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INTRODUCTION

The Chapman University College of Educational Studies (CES) Ph.D. program is intended primarily for individuals seeking a career in higher education or in other research-oriented environments. The candidate will learn to conduct research collaboratively with his or her 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 CES 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;

Doctoral students are admitted to one of four program emphasis areas: cultural and curricular studies, disability studies, leadership studies, or school psychology. Each of these emphasis areas are briefly described below.

The College of Educational Studies 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.

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

- 57 credits of doctoral study required
- Master’s degree required at program entry
- Three-four year full-time program or four-five year part-time program, both with intense summer work
- Cohorts consisting of 18-22 students across all emphasis areas and program entry only in Fall
- 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
- Three-four year full-time program or four-five year part-time program, both with intense summer work
- Cohorts consisting of 18-22 students across all emphasis areas and program entry only in Fall
- Curriculum:
  - Foundations Core consisting of 6 units
  - Inquiry Core consisting of 12 units
  - Emphasis Core consisting of 18 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)

Defining Characteristics

- Curriculum and dissertation distinguished by a scholarly publication focus.
- An endowed Visiting Scholar program.
- One of only three School Psychology Ph.D. programs in California.
- One of only four Ph.D. in Education programs among California independent colleges and universities.
- One of a few Disability Studies Ph.D. programs in the world.

Cultural and Curricular Studies Emphasis

The Cultural and Curricular Studies emphasis is one of four emphases in the Ph.D. in Education program in the College of Educational Studies at Chapman University. This emphasis honors the histories, values, and practices of different and overlapping social and cultural groups. 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 Emphasis

The Disability Studies emphasis is one of four emphases in the Ph.D. in Education program in the 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 Emphasis**
The Leadership Studies emphasis is one of four emphases in the Ph.D. in Education program in the 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 will 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 Emphasis**
The School Psychology emphasis is one of four emphases in the Ph.D. in Education program in the College of Educational Studies at Chapman University. This emphasis prepares students to become teachers and researchers at college and universities and leaders in school psychology at state, national and international levels. The program is accredited through the International School Psychology Association (ISPA). The program is an institutional member of the Council of Directors of School Psychology Programs, an organization of doctoral programs in school psychology. 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 will focus 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. In addition, the program requires a doctoral level supervised internship, which is typically completed in the 3rd year of the program. Students may choose from: 1) a clinical internship (necessary if you plan to pursue licensure as a psychologist), 2) a school-based internship, 3) a leadership and policy internship, or a 4) higher education teaching internship.

**History and Mission of the CES**
Chapman University is a 153-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 the ability 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 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, CES 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;
- publishing research papers in prestigious journals, e.g., *Educational Researcher*, *ASHA Journal*, *Issues in Teacher Education*, *Contemporary School Psychology*, *Communication Disorders Quarterly*, *Disability and Society*, *International Journal of Inclusive Education*;
- serving on research organizations’ committees and boards;
- serving on editorial boards of peer-reviewed journals;
- teaching research courses (Research and Evaluation Methods, Teacher Research, Critical Inquiry);
- engaging in collaborative scholarship with colleagues (co-authoring books and journal articles);
- participating in research colloquium within the CES and among the corporate faculty (Faculty Forums);
serving on the Institutional Review Board of Chapman University; 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.

**ADMISSION**

*Admission Standards*

Admission to the program does not guarantee graduation. Students must meet the established requirements for academic courses, advanced standing, written qualifying examinations, and the dissertation. To be considered for admission, an applicant must meet the following multiple selection criteria (*meeting these criteria does not guarantee that the student will be admitted*):

- Online application to the Chapman University Ph.D. in Education program.
- Supplemental application to the Chapman University Ph.D. in education program (included in online application).
- Official undergraduate and graduate transcripts with degree conferral posted.
- Official verbal, quantitative, and analytical writing score results for the Graduate Record Examination (GRE).
- Three (3) letters of recommendation, including one (2) from a graduate level professor who can describe the academic potential of the applicant and one (1) from someone who can speak to the applicant’s professionalism (e.g., a current employer or colleague). Letters from relatives will not be considered.
- Submit an essay (2250 words, double spaced) indicating the professors with whom you wish to study and the ways in which your current research interests align with faculty expertise. The essay should be substantive enough for faculty to determine the depth of your thinking and commitments to a rigorous program.
- In-person, phone, or Skype (for students meeting the initial paper screening requirements only)

To be considered for admission to the school psychology emphasis, applicants are required to have an educational specialist (Ed. S.) degree or its equivalent and must submit the following:

- Online application to the Chapman University Ph.D. in education program.
- Supplemental application to the Chapman University Ph.D. in education program (included in online application).
- Evidence of an educational specialist (Ed. S.) degree or its equivalent from an approved school psychology program.
- State certification as a school psychologist.
- Documentation of 1,500 hour internship, or internship plus one year experience as a practicing school psychologist.
- Official undergraduate and graduate transcripts.
- Official Graduate Record Examination results in the verbal, qualitative, and analytical writing sections.
• Three (3) letters of recommendation, including one (2) from a graduate level professor who can describe the academic potential of the applicant and one (1) from someone who can speak to the applicant’s professionalism (e.g., a current employer or colleague). Letters from relatives will not be considered.
• Submit an essay (2250 words, double spaced) indicating the professors with whom you wish to study and the ways in which your current research interests align with faculty expertise. The essay should be substantive enough for faculty to determine the depth of your thinking and commitments to a rigorous program.
• In-person, phone, or Skype (for students meeting the initial paper screening requirements only)

Joint Admission into Ed. S. in School Psychology and Ph.D. in Education. Applicants may apply for regular admission to the Educational Specialist Degree in School Psychology and the Ph.D. in Education with an emphasis in School Psychology. If interested in this option, applicants must indicate their choice on the supplemental application for the Ed. S. in School Psychology Program. Applicants must complete the regular admission process for the Ed. S. Program, and have their files reviewed by the Director of the Ph.D. in Education Program. If approved by the School Psychology faculty and the Director of the Ph.D. in Education Program, applicants will receive full admission to the Ed. S. Program and conditional acceptance to the Ph.D. in Education. To receive conditional acceptance to the Ph.D. Program, applicants must achieve regular admission to the Ed. S. Program. Applicants will be assigned an Ed. S. and doctoral advisor.

After completion of 24 credits, including at least one 700-level doctoral class, students may apply for regular acceptance to the Ph.D. Program by completing a new graduate application (no fee is required). Applicants will be considered for regular acceptance if they have:
• No outstanding incompletes.
• Achieved a minimum 3.75 grade point average in program course work.
• Earned an A- or its equivalent on the First Year Research Paper in the Ed. S. Program.

Applications will be reviewed by the Director of the Ph.D. in Education Program and the School Psychology Program Faculty. If students are approved by both the faculty and the Director, they will receive regular acceptance into the Ph.D. Program. Students who have not met the criteria may complete the Ed. S. Degree, even if they do not achieve regular acceptance into the Ph.D. Program.

**Admission Deadlines**
The priority application deadline for full consideration is mid- to late February (subject to change yearly, please check the Ph.D. webpage for exact dates). Application materials received after the deadline will be considered on a space available basis.

**Calendars**
Chapman's academic year is based upon a traditional calendar. Fall classes begin in August and end just prior to the holiday season. An interterm session is held in January,
though these course offerings are limited. The spring semester begins in late January or early February and ends in May. Summer sessions are scheduled from the end of May through mid-August. On the academic calendar page students can find final examinations schedule, and general registration timelines. To see the University events calendars please visit the Calendars page. Visit the CES calendar page for events specific to the CES.

Each of these steps requires action and documentation by the student. At various times, the faculty advisor or other entities will be involved. It is the student’s responsibility to see that each step is completed and that all appropriate parties have taken the necessary actions.

COURSES

Course Requirements/Doctoral Courses
The doctoral degree at the CES has an individualized program of study, designed by a student in close collaboration with his or her faculty advisor and CES 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 College of Educational Studies, and the university. 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 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.

All doctoral students in the Ph.D. in Education program will take required Foundations Core courses (6 units), Inquiry Core courses (minimum 18 units), and Dissertation Core courses (minimum 21 units). Students will take a minimum of seven Emphasis Core courses (minimum 21 units). Student needs and interests will be assessed and opportunities to develop new emphasis courses will be provided. Please consult the Chapman University catalog for specific program requirements.

Course Sequence
In developing the schedule of courses, particular 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 also take an emphasis course for 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.

WebAdvisor and Program Evaluations
The official record of student progress in the program is the program evaluation. Program evaluations are available in WebAdvisor, the Chapman University advising web site. Students should meet with their doctoral advisor on a regular basis and use the program evaluation for planning their course of study. Early planning and development of the student’s program is 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.

Students and their advisors can view their academic record at any time using Web Advisor. The program evaluation is the student’s agreement with the CES and with the university to fulfill requirements for the doctoral degree. When developed in the first year, it is an estimation of what courses the student will take to best suit his or her research interests while fulfilling the Foundations Core, Inquiry Core, Emphasis Core, and Dissertation Core requirements.

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. These can be found in the Ph.D. folder in Blackboard. Program planning sheets are not official records of course completion.

**Enrollment Requirements**

It is expected that the doctoral degree will require approximately three to four years of full-time study or four to five years of part-time study following enrollment in the program. However, each student’s pace will depend on his/her own style and pace of completion. Full-time students must enroll in 24 credits per year (9, 9, 6). Part-time students must enroll in a minimum of 15 credits per year (6, 6, 3). Students are required to enroll in a minimum of 6 credits per semester (fall, spring) prior to candidacy.

**University Attendance Policy**

Students are required to attend class meetings in the courses for which they are registered, and to be prepared to participate in the class discussion. Any student who has been absent from more than 20% of class meetings shall not further participate in class, shall not be allowed to sit for the final examination, and shall be given a grade of “FW.” A faculty member may, at his or her option, require a higher level of attendance.

**Confirm Course Location**

Room assignments are subject to change. Students are strongly encouraged to check WebAdvisor (see WebAdvisor section) on the first day of the term to confirm the location of courses. Students may also visit the College of Educational Studies main office in Reeves Hall 104 where room assignments are posted and updated for the first two weeks of the term.

**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, advancement to candidacy, successful completion of qualifying exams, and adequate progress on dissertation. Students will be formally reviewed near the end of each academic year of his or her program.
Prior to fall 2014, no grade below a “C” is acceptable toward the degree. Students must retake any course in which a grade below “C” is earned. A student whose cumulative grade point average falls below a 3.0 will be placed on academic probation. A student on academic probation who does not achieve a semester grade point average of 3.0 or higher in the first semester after being placed on probation will be dismissed. A student who is placed on probation and does not achieve a cumulative grade point average of 3.0 within two semesters will be dismissed. For further information on academic probation and dismissal, please refer to the Academic Policies and Procedures section of the **Graduate Catalog**.

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 3.0 will be placed on academic probation. A student on academic probation who does not achieve a semester grade point average of 3.0 or higher in the first semester after being placed on probation will be dismissed. A student who is placed on probation and does not achieve a cumulative grade point average of 3.0 within two semesters will be dismissed. For further information on academic probation and dismissal, please refer to the Academic Policies and Procedures section of the **Graduate Catalog**.

**First Year Review**
During the end of the first year of study (and no later than the summer), students complete a review of student’s first year’s work 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,
- insure 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, 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 doctoral committee. Further appeal can be made to the Dean of the CES, 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 should be advanced to candidacy.

**Qualifying Examinations**
With the approval of the student’s advisor, the student can work on qualifying examinations at any time of the year. Faculty review and evaluation of qualifying exams
During the summer session is impractical, simply because most faculty members are off-duty or absent from campus during that period. Therefore, prior to finalizing qualifying exam committee members and timeline, students should discuss their proposed timeline with everyone involved. Committee members and students should agree on these things prior to solidifying the qualifying exam committee. The “new” qualifying exam policy can be found in Appendix B. All students admitted in cohort 2011 and later must take the new qualifying exam. Students admitted prior to 2011 can choose to take the old or new exams, although the new exam better prepares students for the dissertation. Students taking the “new” qualifying exam must submit the Qualifying Exam Form (available in BlackBoard) to the Director immediately after passing the exam.

Students taking the “new” qualifying exam must submit the Qualifying Exam Form (available in BlackBoard) to the Director immediately after passing the exam.

Advancement to Candidacy
When coursework is nearing completion, 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 specific 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) as described in the Ph.D. in Education folder of Blackboard. Candidacy is confirmed on the Application for Advancement to Candidacy (AAC), which details the degree requirements to be met by the individual student.

Extensions of candidacy are granted only in rare circumstances. Therefore, students are encouraged to plan their research agendas such that their degree can be completed within the seven-year time period. To obtain an extension of candidacy, students must submit an Application for Extension of Candidacy, which may be indicated on a Ph.D. General Petition form (see Appendix A). This should include a detailed work plan signed by the student and subject to approval by the student’s faculty advisor, the Director of the Ph.D. program, and the Dean.

The Application for Advancement to Candidacy is the third and last version of the student’s study program and effectively becomes an agreement between the student and the university regarding the coursework and requirements listed therein for completion of the doctoral degree.

Submitting the Application for Advancement to Candidacy
1. The student’s program evaluation must not show any incomplete courses.
2. The student should attach a printout of his or her WebAdvisor evaluation.
3. The student should consult with his or her advisor before completing sections pertaining to the dissertation proposal, appointment of dissertation committee, and oral exam. All sections of the form must be completed.

4. After the student’s advisor has signed the completed form, he or she should submit it to the Director of the Ph.D. program, who will obtain final approval signatures.

**Academic Program Revision**

Any changes to the student’s academic program must be discussed with and agreed upon by the faculty advisor and requested on a *General Petition* (please indicate the Academic Program Revision option).

The *General Petition* form is used for multiple reasons:

1. to move electives into required courses;
2. to waive courses;
3. substitute courses.

**Third or Fourth Year Review**

Typically, during the third (full-time students) or fourth (part-time students) year of the program, after students have advanced to candidacy, they will begin work on the dissertation, including its submission to the Institutional Review Board (IRB).

**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. 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 chairperson. Based on the student’s interests and the dissertation proposal topic, students may approach other CES faculty members to serve as the dissertation chairperson, as appropriate.

This committee should be formed immediately after the candidate passes qualifying exams. The qualifying exams committee can serve as the dissertation committee if the student and committee members agree to terms in the next section.

**Negotiating and Planning Your Dissertation Committee**

Prior to finalizing proposal or 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, though many faculty choose to do so. Most often, students should plan on
faculty availability during the regular academic terms. Students should also realize that the dissertation committee requires a team effort and timelines to which everyone should agree.

The doctoral dissertation committee consists of a minimum of three CES faculty members (the primary dissertation chair and two other readers) who agree to read/review a student’s dissertation and serve on his or her oral defense committee. One of the three CES committee members can be a CES Faculty Associate. A fourth, external member is optional.

The rules governing the composition of the dissertation committee are as follows:

- The dissertation chairperson and at least two members of the doctoral dissertation committee must be from the CES faculty.
- All members must have a terminal degree, though exceptions can be made in cases where an individual without a terminal degree but whose expertise is required can be approved.
- Any member of the committee who is not a full-time member of the CES or a Faculty Associate of the CES must be approved by the dissertation chair and the Director of the Ph.D. program.
- The dissertation committee is endorsed by the Director of the Ph.D. program on the Doctoral Dissertation Committee Form. Faculty members agree to serve on the dissertation committee by signing this form.
- All members of the approved dissertation committee are expected to sign the signature page of the completed dissertation.
- The Director of the Ph.D. program must approve any change in the composition of the dissertation committee before the final dissertation is submitted.

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 submitted to the Director of the Ph.D. program.

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 or third year review (which often includes either a pre-proposal, an extended literature review, or a theoretical essay), as well as advancement to doctoral candidacy. EDUC 764, Dissertation Research Planning, will be instrumental in designing a draft dissertation 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 advisor. Its major components are as follows:
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. 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. 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).

4. Students doing research with human subjects should 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.

The Dissertation Proposal Defense
The student and the dissertation chairperson are responsible for scheduling a formal meeting on the proposal, consisting of the student and the dissertation committee. All must be present at the meeting either in person or via conference phone call or Skype.

At the end of this meeting, the dissertation committee members should sign the Doctoral Dissertation Proposal Approval form and indicate their approval/disapproval of the proposal document. This form then should be submitted immediately to the Director of the Ph.D. program. If the student is required to make revisions, an addendum is required with the written approval of each member of the committee, stating that the proposal has been revised to their satisfaction.

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; and (c) 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).

**Dissertation Defense Oral Exam**
A two-hour dissertation defense oral examination is required. The purpose of the examination is to assess the candidate’s command of the field of study and to confirm readiness for scholarly pursuits. This examination is scheduled after the dissertation committee has approved the draft dissertation. Final oral examinations are normally given in late fall or early spring semesters. Scheduling of examinations during the summer session is impractical, simply because most faculty members are off-duty or absent from campus during that period.

The Oral defense of the dissertation usually occurs in the first hour. This portion is open to the CES community. The student should inform the Ph.D. administrative assistant who can then inform the CES community of the date and location of the dissertation. Any persons present outside of the oral examining committee will be expected to leave at the conclusion of the public seminar. This includes visiting faculty members who are not part of the committee.

It is important to note that a student will be permitted to schedule a doctoral dissertation defense oral exam only after the student and members of the dissertation committee agree that the dissertation draft is essentially complete. This means that all text sections are drafted, all planned data analyses are executed and represented in an appropriate format, and all appendices are in place. The draft need not be final because suggested revisions and final formatting will still need to be completed. Students must be registered and the candidacy must be valid during the semester in which the oral examination is held.

Once all dissertation committee members agree that the dissertation is essentially complete, the date and time for the dissertation defense is set. At least one month prior to the event, submit the *Dissertation Defense Announcement* form to the Ph.D. office. The defense will be announced to the CES community prior to the defense date.

Upon defense of the dissertation, the *Doctoral Dissertation Defense* form must be completed thoroughly, signed by all committee members, and submitted to the PhD office.

**Submitting the Dissertation**
The dissertation must follow the guidelines in the most current edition of the American Psychological Association publication manual. Four copies of the dissertation are required for submission: one each for the student, the Leatherby Libraries collection, the College of Educational Studies, and the dissertation chairperson. The dissertation must be printed on non-recycled 25% cotton bond paper. All copies are submitted to the
Leatherby Library for binding. Chapman University will pay for the cost of binding the four required copies. The student will pay a binding fee of $15.00 for each additional copy. In addition, the dissertation must be submitted for publication. Procedures for publishing the dissertation are available on the Leatherby Libraries webpage.

**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, Leadership Studies.

**Policy**

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

**Procedure**

The proposal to convert from the Ph.D. program to the Education Specialist degree must originate from the student and be supported by the Ph.D. program director. The program director will ensure that this action is sponsored by at least two faculty members (one of which should be 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 insure 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 three scholarly engagements with a minimum score of three;
- The student has completed all required coursework, with exception of EDUC 764, 793, and 799;
- The student has a minimum GPA of 3.0;
- 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 must be completed and signed by two faculty members and the director of the Ph.D. program. The program director then brings the form to the dean for approval and then placed in the student’s file. If approved, the degree will be processed like any other earned degree and subject to all of the requirements of the university in general and this degree specifically.
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 term for student advising, although most faculty members within the 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 Blackboard 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 when 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 matriculation. The advisor assists the student in planning a doctoral program of study to meet degree requirements. During the first year, a student’s research may diverge from the area of competence 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 with the Change of Advisor option indicated. This form requires the signature of the new advisor and the Director of the Ph.D. 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. program will assign a new advisor. A copy of the Ph.D. General Petition is located in Appendix A.

WebAdvisor
WebAdvisor is a web interface that allows students to access information to 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 will be issued a password into the WebAdvisor system during the first semester in residence. WebAdvisor is accessible via the Student Resources heading of the
Chapman University home page. If a student encounters difficulty accessing WebAdvisor, he or she may contact the Help Desk at (714) 997-6600.

**Program Evaluation**
Students are encouraged to check the status of their credential or degree program on the Program Evaluation screen in WebAdvisor. The program evaluation serves as a reference for degree conferral only and students are encouraged to seek advisement in person for course sequence requirements.

To access the program evaluation, students may navigate to the WebAdvisor index page, locate the section titled “Academic Profile,” and choose “Program Evaluation.” Students should select “Complete Version.”

Students should verify once a term that the courses for which he or she has 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. In order to do this, students may need to cross-check their program evaluation with relevant course matrices, schedules, or transcripts. If a student notices a discrepancy, the Office of the Registrar will need to be contacted at (714) 997-6701 in order to make necessary changes and avoid delays in degree conferral.

**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.

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. Enrollment can be verified one semester at a time. Students who require verification of enrollment for their lenders should be aware that new deferment forms will be required each semester. Enrollment verifications are kept on file for at least one semester. A student should not hesitate to contact the Office of the Registrar if the deferment needs to be resubmitted or faxed. There is no charge to fax deferment forms.

**Grades and Grading**
Grades are due approximately 30 days after the date of the last final examination, and are recorded on the permanent record as soon as they receive approval by the Associate Dean for Academic Affairs. Grades are posted on WebAdvisor, available under “Grades” within the “Academic Profile” menu.

**Incompletes**
A student cannot register for classes if s/he has more than one current incomplete.
The grade of Incomplete may be assigned by an instructor if a student, through circumstances beyond his or her control, has not completed a small portion of a course by the conclusion of the term. The student must request in writing the grade of Incomplete and must propose a date acceptable to the faculty member by which the missing work will be completed. A grade of Incomplete may not be assigned in order to give a student a chance to do more work to improve a grade.

The maximum deadline for removal of an Incomplete is one year from the first day of the term in which the Incomplete was recorded, unless a shorter period of time is specified by the instructor. In certain circumstances where the student must attend the class to fulfill the remaining requirements, and when the course is not offered every semester, at the instructor's discretion the deadline for removal of the Incomplete will be one year from the end of the term in which the Incomplete was recorded. The deadline determined by the faculty member must be specified on the Incomplete Form which is submitted to the Office of the Registrar. A copy must also be provided to the student.

**ACADEMIC AND CAMPUS RESOURCES**

**Blackboard**
Blackboard 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 Help Desk at (714) 997-6600. Blackboard is also referred to as “My Chapman,” accessible via the Student Resources heading of the Chapman University home page.

**Bookstore**
The Chapman University Bookstore, located in the Bhathal Student Services Building, is the main source for textbooks. The bookstore may be reached by phone at (714) 997-6809.

**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.

**Campus Ministry**
The Office of Church Relations, in partnership with the Fish Interfaith Center, serves the Chapman community by providing students and staff the opportunity to grow in their faith through spiritual groups and worship opportunities, but also by ministering to students and staff on a one-on-one basis. Visit the Office of Church Relations webpage for more information.
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 College of Educational Studies and Chapman’s Career Development Center (CDC). The Director of the Ph.D. 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. A placement file will be developed for each candidate that will contain a vita, writing samples, support letters, and related materials. In addition, students will be supported during their dissertation year with two 1-unit seminars 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 statements, obtaining letters of support and recommendation, interviewing strategies, negotiating an academic contract, higher education politics, and developing diverse professional networks. The CDC will also conduct a variety of workshops and professional development activities for doctoral students to help them prepare for entering higher education career paths.

Tutoring, Learning, and Testing Center
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 individual lab web pages 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. To do this, students must visit the Chapman homepage, click on “Email” in the Quick Links dropdown, then click on “Forward Your Email” and follow the directions. For assistance, students may contact the Help Desk at (714) 997-6600 or visit the computing webpage.
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) 997-6741, 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 Facility Hours webpage or call (714) 997-6691.

Health Services
Physical well-being has a tremendous impact on academic performance. The goal of medical services is to provide the opportunity for academic success, while the focus is to provide students with easy access to health care and disease prevention.

Chapman University Student Health (CUSH) is staffed with nurse practitioners, nurses and physicians to promote good health and to assess and treat a variety of physical ailments that typically affect college-age students. Services include first aid treatment and triage, primary medicine, gynecological services, immunizations, and health screening. Some medications are provided for a modest fee, and some prescriptions are called into the students' pharmacy of choice. When a student's condition is beyond the scope of CUSH, the student may be referred off campus for health care to a physician or clinic in the community.

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.

Homepage
The Chapman University homepage makes available a variety of online resources and tools. Through the website, students can visit the 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. Please visit the ISS webpage for more information.

Library Services
The Chapman University Leatherby Libraries contain over 200,000 volumes, over 30,000 full text electronic journals, over 8,000 electronic books, 2,200 journal titles as well as DVDs, videos, CDs and other media. 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 Library webpage.

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 stickers are mandatory and can be obtained from Public Safety. Parking fees are payable at the cashier’s office prior to receiving permit stickers 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. 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 log onto their 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 of 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). Commuter students may purchase meal plans associated with the residential restaurant and are encouraged to do so. For more information please visit the Restaurant Services webpage.

**Ticket Office**
Tickets for cultural events including plays, concerts, and lectures may be purchased in the Central Ticket Office located on the third floor of Argyros Forum. 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.

**REGISTRATION**

The Registrar’s Office webpage can answer many registration questions.

**Registration Status**
Full-time status at the graduate level is defined as nine (9) or more credits per semester. 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. 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 and three (3) units in the Summer term—or files an official leave of absence by the 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.

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 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 and three (3) units in summer semesters without prior approval—or the student does not make satisfactory progress toward the doctoral degree, including failing to schedule first year or second year reviews in a timely fashion or failing to advance to candidacy by the end of the second year of study. If a student receives a hold, he or she should immediately consult with the Director of the Ph.D. 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.
**Termination of Student Status**

Each student is admitted to the doctoral program in the College of Educational Studies with the expectation that he or she will achieve the doctoral degree. The faculty has the right and obligation to terminate the student status of anyone whose academic performance or progress is deemed unsatisfactory, based on annual reviews. The doctoral committee may vote to dismiss any student who is clearly not making satisfactory academic progress, exhibits unethical professional conduct, or violates the student code of conduct. Please refer to the Chapman University Graduate Catalog for academic integrity policies and procedures. However, before considering dismissal, the doctoral committee will meet with the student to discuss his or her academic performance and how to correct deficiencies. The student code of conduct applies to all students, including doctoral students.

In a review for admission to candidacy, if the doctoral committee votes not to recommend the student for admission to candidacy, the vote will result in the dismissal of the student from the program. The Director of the Ph.D. program or the student’s advisor will communicate the decision to the student in writing and orally. The student may submit a written request for reconsideration. The doctoral committee will respond in writing to the appeal.

Once a student has been admitted to candidacy, a faculty decision to terminate student status may be made as a result of inadequate academic progress or unethical professional conduct. The advisor, the Director of the Ph.D. program, and other faculty will meet with the student before considering termination. A written summary of these discussions will be sent to the student and the advisor and added to the student’s academic file. The summary will specify the academic deficiencies, the steps necessary to correct them, and the probationary period that is allowed for correction (normally a minimum of one academic semester). At the end of the warning period, the student’s progress will be reviewed and the student will be notified of the proposed action. If the student has made satisfactory progress, he or she will be notified in writing that the probation has been lifted.

If at the end of the probationary period the student has not made satisfactory progress, the doctoral committee may initiate proceedings for dismissal. The student will be notified, in writing, that the case of dismissal will be considered at an impending doctoral committee meeting. The student has the right to attend the meeting and to present his or her own case; a student may also make this case to the doctoral committee in writing.

After full discussion at the doctoral committee meeting, the committee, without the student present, reviews the case and votes on the issue of dismissal. A minimum of three faculty members must be present. The student is sent a written summary of the discussion, including the doctoral committee’s recommendation and reasons for the recommendation. The student may submit a written request for reconsideration. The committee’s response to the request for reconsideration will be made in writing.
Reinstatement
Students who have been placed on inactive status and wish to reenter the doctoral program must apply for reinstatement via a General Petition. The decision to approve or deny reinstatement is made by the doctoral committee. The doctoral committee is not obligated to approve reinstatement requests. The student must file a petition with the CES; if approved by the doctoral committee and the Dean, the petition will be submitted to the university. Please note that a reinstatement fee may apply. In addition, reinstatement is only granted once during a student’s degree program career.

Some students who undergo the reinstatement process also will have lapsed candidacy and must petition to have their candidacy extended. See section “Advancement to Candidacy.”

Leave of Absence
The Registrar portion of the Chapman University homepage sets forth Leave of Absence policies and procedures. Continuous enrolment is required unless a student has requested leave of absence following the procedures of the Registrar. Students who are unenrolled for a year or more might be allowed to reenter the program but would do so under the program requirements at the time of reentry. Approval of a leave does not alter the seven year period for completion of all doctoral degree requirements.

Changing Emphasis
When admitted to a doctoral program in the CES, students identify with and are accepted into a specific program emphasis. However, after sampling a variety of courses, the student may wish to change his or her emphasis. Transfer into another emphasis is subject to the approval of both the Doctoral faculty in the new emphasis area and the Doctoral faculty of the emphasis area for which the student was originally accepted. To initiate this process the student must complete a General Petition, with the Change in Emphasis Area option indicated. Once the doctoral faculty (in both the new and original emphasis areas) make a decision on the petition, the student will be notified and a copy of the petition will be placed in the student’s file. Changing the emphasis area may result in delay of completion of the doctorate.

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);
- Pass an annual review of progress;
- Pass each of the qualifying exams;
- Advance to candidacy;
- Complete a dissertation that meets all program and institutional requirements;
- Actively participate in and contribute to the culture of scholarship (research environment) at Chapman; 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 three times a year: August, 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 the College of Educational Studies 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, cumulative grade point average of 3.25 or higher.

Graduation, or conferral of the degree, is not automatic—students must file the Intent to Graduate form (also referred to as Application for Degree Conferral) online to be considered for graduation. For details, please visit the ADC webpage to learn about the steps for submitting this application. Students can apply for degree conferral via Web Advisor by clicking on “Application for Degree Conferral” under the “Academic Profile” index. Application deadlines for degree conferral start in the final year of coursework, please regularly check you Chapman email for information about degree conferral deadlines and Commencement requirements.

The current graduation fee is subject to periodic increase due to escalating costs. The fee does not cover caps, gowns, hoods, announcements or invitations. Information about purchasing these items will become available to students via the commencement page on the Chapman University website.

CES POLICIES

Student Conduct Code
All students, including those in Ph.D. programs, are required to follow the Chapman University conduct code found at: http://www.chapman.edu/students/policies-forms/student-conduct/index.aspx. Adherence to the student code of conduct allows students to remain in good standing with the Ph.D. program.

Credit Transfer
Students applying for admission to the doctoral program must have earned a master’s degree from an accredited university prior to being considered for admission. Generally, doctoral credits from other institutions of higher education are not accepted for transfer.
However, if a unique situation is presented in which a candidate transfers from a highly reputable institution to Chapman’s program, the Ph.D. faculty committee (composed of doctoral faculty and the Director of the Ph.D. program) will determine whether the candidate has the knowledge and skills to transfer any courses. If courses are transferred, the candidate will make up the credit units by taking additional Specialized Study courses. The following outlines the credit transfer policy:

- A maximum of six (6) semester credits may be transferred.
- To be accepted for transfer, the courses must be no more than seven (7) years old at the time of completion of the Ph.D.
- The courses must be graduate level toward a master’s degree or Ed.S., and taken as a graduate student at a regionally accredited institution.
- Extension and correspondence courses will not be considered for transfer credit. Credit / No Credit coursework will not be accepted.
- A grade of B or higher must have been earned for coursework to be accepted for transfer.
- The Ph.D. program’s General Petition form may be used for the purpose of requesting coursework to be accepted for transfer toward the completion of a Ph.D.

Students wishing to submit an appeal must present a Ph.D. program General Petition and all relevant documentation within thirty (30) days of notification of the action the student is appealing. Requests for additional information must be provided by the student to the university within thirty (30) days of receipt of request; failure to provide such documentation will result in a denial of the appeal.

Students who are dissatisfied with the action taken on their appeal have a maximum of thirty (30) days after receipt of notification to request reconsideration. Additional documentation or new information will be required.

A General Petition used for appealing purposes will receive a response no later than thirty (30) days after receipt by the Office of the Dean of the College of Educational Studies.

**Disputes**
In the case of disputes about any aspect of these guidelines or the programs in general, the case is first addressed by the Director of the Ph.D. program in discussion with the student and his or her advisor. If any party deems it necessary, the full doctoral committee considers the issue. An appeal can be made to the Associate Dean if a satisfactory resolution is not reached at the doctoral committee level.

**Residency Requirements**
The doctoral program policy is that credits will not be awarded for prior learning. It should be noted, however, that a master’s degree is required for admission to the program. Students must complete their entire program at Chapman University; thus, the residency requirement is 57 semester units.
The exception to this policy is in the School Psychology emphasis. Students in this emphasis who enter the program with a master’s degree or education specialist degree of equivalency may waive up to nine (9) units; thus their total unit requirement may be reduced to 48 units.

Teach-out Provisions
If for some unforeseen reason Chapman University determines that the doctoral program is not viable once it has begun, no new students will be admitted, and all current students will be notified. However, if the program closes, the university will honor its commitment to students and a teach-out plan will be implemented. It is anticipated that a teach-out would take a minimum of four years to complete due to the length of the program. Therefore, the minimum amount of time from the program’s beginning to program closure would be four years. If students elect to transfer to another doctoral program, every effort will be made to support students to enable a smooth transition. The teach-out plan will include: (a) identifying all current students in the program, (b) sending an explanatory letter to all students enrolled in the program, (c) sending an explanatory letter to all faculty teaching in the program, (d) meeting individually with each student to develop an individualized plan of completion, (e) developing and publishing a master schedule of course offerings to teach-out the program, and (f) sending an explanation letter to all students admitted to the program but not yet enrolled.

Technology
Doctoral students entering the program are strongly encouraged to have a laptop computer to use during their program. In addition, students will have access to both the Mac and PC labs within the Leatherby Libraries (see Academic & Campus Resources: Computer Services).

CES PHD PROGRAM POLICIES

“In Good Academic Standing” Policy
To continue enrolling in the PhD program a student must be “in good academic standing.” A student is considered “in good academic standing” when the grade point average is 3.25 and the student has no more than 1 incomplete.

Disagreements and Conflicts Between PhD Student(s) and Faculty
Disagreements or conflicts over grades, course assignments, class procedures, and other aspects of the Ph.D. program should be addressed to the faculty member and then to the Director of the PhD program. All students are encouraged to be familiar with the university policies on the proper procedures for lodging complaints. Information can be found at http://www.chapman.edu/students/services/student-ask/complaints.aspx.

D and F Grades
Any grade of D or F immediately requires a meeting with the Director of the Ph.D. Program.
Incomplete Grades
Students who have more than one incomplete cannot register for classes. More than one incomplete means the student is not in good standing.

EDUC 797: Preparing for the Dissertation
EDUC 797 is a 0 credit course that costs the student $150. The course description explains its purpose:

Prerequisite, completion of Ph.D. program classes. This course is for students not ready to begin dissertation research because they may not have completed other program requirements (e.g., qualifying exams or dissertation proposal). This course will enable Ph.D. in Education students to maintain their library and login privileges. Fee: $150. (Offered every semester.) 0 credits

Participation in May Commencement
Walking in commencement ceremonies is reserved for candidates who have successfully defended the dissertation or who have demonstrated significant progress as measured by the following criteria:

1. Dissertation proposal is approved; and
2. Dissertation research and writing has progressed to the extent that the dissertation committee is satisfied that the candidate will successfully defend no later than August 31; and
3. The chair notifies the Director no later than May 1 that the candidate meets criteria 1 and 2.

Students who have successfully defended the dissertation prior to May 1 will retain the hood. Students who have not successfully defended will relinquish the hood until the time of successful defense.

EDUC 789: Independent Study
By policy, EDUC 789 should be used in lieu of a program requirement (e.g., substituting EDUC 789 for an emphasis area core course). 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 a CES faculty member. May be repeated for credit. (Offered as needed.) 1–3 credits.

If you are taking an independent study (EDUC 789) that is over and above your program requirements, you can petition the Graduate Studies Council by completing the Graduate Studies Petition to have the course made a requirement for your particular program. To do this, you and your advisor must follow these steps:

1. Complete a Grad Studies Petition: This is available at the following link: http://www.chapman.edu/students/academic-resources/registrar/student-services/forms.aspx. Go to Graduate Student Forms and select “Graduate Petition
Form.” On the petition indicate the academic reason for the independent study. Attach a narrative paragraph describing the content of your course.

2. Your advisor should also provide a statement describing in his/her words the academic rationale and his/her support for your request.

3. Attach your program evaluation to the petition.

4. Your advisor and Dr. Gabel must sign this form. Without the information in #1-3, Dr. Gabel is not able to forward your materials to the Graduate Studies Council where the final decision for program approval is made.

If you are taking an independent study (EDUC789) in lieu of a required course, you must complete the Ph.D. General Petition (not a Grad Studies petition). The petition can be found in Blackboard in the “misc. information and forms” link. On the petition, you must indicate the specific course EDUC 789 is replacing or EDUC 789 will not be considered a required course in your program. Attach your program evaluation to the petition.

In the following section you will see that EDUC 789 should not be used to maintain residency while preparing for the dissertation after all coursework has been completed.

**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. program will work closely with a designated resource specialist from the Financial Aid office to ensure that students will be provided with accurate information. In addition, the Director of the Ph.D. program will provide students with resources that may offer avenues for funding the candidate’s program.

The CES awards Ph.D. fellowships annually on a competitive basis. Awards are given to students “in good standing” who have the greatest financial need based on the FAFSA. The CES Fellowships are credited toward tuition.

Other sources of funding such as loans and scholarships are administered by the university’s central Financial Aid office. A list of possible external sources of funding can be found in Blackboard in the Ph.D. folder.

*Graduate Student Assistantships*
Graduate Student Assistantships are a form of student employment, earning compensation for the performance of research or teaching services to the university, while students continue their academic and professional development. Types of appointments available to most graduate students are general Graduate Assistant.

*Tuition*
The tuition portion of a teaching fellowship and assistantship will appear as a credit on a student’s university bill.
Stipend/Salary/Teaching Fellowship
If a student has a teaching fellowship, 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.

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

CHAPMAN UNIVERSITY POLICIES

Academic Integrity Policy
http://www.chapman.edu/academics/academic-integrity/_files/academic-integrity-policy.pdf

Doctoral Student Print Credits
Doctoral students are allowed 500 print credits per term (including interterm). 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.

Nondiscrimination Policy
Chapman University does not discriminate on the basis of race, gender, sexual orientation, color, age, disability, national origin, or ethnicity in any of its policies or practices, including, but not limited to: admissions, academic requirements, financial aid, employment, housing, athletics, or any other school-administered program or service.

Grievance Procedures
Students who have complaints or concerns about campus academic policies, procedures, other polices, treatment by faculty or other campus employees, or concerns about college operations are encouraged to bring those concerns or complaints to the attention of the appropriate campus personnel.

For academic matters, the process normally begins with the faculty member involved. Appeals typically go to the Director of the Ph.D. Program, after that the Dean and then the Chancellor. For non-academic matters (issues related to departments such as Residence Life, Facilities Management, Business Office, etc.), students should first discuss the matter with the head of the appropriate department with appeals to the
appropriate supervisor. Students unsure of whom to contact should consult with the Office of the Dean of Students for appropriate referral.

**Student Life Policies and Student Conduct Code**

At Chapman, students are expected to adhere to the policies that govern student behavior outlined in the Student Conduct Code which is available to all students online. The university is specifically concerned when student conduct directly interferes with the university's primary educational objectives and functions, its subsidiary responsibilities of maintaining an ongoing institution, or the rights and safety of other members of the university community. Chapman University's function with reference to student conduct is based also on the recognition of its role in developing a sense of responsibility in students. To that end, the university uses education, example, counseling and guidance, and mediation in addition to formal conduct proceedings. Every Chapman student is presumed to have sufficient maturity, intelligence, and concern for the rights of others and the rights of the institution to help maintain the standards of the academic community. When a student's behavior demonstrates otherwise, the university will consider such conduct hearings as are deemed necessary. For details, see the Chapman University Student Conduct Code site for the policies and procedures governing student behavior at Chapman University.

**Alcohol and Drugs**

Chapman University students and their guests are expected to abide by all federal, state, and local laws, as well as Chapman policies governing use of alcohol and drugs. This necessitates not only knowledge of these various laws and policies, but also responsible and mature decision-making and a concern for self and others. Chapman University seeks to impart this knowledge and these values first and foremost through educational means relying heavily on positive staff and faculty role modeling, the formation and use of a peer education network, and curriculum infusion whenever possible. Factual information and knowledge regarding alcohol and drugs, skills and strategies for achieving and maintaining healthy behaviors, creation of a cooperative and consistent campus peer environment, and compliance with all local and federal regulations are components of this educational agenda. Illegal and abusive use of alcohol and other drugs by any member of the campus community constitutes an untenable threat to the community and signals a need for intervention on the part of the university. For further details, refer to the Chapman University Alcohol and Substance Abuse Policy. All campus event use of alcohol must be approved via an alcohol use permit.

**Firearms and Fireworks**

The possession or use of firearms, fireworks, or other explosives is prohibited on campus and may be grounds for immediate dismissal.

**Freedom of Speech and Expression**

Freedom of speech, protected by the United States Constitution, is an especially important value within an academic community. Thus, all topics are appropriate for discussion and debate within the framework of academic inquiry. Students and student organizations are free to examine and discuss all questions of interest to them, and to
express opinions publicly and privately. They are always free to support causes by orderly means, which do not disrupt the regular and essential operation of the institution. At the same time, it is clear to the academic and the larger community that in their public expressions or demonstrations, students or student organizations speak only for themselves.

**Harassment and Discrimination**
Chapman University is committed to providing an environment which is free from harassment, and every member of the university community must recognize that harassment of any type compromises the integrity of the university and the tradition of free and open inquiry among its members. Chapman also affirms its commitment to providing an environment in which each member of the university community feels free to comment on any issue or topic.

It is the university's policy, therefore, to insist that all members of the university community are treated at all times with dignity and respect. The university has a strict policy which prohibits harassment in any form. This includes, but is not limited to, harassment because of age, disability, race, religion, color, creed, ancestry, national origin, marital status, sex, or sexual orientation.

The university will not tolerate any conduct which has either the purpose or the effect of interfering with the work or scholastic performance of any member of the university community or creating an intimidating or hostile living, learning, or working environment. The university will also not tolerate any conduct which has the purpose or effect of singling out any specific group within the university community in a manner which leads to harassment or which creates an offensive working or learning environment for that group.

It is a violation of university policy for anyone to engage in any form of harassment or to retaliate against a person who has initiated an inquiry or complaint.

The right of confidentiality for any party involved in an alleged harassment incident, including the complainant and the accused, will be respected insofar as it does not interfere with the university's obligation to investigate allegations of misconduct and to take corrective action where appropriate.

In keeping with its policies, Chapman University not only fully complies with all local, state, and federal laws concerning harassment, but also provides a means to assure fair treatment to any student or employee who believes the policy prohibiting harassment has been violated. It is the policy of the university that all charges of harassment be reviewed in a confidential, sensitive, and expeditious manner. For further information, please contact the Equal Opportunity Officer at (714) 997-6847.

**Hazing and Disorderly Conduct**
Hazing, indecent or disorderly conduct, or failure to comply with the directions of Chapman officials acting in the regular performance of their duties are not compatible
with the university's function as an educational institution. Any such behavior will result in conduct proceedings and appropriate consequences.

**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.

**Rights and Privacy Act**

The basic provision of the Family Education Rights and Privacy Act (Buckley Amendment) of 1974 are followed by Chapman:

1. Students must be given access to the "educational records" within a reasonable time after submitting written request.
2. Students have the right to a hearing or other informal methods for challenging the content of their records.
3. Student records may not be reported to individuals outside the Chapman community, including students’ parents, without the written consent of the student involved, except in case of an emergency when such release of information is judged necessary to protect the health or safety of the student or other persons. However, written consent is not required for release of information to school officials on an as needed basis in conjunction with performance of their duties, as well as other exceptions listed in the Family Educational Rights and Privacy Act, section 99.31.
4. At its discretion, Chapman University may provide directory information in accordance with the provisions of the act to include student name, address, telephone number, parent address, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams. Students may withhold directory information by notifying the Office of the Registrar in writing within 10 calendar days from the first scheduled day of class for fall term. The university will honor all written requests for nondisclosure for one academic year; therefore, authorization to withhold directory information must be filed annually.

**Violence**

Any form of violence is forbidden and may result in immediate suspension from the campus, and upon appropriate determination, expulsion from Chapman University.
Appendix A:
General Ph.D. Petition

Please Indicate Petition Category:

☐ Academic Program Revision  ☐ Application for Extension of Candidacy
☐ Change of Advisor  ☐ Change in Emphasis Area
☐ Waiver or Transfer of Coursework†  ☐ Other (specify) ________________

Procedures:
1. State your request briefly, but completely.*
2. Obtain the recommendation of your Advisor.
3. Present your petition to the Director of the Ph.D. Program; the Director of the Ph.D. Program will make a recommendation and submit the petition to the Associate Dean for action (the petitioner will be informed of action taken as soon as possible).

*This form is not for the use of obtaining Doctoral Dissertation Proposal Committee approval, Doctoral Dissertation Committee approval, Non-Doctoral Council Member to Serve on the Doctoral Committee approval, nor Amended Doctoral Dissertation Committee approval.
†Please attach relevant transcripts and course descriptions; see page 33 of the Doctoral Handbook for an outline of the credit transfer policy.

Student Name ____________________________________________________  Student I.D. __________________________________
Student Email ____________________________________________________  Student Phone ________________________
Emphasis __________    Advisor Name _______________________________  Advisor Extension _____________________________

To the College of Educational Studies:

Specify Request Here:  ________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________

(Attach an extra page if additional space is needed.)
Date __________________________ Student Signature ____________________________________________________________________

Recommendation of Faculty Advisor:
I recommend this petition be Approved _____ Denied _____
Reasons for above recommendation: _____________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Date _________ Signature ___________________________

Recommendation of the Director of the Ph.D. Program:
I recommend this petition be Approved _____ Denied _____
Reasons for above recommendation: _____________________________________________________
_________________________________________________________________________________
_________________________________________________________________________________
Date _________ Signature ______________________________

Action of the Associate Dean:
The above petition is Approved _____ Denied ______
Remarks:_________________________________________________________________________________
Appendix B:

Ph.D. Qualifying Exam Procedure (New)

This procedure should be followed by Cohorts 2011 and later. Cohorts 2007-10 may choose the old procedure or this one.

The new qualifying examination policy involves two types of activities: (1) 3-6 forms of scholarly engagement, that help to build your CV, (2) and completion of a capstone qualifying exam. These are explained 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 each form of engagement. The experiences in this part of the qualifying exams have been designed to help prepare graduates for academia. Students must complete 3 different types of scholarly engagement and may do more if they so choose. It is possible that the qualification 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 (using the Qualifying Examination Form – New Process located in Blackboard) who reviews and documents completion. It is possible that the advisor will 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 30 – 36 semester units as long as the student has no outstanding incompletes. Following are some of the options for scholarly engagement:

- Submit a conference proposal.
- Submit an article for publication.
- Submit a grant proposal.
- In collaboration with a faculty member(s), review a series of articles and/or reports that have been submitted for publication. The number of articles/reports will be mutually agreed upon by the student and faculty member.
- 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).
- Create a syllabus for a university course and teach or co-teach the course.
**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 the decision of the qualification exam committee 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.

1. Identify a faculty committee of 3 members to assist you in preparing the qualifying exam questions. **These faculty members may or may not also be part of your later dissertation committee.** You should select people based on their interest and expertise in methodology and/or content that is relevant to your work.

2. Meet individually with the faculty committee to discuss expectations for the qualifying exam question(s). The expectation is that the student and faculty committee will develop the questions collaboratively. This will help to guide your preparation.

3. 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 committee at the end of the writing period. If you choose to respond to the questions in conventional text, they should be word-processed, spelling and grammar-checked, and include references. The maximum length for written responses to each question is 20 pages double-spaced, including references. At this point in the process, you may consider thinking of innovative and creative ways to respond to one or more of the questions instead of using conventional text. Please work with your committee to consider all options for submitting your responses. All choices and requirements will be considered for submission and review by your committee as well.

4. After reviewing your responses, your committee will invite you to a meeting to discuss your responses and report their scoring. **Note:** Students will be given two tries to successfully complete the exam questions. If a third attempt is needed, new questions will be co-constructed by the student and the qualifying exam committee.

5. Results should be recorded on the *Qualifying Examination Form*, located in Blackboard, and sent to Dr. Susan L. Gabel, Ph.D., Professor and Director of the Ph.D. in Education program. Be sure to make a copy of the form for your files.
Appendix C:

TIMELINE FOR COMPLETION OF DISSERTATION
Use this after you have passed qualifying exams. Forms in BlackBoard.

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Timing</th>
<th>Anticipated Date</th>
<th>Completed Date</th>
<th>Person Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose your dissertation chair and obtain his/her agreement to chair.</td>
<td>After passing qualifying exams.</td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>Begin adding to your dissertation committee: 2 CES faculty. When confirmed, submit</td>
<td>After passing qualifying exams.</td>
<td></td>
<td></td>
<td>Student &amp; Chair</td>
</tr>
<tr>
<td>Doctoral Dissertation Committee Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit final dissertation proposal to committee for review</td>
<td>Three weeks prior to proposal defense</td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>If proposal is not approved or is conditionally approved, follow committee directions for revision</td>
<td>TBD</td>
<td></td>
<td></td>
<td>Chair advises student, Student revises</td>
</tr>
<tr>
<td>When proposal is approved, submit</td>
<td>Approximately 12 months prior to graduation</td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>Doctoral Dissertation Proposal Approval Form and Advancement to Candidacy Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gain approval of your research with human subjects from the IRB committee.</td>
<td>Prior to proposal defense</td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>IRB approval forms, online.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit final draft of dissertation to full committee</td>
<td>TBD, not less than 2 weeks before defense but preferably sooner</td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>Take the Doctoral Dissertation Defense form to your dissertation defense.</td>
<td>Dissertation defense</td>
<td></td>
<td></td>
<td>Student</td>
</tr>
<tr>
<td>If dissertation is not approved or is conditionally approved, follow committee directions for revision</td>
<td>TBD</td>
<td></td>
<td></td>
<td>Chair advises student, Student revises</td>
</tr>
<tr>
<td>When dissertation is approved, submit</td>
<td>No later than May 1</td>
<td></td>
<td></td>
<td>Dissertation chair</td>
</tr>
<tr>
<td>Doctoral Dissertation Defense Form</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Submit final dissertation to Leatherby Library for formatting and UMI.</td>
<td>Upon completion of copy &amp; APA editing, and all final revisions.</td>
<td></td>
<td></td>
<td>Student, library staff</td>
</tr>
<tr>
<td>Library Dissertation Checklist</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assure you have completed all steps to graduate using the Graduation Checklist.</td>
<td></td>
<td></td>
<td></td>
<td>Student</td>
</tr>
</tbody>
</table>
Appendix D:

Chapman University Integrity in Research

I. Policy and Scope

Integrity of the research enterprise is central to the search for new knowledge: it calls for rigor, carefulness, and accountability that are all the hallmarks of good scholarship. All individuals engaged in research at Chapman University are responsible for adhering to the highest standards of intellectual honesty and integrity in research. Faculty and other supervisors of research activities have a responsibility to set an example and to create an environment which encourages absolute intellectual integrity. Open communication, an emphasis on quality of research and publications, appropriate supervision of personnel, maintenance of accurate and detailed research procedures and results, and suitable assignment of credit and responsibility for research and publications are all essential for fostering intellectual honesty and integrity in research.

Chapman University will take prompt and deliberate action to investigate and address allegations of misconduct in research, based on the following principles:
- Institutional and academic responsibility for self-regulation;
- Mechanisms to protect to the greatest extent possible the due process rights of the accused, the interests of those making an accusation, and the public interest;
- The highest degree of confidentiality compatible with an effective response and applicable sponsor reporting requirements;
- Precautions against conflicts of interest

It is the responsibility of each individual engaged in research at Chapman University to inform himself or herself of Chapman’s policies relating to research and of the policies and procedures of the agencies funding his or her research. Under certain circumstances related to extramural funding, Chapman is obligated to notify funding agencies of investigations of misconduct. The Public Health Service and the National Science Foundation regulations listed in the References section of this policy require such reporting. Copies of relevant policies should be available in the department in which the individual is working. Each new employee engaged in research should be given a copy of relevant policy statements. However, each employee is ultimately responsible for conducting his or her research in accordance with all applicable rules and regulations.

This policy and the associated procedures apply to all research activities conducted under the auspices of the Chapman University, whether or not they are externally funded. This Policy applies to any individual paid by, holding an appointment from, or affiliated with Chapman University, such as faculty members, post-doctoral fellows, trainees, technicians, and other staff members, guest researchers, graduate students and undergraduate students, regardless of where the research is performed.
II. Definitions

Misconduct/Misconduct in Research: Fabrication, falsification, plagiarism, or other practices that deviate significantly from those that are commonly accepted within the scholarly, creative and scientific community for proposing, conducting, or reporting research. Misconduct does not include unintentional error or honest differences in interpretations or judgments of data. Some examples of scientific misconduct are listed below.

A. Plagiarism: Taking credit for someone else's work and ideas, stealing others' results or methods, copying the writing of others without acknowledgment, or otherwise taking credit falsely. This may also include taking or releasing the data of others which were given in the expectation of confidentiality, e.g., appropriating ideas from submitted grant or contract proposals, or manuscripts for publication when one is a reviewer for granting agencies or journals.

B. Falsification of Data: Dishonesty in reporting results, ranging from fabrication of data, "fudging" or improper recording of data, gross negligence in collecting or analyzing data, to selective reporting or omission of conflicting data.

C. Dishonesty in Presentation and Publication: Knowingly presenting material or publishing articles that will mislead listeners or readers, e.g., misrepresenting data (particularly its originality); adding the names of other authors without permission or authors who have not earned the credit; citing unpublished papers without permission, or including inadequate footnote or endnote attributions so that readers cannot tell who produced which data; publishing the same material more than once without identification of prior publication; serving as a coauthor of a research paper or article without reviewing the material to be published.

D. Deliberate and Serious Violation of Regulation: Deliberate or reckless failure to adhere to safe research practices or to receive the approval required for work under research regulations of federal, state, local, or university agencies; deliberate misuse of research funds.

E. Failure to Report Unethical Research Practices: Covering up or otherwise failing to report episodes of misconduct or breaches of research ethics as set forth in this policy.

F. Legal Violations: Stealing or destroying the property of others (research, research papers, supplies, equipment, or products); deliberate misuse of research funds.

Preliminary Inquiry: Information gathering and initial fact-finding to determine whether an allegation of apparent instance of misconduct warrants an investigation. An inquiry is not intended to determine conclusively if wrongdoing has occurred, nor to determine guilt or innocence.

1 The definition of misconduct is adapted in part from the Public Health Service, Department of Health and Human Services (42 CFR Part 50, Subpart A, "Responsibilities of the PHS Awardee and Applicant Institutions for Dealing With and Reporting Possible Misconduct in Science"), and the definition is consistent with the ethical principles and types of unacceptable conduct listed in the Chapman University Faculty Manual.
**Formal Investigation**: The formal examination and evaluation of all relevant facts to determine if an instance of misconduct has taken place, to evaluate its seriousness, and, if possible, to determine responsibility. If misconduct has already been confirmed, an investigation may be necessary to determine the extent of any adverse effects resulting from the misconduct and any necessary remedial or follow-up actions (e.g., publications requiring retraction).

**Complainant**: The individual(s) who submits an allegation of Research Misconduct.

**Administrator**: The person who is apprised of the allegation.

**Good Faith**: As applied to a Complainant or witness, means having a belief in the truth of one’s allegations or testimony that a reasonable person in the Complainant’s or witness’s position could have based on the information known to the Complainant or witness at the time. An allegation or testimony is not in good faith if made with knowing or reckless disregard for information that would negate the allegation or testimony. Good Faith, as applied to an Inquiry or Investigation committee member, means cooperating with the research misconduct proceeding by carrying out the duties assigned impartially for the purpose of helping an institution meet its responsibilities under this part. A committee member does not act in good faith if his or her acts on the committee are dishonest or influenced by personal, professional, or financial conflicts of interest.

**HHS**: The U.S. Department of Health and Human Services, the parent agency of the Public Health Service (PHS) and the National Institutes of Health (NIH).

**NSF**: The National Science Foundation.

**Office of Research Integrity or ORI**: The office to which the Secretary of Health and Human Services has delegated responsibility for addressing research integrity and misconduct issues related to Public Health Service activities.

**Preponderance of the Evidence**: Proof by information that, compared with that opposing it, leads to the conclusion that the fact at issue is more probably true than not.

**Research Record or Record**: Any data, document, computer file, compact disk, computer diskette, or any other written or non-written account or object that reasonably may be expected to provide evidence or information regarding the proposed, conducted, or reported research that constitutes the subject of an allegation of Misconduct. A Research Record includes, but is not limited to, grant or contract applications, whether funded or unfunded; grant or contract progress and other reports; laboratory notebooks; notes; correspondence; videos; photographs; X-ray film; slides; biological materials; computer files and printouts; manuscripts and publications; equipment use logs; laboratory procurement records; animal facility records; human and animal subject protocols; consent forms; medical charts; and patient research files.

**Respondent**: The person against whom an allegation of Research Misconduct is directed or who is the subject of Research Misconduct proceedings.
Retaliation: An adverse action taken against a Complainant, witness, or committee member by an institution or one of its members in response to a Good Faith allegation of Research Misconduct or Good Faith cooperation with a Research Misconduct proceeding.

III. Procedures for Handling Allegations of Research Misconduct

A. Reporting Alleged Misconduct

Allegations of misconduct against a researcher originating from any source (student, staff, faculty, or an individual outside of the Chapman University community) are normally addressed to the dean of the school or the director of the program with which the researcher has primary affiliation. Allegations of misconduct received by the President or Chancellor or any other Chapman University official shall be referred to the dean of the school or the director of the program for further action under this policy. In the case of a potential conflict of interest between the dean or director and the researcher, the allegation of misconduct will be referred to the Chancellor.

The identity of the individual filing the allegation of misconduct ("Complainant") will be protected, to the maximum extent possible, consistent with the due process rights of the accused. Allegations of misconduct against a faculty member will be reported to the appropriate dean, allegations against a dean will be reported to the Chancellor, and allegations against the Chancellor will be reported to the President. Allegations against a graduate student will be reported to the project director, the Director of Sponsored Research and to the appropriate dean. Allegations against an undergraduate student will be reported to the Dean of Students. The dean, director, President, Chancellor, or other campus official receiving the complaint ("Administrator") should proceed in a timely manner to counsel confidentially the Complainant who comes forward with the allegation of misconduct. If the Complainant has directly observed unethical behavior, he or she should be prepared to testify to that observation if it is necessary to establish that such behavior has occurred. If the initial report of misconduct is oral, it must be put in written form before a preliminary inquiry can proceed.

If the Administrator determines that the complaint is properly addressed through this policy, the inquiry and investigation procedures shall be discussed with the Complainant. If the Administrator determines that the report is groundless, or if the Complainant is unprepared to testify to the misconduct and such a testimony would constitute the only evidence of the misconduct, a preliminary inquiry should not be undertaken and the Complainant should be informed of the decision not to proceed. A brief memorandum to the file be prepared and maintained by the Administrator. If the Complainant chooses not to make a written, formal allegation but the Administrator believes there is sufficient cause to warrant an inquiry, the matter will be pursued; in such a case there is no Complainant for the purposes of this policy.

B. Preliminary Inquiry:

The first stage of the process for handling allegations of research misconduct is the completion of the Preliminary Inquiry. The purpose of the Preliminary Inquiry is to determine whether an allegation of apparent instance of misconduct warrants an investigation. The process may or may not move beyond this stage depending on the results of the Preliminary Inquiry. For all individuals associated with Chapman University (faculty, students, and staff), the Preliminary
Inquiry process precedes the initiation of investigatory or disciplinary procedures carried out in accordance with the procedures established for each class of individuals.

Generally, the Administrator either reviews the complaint or appoints an individual or individuals to act as "complaint reviewer" in conducting the Preliminary Inquiry. No complaint reviewer will be appointed who has a potential conflict of interest with the alleged misconduct or for a substantial reason might be unable to make an impartial evaluation of the subject of the Inquiry. If requested by the complaint reviewer, Chapman's Director of Sponsored Research and/or Assistant Controller may assist with respect to allegations of misuse of research funds and the University's counsel may provide legal advice in connection with the Preliminary Inquiry and report.

The Preliminary Inquiry procedures described below shall be followed:

1. A Preliminary Inquiry, including preparation of a written report, shall normally be completed within sixty (60) calendar days of the date of the initiation of the Inquiry, which begins the moment the reviewer is appointed. If the Preliminary Inquiry takes longer than sixty (60) calendar days to complete, the record of inquiry shall include documentation of the reasons for exceeding the sixty-day period.

2. Within seven (7) calendar days of receiving the written complaint and at the beginning of the Inquiry, the Administrator shall inform the subject of the complaint (hereinafter referred to as "Respondent") in writing of the complaint; the name of the complaint reviewer; the purpose of the Preliminary Inquiry; and the procedures to be followed, including the need to provide any material necessary to conduct the Preliminary Inquiry. The Administrator shall also inform the Chancellor of the initiation of a Preliminary Inquiry. This process and all materials gathered in this process shall be confidential.

3. The complaint reviewer should be circumspect during the Preliminary Inquiry, contacting only those individuals reasonably required and apprising them of the need for confidentiality. No extra-University inquiries should be made at this juncture unless reasonably necessary. All reasonable efforts shall be made by the complaint reviewer to preserve the confidentiality of all aspects of the Inquiry.

4. During this period, the complaint reviewer should sequester the research record. In order to protect the Respondent and the integrity of the Preliminary Inquiry Process, the complaint reviewer will be expected to secure all original relevant data, including notebooks, documents, or research materials perceived as related to the Inquiry. Copies of the relevant data secured by the complaint reviewer may be provided to the Respondent.

5. The complaint reviewer will be expected to keep careful records of every aspect of the Inquiry including interviews, telephone conversations, and meetings. Tape recordings may be considered as part of the record keeping process, but shall only be made in compliance with applicable law and with the consent of the recorded parties.

6. The Respondent shall be expected to respond to the complaint and provide evidence on his or her own behalf within 30 calendar days of receiving the notice.
7. When any of the following conditions exist, the complaint reviewer will immediately advise the Chancellor. Because of requirements of federal funding agencies, the Chancellor shall, through the Office of Sponsored Research, provide notification to any affected funding agency as required in the following instances during both the Preliminary Inquiry and Formal Investigation stages:

a. There is an immediate health hazard involved;
b. There is an immediate need to protect Federal funds or equipment;
c. There is an immediate need to protect the interests of the Complainant(s) or of the Respondent, as well as his/her co-investigators and associates, if any;
d. It is probable that the alleged incident is going to be reported publicly; or
e. There is a reasonable indication of possible criminal violation as confirmed by the University’s counsel. In that instance, the Chancellor must inform the funding agency within 24 hours of obtaining that information.

8. The complaint reviewer shall prepare a report of the Preliminary inquiry stating the evidence reviewed, summarizing relevant interviews, and including the conclusions of the Inquiry. The report of Preliminary inquiry and all secured documents and data shall be submitted to the Administrator. The Administrator will forward a copy of the Inquiry report to the Respondent and if he or she provides comments, the comments shall be made part of the record. A copy of the report and response shall be forwarded to the Chancellor. If the allegation involves a staff member, the Executive Vice President and Chief Operating Officer will receive a copy. If the allegation involves a student, the Dean of Students will also receive a copy.

a. If the Administrator determines that the complaint is groundless, no other action shall be taken. The report of the Preliminary Inquiry and any other detailed documentation to support the conclusion must be maintained by the Administrator in a secure manner for a period of at least three years after the termination of the Preliminary Inquiry.
b. If the Administrator determines that there are reasonable grounds, based upon evidence provided in the written report, to believe that an apparent instance of misconduct warrants an investigation, a formal investigation shall be initiated in accordance with Section III C of this policy.
c. The Administrator shall inform the Complainant in writing of the results of the Preliminary inquiry whether there are reasonable grounds or the complaint is determined to be groundless. In so doing, the Administrator shall use all reasonable efforts to preserve the confidentiality of the Inquiry in all its aspects. If the Complainant is dissatisfied with the determination that the complaint is groundless, he or she may seek review of such determination by the next higher administrative authority, whose decision shall be final.

9. No decision by the complaint reviewer to inform the Chancellor, if made in good faith, shall subject the complaint reviewer or the University to any liability or otherwise entitle the Respondent to any relief.

C. Formal Investigation:

The Formal Investigation is the examination and evaluation of all relevant facts to determine if an instance of misconduct has taken place, to evaluate its seriousness and, if
possible, to determine responsibility. If misconduct has already been confirmed, an Investigation may determine the extent of any adverse effects resulting from the misconduct and any necessary remedial or follow-up actions.

1. The Formal Investigation will be conducted, in accordance with section C 2 below, as determined by the relationship of the Respondent to Chapman University in accordance with the following principles:

   a. In carrying out its investigation, timeliness must be guaranteed to ensure fairness and to protect the rights of the Respondent. The report from the Formal Investigation, containing findings and recommendations, shall be completed within one hundred and twenty (120) calendar days of the receipt of the final Preliminary Inquiry by the Administrator. If this deadline cannot be met, an interim report on the progress to date and an estimate for the date of completion of the report and other necessary steps shall be submitted to the Administrator with a request for extension. The Administrator shall provide a copy of the interim report, along with an explanation justifying the extension, to the Chancellor for submission to the funding agency as required.

   b. The Administrator shall inform the Respondent, in writing, of the initiation of the Formal Investigation as determined in section C. 2 and of his or her right to be represented by counsel or other advisor during the Formal Investigation. A copy of the advising letter shall be sent to the Chancellor who shall be responsible for notifying the funding agency through the Office of Sponsored Research, as required.

   c. The Formal Investigation shall include examination of all documentation but not necessarily limited to relevant research data and proposals, publications, correspondence, and memoranda of telephone calls. Consultation with non-Chapman experts may be required to carry out a thorough and authoritative evaluation of the relevant evidence. Whenever possible, interviews should be conducted with all individuals involved either in making the allegation or against whom the allegation is made, as well as other individuals who might have information regarding material allegations. Complete summaries of these interviews should be prepared and provided to the interviewed party for written comments to be appended to the summary and included as part of the investigatory file. The Respondent shall be afforded the opportunity to read all completed summaries of interviews and any appendices, and to respond to the allegations in the complaint. The Respondent is to be informed of the identity of the Complainant at this time. The University’s counsel may be asked to provide legal advice in connection with the Formal Investigation and report of findings.

   d. If the alleged misconduct relates to research supported by extramural funds, the responsible investigating committee must immediately advise the Chancellor when any of the following conditions, which had not been reported in the Preliminary Inquiry phase, exist:

      1. There is an immediate health hazard involved;
      2. There is an immediate need to protect Federal funds or equipment;
3. There is an immediate need to protect the interests of the Complainant(s) or of the Respondent, as well as his/her co-investigators and associates, if any;
4. It is probable that the alleged incident is going to be reported publicly; or
5. There is a reasonable indication of possible criminal violation as confirmed by the University’s counsel. In that instance, the Chancellor must inform the funding agency within 24 hours of obtaining that information.

   e. The standard of proof used to formally evaluate the complaint will be based on the preponderance of the evidence.

   f. Upon completion of the Formal Investigation, the responsible investigating committee shall prepare a report of findings describing the policies and procedures under which the Formal Investigation was conducted, how and from whom information was obtained relevant to the investigation, the findings and the basis for the findings, and the actual text or an accurate summary of the views, if any were given, of any individual(s) found to have engaged in misconduct, as well as a description of any recommendations of disciplinary action in accordance with Chapman University policies. The report shall be submitted to the official (dean or program director) bringing the allegation to the investigating committee, and to the Administrator /dean, director, Chancellor, President or other campus official. A copy of the report shall also be submitted to the Chancellor, who shall inform the funding agency of the result of the Formal Investigation as required.

   g. In the event that the investigating committee determines that the safety of human or animal subjects is at risk or has been compromised, the committee will notify the Chairperson of the Chapman University Institutional Review Board (CUIRB).

2. Formal investigation procedures are further determined in accordance with the following established policies:

   a. If the Respondent is a faculty member, the investigation is initiated by the Administrator, who prepares a formal report in which it has been determined that there are reasonable grounds for an investigation to the Chancellor. The Administrator will appoint and Investigative Committee. The Administrator will make available all secured documents and data for the Formal Investigation.

      1. If the Investigative Committee determines that the allegations are not supported by the evidence, that determination shall be final as to both the Complainant and the Respondent. The Administrator shall notify all parties of such determination with particular emphasis on fully restoring the reputation of the researcher and others under investigation.

      2. If the report of the Investigative Committee determines that the Respondent has engaged in misconduct as defined by this policy, the Administrator shall consider the recommendations of disciplinary action and, in consultation with the appropriate administrative office,
determine the most appropriate action in accordance with relevant Chapman University policies. The Chancellor shall file a charge with the Faculty Personnel Committee in accordance with the procedures described in the Chapman University Faculty Manual, "Disciplinary Actions" and "Disciplinary Procedures."

b. If the alleged misconduct involves a student who does not otherwise have a faculty, administrative, or staff title, the Administrator refers the complaint to the Dean of Students, who initiates an investigation in accordance with procedures described in the Chapman University Student Handbook.

1. If the Dean of Students determines that the allegations are not supported by the evidence, that determination shall be final as to both the Complainant and the Respondent. The Administrator shall notify all parties of such determination with particular emphasis on fully restoring the reputation of the researcher and others under investigation.

2. If the Dean of Students determines that the Respondent has engaged in misconduct as defined by this policy, the Administrator shall consider the recommendations of disciplinary action and, in consultation with the appropriate administrative office, determine the most appropriate action in accordance with relevant Chapman University policies.

c. If the Respondent is not in one of the above categories, the Administrator shall appoint an ad hoc Investigative Committee within twenty-one (21) calendar days of receiving the report on the Preliminary Inquiry. The ad hoc Investigative Committee shall include at least one academic appointee with expertise in the research area under investigation and no more than one faculty appointee or staff member from the Respondent's department. Possible conflicts of interest among committee members should be scrupulously avoided.

1. If the ad hoc Investigative Committee determines that the allegations are not supported by the evidence, that determination shall be final as to both the Complainant and the Respondent. The Administrator shall notify all parties of such determination with particular emphasis on fully restoring the reputation of the researcher and others under investigation.

2. If the report of the ad hoc Investigative Committee determines that the Respondent has engaged in misconduct as defined by this policy, the Administrator shall consider the recommendations of disciplinary action and, in consultation with the appropriate administrative office, determine the most appropriate action in accordance with relevant Chapman University policies.

D. **Discipline**

If the Respondent is a faculty member, discipline will follow the "Disciplinary Actions" and "Disciplinary Procedures" found in the Chapman University Faculty Manual.
If the Respondent is a student who does not otherwise have an academic or staff title, the policies and procedures outlined in the Chapman University Student Handbook will apply.

If the Respondent is an administrative or staff appointee, the appropriate policies and procedures section in the Staff and Administrative Handbook will govern disciplinary procedures.

When a finding of misconduct is made, the Respondent may appeal the decision in accordance with the relevant Chapman University policies as follows:

For a faculty member, the formal hearing by the Hearing Committee as described in the Chapman Faculty Manual, "Procedures for Handling Grievances" and "Hearing Committee Procedures" begins the final avenue of review. As stipulated in the Chapman Faculty Manual, the Hearing Committee makes recommendations to the President, who on written request of the grievant, submits the record of the case and his/her recommendations to the Academic and Student Affairs Committee of the Board of Trustees. The Academic and Student Affairs Committee shall recommend appropriate action to the Board of Trustees. The decision of the Board of Trustees is final.

Students, who do not otherwise have an academic, administrative, or staff title, may appeal under the policies and procedures outlined in the Chapman University Student Handbook.

Staff members may appeal under relevant policies in the Staff and Administrative Handbook.

E. Restoration of Reputation of the Respondent

If a Formal Investigation is found to be not warranted on its face, or the Complainant will not testify, or the Respondent has been exonerated by a Formal Investigation, then the University will make every effort to restore the Respondent’s reputation. This may be accomplished through communication with members of the scientific community who are aware of the matter, publicizing the final outcome in forums in which the allegation of research misconduct was previously publicized, expunging references to the allegations from Respondent’s personnel file, or through other steps worked out in coordination with the Respondent.

F. Discouraging Negative Actions

Retaliation on the part of the Respondent shall itself be treated as a violation of this research misconduct policy, incurring appropriate disciplinary action.

Malicious allegations on the part of a Complainant will be treated as separate violations of this research misconduct policy, incurring appropriate disciplinary action.

G. Policy Oversight and Amendments

The Senate Executive Board (SEB) shall assume responsibility for overseeing, revising, and/or amending these policies.
IV. References

A. The University of California Policy on Integrity in Research, June 19, 1990.


D. The Chapman University Faculty Manual.


F. The Chapman University Student Handbook.
V. Integrity in Research Decision Chart

**COMPLAINANT**
Allegation of Misconduct

**ADMINISTRATOR**
Dean, Director of Research Program, Chancellor, President

Administrator meets with Complainant and/or reviews evidence of alleged misconduct

Administrator determines complaint groundless or Complainant refuses to testify

Process ends

Administrator determines that an inquiry is warranted

**PRELIMINARY INQUIRY**
To determine if allegation warrants Formal Investigation
Administrator acts as/or appoints "Complaint Reviewer"
Administrator informs "Respondent" of allegation within seven days
Administrator sequesters research records
Report drafted within 60 days
Administrator notifies Complainant, Respondent and Chancellor of result of Inquiry

Inquiry finds complaint groundless. Administrator maintains secure record for three years following Inquiry.

Administrator finds that there are grounds for a Formal Investigation

**FORMAL INVESTIGATION**
The Administrator appoints an Investigative Committee and provides it with all documentation. Respondent is informed in writing of initiation of Formal Investigation and of Complainant identity.
Respondent is provided with all documentation of allegation and allowed to comment on it.
A report shall be issued by the Investigative Committee within 120 days of completion of Preliminary Inquiry.

Allegations not supported by evidence. All parties notified. Researcher’s reputation is restored.

Determined that Respondent engaged in Misconduct
Disciplinary action taken in accordance with Chapman University published policies, consistent with Respondent’s position at Chapman.
ADDITIONAL REFERENCES

Chapman University Graduate Catalog
  •  http://www.chapman.edu/catalog/oc/current/gr/
Chapman University homepage
  •  www.chapman.edu
Chapman University Faculty Manual
  •  http://www.chapman.edu/faculty-staff/faculty/_files/faculty-manual.pdf
Chapman University Student Conduct Code
  •  http://www.chapman.edu/students/policies-forms/student-conduct/index.aspx