



**CEHD
DOCTORAL
PROGRAMS
HANDBOOK**

College of Education and Human Development

AUGUST 2010

Doctoral Programs Leadership Committee (DPLC)

- Namok Choi, Doctoral Program Coordinator, ELFH
- Tom Tretter, Doctoral Program Coordinator, EDTL
- Kathy Rudasill, Doctoral Program Coordinator, ECPY
- Mary Hums, Doctoral Program Coordinator, HSS
- Margaret Pentecost, Assistant Dean for Student Services
- Melissa Evans-Andris, Associate Dean, Research and Graduate Studies
- Murphy Shields, Graduate Studies liaison
- Laura Landes, Graduate Studies liaison

Department Contact Information

- ELFH - Leadership, Foundations, and Human Resource Education (502-852-6667)
- ECPY - Educational and Counseling Psychology (502-852-6884)
- EDTL - Teaching and Learning (502-852-6431)
- HSS - Health and Sport Sciences (502-852-6645)

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Updated August 2010 by Melissa Evans-Andris w/DPLC

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT

DOCTORAL PROGRAMS HANDBOOK

Doctoral Programs

in

DEPARTMENT OF LEADERSHIP, FOUNDATIONS, AND HUMAN RESOURCE EDUCATION

Educational Leadership and Organization Development

Ph.D. Specializations:

- **P-12 Administration**
- **Postsecondary Administration**
- **Sport Administration**
- **Human Resource Development**
- **Evaluation**

DEPARTMENT OF EDUCATIONAL COUNSELING AND PSYCHOLOGY

Counseling & Personnel Services

Specializations:

- **College Student Personnel**
- **Counselor Education: Mental Health Counseling**
- **Counselor Education: School Counseling**

Concentration:

- **Counseling Psychology**

DEPARTMENT OF TEACHING AND LEARNING

Curriculum and Instruction

Welcome from the Dean

Dear Doctoral Student:

Congratulations on your admission to a doctoral program of the College of Education and Human Development, cited as one of the Top 100 Graduate Schools in Education in *U.S. News and World Report* for 2009. I am pleased that you decided to enter this program, and I join with other members of the faculty in wishing you success.

Doctoral study differs from other graduate work in significant ways. This Handbook explains many of these differences by outlining elements and procedures related to the doctoral program offered in the Department of Leadership, Foundations, and Human Resource Education, Educational & Counseling Psychology, and Teaching and Learning. I hope you will find it helpful. Your advisor will be able to provide further information and assistance.

If I can assist you, please let me know. Best wishes in your studies.

Sincerely,

Blake Haselton
Interim Dean

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INTRODUCTION

This handbook has been prepared for students enrolled in doctoral programs in the College of Education and Human Development (CEHD). Prospective students may find this handbook useful to gain an understanding of the overall requirements of the doctoral programs in the College. Students should also consult departmental materials for specific program information. The College of Education and Human Development offers three Ph.D. programs (Counseling and Personnel Services; Curriculum and Instruction; and Educational Leadership and Organization Development) and one Ed.D. program in Educational Leadership and Organizational Development.

The **Counseling and Personnel Services Ph.D.**, located in the Educational and Counseling Psychology department, offers three specializations: Mental Health Counseling; College Student Personnel, and School Counseling, as well as has one concentration: Counseling Psychology.

The **Curriculum and Instruction Ph.D.**, located in the Teaching & Learning department, offers numerous content specializations. Students in this program focus their studies in one of a number of options such as: mathematics, science, literacy, social studies, special education, early and elementary education.

The **Educational Leadership and Organization Development Ph.D.**, located in the Leadership, Foundations and Human Resource Education department, offers five specializations: P-12 Administration, Postsecondary Administration, Sport Administration, Human Resource Development, or Evaluation.

The **Educational Leadership and Organizational Development Ed.D.** is offered through the Leadership, Foundations and Human Resource Education department.

University Policies and Procedures

The purpose of this handbook is to share information that is common across programs within the CEHD. Students will find that becoming familiar with this handbook in addition to other university and program specific documents will be helpful as they pursue their education. Please note that nothing in this handbook supersedes any School of Interdisciplinary and Graduate Studies or University policy and/or regulation; however, certain program requirements are necessarily different. More detailed information is provided in this handbook.

Graduate Catalog

This handbook was designed to be used in conjunction with and as a supplement to the Graduate Catalog (see <http://louisville.edu/graduatecatalog>). The Graduate Catalog is the University publication that describes all graduate programs and policies and procedures for all graduate students. There are specific links to key policy descriptions in the Graduate Catalog throughout this document.

Code of Student Conduct

Students are reminded to follow the academic requirements of the School of Interdisciplinary and Graduate Studies, the department, and the program, and to abide by the conduct requirements outlined in the Code of Student Conduct (see <http://louisville.edu/graduatecatalog/code-of-student-conduct>).

University Student Handbook

Students are also well advised to become familiar with the information in the University Student Handbook (see <http://louisville.edu/student/students/policies>).

Students who are well informed about the policies and procedures mentioned above and within this handbook are likely to have a more positive and productive experience in our graduate programs. The faculty in the College of Education and Human Development look forward to working with you in your pursuit of a doctoral degree.

The University of Louisville: An Overview

The University of Louisville (UofL) is one of the oldest municipal universities in the nation, with its origins dating to 1798. UofL joined the state system of higher education in 1970 and has grown rapidly to become the second largest university in Kentucky. UofL has developed special areas of study related to its urban mission to serve education, research, and community service.

UofL offers undergraduate, graduate, and professional degrees and certificates. UofL serves the needs of many adult learners who are returning to complete undergraduate degrees or pursue graduate work. Innovation and leadership also are reflected in the world-renowned Grawemeyer Awards in Education, Music Composition, Religion, Psychology, and World Order given annually at UofL.

The University has three campuses. The 287-acre Belknap Campus is three miles from downtown Louisville and houses seven of the university's 11 colleges and schools. The Health Sciences Campus is situated in downtown Louisville's medical complex and houses the university's health related programs and the University of Louisville Hospital. The 243-acre Shelby Campus is located in eastern Jefferson County.

University of Louisville Mission Statement

The University of Louisville shall be a premier, nationally recognized metropolitan research university committed to advancing the intellectual, cultural and economic development of our diverse communities and citizens through the pursuit of excellence in five interrelated strategic areas: (1) Educational Experience, (2) Research, Creative, and Scholarly Activity, (3) Accessibility, Diversity, Equity, and Communication, (4) Partnerships and Collaborations, and (5) Institutional Effectiveness of Programs and Services.

The College of Education & Human Development

History

Founded in 1968, the College of Education and Human Development serves to prepare students for leadership in a variety of educational and community settings. Its students fill classrooms, school counselors' offices, and educational administrative offices as well as impact businesses and social service agencies.

Mission

The College of Education and Human Development embraces the University's mission as a metropolitan research university committed to advancing the intellectual, cultural, and economic development of our diverse communities and citizens. We promote the highest levels of learning and social, emotional, and physical health and well-being for all children, individuals, and families. Our programs enhance the organizations and communities in which they grow and develop.

Our mission is to advance knowledge and understanding across our disciplines and constituencies and to develop educational leaders who will inform policy, improve practice, strengthen communities, and address pressing social concerns. We prepare students to be exemplary professional practitioners and scholars; to generate, use, and disseminate knowledge about teaching, learning, health promotion and disease prevention, and leadership in public and private sector organizations; and to collaborate with others to solve critical human problems in a diverse global community. We seek to continually improve the quality of life for all in our metropolitan community, the Commonwealth of Kentucky, and the nation.

Vision

Our vision for the College of Education and Human Development is to be a top-tier national Metropolitan College of Education in teaching, scholarship, and stewardship. We will respond to the needs of our constituents, including school districts, local agencies, and organizations that seek to advance education and human development.

CEHD DOCTORAL PROGRAMS OVERVIEW

Although doctoral programs in each department in the CEHD have their own program elements, policies, and procedures, all of them align with the Conceptual Framework and the Mission of the college. Therefore, these programs contain a number of common elements. This section will address the common features of the CEHD doctoral programs. Additional information about specific programs, concentrations, and specializations are addressed in individual program sections later in this handbook.

Conceptual Framework

Guiding Constructs

All doctoral programs are aligned to the CEHD Conceptual Framework through the guiding constructs: Inquiry, Action, and Advocacy. At the doctoral level, **Inquiry** is characterized by knowledge of the field of human development and learning, and research and scholarship, exemplified by critical thinking and the generation of new knowledge. **Action** is characterized by the process of synthesis and application, exemplified by problem solving and putting new knowledge into useful practice. **Advocacy** is characterized by social justice and equity and professional collaborative leadership oriented toward service to the profession and community.

These guiding constructs inform the design of CEHD doctoral programs and facilitate the development of three core orientations in their candidates. These are the attitudes, beliefs and dispositions that provide the guidance to (a) inform practice with inquiry and reflection; (b) change practice through the acquisition of information, knowledge, and understanding; and (c) understand how inequity and social injustice impact individuals and communities, championing the commitment to make a difference.

Coursework

Each doctoral program in the CEHD has three main components within which the major themes are met:

Research: Coursework in Research is primarily responsible for providing students with the research competencies and skills needed for success in academic fields.

Professional Specialization: Coursework in Professional Specialization is primarily responsible for developing professional expertise and knowledge of field, understanding of human development and learning, developing wisdom about policy development and awareness of social responsibility and ethics.

Electives: Coursework in Electives allows the student to pursue particular professional and academic interests, such as the development of expertise in a cognate field or building a specialty in research methodology.

Each of these components contributes to the development of skills in critical thinking, communication, social justice and equity, leadership and collaboration.

STRUCTURE OF THE COLLEGE

Administration

Interim Dean: Blake Haselton, Ph.D.

Vice Dean: Ann Larson, Ph.D.

Associate Dean for Assessment and Accountability: Cheryl Kolander, H.S.D.

Interim Associate Dean for Research and Graduate Studies: Melissa Evans-Andris, Ph.D.

Assistant Dean for Student Services: Margaret Pentecost, Ph.D.

Assistant Dean for Administration: Don Carson

Assistant Dean for Development: Paula L. Campbell

Special Assistant to the Dean: Kevin Noland, J.D.

EAC - Education Advising Center (502-852-5597)

<http://louisville.edu/education/ssa/>

The EAC, located in Room 140 of the College of Education and Human Development, provides academic advising services to students and assists students in meeting their academic and professional career goals.

Director: Dr. Margaret Pentecost, Assistant Dean for Student Services

ERTC - Educational Resource and Technology (502-852-6437)

<http://louisville.edu/education/admin-support/>

The ERTC, located in Room 201 of the College of Education and Human Development, supports the College's faculty, staff, and students by providing resources to assist in the incorporation of technology into instruction.

Director: Gary Mitchell, Information Systems Manager

Financial Support

Scholarships & Fellowships

For information about scholarships and fellowships, contact the CEHD financial aid office at 502-852-5597 or at <http://louisville.edu/education/ssa/Financial-Aid>.

Graduate Assistantships

A limited number of Graduate Research Assistantships (GRA) and Graduate Teaching Assistantships (GTA) are available to doctoral students on general and grant funded research projects. GRAs may work on a specific project with a centralized focus and area of study with defined goals and outcomes that must be met by the end of the project funding period. GTA positions most commonly are offered in the Department of Health and Sport Sciences (HSS), but are occasionally offered in other departments. Depending upon the amount of externally funded projects, the number of available positions and begin/end dates vary from year to year. Based on start dates, it is recommended that applications be submitted no later than February 1 to be considered for positions that begin in the following academic year. (Few positions start in the spring semester).

Graduate Assistants work 20 hours per week and must maintain full-time enrollment in good standing during each semester of their internship. Graduate Assistants receive tuition remission, a monthly stipend, student health insurance, and a 10% discount at both Gray's College Bookstore and College Book Warehouse with a letter from their supervisor or their contract letter. Above all, Graduate Assistantships provide students the opportunity to experience the flavor and excitement of the academic community.

Departments

The College of Education & Human Development contains four departments offering and/or supporting doctoral programs.

ELFH - Leadership, Foundations, and Human Resource Education (502-852-6667) <http://louisville.edu/education/departments/elfh>

The Department of Leadership, Foundations, and Human Resource Education (ELFH) is committed to developing leaders and professional practitioners for metropolitan education, business, and government organizations.

The department's programs will enhance people's skills, knowledge and dispositions in (1) performance improvement, workforce development and instructional technology applications for business, government and education organizations; (2) leadership of people, education and organizations in educational institutions from preschool through higher education; and (3) research and evaluation methods derived from the humanities and behavioral sciences, taught through a creative blend and balance of theoretical understandings with practical applications, and appropriate for doctoral program concentrations across all departments.

ELFH offers both a Doctor of Philosophy and a Doctor of Education degree in Educational Leadership and Organizational Development.

ECPY - Educational and Counseling Psychology (502-852-6884) <http://louisville.edu/education/departments/ecpy>

The Department of Educational and Counseling Psychology (ECPY) is committed to meeting the University of Louisville's Challenge for Excellence, which aims to make UofL a preeminent metropolitan research university by the year 2020. The department's purpose is to (1) cultivate exemplary professional practitioners and scholars; (2) to advance the knowledge base in our various fields; and (3) to serve our diverse communities by drawing on our expertise in human development across the life span.

ECPY occupies a central role as "an effective, rigorous, and leading-edge department of educational psychology and applied psychological interventions that is focused on the issues and settings that are of primary concern to the College" (CEHD Strategic Plan, 2005). Our faculty's areas of expertise in educational and developmental psychology, psychometrics and assessments, counseling psychology, college student personnel services, mental health counseling, and school counseling, among other areas, make ECPY a core of excellence within the CEHD and allow it to serve the needs of the surrounding community.

ECPY offers a Doctor of Philosophy degree in Counseling and Personnel Services with specializations in School Counseling, College Student Personnel, and Mental Health Counseling and a concentration in Counseling Psychology. The ECPY Counseling Psychology doctoral program is accredited by the American Psychological Association (APA) (www.apa.org). In addition to possessing expertise in these areas, a core group of ECPY faculty are educational psychologists who conduct research and teach across multiple departments in the CEHD.

EDTL - Teaching and Learning (502-852-6431)

<http://louisville.edu/education/departments/t-l>

The Department of Teaching and Learning is committed to providing equitable opportunities for all learners in light of their backgrounds and learning styles and to prepare teachers who have the knowledge, skills, and orientations necessary to successfully teach diverse learners. Its ultimate aim is to enable success for all learners.

"*Shaping Tomorrow: Ideas to Action*," is the conceptual framework upon which all of the department's teacher education programs are based. The aims include preparing teachers who (1) have depth and breadth of content knowledge and the capacities for reflection, inquiry, and problem-solving; (2) will be instructional leaders, serving as change agents with a commitment to ensure that curricula and schools are responsive to student's cognitive, academic, and social needs; and (3) teach to the high standards of social justice, equity, and equality and who are caring and compassionate practitioners.

EDTL offers a Doctor of Philosophy degree in Curriculum and Instruction. Students may specialize in a variety of areas such as: mathematics, science, social studies, or literacy education; special education; early or elementary education.

HSS - Health and Sport Sciences (502-852-6645)

<http://louisville.edu/education/departments/hss>

The Department of Health and Sport Sciences (HSS) is committed to the development and preparation of individuals to be future leaders in a variety of settings including secondary schools, public and private corporations, and government agencies in the area of human health and human performance. HSS fulfills this mission by providing academic instruction, research, and service to a diverse student body and the community. HSS further prepares and trains professionals in education, sport management, exercise physiology, and health promotion. Departmental programs provide learners with the skills and knowledge about people, education, information procurement, and organizations so they can successfully guide positive change in individuals and organizations which they encounter throughout their careers and lives.

The goals of the Physical Education program are twofold: First, to prepare certified health and physical education teachers who can also assume duties as coaches, and second, to prepare students for employment in the fields of sports medicine, health promotion, and exercise and fitness leadership. Sport Administration students pursue careers in sport marketing, management, or other professional areas in professional sports, college sports, sport facilities, sport governing bodies, sport-related companies, sport or fitness clubs, parks and recreation, or other sport enterprises.

In cooperation with ELFH, HSS offers a Doctor of Philosophy degree in Educational Leadership and Organizational Development with a specialty in Sports Administration.

**College of Education and Human Development
Doctoral Program Checklist**

(See **Form 1** in "Forms" section of handbook for an annotated checklist)

APPLICATION PHASE

1. **Applying to the Program**
-

ADMISSIONS PHASE

2. **Admission to the Program**
3. **Advising**
Read or consult with the following sources:
- CEHD Doctoral Programs Handbook
 - Graduate Catalog
 - Assigned advisor
 - Program Head, or Department Chair
 - Program of Studies Outline Form

4. **Select Program Advisory Committee (minimum of 3 members required) – FORM 2**
-

PROGRAM PHASE

5. **Approval of Program of Study Advisory Committee – FORM 2**
6. **Transfer or Revalidate Credits (if needed)**
7. **Maintain Active Doctoral Student Status**
8. **Complete Residency Requirement**
9. **Early Inquiry/Internship Experience – FORM REQUIRED FROM DEPARTMENT**
10. **Written Comprehensive Examinations – FORM 6**
11. **Reporting Comprehensive Examination Results → Nomination to Candidacy – FORM 7**
-

CANDIDACY PHASE

12. **Nomination of Research/Dissertation Committee – FORM 2**
13. **Dissertation Proposal/Defense and Approval – FORM 8**
14. **Human Subjects Training**
15. **Human Subjects Approval**
16. **Carry out Dissertation Study/Write Dissertation Manuscript**
17. **Dissertation Final Oral Examination Schedule – FORM 9**
18. **Application for Graduation – FORM REQUIRED – only available online**
19. **Submit Dissertation**

APPLICATION PHASE

Application Process and Requirements

The School of Interdisciplinary and Graduate Studies coordinates the graduate degree programs of all schools and colleges at the University. For additional general information about graduate programs at the University of Louisville, visit the School of Interdisciplinary and Graduate Studies website: <http://graduate.louisville.edu>, call 502- 852-6495, or send an e-mail message to gradadm@louisville.edu.

In order to ensure maximum support and guidance, all potential Doctoral Candidates should first make contact with the appropriate Doctoral Program Coordinator before applying. (Check with department administrative assistant to learn who this is). If, after a discussion with the Program Coordinator, the student decides to pursue admission to the program, the following components are typically required:

Step 1: Graduate Application (even if currently enrolled in a University of Louisville program)

The application can be found and should be completed online at <http://graduate.louisville.edu/admissions/application.html>

Step 2: Resume, Vita, or Portfolio

Submit a resume or Curriculum Vita or Portfolio to the program.

Step 3: Three (3) Letters of Recommendation

- Use the 'Letter of Recommendation' Form provided at <http://graduate.louisville.edu/admissions/application.html>
- Recommendations should be solicited from individuals who are familiar with applicant's academic background as a graduate student or professional.
- Request that individuals providing letters of recommendation submit them directly to:
School of Interdisciplinary and Graduate Studies
University of Louisville
Louisville, Kentucky 40292
United States of America
- Provide letter writers with the explanatory information found in **Appendix A** (Reference Letter Examples) of this handbook.
- Fill out recommendation form completely before sending it to individuals making a recommendation for you. Including a vita or resume with your request is often helpful for the letter writer.

Step 4: Graduate Record Examination test scores

- The University of Louisville ETS code number is **1838**. Request that the Education Testing Service (ETS) forward your scores to the University of Louisville.
- If you are a former student of U of L your GRE scores may be on file and therefore, you may not have to retake the examination.
- The TOEFL Examination is required of foreign students from countries where English is not the native language.

Step 5: Official Transcripts

Official transcripts for **all** undergraduate and graduate studies are required.

- If transcripts have been previously submitted to CEHD, please check with Graduate Admissions (502-852-3101) to confirm the status of your transcripts.
- If you have been a U of L student, but not in CEHD, attach a note to your application indicating this status.
- Applicants submitting foreign transcripts must submit such transcripts for analysis by either of the following two agencies:
 - World Education Evaluation Service: www.wes.org
 - Educational Credential Evaluators: www.ece.org

Have the agency submit its report the following address for inclusion in the application packet:

School of Interdisciplinary and Graduate Studies
University of Louisville
Louisville, Kentucky 40292
United States of America

The applicant must send the official transcript to the transcript evaluation agency. The agency will do an evaluation according to U.S. guidelines and mail an official copy of the evaluation to UofL. We do not need the transcript if we have the official evaluation from ECE or WES. The agency also validates that the transcript is official and legitimate. In some cases, the applicant may only have one official copy of the transcript. In that situation, WES or ECE will mail the official transcript back to the student after the evaluation has been completed.

Step 6: Written Statement of Goals

Prepare a formal statement of approximately 800-1500 words that provides:

- A detailed rationale describing why you wish to pursue doctoral study
- Your research interest(s).

The statement should address:

- Your interest in doctoral study
- How your personal and professional goals, professional experiences, and commitment to education, learning, and research are congruent with a doctoral program in education
- A clear statement about your research interest(s) and goals
- How your goals relate to a specific concentration in the program
- How the doctoral program will help you achieve those goals

These materials described above will help members of the Admission Committee answer these questions about your potential of be a doctoral student:

- Is the applicant likely to succeed in doctoral study?
- Is there evidence the applicant possesses professional expertise and promise?
- Are there patterns of excellence in the applicant's history?
- Does this doctoral program (and chosen concentration) appear to be a viable match for the applicant's goals?

Step 7: Individual departments may have additional requirements for admission.

Departments may have other requirements for admission such as interviews or personal statements. Applicants should contact departments directly to learn about any special application requirements.

Admission Requirements

Competitive applications have average GRE scores of Verbal (550), and Quantitative (560). Any sub-score below 550 should be offset by evidence of expertise and accomplishment in the area of the low-scoring area. Writing samples are critically examined with respect to clarity, vision, and writing skill as well as for evidence of experiences that demonstrate excellence and persistence. Letters of reference are used to determine a Candidate's academic qualifications and potential of success at the doctoral level. Applicants should check with the departments for individual program admission requirements.

ADMISSION PHASE

The Admission Committee decides either to recommend or reject the applicant for admission and forwards this recommendation to the Department Chair and the Education Advising Center. The recommendation will contain (a) a list of all the applicants, (b) applicants with completed applications, (c) applicants accepted, (d) applicants conditionally accepted, (e) applicants rejected, and (f) recommended academic advisor (if any). Departments will maintain this data for 7 years. With Department Chair approval, the Admissions Committee contacts student applicants to advise them of their recommendation and to request a commitment to accept the admission and to enroll in the program. The Doctoral Program Coordinator contacts accepted applicants and informs them of their initial appointed academic advisor with whom they will discuss the next steps to start the program.

Acceptance and Enrollment

Students confirm their acceptance of enrollment by returning a postcard that the Admissions Committee sends with the admissions notice.

Appointment of Program Chair and Program Committee

Ordinarily, a major professor is selected for the role of Program Chair from the department in which a student is enrolled. Where appropriate, and upon recommendation of the Dean, Chair, or Faculty, major professors may also be drawn from graduate faculty based elsewhere in the College or University. Students who already have a professional (mentor) relationship with a faculty member or who have been recruited by that faculty member would normally be assigned that faculty member as a mentor and academic advisor. The faculty mentor typically serves as the student's Doctoral Advisor, Program Chair, and Dissertation Chair.

Role of Program Chair and Program Committee

The Program Committee consists of a senior graduate faculty member who serves as the Doctoral Advisor and Chair Person of the Program Committee (from the CEHD and approved by the Department Chair and the Associate Dean for Research and Graduate Studies)* and a minimum of two other appropriately credentialed graduate faculty members. Program Committee members are typically identified by the student, and then are approved by the Department Chair and the CEHD Associate Dean for Research and Graduate Studies. Copies of the Program Committee Approval form will be filed in the Education Advising Center. **See FORM 2: “Program/Thesis/Dissertation Advisory Committee Approval” in the “Forms” section of this handbook.**

* For students in the Western Kentucky Cooperative Program, the **Senior Graduate Faculty Chairperson** may be a member of the College of Education of Western Kentucky University.

PROGRAM PHASE

Determining Purpose and Setting Goals for the Program

Before planning the program, doctoral students should meet with their doctoral advisor to determine their purpose of pursuing a doctoral degree and to set preliminary goals to be obtained at the end of the program. Then, with the advice of the Program Committee, the advisors and the students build a program that addresses those goals and purposes.

Planning the Program of Study

Each applicant for the doctorate is expected to take such courses as may be required for the advancement of scholarship in general and for training in his/her field of specialization. The major professor shall design a program of study to fit the needs of the individual student subject to approval by the department's Graduate Program Committee and/or Department Chair. This program may be modified at any time upon the recommendation of the Doctoral Program Chair and approval of the Department Head and the Associate Dean for Research and Graduate Studies.

All courses offered by the University, at any level and in any school, shall be accessible to the doctoral student, subject to approval by the instructors. The student is expected to receive high marks in these courses; grades lower than "B" will usually be regarded as evidence of poor scholarship and may bar the student from Admission to Candidacy.

The student and his /her respective Program Committee Chairs will work together to define and clarify the student's specialty areas. All programs across the CEHD must allow the student to attain the appropriate skills of the Core Constructs of: **Inquiry** (Knowledge of Field, Knowledge of Human Development and Learning, Research and Scholarship), **Action** (Leadership and Collaboration), and **Advocacy** (Social Justice and Equity, Synthesis and Application). All programs **integrate practical and research experiences** appropriate to the specialty course of study. The respective Program Committees verify by signature that individual programs meet the common criteria of all doctoral programs across the CEHD.

Ph.D. vs. Ed.D.

The doctoral programs in CEHD include both Ph.D. and Ed.D. The Ph.D. has a research focus on the discovery of new knowledge whereas the Ed.D. has a research focus on the application of new knowledge. Typically, a Ph.D. may best serve the needs of those seeking a career in higher education whereas an Ed.D may be more appropriate for those seeking administrative or curricular positions.

Bachelors plus 90 vs. Masters plus 60

Two program formats are available for these degrees: **Bachelors plus 90** or **Masters plus 60**. All students may consider either format. In the both formats, the total number of hours is a minimum, not a maximum figure; that is, the coursework is designed to prepare students to reach their goals rather than simply taking a fully pre-determined set of classes.

The **Bachelors plus 90** format uses the bachelor's degree as an educational base and counts previously taken graduate courses towards the 90 hour minimum as they are appropriate for the student's doctoral program.

The **Masters plus 60** format uses the master's degree as an educational base and builds a program to meet the 60 hour minimum. In this format, the Masters program replaces the elective component of the doctoral program.


See FORM 3: "Program Form A" and FORM 4: "Program Form B" in the "Forms" section of this handbook for sample program formats. See program departments for specialty examples. Finally, be sure to discuss the possibilities with your major advisor.

Program Flow

Within the conceptual framework, the structure of the doctoral programs in CEHD permits the flexibility required to meet individual doctoral program requirements and individual student needs. (See department advisors for additional information and documentation.)

The program flow chart on the following page illustrates only two of a multitude of possibilities in which individual programs can be designed. In this chart, the Practitioner Emphasis side shows a program flow which is more appropriate for part-time students; however it is not intended exclusively for them. The Research Emphasis side shows a program that is more likely to fit full-time students.

This example assumes that a student pursuing a research emphasis would work with faculty on research projects from the beginning of their program. Students in this program would front-load their course taking with research methodology courses. They would also typically take more research courses than those in the minimum number shown on the general program template. These courses could be included as electives or as in the specialty area as field-specific independent research courses.

PRACTITIONER EMPHASIS		RESEARCH EMPHASIS
APPLICATION PHASE		
Application to the program		Application to the program
ADMISSIONS PHASE		
Admission into the program		Admission into the program
Acceptance and enrollment		Acceptance and enrollment
PROGRAM PHASE		
Appointment of Doctoral Advisor and Program Advisory Committee		Appointment of Doctoral Advisor and Program Advisory Committee
Planning of program		Planning of program
		Development/review of a research agenda with Doctoral Advisor and Committee
Filing course of study		Filing course of study
		IRB training and certification
		Work with faculty on research projects and manuscript preparation
Meeting course and program requirements		Meeting course and program requirements
Applying and preparing for the Comprehensive Examination		Applying and preparing for the Comprehensive Examination
Comprehensive Examination		Comprehensive Examination
Admission to Doctoral Candidacy		Admission to Doctoral Candidacy
CANDIDACY PHASE		
Approval of Dissertation Committee		Approval of Dissertation Committee
Development of dissertation proposal		Development of dissertation proposal
IRB training and certification		
Defense of dissertation proposal		Defense of dissertation proposal
Completion of dissertation		Completion of dissertation
Dissertation defense		Dissertation defense
Submission of dissertation		Submission of dissertation
Awarding of Ed.D. or Ph.D.		Awarding of Ph.D.
Graduation		Graduation

Research and Publication



***Internship is program specific. If required, it can fall into either the Program or Candidacy Phase.**

Filing of Program of Study

Student programs are submitted to the Associate Dean of Research and Graduate Studies who, in turn, files the programs in the Education Advising Center and with the School of Interdisciplinary and Graduate Studies. Students and their respective Committees are expected to define and file an approved program by the end of the students' 2nd semester of enrollment.

Changing of Program Chair and/or Program Committee

After students become knowledgeable about the program, department, and department faculty research interests, they may request a change in their Program Chair, Program Committee or both to best match their research interests. Such changes may take place with the approval of the Department Chair and the Associate Dean for Research and Graduate Studies. **See FORM 5: "Change of Advisor" in the "Forms" section of this handbook.**

Time Limits

Master's students must complete the degree requirements within six (6) years of beginning the program of study. Doctoral students have four (4) years after passing the qualifying exams and entering Degree Candidacy to finish all other degree requirements. Students enrolled in a B.A. to Ph.D. program take approximately 30 more course hours than a person entering from a Masters program and thus would likely require an additional year for completion.

Extensions

Requests for extension of time must be submitted in writing to the Chair or Graduate Coordinator of the student's department. Once reviewed by the department, the request, with supporting documentation, is forwarded to the Associate Dean for Research and Graduate Studies. The Associate Dean makes the extension request to the Dean of the School of Interdisciplinary and Graduate Studies for his or her review. While extensions of time are rare, each request is reviewed thoroughly with an appropriate outcome communicated to all interested parties. Students must be considered in good standing for the request to be considered.

How the Core Constructs Are Integrated in the Program of Study

I. Inquiry

Inquiry is not merely performance by CEHD candidates engaging in the skills of inquiry, but also it is the deeper metacognitive understandings of how, when, and why to use inquiry skills. Metacognition abilities, often enhanced by structured reflection, are critical for enabling CEHD candidates to engage independently in inquiry. A cornerstone of inquiry is the idea of a thesis, or question, and potential evidence that bears on it. The process of constructing sound, logical arguments depends on the ability to ask good questions. CEHD candidates will combine the knowledge of their field and of human development and learning to inform their scholarship pursuits and research questions.

- **Knowledge of Field**

CEHD candidates demonstrate and apply comprehensive deep understanding of theory and application in their field of specialization. Additionally, they show evidence of advanced knowledge of concepts, practices, and procedures of their particular area of specialization reflecting an understanding of historic, current, and future trends in the field.

- **Knowledge of Human Development and Learning**

Knowledge of Human Development and Learning focuses on development throughout the life span, from infancy through adulthood with emphasis given to how issues of cognitive, physical, social and emotional development intersect with community and cultural contexts. The strengths of faculty and students include the following broad topics: mathematics and science learning; physiological studies; language and literacy; mind, brain, and education; early childhood development; and children at risk. Graduates will be distinguished by their ability to apply developmental research to address issues in education policy and practice for school and non-school fields.

- **Scholarship/Research**

The emphasis on scholarship would include experience and mentorship in ethics, publications, presentation, grant writing, and other forms of creative activity. The research component will be characterized by the development of vertical research teams including senior faculty, junior faculty, doctoral students, masters students, and in some programs, undergraduate students, working together on research projects and research areas. These might be bolstered by partnerships with local school districts, businesses, or community agencies.

II. Action

Candidates in the CEHD develop the knowledge, skills, and dispositions to become **Problem Solvers**. They are encouraged to apply knowledge to solve real world and community problems. In their university, field and clinical experiences, candidates learn about the challenges of schools and other community settings and recognize that a broad

repertoire of approaches, including collaboration with other professionals, will create ideas and solutions based on multiple, informed perspectives.

- **Synthesis and Application**

The doctoral programs in CEHD also contain practica, internships, or embedded field experiences that align both with the program studies and career goals of the student. These experiences are mentored and may include a number of the following areas: teaching; research, administration, and/or other appropriate arenas.

III. Advocacy

Under the construct of **Advocacy**, and through dedicated, committed **Service** to their peers, university, community, and world, candidates in the CEHD develop the knowledge, skills, and dispositions to become **Professional Collaborative Leaders**.

- **Professional Collaborative Leadership**

Leadership is a distinct focus in other programs in CEHD and the doctoral program. In this component students gain expertise in supervising and leading others to achieve organizational goals and missions, managing complex systems, addressing administrative issues and procedures, conducting research to enhance leadership and teaching others about the art of organizational leadership. This area could be assisted by the Future Faculty/Future Leaders program.

- **Social Justice and Equity**

Aligned with our mission, students build experience and expertise in the issues of social justice and equity. This theme aligns with our metropolitan mission and that of student achievement.

Program Chairs and Program Committees should indicate on students' programs how each of these characteristics or areas are met or will be met through coursework or other experiences. Program Committees are also charged with assuring that evidence of a student's proficiency in these areas is gathered through Hallmark Assessments, Comprehensive Examination questions, or other tools and/or artifacts.

Residency

In order that the student may be assured of an opportunity to utilize the educational facilities properly and to participate in the intellectual life and research atmosphere of the University, at least two years of study must be spent at the University of Louisville and at least one must be spent in full-time residency. Full time residency is defined as enrolling in 18 hours of credit within 12 consecutive months.

Field Experience (Practica and/or Internships)

Not all programs require field experience, but a formal practical experience is recommended not only to help students meet the specific components of the program, but also to have an opportunity to apply their studies to a real world situation. Students, with their advisor, may elect to emphasize any of the three major components of an academic life (teaching, research, or service) or any combination of them. Certainly the field experience should be planned to help students meet their long term goals and to deepen and/or broaden their experience.

Some doctoral programs require external practica for successful completion of the program of study and/or professional licensure. Practica are usually one-semester in length and are arranged through the specific department. A practicum normally consists of direct client contact, supervision, and professional activity. Doctoral students can take advantage of advanced practica arranged through the department.

An internship should consist of a minimum of 3 course hours. **(See Appendix B in the “Appendices” section of this handbook for an example of an internship organization.)**

Some doctoral programs require a one-year clinical internship in order to successfully complete the program of study and to apply for licensure as a psychologist.

Doctoral students in the Counseling Psychology program in ECPY receive the ECPY Practicum Handbook before engaging in field experiences.

Contact your program department for details.

Research/Inquiry

This option may involve serving on a research team with the mentorship of a senior faculty member, perhaps the doctoral advisor. The mentorship should be formal, planned, focused, and documented. Activities for students in this core area may include: review of scholarly research, research design and implementation, data collection and analysis, grant writing, presentation and publication of results. All research with human subjects must be approved by the University Institutional Review Board (IRB).

Doctoral Seminars

All students are expected to attend departmental seminars, research conferences and other events in the college and will generally register for a Doctoral Seminar in their department, (1-3 hours credit) each semester. Seminars may provide students with knowledge and skills related to research design, grant writing, including identifying sources of grant funds, harnessing available resources, writing effective grant proposals, and communicating with grants management offices, program officers, and grant research partners. The program’s applied research component may provide an opportunity for students to conduct rigorous research in practical school and district contexts.

The Doctoral Seminar is designed to acquaint students with recent developments and issues in their field and to guide their analysis of current problems and practices in the specialty. The specific course number depends upon the student's area of study.

Comprehensive Examinations

The charge of the Program (Examination) Committee is to certify that the student has the breadth and depth of knowledge and skills in the core constructs to proceed to Candidacy. In addition to determining a Candidate's readiness to sit for Comprehensive Exams, Program Committee Chairs define appropriate timetables and logistics for the exams and the student's attainment of Candidacy. Appropriate forms shall be completed by the Program Committee Chairs. Completed copies will be maintained in the Education Advising Center.

Program Committees, in conjunction with the respective Program Committee Chair, will oversee the Comprehensive Exam questions. The Exam questions must be aligned with the student's specialized program and designed to assess the student's skills, dispositions, and content knowledge. Program Committees are to ensure the questions are consistent with the standards aligned across all programs and determined by the student's specialized programs. The Committee's recommendations for Comprehensive Exam components for both a 60- or 90-hour program would be as follows: total hours for Comprehensive Exams should fall between 10 to 12 hours with a minimum of 6 hours in the specialization area and a minimum of two hours in research. 90-hour programs would also incorporate a 2-hour minimum component aligning with the student's elective experiences.

Some Committees have used take-home exams to meet the breadth and depth of knowledge verification requirements. Take-home examination questions include instructions with respect to the time limitation for the question, (usually these exams are to be returned in 24, 36, or 48 hours) and resources permitted.

Combinations of these forms of on-demand and take-home examinations have been used. In some instances, oral examination formats have been used to supplement and clarify written formats. Questions about additional formats should be directed to the College Doctoral Programs Committee.

Example formats follow. (See **FORM 6: "Comprehensive Exam Declaration" in the "Forms" section of this handbook.**) "On Demand" example formats are in the table below:

90 hour program		hrs	90 hour program		hrs
Research	Methodology/Design	2	Research	Methodology/Design	2
Research	Research Application	2	Research	Research Application	2
Specialty	Content Field with Urban focus	4	Specialty	Content Field with Rural/Urban focus	3
Specialty	Field Content with Urban application	2	Specialty	Field Content with Rural/Urban application	3
Elective	Mathematics Education	2	Elective	Specialized Research Design	2
60 hour program		hrs	90 hour program		hrs
Research	Methodology/Design	3	Research	Methodology/Design	2
Research	Research Application	3	Research	Research Application	2
Specialty	Content Field with Rural/Urban focus	3	Specialty	Content Field with Rural/Urban focus	3
Specialty	Field Content with Rural/Urban focus	3	Specialty	Field Content with Rural/Urban focus	3
			Elective	Instructional Technology	2

Applying for the Comprehensive Examination

Students must inform Program Committee Chairs of their intent to sit for their Comprehensive Exam in ample time to permit the development of the examination questions and for the preparation of the student for those questions. Typically Program Committees prepare the examination questions; however, other faculty may be enlisted to prepare some of the questions (see **FORM 6: “Comprehensive Exam Declaration”** in the “Forms” section of this **handbook**). Usually, at this time readers for the questions are assigned—three readers for each question are common. Question preparers are ideally given approximately two weeks to prepare the examination questions and submit them to the Program Chair. Students should be given at minimum 90 days to prepare for the exams after the questions have been developed. In instances where this timeline could be construed as detrimental to a students’ progress in a program, the student may elect to waive the constraints of the established timeline.

Preparing for the Comprehensive Examination

Students will meet with their respective Program Committee Chairs to discuss components of the exam and resources to assist them in responding to the questions. Under no circumstances should the students be given the actual questions that are to be included on the exam. Contact with other Committee members and question preparers is recommended. Committee Chairs will determine that the student understands the objectives of the questions and knows where they might find useful resources to assist them in their responses.

Comprehensive Examination Format and Scoring Guidelines

All “On-Demand” (taken on campus at a specified location and time) exams will be monitored in the best fashion as deemed appropriate by the individual departments. The student will be notified of time, place and which, if any, materials may be taken into the exam. (Question preparers should list materials permitted for their question.) Take-home exams will have time limitations for completion.

Scoring guidelines for exam components that are take-home should be more stringent than those taken in a controlled on-demand setting. Use of the scoring guideline, while not mandatory is recommended to ensure college-wide standards for the assessment of students’ knowledge, skills and dispositions. **Students may be scored “Pass with Honors,” “Pass,” or “Fail” by each of the three (minimum) readers for each question. NOTE: Each question must be scored by at least three faculty readers.** Evaluations by the readers are collected and aggregated by the Program Chair and the results are shared first with the Program Committee. Typically, a question on the exam is judged a pass if a majority of the readers rated the student’s response for that question a “Pass” or a “Pass with Honors.” A student must pass all the questions on the exam to merit a pass for the Comprehensive Examination. Scorers should complete their work within three weeks of the examination date. **See FORM 6: “Comprehensive Exam Declaration” and FORM 7: “Results of Comprehensive Exam” in the “Forms” section of this handbook.**

Retaking Comprehensive Examinations

Students may retake the Comprehensive Exams and/or portions of the Exams only once (see <http://louisville.edu/graduatecatalog/degree-requirements/>). Students passing less than half of the questions on the Comprehensive Exam should retake the entire exam. Students who pass half or more of the exam may be examined only on those questions that were failed provided the Program Committee approves. The Program Chair is responsible for helping students take any steps necessary to manage any potential weak areas that may have been revealed by the Comprehensive Examination and develop with the student a timeline for addressing the weaknesses. The retake for the Comprehensive Exam may be in the same format as the original (e.g. take-home or on-demand) or the Committee may seek to question the students orally.

Reporting Results of Comprehensive Examinations

Program Committee Chairs are responsible for notifying students of the results. Other Committee members should treat all exam information in the strictest confidence. Consensus among the Committee members is optimal, but 2 out of 3 (or a simple majority) will suffice with the Program Committee Chair approval. Only after the Committee reaches a decision on the results of the Comprehensive Exam should students be notified. Typically this should occur within about three weeks of the examination date.

After a student successfully completes the Comprehensive Examination, the Program Committee Chair notifies the Associate Dean for Research and Graduate Studies and the Education Advising

Center who then forwards this information to the Dean of the School of Interdisciplinary and Graduate Studies. The School of Interdisciplinary and Graduate Studies will then notify the student of the new status of Candidacy. All documentation of a student's status shall move to electronic storage as soon as possible. **See FORM 7: "Results of Comprehensive Exam" in the "Forms" section of this handbook.**

Department and Individual Program Requirements

Some programs may have unique requirements (e.g. APA requirements) in addition to the college and department requirements which will need to be managed by students enrolled in those programs.

CANDIDACY PHASE

Notification of Admission to Candidacy

After the successful completion of the Comprehensive Examination (see above) and the results of which have been relayed to the School of Interdisciplinary and Graduate Studies, the student is admitted to Candidacy for a doctoral degree. Students receive a letter from the School of Interdisciplinary and Graduate Studies indicating that they are a Doctoral Candidate.

Maintaining Candidacy Status

Although the prescribed course work may have been completed, Candidates must maintain their Candidacy until the degree is awarded. That is, Candidates must register for doctoral research hours or Doctoral Candidacy every semester from the semester following their admittance to Candidacy to their graduation. Candidates first register for doctoral research hours. After having completed 12 hours of doctoral research, Candidates register for Doctoral Candidacy. Candidacy registration (2 hours/semester) is equivalent to full-time status for purposes of University Fellowships, Scholarships, and Assistantships. **Students must register continuously, including summer term, in order to maintain Candidacy.**

Appointment of Dissertation Chair and Dissertation Committee

After the student is admitted to Doctoral Candidacy, the student should identify a potential Dissertation Chair and obtain that person's agreement. The Chair must complete and submit the appropriate form for the official formation of the Dissertation Committee. This committee shall consist of not fewer than four members. The Associate Dean of Research and Graduate Studies in the College of Education and Human Development officially approves the Dissertation Committee (see **FORM 2: "Program/Thesis/Dissertation Advisory Committee Approval" in the "Forms" section of this handbook**). All Committee members must be members of the graduate faculty and the Dissertation Chair must have Senior Graduate Faculty status. The role of this Committee is to approve a proposal, assist the student in the execution of the study, and guide the development of the dissertation document. At least one member must be from a department other than the program department. If the Chair is from a department different from the program department, a faculty member from the student's program department should serve as co-Chair of the Dissertation Committee to help facilitate departmental policies and documentation. The criteria for choosing members of this Committee should be: (1) interest in the potential dissertation topic, and (2) potential contribution in proposal design and study implementation. Permission may be granted for a non-member of the graduate faculty to serve on a Dissertation Committee. If a faculty member from another institution is deemed to have credentials equivalent to those required for graduate faculty membership, that person is considered to be a member of the graduate faculty. For non-members of the graduate faculty to participate, special permission must be obtained from the Dean of the College of Education and Human Development.

Role of Dissertation Chair and Dissertation Committee

The Dissertation Chair and Dissertation Committee are responsible for directing and certifying the Candidate's study and the Candidate's communication and research skills.

Dissertation

A major emphasis in the doctoral program is mentored research, that is, training beyond accumulated course credit. Successful passage of the Comprehensive Doctoral Exams makes a student a Doctoral Candidate, but a dissertation is required of all Candidates to be awarded the degree of Doctor of Philosophy. A dissertation is to be a scholarly achievement in research and should demonstrate a thorough understanding of research techniques in the field of inquiry and the ability to conduct independent research and may consist of a variety of formats.

Doctoral students may choose between a traditional dissertation format and one consisting of manuscripts ready for submission for publication in a refereed journal. In addition to the manuscripts, the latter format must contain an introduction that includes a literature review and an overall discussion tying the manuscripts together as a cohesive line of study. The number of manuscripts required and their quality will be left to the judgment of the Dissertation Committee, but should be not less than two. The decision to use this format must have the approval of the student's major advisor. Such a dissertation proposal must meet the same level of scrutiny and approvals from the Dissertation Committee as any other dissertation proposal. The subsequent judgment of the dissertation quality will likewise be at the professional judgment of the Dissertation Committee.

Determining Purpose and Setting Goals for the Dissertation Study

The Dissertation Chair (Doctoral Advisor) is responsible for helping the Candidate set the purpose and goals of the study for the dissertation. In many cases, this process occurs over the considerable period of time before Candidacy stage so student coursework can best contribute to the product.

Development of Dissertation Proposal

A Doctoral Candidate must develop and defend a Dissertation proposal that describes an original, independent research project. The written proposal should begin with a clear statement of a researchable question. The proposal should be a sufficiently complete statement of the proposed research so that the Dissertation Committee can judge the originality, significance, and the likely success of the research. It should contain a detailed review of the previous contributions of others in the proposed area with supporting reference citations. It should contain a clear statement of the proposed contributions, emphasizing the facets that will make this work unique. The proposal should include sufficient supporting detail and preliminary results so that an assessment of likelihood of success can be made. Appearance, format, and citations must be in conformance with the requirements of the School of Interdisciplinary and Graduate Studies. The student must consult with the Dissertation Chair about the content, format, and timeline of proposal. When the student and the Committee Chair agree that the dissertation proposal is

ready for review and approval, then the proposal is distributed to the members of the Dissertation Committee and the oral defense of the dissertation proposal is scheduled. **The proposal should be distributed to the Dissertation Committee at least three weeks before the scheduled oral defense.** Students are strongly recommended to include a draft of the IRB application for their proposed research. Before a dissertation study can begin, the dissertation proposal must be reviewed and approved by the Dissertation Committee and the study, if appropriate, must be reviewed and approved by the IRB.

Meeting Requirements for Ethical Research (IRB)

Human Subjects Protections and the Institutional Review Board are administered by UofL's Human Subjects Protection Program Office (HSPPO). The efficient approval and continuing review of protocols is enhanced if the researchers are better acquainted with the basic principles, standards and requirements of Human Subject Protections as they pertain to our local institutions. All doctoral students; therefore, are required to obtain Human Subject Protections Certification by completing the University of Louisville's training in Human Subject Protections. **IRB applications must include departmental certification of intellectual merit.**

See <http://research.louisville.edu/UHSC> for up-to-date information.

Defense of Dissertation Proposal

Before any dissertation research can begin, a Doctoral Candidate must receive formal approval from the Dissertation Committee. Approximately three weeks before the dissertation proposal defense, the Doctoral Candidate distributes copies of the dissertation proposal to each member of the Committee.

Typically, on the scheduled date, the Dissertation Committee meets with the Doctoral Candidate to for the purpose of determining the quality of the proposal. Often Candidates provide a 15 to 20 minute presentation of their proposal. The presentation is then followed by questions from the Committee on any components of the proposal about which they have questions. Once all Committee members are satisfied that they are able to make a valid judgment of dissertation proposal, the Candidate is excused from the examining room for Committee deliberation. Once a decision is reached, the Candidate is recalled to the room for final results and comments.

If the Dissertation Committee approves the proposal, the student and members of the Dissertation Committee will sign the dissertation proposal approval form (see **FORM 8: "Thesis/Dissertation Proposal Approval" in the "Forms" section of this handbook**) to indicate their agreement with the proposal. The student and all Dissertation Committee members must approve, in writing, any substantive alterations to the signed proposal. Minor changes can be carried out under the Dissertation Chair's oversight.

If the Dissertation Committee does not approve the proposal, then the Candidate is given guidance on actions necessary to correct any flaws uncovered by the Committee. The Committee can then elect whether subsequent approval requires another Committee meeting or whether

independent member approval will suffice. If significant weaknesses are detected, the Committee may elect to require additional study by the student and a reexamination on the material in question. A tentative timeline for any revisions or proposal meetings should be established at this meeting.

A Dissertation Committee unable to reach consensus should consult with the Associate Dean for Research and Graduate Studies to assist with resolution.

Reporting Results of Dissertation Proposal Defense

It is the responsibility of the Dissertation Advisor to notify the Department Chair, EAC, and the Associate Dean for Research and Graduate Studies of the results of the dissertation proposal defense within two weeks of the conclusion of the examination.

Completion of Dissertation

Only after the dissertation proposal is successfully defended and IRB approval secured may the Candidate begin to collect data. **NO DATA MAY BE COLLECTED PRIOR TO IRB CERTIFICATION.** The Candidate should continue to work closely with the major advisor during this phase of the process to better assure readiness for the final dissertation defense.

Guidelines for Dissertation

Students should consult the guidelines for dissertation preparation that are overseen by the School of Interdisciplinary and Graduate Studies. Appearance, format, and citations must be in conformance with the requirements as stipulated by the School of Interdisciplinary and Graduate Studies. See the online information form available at <https://graduate.louisville.edu/Programs/theses-dissertations/dissertation.pdf>.

Doctoral Dissertation Defense (Final Defense)

Students are examined on the doctoral dissertation that they have written. This is conducted as a final oral examination that consists of a defense of the dissertation and a demonstration of Candidates' mastery of their fields.

The dissertation is to be submitted in completed form to the head of the major department at least thirty days before the end of the term in which the Candidate expects to graduate, and the Candidate is not eligible for the final oral examination until the dissertation has been approved by the head of the major department.

The dissertation shall be read by a Reading Committee. The dissertation must be approved by the Committee and the head of the major department. Be sure to review the Graduate Catalog on doctoral degree requirements available online at <http://louisville.edu/graduatecatalog/degree-requirements>.

The dissertation defense must be scheduled at least three weeks in advance. FORM 9: “Schedule Oral Examination” in the “Forms” section of this handbook must be submitted to the Associate Dean for Research and Graduate Studies for transmittal to the School of Interdisciplinary and Graduate Studies **at least three weeks prior** to the preferred date; however, the School of Interdisciplinary and Graduate Studies online form is recommended (<http://louisville.edu/graduate/forms>) and must be submitted at least two weeks in advance of the examination date. The Chair of the Dissertation Committee is responsible for submitting the form, arranging for a meeting room, and informing the examining faculty. The School of Interdisciplinary and Graduate Studies will send an e-mail announcement to the full Graduate Faculty. The Candidate should provide copies of the dissertation to all members of the Dissertation Committee **at least three weeks in prior** to the dissertation defense.

The examination must be taken at least 14 days before the end of the semester in which the degree is awarded. The examination will be conducted by a Committee of at least five persons comprising the Candidate's Dissertation Committee and additional members of the Graduate Faculty appointed, as necessary, by the Dean of the School of Interdisciplinary and Graduate Studies upon recommendation of the Dean of the College of Education and Human Development.

The Dissertation Advisor shall serve as Chair of the Committee and at least one of the three remaining members shall be from another program subspecialty area. For non-members of the Graduate Faculty to participate, special permission must be obtained from the Dean of the School of Interdisciplinary and Graduate Studies. All University Graduate Faculty are invited to attend the oral defense.

All members of the Graduate Faculty may participate in the examination, but only members of the appointed Committee may vote on the acceptance of the Candidate's defense of their dissertation or their responses to examination questions. To pass the final examination, a student must receive no more than one dissenting vote or abstention. A minimum of four signatures are required. **The student should prepare the signature sheet on the 25% cotton paper** required by the School of Interdisciplinary and Graduate Studies for publication of the dissertation.

In the CEHD, the core of the Reading Committee can consist of the Dissertation Committee; however, other faculty members with expertise in specific areas of the dissertations should be sought to participate in this process.

Submission of Dissertation

One unbound copy of the dissertation, **printed on 25% cotton paper** and including the signature sheet signed by the Dissertation Committee, must be deposited with the School of Interdisciplinary and Graduate Studies at least 30 days before graduation; see registrar website for current dates at <http://louisville.edu/registrar>. Doctoral students may be required to submit additional copies of their dissertation. Students should contact their departments for specific information.

Time Limits

The Candidate must complete all other requirements for the degree of Doctor of Philosophy of Education within four calendar years after passing the Comprehensive Examination and being admitted to Candidacy. In exceptional cases, the Dean of the School of Interdisciplinary and Graduate Studies is empowered to grant limited extensions of this four-year period.

See Graduate Catalog at <http://louisville.edu/graduatecatalog>.

A doctoral degree student must have been admitted to Candidacy no later than the end of the ninth month prior to the awarding of the degree.

GRADUATION

All graduates and faculty are encouraged to attend graduation ceremonies. This is an important event for the student, the major advisor, the college, and the university. The graduation ceremony singles out and celebrates this significant and important accomplishment

Applying for Graduation

Degrees are awarded in May and December. Students must complete and submit the "University of Louisville Application for Degree" form available from the Education Advising Center in the School of Education (502-852-5597) or from the School of Interdisciplinary and Graduate Studies in the Houchens Building (502-852-6495). The deadline for submitting this form, which is typically early in the semester, is listed in the schedule of courses. Web site:

<http://louisville.edu/online/class-schedule-registration.html>.

Submission of Dissertation

The School of Interdisciplinary and Graduate Studies in Houchens Building must have your completed dissertation along with the signed Dissertation Approval form (**see FORM 10: "Dissertation Approval" in the "Forms" section of this handbook**) approximately 10 days before the end of the semester in which you plan to graduate. One unbound copy of the dissertation must be submitted to the School of Interdisciplinary and Graduate Studies.

Length of Candidacy

A doctoral degree student must have been admitted to Candidacy no later than the end of the ninth month prior to the awarding of the degree, that is:

- For an August graduation: November 30 of preceding year
- For a December graduation: March 31 of same year
- For a May graduation: August 31 of preceding year

See Graduate Catalog at <http://louisville.edu/graduatecatalog>.

IMPORTANT LINKS TO THE GRADUATE CATALOG

As previously stated, it is the student's responsibility to become familiar with the Graduate Catalog and the University Student Handbook and to reference these as needed. Listed below, however, are very important links to the Graduate Catalog that students accepted to a doctoral program should know.

Academic Policies, Procedures and Requirements

<http://louisville.edu/graduatecatalog/academic-policies-and-requirements>)

This section of the catalog includes information regarding:

- Registration
- Full- and Part-Time Study
- Full-Time Study for University Fellows and Graduate Assistants
- Course Loads
- Overloads
- Continuous enrollment
- Satisfactory Progress (possible Termination)
- Degree Candidacy
- Extension of Time
- Academic Standing (Good Standing)
- Academic Standing (Probation)
- Academic Dishonesty (Plagiarism and Cheating)

School of Interdisciplinary and Graduate Studies Academic Grievance Procedure

<http://louisville.edu/graduatecatalog/academic-grievance-procedure>)

Student Leave of Absence

<http://louisville.edu/graduatecatalog/leave-of-absence/>)

Course and Credit Requirements

<http://louisville.edu/graduatecatalog/course-and-credit-requirements>)

Code of Student Conduct

<http://louisville.edu/graduatecatalog/code-of-student-conduct>)

DEFINITIONS

Candidacy

After a student passes the Comprehensive Exam, he or she moves to Doctoral Candidate status.

Comprehensive Exams

The purpose of Comprehensive Exams is to assess students' skills, dispositions, and content knowledge after completing coursework, thus demonstrating preparation for Doctoral Candidacy. Comprehensive Exams generally fall between 10 to 12 hours with a minimum of 6 hours in the specialization area and a minimum of two (2) hours in research.

Concentration

There is one concentration offered in the CEHD. It falls under the Ph.D. in Counseling and Personnel Services and is in Counseling Psychology. This is designated as a "concentration" instead of a "specialization" because, under APA guidelines, a concentration provides for a "Counseling Psychology" designation on a student's transcript. Students are well-advised to check for this designation after their graduation.

Dissertation

A dissertation is required of all Candidates to be awarded the degree of Doctor of Philosophy. A dissertation is to be a scholarly achievement in research and should demonstrate a thorough understanding of research techniques in the field of inquiry and the ability to conduct independent research.

Dissertation Chair

A Dissertation Chair is a senior faculty member who is selected by the student upon completion of Comprehensive Examinations and the student's acceptance into Doctoral Candidacy to assist in and certify the student's dissertation study. This person leads the student's Dissertation Committee.

Dissertation Committee

The Dissertation Committee is led by the appointed Dissertation Chair (who may be the same person as the Program Chair) and consists of at least three other graduate faculty members. The roles of this Committee are to approve a proposal of study, assist the student in the execution of the study, and guide the development of the dissertation document. At least one member must be from a department other than the program department.

Internship/Practicum

In some programs, the terms "internship" and "practicum" are used synonymously; however, in other programs, they are distinctly different. Students are advised to contact their faculty advisors for accurate information about these components of their programs.

Major Advisor

This term refers to the faculty member who is currently directing a student's academic career. In the beginning this may be the faculty member assigned to the student by an Admission Committee or a Department Chair. This faculty member may remain as the major advisor throughout a student's doctoral career, but it is not unusual for a student to change major advisors. Soon after admission, a doctoral student must file a program of study. A Program Chair is appointed to direct this process. Quite often the Major Advisor serves in the role of

Program Chair, but a different faculty member may agree to serve as the Program Chair and will therefore assume the role of Major Advisor. Once a doctoral student passes the Comprehensive Examination and reaches Candidacy, a Dissertation Chair is appointed to direct this phase of study. Quite often the Program Chair serves in this capacity, but sometimes a different faculty member may serve as Dissertation Chair. Whoever serves as the Dissertation Chair will also have the role of Major Advisor.

Mentor

A mentor is a general term to refer to a faculty member with whom students have a professional mentoring relationship. Sometimes this relationship begins prior to being accepted into the doctoral program. This faculty mentor may have recruited the student to the program and would therefore likely become the student's major advisor throughout their doctoral process and also serve as Program and Dissertation Chair. However, the goal is for all students to develop mentoring relationships with their advisor. This is not an official title or role in the doctoral process and not an additional person that is selected.

Program Chair

A Program Chair is selected upon admission to the program, generally a faculty member in the student's department, to assist and guide the student throughout the program phase of the doctoral process. This person leads the student's Program Committee.

Program Committee

The Program Committee is led by the appointed Program Chair and consists of at least two other graduate faculty members. With advice from the Committee, the student builds a program of study to meet the requirements of the doctoral program and his/her individual goals. The Program Committee is also responsible for the helping the student prepare for Comprehensive Exams. In some programs, the Program Committee prepares some or many of the examination questions for the student.

Residency

In order that the student may be assured of an opportunity to realize the educational facilities properly and to participate in the intellectual life and research atmosphere of the University, at least two years of study must be completed at the University of Louisville and at least one year must be spent in full-time residency. To be considered in full-time residency for one year, a student must be registered for a minimum of 18 credit hours in a twelve month period. Residency is considered an on-campus presence. During the year of residency, doctoral students participate in the intellectual life and research atmosphere of the University, working closely with a variety of faculty and interaction with fellow doctoral students. Since they do not typically serve this purpose, distance education courses are not usually counted for residency.

Specialization

There are several different specializations offered in the CEHD in certain departments. Three specializations fall under the Ph.D. in Counseling and Personnel Services, including Mental Health Counseling, School Counseling, and College and Student Personnel. A number of content-based specializations fall under the Ph.D. in Curriculum and Instruction such as: special education, English, mathematics, science, social studies, middle school education, elementary education, and early childhood education.

FREQUENTLY ASKED QUESTIONS

Q: What is the expected timetable to complete a doctoral program?

A: Typically, it takes a full time student two (2) years to complete all coursework in order to become eligible to take Comprehensive Exams. You have five years after admission into the Ph.D. program to complete all coursework, pass the Comprehensive Exams, and register for all dissertation hours.

After you pass Comprehensive Exams, you are admitted to Doctoral Candidacy. You must complete all other requirements for the degree of Doctor of Philosophy of Education within four calendar years after passing the Comprehensive Examination and being admitted to Candidacy.

Typically, well prepared students complete their doctoral work in 3.5 to 5 years.

Q: What is the difference between a Bachelors plus 90 and a Masters plus 60 program format?

A: Most students may consider either format. In both formats, the total number of hours is a minimum, not a maximum figure; that is, the coursework is designed to prepare students to reach their goals rather than simply taking a fully predetermined set of classes. The **Bachelors plus 90** format uses the bachelor's degree as an educational base and counts previously taken graduate courses towards the 90 hour minimum as they are appropriate for the student's doctoral program. The **Masters plus 60** format uses the master's degree as an educational base and builds a program to meet the 60 hour minimum. In this format, the masters program effectively replaces the elective component of the doctoral program.

Q: What is the difference between a Ph.D. and an Ed.D.?

A: Typically, the Ph.D. has a research focus on the discovery of new knowledge whereas the Ed.D. has a research focus on the application of new knowledge. Typically, a Ph.D. is pursued by those seeking a career in higher education whereas an Ed.D. is more appropriate for those seeking administrative or curricular positions.

Q: What should I expect from my Program Advisor?

A: A good advisor will serve as a **mentor** as well as a **source of technical assistance**. He or she should help you to set and achieve long-term and short-term professional and career goals. A mentor should:

- provide, or help you to find, the resources you need (financial, equipment, and psychological support);
- introduce you and promote your work to important people in your field;
- encourage your own interests, rather than promoting his or her own; and
- be available to give you advice on the direction of your thesis and your career.

Q: How much contact should I have with my Program Advisor?

A: The type of relationship that each student needs with an advisor will be different depending upon you, your advisor, and your situation. Some students have daily contact with their advisor through working on common projects. Other students have a more independent relationship. There is no one ‘right’ formula, but you need to communicate so that your advisor can support you in ways that match your needs.

Q: What if my Program Advisor doesn’t work out?

A: You may find that your advisor doesn't always give you all of the mentoring that you need. Multiple mentors are common and useful; they may include other faculty members in your department or elsewhere, senior graduate students, or other colleagues (see the section on networking).

You may want to seriously consider changing advisors if your advisor is inaccessible or disinterested, gives you only negative feedback, doesn't have the technical background to advise you, or harasses you.

The most important thing is to ask for (i.e. demand politely) what you need.

Q: What is the difference between an internship and a practicum?

A: The terms internship and practicum have are often used interchangeably. These terms many mean different things in different programs. Students are urged to discuss the details of this component with their major advisor.

Q: What is Doctoral Candidacy?

A: Candidacy describes the official status of the student after passing the Comprehensive Exams **and** being declared a Candidate by the School of Interdisciplinary and Graduate Studies.

Q: What is the process of Candidacy?

A: After passing your Comprehensive Exams, your department will send a letter nominating you for Doctoral Candidacy to the School of Interdisciplinary and Graduate Studies. When the School of Interdisciplinary and Graduate Studies endorses your Candidacy, CEHD and your department will receive official confirmation. You will also receive a copy of the letter by mail. At this point, you will need to “register” for Candidacy. See Graduate Catalog:

<http://louisville.edu/graduatecatalog/academic-policies-and-requirements>

Q: How do I form a Dissertation Committee?

A: This process requires your initiative:

1. Determine whom you would like to be your Dissertation Chair.
2. You are responsible for selecting and asking each of the five persons whom you desire to be part of your Dissertation Committee. This should be done in collaboration with your Dissertation Chair. Members of the Dissertation Committee must be members of the Graduate Faculty. See the School of Interdisciplinary and Graduate Studies website for

information on Graduate Faculty Status: <https://graduate.louisville.edu/Programs/policies-procedures-and-plans/nominations-to-the-graduate-faculty.html>

3. Secure a Dissertation Committee Form from your department.
4. Once a person has agreed to be a member of your Committee, you must have him or her sign the Dissertation Committee Form.
5. When all four Committee members have signed, the Dissertation Committee must be approved by these persons (in this order):
 - a. Department Chair
 - b. Associate Dean for Research and Graduate Studies
 - c. Dean of the School of Interdisciplinary and Graduate Studies
6. After the Dissertation Form is approved by the Dean of the School of Interdisciplinary and Graduate Studies, a copy of the approval will be sent to the CEHD, and you will receive a copy by mail.

Q: What is the role of the Dissertation Chair?

A: The Chairperson can be a conduit between all parties involved in the dissertation process: student, Committee members, and the School of Interdisciplinary and Graduate Studies.

The Chairperson will:

1. Confer with you to set an approximate time schedule, including meetings of the Committee, for the accomplishment of the dissertation.
2. Supervise your work, set deadlines, and guide your progress.
3. Assume the role of "principal investigator" when your research involves human or animal subjects, ensure that university policies in this area are carefully observed, and guide you through the Human Subjects approval process.
4. Inform you of university regulations regarding the dissertation process.
5. In consultation with the other members of the Committee, the Chair shall determine the final grade on the dissertation and see that it is properly reported to the School of Interdisciplinary and Graduate Studies.

Q: What can I expect from my Dissertation Committee?

A: The responsibility of the Committee as a whole is to examine your work and to meet and make a final determination of the acceptability of the dissertation. The Dissertation Committee will:

1. Initially meet with you and determine the feasibility of the topic and the dissertation plan or proposal.
2. Sign off on your proposal. The signing of this document signifies that you have permission to proceed with the study as outlined in the plan.

3. Determine whether your research is subject to the university policy on research on human or animal subjects and advise you accordingly.
4. Review and approve the methodology and any instrument or questionnaire used in data collection, the adequacy of the bibliography, and other similar issues.
5. Be responsible for reviewing dissertation drafts, and providing feedback in a timely manner. Depending on circumstances, there should be no more than a four-week turnaround review time for each of the Committee members to review the manuscript for a thesis or dissertation.
6. Arrange for any oral defense of the dissertation in accordance with written department policies.

Q: How do I maintain Candidacy?

A: After the completion of coursework and Comprehensive Exams, you are admitted to Candidacy. At this point you register for as many dissertation hours as needed to maintain your status (full- or part-time). Once all dissertation research hours are used (12 hours), you may register for Doctoral Candidacy to maintain your status.

APPENDICES

- **APPENDIX A:** Reference Letter Example
- **APPENDIX B:** Example Internship Organization
- **APPENDIX C:** Sample Planning Timeline for a Dissertation Study

APPENDIX A

Reference Letter Example

(Revised 08/16/10)

To the applicant: Make three copies and attach one copy of this page to each one of the three "Recommendation for Graduate School" forms. Such a narrative must accompany each recommendation for it to be considered complete.

Information to those completing professional recommendations

The information (the "check marks") you provide on the pre-printed "Recommendation for Graduate School" is helpful. However, the members of the Admission Committee and this applicant **need more** of your valuable insight.

We consider your recommendation a **crucial factor** in our decision to recommend admission. We need your explanations to understand all the information about this applicant which suggests the very strong likelihood of success in doctoral studies. Therefore, please use additional pages to offer **specific examples or evidence** supporting each of the ratings you have made. What you say in your additional comments may well be the **decisive factor in our decision!**

Important Questions to Address:

- What is your expertise?
- How does your expertise contribute to the evaluation of this candidate?
- How specifically are you able to judge the suitability of the candidate?
- When were you able to observe the capability of this candidate?
- What was your working relationship with the candidate?
- What was the candidate's position?
- What were the significant personal qualifications exhibited by the candidate and how were they shown? In particular, you might address: leadership, persistence, intelligence, creativity, integrity, maturity thoroughness, collegiality, organizational ability, etc.
- What were the significant academic qualifications exhibited by the candidate and how were they shown? In particular, you might address: knowledge of field, writing capability, research skills, technology facility, etc.
- What recognitions did the candidate receive and why were they bestowed?
- What specific tasks or products did the candidate complete that you can witness?
- What unique experiences of this candidate will contribute to his/her success in a doctoral program?
- How well to you anticipate that this candidate will manage in a doctoral program?

APPENDIX B

Example Internship Organization

Key components for formalizing the internship/field experience/practicum follow:

- The internship should have both an on-site and a faculty supervisor. Other options are appropriate. For example, if the internship is built within the advisor's research team, the on-site member may be the advisor, but another team member should be considered.
- The internship should be different from the student's present position and should be related to the student's doctoral goals and coursework.
- A plan for the internship should be developed by the student, the Chair of the Program Advisory Committee, and the on-site supervisor. The plan should include the following:
 - a. Objectives
 - b. Activities to meet objectives
 - c. Schedule of activities
 - d. Description of how the internship matches the student's goals and coursework
 - e. Description of the evaluation which indicates, at a minimum, how the objectives will be met and the number of times the internship site will be visited by the faculty supervisor.
- A copy of the internship plan will be distributed to the on-site supervisor, the student, the Program Advisory Committee, and the Education Advising Center prior to the beginning of the semester in which the internship is to be done.
- A written summary of the evaluation should be filed with the Education Advising Center upon completion of the internship.
- Students should register for the appropriate program internship, depending on their area:
 - For Counseling and Personnel Services: ECPY 782
 - For Educational Administration: ELFH 690 or ELFH 720

An internship should consist of a minimum of 3 course hours.

APPENDIX C

Sample Planning Timeline for a Dissertation Study

KEY EVENT	# OF DAYS	KEY DUE DATE	COMMENTS
1. Introduction and literature review sections to Chair	21	Late August	Work with the Dissertation Chair to develop the introduction and literature review sections (ch1 and/or ch2); provide about 3 weeks for the Chair to review the final draft before submitting the proposal to the Committee.
2. Methodology section to Dissertation Chair	21	Mid-September	Work with the Dissertation Chair to develop the methodology section (ch3); provide about 3 weeks for the Chair to review the final draft before submitting the proposal to the Committee.
3. Submit dissertation proposal to the Committee	21	Early October	Allow 2-3 weeks for the Dissertation Committee to review the dissertation proposal. Proposal consists of (1) introduction, (2) lit review, and (3) methodology.
4. Schedule dissertation proposal defense	21	Early October	Schedule the proposal defense on or before submitting the proposal to the Committee.
5. Proposal (study) defense	7	Late October	Data collection can begin after proposal approval and IRB approval. Estimate these times with your Chair.
6. IRB application	14	Early November	IRB action varies according to their meeting schedule and the complexity of the study. Work with the Dissertation Chair and your IRB representative to clarify and expedite this step.
7. Data collection	28	Mid-November	This activity is perhaps the most unpredictable; discuss with the Chair and enter days in column at the left.
8. Final copy of methodology	14	Mid-December	Allow two weeks for the Dissertation Chair to provide feedback on this section (ch 3). This should be in good shape after the proposal defense. Use this time for analysis.
9. Analysis and results	14	Late December	Allow at least two weeks for the Dissertation Chair to provide feedback on this section (ch 4). Consider more time if you'll need it to implement the potential edits from your Chair.
10. Discussion of results and conclusions (ch 5)	21	Mid-January	Allow at least two weeks for the Dissertation Chair to provide feedback on this section (ch 5). Since this is the last chapter, you'll need more time (the extra 7 days built in here) to implement potential edits.
11. Semi-final draft to Dissertation Chair	21	Early February	Work with the dissertation chair to complete final draft; allow at least 3 weeks before submission of final draft to the Dissertation Committee.
12. Final draft to Dissertation Committee		Late February	Timeline with the scheduling the dissertation defense above.
13. Dissertation defense scheduled	21	Late February	One may schedule dissertation defense when submitting the final draft to the Dissertation Committee. Provide at least 3 weeks for the Committee to review the dissertation before the defense.
14. Final dissertation defense	21	Mid-March	Number of days required varies; allow enough time for any potential revisions from the defense before final submission.
15. Submission of dissertation	30	Early April	School of Interdisciplinary and Graduate Studies requirement; Submit final draft of dissertation 30 days before graduation.
16. Graduation		Early May	FINISHED!

FORMS

- **FORM 1:** Doctoral Program Checklist
- **FORM 2:** Program/Thesis/Dissertation Advisory Committee Approval
- **FORM 3:** Program Form A
- **FORM 4:** Program Form B
- **FORM 5:** Master/Doctoral Change of Advisor/Committee Form
- **FORM 6:** Comprehensive Exam Declaration
- **FORM 7:** Results of Comprehensive Exam
- **FORM 8:** Thesis/Dissertation Proposal Approval
- **FORM 9:** Schedule Oral Examination
- **FORM 10:** Dissertation Approval

College of Education & Human Development Doctoral Program Checklist

APPLICATION PHASE

1. **Applying to the Program**
Although a student applies directly to the School of Interdisciplinary and Graduate Studies (<http://graduate.louisville.edu/nu-homepage/admissions/application.html>), he or she is encouraged to contact the departments in which the program he or she desires resides.
-

ADMISSIONS PHASE

2. **Admission to the Program**
To become an applicant for the doctorate, a student must be admitted to the School of Interdisciplinary and Graduate Studies *and* be accepted by the department of specialization. Only a student with exceptional scholarship and originality is accepted for work towards the degree of Doctor of Philosophy. The prospective student should consult in person with the department in which he or she wishes to major. See 2010-2011 Graduate Catalog Requirements for Graduate Degrees at <http://louisville.edu/graduatecatalog/degree-requirements/>
3. **Advising**
Specific information about program requirements may be obtained from the following sources:
- CEHD Doctoral Programs Handbook
 - Graduate Catalog
 - Assigned advisor – visit with advisor as soon as possible for department and program opportunities and requirements
 - Program Head or Department Chair
 - Program of Studies Outline Form
4. **Select Program Advisory Committee (minimum of 3 members required) – FORM 2**
-

PROGRAM PHASE

5. **Approval of Program of Study Advisory Committee – FORM 2**
This form must be reviewed and signed by the Advisory Committee and the Department Chair, and submitted to the CEHD Research Office for approval within one year of matriculation.

6. **Transfer or Revalidate Credits**

** Not all doctoral students will need to transfer or revalidate courses.*

- **Transfer Credits:** Some graduate coursework completed at other universities may be transferred into degree and licensure programs. All coursework transferred must be from an accredited college or university and no transfer credit will be given for courses with a grade lower than a B. Transferred courses must be relevant to the student's program of study and must be approved by a Program Advisor and the CEHD's Associate Dean for Research and Graduate Studies. A course description or syllabus may be required to transfer a course. Transfer of more than 6 hours will require a justification for the transfer and permission from the School of Interdisciplinary and Graduate Studies.
- **Course Revalidation:** Graduate-level coursework more than seven years old (counting back from the date of passing the oral Comprehensive Examination) must be revalidated.

See 2010-2011 Graduate Catalog Credit Transfer Policy at <http://louisville.edu/graduatecatalog/academic-policies-and-requirements>.

7. **Maintain Active Doctoral Student Status**

- **During Program of Studies:** A student who does not enroll in classes for a period of two years must apply for re-admission to the program (some programs require readmission after one year). All students must meet current admission criteria and, if readmitted, must fulfill current program requirements.
- **During Candidacy:** During the dissertation portion of the program (after the student has passed the Oral Comprehensive Examination), a student must enroll in at least 1 credit hour per semester to maintain Candidacy. A student **does not** need to register for dissertation credit during the summers **unless** the student plans to graduate or defend the dissertation in the summer. A student who fails to register each semester to maintain Candidacy must back-enroll for all semesters missed in order to graduate.

8. **Complete Residency Requirement**

In order that the student may be assured of an opportunity to utilize the educational facilities properly and to participate in the intellectual life and research atmosphere of the University, at least two years of study must be spent at the University of Louisville, at least one of which must be spent in full-time residency.

To be considered in full-time residency for one year, a student must be registered for 9 or more credit hours in each of two consecutive semesters.

See Graduate Catalog at <http://louisville.edu/graduatecatalog/degree-requirements>.

9. **Early Inquiry/Internship Experience – FORM REQUIRED FROM DEPARTMENT**
A student is required to complete an early inquiry experience before being admitted to Candidacy. Early inquiry experiences may include the following: literature reviews, position papers, curriculum development projects, program evaluation studies, measurement, needs assessments, library research studies, or data-based research. Individual departments are responsible for determining what types of research count for the early inquiry project. **An Early Inquiry/Internship Form MUST be completed before a student can be admitted to Candidacy.**
10. **Written Comprehensive Examinations – FORM 6**
These are taken toward the end of course work. An application to take the examinations, available in the CEHD Education Advising Center, must be submitted one month prior to the examination date. **See FORM 6: “Comprehensive Exam Declaration” in the “Forms” section of this handbook.**
11. **Reporting Comprehensive Examination Results → Nomination to Candidacy – FORM 7**
The submission of the Results of Comprehensive Examination Form with a passing grade initiates a nomination to Candidacy. Admission to Candidacy is awarded after the student has been nominated to Candidacy and after all required coursework and program requirements have been completed.

A doctoral degree student must have been admitted to Candidacy not later than the end of the ninth month prior to the awarding of the degree, that is:

- For an August graduation: November 30 of preceding year
- For a December graduation: March 31 of same year
- For a May graduation: August 31 of preceding year

CANDIDACY PHASE

12. **Nomination of Research/Dissertation Committee – FORM 2**
After the student is admitted to Doctoral Candidacy, the Dissertation/Research Committee is nominated through the Program/Thesis/Dissertation/Advisory Committee Approval Form (FORM 2). Typically a Dissertation/Research Committee consists of at least four members, including a Chair. All Committee members must be members of the graduate faculty and the Dissertation Chair must have Senior Graduate Faculty Status. At least one member of the Dissertation Committee must be from outside the program department.
13. **Dissertation Proposal/Defense and Approval – FORM 8**
A complete dissertation proposal (usually equivalent to the first three dissertation chapters: purpose/rationale, literature review, method) must be submitted to the Committee, and approved in a Committee meeting. A copy each of the complete proposal and the signed Dissertation Proposal Approval Form must be submitted to the Research Office in CEHD.

- 14. **Human Subjects Training**
All students should complete Human Subjects Training. Students who intend to conduct their research with human data must submit a proposal to the IRB. See the Human Subjects Protection Program website at <http://louisville.edu/research/humansubjects>.

- 15. **Human Subjects Approval**
For research using human subjects, all students should work with their advisor to obtain the appropriate application forms, submitting applications to the Human Subjects Committee, and making any revisions to the application as needed. **All research using human subjects MUST receive approval from the Campus Committee for the Protection of Human Subjects (IRB) BEFORE the data collection begins.**

- 16. **Carry out Dissertation Study/Write Dissertation Manuscript**
For information about the format of the dissertation manuscript, see the Education Graduate Bulletin and “Guidelines for the Preparation and Processing of Dissertations,” available at the School for Interdisciplinary and Graduate Studies, or online at <https://graduate.louisville.edu/Programs/theses-dissertations/dissertation.pdf>.

- 17. **Dissertation Final Oral Examination Schedule – FORM 9**
**This form must be submitted 3 weeks prior to the date of the proposed defense.*

A copy of the signed dissertation defense announcement must be submitted to both the CEHD Education Advising Center (EAC) and the School for Interdisciplinary and Graduate Studies.

- 18. **Application for Graduation – FORM REQUIRED – only available online**
The Ph.D. degree is conferred by the School for Interdisciplinary and Graduate Studies. Submission of the completed dissertation (complete with signed cover page) and abstract to the School of Interdisciplinary and Graduate Studies constitutes an application for conferral of the Ph.D. degree. The dissertation, in its final form, and the abstract must be submitted to the School of Interdisciplinary and Graduate Studies at least 30 days before the expected date of degree conferral. Students who intend to participate in the Commencement must fill out a graduation application form which is available at the School of Interdisciplinary and Graduate Studies and at the CEHD EAC Office.

- 19. **Submit Dissertation**
One unbound copy of the dissertation, signed by the Dissertation Committee, must be deposited with the School of Interdisciplinary and Graduate Studies thirty days before the expected date of degree conferral. See 2010-2011 Graduate Catalog Requirements for Graduate Degrees at <http://louisville.edu/graduatecatalog/degree-requirements>.

**UNIVERSITY OF LOUISVILLE
College of Education & Human Development**

Program/Thesis/Dissertation Advisory Committee Approval Form

Thesis Committee Doctoral Program Committee Dissertation Committee

Date: _____
 Student Name: _____ Student ID #: _____
 Department: _____ Major Subject Field: _____

Proposed Committee Members

	<u>NAME</u> (typed or printed)	<u>DEPARTMENT</u>	<u>Signature as Agreement to Serve on Committee</u>
1.	_____	_____	_____
	(Principal Advisor)		
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____

(Thesis and Program Committees require 3 members; Dissertation Committee requires 4 members)

If recommending someone **not** on the graduate faculty or a faculty member at the University of Louisville, **attach a current curriculum vita and a letter** to the Department Chair explaining why this person is being asked to participate. Department Chair will review and ask for approval from the Dean of the College of Education and Human Development.

The above-named faculty members are hereby appointed to act as the Advisory Committee for the student named above.

 Department Chair

 Date

 Associate Dean of Research and Graduate Studies
 College of Education & Human Development

 Date

UNIVERSITY OF LOUISVILLE
College of Education & Human Development
DOCTOR OF PHILOSOPHY IN EDUCATION

PROPOSED PROGRAM Master's Degree prerequisite + 60 hours minimum* FORM B

The Student and Committee must develop courses, programs, and experiences that clearly identify and address the specific themes of Knowledge of Field, Knowledge of Human Development and Learning, Scholarship/Research, Synthesis and Application, Leadership and Collaboration, and Social Justice and Equity. These areas of emphasis must have descriptive competencies that the student should attain and the Committee can assess.

SPECIALTY COMPONENTS (33 hours minimum) *(Selected with Program Committee Approval)* 33

Synthesis and Application (Internship) 3-6

RESEARCH METHODOLOGY (27 hours minimum)

Statistics and Methodology I *(Stat 601 or equivalent required)* 3

Statistics and Methodology II (702 - Applied Multiple Regression) 3

Statistics and Methodology III (703 - multivariate educational statistics) 3

Research Electives: e.g., *Field Survey Research, additional qualitative methodologies and/or quantitative methodologies*. ^a *(Selected with Program Committee Approval)* 6

Dissertation/Portfolio Research 12

Elective Component or Master's Degree

** Master's Degree comprises Elective component of program*

Total Hours Required **60**

Residence Requirement completed: From _____ to and including _____ No. Hrs
Term Year Term Year

Committee Chair	Committee Member	Committee Member	Committee Member
Department Chair	CEHD Associate Dean		

(a) ELFH 600 may not be used for these courses

UNIVERSITY OF LOUISVILLE
College of Education & Human Development
Master/Doctoral Change of Advisor/Committee Form

Date: _____

Department: _____

Student: _____
(Name) (Signature)

Student ID #: _____ Student's e-mail: _____

Degree Program: M.A. Ph.D. Program Area: _____

Current Advisor(s): _____
(Name) (Signature)

Requested Advisor(s): _____
(Name) (Signature)

Reason for Change: _____

Other Committee Changes: Preliminary Exam Final Oral Exam

Current Member(s): _____

New Member(s): _____

Department Chair _____
(Name) (Signature)

Associate Dean for Research and Graduate Studies _____
(Name) (Signature)

Return form to CEHD Research Office, Room 123

For Official Use Only
Date of School of Interdisciplinary and Graduate Studies notification: _____

UNIVERSITY OF LOUISVILLE
College of Education & Human Development
Comprehensive Exam Declaration Form

Department: _____
Student's Name: _____
Address: _____
City: _____
Email: _____
Work Phone: _____

Program: _____
Student ID #: _____
State/Zip Code: _____
Home Phone: _____
Exam Date: _____

1. WRITTEN EXAMINATION FORMAT (minimum of ten hours in Professional Specialty and Research Methodology)
 Procedures: _____

2. PREPARATION AND EVALUATION OF EXAMINATIONS

Topic/Hours	Developer(s) of Questions (Due to Chair by _____)	Readers (3 for each question)		

3. ORAL EXAMINATION FORMAT (optional – maximum of 3 hours)
None

Date: _____
Hours: _____

Procedures (Brief description of oral examination and directions for student for necessary preparation):
None

	Committee Names	Signatures	Date
Student	_____	_____	_____
Program Committee Chair	_____	_____	_____
Committee Members	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
	_____	_____	_____

- Original to Student's file
- Copy to EAC
- Copy to Committee members
- Copy to Associate Dean for Research and Graduate Studies

Results of Ph.D. Comprehensive Exam

Student: _____ Student ID: _____
Date of Exam: _____ Major: _____

Program Chair/Director: _____

Committee Members: _____

Doctoral Program Chair

Title: _____

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Submitted by: _____ Date: _____
(Program Chair)

cc: CEHD Associate Dean for Research and Graduate Studies

UNIVERSITY OF LOUISVILLE
College of Education & Human Development
Thesis/Dissertation Proposal Approval Form

Thesis

Dissertation

Date: _____

Student Name: _____

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Committee Members

	<u>NAME</u> (typed or printed)	<u>DEPARTMENT</u>	<u>Signature as Approval</u>
1.	_____ (Principal Advisor)	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____

Department Chair

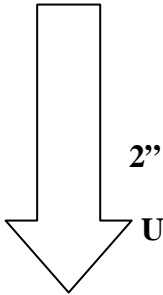
Date

Associate Dean of Research and Graduate Studies
College of Education & Human Development

Date

- () Approved with no changes required
- () Approval conditional upon revisions being made by Thesis/Dissertation Chair and Candidate

DISSERTATION APPROVAL FORM
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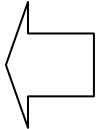
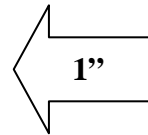
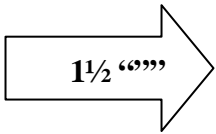
**URBAN MIDDLE SCHOOL STUDENTS' MATHEMATICS EFFICACY
AND ACHIEVEMENT IN GENDER-GROUPED CLASSROOMS**

By

John Henry Stewart
B.A., Seton Hall, 1996
M.A., Louisiana State University, 1998

A Dissertation Approved on

April 22, 2004



by the following Dissertation Committee:

Dissertation Director



