Student Handbook
Ed.D. & Ph.D. Programs

Education of the Gifted and Talented

January 2009

Preface

We welcome your interest in the gifted education program area at the University of Virginia. This program is in the Department of Leadership, Foundations, and Policy.

This handbook has been prepared to provide information about the doctoral degrees offered through the Gifted Education Program. In the handbook, you will find information on faculty, program goals, course requirements, program policies, and general operating procedures. The handbook is intended to supplement, not supplant, the *University of Virginia Graduate Record*. It is important that students in the program become familiar with both this handbook and with relevant portions of the *Graduate Record*.

Students may get additional information on contents of the student handbook from Catherine Brighton, Coordinator of the Gifted Education Program; Carol Tomlinson, Chair of the Department of Leadership, Foundations, and Policy; their advisors; and other members of the Gifted Education faculty and staff. Information is also available on the Gifted Education website.

We hope that the handbook contributes to a productive and successful program for you.

Educational Psychology/Gifted Education
Faculty

Modifier Number	Faculty Name and Contact Information
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Student Handbook

Education of the Gifted

The study of gifted and talented individuals offered through the Curry School of Education, University of Virginia, is a program area specialty within the Department of Educational Leadership, Foundations, and Policy. A foundational knowledge of theories of learning, principles of development (human, child, and/or adolescent) and concepts from the fields of assessment, curriculum, and research forms the basis for understanding these exceptional learners.

Doctoral Degrees in Educational Psychology – Gifted Education

The student who wishes to earn a doctoral degree in the field may elect either a Doctor of Education Degree (Ed.D.) or a Doctor of Philosophy Degree (Ph.D.). A degree choice should be a match for a student's strengths, interests, and professional goals.

Ph.D.	Ed.D.
Greatest emphasis on theoretical foundations of the field of gifted education with less emphasis on school/classroom practice	Greatest emphasis on school/classroom practice with less emphasis on theoretical foundations of gifted education.
Application of foundation work from education and other disciplines	Application of educational foundations and techniques
Research-directed toward theory building—basic research	Applied research addressing practitioner problems/issues

Both degree programs share the following objectives:

I. Development of deep a understanding of the field of gifted education and competency in techniques to advance the knowledge based in gifted education.
II. To strengthen the program's competitive advantage in recruiting, admitting, and graduating students from all racial, ethnic, gender, and cultural backgrounds,
III. To enhance opportunities for students in the program to develop their own strengths and pursue their particular career goals,
IV. To strengthen and enhance leadership capacity in the field of gifted education.

Description of Degrees

Doctor of Philosophy Degree (Ph.D.)

The primary purpose of the Ph.D. program is to prepare highly qualified scholar-researchers who will be prepared to assume a variety of positions in higher education settings (both public and private). Graduates will be well prepared for employment as research scholars, policy analysts, and faculty members in higher education programs where the emphasis is on the production of scholarship, rather than application to practice.

A Ph.D. candidate:

- ✓ is planning an academic career that emphasizes scholarly productivity demanding research and evaluation expertise;
- ✓ is interested in theory and conceptual work; and
- ✓ enjoys conducting research that has potential for advancing the theory of the field.

Conceptually, the Ph.D. in Gifted Education views gifted education as a field of study and therefore the Ph.D. curriculum focuses on a research doctorate. The curriculum for the Ph.D. has three foci to support the research doctorate: (1) theoretical foundations of gifted education; (2) research methodology, and (3) other disciplinary theoretical foundations applicable to gifted education. Ph.D. students will be assigned a research mentor within the program, and working with the mentor will supplement each semester's traditional coursework. Ph.D. students (beginning in 2009) will be full time only.

Doctor of Education Degree (Ed.D.)

The primary purpose of the Ed.D. program is to prepare highly qualified practitioner-researchers who will be able to take a variety of positions in both K-12 settings and higher education. Graduates will be well prepared for employment as K-12 administrators (e.g., curriculum coordinators, gifted education coordinators), gifted education specialists in public or private settings, and faculty members in higher education programs where the major emphasis is on the preparation of professionals and application of practice rather than the production of scholarship.

A Ed.D. candidate is:

- ✓ planning to work primarily as a practitioner (school division) or a teacher educator;
- ✓ interested in developing new capabilities in current practitioners;
- ✓ interested in practical applications of research and evaluation;
- ✓ interested in the development of curricula (as an example); and
- ✓ interested in preparing new practitioners for schools and classrooms.

The Ed.D. in Gifted Education is a professional degree program that places emphasis on applied research and the application of research. Its curriculum is designed to prepare students to strategically confront the complex realities and challenges facing schools today and in the future from a broad-based perspective. Ed. D students will have opportunities for practical mentorship with program faculty. Ed.d students can be full-or part-time students.

The Ed.D. is generally considered a credential for educators alone, whereas the Ph.D. is a more generic degree and allows somewhat more flexibility in careers—including research-focused careers. If you have doubts about the appropriate degree for you, please read the *University of Virginia Graduate Record* requirements carefully and/or talk with one of the program faculty.

Application and Admission

All graduate programs are administered by the Curry School of Education. Interested applicants should consult the Curry School website for on-line application forms or contact:

Office of Admissions
Curry Graduate School of Education
PO Box 400261
405 Emmet Street, South
Charlottesville, VA 22904-4261
(434) 924-3334

The application outlines the procedure for admission. Students must submit a completed admissions application, references, transcripts, and Graduate Record Exam (GRE) scores. The advanced test of the GRE is not required for admission to the program.

Application deadlines for the Ed.D and Ph.D. degrees are January, 2010, for beginning in fall, 2010. An interview with a member of the program faculty, either in person or by phone, may be required as part of the admission process. Candidates may also request interviews.

Candidates offered admission are welcome to discuss their plans with program faculty and current students before accepting an admission offer. Further information about admission can be found in the current *University of Virginia Graduate Record.*

Financial Aid

The program is generally able to provide financial support for students in need; however, it is not always possible to provide financial aid in the first year. For information about student loans and work study positions, complete the application found at http://www.virginia.edu/financialaid. For departmental aid, contact the coordinator of the program to discuss financial aid options. You may be asked to complete additional forms by the program coordinator. Priority will be given to requests received before April 1, and according to financial need and a match between the student's skills and background and the requirements of available assignments. The amount of aid and conditions for its acceptance will be specified in a letter of notification to students who receive aid.

Further Inquiries

Inquiries about the program in the Education of the Gifted and Talented may be directed to any of the faculty listed at the beginning of this handbook.

Advising

Beginning students are assigned an advisor. At any time, students may change advisors by filing a change of advisor form with the Curry School Admissions Office.

Degree Requirements

Please note that general requirements for the Ed.D. and Ph.D. are listed in the *University of Virginia Graduate Record*; however, there are additional requirements specified by our program area. All requirements as specified by both the *University of Virginia Graduate Record* and this document must be satisfactorily completed to earn the degree. Entering students are expected to be familiar with the requirements specified in the current *University of Virginia Graduate Record*.

Areas in which the program requirements for each degree differ from the general requirements specified in the *University Graduate Record* are underlined in the sections below.

Doctoral Degree Programs

Course Requirements. The student and advisor should plan a program that will meet the requirements shown on the appropriate course requirement worksheet which follows this section (page 10). Those who have taken appropriate graduate courses in a given area may substitute electives for some of the required courses ("Alternative Courses" on the worksheet). All "Alternative Courses" must be approved by your advisor and doctoral program committee. All requirements must be completed within four (4) years of completing the comprehensive exam, and within seven (7) years of admission to the program. Exceptions must be approved by the advisor, department chair, and the associate dean, and are granted only when an emergency, such as illness, interrupts the student's work. In such cases, the student may be required to validate out-of-date work by examination.

<u>Ph.D. students are expected to complete *at least four* (4) advanced seminars in gifted education and Ed.D. students are expected to complete *at least three* (3) advanced seminars</u>. All doctoral students are required to take the Advanced Seminar on Issues in Gifted Education.

Supporting Fields. Ed.D. students are required to declare two supporting fields (i.e., minor areas) outside their major, with a minimum of 12 hours in each. The supporting fields should be declared early in the academic program, and may be selected from any department inside or outside the Curry School. The supporting areas for Ph.D. students are research methodologies.

Preliminary Examination. Ph.D and Ed.D students will take a preliminary examination, generally at the end of the first year of full-time coursework (18-24 credits). The purpose of the exam is to ensure student proficiency in key skills of synthesizing research literature, effective writing, and oral presentation necessary for advanced level doctoral studies. Students are supported in developing and writing a paper that synthesizes research articles. The written paper,

presentation of the paper, and discussion of the paper with a preliminary review committee approved by the program area faculty constitute the exam. Students successfully completing the exam proceed with advanced doctoral studies. Students not successful with the exam will work with their advisor to develop a plan to address areas of weakness before making a second attempt at the preliminary exam. Students who are unsuccessful with the second attempt may not continue in the doctoral program. *(See pages 18 for additional information.)*

Doctoral Committees. Students must form program and dissertation committees during the course of their doctoral studies. Gifted Education students are expected to have established a program committee by the end of their first year of study. Forms for establishing a committee are available on the Curry web. The function of this committee is to approve the student's program of study and certify satisfactory completion of doctoral comprehensive exams. The role of the program and dissertation committees is to guide the student through the process of successful completion of courses, comprehensive exams, and the dissertation process.

An appropriate "Record of Progress" which verifies completion of doctoral requirements and identifies program committee and dissertation committee memberships must be filed with the Dean's Office (forms are available on the Curry web site). The program committee may also function as the dissertation committee, but may be changed to accommodate specific dissertation topics. Students are strongly encouraged to keep a current copy of the "Record of Progress" document in addition to the required original filed with the Dean.

Regulations governing the specifics of committee membership are explained in the current *University of Virginia Graduate Record*. Doctoral committees for Ed.D. students are composed of at least four (3) University of Virginia faculty members <u>including at least two (2) faculty members in the area of Gifted Education and one from a supporting area</u>. Doctoral committees for Ph.D. students are composed of at least four (4) University of Virginia faculty members <u>including two (2) faculty members from Gifted Education, one from outside the program area, and a Dean's representative, assigned to the committee based on recommendations from student and committee chair</u>.

Internship. Ed.D. students must take six internship credits. The requirement may be satisfied by conducting empirical research, publishing research findings, working with gifted children, designing and/or evaluating special programs and other options of relevance to the student's goals. Interns are expected to assume major responsibility for their productions, and they must be evaluated by a faculty member and work supervisor where appropriate. *(See page 18 for additional information.)*

Research Mentorship Ph.D students are required to supplement coursework with a research mentorship each semester they are in the program.

Comprehensive Examinations. All Educational Psychology doctoral students must pass a comprehensive examination developed, administered, and evaluated by the student's entire program committee. The comprehensive examination must be completed before the dissertation proposal is defended. *(See page 19 for additional information.)*

Dissertation. An oral presentation of a written proposal must be heard and approved by at least four (4) members of the student's dissertation committee. At least 12 hours of dissertation credit are required for graduation. Students must enroll for dissertation credit any time Curry School faculty or other university resources are being used. Details about defending the dissertation and preparing it for final approval are in the *University of Virginia Graduate Record*. *(See pages 19-22 for additional information.)*

Application to Graduate. At the beginning of the semester in which you plan to receive your degree, you must file an Application to Graduate. Check with the Curry School Admissions Office for deadline dates. These forms are also on the Curry web site.

Residence Requirement. Ph.D. candidates must complete at least three academic years (Fall-Spring semester) of full-time (12 credits) graduate work. In addition, up to one year or equivalent may be spent in dissertation research elsewhere, while enrolled as a full-time student. All exceptions require advisor approval. After admission to the Ed.D. program, Ed.D. students must complete a minimum of 24 hours of credits taught by resident faculty, exclusive of internship, practicum, independent study, and dissertation hours.

Faculty Evaluation. Student progress, performance, and professional behavior may be evaluated by the program area faculty at any time. Following such evaluations, advisors will notify students about the assessment of their progress in the program and inform them of any deficiencies identified and the required action to remain in good standing. Failure to remediate deficiencies may result in dismissal from the program.

Incomplete Grades. Occasionally, students find it necessary to defer the completion of a course. However, Educational Psychology students are permitted to carry only two incomplete grades simultaneously. With the appearance of a third incomplete grade, an advisor may prohibit enrollment in additional courses until those course requirements have been met.

After one year if the student has not met the terms of the incomplete, the faculty may submit a grade of F, U, WP, WF, or W. If no action is taken by the student, the grade will be changed to a W.

All other rules and regulations contained in the *University of Virginia Graduate Record* should be carefully read and adhered to in order to assure satisfactory completion of degree requirements.

Course Sequence Worksheets

The following materials have been provided for students and advisors to facilitate record-keeping.

Please note that the worksheets do **NOT** replace the Curry School Record of Progress forms. Doctoral students are required to keep a copy of the Record of Progress in the Curry School Admissions Office. It is recommended that students make a copy of the Record of Progress for their own personal records each time it is updated.

Course Sequence Worksheet
Gifted Education

Ph.D. Degree

Required Area	UVA Course	Hours	Alternative Courses	Date Completed
Foundational Core Courses (18 credits)				
[A] Human, Child, Adolescent or Adult Development	_____	_____	_____	_____
[A] Concepts of Learning	**EDLF 717**	_____	_____	_____
[A] Tests & Measurements/ Classroom Assessments	**EDLF 718/719**	_____	_____	_____
[B] Research Literature in Gifted Education	**EDLF 726**	_____	_____	_____
[A] Introduction to Education Research	**EDLF 730**	_____	_____	_____
[A] Educational Statistics I	**EDLF 731**	_____	_____	_____
Gifted Education Core (24 credits)				
[A] Introduction to Gifted	**EDLF 722**	_____	_____	_____
[A] Curriculum for the Gifted	**EDLF 723**	_____	_____	_____
[A] Models & Strategies for Gifted Learners	**EDLF 725**	_____	_____	_____
[A] Creativity & Problem Solving	**EDLF 728**	_____	_____	_____
REQUIRED ADVANCED SEMINARS:				
[B/C] Research in Gifted Education	**EDLF 819**	_____	_____	_____
[B/C] Issues in Gifted Education	**EDLF 820**	_____	_____	_____
[B,C] ***TWO of the FOLLOWING ADVANCED SEMINARS:***				
Identification of the Gifted	**EDLF 813**	_____	_____	_____
Program Evaluation	**EDLF 814**	_____	_____	_____
Creativity	**EDLF 817**	_____	_____	_____
Curriculum for the Gifted	**EDLF 818**	_____	_____	_____
Special Populations	**EDLF 821**	_____	_____	_____

[A] Must be taken if not at a Master's level
[B] Must be taken at UVA
[C] Dependent upon availability – not all courses are offered every semester/year

Ph.D. Degree
Page Two

Required Area	UVA Course	Hours	Alternative Courses	Date Completed
Research Core (15-18 credits/minimum of 5)				
Qualitative Analysis	**EDLF 753**	_____	_____	_____
Experimental Design: Stat II	**EDLF 830**	_____	_____	_____
Correlation and Regression: Stat III	**EDLF 831**	_____	_____	_____
Multivariate Stats: Stats IV	**EDLF 835**	_____	_____	_____
Structural Equation Modeling	**EDLF 836**	_____	_____	_____
Advanced Qualitative Analysis	**EDLF 844**	_____	_____	_____
Electives (3 or more credits)				
Gifted Education Electives				
Social and Emotional Issues of Gifted Students	**EDLF 724**	_____	_____	_____
Differentiating Instruction	**EDLF 739**	_____	_____	_____

General Electives

Ph.D. students are encouraged to select electives from psychology or other related areas (e.g., anthropology) in which they are qualified. These electives should be based upon the student's interest/focus for enhancement of knowledge, skills, and abilities. It may also be that the student needs to take a "signature course" defined by the results of the preliminary examination performance or to take courses that were not taken at a Master's level.

Course 4: _____	_____	_____	_____	_____
Course 5: _____	_____	_____	_____	_____
Course 6: _____	_____	_____	_____	_____
Course 7: _____	_____	_____	_____	_____
Doctoral Dissertation (minimum of 12 credits)				
Doctoral Dissertation	**EDLF 999**	_____	_____	_____

TOTAL HOURS EARNED _____ (Must total 60 or more beyond Masters)
TOTAL UVA HOURS EARNED _____ (Must total 48 or more)

Course Sequence Worksheet
Gifted Education

Ed.D. Degree

Required Area	UVA Course	Hours	Alternative Courses	Date Completed
Foundational Core Courses (18 credits)				
[A] Human, Child, Adolescent or Adult Development	_____	_____	_____	_____
[A] Concepts of Learning	**EDLF 717**	_____	_____	_____
[A] Tests & Measurements/ Classroom Assessments	**EDLF 718/719**	_____	_____	_____
[B] Research Literature in Gifted Education	**EDLF 726**	_____	_____	_____
[A] Introduction to Education Research	**EDLF 730**	_____	_____	_____
[A] Educational Statistics I	**EDLF 731**	_____	_____	_____
Gifted Education Core (24 credits)				
[A] Introduction to Gifted	**EDLF 722**	_____	_____	_____
[A] Curriculum for the Gifted	**EDLF 723**	_____	_____	_____
[A] Models & Strategies for Gifted Learners	**EDLF 725**	_____	_____	_____
[A] Creativity & Problem Solving	**EDLF 728**	_____	_____	_____
[A] Differentiating Instruction	**EDLF 739**	_____	_____	_____
REQUIRED ADVANCED SEMINARS:				
Curriculum for the Gifted	**EDLF 818**	_____	_____	_____
Issues in Gifted Education	**EDLF 820**	_____	_____	_____
[C] ***ONE of the FOLLOWING ADVANCED SEMINARS:***				
Identification of the Gifted	**EDLF 813**	_____	_____	_____
Program Evaluation	**EDLF 814**	_____	_____	_____
Creativity	**EDLF 817**	_____	_____	_____
Curriculum for the Gifted	**EDLF 818**	_____	_____	_____
Special Populations	**EDLF 821**	_____	_____	_____

[A] Must be taken if not at a Master's level
[B] Must be taken at UVA
[C] Dependent upon availability – not all courses are offered every semester/year

Ed.D. Degree
Page Two

Required Area	UVA Course	Hours	Alternative Courses	Date Completed
Research Core (6 credits)				
Qualitative Analysis	**EDLF 753**	_____	_____	_____
Experimental Design: Stat II	**EDLF 830**	_____	_____	_____
Practicum in Gifted Education (6 credits)				
Practicum in Gifted Education (Section 1)	**EDLF 997**	_____	_____	_____

General Electives

These electives should be based upon the student's interest/focus for enhancement of knowledge, skills, and abilities. There are many possibilities in other program areas that students may want to pursue for elective courses. Such possibilities include, but are NOT limited to, curriculum and instruction, reading, instructional technology, math education, social studies education, science education. It may also be that the student needs to take a "signature course" defined by the results of the preliminary examination performance or to take courses that were not taken at a Master's level.

Course 4: _____	_____	_____	_____	_____
Course 5: _____	_____	_____	_____	_____
Course 6: _____	_____	_____	_____	_____
Course 7: _____	_____	_____	_____	_____

Doctoral Dissertation (minimum of 12 credits)				
Doctoral Dissertation	**EDLF 999**	_____	_____	_____

TOTAL HOURS EARNED _____ (Must total 60 or more beyond Masters)
TOTAL UVA HOURS EARNED _____ (Must total 48 or more)

Educational Psychology/Gifted Education
Identified Objectives

Doctoral Program in Gifted Education
(Ph.D. and Ed.D.)

Competencies listed below are derived from required doctoral courses. Students will gain additional, advanced competencies in student-selected specialty areas.

Students who successfully complete the doctoral program in Educational Psychology/Gifted Education will:

Know

- Multiple definitions of giftedness *(e.g., Terman top 1%, Federal definition, U.S. Office of Education, Gardner, Sternberg, Tannenbaum)*
- Names and contributors of key leaders in the field of gifted and others whose work has direct bearing on gifted education *(e.g., Terman, Hollingsworth, Gallagher, Kaplan, VanTassel-Baska, Renzulli, Gardner, Sternberg)*
- Characteristics of gifted learners
- Socio-emotional needs of gifted learners *(e.g., distinguishing between principles elicited from research vs. anecdotes, myths, and stereotypes)*
- Historical events of significance to the field of gifted education *(e.g., Sputnik, Galton's conception of intelligence, Javits Act)*
- The meaning of terms used in explanation of gifted learners, programs, services *(e.g., acceleration, enrichment, asynchronous development, concomitant traits, compacting, differentiation, terms associated with identification)*
- Multiple methods for identification of students for gifted program options
- Varied programming options for gifted learners
- Basic information about unresolved issues in the field of gifted education *(e.g., philosophies surrounding giftedness, identification, grouping, cooperative learning)*
- Terminology used in the development of curriculum for the gifted *(e.g., concepts, generalizations, content, process, product, affect, learning environment)*
- Principles of assessment
- The nature of appropriate learning outcomes for gifted learners
- The nature of appropriate learning experiences for gifted learners
- The traditional and concomitant traits, attributes, and characteristics of gifted learners *(including a full range of gifted learners with diverse manifestations of these traits, attributes, and characteristics)*

Understand

- There are multiple perspectives concerning definitions of giftedness.
- Attributes of giftedness may manifest differently in diverse groups of students.
- Gifted education has a *(relatively)* short history influenced by political, economic, social, and other factors.
- There are multiple components that must be considered in the education of gifted learners *(e.g., philosophy, definition, program goals/objectives, screening/identification, program design, service delivery options, services [curriculum, instruction, assessment] evaluating learners and program outcomes, professional development)*
- These components are interrelated and interdependent.
- Decisions about *(including modification of)* one program component has implications for the other components.
- There are various models for gifted programs and curricular frameworks each of which possess different assumptions about the meaning and philosophy of giftedness.
- There are specific theories and principles that address the integration of multiple disciplines, provision for in-depth and independent learning, and development of critical and creative thinking skills into curriculum and instruction.
- The principles and purposes of defensible assessment for gifted learners.
- There are similarities and differences between good curriculum for all learners and good curriculum for gifted learners.
- Appropriate curriculum for gifted learners involves a balance between appropriate rigor and student engagement.
- Gifted education should address issues of both equity and excellence.

Do

General thinking, reasoning, and research skills

- Demonstrate proficiency with APA format in text and referencing
- Read, summarize, and analyze a variety of texts and other resources
- Critique the content and methodology of literature pertinent to the field of gifted education
- Synthesize ideas from literature
- Conduct literature searches to identify needed resources
- Conduct and compile a review of the literature
- Write in a clear and cogent fashion for a variety of purposes
- Employ ideas and evidence to form a logical and persuasive argument
- Develop and effectively defend a philosophy of gifted education
- Demonstrate proficiency with presentation skills *(including professional demeanor, effective use of audio-visual supports, articulate presentation)* discriminating for a variety of audiences *(e.g., research findings, professional development, and teaching)*

- Write with evident logic and organization
- Design and create a funding proposal including a budget and justification
- Demonstrate leadership skills *(e.g., facilitate a student-run study group for exams)*
- Develop an answerable research question
- Determine appropriate methodology for a selected research question
- Develop a research study with all necessary components: develop rationale, craft literature review to determine what questions need to be asked, propose a methodology and conceptual framework aligned with the question
- Conduct a study with all necessary components: data collection, data analysis with appropriate design
- Discuss findings of a study in the larger context of the body of research of that area, the field of gifted education, or another related field
- Draw conclusions about the findings
- Articulate remaining unanswered questions, limitations, and areas for future research as a result of given study's findings

Content-specific skills

- Develop curriculum and assessment appropriate for a wide variety of gifted learners in varied educational settings *(e.g., comprehensive unit, lesson, strategy, performance task)*
- Read, analyze, and summarize a variety of texts and other resources *(e.g., textbook chapters, journal articles, magazines, websites, technical manuals)*
- Write a concise, persuasive essay analyzing both sides of a critical issue in gifted education
- Make recommendations to practitioners and/or for the need for future research that emerge from the analysis of a critical issue
- Identify characteristics of effective curriculum and instruction for gifted learners
- Link curriculum and instruction to learner characteristics including readiness
- Generate appropriate outcomes, concepts/generalizations, and learning experiences for gifted learners based on their special needs
- Modify and develop content, process, and product experiences appropriate for gifted learners
- Effectively modify the learning environment to meet the affective needs of gifted learners
- Apply principles of assessment to a curriculum for gifted learners
- Critically analyze examples of curriculum designed for gifted learners

Recommended Courses

Core courses to be taken prior to the preliminary exam:

The skills needed for successful completion of the Preliminary Exam will be embedded in the following required courses.

EDLF 730	Introduction to Educational Research
EDLF 731	Introduction to Educational Statistics (Stat. I)
EDLF 753	Qualitative Analysis (Qual. I)
EDLF 722	Introduction to Gifted Education
EDLF 723	Intorduction to Curriculum for the Gifted
EDLF 726	Research Literature in Gifted Education

The content incorporated into the preliminary exam will be determined by the course instructor(s) and candidate based on student interests.

Standards and Expectations for the PRELIMINARY EXAM

The purpose of the preliminary exam is for students to demonstrate their ability to critically read and synthesize literature in the field of gifted education, to write clearly and in an organized format, and to build a logical argument through writing and oral presentation. Mastery of the skills and content will be prerequisites for the advanced coursework in the doctoral program in Gifted Education. The written paper, presentation of the paper, and discussion of the paper with a preliminary review committee approved by the program area faculty constitute the exam.

Successful completion of the preliminary exam is required for full admission into the doctoral program. It is the expectation that the exam will be administered after successful completion of the first 18-24 credits of coursework, although the student and advisor may collaboratively decide on an alternative timeline, but no later than 30 hours. The specific skills required and the courses that will prepare students for the exam are outlined above.

Students successfully completing the exam proceed with advanced doctoral studies. Students not successful with the exam will work with their advisor to develop a plan to address areas of weakness before making a second attempt at the preliminary exam. Students who are unsuccessful with the second attempt may not continue in the doctoral program.

A successful preliminary exam:

- Is an original paper (prepared expressly for the Preliminary Exam)
- Is expected to be 5-7 pages, not to exceed 10 pages, in length (excluding the title page, abstract, and references)
- Focuses on a topic determined in consultation with a course instructor
- Addresses the question for the exam agreed upon by student and course instructor
- Demonstrates competency in expository writing
- Follows the most recent edition of the Publication Manual of the American Psychological Association
- Effectively and professionally communicates ideas orally to the committee

Ed.D. Internships

Internships can take either of two forms. In one instance, students work in the field with supervision by an appropriate professional in that field setting. Such internships are planned jointly with the student, advisor, and field supervisor. A second form involves shared, professional partnerships developed between a student and a faculty member on a current project of mutual interest. Both types of internship generally span a semester in length, although this length can vary according to the nature of the internship. These student-faculty partnerships can be initiated by the student or by a faculty member. Examples of areas for the second type of

internship include, but are not limited to research, evaluation, university teaching, publishing, staff development, conference planning, summer programming, consulting with school districts, and distance learning.

Standards and Expectations for the COMPREHENSIVE EXAM

The purpose of the comprehensive exam is to culminate the doctoral sequence with a task that synthesizes and integrates content knowledge and skills gained during the degree program. The intent is for the student to identify his/her areas of emphasis in the doctoral courses and to establish a relationship among the areas. The exam provides students an opportunity to demonstrate competency in the same types of skills necessary to formulate and write a conclusion, discussion, implications and future research section of the dissertation. It is the responsibility of students to develop and propose comprehensive exam question(s) to the program committee. It is expected that the comprehensive exam will require original work *(not generated as a portion of course requirements)* and will be separate and apart from the components of the dissertation proposal. (not a literature review for the proposed studies)

A successful comprehensive exam:

- Answers the question(s) approved by the program committee
- Answers question(s) that synthesize key facets of the student's doctoral course experiences (e.g., research, content information related to gifted education, other areas of interest to the student)
- Is clear, focused, and effectively organized
- Contains accurate information, reflective of current thinking and assumptions
- Follows the most recent edition of the Publication Manual of the American Psychological Association
- Demonstrates effective writing (See Appendix B: Indocators fo Effective Writing)

Standards and Expectations for the DISSERATION PROPOSAL

The purpose of the dissertation proposal is to propose to the dissertation committee the rationale, scope, and proposed methodology for the student's dissertation study, the culminating experience of the doctoral program. Please note that the Curry Dissertation Manual is available on the Curry website. It is important for doctoral students to use this tool, including the Quality Indicators contained in the manual throughout the dissertation process.

A successful dissertation proposal includes:

- An introduction for the proposed study that includes the purpose of the study, identifies all pertinent variables, identifies significance of the proposed study, and clearly specifies the research questions that the proposed study will attempt to answer.
- A review of the literature that builds a case for why the study should be conducted.

- Research question(s) that emerge(s) from the literature review but are significant to address (*e.g., addresses an area that is missing or underrepresented in the literature, and has educational significance; builds on existing findings; suggests alternative hypotheses to existing theories; and/or replicates existing studies with a different population*).
- A proposed methodology to answer the research question(s) that includes a specific, referenced study design (*e.g., correlational, experimental, grounded theory, ethnography)*, sampling framework and sample, instrumentation *(including information on reliability and validity)*, and data analysis. In addition, assumptions and limitations of the study should be identified.
- Adherence to the APA publication guidelines, including references.
- Institutional Review Board (IRB) documentation leading to the application process upon approval from the dissertation committee.
- Adherence to writing expectations (see Appendix B).

Students are to seek counsel from their Dissertation Chair throughout this process to ensure adequate guidance and support through the process. Upon completion of the proposal and with approval of the Dissertation Chair, students should provide a paper copy (not sent as an email attachment) to the Dissertation Chair for approval prior to sending it to the other committee members. *(It is highly recommended that the student seek approval from the dissertation chair* ***at least four weeks prior*** *to the proposal defense.)* Once approved by the chair, the student should deliver ***a paper copy*** of the proposal to the remaining committee members ***at least two weeks prior*** to the dissertation proposal defense meeting. It is the student's responsibility to schedule the meeting and location and to communicate with all committee members about any changes due to participants/sample, site access, resources, timelines, and so on.

The dissertation meeting is open to public. At the dissertation proposal meeting, students should present a brief formal presentation *(no more than 15 minutes*) to review the proposed study components. At the completion of the student presentation, the committee will pose questions and direct comments about the proposal to the student for discussion and consideration. At this stage, the student may be asked to modify the proposal in response to the committee's comments and suggestions. In the event of dissenting views on the committee regarding modification to the proposal, the committee considers all viewpoints and makes a final determination about how the student should proceed.

Standards and Expectations for a DISSERTATION DOCUMENT

A successful dissertation document includes:

- Adherence to the APA publication guidelines, including references (*NOTE: Make sure Curry's specific guidelines for dissertations have also been addressed*).
- An abstract that identifies the research question(s), highlights the methodology, results, implications, and suggestions for future research.

- An introduction to the study that includes the purpose of the study, identifies all pertinent variables, significance of the study and the research questions that the study addressed.
- A review of the literature that builds a case for the study.
- Research question(s) that emerge(s) from the literature review.
- A methodological section that details the procedures used to address the research question(s). This includes the specific, referenced study design (*e.g., correlation, experimental, grounded theory, ethnography*), sampling framework and sample, the instrumentation (including information on reliability and validity), attrition and/or response rates (if applicable), and data analysis. In addition, assumptions and limitations of the study should be identified.
- For qualitative dissertations: results section that is organized around the research questions that includes descriptive as well as statistical results for quantitative dissertations.
- For qualitative dissertations: major trends or themes that emerged from the analysis represented in an organization that is coherent and appropriately defended.
- A discussion/conclusion section(s) that includes a brief summary of the materials previously presented (questions, results); identifies the extent to which results are consistent or inconsistent with previous literature noted in the literature review; interpretation of the results with potential explanations offered; identification of strengths and limitations of the study; explicitly stated implication, recommendations of the results; delineation of future research.
- For qualitative dissertations: Appendices that provide sample evidence of methodological processes and rigor.

Standards and Expectations for a DISSERTATION DEFENSE

It is important that the dissertation be synthesized into a summary that can be delivered in no more than a 15-minute period. Therefore, it is critical that the most important information be the focus of the presentation. In the allotted time, about 5 minutes should focus on background and method. About 10 minutes should be devoted to data analysis/interpretation and conclusion/implications. The dissertation defense meeting is open to public.

In explaining the background, a brief explanation of the existing body of knowledge and the need for the given research can be covered. For the research method, explain the way the research was conducted, how data were collected, etc. For data analysis, each research question should be presented followed by the analysis used to address the question. It is extremely important that sufficient time is allotted for explanation of the significance of the findings.

Guides for a successful dissertation defense presentation:

- Prepare a (timed) 15-minute summary covering background (including research questions), research method, data analyses and interpretation, and conclusion, implications, and/or recommendations.

- Organize information in a sequential/logical order.
- Be prepared to respond to questions of committee members in a professional manner.

Appendix A:
Support Mechanisms for Student Success

EDLF 726: Research Literature in Gifted Education

This doctoral-level seminar is open to all interested students in Gifted Education *(and others by permission)* for the purpose of reading, writing, and professionally presenting scholarly work. The three-credit seminar occurs in a one-credit section in the fall and 2-credit section in the spring, and is intended to prepare doctoral students for the preliminary exam.

Students in the seminar will read and analyze and empirical research pieces pertinent to the field of gifted education. Each session will focus on a specific objective *(e.g., analysis of varied types of research methods, discussion of logic undergirding literature reviews, analysis of research methods used to answer stated research questions)* and will reinforce key understandings and skills identified for successful completion of the doctoral program *(Ed.D. and Ph.D.)* in Gifted Education.

Students in Gifted Education may wish to continue with follow-up opportunities directly focused on the literature of gifted education and designed to support effective professional writing and oral presentation of analysis leading to the preliminary examination.

Appendix B:
Indicators Of Quality Writing

Criteria for Effective Research-Based Writing
(Adapted from Spandel, 2001)

Trait	Indications of Quality
Ideas & Development	The paper is clear, focused, and purposeful. It makes a point or answers a well-defined key question in understandable, convincing, and expansive terms, and may raise new questions for the reader. ▪ The main idea, thesis, or research question is clearly defined. There may be more than one key point, but the paper not simply a list. ▪ The writer seems well-informed and as appropriate, draws from a variety of resources. ▪ The writer continuously anticipates readers' informational needs. ▪ Supporting details *(examples, facts, anecdotes, quotations*) are accurate, relevant, and helpful.
Organization	A strong internal structure highlights the main ideas and leads reader right to the key points or conclusions. ▪ The introduction engages readers and provides a clear purpose and direction for writing. ▪ Details, anecdotes, facts, and examples are closely linked to the main point or key question. ▪ Purposeful transitions make links between ideas clear. ▪ The reader's understanding of the topic grows throughout the paper. ▪ The closing effectively resolves questions and/or reinforces important conclusions or assertions.
Voice & Tone	As appropriate, the writer addresses the audience in a voice that is lively, engaging, and wholly appropriate for the topic and audience. In highly technical pieces, the writer keeps the voice controlled so that it does not overwhelm the message. ▪ The writer's enthusiasm and/or knowledge of the topic are evident and lend the writing a strong ring of confidence. ▪ The writer seems considerate of the audience, drawing them into the discussion and showing concern for their understanding. ▪ From opening to close, the writer sustains an energy that makes the writing readable. ▪ The reader finds himself or herself engaged, regardless of previous knowledge or interest. ▪ The voice is wholly appropriate and never overwhelming.

Trait	Indications of Quality
Word Choice	Well-chosen words convey the writer's message in a clear, precise, and highly readable way, taking readers to a new level of understanding. ▪ The writer consistently chooses explicit, vivid words and phrases to make the message clear and memorable. ▪ The vocabulary suits the subject and audience. ▪ The writer uses the language of the content area with skill and ease, always working to make meaning clear. ▪ Technical or little-known words are defined or clarified as appropriate. ▪ Jargon and overly technical language are avoided.
Sentence Fluency	Sentences are strong, grammatical, clear, and direct. Text can be read quickly and without any confusion. ▪ Meaningful sentence beginnings (However, Therefore, In contrast, To summarize) and lend variety and clarity—but are not overdone. ▪ Sentences vary in length, but most are compact. ▪ No words are wasted. ▪ Sentences are straightforward, clear, grammatical, and complete. ▪ When read together, sentences create a flow and a rhythm that allows ease of reading.
Conventions & Presentation	The writer demonstrates a good grasp of standard writing conventions *(grammar, punctuation, capitalization, spelling)* and also uses specialized conventions (titles and subtitles, references, lists, tables, and other graphic devices) to enhance layout and readability. The format/presentation fits the purpose perfectly. ▪ Conventions (grammar, punctuation, capitalization, spelling) are correct. ▪ The layout of the text is designed to catch the reader's eye and direct his/her attention to key points. ▪ The format is wholly suited to the purpose and in accordance with the most recent APA style manual. ▪ Titles and subtitles enhance organizational structure; a reader can scan through the text and quickly find what she/he is looking for. ▪ Graphic devices such as charts and tables are clear and in support of the text. ▪ Any informational sources cited are documented correctly.

Student Resources
Important Telephone Numbers

ADMINISTRATIVE OFFICES

Curry School of Education	924.3334
Leadership, Foundations, & Policy	924.3160
National Research Center on the Gifted and Talented	982.2849

INFORMATION TECHNOLOGY & COMMUNICATIONS

Central Help Desk	924.3731
Micro computing Consultant	243.6538
Statistical Consultant	243.6538

UNIVERSITY SERVICES

Office of the Dean of Students	924.7133
University, Charlottesville or Albemarle County Police	911
The Counseling Center	983.5150
University Hospital Emergency Room	924.2231
Student Legal Services	924.7524
Student Health Center	924.5362
– General Medical Services	924.3915
– Gynecology Services	924.2773
– Mental Health Services	924.5556
Parking and Transportation Services	924.7231
SARA Rape Crisis Hotline	977.RAPE (7273)
UVA Women's Center	982.2250

LIBRARIES

Alderman (Circulation Desk/Renewals)	924.3017
Education	924.7040