ATTACHMENT 3

Guidelines for Graduate Education

in the

College of Education and Human Development

University of Louisville

Approved by CEHD Faculty 3/3/09

Revised by CEHD Faculty 8/20/2013

Revised by CEHD Faculty 12/09/2014

**Minimum Guidelines for CEHD Graduate Education**

To ensure high quality graduate education programs, the University of Louisville and the College of Education and Human Development (CEHD) maintain minimum guidelines for admission and performance of graduate students, for faculty involvement in graduate education and for proper academic administration. The faculty of the College of Education and Human Development has the academic authority and responsibility to establish rigorous and effective admission requirements, curricula, instruction, examinations, and recommendations to the Board of Trustees for the granting of degrees for programs within the unit. (*Redbook* Section 3.3.2.)

The faculty of the College of Education and Human Development establishes and publishes, in the university catalog, its own set of policies and procedures for its graduate programs. The College and its individual graduate programs may adopt policies that are more stringent than those set forth in U of L’s Board of Trustees approved Minimum Guidelines for Graduate Education but may not establish standards that are lower.

I. Academic standards for students in graduate programs of the College of Education and Human Development

1. Admissions standards
2. All applications for graduate program admissions shall include:
	1. completed application
	2. application fee
3. All applications for graduate program admissions shall include:
	1. completed application
	2. application fee
	3. results from the Graduate Records Exam (GRE) or equivalent as defined by specific programs and/or successfully completed accredited graduate work as defined by specific programs (ex., GPA of 3.0 or above).
	4. official transcript(s) for all previous post-secondary coursework: All transcripts not in English must be certified as authentic and translated verbatim into English
	5. at least two letters of recommendation. Some CEHD programs require 3 letters of recommendation.
	6. official transcript(s) for all previous post-secondary coursework: All transcripts not in English must be certified as authentic and translated verbatim into English
	7. at least two letters of recommendation. Some CEHD programs require 3 letters of recommendation.
4. The minimum requirement for admission is the baccalaureate degree or its equivalent from an accredited institution. Most doctoral programs require a master’s degree.
5. The minimum undergraduate grade point average (GPA) that will be considered for unconditional acceptance and admission is 2.75 out of 4.0. Some programs require higher GPAs for admission.
6. The minimum GRE scores that will be considered for acceptance and admission without conditions are: for CEHD Master’s Programs, a combined Verbal and Quantitative Reasoning score of 800 (900 for Counseling Psychology program); for PhD programs, a combined Verbal and Quantitative Reasoning score of 1000.
7. Unconditional admission to degree seeking status shall be made only if all admission credentials have been received, evaluated and approved by the appropriate program faculty.
8. Any conditional acceptance shall be made on an individual basis and shall require a statement of the rationale for the exception, plans for monitoring progress and performance, and a statement of the success criteria. Such justification must be provided in writing and must be accepted by the faculty and Dean of the College of Education and Human Development. These guidelines will allow consideration of special circumstances in which the potential for high quality graduate performance has been clearly demonstrated by other means.
9. Students who fail to meet performance goals or who do not meet other requirements as outlined in the admission letter, program requirements or the university’s catalog may be subject to academic dismissal from their programs.

\*Program Specific Admission Policies:

 *Masters of the Art of Teaching Admission Policies*

MAT applicants whose undergraduate degree grade point average is below 2.75 may be admitted in good standing if the last 30 credit hours (including post-baccalaureate work) is 3.00 or above, provided that 1) their undergraduate degree grade point average is not below 2.5 and 2) they meet the minimum Kentucky state certification testing requirements through the GRE or the PRAXIS I PPST.

NOTE: MAT students must meet additional admission criteria as well and should contact Education Advising and Student Services for details about the competitive admission process.

*Master of Science in Human Resources and Organization Development Admission Policies*

For unconditional admission, a minimum undergraduate Grade Point Average (GPA) of 3.0 is required.

GRE scores. For applicants with less than a 3.0 GPA in the last 60 hours of undergraduate work and no terminal degree (e.g., M.D., D.D.S., Ph.D.), a GRE score is required that meets the following guidelines:

* 1. For unconditional admission, a minimum of 800 (combined verbal and quantitative) for exams taken prior to August 1, 2011.
	2. For unconditional admission, a minimum of 146 (verbal) and 140 (quantitative) for exams taken after August 1, 2011.

There is no time limitation on the age of the scores. If GRE scores have been submitted previously, check with the Education Advising and Student Services Office to determine if they are still on file.

*Masters of Education in Teacher Leader Admission Policies*

 For unconditional admission, applicants must meet the following requirements:

* 1. Official transcripts with a GPA of 2.75 in the Bachelor’s degree and 3.0 GPA or higher for graduate work.
	2. Two letters of recommendation (use graduate recommendation forms)
	3. Teaching certificate or statement of eligibility
	4. A personal statement of no more than 250-500 words, along with the Personal Statement Cover Sheet.
	5. Signed statement: Technology and Code of Ethics Form

*Master of Arts in Higher Education*

For unconditional admission, a minimum undergraduate Grade Point Average (GPA)

of 3.0 is required. The GRE is not required for applicants meeting this criteria.

1. GRE score. For unconditional admission, students with a 2.75-2.99 GPA will be be required to submit GRE scores at or above 36th percentile Verbal Score and the 22nd percentile Quantitative Score. Prospective students who have completed another accredited master’s program and who earned a 3.5 cumulative GPA or higher in the master’s program, and do not meet the 3.0 undergraduate GPA requirement will not be required to submit a GRE score.
2. Two letters of recommendation (from a faculty member or supervisor)
3. Professional goals statement
4. Resume
5. Academic Performance
	1. Current curricular and program offerings, including all requirements for degrees, are published in the university catalog, which is available at <http://louisville.edu/graduatecatalog/degree-programs/graduate-degree-programs.html>
	2. The minimum grade point average (GPA) requirement for good standing in Master’s and Doctoral programs is 3.00. Other performance criteria for maintenance of good standing and progress toward degree in the College of Education and Human Development and the individual academic programs are found in the university catalog, which is available at <http://louisville.edu/graduatecatalog/academic-policies-and-requirements>
	3. Any student who does not satisfy the published performance criteria shall be placed on probationary status. Any student who remains on probationary status for two consecutive terms may be considered for dismissal from the program.
	4. Students receiving graduate assistantships (teaching, research, or service) shall be provided adequate training and shall be required to understand and adhere to university policies related to these areas. The performance of teaching, research and service duties by such students shall be periodically evaluated. Students with teaching assistantships shall be evaluated annually.
6. International students
	1. All international students shall comply with regulations of the U.S. Department of Immigrations and Customs, its Student and Exchange Visitor Program and all related policies of the University of Louisville International Center.
	2. All international students must be registered with the University of Louisville International Center and must present evidence of financial resources adequate to support their educational and living expenses in the United States for the duration of their studies.
	3. International students for whom English is not their primary language must show English language proficiency by either: (1) a [TOEFL iBT (Internet-based Test) examination score of 83 or a paper score of 560;](http://www.ets.org/Media/Tests/TOEFL/pdf/ngt_percentile_information.pdf) or (2) by successfully completing the exit examination for the advanced level of the Intensive English as a Second Language Program at the University of Louisville; or (3) by demonstration of a degree awarded by an acceptable English language institution.
7. Academic program administration
	1. Policies for administration of academic programs shall be promulgated by the Dean of the School of Interdisciplinary and Graduate Studies (SIGS) following appropriate consultation with: (1) an advisory body of deans or their designees, (2) directors of graduate programs, (3) representatives of the Graduate Student Council and/or (4) the Graduate Council. Final approval of these guidelines shall be made by the University Provost.
	2. These administrative policies shall be published in the university catalog, which is available at <http://graduate.louisville.edu/pubs/graduate-catalog> website and includes policies and procedures for the academic calendar and catalog maintenance; requirements for maintenance of good academic standing; course, credit and degree requirements; grades and grading policies; honors and awards; requirements for theses and dissertations; residency policies; and policies for award of stipends, benefits, tuition, and fee remission.
8. Conflict resolution

Any student who believes that he or she has been treated unfairly, discriminated against, or has had rights abridged may seek resolution of this conflict. Students, faculty, and administrators shall first seek to resolve the matter through informal discussion, administrative channels, and the University Student Grievance Officer. Should this approach fail, a student may initiate a grievance at the unit level within one year of the event giving rise to the complaint. The Graduate Student Academic Grievance committee (Graduate Bylaws 2.3.5) will hold original jurisdiction for students enrolled in the School of Interdisciplinary and Graduate Studies and appellate jurisdiction for all other graduate students. All grievance procedures shall be conducted in accord with *Redbook* Section 6.8.

II. Faculty Participation in Graduate Education

A. Faculty who participate in teaching graduate level courses shall meet the requirements of the University of Louisville Faculty Credentials Policy. This policy is consistent with the guidelines of the Southern Association of Colleges and Schools (SACS), which state that faculty teaching graduate and post-baccalaureate course work should have an earned doctorate/terminal degree in the teaching discipline or a related discipline. However, units may consider other qualifications (e.g., work experience, research) when determining whether a person is qualified to teach graduate level courses. Such exceptions must be documented and approved by the Dean of the appropriate academic unit and recorded by the Dean of the School of Interdisciplinary and Graduate Studies.

The CEHD will retain a two-tier structure for working with Graduate Students: Graduate Faculty Status and Senior Graduate Faculty Status. Graduate Faculty Status shall be required for those individuals who teach graduate level courses or who serve on program or dissertation/thesis committees. Senior Graduate Faculty Status shall be required to chair program or dissertation/thesis committees.

Graduate Faculty Status and Senior Graduate Faculty Status are initiated by a letter from the respective Department Chair to the CEHD Dean requesting a specific tier of Graduate Faculty Status for a faculty member in the department based upon the criteria noted below. The Chair’s written recommendation to the Dean shall contain the Chair’s determination of a faculty member’s Graduate Faculty Status (see review criteria in Section E below). The Chair’s letter should cite evidence of the particular relevant criteria for Graduate Faculty Status and/or for Senior Graduate Faculty Status. The faculty member’s vita shall also be included.

The Dean for the CEHD rules on these recommendations from the chairs of the CEHD departments and forwards these decisions on Graduate Faculty Status to the SIGS for approval and recording.

GRADUATE FACULTY STATUS

The four general categories of criteria that will qualify individuals for graduate faculty status are:

1. A faculty member holding an earned doctorate/terminal degree and employed full-time in a tenure track position; or
2. A faculty member holding an earned doctorate/terminal degree and is employed in a full-time recurring or multi-year non-tenure track position with teaching and advising responsibilities; or
3. A faculty member is from another institution, holds an earned doctorate/or terminal degree, and teaches graduate courses and/or serves on doctoral dissertation committees at his/her respective institution; or
4. An individual with or without a terminal degree, usually from another institution, who has special expertise to teach a graduate course or serve on a dissertation committee.

In cases II.A.3 and 4, the department chair shall nominate the person to hold graduate faculty status, and the dean of the College of Education and Human Development shall make the final determination.

SENIOR GRADUATE FACULTY STATUS

In addition to meeting one of the criteria listed above for Graduate Faculty Status, the following criteria will be applied to faculty members seeking Senior Graduate Faculty Status:

1. The faculty member will have served on at least three successfully completed doctoral dissertations, having served as co-chair on at least one of the three; and
2. The faculty member will have demonstrated an active research agenda, scholarship, or creative activity as evidenced by the annual work review.

B. Faculty members who serve on or chair doctoral dissertation committees, and/or serve on or chair master’s thesis committees shall, in addition to the above requirements:

1. Show evidence of active research, scholarship or creative activity, as defined by the faculty of the academic unit.

2. Have this responsibility specified in his/her annual faculty work plan.

3. Make provisions for continuous availability for student mentoring.

C. Doctoral dissertation committees shall be composed of a minimum of four qualified members and master’s thesis committees shall be composed of a minimum of three qualified members. One of the members shall come from outside the student’s program. If the outside member does not have a primary appointment to a University of Louisville faculty but is otherwise qualified, this person shall be granted ad hoc approval to participate in graduate education for the specific course or committee in question. In the case of joint programs with other universities, a committee member from the other institution may fulfill this requirement.

D. Faculty members holding either graduate faculty status or senior graduate faculty status shall be evaluated periodically for continuation of such status. The CEHD process for evaluating Graduate Faculty Status will take place in the current faculty annual review process (CEHD Personnel Policies and Procedures, Section 3.2).

1. Annual reviews of both tiers of graduate faculty status will be conducted by the chair during the faculty annual review and forwarded to the Dean.
2. The Dean will consult with the Personnel Committee on denials of or removal of either tier of Graduate Faculty Status.
3. The Dean’s annual review letter to faculty will contain the Graduate Faculty Status determination.
4. Appeals of graduate faculty status review are to be first reviewed by the CEHD Committee of Councilors, who makes a recommendation to the Dean. The Dean then informs the faculty member of the results of this appeal. If any further appeal is desirable the faculty member shall use the University Grievance Process.

The faculty annual review process will be used to evaluate graduate faculty status. The Chair’s written recommendation to the Dean of the faculty annual career review (CEHD Personnel Policies and Procedures, Section 3.2.B.2) will contain the Chair’s determination of the faculty member’s Graduate Faculty Status. A Satisfactory review will be sufficient for continuation of either tier of Graduate Faculty Status.

The following criteria are recommended to be used to justify removal of Senior Graduate Faculty Status. Evidence of any of these may be sufficient to initiate the process of removal of Senior Graduate Faculty Status or Graduate Faculty Status. The decision to recommend removal should be based on the totality of performance of the faculty member. This would imply that trends in productivity of the faculty member over a period of 3 or 4 years would typically be used as a basis to make judgments on the criteria below.

1. Unsatisfactory or Satisfactory-Needs Improvement in the Research area of the Annual Faculty Review
2. Persistent misadvising of students
3. Repeated unavailability for advising of students
4. Chronic failure to follow procedures and policies for graduate students
5. Unsatisfactory or Satisfactory-Needs-Improvement annual evaluation in Adherence to Professional Standards (CEHD Personnel Policies and Procedures, Section 2.5).
6. All dissertation and thesis committees shall provide sufficient expertise in the area of study and sufficient faculty availability for necessary student guidance.
7. The College of Education and Human Development shall certify eligibility of faculty for participation on dissertation and thesis committees and shall forward committee rosters upon appointment and upon any changes to the Dean of the School of Interdisciplinary and Graduate Studies.
8. Exceptions to these guidelines for involvement with graduate education at the master’s and doctoral level must be documented in writing and approved by the Dean of the College of Education and Human Development and by the Dean of the School of Interdisciplinary and Graduate Studies.