OHIO UNIVERSITY

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**The Gladys W. and David H.
Patton College of Education**

**DOCTORAL
STUDENT
HANDBOOK**

**Department of Teacher Education
Ohio University
McCracken Hall 309
Athens OH 45701
740-593-4424**

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Contents

INTRODUCTION

This handbook was prepared in the Department of Education (TE) with input from the Department's Graduate Committee and graduate faculty. Its purpose is to inform students of important requirements for doctoral level study in the Department and the Patton College of Education (PCOE). While the doctoral advisor provides students with guidance as they progress through their graduate studies, and students are always urged to consult with them first, procedural clarifications can be sought by contacting the TE doctoral program coordinator (TE-Doc@ohio.edu) and the PCOE's Graduate Student Records Manager (740-593-4411). The College's Graduate Student Affairs Office is located in McCracken Hall Room 125D.

The Department of Teacher Education offers four doctoral programs leading to a Doctor of Philosophy (PhD) degree:

- Curriculum and Instruction
- Mathematics Education
- Science Education
- Social Studies Education

More information about each of these programs is available on the TE Department website (https://www.ohio.edu/education/teacher-ed/doctorate) and in the graduate catalog (see link below).

For information regarding departmental faculty schedules, including office hours, please contact the Department of Teacher Education, 309 McCracken Hall, 740-593-4424. A TE faculty directory and additional department resources and information are available on the Department of Teacher Education website: https://www.ohio.edu/education/teacher-ed

The information provided in this handbook references both Ohio University (OHIO) policies and procedures and Patton College policies and procedures. The OHIO Graduate Catalog (http://www.ohio.edu/gcatalog/index.html), the OHIO Student Handbook, and the Patton College Doctoral Handbook provide valuable information about graduate studies at the university. The Patton College Doctoral Handbook is available at: https://www.ohio.edu/education/forms.

You are responsible for knowing university, college, and department regulations and for complying with all applicable policies and procedures.

Below is a list of resources that can support your academic needs during your graduate studies.

Student Accessibility Services

This office is available to ensure equal opportunity and access for members of the Ohio University community. The website and access to their services are available at: https://www.ohio.edu/uc/sas. Students should register as appropriate and make their needs known to faculty members.

University Library

The university library is one of the most important information sources. The Alden Library is located at Park Place, College Green; most library services, such as ALICE and inter-library loans, are available online at: https://www.library.ohio.edu/

The Patton College of Education Data Analytics and Academic Technology Center

The Data Analytics and Academic Technology Center is located on the second floor of McCracken Hall, 740-593-4451. A variety of equipment, such as digital recording devices, computers, and video cameras are available to Patton College student for loan. Services such as student project workrooms may be reserved through the Data Analytics and Academic Technology Center at: https://www.ohio.edu/education/curriculum-technology-center.

A variety of study spaces are available for student use throughout McCracken Hall.

Organizations/Committee Involvement

Opportunities to participate in several student organizations are available in the Department of Teacher Education:

- Collegiate Middle Level Association
- Kappa Delta Pi Education Honor Society
- Minority Education Association
- Ohio University Council for Teachers of Mathematics
- Ohio University National Science Teachers Association
- Ohio University Sparkles
- Ohio University Student Education Association
- Student Council for Exceptional Children
- Student Early Childhood Organization

Advisors of these organizations are typically Department faculty. More information about these organizations and others in the Patton College is available at: https://www.ohio.edu/education/advising/student-orgs. The Senior Associate Dean for Research and Graduate Studies issues periodic calls for student representation on College committees.

The Graduate Student Senate represents graduate students at Ohio University. If you are interested in learning more about or serving on the Senate, contact the organization at 305B Baker University Center, http://www.ohio.edu/gss/index.cfm

Internet Addresses

- Ohio University Web Page: http://www.ohio.edu Information on student and faculty email addresses, campus offices and services, as well as upcoming events.
- Registrar's Office: http://www.ohio.edu/registrar Information on DARS, grades, graduation, transcripts and class schedules.
- The Patton College of Education: http://www.cehs.ohio.edu
- Graduate Catalog online: http://www.ohio.edu/gcatalog/index.html
- Email accounts: http://www.cns.ohio.edu/email
- International Student Office: http://www.ohio.edu/isfs/home.htm
- Graduate Record Exam: http://www.ets.org/gre
- TOEFL: https://www.ets.org/toefl

There are additional resources for graduate students on the Senior Associate Dean for Research and Graduate Studies website. This site can be accessed from The Patton College front page. Patton College forms referenced in this handbook are available at: https://www.ohio.edu/education/forms.

ADMISSION AND ORIENTATION

There are three levels of admission to doctoral programs in the Department of Teacher Education: Unconditional (Final) Admission, Conditional Admission, and English Provisional Admission. Students who receive a conditional admission must specific academic requirements, set by the program, before they can be fully admitted to the program. Students with conditional admission are not eligible for Department or University assistantships, fellowships, and scholarships until they meet the required conditions. Additional information about admission levels is available in the OHIO Graduate Catalog.

When a Department of Teacher Education orientation is offered, the date and time will be shared by the Doctoral Program Coordinator. Students admitted to a doctoral program in the Department of Teacher Education must participate in the orientation when it is offered.

ASSIGNMENT AND CHANGE OF ADVISOR

Upon initial admission, you will be assigned a TE faculty member to serve as your advisor. The initial assignment of the advisor is based on considerations such as student and/or faculty preferences, compatibility of student and faculty research interests, and faculty advising loads. You should contact your advisor to discuss your program's requirements and to determine which courses to register for. As you become acquainted with additional faculty members within your program, you will form a doctoral committee who will guide you to develop a program of study *as soon as possible after being admitted*. It is expected that a program of study approved by your doctoral committee will be on file in The Patton College Office of Graduate Student Affairs within one year of initial enrollment in the doctoral program. The Program of Study is important to complete because it establishes the contractual agreement regarding required courses for the doctoral degree.

If the student or the advisor determines that it is no longer desirable for the adviser-advisee relationship to continue, the student or doctoral advisor should notify the PCOE Graduate Records - Student Affairs Office and complete the "Request for Change of Advisor" form available at: https://www.ohio.edu/education/forms. In the event the decision to discontinue an advisor-advisee relationship originates with a faculty member – including a faculty member's decision to retire or leave the University – it will be the responsibility of that faculty member to assist the student in identifying and obtaining a new doctoral advisor. In the event that no new doctoral advisor can be identified, the matter will be brought before the program faculty for resolution. If the decision originates with a student, it will be the sole responsibility of the student to seek out and gain the consent of another faculty member to serve as their doctoral advisor.

Students who seek to change advisors do so for a variety of reasons. Often, as students complete course work in their programs, they learn about the research interests of faculty members other

than those of their initial advisor. Alignment of research interests, compatibility of temperaments, and faculty members' availability to provide support for the dissertation are all good reasons for changing advisors. Changing advisors in the middle of the dissertation process occurs much less often than during the coursework phase of the program. It is typically a result of a change in the faculty dissertation chair's status (e.g. medical situation, fellowship leave, or move to another institution). A change in dissertation chair for other reasons must be considered carefully, in consultation with the chair of your department. Such a request requires approval by both the department chair and the Office of the Dean.

CHANGING DEGREE OR ADDING ADDITIONAL DEGREES OR CERTIFICATES

Students admitted to a doctoral program in the Department of Teacher Education can pursue an additional master's degree at the same time as they are completing the doctoral program of study. They can also add certificate programs to their degree. However, TE doctoral students are not allowed to pursue a second doctoral degree as they complete their program of study.

A maximum of ten (10) semester hours can be shared between two-degree programs. A Dual Degree/Dual Program form (https://www.ohio.edu/graduate/forms) must be completed before admission is finalized for the second degree or certificate. More information about adding degrees and certificates is available in the OHIO Graduate Catalog. Contact the Graduate College (graduate@ohio.edu) for information about how to change your degree program.

REGISTRATION

Students who have been admitted to a doctoral program are eligible to register (or pre-register) for classes beginning on dates listed on the official academic calendar found on the Registrar's Office website http://www.ohio.edu/registrar/calendar.cfm. Students are able to view OHIO Course Offerings on-line through the MY OHIO portal: https://my.ohio.edu. Information about how to register for classes, dates for pre- registration, registration, change orders (i.e., adds/drops), cancellations, and graduation is available on the Ohio University Registrar's Registration Instructions webpage (http://www.ohio.edu/registrar/Register.cfm) and through the MY OHIO portal: https://my.ohio.edu.

Continuous Registration

You must be continuously registered in any term during which service of any kind is received from Ohio University as well as in the term that you graduate.

FINANCIAL AID

Graduate Assistantship (GA), Teaching Assistantship (TA), Research Assistantship (RA), and Graduate Recruitment Scholarship (GRS)

Forms to apply for financial assistance through a graduate assistantship (GA/TA/RA) and/or graduate recruitment scholarship (GRS) are by contacting the TE Department's administrative specialist (740-597-1830) or going to the Funding Information section of the department website

at: https://www.ohio.edu/education/teacher-ed/doctorate

Applications for financial assistance are typically due by March 15 of the year prior to the one for which you are seeking assistance. Graduate assistantships are not renewed automatically from year to year. You must reapply with the hiring unit each year if you are interested in continuing to receive a graduate assistantship or recruitment scholarship. To reapply you must use the form available in the TE Department office.

Students who are awarded a graduate assistantship of any kind (GA/TA/RA/GRS) are required to register for at least 12 graduate hours each term. Undergraduate hours (courses numbered 100-400) and hours taken for audit (AU) do not count toward the required number of hours for the financial aid award. Students who have been awarded a graduate assistantship or graduate recruitment scholarship are required to complete an I-9 form in person at the Graduate College. Unless this form is completed, your first paycheck will be held.

Any questions concerning financial aid should be directed to the chair of the TE Department.

Financial Aid Resources

- Financial Aid Office, Chubb Hall, 740-593-4141 - loans, work-study: http://www.ohio.edu/financialaid/index.cfm
- Residence life positions, Chubb Hall, 740-593-4095: https://www.ohio.edu/housing/
- Office of Graduate College, 740-593-2800: http://www.ohio.edu/graduate
- Veterans Benefits, Baker University Center, 740-566-8387: https://www.ohio.edu/registrar/veteran_services.cfm
- Graduate Student Senate, 302 Baker Center, 740-593-1899: http://www.ohio.edu/gss/index.cfm

Funding for Research

1. Graduate Senate Grants: Graduate Student Senate provides grants for travel and for scholarly work. Information about these grants is available at the following web page: http://www.ohio.edu/gss/grants/index.cfm

2. Graduate Study and Educational Research Fund: Awards are made each term. Applications, guidelines and deadlines are available at: https://www.ohio.edu/education/college-offices/office-of-the-dean/research-and-graduate-studies/graduate-study-and-research-fund.cfm

3. Patton College Student Travel Award: All Patton College students are eligible for financial awards to attend conferences in order to present their research. Information about levels of funding and application procedures can be found at: https://www.ohio.edu/education/college-offices/office-of-the-dean/research-and-graduate-studies/index.cfm

GRADES AND REQUIREMENTS

Standards of Work

Conferral of a graduate degree requires at least a B (3.00) grade point average (GPA) plus the required courses for the degree program being pursued. All students in doctoral degree programs must maintain a minimum grade point average (GPA) of at least 3.00. Students whose GPAs fall below 3.00 will be put on probation and must raise the GPA above 3.00 by the end of the following term. If a student's GPA improves substantially after one term but remains below 3.00, they will remain on probation and may continue in the program only with the recommendation of the advisor and department chair. The Patton College reserves the right to dismiss/suspend a student with the option to reapply in the future. University regulations prohibit awarding any type of financial assistance to students who are on probation or who are conditionally admitted to a graduate program.

For doctoral programs in The Patton College, no grade below B- will be accepted on any coursework that is part of a student's program of study. If you receive a grade below B-, you must repeat the course or, **subject to approval by your doctoral program committee**, revise your program of study with a different course substituted for the course carrying the grade below B-. If you repeat a course or substitute it with an approved course, the previously earned grade that was below a B- is not removed from your transcript. The grade remains on the transcript and is used in the calculation of your GPA. Grading System - Please refer to the Graduate Catalog for complete information.

Professional Dispositions and Academic Integrity

Doctoral students in the Department of Teacher Education must uphold and follow professional ethics, standards of practice, policies, and legal codes of professional conduct set by Ohio University, The Patton College core values (https://www.ohio.edu/education/about/mission-vision), and Specialized Professional Associations.

Students are expected to maintain academic integrity and avoid dishonesty or deception when fulfilling academic requirements. The OHIO graduate catalog and student code of conduct provide more information about expectations and consequences for academic misconduct, including dismissal from the university.

Academic Grievance Procedure

The Graduate Catalog and the Ohio University Faculty Handbook provide a process and timeline for individual grade appeals. As a first step, a grievance should be fully discussed with the instructor. If the problem cannot be resolved at that level, the student should next appeal to the chair of the department with which the faculty member is affiliated. For a Department of Teacher Education faculty member, the Chair of the Department will consult with the departmental Graduate Committee. If no resolution is reached at the departmental level, the Chair of the Department can forward the appeal to the Dean of the college. If the grievance cannot be resolved to all parties' satisfaction at any of these levels, it can be brought before the University Grievance Board for review. The board reviews the grievance and submits its recommendations to all

appropriate parties. A copy of the grievance procedure may be obtained from your department office. Additional information about the rights and responsibilities of students and faculty with respect to grade appeals can be obtained from the Office of the Ombudsperson: https://www.ohio.edu/sites/default/files/sites/ombuds/how_to_appeal_a_grade.pdf

Time Limit

Doctoral students have seven (7) years from the date of admission to complete the degree requirements. Students who do not complete their requirements within the time limit may continue graduate study at Ohio University only if exceptional circumstances are associated with the delay in progress. The Dean of The Patton College of Education may grant a one-term, one- time extension. The application for such an extension may be found at: https://www.ohio.edu/education/resources/forms.cfm

Students who have not completed the degree requirements within the required time limit may apply for readmission to the program (up to two years). Applications and guidelines for extension and readmission are available in The Patton College Office of Student Affairs and at: https://www.ohio.edu/education/resources/forms.cfm

DOCTORAL PROGRAM REQUIREMENTS

After admission to a doctoral program in the Patton College, you must complete coursework listed in your program of study, a comprehensive exam, and a dissertation proposal to be formally admitted to doctoral candidacy (Figure 1). Specifically, the following Patton College criteria must be met:

1. Program of Study courses successfully completed, including all courses with a prior grade of PR.
2. Comprehensive Examination successfully completed.
3. Dissertation Committee Approval form completed and submitted to The Patton College Office of Graduate Records.
4. Dissertation Proposal successfully defended and Proposal Defense Report completed and submitted to The Patton College Office of Graduate Records.
5. For dissertations that require IRB approval, the confirmation IRB approval must be obtained and submitted to The Patton College Office of Graduate Records.

Forms indicating completion of the above steps are available from and filed in the Office of Student Affairs in the Patton College of Education. You are not permitted to schedule the oral examination of the dissertation until you have met all requirements for formal admission to candidacy. Formal notification of your admission to candidacy will be provided to you. A copy will be sent to your advisor as well as kept on file in the Office of Student Affairs in the Patton College of Education.

After formal admission to doctoral candidacy, all doctoral students must successfully complete a final dissertation defense followed by the Patton College dissertation submission process, and, in order to graduate, meet the TAD requirements for dissertation submission associated with the

academic term in which graduation is intended. Enrollment in dissertation hours is reserved for students who have completed the comprehensive exam.

Phase 1
Doctoral Student
- Form a **Doctoral Committee**; the Doctoral advisor(s) chair this committee
- Complete and submit the Program of Study (POS) during the first year of enrollment
- Complete POS Coursework
- Complete the Comprehensive Exam successfully

Phase 2
Doctoral Student
- Form a **Dissertation Committee**
- Successfully defend the Dissertation Proposal
- Obtain IRB approval for research involving human subjects

Phase 3
Doctoral Candidate
- Conduct dissertation research
- Successfully defend the dissertation
- Complete the Thesis and Dissertation submission process
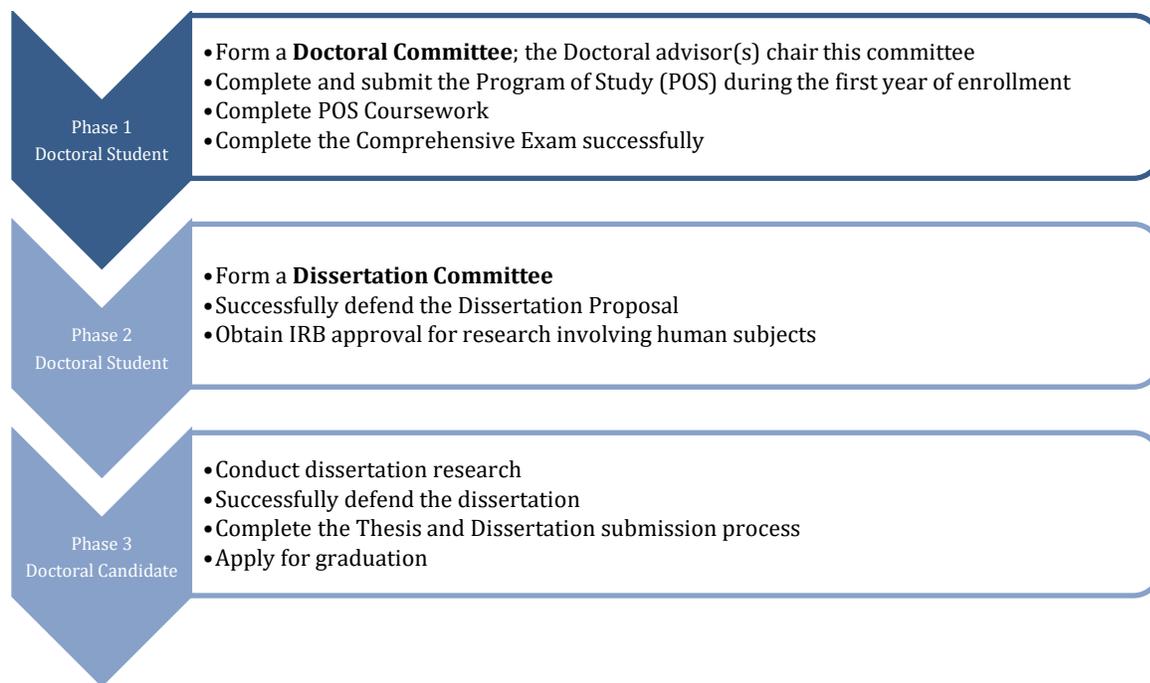- Apply for graduation

Figure 1. Phases and elements of a doctoral program in the Department of Teacher Education.

The following sections of this Handbook describe departmental policies for completing these requirements. Department policies supplement policies that are described in the Patton College Doctoral Handbook.

Program of Study

As mentioned previously, you will form a doctoral committee consisting of your advisor and at least 3 additional faculty members within your program or department. The doctoral committee will guide you to develop a program of study (POS) *as soon as possible after being admitted*. It is expected that an approved program of study approved by your doctoral committee will be on file in The Patton College Office of Graduate Student Affairs by the second semester of enrollment in the doctoral program. The official, approved POS establishes the contractual agreement regarding required courses for the doctoral degree. It can only be changed by doctoral committee action. A form entitled "Request for Change in Approved Doctoral Program" is used for this purpose, and is available from the Office of Student Affairs in the Patton College of Education online at: https://www.ohio.edu/education/forms.

As you develop your POS, it is important to consider your anticipated dissertation research topic, questions, and research design because the courses listed in the POS will serve as the content of the comprehensive examination and the foundation for dissertation work. It is important to keep in

mind that if the content area, research design, and/or methods selected for the dissertation proposal do not align with the completed POS courses, the dissertation committee is likely to require additional courses as a contingency to a successful proposal defense.

The total number of hours to be taken in a doctoral program varies according to many factors, but every student is required to complete at least 90 semester hours of coursework relevant to the program beyond the bachelor's degree and at least 60 semester hours of coursework beyond the master's degree.

The POS and corresponding approval page must be filed in the PCOE Graduate Records Office of Student Affairs. The approval page is available at: https://www.ohio.edu/education/forms

For all courses required on the approved POS, no grade below B- will be accepted toward graduation. If you earn a grade below B-, you must repeat the course (noting that the grade for the first attempt remains on the permanent record and contributes to the GPA) or make substitution subject to approval by your doctoral program committee.

You can only complete a course more than once for credit if the course is designated as repeatable. Repeatable courses are designed to be taken multiple times (e.g., dissertation, practicum, and special topics credits). You may not take a course a second or subsequent time if a prior attempt has met degree requirements.

Transfer of Credit

To be eligible for transfer, courses must be

1. Designated as graduate credit at the institution where taken,
2. Letter graded B or better,
3. Earned within the past five years,
4. Applicable toward a graduate degree at the institution where taken, and
5. Earned in courses taught by members of that institution's graduate faculty.

OHIO and Patton college guidelines for credit transfer apply. There is no set limit to the number of credit hours which may be transferred for doctoral degrees; however, it is up to the discretion of the doctoral committee whether any credits (and how many) will be accepted as transfer credit.

Guidelines for Required Practicum Hours

All TE doctoral programs require 6 credit hours of EDTE 7920 Curriculum and Instruction Practicum. Decisions about the kind of experiences that doctoral students can pursue to satisfy practicum hours should be made based on the professional goals of the student and their area of specialization. Practicum experiences must be discussed at the time of the POS meeting. It is recommended that practicum hours be used to satisfy teaching and research purposes. To clarify roles and responsibilities of faculty and students during practicum hours, it is recommended that instructors of record, with input from students, develop a syllabus that include outcomes, topics, expectations, assignments and products, a calendar, and due dates. A few examples of potential practicum experiences are provided below.

Teaching Practicum. Doctoral students can teach or co-teach undergraduate courses in the Department of Teacher Education under the supervision of a graduate faculty member who is the instructor of record for the EDTE 7920 course. Sample products for college teaching practicum hours include course planning documents, video-based analysis of practice papers, a practitioner article highlighting an innovative strategy or approach, an analysis of student learning paper, and an evidence-based reflective journal. Teaching practicum hours can also be used to develop curriculum materials or design other solutions for formal and informal educational agencies.

Depending on professional goals and with input and approval of the doctoral committee, students who have limited K-12 teaching experience can use practicum hours (up to 3 credits) to engage in a clinical experience in a K-12 classroom (e.g., observe, teach, and work with students, teachers, and administrators). Students and doctoral advisors are encouraged to contact the Patton College Office of Clinical Experiences (clinicalexperiences@ohio.edu) to secure school placements and comply with stated requirements.

Research Practicum: Doctoral students can collaborate with TE graduate faculty on new or existing research. The purpose of the research practicum is to provide students a mentored opportunity to conduct empirical research that potentially results in published manuscripts and/or presentations.

Checkpoints on Academic Progress

Graduate faculty of the Department of Teacher Education will periodically evaluate the academic progress of departmental doctoral Students. Evaluations will be based on core course writing assignments, survey responses about program experiences, and/or program faculty deliberations. The Doctoral Writing Rubric (Appendix A) will be used to evaluate all major writing assignment in the required, core Teacher Education courses. Course instructors will provide students with a completed rubric as well as written or audio-recorded feedback. At least three checkpoints will be conducted prior to the start of the comprehensive exam.

Checkpoint 1: At the **end of the second semester of study**, doctoral students will submit to their advisor (doctoral committee chair), with copy to the program coordinator:

- A major paper written that semester to meet the requirements of a core Teacher Education course (EDTE 7150, EDTE 7160, EDTE 8000, and EDTE 8040).
- Associated, instructor-completed Doctoral Writing Rubric (Appendix A).

Checkpoint 2: At the **end of the fourth semester of study**, doctoral students will submit to their advisor (doctoral committee chair), with copy to the program coordinator:

- A major paper written that semester to meet the requirements of a core Teacher Education course (EDTE 7150, EDTE 7160, EDTE 8000, and EDTE 8040).
- Associated, instructor-completed Doctoral Writing Rubric (Appendix A).

If the doctoral advisor has concerns about the performance of the student at Checkpoint 1 and/or Checkpoint 2, they will share the students' materials with the doctoral committee or the department Graduate Committee if the doctoral committee is not yet formed. The doctoral

committee will identify areas of improvement and develop a plan of action (e.g., re-write, course, workshops) to support student growth and advance students' academic writing skills. Appendix B lists examples of resources to support writing. If the plan of action requires the student to take courses not previously included in the POS, the student must submit a "Doctoral Change in Program of Study" form to the Patton College Office of Graduate Student Affairs.

Checkpoint 3: Doctoral students will complete an online survey intended to assess their experience in the program (e.g., opportunities to engage in research and college teaching, writing needs). The survey may be distributed by the Doctoral Program Coordinator annually or at the time of the comprehensive exam. Survey responses will be used by the Doctoral Program Coordinator, the department Graduate Committee, and department faculty to identify opportunities for programmatic improvements in support of students' academic progress.

Comprehensive Examination

The comprehensive examination is the culmination of the coursework component of the doctoral degree. It is an opportunity for students to demonstrate broad and inclusive knowledge of the core content areas associated with courses in the program of study. The intent is for these courses to support the research to be undertaken for the dissertation.

Comprehensive examinations consist of two phases: written and oral. While both phases are considered to be one examination, each phase has distinct components and processes. Students must be enrolled in at least one graduate credit hour during any term in which either component of the comprehensive examination is underway. In extenuating or special circumstances, and only under the discretion of the committee, a student may have the opportunity to take the comprehensive exam a second time.

Written Portion

The written portion may only be taken with approval of the doctoral committee and after completion of the courses listed on the student's approved POS. With approval of the doctoral committee, the written portion of the comprehensive exam may be completed in the final semester of coursework. The Chair of the doctoral committee, in consultation with the student and committee members, determines the timeline for undertaking and completing the written portion of the examination. Doctoral committee members constitute the examination committee and recommend questions to represent all the content areas on the student's POS. While comprehensive exam questions can ask students to design research studies, the examination is not intended to serve as a pre-proposal for the dissertation. With input from all doctoral committee members, the examination is prepared by the program committee chair and a deadline for completion is conveyed to the student. The deadline set by the committee is binding; failure to submit the written examination to the program committee chair by the deadline can be reason to require a second examination or face dismissal from the program.

After the student submits the written portion of the examination, a date for the oral portion of the comprehensive exam is confirmed in consultation with the student and the committee members. The oral defense date must be set at least two weeks after the submission of the written

component. It is recommended that committee members use the TE Doctoral Writing Rubric (Appendix A) to evaluate the portions of the exam falling under their purview, identify oral examination questions, and provide verbal and written comments to the student (and the chair) during the oral defense. If the doctoral committee has significant concerns about the written portion of the comps, the doctoral committee chair will notify the student prior to the oral component of the comprehensive exam.

Oral Component

The oral comprehensive examination consists of a formal evaluation where the student responds to questions posed by committee members.

Outcomes of the Comprehensive Exam

After the oral examination is concluded, the committee chair is responsible to submit the "Report of the Results of the Doctoral Comprehensive Examination" to the Patton College Office of Graduate Student Records within one week. The form must be completed in its entirety, with signatures of each examiner. The student also signs the form acknowledging any required conditions or plan for resolution. When the outcome of the comprehensive exam is unsatisfactory, feedback from all committee members must be used to determine conditions and a plan for resolution. Conditions represent the criteria that committee members expect doctoral students to meet when they revise the current comprehensive exam or engage in a subsequent one. A plan for resolution consists of additional requirements (e.g., coursework, workshops, readings, etc.) that a student must take to prepare for a re-examination. Requirements on the plan for resolution must be successfully completed prior to a comprehensive exam re-examination.

There are four possible outcomes for the comprehensive evaluation:

1. Satisfactory; No Conditions. Doctoral Committee is dissolved and a Dissertation Committee will need to be formed;
2. Unsatisfactory; Minor Conditions (these conditions must be delineated on the evaluation form). If conditions are not met to the satisfaction of the committee within 2-4 weeks of the date of the oral component of the comprehensive exam, the outcome of the comprehensive exam becomes Unsatisfactory: Opportunity for Re-examination *or* Unsatisfactory;
3. Unsatisfactory; Opportunity for Re-examination (plan for resolution must be described on the form). A date for the re-examination is determined based on the resolution plan and should occur at least 1 semester after the first examination.
4. Unsatisfactory; No Opportunity for Re-examination. Referral to the Department for potential dismissal from the Program. Doctoral Committee is dissolved.

Successful completion of the comprehensive examination is an important step in the pathway to admission to doctoral candidacy. Students can appeal the result of the comprehensive examination only in the case of an Unsatisfactory; No Opportunity for Re-examination outcome. In the Department of Teacher Education, students who wish to appeal the result of the comprehensive examination have 2 weeks from the date of the oral examination to submit a

letter to the Chair of the Department Graduate Committee with copy to the chair of the student's doctoral committee and the Chair of the Department of Teacher Education. The letter should provide a rationale for why the student believes the Unsatisfactory; No Opportunity for Re-examination outcome of the comprehensive exam should be reconsidered. The Graduate Committee, in consultation with the Department Chair, reviews the appeal and provides a written response to the student within one month of the submission of the appeal (excluding holidays, semester breaks, and summer break).

Students can enroll in dissertation credit hours after completion of the comprehensive exam. Prior to the completion of the comprehensive exam, students may register for independent research hours to meet requirements for full-time study or continuous registration. A student can sit for the dissertation proposal defense <u>only after successfully completing the comprehensive examination</u>.

Forming a Dissertation Committee

Dissertations, and the research leading to their completion, reflect a level of scholarly rigor representative of the candidate's academic preparation and content mastery. Patton College dissertations are evaluated by the members of the committee and monitored at several distinct points throughout the process (e.g. proposal and final defense). Throughout the preparation of the dissertation, students should work closely with the committee chair and other committee members. Students are expected to enroll in dissertation credit hours for all terms in which Ohio University faculty guidance and participation are sought.

Faculty members who chair and sit on committees have the obligation to:

- Become familiar with the student's topic
- Participate in setting a timeline for student work
- Review student work throughout the time of student's dissertation process
- Provide feedback to the student in a timely manner.

After a doctoral student has completed their comprehensive exams, they should discuss the appointment of a dissertation committee with their doctoral advisor. Four or five members usually make up this committee, including a Dean's representative, with the minimum being four. Once formed, the dissertation committee becomes the doctoral committee and is responsible for approving any changes to the POS that occur after the completion of the comprehensive exam.

Doctoral committee membership is determined by the student in consultation with proposed members of the committee, who must agree to serve. The first step is to identify a chair of the dissertation committee, who serves as the dissertation director. The chair of the dissertation committee should help the doctoral student select appropriate members. The role of the dissertation chair is to coordinate the work of the committee and to mentor the doctoral student in their chosen dissertation topic from a perspective of expertise. The dissertation chair must be a faculty member in the Department of Teacher Education and from the student's program area. It is possible to select a co-chair of the dissertation committee from another department if the faculty member has graduate faculty status in the Department of Teacher Education.

At least three of the committee members must meet the requirements for Graduate Faculty status in their respective departments, as verified by the Chair of the department. At least two members of the dissertation committee must be full-time faculty members in the Department of Teacher Education. When appropriate, one member of the dissertation committee may be from outside Ohio University. Such members must have earned a doctorate or the equivalent, must have expertise in the area of the dissertation, and must be approved by the Department Chair and Associate Dean for Research and Graduate Studies. The CV of proposed members from outside Ohio University must accompany the committee form.

The Dean's Representative must be a tenured Ohio University faculty member from outside the student's department who holds full graduate faculty status in their home departments. It is recommended that a Dean's Representative have previous experience as a dissertation committee member. Appointment of the Dean's Representative is subject to approval by the Dean of the Patton College (or their designee, who is typically the Senior Associate Dean for Research and Graduate Studies). All members of the dissertation committee are subject to approval by the Department Chair. Upon the approval of the Dissertation Committee Information form, the dissertation chair automatically becomes the student's advisor.

The role of the Dean's representative is to ensure an appropriate and rigorous standard for evaluation of the dissertation. The Dean's representative is expected to function as a contributing member of the dissertation committee in the same manner as the other members. The Dean's representative also has the responsibility to objectively monitor the process and rigor of the dissertation development and defense. The general guideline for selecting the Dean's representative is to identify a member of the faculty from outside the student's department whose research expertise fits with the dissertation topic and who is willing to be a contributing member of the committee. The student must identify an individual who is a tenured full member of the graduate faculty in their respective department, currently affiliated with Ohio University, and is not a member of the department in which the student seeks to obtain the degree.

Dissertation Proposal

The period of time after approval of the program of study, and while the student is taking coursework, provides an opportunity to begin consideration of the dissertation topic and the preparation of a dissertation proposal. Although a dissertation topic cannot be formally approved until after completion of the comprehensive examination, the student can save time by communicating directly with various faculty members and beginning to investigate the area in which the dissertation is planned. For this exploratory work, readings and research hours are appropriate, as approved by the committee chair. As a reminder, enrollment in dissertation hours is preferably reserved for students who have been admitted to formal doctoral candidacy but can commence during the semester the student is completing the comprehensive exam (see information on p. 14 of this document, comprehensive exam).

Before doctoral students begin their dissertation research, they must prepare a dissertation proposal following guidelines established by their dissertation committee. The student's official dissertation committee reviews and approves the dissertation proposal during a specially scheduled meeting in

which the student defends the proposal.

The purpose of the dissertation proposal is to hold a formal evaluation of the student's plan for dissertation completion. Typically, committee members will expect that students (a) clearly articulate the purpose of their research, presenting hypotheses and/or research questions, (b) fully delineate their planned research design, and (c) present a comprehensive review of literature supporting their rationale for embarking on the proposed research. Decisions about pursuing a traditional or alternative format for the dissertation must be made in conjunction with dissertation committee members who are ultimately responsible for approving the dissertation format. Additional information and considerations for the format of the dissertation are provided in Appendix C.

In the Patton College, the latest available edition of the American Psychological Association (APA) guides the citation and writing style. Students and their faculty committee members should make use of APA resources and give attention to preparing the dissertation proposal and final document in proper APA style.

The student should work closely with the committee chair and consult members of the committee as the proposal is developed. The committee chair has authority to approve the scheduling of a formal proposal defense. With the committee chair's approval, the student is responsible for determining a date on which all members are available and scheduling the defense. (See "Proposal Defense Room Reservation Request" at https://www.ohio.edu/education/forms if you wish to use the Patton College Dissertation Room). As a best practice, students should ensure that committee members have the proposal document for review at least two weeks prior to the scheduled defense meeting.

At the conclusion of the proposal defense, a report titled "Proposal for Dissertation Report" is completed by the committee chair, with signatures of all committee members and the student, then submitted to the Patton College Office of Graduate Student Records by the committee chair. This report must be submitted immediately after the proposal defense. If the results of the proposal defense warrant conditions or a plan for resolution, these must be described on the evaluation report. Conditions represent the criteria that committee members expect doctoral students to meet when they revise the dissertation proposal. A plan for resolution consists of additional requirements (e.g., coursework, workshops, seminars, readings, etc.) that a student must take to prepare for dissertation research and the development of a new or revised dissertation proposal. Requirements on the plan for resolution must be successfully completed prior to beginning the dissertation research.

There are four possible outcomes for the dissertation proposal evaluation, as delineated on the report:

1. Satisfactory; Proceed with Dissertation;
2. Satisfactory; with Conditions (Proceed with dissertation/thesis after Dissertation Chair approves changes);
3. Satisfactory; with Conditions (Proceed with dissertation/thesis after Dissertation

Committee approves changes); or

4. Unsatisfactory; with Potential Plan for Resolution (the student shall receive written feedback regarding additional courses/workshops/seminars to prepare for dissertation research); Timeline for setting a new Dissertation Proposal Defense is dependent on the nature of the resolution plan.

Upon successful completion of the proposal defense, if the research involves human subjects, Collaborative Institutional Training Initiative (CITI) training must be completed and Ohio University Institutional Review Board (IRB) approval of the research (with the student as the primary investigator) must be secured. IRB approval must occur prior to any participant recruitment or data collection. The IRB is responsible for reviewing and approving all research involving human subjects by students and faculty at Ohio University. For information about the IRB process, see: http://www.ohio.edu/research/compliance/IRB-Forms.cfm.

The student is responsible to provide the Office of Student Affairs with a copy of the IRB approval upon receipt. The final dissertation defense cannot be scheduled without an approved IRB on file. The "Approval of Proposal for Dissertation" report is available at: https://www.ohio.edu/education/forms.

Dissertation

The process of completing a dissertation is comprehensive and necessarily requires substantial consultation with faculty mentors (dissertation chair, committee members, and sometimes others who offer additional guidance such as with statistics and other assessments). All students embarking on a dissertation should realize that this is a labor-intensive process and one with many checkpoints toward progress.

It is often advisable to hold meetings of the committee prior to the dissertation proposal and final dissertation defense. Holding one or more pre-proposal and pre-defense meetings is an advisable practice which can enhance the path to successful outcomes.

At the beginning of the dissertation writing process, all students should become familiar with the Ohio University Graduate College Thesis and Dissertation (TAD) website: https://www.ohio.edu/graduate/etd. Additionally, students must be sure to use the current Patton College template, found on the Thesis and Dissertation (TAD) website, to create and continue to write the dissertation. Students who write over a period of several years must ensure that the current template has been implemented at the time of final defense and submission.

The TAD process has key required checkpoints with which all students need to become familiar. These include initial and post-defense document format reviews as well as specific deadlines for the oral defense and final document submission. Current requirements are presented on the TAD website, referenced above.

In the Patton College, the Office of Graduate Student Records maintains a "Procedures Checklist of Completing Thesis/Dissertation Requirements" for the degree. This checklist is published on the Patton College Current Students Forms website page.

Final Dissertation Defense

The student must notify the PCOE Office of Student Affairs, Graduate Records two weeks prior to the oral defense to supply information about the confirmed date, time, and location of the defense as well as the current dissertation title and committee membership. The PCOE Office of Student Affairs, Graduate Records, gives public notification of the defense.

Official notice of the defense will be sent to the student and dissertation committee, along with the required forms for the dissertation chair and the Dean's representative. In addition, Student Affairs will notify the student of requirements and guidelines for completing the graduation process. At least two weeks prior to the oral exam, the student must distribute final draft copies of the dissertation to all members of the dissertation committee.

In the Patton College, the student presentation component of the final defense is open to PCOE faculty and the public for observation. PCOE faculty can remain for the examination portion of the defense. However, guests/observers must be asked to leave prior to the examination component unless all members of committee agree to their presence prior to the defense.

At the conclusion of the oral examination, the Dissertation Committee deliberates privately to evaluate the dissertation and, when appropriate, determine necessary conditions or plans for resolution. If the results of the dissertation defense warrant conditions or a plan for resolution, these must be delineated in detail (in writing) on the Dissertation Defense Report. Conditions represent the criteria that committee members expect doctoral students to meet when they revise the dissertation. A plan for resolution consists of additional requirements (e.g., coursework, workshops, seminars, readings, etc.) that a student must take to revise the dissertation.

There are five possible outcomes for the dissertation defense evaluation, as delineated on the report:

1. Satisfactory;
2. Satisfactory; with Conditions (Changes to be approved by the Dissertation Chair);
3. Satisfactory; with Conditions (Changes to be approved by the Dissertation Committee);
4. Unsatisfactory; with potential plan for Resolution (Timeline for setting a new Dissertation Defense is dependent on the nature of the resolution plan); or
5. Unsatisfactory; No Conditions for Remediation Offered (Final decision).

After completing their deliberation, committee members vote to approve the dissertation. Up to one dissenting vote is allowed for a Satisfactory outcome. The result of the vote is reported on the Dissertation Defense Report along with the outcome of the evaluation. Once decisions are reached, the committee immediately notifies the student. The Final Defense Report is completed by the committee chair, with signatures of all committee members and the student, then submitted to the Patton College Office of Graduate Student Records by the committee chair. Students can appeal the result of the Dissertation Defense only in the case of an Unsatisfactory; No Conditions for Remediation Offered. In the Department of Teacher Education, students who wish to appeal the outcome of the Dissertation Defense have 2 weeks from the date of the dissertation final defense to

submit a letter to the Chair of the Department Graduate Committee with copy to the chair of the student's dissertation committee and the Chair of the Department of Teacher Education. The letter should provide a rationale for why the student believes the Unsatisfactory; No Conditions for Remediation Offered outcome of the dissertation defense should be reconsidered. The Graduate Committee, in consultation with the Department Chair, reviews the appeal and provides a written response to the student within one month of the submission of the appeal (excluding holidays, semester breaks, and summer break).

It should be noted that the Dean's Representative can "veto" the outcome of the dissertation based on the appropriateness and rigor of the process, not content and methods. In that case, the Dean's representative withholds signature and justifies their "veto" recommendation in their report to the PCOE Office of Graduate Student Records. A "veto" recommendation initiates a meeting among the Dissertation Chair, Dean, and Dean's representative.

The Patton College Dissertation Submission Process

The Patton College requires submission of the post-defense, committee-approved dissertation through plagiarism checking software (Turn-it-In) and final review by the Department Chair and the Senior Associate Dean. Due to the time required for this final submission process, an electronic copy of the document must be submitted by the committee chair to The Patton College (Research and Grants Development Coordinator) no less than two weeks before the TAD Final Clearance Deadline.

The first review of the PDF generated in the Turn-it-In software rests with the committee chair. The committee chair should identify any potential plagiarism issues and also ensure that APA style and grammatical issues are completely resolved. This level of review may result in the student needing to make additional post-defense revision before the next step in the dissertation submission process, which is reviewed by the Department Chair and Senior Associate Dean. Following their review, the dissertation chair may either submit a second, revised document to the PCOE or report that the document is ready "as is" for the next levels of review.

The Plagiarism Review Tracking Sheet is signed by the dissertation chair when approved, and sent to the Department Chair who also reviews the document and signs as appropriate or requests additional changes in the dissertation. The final review is conducted by the Senior Associate Dean, who also reviews the document and provides feedback as appropriate. Once both the Department Chair and Senior Associate Dean sign the Plagiarism Review Tracking Sheet in approval, it is submitted to the Patton College Office of Graduate Records and filed. The submission of the approved Plagiarism Review Tracking Sheet triggers the Graduate Records manager to send the approved Final Dissertation Defense Report to TAD. TAD must have the approved Final Dissertation Defense Report in order for the student to be allowed to upload the dissertation and complete the submission process required for the degree.

Filing the Dissertation through TAD

Please refer to Theses and Dissertation Services (TAD), Graduate College, for deadlines,

checklists, guidelines, formatting assistance, filing procedures and forms. A dissertation template for the College of Education can be found at: http://www.ohio.edu/graduate/etd.

Appendix A: TE Doctoral Rubric

	Proficient	Satisfactory	Weak	Unacceptable
Depth and Integration of Knowledge	☐ Exhibits **an in-depth understanding** of the subject/course matter, pertinent literature, and the relationships among material obtained from all cited sources. ☐ Arguments are **fully developed and supported by relevant** evidence and sources. ☐ Demonstrates **in-depth understanding** of theoretical concepts and their **relationships**. ☐ Displays **adequate** analysis and critique of relevant research literature. **All points** are **addressed individually and linked appropriately**. ☐ Displays **advanced synthesis** of the literature by **appropriately interconnecting and extending** key ideas from all sources.	☐ Exhibits **understanding** of subject/course matter, pertinent literature, and the relationship among material obtained from all cited sources. ☐ Arguments are **mostly well-developed** and **supported by relevant** evidence and sources. ☐ Demonstrates **adequate understanding** of theoretical concepts. ☐ Displays **some** analysis and critique of relevant research literature. **Most points** are addressed individually and **sufficiently linked**. ☐ Displays **adequate synthesis** of the literature by **mostly interconnecting** key ideas from all sources.	☐ Exhibits a **limited understanding** of subject/course matter, pertinent literature, and the relationship among material obtained from all cited sources. ☐ Arguments are **underdeveloped and/or supported by minimal** evidence and sources. ☐ Demonstrates **minimal understanding** of theoretical concepts. ☐ Displays **limited** analysis and critique of relevant research literature. **Few points** are addressed individually or they are **insufficiently linked**. ☐ Displays **limited synthesis** of the literature by **summarizing content and ineffectively interconnecting** key ideas from sources.	☐ Exhibits **critical weakness** in understanding of subject/course matter, pertinent literature, and the relationship among material obtained from all cited sources. ☐ Arguments are **weak, inconsistent, or unconvincing**. ☐ Demonstrates **critical errors** in the understanding of theoretical concepts. ☐ Displays no analysis of relevant research literature. Points are **not addressed individually and not linked**. ☐ Displays **no synthesis** of the literature by **summarizing content without interconnecting** key ideas.
Comments:				

	Proficient	**Satisfactory**	**Weak**	**Unacceptable**
Sources & APA Format	☐ **Excellent use** of APA format. ☐ **Appropriate sources** are used. ☐ Documentation is **excellent with all** data and direct quotes obtained from other sources **properly cited** in-text and in the reference list. ☐ Demonstrates appropriate originality. No plagiarism.	☐ **Adequate use** of APA format. ☐ **Mostly appropriate** sources are used**.** ☐ Documentation is **strong with most** data and direct quotes obtained from other sources **properly cited** in-text and in the reference list. ☐ Demonstrates acceptable originality. No plagiarism.	☐ **Inadequate use** of APA format. ☐ **Few appropriate** sources are used. ☐ Documentation is **inconsistent** or **most** data and direct quotes obtained from other sources **are not properly cited**. ☐ Demonstrates acceptable originality. Possible plagiarism.	☐ **Unacceptable use** of APA format. ☐ **Inappropriate** sources are used. ☐ In-text citations and reference list contain many errors. ☐ Documentation is **lacking** and citations are **absent**. ☐ Demonstrates unacceptable originality. Has plagiarized from other sources.
	Comments:			
Structure & Organization	☐ Structure and organization are **strong**. ☐ Introduction & conclusion are **effective**. ☐ Paragraphs are **well-developed**. ☐ Paragraphs have **strong** topic sentences. ☐ Development is **logical and clear** to reader. ☐ **Paper flows** from one issue to the next. Use of transitions and headings is **appropriate**.	☐ Structure and organization are **adequate**. ☐ Introduction and conclusion are **competent**. ☐ Paragraphs are developed **competently but may be occasionally underdeveloped**. ☐ Topic sentences are **generally good**. ☐ Development is **logical and clear** to reader. ☐ Paper flows with only **minor disjointedness.** Use of transitions and headings is **mostly appropriate**.	☐ Structure and organization are **flawed**. ☐ Introduction **or** conclusion is missing. ☐ Paragraphs are underdeveloped or are developed inadequately or inconsistently. ☐ Topic sentences are **missing or are present but ineffective**. ☐ Development is **flawed or unclear** to reader (reasoning isn't sound). ☐ Paper flow is **disjointed. Headings are used as primary means of linking concepts**.	☐ Structure and organization are **ineffective**. ☐ Introduction **and** conclusion are missing. ☐ Paragraphs are **undeveloped**. ☐ Topic sentences are **missing**. ☐ Development is **missing** or otherwise **unacceptable**. ☐ Paper **does not flow** and **appears to be created from disparate issues**. Headings and transitions are absent.
	Comments:			

	Proficient	Satisfactory	Weak	Unacceptable
Writing Style, Grammar, & Mechanics	☐ Sentences are **consistently** clear, concise, and direct. ☐ Tone is **appropriately** formal/informal. ☐ Writing is **strong** with **no errors** in grammar & mechanics present.	☐ Sentences are **generally** clear, concise, and direct. ☐ Tone is **mostly** appropriately formal/informal. ☐ Writing is **clear**. Errors in grammar & mechanics **do not impair meaning** (2 errors per page).	☐ Sentences are **generally wordy and/or ambiguous**. ☐ Tone is **inconsistent**. ☐ Writing is **somewhat clear**. Errors in grammar & mechanics **impair meaning** (3-5 errors per page).	☐ Sentences are **unclear enough to impair meaning**. ☐ Tone is **inappropriate**. ☐ Writing is **unclear**. Errors in grammar & mechanics **severely impact meaning** (at least 6 errors per page).
	Comments:			

Appendix B: Writing Resources

Centers and Online Resources

Academic and Global Communication Program (AGC) graduate courses:
https://www.ohio.edu/cas/linguistics/elip/graduate-courses

Student Writing Center: https://www.ohio.edu/uc/aac/swc

Graduate Writing and Research Center: https://www.ohio.edu/graduate/graduate-writing-and-research-center

The Purdue Online Writing Lab (OWL): https://owl.purdue.edu/owl/purdue_owl.html

Articles, Books, and Online Resources

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th ed.). Washington, DC: American Psychological Association.

Appendix C: Considerations for Alternative Dissertation Formats

All dissertation formats are subject to the same scholarly and rigorous requirements set by the Patton College and Ohio University. Alternative formats to the traditional dissertation may not be appropriate for all students and topics. Alternative formats must demonstrate a coherence between format and outcomes. For example, the relationship between articles of a three-article dissertation must be clearly evident and articulated. Decisions about the format of the dissertation to pursue must be made in consultation with your dissertation committee. Each department may have additional guidelines regarding alternative dissertation formats. The following considerations must be discussed as part of the decision-making process.

Alternative Format – Different types of scholarship and creative activity products can be considered, depending on departmental guidelines. Examples include a three-article dissertation and a web-based application.

Organization and Formatting – Dissertation must adhere to Ohio University Thesis and Dissertation requirements for organization, formatting, and submission. For three-article dissertations, organization can include a first, introductory chapter that presents background and theoretical framework, synthesizes literature on the topic, situates the research to be conducted, and describes how articles are connected and contribute to the chosen theme/topic. Then each article is presented as a standalone chapter. A final chapter includes a synthesizing discussion of all articles in relation to the topic, implications, future directions, and a conclusion.

Authorship – The dissertation is the product of individual students with input and advice from the dissertation committee. In situations when co-authorship is considered, additional contributors and their contributions must be clearly described and acknowledged.

Outlets – Target outlets must be approved at the dissertation proposal stage. There is no expectation for products to be submitted, in review, in press, or published for dissertation approval. Issues related to copyright, permissions, and self-plagiarism must be addressed.

Timing – Discussions about work completed prior to the dissertation proposal must be made and approval obtained from the dissertation committee.