



THE UNIVERSITY *of* NORTH CAROLINA
GREENSBORO

DOCTORAL PROGRAM HANDBOOK FOR TEACHER EDUCATION

DEPARTMENT OF
TEACHER EDUCATION & HIGHER EDUCATION



August 2014 Edition

I. DOCTORAL PROGRAMS IN TEACHER EDUCATION

The Department of Teacher Education and Higher Education offers the Ph.D. program in Educational Studies with two concentrations: Teacher Education and Development (TED) and Higher Education Administration (HED). This handbook is for **Teacher Education**; another is available for Higher Education.

A. Teacher Education and Development

The Department offers a Teacher Education and Development concentration in its Ph.D. in Educational Studies for candidates who wish to pursue careers as teacher educators in university-based teacher education programs or who wish to become curriculum and/or instructional leaders in their school systems. This doctoral program specializes in preparing educators with outstanding knowledge plus teaching, professional service, and research skills in the areas of teacher education and development. The faculty is nationally known in their areas of interest. They provide learning environments for students who are collegial, supportive, and intellectually curious, while maintaining the quality and rigor that characterize this nationally recognized graduate program.

The mission of the TEHE doctoral degree in Educational Studies with a concentration in Teacher Education and Development is to develop scholar-researchers, scholar-teachers and scholar-activists who generate, understand, and apply usable new knowledge related to the education of novice and experienced teachers. Such scholarship connects research with practice, is informed by our mutual belief in socio-cultural and constructivist theories of how people learn, promotes the advocacy of excellence and equity in education for all learners, and facilitates the development of teachers as leaders. Our mission statement is grounded in the following beliefs:

- Scholar-researchers are professional educators who are committed to the generation of new knowledge related to the education of new and experienced teachers, and to the dissemination of such knowledge through scholarly publications. They conduct their research with (not on) other professionals, often in classrooms and schools.
- Scholar-teachers are professional educators who understand and value theory and research as they inform and are informed by practice. They use research to inform their own practice and they share research with other professionals through their teaching and leadership by offering (or providing) professional development at the school and district level.
- Scholar-activists are researchers who understand and value that they and their research serve as advocates for making K-12 environments conducive to effective teaching and high levels of student success. They use their research to proactively affect educational policy and practice.
- Usable knowledge is research that provides knowledge to help educators do their jobs. Its role is to discover, test, and certify the knowledge, skills, and tools educators can use to facilitate learning and instructional practice (Lagermann, 2006).
- Equity and excellence acknowledges cultural, linguistic, social class, and other forms of knowledge based on diversity; insists on student voice as a primary element in curriculum and classroom pedagogy; and promotes analyses of schooling inequities based on class, gender, or racial/ethnic inequities (Cochran-Smith, 2004; Enns and Sinacore, 2005; Ladson-Billings, 2005; Nieto, 2000).

B. Program Description: Teacher Education and Development

Doctoral students in the Teacher Education and Development Concentration engage in a 60+ semester-hour program that offers substantive opportunities to develop knowledge and skills in teaching, scholarship, professional service, and leadership in teacher education and development. Students in the program can focus their studies in the areas of literacy, elementary education, equity education, in general or specific areas of teacher education, middle grades education, secondary education, or instructional technology.

Pre-requisites/Co-requisites:

- Masters degree in education or related field
- Teaching experience appropriate to academic and professional goals

TED Plan of Study Guidelines

Core Courses (12 hours):

- TED 749 - Doctoral Seminar Teacher Education (3)
- TED 646 Introduction to Equity Education (3) or TED 765 - Research in Equity Education (3)
- TED 746 Seminar: Research on Teaching (3)
- TED 747 Doctoral Seminar in Learning & Cognition (3)

Research Requirements (21 hours)

The research component must include both qualitative and quantitative research courses, plus an applied research component. Students are expected to acquire a deep understanding of the concepts of research and inquiry as they relate to curriculum and instruction. The knowledge base should include understanding of various research paradigms, criticisms of these paradigms, and the ability to conduct scholarly research. The research component must include one doctoral-level statistics course, one doctoral-level qualitative methods course, one doctoral-level mixed methods research course and at least 6 hours of applied research courses (TED 775) as follows.

- TED 730 Qualitative Research Design in Curriculum and Instruction (3)
- TED 738 Mixed Methods Research Design in Curriculum and Instruction (3)
- TED 775 Directed Doctoral Research (two times for a total of 6 semester hours)
- ERM 681 Design and Analysis of Educational Experiments (3)
- ERM 680, prerequisite for ERM 681, can be counted in the 21 hours. The remaining research courses must be selected with advice and approval of the doctoral committee.

Concentration (15 hour minimum):

- Course work as approved by student's doctoral committee and consistent with student's focus (e. g., teacher education, elementary education, middle grades education, reading and literacy education, mathematics education, social studies education, science education, equity education, English as a second language/TESOL, an interdisciplinary focus.).

Dissertation (12 hour minimum):

- Dissertation topic and study design developed and conducted by student with consultation and approval of doctoral committee.

NOTE: Course Loads: Full-time enrollment will constitute at least 9 semester hours per semester, effective Fall 2015. Assistantships will continue to require a minimum of 6 semester hours per semester. The doctoral residency requirement will continue to require 6 semester hours of graduate coursework in two consecutive semesters."

Graduate Admission for Teacher Education and Development Concentration:

Entrance Requirements:

- Master's degree from an accredited college or university
- Minimum grade point average of 3.0 on a four point scale
- Satisfactory GRE scores (average scores for recently admitted students on new GRE scores: V=156, Q=151, W=5).
- Minimum TOEFL score* of 550 (paper version) or 213 (computer version) (*Required only of non-native English speakers)

Application Requirements:

- Completed on-line application form no later than January 10th for following fall. If you think you might be eligible for merit-based scholarship awards, you should apply no later than December 1st and communicate with the TED Director of Doctoral Studies, Dr. Dale Schunk.
- Application fee
- All undergraduate/graduate transcripts (including nine or more credit hours)
- Three letters of recommendation (at least 2 from university professors who know your intellectual ability and capacity for doctoral studies)
- Resume
- Statement of purpose

Statement of purpose:

In addition to the information required by the Graduate School, applicants to the Ph.D. program must submit a statement of purpose (approximately 2-4 pages in length) written in a scholarly fashion and a resume along with their application packets. Your statement of purpose should inform the faculty with your background and experience, as well as with your career goals and purpose for doctoral study. Please, note, you should develop this statement of purpose relative to your intended area of study. Your statement should address explicitly the following questions:

Given your intended area of study:

- Why do you wish to pursue a doctorate?
- What are your research and other scholarly interests relative to your doctoral studies?
- How has your background and experience prepared you for your doctoral studies?
- What do you believe you will gain from the knowledge, skills, and dispositions that result from a doctoral experience at UNCG?
- What are your career aspirations following graduate study?
- How will a doctorate contribute to those aspirations?

C. Doctoral Faculty in Teacher Education

Professors:

Colleen M. Fairbanks, Ph.D. University of Michigan

- Adolescent literacy, literacy and identity, teacher knowledge and development, writing instruction.

Vicki Jacobs, Ph.D., University of Wisconsin

- **Yopp Distinguished Professor of Mathematics Education**
- Elementary mathematics education, children's mathematical thinking, teacher learning, collaborations with teachers and schools.

Barbara B. Levin, Ph.D. University of California at Berkeley

- **Director, Teachers Academy**
- Teacher education, teacher beliefs, development of teachers' pedagogical thinking, technology education, and case-based teaching.

Catherine E. Matthews, Ph.D. University of Kansas

- Science education, technology, multicultural education.

Samuel D. Miller, Ph.D. University of Michigan

- **Associate Dean for Student Services**
- Literacy development, student motivation, teacher education.

Dale Schunk, Ph.D. Stanford University

- **TED Director of Doctoral Studies**
- **Former Dean, UNCG School of Education**
- Social cognitive learning, self-regulation, motivation.

Deborah J. Taub, Ph.D. University of Maryland

- Psychosocial and identity development of college students, college student affairs administration, graduate preparation in student affairs and higher education.

Associate Professors:

Heidi Carlone, Ph.D. University of Colorado-Boulder

- Science education, equity in science education, science curriculum.

Jewell Cooper, Ph.D. University of North Carolina at Greensboro

- Equity education, ethnic identity development, community-based learning in preservice teacher education.

Beverly S. Faircloth, Ph.D. University of North Carolina at Chapel Hill

- Educational psychology, student motivation and development, sense of school belonging.

Charles P. Gause, Ph.D., Miami University of Ohio

- Cultural and critical perspectives of school leadership, popular culture and schooling, youth identity, Black masculinity, gender construction, media representation.

Ye He, Ph.D. University of North Carolina at Greensboro

- ESL, teacher education, multicultural education.

Kerri Richardson, Ph.D. University of Oklahoma

- Mathematics education, teacher education, mathematics curriculum, curriculum theory.

Amy Vetter, Ph.D. University of Texas at Austin

- Secondary English education, Literacy and identity, discourse analysis, case studies.

Assistant Professors:

Jeannette Alarcon, Ph.D., University of Texas at Austin

- Citizenship education in diverse school settings, life history methods applied to school settings, elementary preservice teacher education

Wayne Journell, Ph.D. University of Illinois at Urbana-Champaign

- Secondary social studies education, political education, technology integration

Nicole M. Martin, Ph.D., Michigan State University

- Language and literacy education, informational text comprehension, writing in the elementary grade

Jamie Schissel, Ph.D., University of Pennsylvania

- Language education policy, language testing, the teaching and assessment of emergent bilinguals, test accommodations, discourse analysis, ethnographic methods

Edna Tan, Ph.D., Michigan State University

- Urban science education, girls' science education, teaching science for social justice

Amy Vetter, Ph.D. University of Texas at Austin

- Secondary English education, literacy and identity, discourse analysis, case studies

P. Holt Wilson, Ph.D., North Carolina State University

- Mathematics education, professional development in mathematics

Melody Zoch, Ph.D., University of Texas-Austin

- Literacy teaching practices and discourses, elementary preservice teacher education

TED Clinical Faculty:

W. Scott Howerton, Ph.D. University of North Carolina at Greensboro

- Elementary education, literacy.

Brad Johnson, Ph. D. University of North Carolina at Greensboro

- Student personnel administration in higher education

Jennifer Mangrum, Ph.D., University of North Carolina at Greensboro

- Elementary education, social studies, Paideia.

II. DOCTORAL CHECKLIST

Important milestones for completing the doctoral program in Educational Studies are outlined below in chronological order. Additional information related to each of these items can be found elsewhere in this handbook and the following Graduate School website (<http://grs.uncg.edu/>) and by linking to the Forms page on the Graduate School's website.

_____ Work with your temporary advisor to select initial coursework for a plan of study. Your selection of courses for a plan of study is the first step, followed by your comprehensive exams and your dissertation. While most students have the same committee members for both phases, you may change committee membership at any time.

NOTE: A residency requirement of two consecutive full-time semesters of graduate work (minimum 6 hours per semester) on this campus must be met after admission to the doctoral program. See definition of residency requirement in this handbook

_____ Form an advisory/dissertation committee when you have completed 6-12 hours

- Must be done no later than upon completion of 18 semester hours.
- Choose chairperson of the committee and work with this person to select the rest of the committee.
- Submit the form "Recommendation for Doctoral Advisory/Dissertation Committee Appointment" to the TED Director of Graduate Studies (Dr. Dale Schunk) for routing to the Graduate School.

NOTE: Membership on the advisory/dissertation committee may be changed at any time

- When changes are made the form "Recommendation for Doctoral Advisory/Dissertation Committee Revision" should be submitted to the Dr. Dale Schunk, TED Director of Graduate Studies.

_____ Develop a Doctoral Plan of Study when you have completed 12 hours

- Consult with the advisory/dissertation committee no later than upon completion of 18 semester hours.
- May not include more than 15 semester hours of independent study.
- Submit the cover form "Doctoral Plan of Study" along with a copy of the written plan prepared in accordance with the outline shown on the form "Format for Preparing the Plan of Study" to the TED Graduate Director for routing to the Graduate School. This form is included in this handbook.
- If transfer credits will be involved, complete the form "Approval to Take Courses for Transfer" (from the Graduate School).

NOTE: Revisions in the plan of study can be made at any time with the approval of the advisory/dissertation committee. When changes are made, the form "Doctoral Plan of Study Revision" should be submitted to the TED Graduate Director for routing to the Graduate School. The Graduate School only has the revision to a plan of study form. The initial form for the Doctoral Plan of Study is developed by the department and is included in this Handbook.

_____ Complete all course requirements in the approved program of study. Please download a copy of the Graduate School Bulletin for information about any of its policies. It is located at <http://www.uncg.edu/grs/bulletin/> and it is your responsibility to follow its guidelines regarding your doctoral studies.

_____ Pass the written doctoral preliminary examination (comprehensive exam)

- All provisions, incompletes, or special admissions conditions must be removed.
- A minimum of three-fourths of coursework must be completed.
- All research requirements must be completed.

_____ Pass the oral portion of the doctoral preliminary examination

- Must be scheduled within one month following the written portion of the exam.
- Complete the form "Results of Doctoral Preliminary Examination" and file with the Graduate School. There is only one form for the written and oral doctoral preliminary examination. It needs to be given to Dr. Dale Schunk, TED Director of Doctoral Studies.

_____ Prepare a dissertation proposal

- Developed in primarily in consultation with the Chair of the advisory/dissertation committee.
- Must be submitted to the advisory/dissertation committee at least two weeks prior to having a Dissertation Proposal meeting.
- Must be unanimously approved by the advisory/dissertation committee.
- File the "Dissertation Topic Approval" form and submit to Dr. Dale Schunk, TED Director of Doctoral Studies.

_____ Apply for admission to candidacy

- All courses must be complete, preliminary and oral exams passed, and dissertation proposal approved.
- Complete the form "Application for Admission to Candidacy" and give to Dr. Dale Schunk, TED Director of Graduate Studies.

_____ Complete dissertation and oral defense successfully

- Please check on the date for the last possible defense of your dissertation. Allow yourself at least one week prior to this date because revisions to your dissertation may be required.
- The dissertation must be given to the dissertation committee at least two weeks before the defense.
- The chair of the dissertation committee will inform the Graduate School of the title, date, time, and location of the oral examination at least two (2) weeks prior to the examination. This form is called the "Final Oral Examination Schedule." Remind your advisor to complete this form.
- The Graduate School will publish this information, as the oral examination is open to all members of the University community who wish to attend.
- The committee approves the dissertation as being ready for oral defense by completing the form "Final Doctoral Oral Defense."
- The committee chair reports the results of the defense to the Graduate School in a memo.

Other important points:

- All course requirements in the approved program of study must reflect grades of "B" or better.
- An application for graduation and graduation fee must be filed in the Graduate School within seven days after the start of classes in the term in which the student intends to graduate.
- All accounts owed to the University must be cleared prior to graduation.

Note: All General and Doctoral Student forms are available as PDF file format under the Forms tab at Graduate School website at <http://grs.uncg.edu>

III. TED POLICIES (also see GRADUATE BULLETIN at <http://grs.uncg.edu/bulletin/>)

- A. Policies for Review of Doctoral Applicants
- B. Policies Related to Time Limits
- C. Policies Related to the Residency Requirement
- D. Policies and Forms Related to the Advisory/Dissertation Committees
- E. Policies and Forms Related to the Doctoral Plan of Studies

- F. Applied Research Component of the TED Doctoral Program
- G. Format for Independent Study
- H. Policies and Forms Related to the Comprehensive Examination
- I. Policies and Forms Related to the Dissertation Proposal
- J. Information on the Use of Human Subjects
- K. Application for Admission To Candidacy
- L. Policies and Forms Related to the Dissertation Defense
- M. Graduate School Doctoral Degree Requirement Steps

NOTE: Whenever a discrepancy exists between this Handbook and the Graduate School Bulletin, information in the latter document supersedes any other information.

A. POLICIES FOR REVIEW OF DOCTORAL APPLICANTS

1. Applications will be reviewed only once each year in February following the annual January 10th deadline for completing applications. Files completed after this date usually will not be reviewed until the following year. Exceptions to this review schedule can be made at the request of the department chair to accommodate unusual situations or departmental needs related to assistantships.
2. Doctoral students selected for admission will be notified of their acceptance by letter from the Graduate School, usually in the beginning of March. Any questions regarding your status should be directed to Dr. Dale Schunk, TED Director of Doctoral Studies.

B. POLICIES RELATED TO TIME LIMITS

1. All requirements for the doctorate, including the dissertation, must be completed within seven academic years from the date of the first course accepted on the student's approved Plan of Study. Post-master's (or equivalent) credit that is to be applied to the student's doctoral program must be no more than seven years old when the degree requirements are completed. This means that all course work to be credited to the student's doctoral program must fall within a seven-year period of time. If credit to be transferred was earned before enrollment at this University, the seven-year period of time commences with the beginning date of the term in which the transfer credit was earned.
2. When a student wishes to request an extension of the 7-year time limit for fulfilling his/her doctoral degree requirements the following steps should be taken:
 - a. The student completes a copy of the form Extension of Time Limits. Make sure to provide in detail all requested information, including a detailed timeline for completion of remaining requirements. The form is on the next page.
 - b. The form is to be reviewed by the student's committee chair, and full committee, if desired by the chair, and a recommendation provided.
 - c. The advisor sends the form to Dr. Dale Schunk, TED Director of Doctoral Studies, who sends his recommendation with the materials to the Graduate School.
 - d. The Graduate School will notify the student and committee chair of the action taken in response to the request.

MEMORANDUM

TO: Associate Dean of the Graduate School

RE: Extension of time limits for:

(Student)

(Degree)

Entry date (first semester of courses credited toward degree): _____

Original date for completion: _____

Requested extension date for completion (semester, year): _____

TIMETABLE: On a separate page, please list all remaining requirements, e.g., course work, formal dissertation proposal, completion of research, submission of chapters, oral examination, deposit of thesis/dissertation in Graduate School, graduation date, etc., and precise, anticipated dates for completing each. You may wish to refer to the calendar in the Graduate Bulletin in order to coordinate your plans with official deadlines.

Advisor/Dissertation Chair's Recommendation with Signature and Date:

Director of Graduate Studies or Department Head's Recommendation with Signature and Date:

C. POLICIES RELATED TO THE RESIDENCE REQUIREMENT

The equivalent of a minimum of six (6) full semesters of work beyond the bachelor's degree is required for the doctorate. Doctoral candidates are expected to satisfy a residence requirement, which provides them the opportunity for an extended period of intensive study and intellectual professional development among a community of scholars.

The basic residence requirement is two consecutive full-time semesters (minimum 6 hours per semester) of graduate work on this campus after admission to a doctoral program. The two sessions of summer school count as one semester. Therefore, consecutive fall-spring, spring-summer, or summer-fall semesters can be counted for residency if at least six (6) credits were completed satisfactorily in each consecutive semester. Undergraduate courses taken in support of a graduate program cannot count towards residence (Source: *Graduate School Bulletin* <http://www.uncg.edu/grs/bulletin/>).

D. POLICIES AND FORMS RELATED TO ADVISORY/DISSERTATION COMMITTEES

Each student is assigned a temporary advisor at the time of admission to the doctoral program. The temporary advisor assists the student in selecting early course work and helps the student form an advisory/dissertation committee, which must be approved by the Graduate School. The student may ask the temporary advisor to serve as chair of the advisory/dissertation committee, or the student may wish to select another faculty member to serve as chair. This committee helps the student develop a doctoral plan of study and is available to provide general assistance to the student during her/his course work. The advisory/dissertation committee also is responsible for preparing, administering, and evaluating the preliminary examination and directing the dissertation and oral defense.

Students may elect to change the composition of their advisory/dissertation committee at any time, but they must obtain written approval from the Graduate School to do so. Changes in the advisory/dissertation committee typically occur when a student's research interests change over time, or when a member of the original committee is no longer available to serve due to illness, retirement, transfer to another position, or another recognized reason. If changes are made in the advisory/dissertation committee the student must submit the "Recommendation for Doctoral Advisory/Dissertation Committee Revision" form to the Director of Graduate Studies found under the Forms tab of the Graduate School website (<http://grs.uncg.edu>)

Please note that within these policy statements the term "dissertation committee" has occasionally been used in place of "advisory/dissertation committee" to be consistent with wording found in the Graduate School Bulletin.

1. The advisory/dissertation committee, consisting of at least four (4) members of the graduate faculty who agree to assist the student with the preparation of the plan of study, shall guide and examine the doctoral dissertation. At least two (2) members of each advisory/dissertation committee must be full members of the UNCG Graduate Faculty but other members can include associate members of the Graduate Faculty and adjuncts to the graduate faculty approved by the Graduate School. This committee will be appointed by the Dean of the Graduate School upon the recommendation of the major department head or dean and must be mutually acceptable to the student and all committee members.

Once again, of the four members, two, including the chair, must be full members of the graduate faculty and no more than two may be adjunct graduate faculty members. The committee chair must be from the TEHE department, and it is recommended that where appropriate, one member be selected from the minor area of study. If at any time the advisory/dissertation committee decreases in number to fewer than four members, additional members of the graduate faculty must be appointed by the Dean of the Graduate School to bring the number to at least four.

The student must request the appointment of this committee no later than upon completion of the first 18 semester hours of graduate courses (See Graduate Bulletin).

2. Each student chooses his/her own chairperson of the advisory/dissertation committee with the consent of that person and works with the chairperson in choosing the rest of the committee (Source: Doctoral Studies Report). The composition of the advisory/dissertation committee must be submitted to the Graduate School for formal approval. In the event that the student chooses to change the committee's composition at a later date, formal approval must again be obtained from the Graduate School.
3. Students are permitted to have co-chairs for their advisory/dissertation committees. This will enable them to have junior faculty who are not yet tenured participate in their programs. In such cases, junior and senior faculty would be paired in a mentoring relationship and collaboratively direct the student's studies and/or dissertation.
4. Students who wish to change the chair of their advisory/dissertation committee should do the following:
 - a. Obtain a commitment from the new committee chair that he/she is willing to serve
 - b. Submit a request for a change to the Director of Graduate Studies.
 - c. Submit a request for a change using the appropriate forms to the Graduate School with the approval of the Department Chairperson or TED Director of Graduate Studies.

Changes in the composition of the advisory/dissertation committee, chair, or members must be filed with the Graduate School using the form "Recommendation for Doctoral Advisory/Dissertation Committee Revision."

5. There is no formal limit on the number of committees on which a faculty member may serve and/or chair. It is suggested, however, that faculty limit themselves to chairing no more than four (4) dissertations at a given time.

E. POLICIES AND FORMS RELATED TO THE DOCTORAL PLAN OF STUDIES

1. A Plan of Study for the doctoral degree must be outlined by the student with the consultation of the advisory/dissertation committee at the earliest practical time following admission of the student to the Graduate School, preferably at the end of the first semester of residence or not later than the completion of 18 semester hours. The plan must indicate the major and minor fields of study; the specific courses the student is expected to complete as a minimum requirement; and all specific core, seminar, language, and research requirements of the major department. A record of all graduate work the student has taken must accompany the proposed program. At this time the advisory/dissertation committee evaluates the student's qualifications to be recommended for further study in the Graduate School, further preparation for such, or withdrawal. The committee may propose prerequisite course work to be taken to ensure students are academically prepared for graduate coursework. No more than 15 semester hours of independent study may be included in the Plan of Study, exclusive of the dissertation.

The Plan of Study must be submitted to the Dean of the Graduate School for approval. The Dean reserves the right to refer any or all Plans of Study to the Graduate Studies Committee for review and recommendation.

Copies of the approved Plan of Study must be filed in the student's permanent folder in the Graduate School Office, in the department's files, with the chairman and each member of the advisory/dissertation committee, and with the student. Any subsequent changes in the plan of graduate study or in the subject of the dissertation must be approved by all members of the advisory/dissertation committee and reported to the Graduate School.

2. The Ph.D. degree in Educational Studies does not require a minor, but if one is selected and shown on the transcript it is defined in one of two ways: (a) in a single discipline, as a minimum of twelve hours,; or (b) in multiple disciplines, as a minimum of eighteen hours with no less than six hours in three areas or nine hours in

two areas (Source: Doctoral Studies Report). The program also permits a minor in a cognate area of 15 hours in a particular discipline or an interdisciplinary area.

3. In some instances, study completed in other institutions may be counted toward the degree, particularly work from a regionally accredited institution, representing an appropriate area of study. Credits that have been applied toward a master's degree cannot be applied toward the Ph.D. in Educational Studies, although these may be used to satisfy prerequisite requirements. If the student proposes the transfer of credit from another recognized graduate school, the student's advisory/dissertation committee must recommend in writing the transfer to the Graduate School using the form, "Approval to take courses to transfer into UNCG." The Graduate School will credit the work to the student's doctoral program when all requirements for the Ph.D. have been completed. Transfer credit must be supported by having an official copy of the transcript on file in the Graduate School office and the TED Department office.

4. Normally no more than 12 semester hours of credit beyond the master's degree may be accepted toward the Doctor of Philosophy in Educational Studies. For a student who has completed a sixth-year program at an accredited graduate school, or who has completed more than 18 semester hours on a sixth-year or post-master's program, the student's advisory/dissertation committee and the Dean of the Graduate School will review the question of transfer credits. In no case will more than 24 semester hours be accepted to transfer to the Doctor of Philosophy degree program.

All credit to be applied to the student's doctoral program must be no more than seven years old when the degree requirements are completed. This means that all course work to be credited to the student's doctoral program must fall within a seven-year period of time beginning with the date of the first enrollment following admission to the program. If credit to be transferred was earned before enrollment at this University the seven-year period of time commences with the beginning date of the term in which the transfer credit was earned.

5. The Plan of Study document must be completed using the format adopted by the Department of Teacher Education and Higher Education, which reflects all required core coursework for this area of study.

6. The advisory/dissertation committee must meet as a group to discuss and formally approve the Plan of Study. Students must provide members of the committee with copies of the plan at least two weeks in advance of the scheduled meeting. It is the student's responsibility to bring to the meeting copies of required forms for approving the Plan of Study. It is the committee chair's responsibility to route the Plan of Study to the Director of Graduate Studies, who will forward it to the Dean of the School of Education and then on to the Graduate School for final approval. The Director of Graduate Studies will also place the approved plan in the department file.

7. The applied research component of the plan of study (TED 775-6 credits) must comply with procedures adopted by the Department of Teacher Education and Higher Education. These are described elsewhere in this section of the policy manual.

8. All credits to be applied toward the degree in Educational Studies must be counted in determining the 18-hour deadline for filing the Plan of Study including courses taken as a special student prior to formal admission to the program and transfer credits (even though the Graduate School does not post transfer hours to the student's transcript until completion of the program). It would not include, however, courses taken to satisfy prerequisite requirements.

9. No more than one-fourth of the credits applied toward the degree may involve 500-level courses.

10. Normally no more than 9 semester hours of independent study may be taken under the direction of a single faculty member. No more than 15 semester hours of independent studies may be included in a student's plan of study. A descriptor must be provided for all independent study courses included in the Plan of Study to show the nature or focus of the study.

FORMAT FOR PREPARING THE TED PLAN OF STUDY

PROPOSED PLAN OF STUDY FOR _____
(Name)

DATE _____

COMMITTEE

Chair : _____

Member : _____ Member : _____

Member : _____ Member : _____

II. FOCUS

Area of concentration: (Specify Teacher Education and Development).

Minor Cognate Focus: (provide brief statement); Tentative dissertation focus: (provide brief statement).

III. BACKGROUND

Undergraduate degree: List institutions, major, year degree granted Graduate degree(s):

- List institution, major, year degree granted
- List related courses (not restricted to education) taken on bachelor's, master's, and/or 6th year level:
Show institution, course number, course title, credit hours earned, grade, and date
- List any certification presently held
- Show any additional relevant background information, i.e., association memberships, special institutes, or seminars attended

IV. PROPOSED COURSE OF STUDY

List by area as shown below both completed and proposed courses. In a table, show course number, course title, credit hours, grade, semester completed (or projected for completion). Identify all transfer credit requested. Normally, no more than 12 semester hours of credit beyond the master's degree may be applied to the doctoral degree in Educational Studies.

- A. Required Core Courses (12 semester hours minimum)
- B. Research Requirements (21 semester hours minimum)
- C. Concentration (15 semester hours minimum for TED; 21 semester hours minimum for HED)
- D. Dissertation (12 semester hours minimum)

IV. SUMMARY OF PROPOSED COURSES OF STUDY CREDIT HOURS

Course Title & #	Credit	Semester	Grade	Instructor
Core (12)				
Research (21)				
Concentration (15)				
Dissertation (12)				

PROJECTED TIMETABLE

Date admitted to Ph.D. Program: _____

Number of hours completed to date (give date): _____

Date all course work expected to be completed: _____

Date of comprehensive examination: _____

Date dissertation proposal submitted for approval: _____

Dates of period of residency: _____

Date of dissertation completion: _____

Date of final oral examination: _____

F. APPLIED RESEARCH COMPONENT

The intent of TED 775, the applied research component, is as follows:

- It should provide a basis for students to develop the skills necessary to conduct independent, doctoral-level research. Students should be guided to complete research activities that may serve as a point of departure for subsequent development of a dissertation proposal.
- Activities for the applied research component should be developmental in nature. That is, experiences selected to fulfill this requirement should complement and build on previous coursework designed to introduce students to various research paradigms and methodologies and/or help them develop the ability to critically analyze and synthesize research findings.
- Activities should be individually tailored to meet the student's professional and skill needs and may be developed in a variety of forms. Students typically take the first 3 credit hours to complete a literature review, followed by another 3 credits where a pilot study is completed.
- Possible alternatives to this format might include such things as completion of integrative reviews of literature or meta-analysis, independent implementation of field-based studies or program evaluations, collaborative research work with a faculty member, or participation in department-wide research activities (e.g., evaluation of PDS model or other program, grant activities, etc.).
- In all cases, applied research activities must result in a concrete product(s) independently prepared by the student that reflects the scope of the research activity. Such products must be submitted to the student's committee chair for placement in the student's file. It is recommended that the committee meet to discuss this product.

Procedures to be followed in completing the applied research requirement include:

- When completing the doctoral program of study plan, the student should indicate that a minimum of 6 semester hours of TED 775 would be taken to fulfill the applied research requirement.
- The student should work with the committee chair to develop a specific plan for engaging in applied research activities. This should involve discussion of what the goals of the research activity will be, how these goals will be accomplished, and a time line for completing the work. It is expected that the plan will be individually tailored to meet the student's needs and may take many forms. All plans, however, should be consistent with the intentions stated above and should be prepared in writing using the attached form, which calls for parameters of the work to be specified in advance. All members of the committee must approve the plan and a copy of the approval form must be placed in the student's file.
- When the committee has approved a written plan, the student should register for TED 775 for 6 credits over a minimum of two semesters to complete his/her work.
- Products developed as a result of the research activity must be placed in the student's department file upon completion of the requirement.

OUTLINE OF PLAN FOR APPLIED RESEARCH ACTIVITIES

Student's Name: _____
Date: _____

Goals and objectives for the research:

Methods and procedures to be followed (attach additional page if necessary):

Estimated timeline for completing research activities:

Anticipated product(s):

Faculty supervisor(s):

Evaluation procedure(s):

Approved by:

Chair: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

Member: _____ Date: _____

G. FORMAT FOR INDEPENDENT STUDY

This form is in addition to the Graduate School form, “Independent Study Permission.” The Independent Study Permission form is needed to register, must be given to the Registrar, and can’t be submitted electronically.

This form, “Outline of Plan for Independent Study”, is completed in consultation with your doctoral advisor and the instructor for the independent study. It should be kept in your department files.

OUTLINE OF PLAN FOR INDEPENDENT STUDY

DATE_____

STUDENT’S NAME_____

MAJOR DEPARTMENT_____

COURSE NO._____ TITLE_____

SUBTITLE_____

INSTRUCTOR_____

STATEMENT OF PURPOSE (Use back if more space needed):

METHODS AND PROCEDURE (Use back if more space needed):

PRODUCT(S):

APPROVED BY: Instructor:_____

Advisor:_____

H. POLICIES RELATED TO THE COMPREHENSIVE EXAMINATION

1. The intent of the Comprehensive Examination is as follows:

A. Doctoral examination should be designed to serve two primary functions:

- i. First, they should provide a basis for sound faculty judgments on the qualifications and capabilities of students engage in scholarly, doctoral-level research.
- ii. Second, the examination should provide an integrative educational experience for students that complements their learning through all components of their doctoral study including the broad areas of foundations, curriculum, teaching, and research.

B. Doctoral examinations should be developed and administered under the highest possible standards with appropriate concern for reliability, freedom from bias, the validity of decisions arising from these examinations, and the development of defensible standards.

C. Effective written comprehensive examinations can be developed in a variety of forms. Possible alternatives include the use of several written questions requiring objective, convergent responses, the use of integrative essay questions, or a written research assignment that requires divergent, rather than convergent, analysis on the part of the student. Regardless of the form of the examination, attention to standards of quality, including those issues listed above, is imperative.

2. When a student has removed any provisions or special conditions, which may have been attached to admission, completed a minimum of 3/4 of his/her coursework, and completed all the research requirements, then the student is eligible to take the preliminary examinations. Each doctoral student is required to pass the doctoral preliminary examinations, which consist of both a written and oral examination.
3. While no minimum number of questions is required, the structure of the examinations should attend to the two major functions outlined in the statement of intent provided above (#1).
4. The written part of the examination is scheduled and prepared by the dissertation advisor with the assistance of the advisory/dissertation committee. Questions may cover any phase of the coursework taken by the student during the period of this graduate study or any subject logically related and basic to an understanding of the subject matter of the major and minor areas of study. Any transferred coursework is subject to examination at the time of the preliminary examination.
5. Questions for the written examination are to be prepared in the following manner. The chair of the advisory/dissertation committee solicits input from the student and all committee members either in a formal meeting or by written requests to each member. The input should include recommended questions, procedures, timelines, and guidelines for evaluating student work. The chair will prepare a draft of the examination and forward it to all committee members for reactions and revisions. All committee members will read and evaluate all of the student's written work.
6. As reflected in the statement of intent, the structure of the exam is flexible. It may include an open book option or questions may be provided in advance. A "take-home" examination also is acceptable. The student's committee decides which approach would be the most appropriate.
7. The purpose of the oral examination is to give students an opportunity to clarify, extend, and defend materials in the exam's written portion. It also may cover the student's entire program of study. The oral examination should be scheduled within one month following the written examination. The complete advisory/dissertation committee of at least four faculty members must participate in the holding of the preliminary oral examination.

8. Normally, the student and the student's advisory/dissertation committee will be the only ones present during the oral portion of the comprehensive examination.
9. Unanimous approval is required for passing the preliminary examination. Approval may be conditional, however, upon the satisfactory completion of such additional work as may be required by the committee. However, if the student does not pass the preliminary examination, at least one semester must elapse before reexamination is permitted. No more than one reexamination will be allowed.
10. The chair of the advisory/dissertation committee is responsible for completing the appropriate forms regarding the comprehensive examinations (oral and written). Copies are to be placed in the student's department file and sent to the Graduate School.
11. Questions and student responses from the written portion of the exam are to be retained for two years in the student files of the department.
12. The committee chair forwards the results to the Director of Doctoral Studies who then reports results from the written and oral examinations to the Graduate School using the form "Results of Doctoral Preliminary Examinations."

I. POLICIES AND FORMS RELATED TO THE DISSERTATION PROPOSAL

The dissertation is the product of a thorough investigation of a significant problem or question within the major area of study. An appropriate plan of research must be developed and executed by the student under the general guidance of the chair and the advisory/dissertation committee. The dissertation requirement is designed to develop the capacities of originality, production, and independence in the candidate. It should foster and attest to the development of ability to undertake scientific inquiry, understanding, and mastery of the techniques of scholarship, and the art of exposition within the field of specialization.

The purpose of the dissertation proposal is to allow candidates an opportunity to develop a manageable and worthwhile topic, to think through its organization and structure, and to communicate this concisely but thoroughly. There is no prescribed format or length but at a minimum the prospectus will contain (a) appropriate background to the topic, (b) the major theoretical framework and/or authors that inform the research, (c) the mode of inquiry, (d) the questions and/or hypotheses that are the focus of the study, (e) a chapter by chapter description of what the dissertation will contain, and (f) a list of significant references.

The dissertation proposal also may be nearly complete draft of chapters 1-3 for the dissertation, including the background and purpose for the study with research questions, a complete review of the literature including the theoretical rationale for the study, and a well-developed methods chapter.

A guide for the preparation of theses and dissertations may be obtained from The Graduate School, along with guidelines for electronic submission of completed dissertations.

1. Each student is required to prepare a written dissertation proposal for discussion, possible revision, and approval by the dissertation committee. Formal approval represents a commitment to the student that the topic, format, methodological approach, and orientation of the dissertation will not be subject to further questions.
2. The purpose of the proposal is to allow candidates an opportunity to develop a manageable and worthwhile topic to think through its organization and structure, and to communicate this concisely but thoroughly to the committee. There is no prescribed format or length but normally the prospectus will contain appropriate background to the topic, the major theoretical framework and/or authors that inform the research, the mode of inquiry, the questions and/or hypotheses that are the focus of the study, a chapter by chapter description of

what the dissertation will contain, and a list of significant references, or the first three chapters of the dissertation in nearly complete form.

3. The dissertation committee is the effective body approving the dissertation proposal and the completed dissertation. Dissertation committee meetings dealing with consideration of the dissertation proposal shall be open to interested University faculty, doctoral students, and many others the Committee and the student agree to invite. The guests are excused when the dissertation committee goes into executive session for the Pass/Fail decision.
4. The dissertation committee must unanimously approve the dissertation proposal.
5. The proposal should be reviewed and approved by all committee members and is to constitute a commitment by the committee to the validity of the topic and the mode of inquiry. Of course, changes in focus and emphasis do occur as the study proceeds. It is the dissertation advisor's responsibility to carefully monitor this process and to be sure any significant departures from the original prospectus have committee approval.
6. The chair of the dissertation committee notifies the Director of Doctoral Studies about the results of the proposal meeting by using the form, "Dissertation Topic Approval." Additionally, a completed doctoral proposal should accompany this form.
7. Each candidate is required to register for a total of 12 semester hours of credit for the dissertation (TED 799), normally in units of three semester hours. If the dissertation has not been completed with the registration of 12 semester hours, the appropriate registration thereafter is "Dissertation Noncredit" (TED 802).

J. INFORMATION ON THE USE OF HUMAN SUBJECTS

The Institutional Review Board (IRB) is in place to ensure that human subjects involved in research are adequately protected and that the institution remains in compliance with the regulation. Prior to the initiation of any research efforts that involve human subjects the IRB review is required. All student researchers are required to complete Human Subjects Ethics training. Currently, the required training is the Human Subjects CITI Training. Directions can be found at <http://www.uncg.edu/orc/irb.html>.

2. All IRB proposals are submitted online at <http://integrity.uncg.edu/institutional-review-board/>. There are also tutorials and instructions for the submission on the IRB website.
3. Please allow several weeks to a month for IRB materials to be reviewed and sent forward for review or expedited approval. Remember that the entire process requires at least one month for approval, and no data may be collected without IRB approval.

K. APPLICATION FOR ADMISSION TO CANDIDACY

This application should be filed when all course requirements have been completed, preliminary written and oral comprehensive examinations have been passed, and an approved dissertation topic has been filed in The Graduate School. Complete the form, "Application for Admission to Candidacy" and give to the Director of Doctoral Studies.

L. POLICIES AND FORMS RELATED TO DISSERTATION DEFENSE

1. Once the dissertation chair has approved the dissertation, it then should be distributed to the remaining dissertation members at least two weeks prior to the final oral examination. Please note the deadlines for the final date for oral defense set by the Graduate School and allow yourself time for any possible revisions. Unanimous approval of the dissertation by the committee is required.

2. The completed written dissertation needs to be approved by the committee as being ready for defense prior to the final oral examination. This approval does not require a formal meeting of the dissertation committee.
3. The chair of the dissertation committee must notify the Graduate School of the title, date, time, and location of the dissertation examination at least two (2) weeks prior to the examination.
4. The doctoral candidate who has successfully completed all other requirements for the degree will be scheduled by the chair of the dissertation committee, in consultation with the other committee members, to take a final oral examination. This examination is open to all members of the graduate faculty who may wish to attend. The dissertation committee administers the final oral examination. All members of the dissertation committee must attest to approval of the examination. The results of the examination are reported to the Director of Doctoral Studies.
5. Students file the dissertation electronically via the online submission system available on The Graduate School's web site. In final form, the dissertation must comply with the rules prescribed by the Graduate Studies Committee in the Guide for the Preparation of Theses and Dissertations. The approved electronic submission must be uploaded by the deadline dates as specified in the Academic Calendar. Publication of the dissertation by UMI Dissertation Publishing/ProQuest Information and Learning is required by The Graduate School. The candidate must pay the associated publishing fee.
6. Dissertation committee meetings dealing with the orals for the completed dissertation shall be open to interested University faculty, doctoral students, and any others the committee and the student agree to invite. This meeting shall be publicized two weeks prior to the scheduled meeting. It is expected that the final orals will be a colloquial discussion of the dissertation. The guests are excused when the committee goes into executive session for the Pass/Fail decision.
7. Since the dissertation defense is to be a "colloquial discussion of the dissertation," those attending the defense should understand that they could ask questions about the dissertation. Questions unrelated to the dissertation would not be allowed. The chair of the committee has the authority to control the questioning of the candidate.
8. When the student successfully completes the dissertation defense, it is the responsibility of the chair to notify the Director of Doctoral Studies of the outcome using the appropriate form. A copy of the form must also be placed in the student's departmental file.

M. IMPORTANT POLICIES & PROCEDURES

1. Deadline for oral defense of dissertation and filing approval copy of dissertation with The Graduate School: These deadlines are posted in each issue of the Graduate Catalog and on an information sheet distributed to all deans, department heads, and directors of graduate study prior to registration each semester. If a student does not meet the deadline for filing the approval copy of the dissertation with The Graduate School, his/her name is removed from the graduation roster and he/she is sent a letter to that effect.
2. Twelve semester hours of dissertation (799) are required for degree clearance.
3. Deadline for applying for graduation: Filed in The Graduate School by the end of the first week of classes the semester in which the student expects to complete the degree.
4. Approval to Take Courses for Transfer to UNCG: This form should be filed before the student registers for a course, however, it may be filed for "retroactive" approval. Once the student completes the course, he/she must request a final, official transcript sent to The Graduate School.

801/802/803 REGISTRATION

5. 801 Registration: All students must be registered for 801 (Graduate Registration, 0.0 credit) during the term in which they complete the requirements for a degree unless they have previously registered for 801, or are otherwise enrolled for course credit at UNCG requiring a payment of at least \$50. Registration for 801 is required for one semester only.
6. 802/803 Registration: If a candidate fails to complete degree requirements in the term in which they registered for 801, they may register for 802/803 (Graduate Registration Continued, 0.0 credit). 802/803 registration will allow the student to continue using the Library and receive registration materials/information from The Registrar.

OTHER REQUIREMENTS

7. The seven academic year time limit for doctoral students to complete the requirements for their degree begins with the first course on the approved program of study. Example: if a student is admitted Fall 2004 but the plan of study shows courses taken during Fall 2003, the seven academic years will expire with the end of the 2010 Summer Session.