



**Attallah College of
Educational Studies**

Ph.D. in Education Program Handbook

Policies, Procedures & Guidelines

Revised: *June, 2022*

TABLE OF CONTENTS

CONDITIONS OF ACCURACY AND CONFLICT WITH CATALOG STATEMENT	7
GRANT STATEMENT.....	8
HISTORY AND MISSION OF CHAPMAN UNIVERSITY AND THE DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES (ACES).....	8
INTRODUCTION TO THE	10
PH.D. IN EDUCATION PROGRAM.....	10
PROGRAM DESIGN: CULTURAL & CURRICULAR STUDIES, DISABILITY STUDIES, LEADERSHIP STUDIES.....	10
PROGRAM DESIGN: SCHOOL PSYCHOLOGY	11
OPTIONAL PH.D. ADDITIONAL AREA OF SPECIALIZATION.....	11
CULTURAL AND CURRICULAR STUDIES (CCS) EMPHASIS	11
DISABILITY STUDIES (DS) EMPHASIS.....	12
LEADERSHIP STUDIES (LS) EMPHASIS	12
SCHOOL PSYCHOLOGY (SP) EMPHASIS	12
TEACHER EDUCATION EMPHASIS	13
CHANGING EMPHASIS.....	13
COURSES.....	13
PROGRAM LEARNING OUTCOMES/COURSE REQUIREMENTS/DOCTORAL COURSES	13
COURSE SEQUENCE	14
ENROLLMENT REQUIREMENTS	14
UNIVERSITY ATTENDANCE POLICY.....	15
PLEASE SEE ACADEMIC POLICIES AND PROCEDURES, GENERAL INFORMATION, ATTENDANCE POLICY SECTION FOUND AT TRANSFER CREDITS/RESIDENCY REQUIREMENTS FOR THE UNIVERSITY’S POLICY ON ATTENDANCE.....	15
CONFIRM COURSE LOCATION	15
CONFIRM COURSE TEXTBOOKS	15
EDUC 789: INDIVIDUAL STUDY	15
ADDING AND DROPPING COURSES	16
PLEASE SEE THE ACADEMIC POLICIES AND PROCEDURES, REGISTRATION AND COURSE INFORMATION, ADD/DROP SECTION FOUND AT ADD/DROP/WITHDRAWAL FOR THE UNIVERSITY’S POLICY ON ADDING AND DROPPING COURSES.	16
WITHDRAWAL FROM COURSES.....	16
PLEASE SEE THE ACADEMIC POLICIES AND PROCEDURES, REGISTRATION AND COURSE INFORMATION, COMPLETE WITHDRAWAL SECTION FOUND AT ADD/DROP/WITHDRAWAL FOR THE UNIVERSITY’S POLICY ON WITHDRAWING FROM COURSES.	16
ADMINISTRATIVE DROP FROM COURSES	16
PLEASE SEE THE ACADEMIC POLICIES AND PROCEDURES, REGISTRATION AND COURSE INFORMATION, ADMINISTRATIVE DROP SECTION FOUND AT ADD/DROP/WITHDRAWAL FOR THE UNIVERSITY’S POLICY ADMINISTRATIVELY DROPPING STUDENTS FROM CLASSES.....	16
CREDIT TRANSFER AND RESIDENCY REQUIREMENTS.....	16

STUDENT CENTER (STUDENTCENTER.CHAPMAN.EDU)	16
PROGRAM EVALUATIONS.....	16
ADVISEMENT	17
FACULTY ADVISEMENT	17
PROGRAM PLANNING WITH YOUR ADVISOR	18
ADVANCEMENT THROUGH THE PROGRAM	18
MINIMAL PROGRESS	18
FIRST-YEAR REVIEW	19
SECOND YEAR REVIEW	19
QUALIFYING EXAMINATIONS	20
ADVANCEMENT TO CANDIDACY	20
SUBMITTING THE APPLICATION FOR ADVANCEMENT TO CANDIDACY	21
ACADEMIC PROGRAM REVISION.....	21
THE DISSERTATION	22
DOCTORAL DISSERTATION COMMITTEE.....	22
NEGOTIATING AND PLANNING YOUR DISSERTATION COMMITTEE.....	22
DISSERTATION CHAIR AND COMMITTEE RESPONSIBILITIES	23
COMMITTEE VACANCIES AND REPLACEMENTS.....	25
DISPUTES REGARDING DISSERTATION PROPOSALS AND DISSERTATIONS.....	25
TERMINATION OF THE COMMITTEE	25
DISSERTATION PROPOSAL	25
THE DISSERTATION PROPOSAL DEFENSE	27
IRB NOTIFICATION.....	27
EDUC 797: PREPARING FOR THE PH.D. IN EDUCATION DISSERTATION.....	28
DISSERTATION UNITS: EDUC 793, EDUC 798, AND EDUC 798A/B.....	28
THE DISSERTATION.....	28
DISSERTATION DEFENSE ORAL EXAM	29
FORMATTING, TRANSMITTAL, AND ARCHIVING OF DISSERTATION	30
COMPLETING EXIT SURVEY – THE LAST STEP BEFORE DEGREE CONFERRAL.....	31
APPLICATION OF DEGREE CONFERRAL.....	31
COMMENCEMENT.....	31
COMPLETE SURVEY OF EARNED DOCTORATES	31
ALTERNATIVE EXIT OPTION	32
POLICY AND PROCEDURES FOR THE ALTERNATIVE EXIT OPTION.....	32
FINANCIAL AID AND ENROLLMENT VERIFICATION	33
GRADES AND GRADING	33
“IN GOOD ACADEMIC STANDING” POLICY	33
GRADES	33
GRADES LOWER THAN A B	33
INCOMPLETE GRADES.....	33
GRADE REVIEWS	33
REPEATING COURSES	34
ACADEMIC AND CAMPUS RESOURCES	34

CANVAS.....	34
BOOKSTORE.....	34
BUSINESS OFFICE.....	34
CAREER PLACEMENT SERVICES	34
TUTORING, LEARNING, AND TESTING CENTER (TLT).....	35
COMPUTER SERVICES	35
DISABILITY SERVICES	35
EMAIL	35
FINANCIAL AID OFFICE	35
FITNESS CENTER AND POOL	35
STUDENT HEALTH SERVICES	35
HOMEPAGE	36
INTERNATIONAL STUDENT SERVICES.....	36
LIBRARY SERVICES.....	36
EVALUATING OPEN ACCESS PUBLISHERS AND JOURNALS	36
MAPS & DIRECTIONS	37
PARKING.....	37
PSYCHOLOGICAL COUNSELING SERVICES.....	37
PUBLIC SAFETY.....	37
RESTAURANT SERVICES.....	37
UNIVERSITY AND ATTALLAH COLLEGE EVENTS	38
TICKET OFFICE	38
REGISTRATION.....	38
ACADEMIC CALENDAR	38
REGISTRATION PROCESS	38
REGISTRATION STATUS	38
PROGRAM STATUS: ACTIVE, INACTIVE, HOLDS	39
PETITIONS AND APPEALS.....	39
RE-ENROLLMENT.....	39
LEAVE OF ABSENCE.....	39
GRADUATION.....	39
DEGREE REQUIREMENTS	39
DEGREE CONFERRAL	40
COMMENCEMENT INFORMATION.....	40
GRADUATE ASSISTANTSHIPS	40
GRADUATE ASSISTANTSHIPS (KNOWN INFORMALLY AS GSHIPS).....	41
FINANCIAL AID POLICIES.....	41
FINANCIAL AID.....	41
TUITION DISCOUNT	42
STIPEND/SALARY/TEACHING FELLOWSHIP	42
CHAPMAN EMPLOYEES ADMITTED TO THE PROGRAM.....	42
REGISTRATION.....	42
CHAPMAN UNIVERSITY INSTITUTIONAL POLICIES	43
CURRENT INSTITUTIONAL POLICIES	43

STUDENT CONDUCT CODE.....	43
ACADEMIC INTEGRITY POLICY.....	44
DOCTORAL STUDENT PRINT CREDITS	44
FREEDOM OF SPEECH AND EXPRESSION.....	45
LOCAL, STATE, AND FEDERAL LAWS.....	45
PROTECTING MINORS POLICY.....	45
RIGHTS AND PRIVACY ACT.....	45
ADDITIONAL REFERENCES AND RESOURCES.....	45
APPENDIX A: QUALIFYING EXAM PROCEDURE	47
SCHOLARLY ENGAGEMENT.....	47
CAPSTONE QUALIFYING EXAM	48
APPENDIX B: QUALIFYING EXAMS PROCEDURE FOR SNU STUDENTS	50
QUALIFYING EXAMINATIONS	50
QUALIFYING EXAM PROCEDURE	50
SCHOLARLY ENGAGEMENT.....	50
CAPSTONE QUALIFYING EXAMS	52
STEPS INVOLVED IN IDENTIFYING A COMMITTEE AND PREPARING FOR QUALIFYING EXAMS.....	52
APPENDIX C: DISSERTATION PROPOSAL AND DISSERTATION GUIDELINE OUTLINES.....	54
SAMPLE DISSERTATION PROPOSAL OUTLINE.....	55
DR. WHITNEY MCINTYRE MILLER	55
SAMPLE DISSERTATION OUTLINE.....	56

WELCOME TO THE PH.D. IN EDUCATION PROGRAM

The faculty and staff of the Donna Ford Attallah College of Educational Studies are delighted that you are joining us in the Ph.D. in Education Program. We look forward to working with you on your academic journey. To our new Ph.D. students, this Handbook will answer many of the policy and procedural issues that will arise during your program. In addition, included in the Handbook are guidelines that you may find helpful as you embark on this adventure. To our returning Ph.D. students, please carefully read this Handbook as some of the policies and procedures have changed since the previous Handbook.

In addition to this Handbook, the [Ph.D. in Education Canvas website](#) provides students with additional information and resources including all forms you will need during your Ph.D. Program. The Canvas platform will also be used in all of your courses, so it is advisable to become familiar with Canvas, so you feel comfortable navigating this tool.

Another excellent resource you will find invaluable is the Office of the Vice Provost for Graduate Education's website, which is located at: [Graduate Education Website](#)

If after reading the Handbook, referring to the 2022-2023 Graduate Catalog, and reviewing the materials on the Ph.D. in Education Canvas and the Office of the Vice Provost for Graduate Education sites, you still have questions, please feel free to contact one the following:

- Keith Howard, Ph.D., Director of the Ph.D. Program in Education (khoward@chapman.edu)
- Ph.D. in Education Program Office (educationphd@chapman.edu)

We wish you the best as you pursue your Ph.D. in Education!

CONDITIONS OF ACCURACY AND CONFLICT WITH CATALOG STATEMENT

CONDITIONS OF ACCURACY

The information within this handbook is accurate as of the time of publication. Students are responsible for informing themselves of and satisfactorily meeting all requirements pertinent to their relationship with the University. Students and others who use this handbook should be aware that the information changes from time to time at the sole discretion of Chapman University and that these changes may alter information contained in this handbook. More current and complete information may be obtained in the appropriate department, school, or administrative offices. The University reserves the right, at any time and without notice, to make any changes to all rules, policies, procedures, and any other information that pertains to students or to the institution including, but not limited to, admission, registration, tuition and fees, attendance, curriculum requirements, conduct, academic standing, candidacy, and graduation. This handbook does not constitute a contract or terms or conditions of a contract between the student and Chapman University.

IN CASES OF CONFLICT BETWEEN THE HANDBOOK AND GRADUATE CATALOG

The Graduate Catalog is considered the official representation of program requirements for all graduate programs at Chapman University. If a conflict between the information in this handbook and the Graduate Catalog arises, the information in the Graduate Catalog prevails.

Academic and Enrollment Policies in the Graduate Catalog can be found online at <https://catalog.chapman.edu/index.php> containing the following university policies:

- [Academic Integrity](#)
- [Add/Drop/Withdrawal](#)
- [Degree Conferral and Commencement](#)
- [Grades/GPA/Incompletes](#)
- [Grade Reviews](#)
- [Leave of Absence](#)
- [Petitions and Appeals](#)
- [Probation and Dismissal](#)
- [Repeating Courses/Course Audits](#)
- [Thesis/Dissertation Committee and Comprehensive Exams](#)
- [Transfer Credits/Residency Requirements](#)

GRANT STATEMENT

In line with Chapman University's commitment to the scholarly and creative activities of its graduate students, Scholarly/Creative Activity Grants and Conference Travel Grants are offered to all current graduate students. The Office of the Vice Provost for Graduate Education allocates scholarly/creative activity grant funds to each academic unit annually. Additional funds may be provided by the Dean's budget to supplement those from the Vice Provost. Reviews regarding the merit of, and decisions to, fund grant applications are solely the responsibility of the college faculty and administrators. The Attallah College of Educational Studies accepts applications for grant funds through college-specific links found under [Graduate Student Grants](#) on the Vice Provost's website.

HISTORY AND MISSION OF CHAPMAN UNIVERSITY AND THE DONNA FORD ATTALLAH COLLEGE OF EDUCATIONAL STUDIES (ACES)

Chapman University is a 161-year-old independent institution of liberal arts and professional training whose mission is to "provide personalized education of distinction that leads to inquiring, ethical, and productive lives as global citizens." The mission of Chapman University is expressed through central commitments to personalized education, spiritual growth and moral education, and a liberal arts core curriculum, fostering independent and critical thinking, reflection on personal values and ethics, and a lifelong passion for learning in its students and graduates. Chapman's core values include caring for the whole person, instilling a sense of community, and upholding traditions of commitment to peace and social justice, as well as service and volunteerism, and ethical and responsible citizenship. These core values and traditions are linked to and integrated with commitments to graduate and professional education that provide a solid foundation of knowledge for fully educated persons in a modern society and global world. The university strives to develop in students the ability to think clearly, communicate effectively, explore issues from contrasting points of view, value human and cultural diversity, and to make informed ethical judgments in an increasingly complex world.

Nationally, Chapman is recognized for its selectivity and value among the top comprehensive universities in the Western United States. Chapman University has numerous nationally recognized and accredited academic programs and is well known for its unwavering commitment to academic excellence through personalized education and low student-to-faculty ratios. Chapman University is an R2 university dedicated to research and teaching that improves the lives of all people locally, nationally, and globally.

Chapman University is built upon specific values that have come to define and distinguish the caliber of individuals the university continues to attract, as well as the caliber of education offered. Graduate study offers students the opportunity to pursue a broader and deeper knowledge of their disciplines as part of Chapman's commitment to encouraging a lifelong passion for learning. Graduate students are invited to join faculty as co-learners in study and research that stimulate the individual and expand the boundaries of knowledge. Graduate students are expected to show persistence, maturity, the capacity for growth, and a commitment to the life of the mind. Chapman's distinctive graduate studies programs are designed to facilitate a high-quality education built on student access to faculty, resources, internships, and classes. Small classes guarantee accessibility and personal guidance of faculty members, who are well respected teachers, researchers, and professionals in their fields of endeavor. By working side-by-side with faculty on research and other projects, student learning increases.

A culture of scholarship exists when members of the academic community have foremost on their minds a sense of discovering and reporting new knowledge. Scholarship is evidenced in numerous ways. For example, Attallah College faculty members allocate their time among various areas of scholarly activity such as:

- making research presentations to national and international audiences at professional research organizations (e.g., AERA, NASP, APA, AACTE, TASH, UCEA, ILA);
- publishing research papers in prestigious journals (e.g., *Educational Researcher*, *Urban Education*, *Issues in Teacher Education*, *Contemporary School Psychology*, *Disability Studies Quarterly*, *Disability and Society*, *International Journal of Inclusive Education*, *Educational Administration Quarterly*, *The Journal of Research on Leadership Education*);
- serving on research organizations' committees and boards;
- serving on editorial boards of peer-reviewed journals;
- teaching research courses (e.g., Research and Evaluation Methods, Teacher Research, Critical Inquiry, Survey Development, Grounded Theory);
- engaging in collaborative scholarship with colleagues (e.g., co-authoring books and journal articles);
- participating in research colloquia within the Attallah College and among the corporate faculty;
- serving on the Institutional Review Board (IRB) of Chapman University;
- engaging in productive sabbaticals; and
- serving as thesis and dissertation advisors, committee members, and chairs.

Doctoral students are expected to participate in these types of scholarly activities with faculty members, when appropriate.

INTRODUCTION TO THE PH.D. IN EDUCATION PROGRAM

The Chapman University Attallah College of Educational Studies (Attallah College) Ph.D. program is intended primarily for individuals seeking a career in higher education or in other research-oriented environments. The candidates will learn to conduct research collaboratively with their colleagues—including school psychologists, special and general educators, and school and community leaders—rather than in parallel as in many doctoral programs. Upon graduation, most students will seek employment as professors of education or school psychology, while others will assume leadership roles within school districts, local, state, or national agencies, non-profit organizations, and community agencies. The program is not designed merely for the application and transmission of existing knowledge; rather, it is focused on the formulation of new ways to think about issues and solve problems facing the nation and the field of education. The Attallah College Ph.D. program is characterized by four distinct yet interwoven components, to which the faculty members are deeply committed and which centrally inform the Ph.D. Program design:

1. The notion and practice of social justice;
2. Student collaboration;
3. Faculty-student mentorship; and
4. A rigorous core of philosophy, foundations, and methods of inquiry.

The Attallah College faculty have designed a semester-based doctoral program. This structure best serves doctoral students in completing a rigorous program of study. Consequently, course syllabi are based upon a semester model. The program is campus based (i.e., not a distance learning program) and traditional, yet “state of the practice” pedagogical strategies are employed. The program must be completed within seven years.

Doctoral students are admitted to one of five program emphasis areas: cultural and curricular studies, disability studies, leadership studies, school psychology, or teacher education. Each emphasis area is briefly described below.

Program Design: Cultural & Curricular Studies, Disability Studies, Leadership Studies, Teacher Education

- 57 credits of doctoral study required
- Master’s degree required at program entry
- Generally, program completion takes three to four years if enrolled full-time or four to five years if enrolled part-time, both with intense summer work
- Cohorts consisting of 14-16 students across all emphasis areas are admitted every year with program entry occurring only in the Fall semester
- Curriculum:

- **Foundations Core** consisting of 6 units
- **Inquiry Core** consisting of 18 units
- **Emphasis Core** consisting of 21 units – specialized study electives
- **Qualifying Exams** (Non-Course Equivalency [0 units])
- **Dissertation Core** consisting of 12 units (10 units and two 1-unit research support seminars)

Program Design: School Psychology

- 48 credits of doctoral study required
- Master's or Educational Specialist degree required at program entry
- Generally, program completion takes three to four years if enrolled full-time or four to five years if enrolled part-time, both with intense summer work
- Cohorts consisting of 14-16 students across all emphasis areas are admitted every year with program entry occurring only in the Fall semester
- Curriculum:
 - **Foundations Core** consisting of 6 units
 - **Inquiry Core** consisting of 15 units
 - **Emphasis Core** consisting of 15 units – specialized study electives
 - **Qualifying Exams** (Non-Course Equivalency [0 units])
 - **Dissertation Core** consisting of 12 units (10 units and two 1-unit research support seminars)

Optional Ph.D. Additional Area of Specialization

The Ph.D. in Education offers the option of selecting an additional 12 credit area of specialization. Students may choose an area of specialization from those listed below or, with the approval of the Director of the Ph.D. in Education Program, configure their own 12 credit area of specialization to complement their degree. See the [Chapman Graduate Catalog](#) for more information.

- Cultural and Curricular Studies Area of Specialization
- Disability Studies Area of Specialization
- Leadership Studies Area of Specialization
- School Psychology Area of Specialization

Cultural and Curricular Studies (CCS) Emphasis

The Cultural and Curricular Studies emphasis is one of five emphases in the Ph.D. in Education program in the Attallah College of Educational Studies at Chapman University. This emphasis honors the histories, values, and practices of different and overlapping social and cultural groups. This emphasis is committed to familiarizing students with leading trends in educational theory, curriculum design, policy analysis, and philosophy. CCS prepares candidates to have a deep understanding of the complexity of social inequities, equipping students with the skills and knowledge to advance reform in diverse local and international communities. Within the CCS emphasis, students have the

opportunity for critical analysis and astute reflection in a specific or "specialized" area selected by the student in collaboration with faculty. Doctoral students are encouraged to consider the generous spectrum of topics and possibilities in addition to the faculty with whom they would like to work prior to the development and crafting of the research topic.

Disability Studies (DS) Emphasis

The Disability Studies emphasis is one of five emphases in the Ph.D. in Education program in the Attallah College of Educational Studies at Chapman University. This emphasis explores disability as a social construct and investigates new ways to think about, educate, and support people who learn differently. Consequently, this emphasis examines disability as a social, linguistic, physiological, cultural, economic, historical, and political phenomenon. Challenging past or even current paradigms requires a deep and rigorous understanding of the literature in disability, special education, general education, and related areas. Graduates will become faculty members in colleges or universities or take leadership positions in the field. They will think critically, act collaboratively, be effectual with various methods of inquiry, and be ethical and exemplary in their service of improving the lives of people with disabilities.

Leadership Studies (LS) Emphasis

The Leadership Studies emphasis is one of five emphases in the Ph.D. in Education program in the Attallah College of Educational Studies at Chapman University. This emphasis prepares students to seek careers in pre K-12, higher education, other research-oriented leadership positions, and positions of leadership applied to many different settings. The program focuses on new ways to think about leadership issues and how to find and solve problems locally, globally, and virtually. Students within the Leadership Studies emphasis study ways to create, build, and sustain responsible change within individuals, communities, networks, and organizations. These students will see themselves as life-long learners, moral agents, and engaged citizens who value self-awareness, inclusive and diverse communities, and who build and sustain broad-based leadership capacity. These students will utilize an interdisciplinary perspective and multiple research methodologies when studying topics in leadership and sustainable change.

School Psychology (SP) Emphasis

The School Psychology emphasis is one of five emphases in the Ph.D. in Education program in the Attallah College of Educational Studies at Chapman University. The SP emphasis prepares students to become teachers and researchers at colleges and universities and leaders in school psychology at state, national, and international levels. Following guidelines recommended by the National Association of School Psychologists (NASP), the emphasis extends and expands specialist's or master's level education in school psychology through in-depth exploration of research, theories, and practices that lead to positive outcomes for all students. Doctoral preparation focuses on using data effectively to make decisions and evaluate outcomes, developing systems that meet the needs of all students, enhancing cognitive and academic skills, and enhancing the development of wellness, mental health, and life competencies.

Teacher Education Emphasis

The Teacher Education emphasis is one of five emphases in the Ph.D. in Education program in the Attallah College of Educational Studies at Chapman University. The Teacher Education emphasis prepares students to become teachers and researchers at colleges and universities where they will help prepare the next generation of pre K-12 teachers and administrators. This emphasis is committed to familiarizing students with major developments in theories of learning and research exploring the architecture of the human mind. These research foundations will inform educational policies across subject disciplines and in a variety of educational settings. This emphasis extends and expands master's level education in teacher education through in-depth exploration of research, theories, and practices that lead to positive outcomes for all students.

Changing Emphasis

When admitted to a doctoral program in the Attallah College, students identify with and are accepted into a specific program emphasis area of specialization. However, after sampling a variety of courses, a student may wish to change emphasis. Transfer into another emphasis is subject to the approval of the Director of the Ph.D. Program and the doctoral faculty in the new emphasis area. To initiate this process the student must complete the Graduate Program Change form located on the [Registrar Office webpage](#). Changing the emphasis area may result in delay of completion of the doctorate. Approval of a change in emphasis area does not alter the seven-year requirement for the completion of all doctoral degree requirements.

COURSES

Program Learning Outcomes/Course Requirements/Doctoral Courses

The doctoral degree program of study at the Attallah College is designed by a student in close collaboration with his or her faculty advisor and Attallah College faculty members, as appropriate, and based on the student's research needs and interests. The program of study is guided by the core requirements as established by the faculty, the Attallah College of Educational Studies, the university, and the Program Learning Outcomes (PLOs). The PLOs for the Ph.D. program include the following:

PLO 1: Students will demonstrate proficiency in scholarly writing.

PLO 2: Students will demonstrate command of the literature (including debates, issues, and theories) in their emphasis area.

PLO 3: Students will demonstrate the ability to communicate scholarship to multiple audiences using oral and visual strategies.

PLO 4: Students will demonstrate knowledge and skills to design and conduct a research study that contributes new knowledge to their field of study.

The minimum course unit requirement for the Ph.D. in Education is 57 semester units beyond the master's degree. Students in the School Psychology emphasis may waive up to nine (9) units based on previous graduate work. School Psychology faculty will review transcripts and decide which, if any, units may be waived. Thus, the total unit requirement for students in the School Psychology emphasis may be reduced to 48 units.

All doctoral students in the Ph.D. in Education program will take 6 units of required Foundations Core courses, 18 units of Inquiry Core courses (15 units for SP), and 12 units of Dissertation Core courses. Students will take a minimum of 21 units of Emphasis Core and Elective courses (15 units for SP). [*Note: One of the Elective courses must be taken from an Emphasis Core other than the one the student is enrolled in.] Student needs and interests will be assessed to inform future course offerings. Please consult the [Chapman Graduate Catalog](#) for specific program requirements.

Course Sequence

In developing the schedule of courses, attention was paid to ensuring that students benefit, to the greatest extent possible, from staying within a cohort group throughout their program. During the first year of the program, students will take the foundation core courses with their initial cohort. Part time students will take a total of two courses per term. Full-time students take three courses per term so they also may be in classes with students who are members of other cohorts. Three is the maximum number of courses a Ph.D. student can take per term.

Enrollment Requirements

Please see the [Chapman Graduate Catalog](#) for enrollment requirements. The maximum time allowed for completion of the Ph.D. is seven years per university policy.

Students working to complete their doctoral program, if they are not enrolled in any other Ph.D. courses and have not yet advanced to candidacy, are required to enroll in EDUC 797 to maintain continuous enrollment status.

EDUC 798a/b will be required for students working to complete their doctoral program if they have completed the dissertation units but are not ready to defend their dissertation or have defended their dissertation but have not yet submitted their completed dissertation to the Leatherby Libraries. These two courses will fulfill the requirement to maintain continuous enrollment until advancement to candidacy or demonstration of mastery is achieved and allows access to university research resources (library resources and faculty) needed to complete qualifying exams, dissertation proposals, and dissertations.

University Attendance Policy

Please see Academic Policies and Procedures, General Information, Attendance Policy section found at [Transfer Credits/Residency Requirements](#) for the University's Policy on attendance.

Confirm Course Location

Room assignments are subject to change. Students are strongly encouraged to check my.chapman.edu on the first day of the semester to confirm the location of courses.

Confirm Course Textbooks

Students are strongly encouraged to check the [Bookstore webpage](#) before the first day of each semester to confirm the textbooks to use on each enrolled course.

EDUC 789: Individual Study

Individual Study and Research (EDUC 789) is offered in rare cases to students to study topics that are not provided for by regular curricular offerings. The Individual Study and Research course enables a student to pursue a topic that is directly relevant to their area of specialization. A minimum of 5 hours of instructor/student contact for each hour of credit is required. The student is required to spend a total of 40-50 hours in instruction and research for each credit of individual study. Individual Study and Research students are required to keep a record or journal with a listing of dates, hours spent, nature of activities, etc. The student is required to submit this record to the instructor at the completion of the Individual Study.

By policy, EDUC 789 should be used in lieu of a program requirement (e.g., substituting EDUC 789 for an elective, or advanced research methodology course not offered in the program). Following is the Graduate Catalog course description:

This course will be an independent research project conducted by a Ph.D. student under the supervision of an Attallah College faculty member. May be repeated for credit. (Offered as needed.) 1–3 credits.

If you believe you need to take an independent study, please complete an [Individual Study Request Form](#) to obtain program approval. You will need to enter the course description, course learning outcomes of the proposed individual study, method of evaluation, and rationale for requesting the course as an independent study onto this form. Confirm with the faculty member that they are willing to teach the course in the term you wish to take it. If approved, this form will be signed and returned to you and will need to be attached to your [Individual Study and Research Form](#). The Individual Study and Research Form will then be submitted electronically (through DocuSign) to the registrar's office to update your Program Evaluation and to register you for the course. It generally takes at least a week for the Registrar's Office to process the form. All Individual Study forms must be submitted no later than the fourth week of the semester.

Adding and Dropping Courses

Please see the Academic Policies and Procedures, Registration and Course Information, Add/Drop section found at [Add/Drop/Withdrawal](#) for the University's Policy on adding and dropping courses.

Withdrawal from Courses

Please see the Academic Policies and Procedures, Registration and Course Information, Complete Withdrawal section found at [Add/Drop/Withdrawal](#) for the University's Policy on withdrawing from courses.

Administrative Drop from Courses

Please see the Academic Policies and Procedures, Registration and Course Information, Administrative Drop section found at [Add/Drop/Withdrawal](#) for the University's Policy Administratively dropping students from classes.

Credit Transfer and Residency Requirements

Please see the Academic Policies and Procedures, General Information, Transfer Credits and Concurrent Enrollment section found at [Transfer Credits/Residency Requirements](#) for information regarding credit transfer and residency requirements.

STUDENT CENTER (StudentCenter.Chapman.edu)

StudentCenter.Chapman.edu Student Center is a web interface that allows students to access information in Chapman University's administrative database. Its function is to provide students direct web access to portions of their academic and financial records, as well as the ability to register through the internet. Information available to students includes their personal course schedule, unofficial transcripts, grades, financial aid award information, biographical data, and academic program evaluation information for purposes of graduation.

Students are issued a password into the StudentCenter.Chapman.edu system prior to the beginning of their first semester. Access to StudentCenter.Chapman.edu Student Center is provided through the Student Self Service link at StudentCenter.Chapman.edu. Enter your regular Chapman User ID and Password. Click on the Student Self Service Link. Continue to click on the Student Center link until your Student Center opens. In this [site](#) you will find training and resources specific to the Student Center within Self Services. If a student encounters difficulty accessing StudentCenter.Chapman.edu, they may contact the Service Desk at (714) 997-6600 or by email at servicedesk@chapman.edu.

Program Evaluations

Students are encouraged to check the status of their Ph.D. degree program on the Program Evaluation screen in StudentCenter.Chapman.edu. The official record of student progress in the program is the Program Evaluation. The Program Evaluation serves as a

reference for degree conferral only and students are encouraged to seek advisement from the Ph.D. Graduate Program Specialist for course sequence requirements. Students and their advisors can view their academic record at any time using StudentCenter.Chapman.edu. The Program Evaluation is the student's agreement with the Attallah College and with the university.

To access the Program Evaluation, students may navigate to the StudentCenter.Chapman.edu Student Center. In the Academic section, select Program Evaluations from the "other academic..." drop down menu and click the double arrow "GO" button. Your Program Evaluation opens in the My Academic tab. Students should select "Program Evaluation" to access the "My Academic Requirements" page. Click on the "expand all" and "view report as pdf" buttons to obtain a report that is printer friendly.

Students should verify once a semester that the courses for which they have registered match the courses appearing in the program evaluation as "In Progress" coursework. In addition, students should verify that courses appearing in the program evaluation contain accurate information as to credits earned, including the area in which credits are awarded. Thus, students may need to cross-check their program evaluation with relevant course matrices, schedules, or transcripts. If a student notices a discrepancy, contact the Ph.D. Graduate Program Specialist. The Director of the Ph.D. in Education Program will work with the Registrar's Office to make necessary changes and avoid delays in degree conferral. Please do not contact the Registrar's Office as this will only delay the correction process.

ADVISEMENT

Faculty Advisement

One of the major tenets of the doctoral program is to provide a highly student-centered learning and training environment. Consistent with the mission of Chapman University, doctoral students will receive a "personalized education of distinction." To ensure this goal, a variety of student support services will be made available to all doctoral students.

Every faculty member at Chapman University is currently required to designate a minimum of six (6) hours a week during each academic semester for student advising, although most faculty members within the Attallah College of Educational Studies allocate nine (9) hours a week for student advising and mentoring due to their commitment to this critical responsibility. Developing meaningful mentoring and professional relationships between faculty and students takes a great deal of time. It is anticipated that faculty will interact regularly with students via email, on the doctoral program Canvas website, formally and informally during programmatic and graduate assistant meetings, while preparing for joint professional conference presentations, in local public-school settings, at Faculty Forums, and during brown bag colloquiums where Attallah College of Educational Studies faculty and student research is shared.

Based on similar interests identified in the application process, an initial Advisor will be assigned to each student upon acceptance into the Ph.D. in Education Program. The Advisor, with the support of the Ph.D. Graduate Program Specialist, assists the student in planning an initial program of study to meet degree requirements. During the first year, a student's research may diverge from the area of expertise of the Advisor or irreconcilable differences may occur between the student and the Advisor. In such cases, the student or the faculty member may request a change in assignment.

The process for changing advisors requires the submission of the [Ph.D. General Petition form](#) the *Change of Advisor* option indicated. This form requires the signature of the new advisor and the Director of the Ph.D. in Education Program. Students typically select and initiate contact with a new Advisor; in cases for which this is not possible, the Director of the Ph.D. in Education Program will seek to assign a new advisor.

Program Planning with Your Advisor

Students should meet with their Advisor at least once a semester, if not more, and use the Program Evaluation for planning their course of study (i.e., electives, and advanced research courses). Early planning and development of the student's program are very important. Courses are not always offered each year and early identification of courses makes it possible to plan the program to best serve specific research interests.

For the convenience of students and Advisors program planning sheets are also available. Students should use the program planning sheet that correlates with their cohort year. The program planning sheets can be found on Canvas. Program planning sheets are not official records of course completion. When developed in the first year, it provides the expected term and year of each required course during your anticipated coursework period of the program. It is important that you take required courses when they are offered in your sequence as some courses are not offered every academic year. This will prevent extending your course enrollment stage of the program while waiting for a subsequent offering. **It is important to note that students are not eligible for financial aid unless they are enrolled in at least six credits per semester. Careful planning of summer courses (if attending the summer semester) is essential so students have at least six credits remaining in their last pre-dissertation semester if seeking financial aid during that semester.**

ADVANCEMENT THROUGH THE PROGRAM

Minimal Progress

The academic progress requirements for students include a minimum cumulative GPA of 3.25 and timely completion of department and program requirements, such as coursework, successful completion of qualifying exams, advancement to candidacy, and adequate progress on dissertation. Student progress will be formally reviewed near the end of each academic year of their program.

Students pursuing the Ph.D. in Education are held to the University's [Academic Policies and Procedures](#). In addition, these specific degree standards apply:

- Minimum grade "B" or above required in all coursework
- Maintain minimum cumulative GPA of 3.250 in the degree.

Beginning fall 2014, no grade below 3.0, or "B," is acceptable toward the doctoral degree. Students must retake any course in which a grade below "B" is earned. A student whose cumulative grade point average falls below a 3.25 will be placed on academic probation. For further information on academic probation and dismissal, please refer to the Academic Policies and Procedures section of the Graduate Catalog; specifically see [Probation and Dismissal](#).

First-Year Review

During the end of the first year of study (and no later than the summer), students complete a review of their first year's work. It is conducted to:

- assess their progress in conducting research;
- ensure that their doctoral program of study is developed and will enable them to attain adequate breadth and depth of knowledge in their field;
- identify additional needs; and,
- ensure that adequate progress is being made for all doctoral program requirements.

Students are strongly encouraged to meet with their advisor in advance of the review to discuss expectations and to develop their program of study.

The Review Committee, consisting of the Director of the Ph.D. program, the faculty advisor, and additional faculty members (as appropriate), may decide to advise a student against continuing in the program. If a student wishes to petition such a decision, the matter will be brought before the Ph.D. Program Design Committee. The Ph.D. Program Design Committee is comprised of faculty teaching in the Ph.D. Program. Further appeal can be made to the Dean of the Attallah College, who will make an independent review of the materials and inform the student and the respective faculty members of the recommendation.

Second Year Review

The purpose of the Second Year Review is to assess a student's preparation for dissertation research and command of the research area, to identify remaining training needs, and to determine whether the student is well positioned to write their qualifying exams. Similar to the first-year review, the Review Committee (see above) may decide to advise a student against continuing in the program or to seek the Education Specialist Degree (Ed.S.) in lieu of the Ph.D. in Education. If a student wishes to petition such a decision, the matter will be brought before the Ph.D. Program Design Committee. Further appeal can be made to the Dean of the Attallah College, who will make an independent

review of the materials and inform the student and the respective faculty members of the recommendation.

Qualifying Examinations

Beginning the Spring, 2016 semester, qualifying exams must be completed prior to enrolling in the EDUC 764: Dissertation Research Planning class. In very rare cases, an exception may be made to this requirement. However, if a student has not passed at least one written comprehensive exam (i.e., either the literature review or the research methodology question) an exception will NOT be made.

The Qualifying Exam Committee is comprised of the student's Advisor or potential Dissertation Chair, and two other faculty members. While the Qualifying Exam Committee members do not have to be the student's eventual Dissertation Committee, it is wise to carefully think about this when selecting Qualifying Exam Committee members. When choosing a Qualifying Exam Committee, please be sure to ask the faculty members whether they are available to work with you over the summer or interterm if you are hoping to complete your quals during these times. This may impact your progress to complete your dissertation, as not all faculty members are available to assist with qualifying exams, doctoral dissertation proposal defenses, reading drafts of your dissertation, or dissertation defenses outside of the fall and spring semesters. Confirmation of schedules and expectations in advance will aid in avoiding possible disappointments and delays. Therefore, prior to finalizing Qualifying Exam Committee Members, students should discuss their [proposed timeline](#) with everyone involved. With the approval of the student's Advisor (or Dissertation Chair), the student can work on qualifying examinations at any time of the year. The qualifying exam policies can be found in Appendix A and B.

The Ph.D. Graduate Program Specialist will assist the student in obtaining meeting space for the Qualifying Exam review meeting and can be contacted at educationphd@chapman.edu

Students must submit the [Qualifying Exam Form](#) to their Committee immediately after passing the exams so the form can be signed by the committee and the Director of the Ph.D. Program in Education.

Advancement to Candidacy

When coursework is completed (with the exception of dissertation units EDUC 798, and the dissertation support class EDUC 793), typically at the end of the second year of study for full-time students or the third year for part-time students, the student will apply for Advancement to Candidacy. The Advancement to Candidacy for the doctoral degree is an acknowledgment of a student's potential to successfully complete the dissertation requirements of the program. Eligibility for Advancement to Candidacy is based on the successful completion of the Qualifying Examinations and successful defense of the dissertation proposal (see below for additional information on the dissertation proposal).

Candidacy is confirmed on the [Application for Advancement to Candidacy Form](#). The *Application for Advancement to Candidacy* signifies that the student has:

- a) completed all coursework (except for EDUC 798 and EDUC 793 dissertation units),
- b) successfully passed their qualifying exams,
- c) successfully passed their dissertation proposal defense, and
- d) is in good standing in the Program.

Extensions of candidacy are rarely granted. Therefore, students are encouraged to plan their research agendas very carefully so their degree can be completed within the seven-year time period. To obtain an extension of candidacy, students must submit a [Graduate Petition form](#) to the Ph.D. Graduate Program Specialist. This Petition should include a detailed work plan signed by the student and subject to approval by the student's Dissertation Chair, the Director of the Ph.D. in Education Program, and the Dean. In addition, any petition requesting an extension of the seven-year period must be accompanied with a detailed description from the student, the Dissertation Chair, and the Director of the Ph.D. Program as to why the student's program was not completed within seven years. The *Graduate Petition* form is then submitted to the Registrar's Office, who in turn submits it to the Graduate Studies Committee for their decision. Again, exceptions are rarely granted.

Submitting the Application for Advancement to Candidacy

1. The student's program evaluation must not show any incomplete courses.
2. The student should upload a PDF of their program evaluation to the [Application for Advancement to Candidacy Form](#).
3. The Dissertation Chair must sign the form and verify that the dissertation proposal has successfully been defended.
4. All sections of the form must be completed.

After the [Application for Advancement to Candidacy Form](#) is completed by the student, it is routed electronically to the Qualifying Exam Committee and the Director of the Ph.D. Program for signatures, after which, a copy is sent to the Registrar's Office.

Academic Program Revision

Any changes to the student's academic program must be discussed with and agreed upon by the faculty Advisor and the Director of the Ph.D. in Education Program. Any proposed change should be requested on the [Graduate Petition form](#) (please indicate the *Academic Program Revision* option).

The [Graduate Petition form](#) is used for multiple purposes:

1. to move electives into required courses,
2. to waive courses (rarely done),
3. to substitute courses (rarely done),
4. to make any changes to the student's academic program (rarely done), and
5. to change Advisors.

THE DISSERTATION

Doctoral Dissertation Committee

The first step toward the dissertation is to form a Dissertation Committee. The Dissertation Committee supports the doctoral candidate through the dissertation proposal and dissertation research phases (and frequently through the qualifying exams). As students progress through the program, their interests may change. There is no commitment on the part of the student's Advisor to automatically serve as the Dissertation Chair. Based on the student's interests and the dissertation proposal topic, students may approach other Attallah College faculty members to serve as the Dissertation Chair, as appropriate.

This Dissertation Committee should be formed immediately after the candidate passes qualifying exams. As previously mentioned, the Qualifying Exam Committee can serve as the Dissertation Committee if the student and Committee members agree to the terms in the *Dissertation Chair and Committee Responsibilities* section of this document.

Negotiating and Planning Your Dissertation Committee

Prior to finalizing Dissertation Committee members (including the Dissertation Chair), students should discuss their [proposed timeline](#) for finishing, plans for graduation, communication format preferences, etc., with everyone involved. Committee members and students should agree on these things prior to solidifying the Dissertation Committee. Students should remember that faculty are not required to work during the summer or holidays, although many faculty choose to do so. Most often, students should plan on faculty availability during the regular academic semesters. Students should also realize that the Dissertation Committee requires a team effort and timelines to which everyone should agree. Many faculty members will require the student to present a *prospectus* of their dissertation before they agree to be a Dissertation Chair or committee member. The prospectus is an excellent way to begin to articulate the research a student will do for their dissertation.

When choosing a Dissertation Committee, the minimum number of committee members is three, composed of two inside (Attallah College) faculty members, and one outside committee member. Students can have more than three members if they wish. Please see the Academic Policies and Procedures, Degree Requirements, Thesis/Dissertation Committee Structure and Thesis/Dissertation Committee Responsibilities sections found at [Thesis/Dissertation Committee and Comprehensive Exams](#) which outlines the rules governing the composition of the dissertation committee.

The Dissertation Committee is endorsed by the Director of the Ph.D. in Education Program on the [Doctoral Dissertation Committee Form](#). Faculty members agree to serve on the Dissertation Committee by signing this form. A fourth and/or fifth member may be added to the Committee when deemed appropriate/necessary. Please note that the outside or

external committee member will need to sign a [Volunteer Agreement](#) to serve on your committee. This member is external to Attallah College, but they may be from another college within Chapman University. The student will need to obtain a current CV for the external committee member to upload when using the link above to send the volunteer agreement.

- All members of the approved Dissertation Committee are expected to sign the signature page of the completed dissertation.
- The Director of the Ph.D. in Education Program must approve any change in the composition of the Dissertation Committee before the final dissertation is defended and submitted.
- Under extenuating circumstances (e.g., member's death or sudden leave), to be noted by the Director of the Ph.D. in Education Program in a letter to the Vice Provost for Graduate Education, an individual in the final stages of the dissertation may request to have fewer than three members on the Committee.

In a case where the composition of a student's dissertation committee requires a change in one or more of his/her committee members, the student will send a new Doctoral Dissertation Committee Form for signatures to the committee members and the Director of the Ph.D. in Education Program.

For additional suggestions in how to select a Dissertation Chair and Committee members please refer to a [brief document written by Dr. Michael Hass and Dr. Whitney McIntyre Miller](#).

Dissertation Chair and Committee Responsibilities

Please see the Academic Policies and Procedures, Degree Requirements, Thesis/Dissertation Committee Responsibilities sections found at [Thesis/Dissertation Committee and Comprehensive Exams](#) which outlines the responsibilities of the Dissertation Committee.

The Dissertation Chair responsibilities include the following:

- The student and the Dissertation Chair, insofar as it is possible, should arrive at an agreement on an approximate time schedule, including meetings of the Dissertation Committee, for the accomplishment of dissertation related work for each semester that the student is engaged in such work.
- The Dissertation Chair shall have primary responsibility for the supervision of the student's work, setting deadlines, and guiding the student's progress. Note it is NOT the responsibility for Dissertation Chairs and Committee Members to edit a student's dissertation. There is a listing on Canvas of [editors and transcription services](#) doctoral students have used in the past. This list is provided as information only – no endorsement of a particular editor or transcriber should be inferred.
- The Dissertation Chair shall assume the role of “principal investigator” when the student's research involves human or animal subjects and shall ensure that the

university policies in the area are carefully observed. The Dissertation Chair must “certify” the student’s IRB in the [CAYUSE system](#) in their role as principal investigator.

- The Dissertation Chair must have adequate time to read the Dissertation Proposal and Dissertation (generally at least three weeks prior to setting the defense date, but this needs to be negotiated with the Dissertation Chair).
- In addition to these tasks, the Dissertation Chair also completes the tasks outlined under Responsibilities of the Dissertation Committee members.

The responsibilities of the Dissertation Committee include the following:

- The initial responsibility of the Dissertation Committee is to thoroughly read the Dissertation Proposal, meet and determine the feasibility of the topic and the dissertation proposal, and to collectively permit the student to proceed only after such determination has been made. The student will send a [Dissertation Proposal Defense form](#) to the Dissertation Committee for signatures and final approval by the Director of the Ph.D. in Education Program immediately following the proposal defense. The student will also send a [Dissertation Proposal Rubric](#) to each committee member for signature immediately after the proposal defense. The signing of these documents signifies that the student has permission to proceed with the study as outlined in the plan.
- The Dissertation Committee shall review and approve the methodology and any instrument or questionnaire used in data collection.
- The responsibility of the Dissertation Committee as a whole is to examine the student’s work, to meet and make a final determination of the acceptability of the dissertation, and to arrange for the oral defense of the dissertation in accordance with the Attallah College policies found in this Handbook.
- Participate in Committee discussions as needed throughout the implementation of the study.
- Review and provide feedback to the student as they complete chapters 1 – 5 according to the timelines established by the Committee.
- Thoroughly read the final draft of the Dissertation, provide the student with written feedback on their dissertation, and participate in the oral defense of the Dissertation.
- Students are required to electronically send the Dissertation Proposal and Dissertation to the Dissertation Committee members at least three weeks prior (the timeframe needs to be negotiated with the Committee) to the defense date to ensure Committee members have adequate time to read the Proposal.
- Each member of the Dissertation Committee will complete the [Dissertation Proposal Defense Rubric](#), which will be electronically forwarded to the Ph.D. Program Office by DocuSign.

Once the Dissertation Chair and Committee members have agreed to serve on the Dissertation Committee, the [Doctoral Dissertation Committee form](#) should be completed,

signed by all members, and will be electronically forwarded to the Director of the Ph.D. Program by DocuSign.

Committee Vacancies and Replacements

Please see the Academic Policies and Procedures, Degree Requirements, Committee Vacancies and Replacements section found at [Thesis/Dissertation Committee and Comprehensive Exams](#) which outlines the procedure to follow if a committee member is on an extended but temporary absence or needs to be replaced.

The determination to make a change in the Dissertation Chair or in the Committee members must be approved by the Director of the Ph.D. Program. A change in the Dissertation Chair requires a letter of justification from either the current Dissertation Chair or the student. In addition, the student will need to circulate a new [Dissertation Committee Form](#) for signatures by all members of the new committee and the Director of the Ph.D. Program.

Disputes Regarding Dissertation Proposals and Dissertations

Please see the Academic Policies and Procedures, Degree Requirements, Disputes section found at [Thesis/Dissertation Committee and Comprehensive Exams](#) which outlines the procedure to follow if a dispute arises between a student and a committee member or between committee members.

Termination of the Committee

Please see the Academic Policies and Procedures, Degree Requirements, Termination of the Committee section found at [Thesis/Dissertation Committee and Comprehensive Exams](#) which outlines the procedure that will be followed if a student does not register for dissertation units or fails to maintain continuous enrollment.

Dissertation Proposal

Whereas students are urged to begin thinking about a dissertation topic early in their degree program, concentrated work on a dissertation proposal normally begins after successful completion of the second-year review (which often includes a pre-proposal, an extended literature review, a theoretical essay, and qualifying exams). The EDUC 764: Dissertation Research Planning class, will be instrumental in designing a draft dissertation proposal and a draft IRB proposal.

The dissertation proposal is meant to be a comprehensive statement on the extent and nature of the student's dissertation research interests. Students are expected to submit a draft of their proposal to their Dissertation Chair when the student feels the proposal is strong enough to defend to their Dissertation Committee. The Dissertation Chair must have adequate time to read the Dissertation Proposal (generally at least three weeks, but this needs to be negotiated with the Dissertation Chair). The Dissertation Chair will then decide if the proposal is ready to be defended before the Dissertation Committee.

The Dissertation Proposal needs to be sent to the Dissertation Committee members at least two weeks prior (the timeframe needs to be negotiated with the Committee) to the defense date to ensure Committee members have adequate time to read the Proposal. Once the student has written permission from their Dissertation Chair to defend their Proposal, the student will then contact the Ph.D. Graduate Program Specialist (at educationphd@chapman.edu) who will assist the student in locating space for the Dissertation Proposal Defense.

The Dissertation Proposal needs to be approved by the Dissertation Committee members. The Director of the Ph.D. Program must sign the Dissertation Proposal Approval Form before a student can enroll in dissertation units EDUC 798, and the dissertation support class EDUC 793. To accomplish this, it is recommended that the student defend their proposal at least two weeks before instruction begins.

The major components of the dissertation proposal are as follows:

1. Chapter 1: A detailed statement of the problem that is to be studied and the context within which it is to be seen. This should include a justification of the importance of the problem on both theoretical and educational grounds.
2. Chapter 2: A thorough review of the literature, which is pertinent to the research problem. This review should provide evidence that the relevant literature in the field has been thoroughly researched. Good research is cumulative; it builds on the thoughts and findings (and mistakes) of others. This section of the proposal should be taken very seriously.
3. Chapter 3: A statement on the overall design of the proposed study, which includes: (a) its general explanatory interest; (b) the overall theoretical framework within which this interest is to be pursued; (c) the model or hypotheses to be tested or the research questions to be answered; (d) a discussion of the conceptual and operational properties of the variables; (e) an overview of strategies for collecting appropriate evidence (sampling, instrumentation, data collection, data reduction, data analysis); and (f) a discussion of how the evidence is to be interpreted (this aspect of the proposal will be somewhat different in fields such as history and philosophy of education). Chapter 3 should be detailed enough so your proposed study could be replicated by another researcher.
4. Reference Section: The reference section should include all references that were cited in Chapters 1, 2, and 3. References should follow APA format (7th edition).
5. Once the Dissertation Proposal has successfully been defended, students doing research with human subjects must complete a request for approval of research with human subjects, using Chapman's [Institutional Review Board \(IRB\)](#) form. The university requires the approval of the *IRB* before any data can be collected from human subjects. The approval process may take several weeks; students will need to plan accordingly. Students are required to have a current Collaborative Institutional Training Initiative (CITI) certificate when they submit their IRB proposal. The CITI training certificate will initially be completed in EDUC 750 (the student's

first course). However, the certificates are only valid for three years, hence most students will be required to be recertified by CITI prior to submitting their IRB proposal.

The dissertation is required to follow a prescribed format and APA 7th edition guidelines. Please refer to the [Dissertation and Thesis Guidelines](#) provided by Leatherby Libraries. These Guidelines provide a template and sample pages for the final dissertation format. By using this template from the beginning of the dissertation writing process, students can save an enormous amount of time. The final dissertation must follow these guidelines or the library personnel will not sign off on the dissertation, which is one of the final requirements for degree conferral.

Non-official samples of Dissertation's Outlines have been added in Appendix C.

The Dissertation Proposal Defense

The student and the Dissertation Chair are responsible for scheduling a formal meeting on the Proposal, consisting of the student and the Dissertation Committee. All Dissertation Committee members must be present at the meeting either in person, via a conference phone call, or possibly on Zoom depending on campus access circumstances. The Ph.D. Graduate Program Specialist will assist the student in obtaining meeting space for the Proposal Defense and arranging any conference call or Zoom event.

At the end of this meeting, the student will send the Dissertation Committee members the [Doctoral Dissertation Proposal Approval form](#) for signature indicating their approval/disapproval of the proposal document. The student will send each Dissertation Committee member a [Dissertation Proposal Rubric](#) to complete as well, which will be forwarded electronically to the Director of the Ph.D. in Education program for final signature. If the student is required to make revisions to their proposal, the student cannot move forward until they have written approval of their Dissertation Committee as indicated on the signed [Doctoral Dissertation Proposal Approval form](#).

IRB Notification

Typically, during the third (full-time students) or fourth (part-time students) year of the program, after students have completed their Qualifying Exams and Advancement to Candidacy, they will begin their dissertation research. Prior to commencing dissertation research, students must submit a proposal to, and receive permission from, Chapman's Institutional Review Board (IRB). In some cases, dissertation research will be exempt and not require IRB approval. However, even if exempt IRB must be notified regarding the research and the student must have documentation from IRB stating the research proposal is exempt prior to initiating the research. Students should work closely with their Dissertation Chair who will advise them on the IRB approval process. More information about IRB's research regulations and deadlines can be found on the [Institutional Review Board webpage](#). The student will need to upload their IRB approval (or IRB confirmation of exempt status) to the [Ph.D. in Education Canvas site](#).

EDUC 797: Preparing for the Ph.D. in Education Dissertation

There are two situations in which a student must register for 1 credit of EDUC 797: Preparing for the Dissertation: (1) a student has not yet completed their qualifying exams so they are ineligible to take their final predissertation class (i.e., EDUC 764), and (2) a student has completed all course work (including EDUC 764) but their dissertation proposal has not yet been successfully defended. Registering for the 1-unit class will fulfill the requirement to maintain continuous enrollment until advancement to candidacy and allows access to university research resources needed to complete qualifying exams and dissertation proposals. To enroll in EDUC 797 an *Individual Study Form* must be completed and submitted to the Ph.D. Graduate Program Specialist who will obtain the signature of the Director of the Ph.D. in Education Program, and then the Ph.D. Graduate Program Specialist will submit the form to the Registrar's Office. The [EDUC 797 Individual Study form](#) should be used to request enrollment in this course.

Dissertation units: EDUC 793, EDUC 798, and EDUC 798A/B

Once the Application for Advancement to Candidacy form is approved, the student requests permit numbers to register for the dissertation research courses: EDUC 793–1 unit and EDUC 798–5 units. These courses will be taken for two semesters for a total of 2 units of EDUC 793 and 10 units of EDUC 798.

If the student completes 10 units of EDUC 798 and is still not ready to defend their dissertation, they are required to take one unit of EDUC 798A (every semester, including summer) in order to fulfil the continuous enrollment requirement until the degree is completed. If after enrolling in two units of EDUC 798A, the student has still not completed their dissertation they are required to meet with their Dissertation Chair and the Director of the Ph.D. in Education Program to develop a plan for completion. In this case the student will take one unit of EDUC 798B (every semester, including summer) until their dissertation is completed. If after two semesters of enrolling in EDUC 798B, the student has still not completed their dissertation, a meeting with the student, the Dissertation Chair, and the Director of the Ph.D. in Education Program will commence to determine next steps for completion of the dissertation.

The Dissertation

A dissertation makes an original contribution to knowledge, as defined in a discipline or an interdisciplinary domain, and addresses a significant researchable problem. Not all problems are researchable, nor are they necessarily significant. Problems that can be solved by a mere descriptive exercise are not appropriate for the dissertation. Acceptable problems are those that: (a) pose a puzzle to the field at a theoretical, methodological, or policy level; (b) make analytical demands for solution, rather than mere cataloging or descriptive demands; (c) will likely add new knowledge to the field of study; and (d) can yield to a reasonable research methodology. The format for the dissertation follows the

guidelines presented in APA style (the publication manual for the American Psychological Association).

Throughout the dissertation writing process, it is wise for students to stay in close touch with their Dissertation Chair and Dissertation Committee members. If questions arise, students should check with their Chair or the Committee member having the most expertise on the topic of the question. A good working relationship with the Dissertation Committee produces a better-quality dissertation. The student must also discuss with Dissertation Committee members at what points Committee members want to see drafts of dissertation chapters, as well as, how many weeks in advance of the dissertation defense the Dissertation Committee members want to receive the final draft of the complete dissertation. It is suggested that this working information be captured in a written plan that all Dissertation Committee members and the student agree upon.

Dissertation Defense Oral Exam

The purpose of the Dissertation Defense Oral Examination (also called the Dissertation Defense) is to assess the candidate's command of the field of study and to confirm readiness for scholarly pursuits. This means that all text sections are drafted, all planned data analyses are executed and represented in an appropriate format, references are complete, and all appendices are in place. The draft should be as close to final as possible and follow the [Dissertation Guidelines](#) provided by the Leatherby Library. This examination is scheduled only after the Dissertation Chair has indicated the draft dissertation is complete and ready for final review by the full Dissertation Committee. Once permission to defend is obtained by the Dissertation Chair, the student and the Chair will survey the Dissertation Committee to identify a Dissertation Defense date and time. Once the date and time have been agreed upon, the student then completes the form titled the [Dissertation Defense Announcement form](#) which will be routed electronically via DocuSign to the Ph.D. Graduate Program Specialist, who then will inform the Attallah College community of the date, time, and location of the dissertation defense. This form should be completed at least one month prior to the proposed defense date.

If one or more of the Committee members decide the final dissertation draft is not complete after reviewing it, the member will contact the Dissertation Chair and express their concerns to the Chair. The Dissertation Chair (in consultation with the full Dissertation Committee) will then determine if the defense will take place on the scheduled date or if it will be postponed.

Dissertation Defense Oral Examinations are typically conducted during the fall or early spring semesters. Scheduling of examinations during the summer or interterm sessions may be impractical, simply because faculty members may be off-duty or absent from campus during those periods.

Please note, it is not uncommon for the Dissertation Committee to make suggested revisions during the Dissertation Defense. All Dissertation Committee members must

approve the final revisions. Students must be registered, and the candidacy must be valid during the semester in which the oral examination is held.

Dissertations must be scheduled no later than April 14th and successfully defended (with no revisions or only very minor revisions) by April 28^h in order to be eligible to walk in the May commencement ceremony. Dates listed are for Spring 2023. Please check the [Graduate Degree Conferral deadlines](#) on the Graduate Education website for the term you intend to defend your dissertation.

The Dissertation Defense Oral Exam generally is a two-hour process. The actual Oral Defense of the dissertation usually occurs in the first 30 – 40 minutes of the exam. This portion is open to the Chapman/Attallah College community. Community members can ask questions or ask for further clarification on any aspect of the presented material. At the conclusion of the public seminar any persons present outside of the Dissertation Committee will be asked to leave. This includes visiting faculty members who are not part of the Dissertation Committee. The Dissertation Committee then will ask the student additional questions, ask for clarifications, or ask for further explanations of their work. Once the Dissertation Committee has finished this process, the student will be asked to leave the room. Once the student has left the room each Dissertation Committee member will complete the [Dissertation Defense Rubric](#) (sent to them by the student) and the Committee will determine if the student passes the defense (with minimal or no revisions), passes the defense with minor revisions, or does not pass the defense. The Dissertation Committee will determine what, if any, revisions will need to be made to the Dissertation. If the decision is made that the student will not pass the Dissertation Defense, the Dissertation Committee will determine what will need to be done prior to another Defense. The student is then called back into the meeting room and the Committee's decision to pass, pass with revisions, or not pass is conveyed to the student. The Committee then outlines for the student the revisions that will need to be made, if any, and then signs the [Dissertation Defense form](#) provided to them by the student. If the student does not pass, the student will be provided with a listing of the required changes/additions that will need to be made before the Dissertation can be defended again. The completed and signed Dissertation Defense form will be electronically routed to the Director of the Ph.D. in Education Program for final approval.

Formatting, Transmittal, and Archiving of Dissertation

Please see the Academic Policies and Procedures, Degree Requirements, Formatting, Transmittal, and Archiving of Theses and Dissertations found at [Thesis/Dissertation Committee and Comprehensive Exams](#) which outlines the procedure that discusses the process for submitting the completed dissertation to the Leatherby Libraries. Students should be mindful of the Libraries' submission timelines.

Prior to submitting the final copies of the dissertation to the library, students are required to complete a [Library Checklist](#) that addresses the requirements of the format of the dissertation. Once the checklist is completed and signed by the Dissertation Chair and the

student, an appointment with the librarian in charge of approving the dissertation format should be made. Once the format has been approved by the librarian and the dissertation electronically submitted to the library, the librarian will provide you with a receipt of your submission, which you will upload to your [Graduation Checklist](#) form in DocuSign. You will also upload a copy of your Program Evaluation from StudentCenter.Chapman.edu. Make sure that your Program Evaluation reflects “Satisfied” for all your program course requirements. If you find that your Program Evaluation does not accurately reflect satisfaction of program course requirements, please contact the Ph.D. Graduate Program Specialist at educationphd@chapman.edu to resolve before submitting your Graduation Checklist.

Completing Exit Survey – the Last Step before Degree Conferral

The final step before the degree can be conferred is student completion of an on-line Exit Survey. Once the library approval is received, the student should access the exit survey from the “Modules” page in the [Ph.D. in Education Canvas site](#). At the end of the survey the student will be provided with documentation (a receipt) that they have completed the survey. This documentation needs to be submitted electronically to the Director of the Ph.D. in Education Program, who will then submit the *Demonstration of Mastery from* to the Registrar’s Office. This submission will allow for the student’s degree to be conferred. Degrees are conferred four times during the academic year (i.e., May 31st, August 31st, December 31st and January 31st).

Application of Degree Conferral

It is the student’s responsibility to complete the application of degree conferral form. Please see the Academic Policies and Procedures, Graduation Policies, Application for Degree Conferral section found at [Degree Conferral and Commencement](#) for information regarding the application of degree conferral form.

Commencement

Please see [Degree Conferral and Commencement](#) for information regarding eligibility to participate in commencement ceremonies.

In addition, to participate in the commencement ceremony in May, each student must schedule their dissertation by April 14th and successfully defend by April 28th. If the defense is a “conditional pass,” the remaining revisions must be *minor* revisions only. The student’s doctoral Dissertation Committee must be willing to indicate they are confident that the minor revisions will be completed no later than May 13th of the same calendar year. **Dates listed are for Spring 2023. Please check the [Graduate Degree Conferral deadlines](#) on the Graduate Education website for the term you intend to defend your dissertation.**

Complete Survey of Earned Doctorates

All Ph.D. graduates must complete the [Survey of Earned Doctorates](#) administered by the National Science Foundation. Completion of this survey is required for release of your diploma.

Please see Appendix D for a diagram of key steps to follow during the dissertation process.

ALTERNATIVE EXIT OPTION

In rare cases a student might request a conversion from the Ph.D. in Education to an Education Specialist degree (Ed. S.) in Education with an emphasis in one of the following: Cultural and Curricular Studies, Disability Studies, School Psychology, Teacher Education or Leadership Studies.

Policy and Procedures for the Alternative Exit Option

If a student is unable to complete the Ph.D. program and wants to be granted an Education Specialist (Ed. S.) degree in their Ph.D. emphasis, the following criteria must be met prior to application:

The proposal to convert from the Ph.D. program to the Education Specialist degree must originate from the student and be supported by the Director of the Ph.D. Program. The Director will ensure that this action is sponsored by at least two faculty members (including the student's Advisor and/or Chair of the qualifying exam committee, as appropriate) with whom the student has taken a class or worked on a qualifying exam to ensure the request to convert is educationally founded. Prior to application, the following criteria must be met:

- The student has completed a capstone activity that consists of passing a minimum of one qualifying exam with a minimum score of three;
- The student has completed all required coursework, with exception of EDUC 764, 793, and 798;
- The student has a minimum GPA of 3.25;
- The student is otherwise in good standing with the program and the university.

There are two forms that need to be completed. The first is the [Graduate Change of Program Form](#), available from the [Office of the Registrar](#). The second is the [Intent to Convert from the Ph.D. Program to the Education Specialist Degree form](#), which is found on Canvas and must be completed and signed by two faculty members and the Director of the Ph.D. program. The Director then submits the form to the Attallah College Dean for approval. If approved, the degree will be processed like any other earned degree with the Registrar's Office and subject to all the requirements of the university in general and this degree specifically.

FINANCIAL AID AND ENROLLMENT VERIFICATION

Please note that courses will not qualify for financial aid or program credit if they are not program requirements. Per federal policy, **only required courses** are eligible for financial aid. That is, doctoral students may not add non-required courses to their program.

Verification of program enrollment will ensure that students are on track for degree conferral. The Office of the Registrar processes enrollment verifications for lenders, employers, and insurance companies. See the Registrar's Office website for additional information.

GRADES AND GRADING

“In Good Academic Standing” Policy

To continue enrolling in the Ph.D. program a student must be “in good academic standing.” A student is considered “in good academic standing” when their grade point average is 3.25 or above and the student has no more than 1 incomplete in a semester.

Grades

Please see Academic Policies and Procedures, Registration and Course Information, Grades/GPA/Incompletes section found at [Grades/GPA/Incompletes](#) for information regarding the grading process. Grades are posted on StudentCenter.Chapman.edu under “Grades” within the “Academic Profile” menu.

Grades Lower than a B

Any grade lower than a B (including a B-) requires an immediate meeting with the student's Advisor and the Director of the Ph.D. in Education Program. A review of the student's progress to date will be part of this meeting. A remediation plan will be developed. Please note the grade of a B or higher is a program specific requirement.

Incomplete Grades

Please see the Academic Policies and Procedures, Registration and Course Information, Incomplete Grades found at [Grades/GPA/Incompletes](#) which addresses incomplete grades.

Grade Reviews

Please see the Academic Policies and Procedures, Registration and Course Information section found at [Grades/GPA/Incompletes](#) for information regarding grade disputes.

Repeating Courses

Please see the Academic Policies and Procedures, Registration and Course Information, Repeating Courses section found at [Repeating Courses/Course Audits](#) which describes the policy for repeating courses for higher grades.

ACADEMIC AND CAMPUS RESOURCES

Canvas

Canvas serves as an online course component and virtual portal for program information. Students receive log-in data upon admission to the university. For log-on assistance, please call the Service Desk at (714) 997-6600. Every student in the Ph.D. in Education Program has access to the [Ph.D. Program Canvas site](#). On this site students will find policies, forms, guidelines, procedures, and other kinds of useful information. This site should be the first place students look for specific programmatic information.

Bookstore

The [Chapman University Bookstore](#), located in the Bhathal Student Services Center located at 150 West Sycamore Street between the Barrera parking structure (Lemon St. and Sycamore Ave.) and the Kennedy Law School, is the main source for textbooks. The bookstore may be reached by phone at (714) 997-6809 and you can also order books online.

Business Office

[Student Business Services](#) for Orange campus students are provided by the Business Office, located at 150 West Sycamore Street in the Bhathal Student Services Center between the Barrera parking structure (Lemon St. and Sycamore Ave.) and the Kennedy Law School. A schedule of late-night hours is available to accommodate the needs of working professionals. Please refer to the Business Office hours of operation [website](#) for more information or call (714) 997-6617.

Career Placement Services

Because doctoral students require a different level of career placement support than do undergraduate or master level students, this function will be shared by the Attallah College of Educational Studies and [Chapman's Career and Professional Development](#). The Director of the Ph.D. in Education Program will have the primary responsibility for supporting students as they prepare for new careers. Doctoral faculty members also will play a key role through advising and mentoring. In addition, students will be supported during their dissertation year with two 1-credit seminars (i.e., EDUC 793) that will discuss topics such as vita development, applying for jobs in higher education (including where and when jobs are announced), preparing letters of introduction and philosophy of teaching/research/diversity statements, obtaining letters of support and recommendation, interviewing strategies, negotiating an academic contract, higher education politics, and developing diverse professional networks.

Tutoring, Learning, and Testing Center (TLT)

Chapman University is committed to making its educational opportunities accessible to qualified individuals with disabilities in accordance with applicable state and federal laws. To meet this goal, the university maintains the Tutoring, Learning, and Testing Center to support students with disabilities. Students and faculty are provided with physical access and support toward creating an inclusive campus. The Graduate Catalog sets forth information about services for students with disabilities. Additionally, visit the [Tutoring, Learning, and Testing Center online](#) or call the center directly at (714) 997-6828.

Computer Services

At the Chapman University Orange campus there are a variety of computer classrooms and computer labs, all of which are available to students. See the [Computer Labs website](#) for schedules, equipment configurations, and software.

Disability Services

Chapman University is committed to providing support services to achieve equal access to the education experience. [Disability Services](#) (DS) approves and coordinates accommodations and services for students with disabilities at Chapman to help students acquire skills essential to achieve academic and personal success.

Email

All students are provided a Chapman email address, which should be checked regularly. If students prefer, they may forward their Chapman email to a personal address. For assistance, students may contact the Service Desk at (714) 997-6600 or visit the [Information Systems and Technology webpage](#). **However, all official correspondence must be sent and received from the student's Chapman's email account.**

Financial Aid Office

Since 1861, the university has been making it possible for students from all walks of life to enjoy the benefits of a Chapman University education. The Financial Aid Office is located at 150 West Sycamore Street in the Bhathal Student Services Center between the Barrera parking structure (Lemon St. and Sycamore Ave.) and the Kennedy Law School. Walk-in appointments are available. For general information, call (714) 628-2730, or visit the [Financial Aid Office webpage](#).

Fitness Center and Pool

The Chapman University fitness center and pool are open to all Chapman students and employees. A valid Chapman I.D. is necessary for entrance to the center. Fitness center users must adhere to the dress code. For hours and other information, please visit the [Fitness & Wellness webpage](#) or call (714) 997-6691.

Student Health Services

Chapman University Student Health (CUSH) is staffed with professionally licensed nurses, nurse practitioners, and physicians. We feel your health plays a vital role in how

successfully you achieve your academic, social, and personal goals during your college years. Good health promotes favorable results; poor health can be a liability.

The Chapman Student Health Center is located at 402 N. Glassell Street (corner of Glassell and Sycamore), Orange, CA 92866. The phone number for the Health Center is (714) 997-6851. The center is available to students throughout weekdays on a walk-in basis. Please visit the [CUHS website](#) for more information.

Homepage

The [Chapman University homepage](#) makes available a variety of online resources and tools. Through the website, students can visit the [Attallah College of Educational Studies](#) departmental homepage or the [Ph.D. in Education homepage](#).

International Student Services

The university's Center for Global Education provides resources for international students. The phone number is (714) 997-6830 and the Center's email address is: gloaled@chapman.edu. Please visit the [ISwebpage](#) for more information on International Student Services.

Library Services

The Leatherby Libraries offer a full range of services and resources to students and faculty of Chapman University. Knowledgeable librarians and staff are always willing to answer questions and provide personalized service to meet the needs of the Chapman community. The library's website is the starting point for accessing the book holdings and journal indexes, including full text databases and extensive online reference sources. Students may also renew books online via the library website. An effective interlibrary loan program enhances the hard-copy and electronic holdings, enabling the library staff to support the research needs of students and faculty. The Leatherby Libraries facility contains group study rooms, user workstations, and exemplary library service for the Chapman community. For more information, please visit the [Leatherby Library webpage](#).

Evaluating Open Access Publishers and Journals

There is a wide range of services available to you at Chapman University to help you identify and avoid predatory publishers and conferences. The [Leatherby Libraries](#) has information on how to identify potentially predatory or questionable publishers on both the Open Access and Find a Place to Get Published research guides. These guides provide tools to help identify trustworthy publishers as well as lists of criteria to help you distinguish predatory or questionable publishers from legitimate publication venues. Librarians are also available to assist you in assessing the quality and status of specific journals or publishers.

Maps & Directions

Visit the [Maps & Directions](#) webpage to view a detailed map of the Orange Campus. This section of the university homepage also contains driving directions and parking information for visitors.

Parking

Students planning to bring a car, motorcycle, or bicycle to campus, need to register with the Department of Public Safety (714) 997-6763. Parking permits are mandatory and can be obtained from Public Safety. Please visit the [Parking Services webpage](#) for further information.

Psychological Counseling Services

Confidential psychological counseling (714) 997-6778 is provided to students on an as available basis and may include individual or group counseling. The Psychological Counseling Services Center is located at 410 N. Glassell St. (House between Public Safety & Student Health). Referral for psychiatric evaluation or to other appropriate outside agencies is available for students with additional therapy needs. Graduate students must opt to pay a Health and Counseling fee at the time of registration. Please visit the [Student Psychological Counseling Services webpage](#) for more information.

Public Safety

The primary role of the Public Safety office is to provide a safe working and learning environment for students, faculty, and staff. The department operates 24-hours a day, seven days a week, and provides a variety of services: safety and emergency preparedness consultation, programs and classes in rape awareness defense, lost and found services, operation safe ride (an escort service provided to all community members who want an escort for their safety), property identification, vehicle registration, and bicycle registration. The Public Safety Department requires that all vehicles and bicycles on campus be registered. For more information, please stop by the office (located at 418 North Glassell), call (714) 997-6763, or visit the [Public Safety website](#).

Restaurant Services

Chapman University Restaurant Services consist of a multitude of interrelated service programs all designed to meet the needs of students as well as the entire campus. Restaurant Services is committed to providing flexibility, quality, and variety to all their customers. Restaurant Services embraces personalized services and seeks to accommodate diets that are health related as well as preference related (e.g., accommodations are made for physician prescribed diets as well as vegan and vegetarian lifestyles). For more information, please visit the [Dining Services webpage](#). (Please note that meal plans are not available to doctoral students.)

University and Attallah College Events

To see the University events calendars please visit the [Calendars page](#). Visit the [Attallah College calendar page](#) for events specific to the Attallah College.

Ticket Office

Tickets for cultural events including plays, concerts, and lectures may be purchased in the Central Ticket Office located at 327 N. Lemon Street, Orange, CA. 92866. Many of the events are free or discounted to students and employees of the university. Please call the office at (714) 997-6812 for additional information or visit the [University Ticket Office](#).

REGISTRATION

Academic Calendar

Chapman's academic year is based upon a traditional calendar. Fall classes generally begin in late August and conclude mid-December. An interterm session is held in January for the university, although no doctoral courses are offered during interterm. The spring semester begins in late January or early February and concludes in May. Summer sessions are scheduled from the end of May through mid-August. Although some elective courses may be scheduled in the summer sessions, this is not a required term for the Ph.D. Program and Ph.D. course offerings are not guaranteed for any summer session. On the [Academic Calendar website](#) students can find general registration timelines.

Registration Process

Instructions for how and when register for classes can be found at the [Registration website](#). At various times, the Ph.D. Graduate Program Specialist and/or the Director of the Ph.D. in Education Program will be involved in assisting students with the registration process. Some classes (e.g., EDUC 764, EDUC 793, EDUC 797, and EDUC 798) will require *permit to register* numbers, which can be obtained from the Ph.D. Graduate Program Specialist at educationphd@chapman.edu. It is the student's responsibility to see that each step in the registration process is completed and that all appropriate parties have taken the necessary actions.

Also, the [Registrar's Office webpage](#) can answer many registration questions.

Registration Status

Full-time status at the Ph.D. level is defined as nine (9) credits per semester and this is the maximum enrollment allowed for any single term in the program. Part-time status is defined as six (6) credits per semester. Enrollment in less than six (6) credits may negatively affect visa status and financial aid. Full-time student status is also required for the deferment of many student loans. If a student has deferred loan payments from a prior degree, the student is to contact the appropriate lending institutions for more information about the implications of becoming a part-time student. If there are further questions, students may contact the Director of the Ph.D. in Education Program.

Program Status: Active, Inactive, Holds

A student's graduate degree program is considered active as long as the student fulfills the requirement of continuous registration, meaning consecutive registration for at least six (6) units during the fall and spring semesters, or files an official leave of absence by the established deadlines.

If the student fails to fulfill these requirements in any way, either by neglecting to register every semester, by not returning from a leave of absence when scheduled to do so, or by failing to pay university fees whereby registration is annulled, the student's program will become inactive and the student will be required to file for reinstatement. Reinstatement is not guaranteed.

Holds that block a student from registering can be placed for various reasons, including overdue fees. Academic holds will be placed on a student's registration by the Attallah College of Educational Studies if a student does not maintain minimal progress - meaning that the student registers for less than six (6) units in fall and spring semesters without prior approval - or the student does not make satisfactory progress toward the doctoral degree. If a student receives a hold, he or she should immediately consult with the Director of the Ph.D. in Education Program to determine what action is necessary to remove the hold. If the situation is not corrected and the hold is not cleared, the student's program will become inactive.

Petitions and Appeals

Please see the Academic Policies and Procedures, Academic Petitions found at [Petitions and Appeals](#) for information regarding the academic petition process, appealing a decision of the Graduate Academic Council, professionalism appeals, and non-academic cases.

Re-Enrollment

Please see the Academic Policies and Procedures, Degree Requirements in the Graduate Catalog for information regarding re-enrollment. Additional information can also be found at <https://www.chapman.edu/interrupted-enrollment/>

Leave of Absence

Please see the Academic Policies and Procedures, Degree Requirements, Leave of Absence section found at [Leave of Absence](#) for information regarding the University's leave of absence policy.

GRADUATION

Degree Requirements

To earn a Ph.D. at Chapman University, doctoral students must complete the following requirements:

- Follow a planned course of study which results in successful completion of all required coursework (minimum of 57 units, with a GPA of at least 3.25) (See note below regarding students in the School Psychology emphasis area);
- Pass annual reviews of progress;
- Pass each of the three qualifying exams;
- Complete and defend a dissertation proposal;
- Advancement to Candidacy;
- Complete and defend a dissertation that meets all program and institutional requirements;
- Actively participate in and contribute to the culture of scholarship (research environment) at Chapman;
- Submit the dissertation to the library including the Library Checklist;
- Submit an online copy of the final dissertation to the Leatherby Libraries;
- Post a copy of the final dissertation to ProQuest and Digital Commons;
- Complete an electronic Exit Survey;
- Complete the Survey of Earned Doctorates; and
- Complete the program within seven (7) years.

Students in the School Psychology emphasis may waive up to nine (9) units based on previous work, in consultation with School Psychology faculty to review transcripts and decide which units may be waived. Thus, their total unit requirement may be reduced to 48 units.

Degree Conferral

Chapman University confers degrees four times a year: August, December, January, and May. Degrees are not posted and diplomas are not released until the Registrar certifies that all degree requirements have been completed and all financial obligations to Chapman University have been paid. Degree certification includes verification of a complete student file (no missing transcripts or test scores); final grades in all courses (no incompletes; please note that doctoral students are not permitted to participate in commencement exercises until they have completed all coursework and passed all examinations including the dissertation defense); and, have a cumulative grade point average of 3.25 or higher. Please see the Academic Policies and Procedures, Graduation Requirements, Application for Degree Conferral section found at [Degree Conferral and Commencement](#) for additional formation regarding degree conferral.

Commencement Information

Please see the [Chapman Commencement webpage](#) for information about commencement ceremonies and purchasing commencement regalia.

GRADUATE ASSISTANTSHIPS

Graduate Assistantships (known informally as GShips)

Graduate Assistantships are student employment positions where graduate students perform work duties related to their professional development. There are multiple types of Graduate Assistantships (GShips) available at Chapman:

- **Graduate Research Assistantship (GRA)** - this type of GShip is available to graduate students who have an interest in research and possess the appropriate research skills for the position.
- **Graduate Writing Assistantship (GWA)** - this type of GShip is available to qualified graduate students who have previously been formally trained as writing assistants and are interested in serving as research and technical writing coaches to other Chapman graduate students.
- **Graduate Teaching Assistantship (GTA)** - this type of GShip is available to graduate students with no prior relevant teaching experience who desire to gain skills related to teaching in higher education. GTAs serve as graders, course facilitators, discussion leaders, and assistants to a Chapman faculty member teaching a course(s).
- **Graduate Student Instructor (GSI)** - this type of GShip is available to graduate students who have teaching interest and appropriate prior experience. GSIs are Instructors of Record (IOR) on the course(s) they teach.

All GShips are governed by the [2021-22 Chapman Graduate Assistantship Handbook](#), which details the GShip categories, duties, eligibility, and how to obtain a GShip. The Handbook includes compensation rates effective August 15, 2021. Please contact GradEd@chapman.edu if you have questions.

Enrollment, GPA, and progress toward degree are verified throughout the term of the Assistantship appointment and continuing employment is dependent on meeting these academic standards; students found to be out of compliance will have their Assistantships terminated.

FINANCIAL AID POLICIES

Financial Aid

Accurate information about financing a doctoral program is of utmost importance to doctoral students. Therefore, The Director of the Ph.D. in Education Program works closely with a designated resource specialist from the Financial Aid office to ensure that students are provided with accurate information. In addition, the Director of the Ph.D. in Education Program will provide students with resources that may offer avenues for funding the candidate's program.

The Attallah College awards Ph.D. Fellowships annually on a competitive basis. Merit is also considered when making the Ph.D. Fellowship awards. The Attallah College Fellowships are credited toward tuition only. In other words, the Fellowships are tuition

discounts. Other sources of funding such as loans and scholarships are administered by the University's Financial Aid office. Students are encouraged to apply for possible external sources of funding as well.

Tuition Discount

The tuition portion of a fellowship will appear as a credit on a student's university bill.

Stipend/Salary/Teaching Fellowship

If a student has a Graduate Teaching Assistantship, the student will receive his or her salary through paychecks. Salary is taxable and will be withheld as the student requests on the W-4 Tax Data form.

Chapman Employees Admitted to the Program

The Ph.D. Program has been designated an impacted program, that is, limited in size rendering students ineligible for the granting of full tuition discounts. As a result, Chapman employees admitted to the Ph.D. Program will be eligible for *limited* tuition remission. Chapman employees will not be eligible for tuition fellowships.

Registration

All students receiving financial aid must be registered in classes. Full-time students must be registered for nine (9) units each semester. Part-time students must be registered for a minimum of six (6) units each semester.

CHAPMAN UNIVERSITY INSTITUTIONAL POLICIES

CURRENT INSTITUTIONAL POLICIES may be found on the Institutional Policies at Chapman webpage, <https://www.chapman.edu/campus-services/legal-affairs/policy/index.aspx>. They include:

- [Graduate Catalogs »](#)
- [Discrimination and Title IX »](#)
- [Religious Accommodations Policy »](#)
- [Sexual Misconduct, Sex Based/Gender Discrimination and Title IX »](#)
- [Student Code of Conduct »](#)
- [Integrity in Research Policy »](#)
- [Inventions and Patents Policy »](#)
- [Accessibility Policy \(Web and Electronic Resources\) »](#)
- [Administering Online Surveys Involving Students, Faculty and Staff »](#)
- [Computer and Acceptable Use Policy »](#)
- [Copyrighted Works Policy »](#)
- [Records Retention and Destruction Policy »](#)
- [Reporting Misconduct »](#)
- [Smoking Policy »](#)
- [Student Privacy Policies \(FERPA\) »](#)
- [Electronic Records Accessibility Policy »](#)

- [Privacy Policy »](#)

Student Conduct Code

All students, including those in Ph.D. programs, are required to follow the Chapman University conduct code. Adherence to the student code of conduct allows students to remain in good standing within the Ph.D. program. Please use this link <https://www.chapman.edu/students/policies-forms/student-conduct/conduct-code.aspx> to learn more about the following policies:

- [Abusive Behavior](#)
- [Academic Integrity](#)
- [Alcoholic Beverages](#)
- [Bicycle Operations and Parking](#)
- [Breach of Peace](#)
- [Computer and Network Violations](#)
- [Conduct System Abuses](#)
- [Discrimination](#)
- [Dishonesty](#)
- [Disruption/Demonstration](#)
- [Egress and Building Safety](#)

- [Electronic Media Violations](#)
- [Endangerment](#)
- [Failure to Comply](#)
- [Filming](#)
- [Fire Safety and Equipment](#)
- [Gambling](#)
- [Guests](#)
- [Hazing](#)
- [Identification](#)
- [Illegal Substances](#)
- [Keys and Unauthorized Entry/Exit](#)
- [Lewd/Indecent Behavior](#)
- [Parking and Vehicle Policy](#)
- [Posting Policy](#)
- [Property Damage/Vandalism](#)
- [Residential Life Violations](#)
- [Restaurant Services Violations](#)
- [Retaliation](#)
- [Sexual Misconduct](#)
- [Smoking](#)
- [Soliciting](#)
- [Stalking](#)
- [Theft](#)
- [Violation of Law](#)
- [Violence](#)
- [Weapons, Explosives, and Hazardous Materials](#)
- [Other Violations](#)

In addition, for students who are pregnant or parenting the following link may be helpful to you as it includes information about Chapman's policy about nondiscrimination of pregnant students and lactation stations on campus: <https://www.chapman.edu/students/health-and-safety/title-ix/pregnant-and-parenting-students.aspx>

Academic Integrity Policy

Academic integrity is of the utmost importance in a Ph.D. Program. Please become familiar with the University's Academic Integrity Policy which can be found at [Academic Integrity](#).

Doctoral Student Print Credits

Doctoral students are given print credits each semester. To use print credits, students must use duplex printing (printing on front and back side). The printing policy can be found at: <http://www.chapman.edu/campus-services/information-systems/printing/printing-policy.aspx>.

Freedom of Speech and Expression

Because Chapman University (the “University”) is committed to free and open inquiry in all matters, it guarantees all members of the University community the broadest possible latitude to speak, write, listen, challenge, and learn. The University fully respects and supports the freedom of all members of the University community to engage in robust, uninhibited discussion and deliberation on all topics. The Freedom of Speech and Expression Policy can be found at the [Chapman University Statement on Free Speech webpage](#).

Local, State, and Federal Laws

Students attending Chapman are subject to local, state, and federal laws. Chapman reserves the right to impose institutional sanctions for violations of public laws, even when such violations occur off university property. Students may also be subject to civil and/or criminal charges for offenses on Chapman property, if such offenses are in violation of local, state, or federal laws.

Protecting Minors Policy

The University is not set up to accommodate children in the classroom or other University spaces except when a program has been established to accommodate minors. Please visit the [Protecting Minors Policy](#) for more information.

Rights and Privacy Act

Chapman’s policy regarding confidentiality is in keeping with the Family Educational Rights and Privacy Act (FERPA), which affords students certain rights with respect to their education records. A complete text of Chapman’s annual notification to students of their rights under FERPA is presented on the website of the [Office of the University Registrar](#).

ADDITIONAL REFERENCES AND RESOURCES

Attallah College of Educational Studies Homepage

- <https://www.chapman.edu/education/>

Attallah College of Educational Studies Scholarships and Graduate Travel Grants

- <https://www.chapman.edu/education/scholarships/index.aspx>

Chapman University Graduate Catalog

- <http://www.chapman.edu/catalog/oc/current/gr/>

Chapman University homepage

- www.chapman.edu/

Chapman University Student Conduct Code

- <http://www.chapman.edu/students/policies-forms/student-conduct/index.aspx>

Institutional Review Board (IRB)

- <https://www.chapman.edu/research-and-institutions/sponsored-programs/compliance/irb/>

Leatherby Libraries Homepage

- <http://www.chapman.edu/library/>

Registrar's Office Forms

- www.chapman.edu/registrar/forms

APPENDIX A: QUALIFYING EXAM PROCEDURE

The Ph.D. Program in Education requires doctoral students to pass three qualifying exams prior to taking the EDUC 764: Dissertation Planning course. The qualifying examination policy involves two types of activities: (1) scholarly engagement, that help to build a student's curriculum vita, and (2) completion of capstone written exams. A student may elect to meet the qualifying exam requirement by either completing the scholarly engagement and two written qualifying exams, or by completing three written qualifying exams. These are described below.

Scholarly Engagement

Scholarly engagement is defined broadly as an activity that contributes to the growth of new knowledge or the dissemination of knowledge. While reading and contemplation or reflection are forms of scholarly engagement, in this portion of the qualifying exam the emphasis is placed on scholarly engagement as the dissemination of knowledge. The student will provide evidence of scholarly engagement with artifacts that represent different forms of engagement. The experiences in this part of the qualifying exams have been designed to help prepare graduates for academia. Students must complete a minimum of 6 different types of scholarly engagement. It is possible that the Qualifying Exam Committee will be consulted in this case. *Scholarly engagements may be done **collaboratively** with a faculty member and/or another student(s).* A single experience (e.g., participating in a faculty member's research) could provide opportunities for completing one or more types of scholarly engagement. Examples follow but may vary pending approval by the student's Advisor and the Qualifying Exam Committee.

Artifacts will be submitted to the student's Advisor/Chair (using the Qualifying Examination Form) who reviews and documents completion. The Advisor may consult with the Qualifying Exam Committee when reviewing the artifacts. Scholarly engagement activities may be submitted any time after the first semester in the program and should be completed by the time the student has completed 42 semester units and the student has no outstanding incompletes. Following are some of the options for scholarly engagement:

1. Submit a conference proposal.
2. Present at a conference.
3. Submit an article for publication. (It does not have to be accepted in order to count. If it is rejected and resubmitted to another organization it can only be counted as one scholarly engagement, not two.)
4. Submit a grant proposal.
5. In collaboration with a faculty member(s), review a series of articles and/or reports that have been submitted for journal publication. The number of articles/reports will be mutually agreed upon by the student and faculty member.

6. Participate as a research apprentice with a faculty member and/or other students and produce a report (e.g., a literature review or white paper, article for publication and/or conference proposal).
7. Create a new syllabus for a university course and teach or co-teach the course.
8. Teach a college or university course.
9. Do a guest lecture in a college or university course.
10. Write a white paper and submit it to a relevant professional organization.
11. Develop a proposal to reorganize a college or university program, create a new unit within a college or university, or modify existing structures to better serve college or university students.
12. Create a workshop and conduct the workshop for college or university students and/or faculty.
13. Additional scholarly engagements that do not appear on this list may also be counted with the permission of the Advisor/Chair.

Capstone Qualifying Exam

The qualifying exam questions are a step in the growth and original contribution/expression of students as scholars/stewards of the discipline. This experience is designed to allow the student to demonstrate preparation for independent dissertation research in content of the emphasis area (breadth), content of the proposed dissertation topic (depth), and research methodology. This exam will consist of two or three substantial questions, each to be completed in two weeks. Whether all questions are addressed at once, or one at a time, is a decision the student makes in consultation with the student's Qualifying Exam Committee Chair, but in any case, each question should be given a two-week time frame. The decision to require two or three questions will be made by the Qualifying Exam Committee, and will, in part, depend on the number and quality of the scholarly engagements completed.

Outlined below is the recommended process students should follow in completing their Qualifying Exams.

1. Identify a Qualifying Exam Committee Chair. This person must be an Attallah College full time faculty member. In most cases, this faculty member will become the Dissertation Chair once the Qualifying Exams have been completed.
2. Identify a Qualifying Exam Committee composed of two additional faculty members to assist you in preparing the qualifying exam questions. It is wise to discuss committee composition with your Chair. **These faculty members may or may not also be part of your future Dissertation Committee.** You should select people based on their interest and expertise in methodology and/or content that is relevant to your work.

3. Meet with the Qualifying Exam Committee Chair to discuss expectations for the qualifying exam questions. The expectation is that the student and faculty serving on the Qualifying Exam Committee will develop the questions collaboratively. This will help to guide your preparation.
4. Select a 2-week period when you will answer the question. If answering all 3 questions at the same time, select a 6-week time frame. ***This is not a collaborative task and you are expected to write independently.*** You will submit responses to your Qualifying Exam Committee at the end of the writing period. You should respond to the questions in conventional text, they should be word-processed, follow APA format, spelling and grammar checked, and include references. The maximum length for written responses to each question is 20 pages double-spaced, not including references. Please work with your Qualifying Exam Committee to consider all options for submitting your responses.
5. After reviewing your responses, your Qualifying Exam Committee will invite you to a meeting to discuss your response and report their scoring. *Note: Students will be given two tries to successfully complete the exam questions. If a third attempt is needed, the Committee and the Director of the Ph.D. Program will discuss the Education Specialist option with the student. If the student elects to continue to pursue the Ph.D., new questions will be co-constructed by the student and the Qualifying Exam Committee. If the three sets of questions are not passed after the third try the student will be dismissed from the program.*
6. Results of the responses should be recorded on the [Qualifying Examination Form](#) (sent to the committee by the student), signed by all committee members, and approved by the Director of the Ph.D. in Education Program.

The process for Qualifying Exams for SNU students is slightly different. Please see Appendix B for the SNU Qualifying Exam Process.

APPENDIX B: QUALIFYING EXAMS PROCEDURE FOR SNU STUDENTS

PLEASE NOTE THIS DOCUMENT SUPERCEDES THE PH.D. STUDENT HANDBOOK REGARDING THE QUALIFYING EXAM SECTION.

Qualifying Examinations

Two qualifying exams must be completed prior to enrolling in the EDUC 764S: Dissertation Research Planning class. In very rare cases, an exception may be made to this requirement. However, if a student has not passed at least one written comprehensive exam (i.e., either the literature review or the research methodology question) an exception will NOT be made.

The Qualifying Exam Committee is comprised of the student's Dissertation Chair, and two other faculty members (i.e., one Attallah College faculty member and one "outside" member). The Committee will be selected by Drs. Howard, McIntyre Miller, Hunter, Havard, and Allen, in consultation with the student. The Qualifying Exam Committee will also serve as the student's Dissertation Proposal Committee, and Dissertation Committee.

Students must submit the [Qualifying Exam Form](#) to their Committee immediately after passing the exams so the form can be signed by the committee and the Director of the Ph.D. Program in Education.

Qualifying Exam Procedure

The Ph.D. Program in Education requires doctoral students to pass three qualifying exams prior to taking the EDUC 764S: Dissertation Planning course. However, due to the short Program timelines for the SNU students an exception will be made (Please see Scholarly Engagement section below for a description of this exception). The qualifying examination policy involves two types of activities: (1) scholarly engagement, that help to build a student's curriculum vita, and (2) completion of two capstone written exams (i.e., one literature review paper and one methodology paper). These are described below.

Scholarly Engagement

Scholarly engagement is defined broadly as an activity that contributes to the growth of new knowledge or the dissemination of knowledge. While reading and contemplation or reflection are forms of scholarly engagement, in this portion of the qualifying exam the emphasis is placed on scholarly engagement as the dissemination of knowledge. The student will provide evidence of scholarly engagement with artifacts that represent different forms of engagement. The experiences in this part of the qualifying exams have been

designed to help prepare graduates for academia or to expand positions already held in academia. Students must complete 6 different types of high-quality scholarly engagement and may do more if they so choose. *Scholarly engagements may be done **collaboratively with a faculty member and/or another student(s)***. A single experience (e.g., participating in a faculty member's research) could provide opportunities for completing one or more types of scholarly engagement. Examples follow but may vary pending approval by the student's Qualifying Exam Committee Chair.

Artifacts (using the [Qualifying Examination Form](#)) will be submitted to the student's Chair who reviews and documents completion of the Scholarly Engagements. The Chair may consult with the Qualification Exam Committee when reviewing the artifacts. Scholarly engagement activities may be submitted any time after the first semester in the program and should be completed by the time the student has completed 45 semester units (i.e., by the time the student defends their dissertation proposal) and the student has no outstanding incompletes. Therefore, by the end of students' third year of the Program Scholarly Engagements should be completed. Please note, these scholarly activities may be completed in a student's primary language. It is expected that Scholarly Engagements represent a variety of tasks and each activity can only be counted once (with the exception of publications and research activities). For example, presenting a poster at a conference would count as a Scholarly Engagement, but then that same poster cannot be used to present at another conference and have it count for a Scholarly Engagement. Also, a few of the scholarly engagements can be done with other students and/or faculty members. However, students need to do the majority of the scholarly engagements on their own. Following are some of the options for the scholarly engagement qualifying exam:

1. Submit a conference proposal.
2. Present at a conference.
3. Submit an article for publication. (It does not have to be accepted in order to count. If it is rejected and resubmitted to another organization it can only be counted as one scholarly engagement, not two.)
4. Submit a grant proposal.
5. In collaboration with a faculty member(s), review a series of articles and/or reports that have been submitted for journal publication. The number of articles/reports will be mutually agreed upon by the student and faculty member.
6. Participate as a research apprentice with a faculty member and/or other students and produce a report (e.g., a literature review or white paper, article for publication and/or conference proposal).
7. Create a new syllabus for a university course and teach or co-teach the course.
8. Teach a college or university course.
9. Do a guest lecture in a college or university course.
10. Write a white paper and submit it to a relevant professional organization.
11. Develop a proposal to reorganize a college or university program, create a new unit within a college or university, or modify existing structures to better serve college or university students.

12. Create a workshop and conduct the workshop for college or university students and/or faculty.
13. Additional scholarly engagements that do not appear on this list may also be counted with the permission of the Chair.

Capstone Qualifying Exams

The qualifying exam questions are a step in the growth and original contribution/expression of students as scholars/stewards of the discipline. This experience is designed to allow the student to demonstrate preparation for independent dissertation research in content of the emphasis area (breadth), content of the proposed dissertation topic (depth), and research methodology. This exam will consist of two questions, each to be completed in two weeks.

The first Qualifying Exam question will focus on the literature surrounding the student's dissertation topic. This question will be co-created by the student and the Chair and then will be sent to the other members of student's Committee for each member's approval. Once approved the student should start preparing for the exam. When the student feels they are ready to complete the exam they will notify their Committee and the two-week clock will begin. If there is an emergency that requires the clock to be stopped, the student should immediately notify the Chair.

The second qualifying exam question will focus on the methodology the student will be using for their dissertation. Like the first qualifying exam question, the methodology question will be co-created by the student and the Chair and then will be sent to the other members of student's Committee for each member's approval. Once approved, the student should start preparing for the exam. When the student feels they are ready to complete the exam, they will notify the Committee and the two-week clock will begin. If there is an emergency that requires the clock to be stopped the student should immediately notify the Chair.

If a student does not have at least six high quality scholarly engagements, they will be asked to write a third qualifying exam question. The third qualifying exam question would address another part of the dissertation literature review or the theoretical framework of the dissertation. Like the first and second qualifying exam questions, the third question will be co-created by the student and the Chair and then will be sent to the other members of student's Committee for each member's approval. Once approved, the student should start preparing for the exam. When the student feels they are ready to complete the exam, they will notify the Committee and the two-week clock will begin. If there is an emergency that requires the clock to be stopped, the student should immediately notify the Chair.

Steps Involved in Identifying a Committee and Preparing for Qualifying Exams

1. ***Identify a Dissertation Chair.*** This person must be an Attallah College full time faculty member. Drs. Hunter, Allen, Havard, McIntyre Miller, and Howard will assist the student in identifying a Chair.

2. **Identify a Committee.** Two additional faculty members will be selected to serve on the student's Committee (i.e., will serve on the student's Qualifying Exam Committee, Dissertation Proposal Committee and Dissertation Committee). One faculty member must be an Attallah College full time faculty member. The other Committee member must be a professional outside of Attallah College. Drs. Hunter, Allen, Havard, McIntyre Miller, and Howard will assist the Chair and the student in identifying Committee members. Committee members must have expertise in methodology and/or content that is relevant to the student's work.
3. **Meet with the Chair to discuss expectations** for the qualifying exam questions. The expectation is that the student and Chair will develop the questions collaboratively and then obtain approval from the Committee members.
4. **Prepare for the Qualifying Exam.** It will be helpful to gather reference materials that address the exam questions. Thoroughly read the materials gathered and take extensive notes on relevant information that will assist in addressing the questions. Outline the response to the questions (including reference citations). Students may find it helpful to prepare a draft of the response to the question.
5. **Select a 2-week period to answer the first question. Note: This is not a collaborative task and students are expected to write the response to the question independently.** At the end of the two-week period of time the student will electronically submit the response to their Committee. The response must follow APA format, include reference citations that support the material presented, and spelling and grammar will be considered when the Exam is read. The maximum length for written responses to each question is 20 pages double-spaced, not including references.
6. **Students will repeat steps 3 – 5** outlined above for their second Qualifying Exam question.
7. After reviewing your responses, the student's **Committee will invite the student to a meeting** (in person or via Zoom, depending on circumstances) to discuss the response and report the Committee's scoring on the Qualifying Exam. *Note: Students will be given two tries to successfully complete the exam questions.* If a third attempt is needed, the Committee and the Director of the Ph.D. Program will discuss the Education Specialist option with the student. If the student elects to continue to pursue the Ph.D. new questions will be co-constructed by the student and the Committee. If the three set of questions are not passed, the student will be dismissed from the program.
8. **Results must be recorded** on the [Qualifying Examination Form](#) provided to the committee by the student. This form will be signed by all committee members and forwarded electronically via DocuSign to the Director of the Ph.D. in Education Program for final signature.

APPENDIX C: DISSERTATION PROPOSAL AND DISSERTATION GUIDELINE OUTLINES

The following pages include content guidelines suggested by Ph.D. faculty on the organization of a dissertation proposal and dissertation. Please note, these documents only serve as a guideline. In addition, there are many excellent books and websites (and some not so good) on writing a dissertation. Another resource that you may find useful is to review dissertations of previous Ph.D. students in Attallah College. A reminder, some dissertations are better than others, consequently you may want to ask faculty for suggestions as to which dissertations might be most helpful for you to review. Dissertations can vary considerably depending upon the type of research that is being conducted. For example, some dissertations may be more than the traditional five-chapter dissertation. Therefore, students will want to discuss the content and organization of their proposal and dissertation with their Dissertation Chair and Committee members.

You will be required to follow the Leatherby Library dissertation formatting guidelines (http://chapman.libguides.com/ld.php?content_id=49537904) when you electronically submit your completed dissertation to the Leatherby Libraries. Consequently, many students have found it helpful to become familiar with these guidelines early on and prepare their dissertation proposal, and subsequently their dissertation, in the format that will eventually be required. Doing so will save you an enormous amount of time at the end of your program.

Sample Dissertation Proposal Outline

Dr. Whitney McIntyre Miller

Chapter One: Introduction to Study

1. Introduction to Your Overall Proposal
2. Background to the Study/Contextual Underpinnings
3. Definition of Terms
4. Statement of the Problem
5. Purpose of the Study
6. Research Questions
7. Significance of the Study

Chapter Two: Review of Literature

1. Introduction to the Chapter- Organization of the Chapter
2. Philosophical/Theoretical Underpinnings
3. Key Areas of Literature (min. 2-3)
 - a. Overview of each area
 - b. Discussion of studies and overall learnings
 - c. Critique of study findings and methodologies
4. Conclusions from the Literature and Creating the Argument for Your Study

Chapter Three: Methodology and Methods

1. Introduction to Chapter
2. Reiteration of Purpose
3. Reiteration of Research Questions
4. Discussion of Methodology Choice
 - a. Begin with theoretical framework
 - b. Discuss methodology
 - c. Discuss rationale for methodology
5. Discussion of Research Ethics
 - a. Ethical framework
 - b. IRB
 - c. Researcher Subjectivity statement
6. Research Methods and Design
 - a. Discussion of population
 - b. Data Collection procedures
 - c. Data Analysis techniques
7. Discussion of limitations
8. Reiteration of Significance of Study

Sample Dissertation Outline
Dissertation Proposal can be the First Three Chapters
(adapted from Teacher College Dissertation Guidelines)

Dr. Don Cardinal

CHAPTER 1: INTRODUCTION

A General Description of the Area of Concern [SET THE STAGE. It is suggested that this section be brief, three to four paragraphs maximum.]. The General Description should be a global treatment of proposed research. Remember, people best recall those things they read first and last. This section can make or break the dissertation. Draw ideas together to result in a purpose statement.

- Problem to be Studied/Purpose of the Proposed Research Project.
 - State explicitly and succinctly.
 - Introduction should lead up to and provide support for the problem statement.
 - Formulation of the scientific problem is a creative endeavor.
 - Merely replicating the identical procedure of an earlier research study (i.e., direct replication) is not sufficient for a doctoral dissertation. A replication involving substantive variation from previous work (i.e., systematic replication or replication "with cause") is appropriate as dissertation research (see Johnston & Pennypacker, 1993).
- Major Research Questions and/or Research Hypotheses.
 - Some committee/chairs prefer either research questions or hypotheses. Some may wish for you to include both.
 - Hypotheses and research questions should be written using constructs (not tests/measurements--indicators or definitions of variables [see Pedhazur & Schmelkin, 1991]).
 - Hypothesis statements and research questions do not include reference to statistical significance. "A statistical test of significance is used for the purpose of determining whether or not to reject a null hypothesis at a given probability level, reference to the test does not belong in the hypothesis" (Pedhazur & Schmelkin, 1991, p. 195).

- Definition of Important Terms.
 - May include theoretical as well as operational definitions of important terms. (Operational definitions may also appear in the methods section.) Operational definitions of all important variables must be provided.
 - Always include definitions for terms or uses of terms not generally found in this type of research, as well as those for which confusion may arise.
- Significance of the Problem and Justification for Investigating It.
 - This section will probably not be long, but should be very powerful!
 - What theoretical/practical reasons are there for wanting to know the answers to your questions?
 - Why is it important to conduct the study?
 - Include explicit statement of significance specific to the topic studied.

- Basic Assumptions.

An assumption is something that is taken to be true even though the direct evidence of its truth is either absent or very limited (Pyrzczak & Bruce, 1992). Include descriptions of information that are not available to you, but that are important in explaining the outcome of the study.

For example, must you assume that tests were administered in standardized fashion? If you are doing this yourself or have control over the examiners, then you DO NOT have to make this assumption. You write this into your procedure.

- Basic Limitations.

A limitation is either:

- A weakness or handicap that potentially limits the validity of the results.
or
- A boundary to which the study is confined (often called a delimitation) (Pyrzczak & Bruce, 1992).

Often limitations include a statement about generalizability of results or other controls, etc., that may be impossible to meet. For example, if you must use intact groups rather than randomized selection, what impact is this likely to have on your results?

- Summary and Transition to Chapter 2

CHAPTER 2: REVIEW OF LITERATURE

- Historical Background.
Put things in perspective. More than just a chronology. What are the major issues, controversies, etc., that impact on your study? Include background on all relevant variables. This background can be brief or longer depending on your study and the wishes of your committee.
- Theory or Discipline Relevant to Research Questions and Hypotheses. What theory or discipline forms the basis for your problem?
- Current Literature Relevant to Research Questions and Hypotheses.
Include in this section:
 - 1.1. Literature relating to specific variables.
 - 1.2. Literature relating to your combination of variables.This should be more than a listing of studies. What common thread holds them together? Use transitions to effectively tie one section with another. Incorporate discussion of strengths/weaknesses of methodology in previous studies which you are building on/hoping to avoid in your study.
- Summary and Transition to Chapter 3.

CHAPTER 3: METHODOLOGY

- Restatement of Purpose.
- Description of Participants. Human Subjects Consideration and Clearance From IRB.
 - Subjects should be described in enough detail so that the reader can visualize the subjects.
 - The method used to select the sample should be described in detail. If a sample of convenience is used, this should be explicitly stated.
 - If there was attrition, state the number of subjects who dropped out, the reasons for the attrition, and information about the dropouts.

- If a survey is used, the rate of the return should be stated along with a description of procedures used to follow-up and a description of non-responders.
- Description of Instrumentation/Measurement Procedures.
 - If an unpublished instrument or new measurement technique is used, describe it in detail.
 - Published instruments or techniques that have been used before should be referenced appropriately.
 - Briefly describe the traits measured, the format, scores, direct observation technique, etc., employed.
 - Evidence of reliability and for indirect measures, validity should be stated explicitly. For direct measures, describe the reliability and accuracy of the measurements. If this information is not available from prior studies, piloting of the instrument/procedure should be conducted.
- Research Design.
 - Include general description, along with possible threats to internal/external validity.
 - Include operational definitions of all variables -- independent and dependent.
 - It is often useful to include a diagram/figure of the design (especially for experimental studies).
- Description of Procedures.
 - Procedures should be described in complete detail so they may be replicated by any future researcher.
- Data Analysis and Display Procedure, Including (where appropriate) Choice of Analysis and Computer Program(s).

This section should be complete in both proposal and dissertation. Rationale should be provided for choice of statistical/other analysis. State alpha level(s) chosen for statistical comparisons.
- Summary and Transition to Chapter 4.

CHAPTER 4: RESULTS

- Restatement of research questions (hypotheses).

- Use of an outline to organize results.
- Each question/hypothesis is restated in BOLD followed by the results of the data analysis(es) which provide(s) answers to that question/hypothesis.
- Suggested order of presentation of results (may vary depending on nature of analyses):
 - Descriptive statistics (includes means, standard deviations, etc.)
 - Where appropriate primary statistical analyses (includes correlation matrix, t tests, Summary of ANOVA, MANOVA, results of factor analyses, etc., see specific technique for examples).
 - Post hoc and other secondary analyses.
- Organize data into tables or graphs (see Johnston & Pennypacker, 1993) where appropriate. Each table/graph must be referenced in the text. All tables should be complete, that is, self-explanatory.
- Summary and Transition to Chapter 5.

CHAPTER 5: DISCUSSION (May be done as separate section or for each question/hypothesis)

- Summarize results briefly.
 - Discuss the results in non-statistical terms. Answer the question. If a hypothesis was stated, was the hypothesis rejected?
 - Integrate your results with the literature reviewed in Chapter 2.
HINT: Use APA Style Manual as a guide for reporting of results. Judicious use of tables and figures proves the saying that a "picture is worth..." However, these must be complete. See guidelines given in manual - please pay close attention, not only to format, but to the necessary information to include. Tables/figures should stand alone without help from the text. Therefore, all abbreviations, etc., must be defined in the table or figure.
- SUMMARY AND CONCLUSIONS
 - Summary -- summarize the study succinctly.

- Conclusions -- report the results briefly. Explicitly discuss the implications for the results.
 - Relate to literature review -- point out consistencies and inconsistencies with those reported in the literature cited earlier.
 - It is appropriate to speculate on the meaning of the results; however, care must be taken not to go outside the parameters established in the first four Chapters.
- Recommendations for future research.
 - Provide specific guidance - Why is the proposed research needed and what form should such research take?
HINT: If correctly written, Chapter 5 can form the basis for your article which can be submitted for publication. The only addition will be of tables, etc., from Chapter 4.

REFERENCES/BIBLIOGRAPHY

The APA style manual calls for use of a list of references cited with the pages rather than a complete bibliography.