



CEHD DOCTORAL PROGRAMS HANDBOOK

College of Education and Human Development

January, 2016

***This document is to be revised by August 15 of each new year. Revised 1/25/16*

Doctoral Programs Leadership Committee (DPLC)

The DPLC works in conjunction with departmental doctoral advisory committees.

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Welcome Message from the Dean

Dear Doctoral Student:

Congratulations on your admission to a doctoral program in the College of Education and Human Development (CEHD), cited as one of the nation's Top 70 Graduate Schools in Education by *U.S. News and World Report*. I am pleased that you selected our program, and I join with other members of the faculty in wishing you great success. We are here to support you in your scholarly endeavors and career pursuits.

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 programs offered in the following CEHD departments:

- Department of Educational Leadership, Evaluation, and Organizational Development
- Department of Counseling and Human Development
- Departments in Teaching and Learning (Early Childhood and Elementary Education, Middle and Secondary Education, and Special Education)
- Department of Health and Sport Sciences

I encourage you to rely on both the Doctoral Handbook and your faculty advisor for guidance as you progress through your program.

If I may be of assistance, please let me know. Again, we are pleased that you chose the University of Louisville and look forward to working with you.

Sincerely,

Ann E. Larson, Dean
College of Education and Human Development

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INTRODUCTION

University Policies, Procedures, and Resources

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 **Please note that policies and regulations stipulated by the college in this handbook are superseded by the School of Interdisciplinary and Graduate Studies (SIGS) or University policies and/or regulations.** SIGS takes precedence over the college. However, certain program requirements are unique to the College of Education and Human Development. More detailed information is provided in this handbook and may be accessed electronically as well.

Graduate Catalog

This handbook was designed to be used in conjunction with and as a supplement to the University Graduate Catalog (<http://louisville.edu/graduatecatalog>) and to the School of Interdisciplinary and Graduate Studies (<http://graduate.louisville.edu>) website. 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.

University Student Handbook

Students are also well advised to become familiar with the information in the University Student Handbook <http://louisville.edu/dos/students/studentpoliciesandprocedures/student-handbook>

Graduate Student Orientation Handbook

Students will also find the Graduate Student Orientation Handbook a useful resource (see <http://louisville.edu/files/Graduate%20Student%20Handbook.pdf>).

PLAN (Professional Development, Life Skills, Academic Development, Networking)

PLAN is a framework for understanding and addressing the professional development needs of graduate students. Sponsored by the School of Interdisciplinary and Graduate Studies (SIGS), PLAN helps students take charge of their own learning and development by offering workshops, resources, and social events to meet the needs of graduate students across the four areas: Professional Development, Life Skills, Academic Development, and Networking skills. (see <http://louisville.edu/graduate/plan>) We encourage you to familiarize yourself with and participate in PLAN activities.

Policy on LiveText and Hallmark Assessment Tasks

All students enrolled in College of Education and Human Development (CEHD) programs are required to have a LiveText account. LiveText is utilized for submitting a Hallmark Assessment Task (HAT) in every course (in addition to other requirements by program.) A HAT is a significant performance assignment that is aligned with professional, state, and unit standards. If you do not already have a LiveText account, you will be required to purchase one in your doctoral coursework.

A LiveText student membership may be purchased at www.livetext.com or from the University bookstore. Information about LiveText and how to purchase an account are available at <https://louisville.edu/education/livetext>.

Students who are well informed about the policies, procedures, and resources mentioned above and within this handbook are likely to have a more positive and productive experience in our graduate programs. If you have questions or need further clarification regarding any of these policies, procedures, and resources, please contact one of the persons listed in the departmental contact information above. The faculty in the College of Education and Human Development look forward to working with you in your pursuit of a doctoral degree.

Financial Support

Scholarships and Fellowships

Financial assistance may be available to students pursuing graduate studies, including scholarships and fellowships. For further information, visit the link: <http://graduate.louisville.edu/sigs/financial-support.html>

The College of Education and Human Development offers financial aid opportunities as well. <http://louisville.edu/edu/financialaid>

Graduate Assistantships

A limited number of Graduate Assistantships (GAs) are available to students on a competitive basis. Graduate assistantships may involve teaching, general duties to assist faculty, or may involve grant funded research projects. Research assistantships generally focus on a specific project with defined goals and outcomes that must be met by the end of the project funding period. Teaching assistantships generally involve teaching a specific course or courses and may also involve other administrative duties to fill out 20 hours per week. 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 March 1 to be considered for positions that begin in the following academic year. (Positions rarely 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 assistantship. Graduate Assistants receive tuition remission, a monthly stipend, and student health insurance. Above all, Graduate Assistantships provide students the opportunity to experience the flavor and excitement of the academic community.

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 with a commitment to the liberal arts and sciences and 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 (CEHD) is located on the University of Louisville's Belknap Campus and prepares students for leadership in a variety of educational and community settings. Its students fill classrooms, school counselors' and educational administrative offices as well as university campuses, 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 community engagement. We will respond to the needs of our constituents, including school districts, local agencies, and organizations that seek to advance education and human development.

We support the University of Louisville's 2020 Plan and vision to become one of the nation's top 20 public metropolitan research universities.

STRUCTURE OF CEHD

Administration

Dean: Ann Larson, Ph.D.
(502) 852-6411

Associate Dean for Research and Graduate Studies: Dr. Terry Scott, Ph.D.
(502) 852-0576

Assistant Dean for Student Services: Dr. Margaret Pentecost, Ph.D.
(502) 852-5597

Associate Dean for Academic Affairs and Unit Effectiveness: Dr. Amy Lingo, Ed.D.
(502) 852-0563

Associate Dean for External and Faculty Affairs: Mark Cambron, J.D.
(502) 852-3999

Education Advising and Student Services (EASS), (502) 852-5597
<http://louisville.edu/education/eass>

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

The EASS, 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.

Office of Research, (502) 852-1576 Hours: 8:30 AM to 5:00 PM Room 123 Education

Interim Director: Dr. Terry Scott, Associate Dean of Research and Graduate Studies

The Office of Research facilitates research endeavors, professional development and doctoral studies within College of Education and Human Development (CEHD). The office promotes responsible conduct of research in accordance with the highest standards of integrity and compliance with legal, professional, ethical and other requirements to protect against conflicts of interest in research.

The work of the CEHD Office of Research advances the following driving goals of the 2020 Plan and the University of Louisville's vision to become one of the nation's top 20 public metropolitan research universities:

- Increase funded research
- Increase translational research in response to community needs and fuel economic development
- Focus on areas of scholarly and creative activity that create national prominence
- Increase doctoral degrees awarded annually

Education Resource and Technology Center (ERTC), (502) 852-6437

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

Director: Gary Mitchell, Information Systems Manager

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. Our Center Services are open to all University faculty, staff, and students. The hours of operation are:

Monday – Thursday 8:00 a.m. – 8:00p.m.

Friday – 8:00 a.m. – 4:00 p.m.

Saturday – Closed

Sunday -- Closed

CEHD DOCTORAL PROGRAMS

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 (described below) and the Mission of the college. Therefore, these programs contain a number of common elements. This section addresses the common features of the CEHD doctoral programs. Additional information about specific programs, concentrations, and specializations is addressed in individual program sections later in this handbook.

Conceptual Framework

Our Conceptual Framework, *Shaping Tomorrow: Ideas to Action*, has as its foundation three guiding principles – inquiry, action, and advocacy – as a means of solving problems and improving the lives of children, families, and communities.

All doctoral programs are aligned to the CEHD Conceptual Framework. 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: (a) to inform practice with inquiry and reflection; (b) to change practice through the acquisition of information, knowledge, and understanding; and (c) to understand how inequity and social injustice affect individuals and communities.

Departments

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

ELEOD – Educational Leadership, Evaluation, and Organizational Development (502-852-6667)

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

The Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD) 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.

The ELEOD Department offers both a Doctor of Philosophy and a Doctor of Education degree in Educational Leadership and Organizational Development.

Doctor of Philosophy (Ph.D.) Specializations:

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

Doctor of Education (Ed.D.)

- Emphasis in P-12 Administration.
- Students apply and commission research related to elementary and secondary schools.

ECPY - Counseling and Human Development (502-852-6884)

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

The faculty and staff of ECPY endeavor to cultivate exemplary scholars and professional practitioners in art therapy; college student personnel; clinical mental health counseling; counseling psychology; educational psychology, measurement and evaluation; and school counseling.

Doctor of Philosophy (Ph.D.) Specializations:

College Student Personnel

Counselor Education: Mental Health Counseling

Counselor Education: School Counseling

Concentration:

Counseling Psychology

The ECPY Counseling Psychology doctoral program is accredited by the American Psychological Association (APA) (www.apa.org).

EDTL - Teaching and Learning

- ECEE – Early Childhood and Elementary Education (502) 852-6431
- MISE – Middle and Secondary Education (502) 852-6593
- SPED – Special Education (502) 852-6421

<http://louisville.edu/education/degrees/teacher>

The Departments in Teaching and Learning are 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. The ultimate aim is to enable success for all learners.

The Departments in Teaching and Learning offer a Doctor of Philosophy degree in Curriculum and Instruction. The program prepares educators for various roles in colleges and universities; in educational research and leadership positions; public school districts; and other educational institutions. Students may choose to specialize in a specific discipline such as early childhood or elementary education, middle and secondary education (usually a specific content area), or special 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.

In cooperation with the Department of Educational Leadership, Foundations, and Human Resource Education, the Health and Sport Sciences Department offers a Doctor of Philosophy degree in Educational Leadership and Organizational Development with a specialty in Sports Administration.

Each doctoral program in the CEHD has three main components within which the three guiding principles are met:

Research: Coursework in Research is primarily responsible for providing students with the research competencies and skills needed for success in academic fields. Students will have the opportunity to systematically investigate problems, hypotheses, or new interpretations of data, focusing on their area of academic interest.

Professional Specialization: Coursework in Professional Specialization is primarily responsible for fostering professional expertise and knowledge of the field; understanding of human development and learning and policy development; and awareness of social responsibility and ethics.

Electives: Coursework in Electives allows the student to pursue more rigorously at an in depth level, particular professional and academic interests, so as to develop expertise in research methodology in a cognate field.

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

The following sections describe the three phases (Admission Phase; Program Phase; Candidacy Phase) of doctoral studies beginning with admission through degree completion. The checklist on the following page identifies the distinctive features of each phase.

College of Education and Human Development Doctoral Program Checklist

ADMISSION PHASE

- 1. Admission and Acceptance to Program Enrollment
 - c 2. Read or consult the following sources:
 - Graduate Catalog
 - Graduate Student Orientation Handbook
 - CEHD Doctoral Programs Handbook
 - 3. Advising
 - Assigned Advisor
 - Program Head, or Department Chair
 - Program of Studies Outline Form
 - c 4. Select Program Advisory Committee (minimum of 3 members required)
-

PROGRAM PHASE

- c 5. Approval and Filing of Program of Study Advisory Committee
 - c 6. Transfer or Revalidate Credits (if needed)
 - 7. IRB training and CITI certification
 - 8. Work with faculty on instructional and research projects
 - 9. Meet course and program requirements
 - c 10. Maintain Active Doctoral Student Status
 - c 11. Complete Residency Requirement
 - c 12. Early Inquiry/Internship Experience – FORM REQUIRED FROM DEPARTMENT
 - c 13. Apply and prepare for written Comprehensive Examination
 - c 14. Reporting Comprehensive Examination Results → Admission to Doctoral Candidacy
-

CANDIDACY PHASE

- c 15. Approval of Research/Dissertation Committee (minimum 4 members required)
- c 16. Dissertation Proposal/Defense and Approval
- 17. Submission of Dissertation to SIGS
- 18. Awarding of terminal degree
- 19. Hooding Ceremony and Graduation

ADMISSION PHASE

Appointment of Program Chair and Program Committee

Upon admission to a doctoral program, CEHD expects each student to read and familiarize themselves with the resources including catalogs, handbooks, and other policies that will guide them through their doctoral studies.

Each student will be assigned an advisor early on who will serve as the student's department advisor until the student identifies a Program Chair.

Ordinarily, the student identifies and invites a major professor (one in the student's major area of study) for the role of Program Chair from the department in which the student is enrolled. Where appropriate, and upon recommendation of the Dean, Chair, or Faculty, major professors may also be selected 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 faculty advisor. It is not uncommon for the faculty mentor to serve as the student's Doctoral Advisor, Program Chair and Dissertation Chair.

Role of Program Chair, Program Committee and Committee Composition

The Program Chair and Program Committee oversee doctoral students' work throughout their program. They approve the course of study and administer the written comprehensive examination.

The Program Committee consists of a senior graduate faculty member who serves as the Program Committee Chair (from the CEHD and approved by the Department Chair and the Associate Dean for Research and Graduate Studies) and a minimum of two other graduate faculty members. Program Committee members are typically identified by the student. Copies of the Program Committee Approval form will be filed in the Education Advising and Student Services Office and the Research Office also maintains a copy.

PROGRAM PHASE

Determining Purpose and Setting Goals for the Program

Before planning the program of study, doctoral students should meet with their Program Chair to determine their purpose for 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, these faculty and the students identify coursework and build a program of study that addresses those goals and purposes.

Doctoral students are expected to take such courses as may be required for the advancement of scholarship in general and for training in their field of specialization. The Program Chair 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 and the Associate Dean of Research and Graduate Studies. This program may be modified at any time upon the recommendation of the Doctoral Program Chair and approval of the Department Chair and the Associate Dean for Research and Graduate Studies.

Bachelors plus 90 vs. Masters plus 60

Two program formats are available for the Ph.D: **Bachelors plus 90** or **Masters plus 60**. All 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 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.

All courses offered by the University, at any level and in any school on a very limited basis and upon occasion, shall be accessible to the doctoral student, subject to approval by the Program Committee.

The students and their respective Program Committee Chairs will work together to define and clarify the student's specialty areas. All programs across the CEHD **integrate practical and research experiences** appropriate to the specialty course of study. They must allow students 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).

Approval and Filing of Program of Study

The student program of study is submitted to the Associate Dean of Research and Graduate Studies who approves and in turn files the program in the Education Advising and Student Services Office 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' second semester of enrollment.

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 is also 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 includes experience in ethics, publications, presentation, grant writing, and other forms of creative activity. The research component is 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 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 classroom and through 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 involve 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 colleagues, university, community, and world, candidates in CEHD develop the knowledge, skills, and dispositions to become **Professional Collaborative Leaders**.

- **Professional Collaborative Leadership**

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 organizational leadership.

- **Social Justice and Equity**

Diversity is a shared vision for our efforts in preparing teachers, administrators, school counselors and other professionals. Students will be encouraged to investigate and gain a perspective of diversity issues (race, ethnicity, language, religion, culture, socioeconomic status (SES), gender, sexual identity, disability, ability, age, national origin, geographic location, etc.) related to their chosen fields. Students will examine their belief system and be encouraged to reexamine and develop more grounded beliefs and practices regarding diversity. This theme aligns with our metropolitan mission.

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.

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 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. A practicum normally consists of direct client contact, supervision, and professional activity. Practica are usually one-semester in length and are arranged through the specific department.

An internship should consist of a minimum of 3 course hours. Some doctoral programs, such as the Ph.D. in Counseling and Personnel Services, require clinical internship to successfully complete the program of study. In those instances, the program will provide the student with appropriate guidance.

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 literature, research design and implementation, data collection and analysis, grant writing, presentation and publication of results. All research involving human subjects must be approved by the University Institutional Review Board (IRB).

www.louisville.edu/research/humansubjects/irb

A good way to become familiar with the research component of the doctoral program is to attend and participate in the **Annual Spring Research Conference** hosted collaboratively by the University of Louisville's College of Education and Human Development and the Colleges of Education of the University of Cincinnati and the University of Kentucky.

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. 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.

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 community settings.

Comprehensive Examinations

Congratulations! Once you have completed your coursework, the next step is successful completion of the Comprehensive Exams. The purpose of these exams is to certify that the student has the breadth and depth of knowledge and skills in the core constructs to proceed to Candidacy. Some programs may have unique requirements (e.g. APA requirements) in addition to the college and department requirements, which with the help and guidance of the Program Chairs, enrolled students in those programs will need to familiarize themselves.

In addition to determining a candidate's readiness to sit for Comprehensive Exams, Program Committee Chairs will help the student in identifying appropriate timetables and logistics for the exams.

Program Committees, in conjunction with the respective Program Committee Chair, will oversee the Comprehensive Exam. Questions should align with the student's specialized program and are designed to assess the student's skills, dispositions, and content knowledge. Program Committees ensure the questions are consistent with the standards aligned across all programs. Question preparers should list materials permitted for their question.

Comprehensive Exam Format

On-campus Examinations: Typically, some departments administer exams on campus. Candidates are notified of time, place and which, if any, materials may be taken into the exam. The on-campus exam is monitored in accordance with department protocol.

Take-home Examinations: Some Committees may administer take-home exams to meet the Comprehensive Exam requirements. In those instances, Program Committees will advise the student about parameters. Finally, on occasion, combinations of the on-campus and at-home exams may be administered.

Applying and Preparing for the Comprehensive Examination

Students must inform their Program Committee Chair of their intent to sit for their Comprehensive Exam well in advance of the scheduled date. This will provide ample time for the Committee to develop examination questions and for the student to prepare for the exam. Appropriate forms shall be completed by the Program Committee Chair. Completed copies will be maintained in the Education Advising and Student Services Office.

Typically, Program Committees develop the examination questions; however, they may enlist other faculty to contribute. Usually, at this time, readers for the questions may be identified—three readers for each question is common practice.

Students should allow a minimum of 90 days to prepare for the exam. Students will meet with their respective Program Committee Chairs to discuss components of the exam format and resources to assist them in

responding to the questions. Students are also encouraged to discuss the questions with other Committee members and preparers of the questions. 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 Scoring Guidelines and Reporting Results

The use of the scoring guideline, while not mandatory, is recommended. **Students may be scored “Pass with Honors,” “Pass,” or “Fail” by each of the faculty readers for each question. NOTE: Each question will 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. A question on the exam is judged a pass if a majority of the readers rate 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. Consensus among the Committee members is optimal, but 2 out of 3 (or a simple majority) will suffice with the Program Committee Chair’s approval. Program Committee Chairs will notify students of the results of the Comprehensive Exam after the Committee reaches a decision, typically within three weeks.

After the student successfully completes the Comprehensive Examination, the Program Committee Chair will notify the Associate Dean for Research and Graduate Studies and the Education Advising and Student Services Office of the results, who then forward this information to the Dean of the School of Interdisciplinary and Graduate Studies. SIGS will notify the student of the new status of Candidacy. All documentation of a student’s status will move to electronic storage as soon as possible.

Retaking Comprehensive Examinations

In the event that a student does not pass the Comprehensive Exam, the student may retake the Comprehensive Exam and/or portions of the Exam only once, and that must be within one year.

Students passing less than half of the questions on the Comprehensive Exam should retake the entire exam. The Program Committee will determine whether the student will be required to retake the entire exam or a portion of the exam. The Program Chair is responsible for helping students take all necessary steps 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. on-demand or take-home) or the Committee may seek to question the student orally.

CANDIDACY PHASE

You have passed the Comprehensive Examinations! Welcome to Doctoral Candidacy.

Notification of Admission to Candidacy

After SIGS has received the results of the successful completion of the Comprehensive Examination discussed in the previous section, the student is admitted to Candidacy for a doctoral degree. Students receive confirmation from SIGS indicating that they are a Doctoral Candidate. Students then have four years to complete the degree.

Maintaining Candidacy Status

Students must maintain their Candidacy until the degree is awarded, even though their coursework may have been completed. Enrollment in Degree Candidacy requires the approval of the unit dean. Units must inform the Vice Provost of Graduate Affairs when students have met all requirements and are ready to enter Degree Candidacy. After students pass the Comprehensive Exam and are admitted into Candidacy, they may begin registering for their dissertation hours. Once they have registered for all the dissertation hours required for their program and have no other courses to take, if their dissertation isn't finished, students must continuously enroll in Candidacy year-round (i.e. Fall, Spring and Summer) until the degree is awarded. Failure to pay the candidacy fee will be cause to cancel a student's enrollment in Degree Candidacy. In order to restore enrollment in Degree Candidacy, the student must receive approval of his/her graduate program director and that of the unit dean. To reestablish enrollment in Degree Candidacy, the student will be required to pay the candidacy fee for each semester during which candidacy was voided and/or not maintained.

The fee for doctoral candidacy each semester is equal to 2 hours of graduate tuition and is considered fulltime status for purposes of University Fellowships, Scholarships, and Assistantships.

Dissertation Chair and Dissertation Committee

After admission to Doctoral Candidacy, the student should identify a potential Dissertation Chair. That person is responsible for helping the Candidate set the purpose, goals, and schedule for completion of the dissertation. In many cases the student's Program Chair is best suited to serve as Dissertation Chair. However, this is not a given and it is advisable for the student to consider which faculty member is best suited to provide advice in the area(s) covered by the dissertation.

The Dissertation Chair also will work with the Candidate to identify appropriate faculty to serve as the Dissertation Committee. With the Chair's consent, the student must complete and submit the appropriate form for the official formation of the Dissertation Committee. Signatures from all Committee members must be secured before the form is submitted. This committee shall consist of no 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. 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 work with the student as the student formulates the dissertation proposal, approve the proposal, and mentor the student in the execution of the study.

At least one member must be from a department other than the program department. Occasionally, students may have co-Chairs. 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 study design methods or 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 sought through the Associate Dean for Research and Graduate Studies who will then make a recommendation to the Dean of the College of Education and Human Development. An Ad-Hoc Approval must be initiated with the Research Office and, if approved, is good for three years.

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 the candidate's expertise in the field of his/her dissertation. In addition, a dissertation should contribute to the candidate's academic field in general and to the field of the dissertation in particular.

In conjunction with their major advisor, candidates may choose the format of their dissertation after completing a proposal with an introduction, extended literature review, and methodology. Options are to (a) complete a traditional dissertation (e.g., five or more chapters), or (b) complete one or more manuscripts submittable to refereed, scholarly journal(s) (as approved by the committee). In both cases, the format used must meet existing guidelines for dissertation format as established by the University of Louisville. More importantly, the candidate must (a) demonstrate expertise in the field of his/her dissertation, and (b) contribute to the academic field by taking a strong leadership role in the research project described in the dissertation. The determination of the extent to which the dissertation meets these two goals is left to 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

As students approach their final semesters of coursework and prepare for Comprehensive Exams, they are formulating ideas for their dissertation. A Ph.D. candidate must develop and defend a Dissertation proposal that describes an original, independent research project.

(Students pursuing their Ed.D. degree can either choose to complete a **traditional dissertation**, or they can choose to pursue the **group manuscript model**. Each student choosing to participate in the group manuscript model must author one publishable manuscript aligning around the group's common problem of interest. Each group member must individually author a publishable introduction, an individual review of literature, an individual methodology/ methods section, an individual set of findings, and an individual discussion. As a whole, the group is responsible for collaboratively completing a common introduction of the problem of interest, a common set of implications for future research, and a common executive summary to be delivered to the district) Generally speaking, the traditional five-chapter dissertation is recommended for candidates that intend to engage in research careers within the academe while the manuscript option may be a better alternative for those whose professional goals are more aligned with the practitioner. The determination of the extent to which the dissertation meets these two goals is left to the professional judgment of the Dissertation Committee.

The written proposal should begin with a clear statement of a researchable question. The proposal is a sufficiently complete statement of the proposed research project so that the Dissertation Committee can judge the originality, significance, and 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 the proposal. When the student and the Committee Chair agree that the dissertation proposal is ready for review and approval, the proposal is then 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 encouraged to include a draft of the IRB (Institutional Review Board) 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 Subjects Protections Certification by completing the University of Louisville's training in Human Subjects Protections. **IRB applications must include departmental certification of intellectual merit.**

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

For students conducting research in school systems or other organizations there may be additional review and approval steps.

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 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 the dissertation proposal, the candidate is excused from the examining room for Committee deliberation. After 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 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, the Education Advising and Student Services Office, 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 (SIGS). 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 available at <https://graduate.louisville.edu/Programs/theses-dissertations/preparation-of-theses-and-dissertations.html>

Doctoral Dissertation Defense (Final Defense)

Students are examined on the doctoral dissertation that they have written. The examination 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. Review the Graduate Catalog for Doctoral Degree requirements available online at: http://louisville.edu/graduatecatalog/toc#Requirements_for_Graduate_Degrees

The dissertation **defense** must be scheduled at least three weeks in advance and 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. It may be obtained at the following link: <http://louisville.edu/graduate/news-1/deadlines-for-submitting-thesis-dissertation>

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 (SIGS) 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 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 four or more members 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 the dissertation or 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 is required. **The student should prepare the signature sheet on 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

For the most current information about submission of the dissertation, go to the following School of Interdisciplinary and Graduate Studies website:

<https://graduate.louisville.edu/Programs/theses-dissertations/preparation-of-theses-and-dissertations.html>

Time Limits

The candidate must complete all other requirements for the degree of Doctor of Philosophy of Education or Doctor 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. These time limits apply whether or not a student is enrolled fulltime or part-time.

Refer to the following link for complete information: <https://graduate.louisville.edu/Programs/theses-dissertations/preparation-of-theses-and-dissertations.html>

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.

GRADUATION

Graduation has finally arrived! Your persistence and hard work have culminated in the achievement of earning a Doctorate.

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, August, and December. Hooding ceremonies occur in May and December. Consult the following websites for degree application/diploma/commencement information:

<http://louisville.edu/registrar/commencement-information.html> and

<http://louisville.edu/commencement/coverage-events/sigs-doctoral-hooding-and-graduation-ceremony>

IMPORTANT LINKS

As previously stated, it is the doctoral student's responsibility to be familiar with university policies and procedures. Below you will find links to rules, procedures, guidelines, forms and other helpful information for graduate students at the University of Louisville.

Graduate Catalog

<http://louisville.edu/graduatecatalog>

School of Interdisciplinary and Graduate Studies

<http://graduate.louisville.edu>

Information for Current Graduate Students

<http://graduate.louisville.edu/admissions/current-students.html>

Code of Student Conduct

http://louisville.edu/graduatecatalog/toc#Code_of_Student_Conduct

University Student Handbook

<http://louisville.edu/dos/students/studentpoliciesandprocedures/student-handbook>

PLAN (Professional Development, Life Skills, Academic Development, Networking)

<http://louisville.edu/graduate/plan>

Preparation of Theses and Dissertations

<https://graduate.louisville.edu/Programs/theses-dissertations/preparation-of-theses-and-dissertations.html>

Requirements for the Doctor of Philosophy Degree

http://louisville.edu/graduatecatalog/toc#Requirements_for_Graduate_Degrees

College of Education and Human Development Doctoral Student Portal

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

DEFINITIONS

Candidacy

After students pass the Comprehensive Examinations, they move to Doctoral Candidate status.

Comprehensive Examinations

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 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 enrolled in this program are 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 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. 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. "Mentor" is not an official title or role in the doctoral process, and an additional person is not selected for this role.

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 interacting 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. Doctoral students have four (4) years after passing the Comprehensive Exams and entering Degree Candidacy to finish their program. 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. These time limits apply whether or not students are enrolled fulltime or part-time. Typically, well-prepared students complete their doctoral work in 3 to 4 years, but this may vary.

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. The Ph.D. is generally pursued by those seeking a career in higher education, while the Ed.D. is more appropriate for those seeking administrative or curricular positions.

Q: What should I expect from my Program Chair?

A: A Program Chair may serve as an advisor and mentor, as well as a source of technical assistance. A Program Chair helps the doctoral student set and achieve long-term and short-term professional and career goals.

An effective Program Chair will:

- provide, or assist in finding, the resources needed to successfully complete the doctoral program;
- introduce and promote doctoral students' work to prominent individuals in the field;
- encourage doctoral students' interests rather than their own; and
- be available to offer advice on the direction of the dissertation and career options.

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

A: The type of relationship that each student needs with the Program Chair may vary greatly. Some students have daily contact with them while working on common projects. Other students have a more independent relationship. There is no one 'right' formula, but clear, continuous communication between the doctoral student and Program Chair is critical so that the student receives the level of support needed.

Q: What if my Program Chair doesn't work out?

A: On occasion, a doctoral student may wish to change the Program Chair or Program Committee, or a Committee member may have left the university. Such change requests must be approved by the Department Chair and the Associate Dean for Research and Graduate Studies.

Also, multiple mentors are common and useful. They may include other faculty members, senior graduate students, or other colleagues.

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

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

Q: What is Doctoral Candidacy?

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

Q: What is the process of Candidacy?

A: **The department sends a letter to the School of Interdisciplinary and Graduate Studies nominating the student for Doctoral Candidacy** after passing the Comprehensive Exam. When the School of Interdisciplinary and Graduate Studies endorses the student's Candidacy, the College of Education and Human Development, the department, and the student will receive official confirmation. At this point, the doctoral student will register for Candidacy.

Q: How do I form a Dissertation Committee?

A: Creating a thesis or dissertation committee is one of the most important steps in the doctoral degree process. It is recommended to first identify the Dissertation Chair and then work with that individual on the selection of the other members. Ideally, the committee members should have a prior, positive working relationship. Take time to learn the academic backgrounds and research interests of potential committee members before asking them to serve on the Dissertation Committee to ensure compatibility. Remember that the Chair guides the student's study and will therefore also advise on how and when to work with other committee members.

The Thesis/Dissertation Advising Committee Appointment Form must be submitted to the School of Interdisciplinary and Graduate Studies. The form can be found at <https://graduate.louisville.edu/Programs/theses-dissertations/preparation-of-theses-and-dissertations.html>

Q: What is the role of the Dissertation Chair?

A: The Dissertation Chair is a conduit between all parties involved in the dissertation process: student, Committee members, and the School of Interdisciplinary and Graduate Studies. The Dissertation Chair will:

1. Confer with the student to set an approximate time schedule, including meetings of the Committee, for the accomplishment of the dissertation.
2. Supervise the student's work, set deadlines, and guide academic progress.
3. Assume the role of "principal investigator" when research involves human or animal subjects, ensure that university policies in this area are carefully observed, and guide the student through the Human Subjects approval process.
4. Inform the student of university regulations regarding the dissertation process.
5. In consultation with the other members of the Committee, the Dissertation Chair will 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 the work and meet in order to make a final determination of the acceptability of the dissertation. The Dissertation Committee will:

1. Initially meet with the student to determine the feasibility of the topic and the dissertation plan or proposal.
2. Sign off on the proposal. The signing of this document signifies that the student has permission to proceed with the study as outlined in the plan.
3. Determine whether the research is subject to the university policy on research on human or animal subjects and advise 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, the doctoral student is admitted to Candidacy. At this point, the student registers for as many dissertation hours as needed to maintain full or part-time status. Once all dissertation research hours are used (12 hours), the student must register for Doctoral Candidacy each semester—Fall, Spring, and Summer--to maintain that status.

APPENDICES

- **APPENDIX A:** Reference Letter Example
- **APPENDIX B:** Formalizing the internship or practicum

APPENDIX A

Reference Letter Example

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. Information in your additional comments could 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 do you anticipate that this candidate will manage in a doctoral program?

APPENDIX B

Formalizing the internship or practicum

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

- 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 and Student Services Office 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.

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 students apply directly to the School of Interdisciplinary and Graduate Studies, they are encouraged to contact the CEHD department in which their program of choice resides. Application link: <http://graduate.louisville.edu/apply/application.html>
-

ADMISSIONS PHASE

2. **Admission to the Program**
To be accepted to a doctoral degree program, a student must be admitted to the School of Interdisciplinary and Graduate Studies *and* the CEHD 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. The Graduate Catalog link to doctoral degree requirements:
http://louisville.edu/graduatecatalog/toc#Requirements_for_Graduate_Degrees
3. **Advising**
Specific information about program requirements may be obtained from the following sources:
- CEHD Doctoral Programs Handbook <http://louisville.edu/education/docstudent/doc-handbook2016.pdf>
 - Graduate Catalog <http://louisville.edu/graduatecatalog>
 - Assigned advisor – visit with advisor as soon as possible for department and program requirements and opportunities
 - Program Head or Department Chair
 - Program of Studies Outline Form (See Program Form A and B below)
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 current 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 (SIGS), 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 and Student Services Center (EASS) and the School for Interdisciplinary and Graduate Studies (SIGS).

- 18. **Application for Graduation – FORM REQUIRED – only available online**
The Ph.D. degree is conferred by the School for Interdisciplinary and Graduate Studies. A formal application for degree must be completed on ULink (student services tab under Registration). Degree application periods are listed on the Registrar’s website at Louisville.edu/registrar. 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 an application for apparel which is available at the Commencement website: Louisville.edu/commencement.

- 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

NAME (typed or printed)	DEPARTMENT	Signature as Agreement to Serve on Committee
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

Master/Doctoral Change of Advisor/Committee Form

Date: _____

Department: _____

Student: _____
(Name)

(Signature)

Student ID #: _____

Student's e-mail: _____

Degree Program: Ed.D. 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

(this is an internal CEHD form and does not need to be submitted to SIGS)

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

Cell 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:** _____

None **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 EASS
 - ☐ Copy to Committee members
 - ☐ Copy to Associate Dean for Research and Graduate Studies
-

Results of Ph.D. Qualifying/Comps Exam Form

This form is to be completed online

<http://louisville.edu/graduate/faculty-staff/policies-and-procedures>

The screenshot shows the University of Louisville website with the following elements:

- Header: UNIVERSITY OF LOUISVILLE, APPLY, DONATE, CAMPUS
- Section: School of Interdisciplinary and Graduate Studies
- Navigation: HOME, FUTURE STUDENTS, CURRENT STUDENTS, FACULTY & STAFF, CONTACT US, FORMS
- Breadcrumbs: Home / Forms / Results of Ph.D. Qualifying/Comps Exam Form
- Title: Results of Ph.D. Qualifying/Comps Exam Form
- Form Fields:
 - Student ID: [Text Input]
 - Name: Name of the Student [Text Input]
 - Major: Anatomical Science and Neurobiology - Ph.D. [Dropdown]
 - Date of Exam: [Date Picker]
 - Results: Please pick one (Passed, Failed) [Radio Buttons]
 - Comments: [Text Area]
 - Submitted By: Graduate program director or Department Chair [Text Input]
 - Your E-Mail Address: t.scott@louisville.edu [Text Input]
 - Submit: [Submit Button]

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

(This is an internal CEHD form and does not need to be submitted to SIGS)

Thesis

Dissertation

Date: _____

Student Name: _____

Student ID #: _____

Department: _____

Major Subject Field: _____

Committee Members

	<u>NAME (typed or printed)</u>	<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

UNIVERSITY OF LOUISVILLE
College of Education and Human Development
Request to Schedule Final Oral Defense Form

Form 7

This form is to be completed online

<http://louisville.edu/graduate/faculty-staff/policies-and-procedures>

Request to Schedule Final Oral Defense Form

To schedule a student's final oral defense, complete this form. When submitted, a copy of the form will be emailed to the School of Interdisciplinary and Graduate Studies, the student, and the individual submitting the form.

Please submit this completed form no later than two weeks before the oral defense is to be scheduled.

Do not press the enter key until you are ready to submit the form. Use the tab key to navigate through the form fields.

***** This form is to be submitted by the student's department only !!! *****

Student Information

Student ID

Name
Name of the Student

Student Email

Department

Major Subject

Degree

College or School

Thesis / Dissertation Information

Title of Thesis or Dissertation

Date and Time of Examination / /
 : :

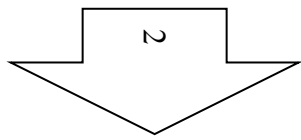
Place of Examination

Committee Members

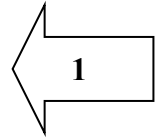
Principal Advisor

DISSERTATION APPROVAL FORM

See next page for general layout



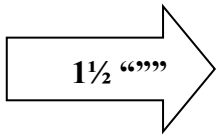
**URBAN MIDDLE SCHOOL STUDENTS' MATHEMATICS EFFICACY
AND ACHIEVEMENT IN GENDER-GROUPED CLASSROOMS**



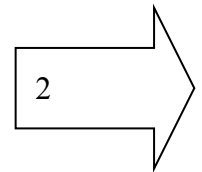
By

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

A Dissertation Approved on

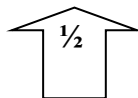


April 22, 2004



the following Dissertation Committee:

Dissertation Director



ii

58

University of Louisville
 College of Education and Human Development
Doctor of Philosophy of Education
60 hour program

Name _____
 Address _____
 _____ Zip _____
 Phone # _____ Other Phone # _____
 Student ID# _____
 Email address _____
 Advisor _____

Education Advising and Student
 Services
 College of Education and
 Human Development
 University of Louisville
 Louisville, KY 40292
 (502) 852-5597

Distinctive Characteristics of Doctoral Programs in CEHD.

I. Social Justice and Equity

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

II. Leadership

This area could be assisted by the Future Faculty/Future Leaders program. Leadership is a distinct focus in other programs in CEHD and the doctoral program should be no exception. In this component students would 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.

III. Practical Experience

The doctoral programs in CEHD will also contain practicums, internships, or embedded field experience that aligns both with their program studies and their career goals. These experiences are to be mentored and may include a number of the following areas: teaching; research, administration or other appropriate arenas.

IV. Scholarship/Research

The emphasis on scholarship would include experience and mentorship in Ethics, Publications, Presentation, Grantsman-ship, and other forms of creative activity. The research component will be characterized by the development of vertical research teams; 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.

The doctoral degree is granted in recognition of scholarly proficiency and distinctive achievement in a specific field/discipline. All candidates for a doctoral degree in the CEHD must successfully complete qualifying exams and a dissertation/professional portfolio that clearly indicates the candidate has mastered and can exhibit/articulate the content knowledge, skills and dispositions specific to their discipline and can utilize appropriate research methodologies to contribute to the body of knowledge in their field.

COURSE PREFIX	C O U R S E N U M B E R	COURSE TITLE	C R E D I T H O U R S	T E N T A T I V E S E M E S T E R O F F E R E D	H O U R S E A R N E D	G R A D E E A R N E D
------------------	--	--------------	---	--	---	---

***This document is to be revised by August 15 of each new year. Revised 1/25/16*

Master's Degree prerequisite + 60 hours minimum: *The Student and Committee must develop courses, programs and experiences that clearly identify and address the specific themes of Leadership, Scholarship, 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*

**University of Louisville
College of Education and Human Development**

**Doctor of Philosophy of Education
60 hour program
(Continued)**

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	C R E D I T H O U R S	T E N T A T I V E S E M E S T E R O F F E R E D	H O U R S E A R N E D	G R A D E E A R N E D
RESEARCH METHODOLOGY (27 hours minimum) Selected with Program Committee Approval						
		Statistics and Methodology II (ELFH 701 or equivalent required)	3			
		Statistics and Methodology III (ELFH 702 – Applied Multiple Regression or equivalent required)	3			
		Statistics and Methodology IV (ELFH 703 - Multivariate Educational Statistics or ECPY 793 Structural Equation Modeling or ECPY 793 Multilevel Modeling or ECPY 793 Meta-analysis and Systematic Review or equivalent required)	3			
		Research Electives: e.g., <i>Field Survey Research, additional qualitative methodologies and/or quantitative methodologies.</i> ^{a,b}	6			
		Dissertation/Portfolio Research	12			
ELECTIVE COMPONENT OR MASTER'S DEGREE (21 hours minimum) Master's Degree comprises Elective component of program.						
a. Selected with Program Committee Approval within program guidelines/framework						
b. ELFH 600 may not be used for this course.						

Minimum total hours: 108

Residence Requirement Completed: From _____ To and including _____

Program sheet Addendum

Y N

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

_____ Committee Chair	_____ Date	_____ Committee Member	_____ Date
_____ Committee Member	_____ Date	_____ Committee Member	_____ Date
_____ Student	_____ Date	_____ Advisor	_____ Date

Copy to: EASS Student Advisor Dept.

University of Louisville
 College of Education and Human Development
Doctor of Philosophy of Education
60 hour program
(Continued)

Name _____
 Social Security _____
 Degree Program _____
 Content Area (if applicable) _____

Education Advising and Student Services
 College of Education and
 Human Development
 University of Louisville
 Louisville, KY. 40292
 (502) 852-5597

Required Course (course number, title, and hours)	Substitution (course number, title, and hours)

Please list courses transferred from other Colleges/Universities.

Course (course number and title)	SE ME ST ER HO UR S	University or College

NOTES (any additional information regarding student's program)

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

_____ Advisor		_____ Date	_____ Student		_____ Date
Copy to:	EASS <input type="checkbox"/>	Student <input type="checkbox"/>	Advisor <input type="checkbox"/>	Dept. <input type="checkbox"/>	

University of Louisville
 College of Education and Human Development
Doctor of Philosophy of Education
90 hour program

Name _____	Education Advising and Student Services
Address _____	College of Education and
_____ Zip _____	Human Development
Phone # _____	University of Louisville
Other Phone # _____	Louisville, KY 40292
Student ID# _____	(502) 852-5597
Email address _____	
Advisor _____	

Distinctive Characteristics of Doctoral Programs in CEHD.

V. Social Justice and Equity

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

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This area could be assisted by the Future Faculty/Future Leaders program. Leadership is a distinct focus in other programs in CEHD and the doctoral program should be no exception. In this component students would 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.

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The doctoral programs in CEHD will also contain practicums, internships, or embedded field experience that aligns both with their program studies and their career goals. These experiences are to be mentored and may include a number of the following areas: teaching; research, administration or other appropriate arenas.

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The emphasis on scholarship would include experience and mentorship in Ethics, Publications, Presentation, Grantsman-ship, and other forms of creative activity. The research component will be characterized by the development of vertical research teams; 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.

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COU RSE PRE FIX	C O U R S E N U	COURSE TITLE	C R E D I T H O	TE NT ATI VE SE ME ST ER OF	H O U R S E A R	G R A D E E A R
------------------------------------	---	---------------------	---	--	---	---

	M B E R		U R S	F E R E D	N E D	N E D
<p><i>The Student and Committee must develop courses, programs and experiences that clearly identify and address the specific themes of Leadership, Scholarship, Social Justice and Equity. These areas of emphasis must have descriptive competencies that the student should attain and the Committee can assess</i></p>						
<p>SPECIALTY COMPONENTS (60 hours minimum) <i>Selected with Program Committee Approval</i></p>						

University of Louisville
 College of Education and Human Development
Doctor of Philosophy of Education
 90 hour program
 (Continued)

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDITS HOURS	SEMESTER OF FE RE D	HOURS EARNED	GRADE EARNED
RESEARCH METHODOLOGY (27 hours minimum) <i>Selected with Program Committee Approval</i>						
		Statistics and Methodology I (ELFH 601 or equivalent required)	3			
		Statistics and Methodology II ^b (ELFH 702 – Applied Multiple Regression)	3			
		Statistics and Methodology III (ELFH 703 - multivariate educational statistics)	3			
		Research Electives: e.g., <i>Field Survey Research, additional qualitative methodologies and/or quantitative methodologies.</i> ^{a,b}	6			
		Dissertation/Portfolio Research	12			
ELECTIVE COMPONENT (21 hours Minimum) <i>Selected with Program Committee Approval</i>						
c. <i>Selected with Program Committee Approval within program guidelines/framework</i>						
d. <i>ELFH 600 may not be used for this course.</i>						

Minimum total hours:	90
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Residence Requirement Completed: From _____ To and including _____

Program sheet Addendum

Y N

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

Committee Chair Date

Committee Member Date

Committee Member Date

Committee Member Date

Student Date

Advisor Date

Copy to:

EASS

Student

Advisor

Dept.

University of Louisville
 College of Education and Human Development
Doctor of Philosophy of Education
90 hour program
(Continued)

Name _____
 Social Security _____
 Degree Program _____
 Content Area (if applicable) _____

Education Advising and Student Services
 College of Education and
 Human Development
 University of Louisville
 Louisville, KY. 40292
 (502) 852-5597

Required Course (course number, title, and hours)	Substitution (course number, title, and hours)

Please list courses transferred from other Colleges/Universities.

Course (course number and title)	SEMESTER HOURS	University or College

NOTES (any additional information regarding student's program)

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

 Advisor Date Student Date

Copy to: EASS Student Advisor Dept.

University of Louisville
 College of Education and Human Development
 Doctor of Philosophy of Education
 Educational Leadership & Organizational Development

Name _____
 Address _____
 _____ Zip _____
 Phone # _____ Other Phone # _____
 Student ID# _____
 Email address _____
 Advisor _____

Education Advising and Student
 Services
 College of Education and
 Human Development
 University of Louisville
 Louisville, KY 40292
 (502) 852-5597

Distinctive Characteristics of Doctoral Programs in CEHD.

- I. **Social Justice and Equity**
 Aligned with our mission, our students would build experience and expertise in the issues of social justice and equity. This theme would align with our metropolitan mission and that of student achievement.
- II. **Leadership**
 This area could be assisted by the Future Faculty/Future Leaders program. Leadership is a distinct focus in other programs in CEHD and the doctoral program should be no exception. In this component students would 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.
- III. **Practical Experience**
 The doctoral programs in CEHD will also contain practicums, internships, or embedded field experience that aligns both with their program studies and their career goals. These experiences are to be mentored and may include a number of the following areas: teaching; research, administration or other appropriate arenas.
- IV. **Scholarship/Research**
 The emphasis on scholarship would include experience and mentorship in Ethics, Publications, Presentation, Grantsmanship, and other forms of creative activity. The research component will be characterized by the development of vertical research teams; 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.

The doctoral degree is granted in recognition of scholarly proficiency and distinctive achievement in a specific field/discipline. All candidates for a doctoral degree in the CEHD must successfully complete qualifying exams and a dissertation/professional portfolio that clearly indicates the candidate has mastered and can exhibit/articulate the content knowledge, skills and dispositions specific to their discipline and can utilize appropriate research methodologies to contribute to the body of knowledge in their field.

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
Master's Degree prerequisite + 60 hours minimum: The Student and Committee must develop courses, programs and experiences that clearly identify and address the specific themes of Leadership, Scholarship, Social Justice and Equity. These areas of emphasis must have descriptive competencies that the student should attain and the Committee can assess						
CORE AND ELECTIVE COGNATE COMPONENTS (33 hours minimum) Selected with Program Committee Approval						
		ELEOD Core (ELFH 710 – Introduction to Doctoral Studies Seminar)	3			
		ELEOD Core (ELFH 674 – Advanced Leadership Theory)	3			
		ELEOD Core (ELFH 715 – Advanced Organization Theory)	3			
		ELEOD Core (ELFH 780 – Problem Analysis)	3			

University of Louisville
 College of Education and Human Development
 Educational Leadership & Organizational Development
 (Continued)

Name _____
 Social Security _____
 Degree Program _____
 Content Area (if applicable) _____

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 Human Development
 University of Louisville
 Louisville, KY. 40292
 (502) 852-5597

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
RESEARCH METHODOLOGY (27 hours minimum) <i>Selected with Program Committee Approval</i>						
		Research Core (ELFH 601 or equivalent required)	3			
		Research Core (ELFH 701 – Intermediate Multiple Regression)	3			
		Research Core (ELFH 703 - Multivariate educational statistics)	3			
		Research Core (ELFH 704 – Qualitative Research Methods)	3			
		Research Core (ELFH 705 - Qualitative Data Analysis)	3			
		Dissertation/Portfolio Research (ELFH 795 – Dissertation Credit Hours)	12			
a. Selected with Program Committee Approval within program guidelines/framework						
b. ELFH 600 may not be used for this course.						

Minimum total hours: 60

Residence Requirement Completed: From _____ To and including _____

Y N

Program sheet Addendum

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

Committee Chair	Date	Committee Member	Date
Committee Member	Date	Committee Member	Date
Student	Date	Advisor	Date

Copy to:

EASS

Student

Advisor

Dept.

University of Louisville
 College of Education and Human Development
Education Doctorate Degree
Educational Leadership & Organizational Development
 90 hour program

Name _____
 Address _____
 Phone # _____ Other Phone # _____ Zip _____
 Student ID# _____
 Email address _____
 Advisor _____

Education Advising and Student Services
 College of Education and Human Development
 University of Louisville
 Louisville, KY 40292
 (502) 852-5597

Distinctive Characteristics of Doctoral Programs in CEHD.

- IX. Social Justice and Equity**
 Aligned with our mission, our students would build experience and expertise in the issues of social justice and equity. This theme would align with our metropolitan mission and that of student achievement.
- X. Leadership**
 This area could be assisted by the Future Faculty/Future Leaders program. Leadership is a distinct focus in other programs in CEHD and the doctoral program should be no exception. In this component students would 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.
- XI. Practical Experience**
 The doctoral programs in CEHD will also contain practicums, internships, or embedded field experience that aligns both with their program studies and their career goals. These experiences are to be mentored and may include a number of the following areas: teaching; research, administration or other appropriate arenas.
- XII. Scholarship/Research**
 The emphasis on scholarship would include experience and mentorship in Ethics, Publications, Presentation, Grantsman-ship, and other forms of creative activity. The research component will be characterized by the development of vertical research teams; 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.

The doctoral degree is granted in recognition of scholarly proficiency and distinctive achievement in a specific field/discipline. All candidates for a doctoral degree in the CEHD must successfully complete qualifying exams and a dissertation/professional portfolio that clearly indicates the candidate has mastered and can exhibit/articulate the content knowledge, skills and dispositions specific to their discipline and can utilize appropriate research methodologies to contribute to the body of knowledge in their field.

COURSE PREFIX	COURSE NUMBER	COURSE TITLE	CREDIT HOURS	TENTATIVE SEMESTER OFFERED	HOURS EARNED	GRADE EARNED
<i>The Student and Committee must develop courses, programs and experiences that clearly identify and address the specific themes of Leadership, Scholarship, Social Justice and Equity. These areas of emphasis must have descriptive competencies that the student should attain and the Committee can assess</i>						
SPECIALTY COMPONENTS (42 hours minimum) <i>Selected with Program Committee Approval</i>						

University of Louisville
 College of Education and Human Development
Education Doctorate Degree
Educational Leadership & Organizational Development
90 hour program
(Continued)

Name _____
 Social Security _____
 Degree Program _____
 Content Area (if appl) _____

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 College of Education and
 Human Development
 University of Louisville
 Louisville, KY. 40292
 (502) 852-5597

COU RSE PRE FIX	COU RSE NU MBE R	COURSE TITLE	C R E D I T H O U R S	TE NT ATI VE SE ME ST ER OF FE RE D	H O U R S E A R N E D	G R A D E E A R N E D
ELFH	715	Advanced Organizational Theory	3			
RESEARCH METHODOLOGY (27 hours minimum) <i>Selected with Program Committee Approval</i>						
		Statistics and Methodology I (ELFH 601 or equivalent required)	3			
		Research Course to aid in the completion of the EdD Degree	3			
		Research Course to aid in the completion of the EdD Degree	3			
		Research Electives: e.g., <i>Field Survey Research, additional qualitative methodologies and/or quantitative methodologies.</i> ^{a,b}	3			
ELFH	777	Capstone for Education Doctorate Degree	12			
ELECTIVE COMPONENT (21 hours Minimum) <i>Selected with Program Committee Approval</i>						
e. <i>Selected with Program Committee Approval within program guidelines/framework</i>						
f. <i>ELFH 600 may not be used for this course.</i>						

nimum total	90
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hours:

Residence Requirement Completed:

From _____ To and including _____

Program sheet Addendum Y N

THIS PROGRAM SHEET MUST BE SIGNED BY THE ADVISOR AND THE STUDENT AND SUBMITTED TO THE EDUCATION ADVISING AND STUDENT SERVICES OFFICE BEFORE THE STUDENT CAN BE UNCONDITIONALLY ADMITTED TO THIS PROGRAM.

Student _____ Date _____ Advisor _____ Date _____

Copy to: EASS Student Advisor Dept.

University of Louisville
 College of Education and Human Development
Education Doctorate Degree
Educational Leadership & Organizational Development
 90 hour program
 (Continued)

Name _____
 Social Security _____
 Degree Program _____
 Content Area (if applicable) _____

Education Advising and Student Services
 College of Education and
 Human Development
 University of Louisville
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Required Course (course number, title, and hours)	Substitution (course number, title, and hours)

Please list courses transferred from other Colleges/Universities.

Course (course number and title)	SE ME ST ER HO UR S	University or College

NOTES (any additional information regarding student's program)

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