UNIVERSITY OF LOUISVILLE.

College of Education and Human Development

Doctoral Programs Handbook

http://louisville.edu/education

August 2019

CEHD Doctoral Coordinators Committee

- Dr. Kyle Ingle, ELEOD
- Dr. Keith Davis, ELEOD
- Dr. Lali McCubbin, ECPY
- Dr. Mary Hums, HSS
- Dr. Sue Peters, MISE (PhD in Curriculum & Instruction)
- Dr. Margaret Pentecost, Assistant Dean

Department Contact Information

- EMSTEd - Elementary, Middle and Secondary Teacher Education
  Chair: Dr. Caroline Sheffield
  (502-852-6431) http://louisville.edu/education/departments/ecee

- ECPY - Counseling and Human Development
  Chair: Dr. Mark Leach
  (502-852-6884) http://louisville.edu/education/departments/ecpy

- ELEOD - Educational Leadership, Evaluation and Organizational Development
  Chair: Dr. Sharon Kerrick
  (502-852-6475) http://louisville.edu/education/departments/eleod

- HSS - Health and Sport Sciences
  Chair: Dr. Dylan Naeger
  (502-852-6645) http://louisville.edu/education/departments/hss

- SECP – Special Education, Early Childhood, and Prevention Science
  Chair: Dr. Ginevra Courtade
  (502) 852-6421 http://louisville.edu/education/departments/sped

TABLE OF CONTENTS

APPENDICES

FORMS

Welcome from the Dean

Dear Doctoral Student:

Congratulations on your admission to a doctoral program of the College of Education and Human Development (CEHD). I am happy that you chose our college, and hope that you find your doctoral studies a life-changing and rewarding experience. The faculty and I are here to support you in your academic 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, Elementary, 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. All of us at the CEHD wish you the best in your studies and look forward to working with you.

Sincerely,

Amy Lingo, Ed.D.
Interim Dean and Professor
College of Education and Human Development

About the University of Louisville

The University of Louisville (UofL) is one of the oldest municipal universities in the nation, with its origins dating to 1798. Joining the Kentucky system of higher education in 1970, UofL has grown rapidly to become the second largest university in the state. We take pride in our urban mission to develop and grow areas of study that serve education, research, and community service. Students at UofL can major in more than 170 areas of study.

UofL offers undergraduate, graduate, and professional degrees and certificates for traditional and adult students. We strive to assist adult learners who are returning to complete undergraduate degrees or pursue graduate work. The world-renowned Grawemeyer Awards in Education, Music Composition, Religion, Psychology, and World Order given annually at UofL reflect our successful innovation and international leadership.

The University has three campuses. The 287-acre tree-lined 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 vibrant health related programs and the University of Louisville Hospital. In addition, the 243-acre Shelby Campus is a resource for meetings etc.

University of Louisville Mission Statement

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

About the College of Education & Human Development

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

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

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

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

Doctoral Programs

Department: Education, Leadership, Evaluation and Organizational Development (ELEOD)

Degree: Ph.D. in Educational Leadership and Organizational Development
Specializations:
- Evaluation
- Human Resource Development
- P-12 Administration
- Postsecondary Administration
- Sport Administration (with HSS)

Degree: Ed.D. in Educational Leadership and Organizational Development
Specialization:
- P-12 Administration

Department: Counseling and Human Development (ECPY)

Degree: Ph.D in Counseling and Personnel Services
Specializations:
- College Student Personnel
- Counseling Psychology
- Educational Psychology, Measurement, and Evaluation
- Counselor Education & Supervision

Departments: Early Childhood, Elementary, Middle and Secondary Education, and Special Education

Degree: Ph.D in Curriculum & Instruction
Focus Areas:
- Languages, Literacies, Cultures, & Communities (L2C2)
- Science, Technology, Engineering, & Mathematics (STEM)
- Special Education (SPED)

Introduction

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

The Counseling and Personnel Services Ph.D., located in the Educational and Counseling Psychology department, offers four specializations: (1) Counselor Education and Supervision (where one may focus on either School Counseling or Clinical Mental Health); Counseling Psychology; (3) College Student Personnel; and (4) Educational Psychology, Measurement, and Evaluation.

The Curriculum and Instruction Ph.D., located in the three departments that make up teaching and learning (ECEE, MISE, and SPED), offers three focus areas: Languages, Literacies, Cultures, & Communities (L2C2); Science, Technology, Engineering, & Mathematics (STEM); Special Education (SPED).

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

The Educational Leadership and Organizational Development Ed.D. is offered through the Educational Leadership, Evaluation and Organizational Department. The Ed.D. focuses on P-12 Administration.

University Policies and Procedures

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

Graduate Catalog

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

Code of Student Conduct

Students are reminded to follow the academic requirements of the School of Interdisciplinary and Graduate Studies, the department, and the program, and to abide by the conduct requirements outlined in the Code of Student Conduct (see https://louisville.edu/dos/students/codeofconduct.

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

Organization of the College of Education and Human Development

Administration
Interim Dean: Amy Lingo, EdD
Associate Dean for Student Success and Academic Affairs
Associate Dean for Innovation and Strategic Partnerships
Associate Dean for Investment and Strategy
Assistant Dean of Student Services
Director of Diversity.

Office of Graduate Student Success
Admission and Student Services Center (502-852-2271)
CEHDGSS@louisville.edu
ED 123

The Office of Graduate Student Success provides assistance to graduate students with the admission process, graduate student support programs and activities, forms, and questions.

Technology
ERTC - Educational Resource and Technology (502-852-6437)
http://louisville.edu/education/admin-support/

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

CEHD Doctoral Programs Overview

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

Conceptual Framework Guiding Constructs

All doctoral programs are aligned to the CEHD Conceptual Framework through the guiding constructs: Inquiry, Action, and Advocacy. At the doctoral level, the following is expected.

Inquiry is characterized by knowledge of the field of human development and learning, and research and scholarship, exemplified by critical thinking and the generation of new knowledge.

Action is characterized by the process of synthesis and application, exemplified by problem solving and putting new knowledge into useful practice.

Advocacy is characterized by social justice and equity and professional collaborative leadership oriented toward service to the profession and community.

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

Coursework

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

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

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

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

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

Financial Support

Scholarships & Fellowships
For information about scholarships and fellowships, contact Advising and Students Services at 502-852-5597 or visit https://louisville.edu/education/financialaid

Graduate Assistantships
A limited number of Graduate Research Assistantships (GRA) and Graduate Teaching Assistantships (GTA) are available to doctoral students on general and grant funded research projects. GRAs may work on a specific project with a centralized focus and area of study with defined goals and outcomes that must be met by the end of the project funding period.

GTA positions most commonly are offered in the Department of Health and Sport Sciences (HSS), but are occasionally offered in other departments. Depending upon the amount of externally funded projects, the number of available positions and begin/end dates vary from year to year. Based on start dates, it is recommended that applications be submitted no later than February 1st to be considered for positions that begin in the following academic year. (Few positions start in the spring semester).

Graduate Assistants work 20 hours per week and must maintain full-time enrollment in good standing during each semester of their assistantship. Graduate Assistants receive tuition remission, a monthly stipend, and student health insurance. They must carry a full-time course load of a minimum of nine and a maximum of 12 hours in the fall and spring semesters, and six hours in the summer semester.

For more information go to: http://louisville.edu/education/financialaid/assistantships

Departments

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

ELEOD – Educational Leadership, Evaluation, and Organizational Development (502-852- 6667) https://louisville.edu/education/departments/eleod

The Department of Educational Leadership, Evaluation, and Organizational Development (ELEOD) is the University's dedicated academic department that teaches and researches leadership and organizational development. We are committed to the development of human capital through the application of sound research and evaluation methods. By engaging with leaders and professionals in education, business, non-profits, and government organizations, we make a positive impact at the local, regional, national, and international level through research, teaching, and community engagement for effective and ethical leadership.

ELEOD offers both a Doctor of Philosophy and a Doctor of Education degree in Educational Leadership and Organizational Development (ELOD), with several specializations as noted above (Evaluation, Human Resource Development, P-12 Administration, Postsecondary Administration). The PhD in ELOD with specialization in Sport Administration is directed by faculty in the Department of Health and Sports Sciences (HSS) (see HSS below).

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

Consistent with the mission of the University of Louisville and the College of Education and Human Development, 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. The purpose of the department is to advance the knowledge base in these fields and to serve the larger College, University, and community by drawing on our expertise in human development across the life span, mental health and well-being, and research methods. ECPY seeks to describe, understand, and explain the formal and informal processes of cognitive, social, and emotional learning throughout the lifespan and how variables of significance affect outcomes in these areas, as related to our fields of study.

ECPY faculty and students conduct research in a wide set of scholarly areas, ranging from measurable elementary school improvement in high-poverty contexts to issues affecting the power of colleges to sustain students to graduation and successful careers. Several ECPY faculty conduct ongoing investigations into methods for improving mental health services to historically under-served and otherwise at-risk populations.

ECPY offers a Doctor of Philosophy degree in Counseling and Personnel Services with specializations in (a) College Student Personnel; (b) Counseling Psychology; (c) Educational Psychology, Measurement, and Evaluation; and (d) Counselor Education and Supervision. The

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

The following two departments, Elementary, Middle, and Secondary Teacher Education (EMSTEd); and Special Education, Early Childhood, and Prevention Science (SECPS), fall under the "Teaching and Learning" umbrella, and jointly offer a PhD program in Curriculum and Instruction, which includes three separate focus areas: STEM, SPED, and L2C2.

EMSTEd – Elementary, Middle, and Secondary Teacher Education (502-852-6431)
http://louisville.edu/education/departments/ecee

Degree programs in the Department of Elementary, Middle, and Secondary Teacher Education could be your start to an exciting and fulfilling career in teaching! Using a clinical model of preparation in four developmental phases, we engage our teacher candidates in multiple and varied field experiences with children representing the diversity of our urban and regional communities and populations. We combine these classroom-based experiences with courses focused on learning effective instructional strategies across all content areas and for all learners. We prepare and support teachers who are critical thinkers, problem solvers, and professional leaders making a positive and sustained impact on children's learning.

SECPS – Special Education, Early Childhood and Prevention Science (502) 852-6421
http://louisville.edu/education/departments/sped
The Department of Special Education, Early Childhood and Prevention Science (SECPS) is committed to improving the lives of children and youth with disabilities by preparing teachers at both the initial certification and advanced degree levels. Special education teachers are prepared to work in schools and agencies serving persons with a diverse range of disabilities, age 0 - 21.

HSS - Health and Sport Sciences (502-852-6645)
http://louisville.edu/education/departments/hss
The Health and Sport Sciences Department serves almost 1,000 graduate and undergraduate students pursuing careers in the health, fitness, and sport industries. Our academic programs attract students from across the United States and Internationally. You will find the Health and Sport Sciences Department to be a vibrant welcoming learning environment. The HSS Department offers academic programs at the bachelors, masters and doctoral levels in the following areas:
--Community Health
--Exercise Physiology
--Sport Administration
--Teacher Certification in Health and Physical Education

Each of these program areas are served by faculty who are experts in the field with extensive practical experience as well as nationally and internationally recognized scholarship. All our academic programs incorporate real world learning through state-of-the-art human performance lab experiences, dynamic clinical and professional internships, and advanced student teaching supervision. Our students are prepared to move into leadership positions in

community, public health or worksite settings; management and leadership positions in non-profit, high school, college, professional or Olympic sports; and to become researchers and preventive and/or rehabilitative program directors.

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

College of Education and Human Development
Doctoral Program Checklist
(See Form 1 in "Forms" section of handbook for an annotated checklist)

APPLICATION PHASE

☐ 1. Applying to the Program

ADMISSIONS PHASE

☐ 2. Admission to the Program

☐ 3. Advising

Read or consult with the following sources:
- ϒ CEHD Doctoral Programs Handbook
- ϒ Graduate Catalog
- ϒ Assigned advisor
- ϒ Program Head, or Department Chair
- ϒ Program of Studies Outline Form

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

PROGRAM PHASE

☐ 5. Approval of Program of Study Advisory Committee – FORM 2

☐ 6. Transfer or Revalidate Credits (if needed)

☐ 7. Maintain Active Doctoral Student Status

☐ 8. Complete Residency Requirement

☐ 9. Early Inquiry/Internship Experience – FORM REQUIRED FROM DEPARTMENT

☐ 10. Written Comprehensive Examinations – FORM 6

☐ 11. Reporting Comprehensive Examination Results à Nomination to Candidacy – FORM 7

CANDIDACY PHASE

☐ 12. Nomination of Research/Dissertation Committee – FORM 2

☐ 13. Dissertation Proposal/Defense and Approval – FORM 8

☐ 14. Human Subjects Training

☐ 15. Human Subjects Approval

☐ 16. Carry out Dissertation Study/Write Dissertation Manuscript

☐ 17. Dissertation Final Oral Examination Schedule – FORM 9

☐ 18. Application for Graduation – FORM REQUIRED – only available online

☐ 19. Submit Dissertation

Application Phase

The School of Interdisciplinary and Graduate Studies (502-852-6495) coordinates the graduate degree programs of all schools and colleges at the University of Louisville. For additional information about graduate programs, visit the School of Interdisciplinary and Graduate Studies website: http://graduate.louisville.edu/admissions/application.html

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

Step 1: ***Graduate Application*** (even if currently enrolled in a University of Louisville program)
The application to complete on line can be found at:
http://graduate.louisville.edu/admissions/application.html

Step 2: ***Resume, Vita, or Portfolio***
Submit a resume or Curriculum Vita or Portfolio to the program.

Step 3: ***Three (3) Letters of Recommendation***
Use the 'Letter of Recommendation' Form provided at http://graduate.louisville.edu/admissions/application.html. Recommendations should be solicited from individuals who are familiar with applicant's academic background as a graduate student or professional.

Individuals providing letters of recommendation should submit them directly to:
School of Interdisciplinary and Graduate Studies
University of Louisville
Louisville, Kentucky 40292
United States of America

Provide letter writers with the explanatory information found in Appendix A (Reference Letter Examples) of this handbook.

Fill out recommendation form completely before sending it to individuals making a recommendation for you. Including a vita or resume with your request is often helpful for the letter writer.

Step 4: ***Graduate Record Examination test scores***

• The University of Louisville ETS code number is 1838. Request that the Education Testing Service (ETS) forward your scores to the UofL.

• If you are a former student of UofL, your GRE scores may be on file and therefore, you may not have to retake the examination.

The TOEFL Examination is required of foreign students from countries where English is not the native language.

Step 5: *Official Transcripts*

Official transcripts for all undergraduate and graduate studies are required.

If transcripts have been previously submitted to CEHD, please check with Graduate Admissions (502-852-3101) to confirm the status of your transcripts.

If you have been a UofL student, but not in CEHD, attach a note to your application indicating this status.

Applicants submitting foreign transcripts must submit such transcripts for analysis by either of the following two agencies:

- ☐ World Education Evaluation Service: www.wes.org

- ☐ Educational Credential Evaluators: www.ece.org

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

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

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

Step 6: *Written Statement of Goals*

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

- ☐ A detailed rationale describing why you wish to pursue doctoral study

- ☐ Your research interest(s).

- ☐ Your interest in doctoral study

- ☐ How your personal and professional goals, professional experiences, and commitment to education, learning, and research are congruent with a doctoral program in education

- ☐ A clear statement about your research interest(s) and goals

☐ How your goals relate to a specific concentration in the program

☐ How the doctoral program will help you achieve those goals

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

☐ Is the applicant likely to succeed in doctoral study?

☐ Is there evidence the applicant possesses professional expertise and promise?

☐ Are there patterns of excellence in the applicant's history?

☐ Does this doctoral program (and chosen concentration) appear to be a viable match for the applicant's goals?

Step 7: ***Individual departments may have additional requirements for admission***. Departments may have other requirements for admission such as interviews or personal statements. Applicants should contact departments directly to learn about any special application requirements.

Admission Requirements

Doctoral programs in the CEHD use a holistic admissions process. Applicants' written statement, letters of recommendation, transcripts, and GRE scores are all considered against the basic question as to whether the committee believes that the applicant can be successful in the doctoral program. Writing samples are critically examined with respect to clarity, vision, and writing skill as well as for evidence of experiences that demonstrate excellence and persistence. Letters of reference are used to determine a candidate's academic qualifications and potential of success at the doctoral level. Applicants should check with the departments for individual program admission requirements.

Admission Phase

The Admission Committee decides either to recommend or reject the applicant for admission and forwards this recommendation to the Department Chair and Advising and Student Services. The recommendation will contain (a) a list of all the applicants, (b) applicants with completed applications, (c) applicants accepted, (d) applicants conditionally accepted, (e) applicants rejected, and (f) recommended academic advisor (if any). Departments will maintain these data for seven years.

With Department Chair approval, the Admissions Committee contacts student applicants to advise them of their recommendation and to request a commitment to accept the admission and to enroll in the program. The Doctoral Program Coordinator contacts accepted applicants and informs them of their initial appointed academic advisor with whom they will discuss the next steps to start the program.

Acceptance and Enrollment

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

Appointment of Program Chair and Program Committee

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

Role of Program Chair and Program Committee

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

Program Phase

Determining Purpose and Setting Goals for the Program

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

Planning the Program of Study

Admitted doctoral students are expected to take such courses as may be required for the advancement of scholarship in general and for training in his/her field of specialization. The students assigned advisor will work with a designated program committee to design a program of study to fit the needs of the individual student subject to approval by the department's Graduate Program Committee and/or Department Chair. This program may be modified at any time upon the recommendation of the Doctoral Program Chair and approval of the Department Head and the Associate Dean for Research and Graduate Studies.

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

The student and his /her respective Program Committee Chairs will work together to define and clarify the student's specialty areas. All programs across the CEHD must allow the student to attain the appropriate skills of the Core Constructs of:

--Inquiry - (Knowledge of Field, Knowledge of Human Development and Learning, Research and Scholarship)
--Action - (Leadership and Collaboration)
--Advocacy - (Social Justice and Equity, Synthesis and Application)

All programs integrate practical and research experiences appropriate to the specialty course of study. The respective Program Committees verify by signature that individual programs meet the common criteria of all doctoral programs across the CEHD.

Ph.D. vs. Ed.D.

The doctoral programs in CEHD include both Ph.D. and Ed.D. The Ph.D. has a research focus on the discovery of new knowledge whereas the Ed.D. has a research focus on the application of new knowledge. Typically, a Ph.D. may best serve the needs of those seeking a career in higher education whereas an Ed.D may be more appropriate for those seeking administrative or curricular positions. Students should discuss options with faculty members in their program area, and consult the graduate catalog (https://catalog.louisville.edu/graduate/) for descriptions of the various Ph.D. and Ed.D. programs in the CEHD.

Program Flow

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

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

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

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

(Note: A vertical arrow labeled "Research and Publication" spans from the Program Phase through the Candidacy Phase on the Research Emphasis side.)

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

Filing of Program of Study

Student programs are submitted to the Associate Dean of Research and Graduate Studies who, in turn, files the programs in the Education Advising Center and with the School of Interdisciplinary and Graduate Studies. Students and their respective Committees are to define and file an approved program by the end of the students' 2nd semester of enrollment and submit it to the Research Office. See FORM 2: "Program/Thesis/Dissertation Advisory Committee Approval Form"

Changing of Program Chair and/or Program Committee

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

Time Limits

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

Extensions

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

How the Core Constructs Are Integrated in the Program of Study

Inquiry

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

Knowledge of Field

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

Knowledge of Human Development and Learning

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

Scholarship/Research

The emphasis on scholarship would include experience and mentorship in ethics, publications, presentation, grant writing, and other forms of creative activity. The research component will be characterized by the development of vertical research teams including senior faculty, junior faculty, doctor students, master's 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.

1. **Action**

    Candidates in the CEHD develop the knowledge, skills, and dispositions to become Problem Solvers. They are encouraged to apply knowledge to solve real world and community problems. In their university, field and clinical experiences, candidates learn about the challenges of schools and other community settings and recognize that a broad repertoire of approaches, including collaboration with other professionals, will create ideas and solutions based on multiple, informed perspectives.

    ### *Synthesis and Application*

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

2. Advocacy

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

Professional Collaborative Leadership

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

3. Social Justice and Equity

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

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

Residency

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

Field Experience (Practica and/or Internships)

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

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

An internship should consist of a minimum of three course hours. (See Appendix B in the "Appendices" section of this handbook for an example of an internship organization.) Some doctoral programs require a one-year clinical internship in order to successfully complete the program of study and to apply for licensure as a psychologist.

Doctoral students in the Counseling Psychology program in ECPY receive the ECPY Practicum Handbook before engaging in field experiences. Contact your program department for details.

4. Research/Inquiry

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

Doctoral Seminars

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

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

Comprehensive Examinations

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

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

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

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

Example formats follow. (See FORM 6: "Comprehensive Exam Declaration" in the "Forms" section of this handbook.)

Applying for the Comprehensive Examination

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

Preparing for the Comprehensive Examination

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

Comprehensive Examination Format and Scoring Guidelines

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

Scoring guidelines for exam components that are take-home should be more stringent than those taken in a controlled on-demand setting. Use of the scoring guideline, while not mandatory is recommended to ensure college-wide standards for the assessment of students' knowledge, skills and dispositions. Students may be scored "Pass with Honors," "Pass," or "Fail" by each of the three (minimum) readers for each question. NOTE: Each question must be scored by at least three faculty readers. Evaluations by the readers are collected and aggregated by the Program Chair and the results are shared first with the Program Committee. Typically, a question on the exam is judged a pass if a majority of the readers rated the student's response for that question a "Pass" or a "Pass with Honors."

A student must pass all the questions on the exam to merit a pass for the Comprehensive Examination. Scorers should complete their work within three weeks of the examination date. See FORM 6: "Comprehensive Exam Declaration" and FORM 7: "Results of Comprehensive Exam" in the "Forms" section of this handbook.

Retaking Comprehensive Examinations

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

Reporting Results of Comprehensive Examinations

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

After a student successfully completes the Comprehensive Examination, the Program Committee Chair notifies the Associate Dean for Research and Graduate Studies and the Education Advising Center who then forwards this information to the Dean of the School of Interdisciplinary and Graduate Studies. The School of Interdisciplinary and Graduate Studies will then notify the student of the new status of Candidacy. All documentation of a student's status shall move to electronic storage as soon as possible.

See FORM 7: "Results of Comprehensive Exam" in the "Forms" section of this handbook.

Department and Individual Program Requirements

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

Candidacy Phase

Notification of Admission to Candidacy

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

Maintaining Candidacy Status

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

continuously, including summer term, in order to maintain Candidacy.

Appointment of Dissertation Chair and Dissertation Committee

After the student is admitted to Doctoral Candidacy, the student should identify a potential Dissertation Chair and obtain that person's agreement. The Chair must complete and submit the appropriate form for the official formation of the Dissertation Committee. This committee shall consist of not fewer than four members. The Associate Dean of Research and Graduate Studies in the College of Education and Human Development officially approves the Dissertation Committee (see FORM 2: "Program/Thesis/Dissertation Advisory Committee Approval" in the "Forms" section of this handbook).

All Committee members must be members of the graduate faculty and the Dissertation Chair must have Senior Graduate Faculty status. The role of this Committee is to approve a proposal, assist the student in the execution of the study, and guide the development of the dissertation document. At least one member must be from a department other than the program department. If the Chair is from a department different from the program department, a faculty member from the student's program department should serve as co-Chair of the Dissertation Committee to help facilitate departmental policies and documentation.

The criteria for choosing members of this Committee should be: (1) interest in the potential dissertation topic, and (2) potential contribution in proposal design and study implementation. Permission may be granted for a non-member of the graduate faculty to serve on a Dissertation Committee. If a faculty member from another institution is deemed to have credentials equivalent to those required for graduate faculty membership, that person is considered to be a member of the graduate faculty. For non- members of the graduate faculty to participate, special permission must be obtained from the Dean of the College of Education and Human Development.

Role of Dissertation Chair and Dissertation Committee

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

Dissertation

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

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

Determining Purpose and Setting Goals for the Dissertation Study

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

Development of Dissertation Proposal

A Doctoral Candidate must develop and defend a Dissertation proposal that describes an original, independent research project. The written proposal should begin with a clear statement of a researchable question. The proposal should be a sufficiently complete statement of the proposed research so that the Dissertation Committee can judge the originality, significance, and the likely success of the research. It should contain a detailed review of the previous contributions of others in the proposed area with supporting reference citations. It should contain a clear statement of the proposed contributions, emphasizing the facets that will make this work unique. The proposal should include sufficient supporting detail and preliminary results so that an assessment of likelihood of success can be made.

Appearance, format, and citations must be in conformance with the requirements of the School of Interdisciplinary and Graduate Studies. The student must consult with the Dissertation Chair about the content, format, and timeline of proposal.

When the student and the Committee Chair agree that the dissertation proposal is ready for

review and approval, then the proposal is distributed to the members of the Dissertation Committee and the oral defense of the dissertation proposal is scheduled.

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

Meeting Requirements for Ethical Research (IRB)

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

See https://louisville.edu/research/humansubjects for up-to-date information about IRB processes and guidelines.

Defense of Dissertation Proposal

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

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

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

If the Dissertation Committee does not approve the proposal, then the candidate is given guidance on actions necessary to correct any flaws uncovered by the Committee. The Committee can then elect whether subsequent approval requires another Committee meeting or whether independent member approval will suffice. If significant weaknesses are detected, the Committee may elect to require additional study by the student and a reexamination on the material in question. A tentative timeline for any revisions or proposal meetings should be established at this meeting.

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

Reporting Results of Dissertation Proposal Defense

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

Completion of Dissertation

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

Guidelines for Dissertation

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

Doctoral Dissertation Defense (FinalDefense)

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

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

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

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

The examination must be taken at least 14 days before the end of the semester in which the degree is awarded. The examination will be conducted by a Committee of 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 their dissertation or their responses to examination questions. To pass the final examination, a student must receive no more than one dissenting vote or abstention. The student should prepare the signature sheet on the 25% cotton paper required by the School of Interdisciplinary and Graduate Studies for publication of the dissertation.

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

Submission of Dissertation

One unbound copy of the dissertation, printed on 25% cotton paper and including the signature sheet signed by the Dissertation Committee, must be deposited with the School of Interdisciplinary and Graduate Studies at least 30 days before graduation. Guidelines, as well as deadlines, for the submission of final copies of dissertations can be found on the SIGS website here: https://louisville.edu/graduate/news/deadlines-for-submitting-thesis- dissertation/. Doctoral students may be required to submit additional copies of their dissertation. Students should contact their departments for specific information.

Time Limits

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

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

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

Graduation

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

Applying for Graduation

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

Submission of Dissertation

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

Length of Candidacy

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

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

See Graduate Catalog at https://catalog.louisville.edu/graduate/.

Important Links to the Graduate Catalog

It is the student's responsibility to become familiar with the Graduate Catalog and the University Student Handbook. Listed below, however, are very important links to the Graduate Catalog that students accepted to a doctoral program should know.

Academic Policies, Procedures and Requirements
https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/
- Registration
- Full- and Part-Time Study
- Full-Time Study for University Fellows and Graduate Assistants
- Course Loads
- Overloads
- Continuous enrollment
- Satisfactory Progress (possible Termination)
- Degree Candidacy
- Extension of Time
- Academic Standing (Good Standing)
- Academic Standing (Probation)
- Academic Dishonesty (Plagiarism and Cheating)

School of Interdisciplinary and Graduate Studies Academic Grievance Procedure
https://catalog.louisville.edu/graduate/general-policies-procedures- requirements/graduate-student-academic-grievance-procedure/

Student Leave of Absence
https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/leave-absence/

Code of Student Conduct
http://louisville.edu/graduatecatalog/code-of-student-conduct

Definitions

Candidacy (Doctoral)

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

Comprehensive Exams

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

Concentration

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

Dissertation

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

Dissertation Chair

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

Dissertation Committee

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

Internship/Practicum

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

Major Advisor

This term refers to the faculty member who is currently directing a student's academic career. In the beginning this may be the faculty member assigned to the student by an Admission Committee or a Department Chair. This faculty member may remain as the major advisor throughout a student's doctoral career, but it is not unusual for a student to change major advisors. Soon after admission, a doctoral student must file a program of study. A Program Chair is appointed to direct this process. Quite often the Major Advisor serves in the role of Program Chair, but a different faculty member may agree to serve as the Program Chair and will therefore assume the role of Major Advisor. Once a doctoral student passes the Comprehensive Examination and reaches Candidacy, a Dissertation Chair is appointed to direct this phase of study. Quite often the Program Chair serves in this capacity, but sometimes a different faculty member may serve as Dissertation Chair. Whoever serves as the Dissertation Chair will also have the role of Major Advisor.

Mentor

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

Program Chair

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

Program Committee

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

Residency

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

Specialization

There are several different specializations offered in the CEHD in certain departments. Four specializations fall under the Ph.D. in Counseling and Personnel Services, including College and Student Personnel; Counseling Psychology; Educational Psychology, Measurement, and Evaluation; and Counselor Education and Supervision. Three areas of specialization fall under the Ph.D. in Curriculum and Instruction as well: special education (SPED); science, technology, engineering, and mathematics (STEM); and languages, literacies, cultures, and communities (L2C2). Finally, the PhD in Educational Leadership and Organizational Development (ELOD) offers specializations in Evaluation, Human Resource Development, P-12 Administration, Postsecondary Administration, and Sport Administration. The EdD in ELOD also specializes in P-12 Administration.

Frequently Asked Questions

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

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

After you pass Comprehensive Exams, you are admitted to Doctoral Candidacy. You must complete all other requirements for the degree of Doctor of Philosophy of Education within four calendar years after passing the Comprehensive Examination and being admitted to Candidacy. Typically, well prepared students complete their doctoral work in 3.5 to 5 years.

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

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

Q: *What should I expect from my Program Advisor?*

A: A good advisor will serve as a mentor as well as a source of technical assistance. He or she should help you to set and achieve long-term and short-term professional and career goals. A mentor should: provide, or help you to find, the resources you need (financial, equipment, and psychological support); introduce you and promote your work to important people in your field; encourage your own interests, rather than promoting his or her own; and be available to give you advice on the direction of your thesis and your career.

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

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

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

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

You may want to seriously consider changing advisors if your advisor is inaccessible or disinterested, gives you only negative feedback, doesn't have the technical background to advise you, or harasses you. The most important thing is to ask for (i.e. demand politely) what you need.

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

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

Q: *What is Doctoral Candidacy?*

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

Q: *What is the process of Candidacy?*

A: After passing your Comprehensive Exams, your department will send a letter nominating you for Doctoral Candidacy to the School of Interdisciplinary and Graduate Studies. When the School of Interdisciplinary and Graduate Studies endorses your Candidacy, CEHD and your department will receive official confirmation. You will also receive a copy of the letter by mail. At this point, you will need to "register" for Candidacy. See Graduate Catalog: https://catalog.louisville.edu/graduate/general-policies-procedures-requirements/degree-requirements/

Q: *How do I form a Dissertation Committee?*

A: This process requires your initiative:
Determine whom you would like to be your Dissertation Chair.
1. You are responsible for selecting and asking each of the four persons whom you desire to be part of your Dissertation Committee. This should be done in collaboration with your Dissertation Chair. Members of the Dissertation Committee must be members of the Graduate Faculty.
2. Secure a Dissertation Committee Form from your department.
3. Once a person has agreed to be a member of your Committee, you must have him or her sign the Dissertation Committee Form.
4. When all four Committee members have signed, the Dissertation Committee must be approved by these persons (in this order):

   a. Department Chair

   b. Associate Dean for Research and Graduate Studies

   c. Dean of the School of Interdisciplinary and Graduate Studies
5. After the Dissertation Form is approved by the Dean of the School of Interdisciplinary and Graduate Studies, a copy of the approval will be sent to the CEHD, and you will receive a copy by mail.

Q: *What is the role of the Dissertation Chair?*

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

Q: *What can I expect from my Dissertation Committee?*

A: The responsibility of the Committee as a whole is to examine your work and to meet and make a final determination of the acceptability of the dissertation. The Dissertation Committee will:
1. Initially meet with you and determine the feasibility of the topic and the dissertation plan or proposal.
2. Sign off on your proposal. The signing of this document signifies that you have permission to proceed with the study as outlined in the plan.
3. Determine whether your research is subject to the university policy on research on human or animal subjects and advise you accordingly.
4. Review and approve the methodology and any instrument or questionnaire used in data collection, the adequacy of the bibliography, and other similar issues.
5. Be responsible for reviewing dissertation drafts, and providing feedback in a timely manner. Depending on circumstances, there should be no more than a four- week turnaround review time for each of the Committee members to review the manuscript for a thesis or dissertation.
6. Arrange for any oral defense of the dissertation in accordance with written department policies.

Q: *How do I maintain Candidacy?*

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

Appendices

Appendix A: Reference Letter Example

Appendix B: Example Internship Organization

Appendix C: Sample Planning Timeline for a Dissertation Study

Appendix A

Reference Letter Example

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

Important Questions to Address:

- What is your expertise?

- How does your expertise contribute to the evaluation of this candidate?

- How specifically are you able to judge the suitability of the candidate?

- When were you able to observe the capability of this candidate?

- What was your working relationship with the candidate?

- What was the candidate's position?

- What were the significant personal qualifications exhibited by the candidate and how were they shown? In particular, you might address: leadership, persistence, intelligence, creativity, integrity, maturity thoroughness, collegiality, organizational ability, etc.

- What were the significant academic qualifications exhibited by the candidate and how were they shown? In particular, you might address: knowledge of field, writing capability, research skills, technology facility, etc.

- What recognitions did the candidate receive and why were they bestowed?
- What specific tasks or products did the candidate complete that you can witness?
- What unique experiences of this candidate will contribute to his/her success in a doctoral program?
- How well to you anticipate that this candidate will manage in a doctoral program?

Appendix B

Example Internship Organization

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

- The internship should have both an on-site and a faculty supervisor. Other options are appropriate. For example, if the internship is built within the advisor's research team, the on-site member may be the advisor, but another team member should be considered.

- The internship should be different from the student's present position and should be related to the student's doctoral goals and coursework.

- A plan for the internship should be developed by the student, the Chair of the Program Advisory Committee, and the on-site supervisor. The plan should include the following:

    a) Objectives

    b) Activities to meet objectives

    c) Schedule of activities

    d) Description of how the internship matches the student's goals and coursework

    e) Description of the evaluation which indicates, at a minimum, how the objectives will be met and the number of times the internship site will be visited by the faculty supervisor.

- A copy of the internship plan will be distributed to the on-site supervisor, the student, the Program Advisory Committee, and Education Advising and Student Services (EASS) prior to the beginning of the semester in which the internship is to be done.

- A written summary of the evaluation should be filed with the Education Advising Center upon completion of the internship.

- Students should register for the appropriate program internship, depending on their area:

    o For Counseling and Personnel Services: ECPY 782
    o For Educational Administration: ELFH 690 or ELFH 720

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

Appendix C

Sample Planning Timeline for a Dissertation Study

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

21	Mid-March			potential revisions from the defense before final submission.
	Number of days	30	Early April	School of Interdisciplinary and Graduate Studies requirement; Submit final draft of dissertation 30 days before graduation.
	required varies; allow			
	enough time for any			
	16. Graduation		Early May	FINISHED!

Forms

- FORM 1: Doctoral Program Checklist

- FORM 2: Program/Thesis/Dissertation Advisory Committee Approval

- FORM 3: Master/Doctoral Change of Advisor/Committee Form

- FORM 6: Comprehensive Exam Declaration

- FORM 7: Results of Comprehensive Exam

- FORM 8: Thesis/Dissertation Proposal Approval

- FORM 9: Schedule Oral Examination

- FORM 10: Dissertation Approval

College of Education & Human Development
Doctoral Program Checklist

APPLICATION PHASE

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

ADMISSIONS PHASE

☐   2. **Admission to the Program**
To become an applicant for the doctorate, a student must be admitted to the School of
Interdisciplinary and Graduate Studies *and* be accepted by the department of
specialization. Only a student with exceptional scholarship and originality is accepted for
work towards the degree of Doctor of Philosophy. The prospective student should consult
in person with the department in which he or she wishes to major. See 2010-2011
Graduate Catalog Requirements for Graduate Degrees at
http://louisville.edu/graduatecatalog/degree-requirements/

☐   3. **Advising**
Specific information about program requirements may be obtained from the following
sources:
☐ CEHD Doctoral Programs Handbook
☐ Graduate Catalog
☐ Assigned advisor – visit with advisor as soon as possible for department and program
  opportunities and requirements
☐ Program Head or Department Chair
☐ Program of Studies Outline Form

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

PROGRAM PHASE

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

6. Transfer or Revalidate Credits

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

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

☐ **Course Revalidation:** Graduate-level coursework more than seven years old (counting back from the date of passing the oral Comprehensive Examination) must be revalidated.

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

7. Maintain Active Doctoral Student Status

☐ **During Program of Studies:** A student who does not enroll in classes for a period of two years must apply for re-admission to the program (some programs require readmission after one year). All students must meet current admission criteria and, if readmitted, must fulfill current program requirements.

☐ **During Candidacy:** During the dissertation portion of the program (after the student has passed the Oral Comprehensive Examination), a student must enroll in at least 1 credit hour per semester to maintain Candidacy. A student **does not** need to register for dissertation credit during the summers **unless** the student plans to graduate or defend the dissertation in the summer. A student who fails to register each semester to maintain Candidacy must back-enroll for all semesters missed in order to graduate.

8. Complete Residency Requirement

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

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

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

☐ 9. **Early Inquiry/Internship Experience – FORM REQUIRED FROM DEPARTMENT**
A student is required to complete an early inquiry experience before being admitted to Candidacy. Early inquiry experiences may include the following: literature reviews, position papers, curriculum development projects, program evaluation studies, measurement, needs assessments, library research studies, or data-based research. Individual departments are responsible for determining what types of research count for the early inquiry project. **An Early Inquiry/Internship Form MUST be completed before a student can be admitted to Candidacy.**

☐ 10. **Written Comprehensive Examinations – FORM 6**
These are taken toward the end of course work. An application to take the examinations, available in the CEHD Education Advising Center, must be submitted one month prior to the examination date. **See FORM 6: "Comprehensive Exam Declaration" in the "Forms" section of this handbook.**

☐ 11. **Reporting Comprehensive Examination Results à Nomination to Candidacy – FORM 7**
The submission of the Results of Comprehensive Examination Form with a passing grade initiates a nomination to Candidacy. Admission to Candidacy is awarded after the student has been nominated to Candidacy and after all required coursework and program requirements have been completed.

A doctoral degree student must have been admitted to Candidacy not later than the end of the ninth month prior to the awarding of the degree, that is:
• For an August graduation: November 30 of preceding year
• For a December graduation: March 31 of same year
• For a May graduation: August 31 of preceding year

CANDIDACY PHASE

☐ 12. **Nomination of Research/Dissertation Committee – FORM 2**
After the student is admitted to Doctoral Candidacy, the Dissertation/Research Committee is nominated through the Program/Thesis/Dissertation/Advisory Committee Approval Form (FORM 2). Typically a Dissertation/Research Committee consists of at least four members, including a Chair. All Committee members must be members of the graduate faculty and the Dissertation Chair must have Senior Graduate Faculty Status. At least one member of the Dissertation Committee must be from outside the program department.

☐ 13. **Dissertation Proposal/Defense and Approval – FORM 8**
A complete dissertation proposal (usually equivalent to the first three dissertation chapters: purpose/rationale, literature review, method) must be submitted to the Committee, and approved in a Committee meeting. A copy each of the complete proposal and the signed Dissertation Proposal Approval Form must be submitted to the Research Office in CEHD.

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

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

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

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

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

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

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

UNIVERSITY OF LOUISVILLE
College of Education & Human Development

Program/Thesis/Dissertation Advisory Committee Approval Form

☐ **Thesis Committee**   ☐ **Doctoral Program Committee** ☐ **Dissertation Committee**

Date: _____

Student Name: _____   Student ID #: _____

Department: _____ Major Subject Field: _____

Proposed Committee Members

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   Date
College of Education & Human Development

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

Date: _____

Department: _____

Student: _____   _____
                    (Name)   (Signature)

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

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

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

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

Reason for Change: _____

_____

Other Committee Changes: ☐ Preliminary Exam   ☐ Final Oral Exam

Current Member(s): _____

New Member(s): _____

Department Chair _____   _____
                          (Name)   (Signature)

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

Return form to CEHD Research Office, Room 123

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

UNIVERSITY OF LOUISVILLE
College of Education & Human Development

Comprehensive Exam Declaration Form

Department: _____

Student's Name: _____   **Program:** _____

Address: _____   **Student ID #:** _____

City: _____   **State/Zip Code:** _____

Email: _____   **Home Phone:** _____

Work 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)   **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

UNIVERSITY OF
LOUISVILLE.

Results of Ph.D. Comprehensive Exam

Student: _____   Student ID: _____

Date of Exam: _____   Major: _____

Program Chair/Director: _____

Committee Members: _____
                                                    Doctoral Program Chair

_____

_____

_____

_____

_____

Title: _____

_____

Results (please circle):   PASS with Honors   PASS   FAIL

Comments: _____

_____

_____

_____

Submitted by: _____   Date: _____
                            (Program Chair)

cc: CEHD Associate Dean for Research and Graduate Studies

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

☐ **Thesis**   ☐ **Dissertation**

Date: _____

Student Name: _____   Student ID #:: _____

Department: _____ Major Subject Field: _____

Committee Members

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

_____
Department Chair

_____
Date

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

_____
Date

( )   Approved with no changes required

( )   Approval conditional upon revisions being made by Thesis/Dissertation Chair and Candidate

UNIVERSITY OF LOUISVILLE
College of Education & Human Development
Dissertation Final Oral Examination Schedule

To: Dean of the School of Interdisciplinary and Graduate Studies   Date: _____

_____
Student Name

_____
Student I.D.

Department

ϒ ELEOD – Educational Leadership, Evaluation, and Organizational Development

ϒ ECEE – Early Childhood and Elementary Education

ϒ HSS - Health & Sport Sciences

ϒ MISE – Middle and Secondary Education

ϒ SPED – Special Education

ϒ ECPY - Educational & Counseling Psychology

Program & Specializations

ELOD – Educational Leadership and Organizational Development

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

C&I - Curriculum & Instruction

  ϒ Curriculum & Instruction

ECPY - Counseling and Personnel Services

  ϒ Counseling Psychology
  ϒ Counselor Education & Supervision
  ϒ College Student Personnel
  ϒ Educational Psychology, Measurement, & Evaluation

Degree: Ph.D.

Title of Dissertation: _____

_____

_____

Day, Date, & Time of Examination   _____

Place: _____

Advisor   _____

Please submit this completed form no later than two weeks before the oral defense.

_____   _____
Department Chair   Date

_____   _____
CEHD Associate Dean for Research and Graduate Studies   Date

DISSERTATION APPROVAL FORM
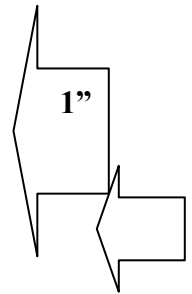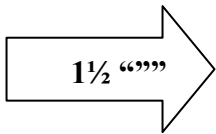(above words not typed on official form)

2"
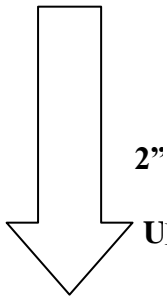
**URBAN MIDDLE SCHOOL STUDENTS' MATHEMATICS EFFICACY
AND ACHIEVEMENT IN GENDER-GROUPED CLASSROOMS**

By

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

A Dissertation Approved on

1½ """"

1"

April 22, 2004

by the following Dissertation Committee:

_____
Dissertation Director

_____

_____

_____

_____

ii

½"