demonstrates strong, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling, grammatical, and punctuation conventions; approved citation style and execution; copyedited and proofread.	Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting & proofreading.	

**Written and Oral Major and Minor Examinations.** The following describes the process that should be followed for the written Major exam in Foundations of Education.

Content of Major Examination: The doctoral major examination is a means of assessing the achievement of the Program Student Learning Outcomes 1, 2, 4 & 6. The student will write a Literature Review pertaining to their dissertation topic. The topic must be within the scope of the disciplines that constitute the Social Foundations of Education, including the philosophy, history, sociology, and anthropology of education. The topic should be developed in conversation with the student's advisor and must be approved by the program faculty before work commences on the exam. The literature review should be based on primary sources unless there is reason to include secondary sources as supplemental. The literature review should include the following elements:

- Topic
  - Problem/Issue: Statement of Purpose:
    - Theory
    - Past-empirical findings
    - Practice
    - Societal issue
  - Research Question
  - Hunch/Hypothesis
  - Significance -- Importance of the topic/question
- Theoretical Framework
  - The “lens” that frames the problem, question, hunch, analysis, interpretation, etc.
  - Identified in the literature
  - What theories inform the topic?
  - Is there a dominant theory?
  - What theoretical lens are you employing and why? -- Make the case for the theory.
- Analysis and interpretation of extant literature
  - What is the state of our knowledge of the problem, issue, and/or question?
    - What do we currently know about it specifically?
    - What are related areas of concern in social foundations of education literature that inform or contextualize the specific problem/issue/question?
  - What has been the development of inquiry into, and findings about, the question?
  - How and in what ways has it been researched?
  - What are the key sources? Who are key authors?
  - What are the major issues and debates about the topic?
  - What are the origins and definitions of the topic?
  - What are the key theories and concepts?
- Conclusion
  - What initial potential hunch or hypothesis emerges out of the analysis of the literature?
  - What possible methodological approach(s) are suggested by the literature review?

Length of Major Examination: The Review will not exceed 30 pages, double-spaced, 12-point font, including references.

Process of Major Examination: Each student will meet with their advisor to develop the proposed topic and research question; the student will submit a paragraph-length statement of the proposed topic and research question to the program committee members for approval. Students will write their examination independently, without advisor editing. Students are encouraged to draw upon sources of help in the college and university, including but not limited to UT Carlson Library research librarians and UT Writing Center tutors or coaches. The completed Literature Review must be submitted to the program committee for evaluation no later than the 10th week of the semester.

Evaluation of Major Examination: All program committee members will evaluate the examination; each committee member will evaluate the examination individually using a numerical scoring range of 0-10, with a score of 5 or above as Passing. The average scores of all evaluators will be calculated--an average score of 5 or above will constitute a Pass. Students will receive notification of their results within 3 weeks of submitting the completed exam. The examination will be evaluated in terms of the following Evaluation Rubric:

**Evaluation Rubric for the Major Exam for Ph.D. in Foundations of Education**

Elements	Pass	Fail
Topic/Problem Statement	Valid and significant topic/problem statement; research question coheres with and operationalizes the topic/problem; a clear hypothesis is articulated; the significance of the topic/problem /research question is demonstrated.	Lacks developed topic/problem statement, including its various components as defined under Pass.
Theoretical Framework	The Theoretical Framework is clearly identified, articulated and defended.	The Theoretical Framework is not clearly identified, articulated and defended.
Analysis and interpretation of extant literature	The review clearly and rigorously analyzes and interprets the state of our knowledge of the problem, issue, and/or question; how and in what ways has it been researched; identifies key sources of literature and major issues and debates regarding the topic, including core theories and findings.	Lacks adequate analysis and interpretation of extant literature as defined under Pass.
Conclusion	An initial potential hunch or hypothesis is clearly articulated that follows logically from the analysis of the literature.  Possible methodological approach(s) are suggested that logically follow from the literature review and are logically consistent with the research question and purpose of the study.	Lacks adequate articulation of a potential hypothesis.  Lacks adequate presentation of potential research methods.
Writing	Demonstrates strong, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling, grammatical, and punctuation conventions; approved citation style and execution; copyedited and proofread.	Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting & proofreading.

Implementation of Major Examination: Students matriculating in the Fall 2016 semester and after will complete the Major Examination as stipulated above. Students who matriculated prior to Fall 2016 semester, will have the option to choose the previous two-part examination or the Major Examination as stipulated above. Current students will submit their choice in writing to their advisor.

The process for evaluating the examination is in accordance with the process established throughout the JHCOE.

- a. All members of the Program Committee will be given a copy of the student's responses to all questions. All committee members will evaluate all responses.
- b. Each committee member will submit their pass/fail decision for each question, along with appropriate rubrics and comments, to the committee chair within three (3) weeks of receiving the student's written examination responses. The overall result for the examination will be based on the evaluation of all committee members on all questions. Majority rules for the overall decision for the passing or failing the student.
- c. The Program Committee Chair will submit examination results to the Associate Dean within four (4) weeks of the student completing the examination. The Associate Dean will notify the student of the examination results. The Committee should share any comments and evaluation rubrics with the student after they have been notified by the associate dean of the examination results.
- d. A student is given two opportunities to pass the written exam. If, on some questions the student passed while on others he or she failed, the Program Committee members together should decide what questions should be re-written for the second examination attempt.
- e. The Doctoral Program Committee Chair submits the **Examination Results** form to the Associate Dean for Graduate Studies.
- f. The student must pass the written examination before being eligible to take the oral examination.

**Minor Examination.** The minor is intended to complement and inform the major discipline, both in general and in terms of the specialization.

Content of Minor Examination: The examination is a paper articulating and defending a detailed answer to an individualized version of the following question: "What is the usefulness of Social Foundations approach in your research or practice relevant to your major discipline?" The specific question will be written by the Program Committee member representing the student's minor field of study, with reference to the student's portfolio.

Length of Minor or Cognate Examination: The Essay will be 10-15 pages, double-spaced, 12 point font, including references.

Implementation of Minor Examination: After the question has been approved by the program faculty, the Program Chair will send the question to the student. The student will have 2 weeks after receiving the question to return the exam to the Program Chair. It should include scholarly primary source citations, in APA, Chicago, or some other accepted format, including works studied in TSOC courses and some reading beyond TSOC coursework in order to develop the particular focus (comprehensive knowledge of a field is not expected); it is expected that each student will focus on the disciplinary approach with which he or

she is most familiar (e.g., sociology, anthropology, philosophy, OR history), and MAY contextualize this disciplinary approach within one or two other disciplinary approaches.

**Evaluation of Minor Examination in Foundations of Education**

Element	Pass	Fail
Strong Thesis Statement, developed through paper and answering question	Valid and innovative thesis; answers question in thoughtful way; argument developed throughout the paper and culminating in insightful & unique conclusion	Lacks developed thesis and/or not answering question
Disciplinary content knowledge in FOED	Demonstrates critical understanding of a least one disciplinary approach used in Social Foundations (historical, philosophical, anthropological, or sociological) and supports demonstration with at least 15 relevant citations.	Lacks appropriate citations and/or meaningful discussion of them.
Analysis and interpretation of extant research	Discusses clearly and draws conclusions from relevant empirical studies	Lacks adequate discussion of empirical studies
Contextualized within Major discipline	Develops an argument for why taking a social foundations approach to a problem or issue in the student's Major discipline is useful and demonstrates an ability to apply research and/or theory to make a meaningful contribution within Major discipline.	Does not adequately contextualize in Major discipline and/or does not make clear the significant contribution possible from using a social foundations framework.
Quality	Develops unique insight into material—a nuanced, complex understanding of an original argument	Repeats extant material with little development of unique argument
Writing	Demonstrates strong, systematic, intentional sentence structure, paragraph structure (with transitions), overall organizational structure; conventional or intentional spelling, grammatical, and punctuation conventions; approved citation style; copyedited and proofread.	Demonstrates unacceptable professional writing skills in terms of grammar, spelling, sentence structure, punctuation, overall organization, transitions, systematic citation, and/or copyediting & proofreading.

Each Social Foundations of Education faculty member will grade the examination giving it a numerical score of 1-10 with 5 as the beginning level of a passing score. Faculty will submit scores to Program Committee member representing the student's minor field of study, who will compile them. Examinations must receive an average score of 5 to pass the examination.

**Oral Examination.** The oral exam provides an opportunity for the student to articulate his or her understandings and expand upon the ideas presented in the written examination as well as material studied in all graduate coursework. The purpose of the examination is for the student to demonstrate knowledge of the interdisciplinary field of Social Foundations of Education, and their ability to talk about the field and specific concepts and scholars in the field in a scholarly conversation.

Students should be given guidance by their Program Chair prior to the oral exam on what areas of discussion will be the focus and the process of the oral examination. Students are also encouraged to talk to all faculty members in TSOC as well as their Program Committee members about preparing for the examination.

The oral defense is open to only the student's program committee members. After the oral defense, the Doctoral Program Committee meets privately and then informs the student if they have passed or failed, and if they are eligible for candidacy. All members of the Program Committee must sign the Examination Results which are then submitted to the Associate Dean of Graduate Studies.

**Evaluation of Oral Examination for the Ph.D. in Foundations of Education**

Element	Pass	Fail
Articulate discussion of points cited from Parts I and II of the exam	Demonstrates strong familiarity with works cited in the written exams, and ability to cite authors from memory and to discuss fluently and in-depth salient aspects of their work.	Displays inability to recall authors and citations from memory, and/or unable to discuss fluently and in depth salient aspects of their work.
Articulate discussion of discipline and sub-disciplines beyond topics of parts I and II	Demonstrates familiarity with works and authors who are generally known within Social Foundations (and as listed in part on the reading lists provided), and ability to identify at least their significance and the nature of their contributions to the field, as well as to discuss in depth the work of some authors.	Displays lack of basic knowledge about works and authors in the field, and/or inability to discuss works and authors in relation to each other and to key issues in the field.
Ability to orally analyze and interpret extant research	Demonstrates ability to discuss clearly empirical research data (from parts I or II, or from other source) and its analysis.	Displays inability to clearly analyze and discuss empirical data.
Ability to enter into theoretical or philosophical discussion and to hypothesize possible frameworks for given problems or questions	Demonstrates a critical understanding of established philosophical or theoretical frameworks.	Displays lack of familiarity with established frameworks and/or lack of complex, critical understanding of them.
Ability to link to real world and contemporary issues	Demonstrates ability to apply research design, data collection, and theoretical/philosophical interpretation to addressing a variety of contemporary issues in schooling and the field.	Unable to make real-world connections and to discuss the significance of a Social Foundations approach to understanding and addressing them.
Professional presentation of self in scholarly and applied discussion	Demonstrates appreciation of the need to draw critically on own positionality and lived experience, as well as professional, scholarly research; demonstrates confidence in putting forth own views and in problematizing them as own views; demonstrates awareness that reality is socially constructed and that different constructs can be equally valid.	Displays an inability to negotiate between personal experience and scholarly research, and/or a lack of confidence in the integrity of own views and ability to support them through developing an argument, and/or a lack of respect for the integrity of others' experiences, research, and views.

## Ph.D. in Foundations of Education: Research and Measurement

### Comprehensive Doctoral Examination and Academic Progress Portfolio (Major): Educational Foundations: Research and Measurement

---

The Comprehensive Doctoral Examination for the Research and Measurement Ph.D. programs is a three-part portfolio designed to demonstrate the student's acquired knowledge, skills, and abilities across the curriculum, both during the student's academic program and at the conclusion of their coursework. It is designed to address their development as a professional researcher within the field. The contents are to be presented in written form, but at the conclusion of coursework, students will be evaluated through an oral assessment, by the doctoral program committee.

The portfolio consists of the following three sets of documents:

#### 1.) Professional Development Documentation (All required)

- A current CV
- Program documentation for the College of Graduate Studies and the Judith Herb College of Education (e.g., Plan of Study and a signed doctoral program committee form)
- Three to four-page written reflection regarding portfolio contents

#### 2.) Professional Disseminated Research Demonstration (minimum of one from this section)

- A peer-reviewed publication (as at least second author)
- An article submitted for publication (as at least second author)\*
- A peer-reviewed presentation at a national conference (as lead author)\*

#### 3.) Academic Preparation (All required)

- A dissertation concept-paper proposal (Four to five pages)
- Three representations of "best work" (e.g., class assignments, research projects, refereed presentations/articles/chapters)
- Written Research and Data Analysis Project (as provided to the student by the doctoral program committee). The project is designed as an authentic assessment research project. Students are provided with data, instruments, and information regarding the current state of a research project on a topic of interest. They are asked review the research design, sampling, and other parameters of the current project, run statistical and measurement analyses on included data, and provide a written report documenting their findings.
- A literature review on a topic determined by the student with approval from the advisor/committee

Submission of this partially completed portfolio will occur annually for the assessment of *Satisfactory Academic Progress*. Each year during the academic program, the student should work towards the completion of the necessary elements included in this portfolio. The student's doctoral program committee will review progress at the end of each academic year. Comments will be generated and shared with the student regarding progress made and suggestions for the future. This progress review is meant as a formative, not summative, assessment. Students will not be terminated from the program solely through this portfolio review but encouraged to improve in areas of need.

The final portfolio, submitted at the conclusion of the doctoral program, will be graded through the use of established rubrics (attached).

Final submission of this documentation represents the written portion of the "major examination". The structure and focus of the oral assessment that follows shall be based on the products developed within each of the three sections, and in addition, the oral assessment will include the minor area of study. The assessment for the minor

area of study is defined and planned by the academic unit associated with the minor. All students will be held to the same standards of accountability. Particular emphasis will be placed on **Academic Preparation** during the oral assessment.

Standards for passage will be established using the Objective Standard Setting Model (Stone, 1996) where possible, and the Ebel model (Ebel, 1956) where not possible. Students who fail a single assessment, a single time, will be given an opportunity to revise and resubmit within three weeks. Students who fail a single assessment a second time will be considered as terminated in the program, per College of Graduate Studies regulations. Recourse for failing student shall be provided through a written appeal to the Doctoral Program Committee for an additional attempt.

\* To be observed and/or verified by faculty member

## Rubric

---

### Section One: Professional Development

#### Current CV

Marking	Description	Value
	Curriculum Vita included. The document is well constructed, and free of grammatical and spelling errors.	5 pts
	Curriculum Vita included. While the document includes necessary information, there are several grammatical and/or spelling errors requiring attention.	3 pts
	Curriculum Vita either not included or contains too many errors to be considered an acceptable response.	0 pts

#### Program Documentation

Marking	Description	Value
	Documentation is complete.	5 pts
	Documentation is included but is incomplete.	3 pts
	No documentation is included.	0 pts

#### Written Reflection

##### Depth of Reflection

Marking	Description	Value
	Demonstrates a thoughtful, conscious understanding of the writing task and subject matter.	3 pts
	Demonstrates a limited understanding of the writing task. Needs revision.	2 pts
	Demonstrates little or no understanding of the writing task and subject matter. Needs serious revision.	1 pts

##### Language Use/Style

Marking	Description	Value
	Uses stylistically sophisticated language that is precise and engaging. Skillful sentence structure.	3 pts
	Uses language that is generally precise but with limited awareness. Somewhat able to vary sentence structure.	2 pts
	Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure.	1 pts

##### Grammar/Conventions

Marking	Description	Value
	Demonstrates total control of grammar and conventions with essentially no errors.	3 pts
	Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension.	2 pts
	Demonstrates little or no control of grammar and conventions, making comprehension difficult.	1 pts

**Section Two: Professional Disseminated Research Demonstration**

Marking	Description	Value
	A published paper as at least second author, a submitted paper to an academic journal as at least second author, or a peer reviewed presentation from a national conference was included. The paper/presentation was well written and contributes to the body of work within the field.	20 pts
	A published paper as at least second author, a submitted paper to an academic journal as at least second author, or a peer reviewed presentation from a national conference was included, however, the paper/presentation was problematic in terms of format, grammar, and/or content.	10 pts
	No documentation submitted that meets the guidelines.	0 pts

### Section Three: Academic Preparation

#### Dissertation Concept Proposal

Theme	Unacceptable (1)	Acceptable (2)	Excellent (3)	Points
Introduction	Demonstrates minimal knowledge and application of presenting the introduction	Demonstrates adequate competence in establishing a framework for the research; lays the broad foundation for the problem; creates reader interest; places the study within the larger context of the scholarly literature.	Demonstrates exemplary competence in establishing a framework for the research; creates reader interest; lays the broad foundation for the problem; places the study within the larger context of the scholarly literature.	
Statement of Problem	Demonstrates minimal knowledge and application of presenting the statement of the problem.	Demonstrates adequate, critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	Demonstrates exemplary critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	
Purpose of Study	Demonstrates minimal knowledge and application of presenting the purpose of the study.	Demonstrates adequate competence in orienting the reader to the central intent of the study.	Demonstrates exemplary competence in orienting the reader to the central intent of the study.	
Research Questions	Demonstrates minimal knowledge and application of presenting the research question.	Demonstrates adequate, critical knowledge and application in presenting clear interrogative statements to be answered by the research.	Demonstrates exemplary, critical knowledge and application in presenting clear interrogative statements to be answered by the research.	
Review of Literature	Demonstrates minimal knowledge and application of presenting the review of the literature.	The candidate's performance is adequate in reviewing, describing, summarizing, and evaluating the relevant literature; fairly well organized; related directly to the research questions;	Demonstrates exemplary performance in presenting a comprehensive grasp of the by reviewing, describing, summarizing, and evaluating the relevant literature; well organized and related directly to the research questions.	
Conceptual Framework	Demonstrates minimal knowledge and application of presenting the conceptual framework of the study	The candidate is reasonably clear in describing and illustrating the conceptual framework for the study.	Demonstrates an exemplary level of competence of presenting the conceptual framework of the study. Demonstrates in-depth knowledge and thoughtful application	
Research Design/ Methods	Demonstrates minimal knowledge and application of presenting the research design and methodology.	Demonstrates adequate competence in presenting the methodology for the study.	Demonstrates a high level of competence in presenting the proposed methodology for the study.	
Significance of Study	Demonstrates minimal knowledge and application of presenting the significance of the study.	Demonstrates adequate competence in presenting how results of the study may affect scholarly research, theory, practice, policy, etc.	Demonstrates exemplary competence in presenting how results of the study may affect scholarly research, theory, practice, policy, etc.	
References	Demonstrates minimal knowledge and application of presenting the references.	Demonstrates an acceptable level of presenting references according to APA guidelines.	Demonstrates competence in presenting references according to APA guidelines.	

<b>Theme</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Excellent (3)</b>	<b>Points</b>
Organization and Presentation	The proposal is somewhat unfocused or unclear; weak; abrupt in transition; disconnected with random thoughts with no discernable points; sketchy, missing important details; inaccurate or erroneous information is provided.	The proposal is generally focused and logical with identifiable thesis; generally, well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone; needs minimum revisions.	The proposal is very clearly focused; exceptionally organized with very apparent structures and transitions (e.g., written with intact paragraphs; coherent; highly appropriate style/tone.	
Quality of Writing	The proposal is limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing.	The proposal is readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); moderately ready for approval to conduct research.	The proposal is precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); generally ready for conducting research.	
APA	Demonstrates inadequate compliance of APA style and format.	Demonstrates good compliance in the use of APA style and format; needs minor revisions.	Demonstrates exemplary compliance in the use of APA format and style.	
<b>Total Score out of 36 possible points</b>				

**Three Demonstrations of “Best Work” (This rubric is to be used for each submission)**

**Content and Process**

Marking	Description	Value
	Demonstrates a thoughtful, conscious understanding of the content and subject matter in the piece.	3 pts
	Demonstrates a limited understanding of the content in the piece. Needs revision.	2 pts
	Demonstrates little or no understanding of the content and subject matter in the piece. Needs serious revision.	1 pts

**Language Use/Style**

Marking	Description	Value
	Uses stylistically sophisticated language that is precise and engaging. Skillful sentence structure.	3 pts
	Uses language that is generally precise but with limited awareness. Somewhat able to vary sentence structure.	2 pts
	Uses language that is unsuitable for the audience and purpose with little or no awareness of sentence structure.	1 pts

**Grammar/Conventions**

Marking	Description	Value
	Demonstrates total control of grammar and conventions with essentially no errors.	3 pts
	Demonstrates partial control of grammar and conventions with occasional errors that do not hinder comprehension.	2 pts
	Demonstrates little or no control of grammar and conventions, making comprehension difficult.	1 pts

Score Submission 1	Score Submission 2	Score Submission 3

## Research and Data Analysis Project

Theme	Unacceptable (1)	Acceptable (2)	Excellent (3)	Points
Introduction	Demonstrates minimal knowledge and application of presenting the introduction	Demonstrates adequate competence in establishing a framework for the research; lays the broad foundation for the problem; creates reader interest; places the study within the larger context of the scholarly literature.	Demonstrates exemplary competence in establishing a framework for the research; creates reader interest; lays the broad foundation for the problem; places the study within the larger context of the scholarly literature.	
Statement of Problem	Demonstrates minimal knowledge and application of presenting the statement of the problem.	Demonstrates adequate, critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	Demonstrates exemplary critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	
Purpose of Study	Demonstrates minimal knowledge and application of presenting the purpose of the study.	Demonstrates adequate competence in orienting the reader to the central intent of the study.	Demonstrates exemplary competence in orienting the reader to the central intent of the study.	
Research Questions	Demonstrates minimal knowledge and application of presenting the research question.	Demonstrates adequate, critical knowledge and application in presenting clear interrogative statements to be answered by the research.	Demonstrates exemplary, critical knowledge and application in presenting clear interrogative statements to be answered by the research.	
Review of Literature	Demonstrates minimal knowledge and application of presenting the review of the literature.	The candidate's performance is adequate in reviewing, describing, summarizing, and evaluating the relevant literature; fairly well organized; related directly to the research questions;	Demonstrates exemplary performance in presenting a comprehensive grasp of the by reviewing, describing, summarizing, and evaluating the relevant literature; well organized and related directly to the research questions.	
Conceptual Framework	Demonstrates minimal knowledge and application of presenting the conceptual framework of the study	The candidate is reasonably clear in describing and illustrating the conceptual framework for the study.	Demonstrates an exemplary level of competence of presenting the conceptual framework of the study. Demonstrates in-depth knowledge and thoughtful application	
Research Design/ Methods	Demonstrates minimal knowledge and application of presenting the research design and methodology.	Demonstrates adequate competence in presenting the methodology for the study.	Demonstrates a high level of competence in presenting the proposed methodology for the study.	
References	Demonstrates minimal knowledge and application of presenting the references.	Demonstrates an acceptable level of presenting references according to APA guidelines.	Demonstrates competence in presenting references according to APA guidelines.	

<b>Theme</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Excellent (3)</b>	<b>Points</b>
Organization and Presentation	The proposal is somewhat unfocused or unclear; weak; abrupt in transition; disconnected with random thoughts with no discernable points; sketchy, missing important details; inaccurate or erroneous information is provided.	The proposal is generally focused and logical with identifiable thesis; generally, well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone; needs minimum revisions.	The proposal is very clearly focused; exceptionally organized with very apparent structures and transitions (e.g., written with intact paragraphs; coherent; highly appropriate style/tone.	
Quality of Writing	The proposal is limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing.	The proposal is readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); moderately ready for approval to conduct research.	The proposal is precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); generally ready for conducting research.	
Mastery of Research Design	Limited or insufficient mastery of presented and evaluated research design concepts.	Reasonably firm grasp of research design concepts and facility to use them.	Thorough and exceptional grasp of research design concepts and facility to use them.	
Mastery of Statistical Modeling	Limited or insufficient mastery of demonstrated statistical modeling techniques.	Reasonably firm grasp of statistical modeling technique and facility to use them.	Thorough and exceptional grasp of statistical modeling technique and facility to use them.	
Mastery of Measurement Methods	Limited or insufficient mastery of demonstrated measurement techniques.	Reasonably firm grasp of measurement techniques and facility to use them.	Thorough and exceptional grasp of measurement techniques and facility to use them.	
<b>Total Score out of 39 possible points</b>				

## Literature Review

Theme	Unacceptable (1)	Acceptable (2)	Excellent (3)	Points
Introduction	Demonstrates minimal knowledge and application of presenting the introduction	Demonstrates adequate competence in establishing a framework for the research; lays the broad foundation for the problem; creates reader interest; places the study within the larger context of the scholarly literature.	Demonstrates exemplary competence in establishing a framework for the research; creates reader interest; lays the broad foundation for the problem; places the study within the larger context of the scholarly literature.	
Statement of Problem	Demonstrates minimal knowledge and application of presenting the statement of the problem.	Demonstrates adequate, critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	Demonstrates exemplary critical knowledge and application in presenting an issue that exists in the literature, theory, or practice.	
Research Questions	Demonstrates minimal knowledge and application of presenting the research question.	Demonstrates adequate, critical knowledge and application in presenting clear interrogative statements to be answered by the research.	Demonstrates exemplary, critical knowledge and application in presenting clear interrogative statements to be answered by the research.	
Review of Literature	Demonstrates minimal knowledge and application of presenting the review of the literature.	The candidate's performance is adequate in reviewing, describing, summarizing, and evaluating the relevant literature; fairly well organized; related directly to the research questions;	Demonstrates exemplary performance in presenting a comprehensive grasp of the by reviewing, describing, summarizing, and evaluating the relevant literature; well organized and related directly to the research questions.	
Conceptual Framework	Demonstrates minimal knowledge and application of presenting the conceptual framework of the study	The candidate is reasonably clear in describing and illustrating the conceptual framework for the study.	Demonstrates an exemplary level of competence of presenting the conceptual framework of the study. Demonstrates in-depth knowledge and thoughtful application	
References	Demonstrates minimal knowledge and application of presenting the references.	Demonstrates an acceptable level of presenting references according to APA guidelines.	Demonstrates competence in presenting references according to APA guidelines.	
Organization and Presentation	The proposal is somewhat unfocused or unclear; weak; abrupt in transition; disconnected with random thoughts with no discernable points; sketchy, missing important details; inaccurate or erroneous information is provided.	The proposal is generally focused and logical with identifiable thesis; generally, well organized with apparent structures and transitions; accurate with clearly stated ideas; appropriate style/tone; needs minimum revisions.	The proposal is very clearly focused; exceptionally organized with very apparent structures and transitions (e.g., written with intact paragraphs; coherent; highly appropriate style/tone.	

<b>Theme</b>	<b>Unacceptable (1)</b>	<b>Acceptable (2)</b>	<b>Excellent (3)</b>	<b>Points</b>
Quality of Writing	The proposal is limited in vocabulary; unclear with misused parts of speech that impair understanding; inadequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing).	The proposal is readable and the writer's meaning on a general level is clear; adequate in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); moderately ready for approval to conduct research.	The proposal is precise, interesting, specific, and accurate; excellent in standard writing conventions (e.g., spelling, punctuation, capitalization, grammar, usage, paragraphing); generally ready for conducting research.	
APA	Demonstrates inadequate compliance of APA style and format.	Demonstrates good compliance in the use of APA style and format; needs minor revisions.	Demonstrates exemplary compliance in the use of APA format and style.	
<b>Total Score out of 27 possible points</b>				