April 30, 2001

TO: SHARON DUGDALE, Chair
Graduate Group in Education

FROM: CHRIS CALVERT, Chair
Graduate Council

SUBJECT: Graduate Group in Education – Changes to the Ph.D. Qualifying Examination

At its meeting of April 17, 2001, the Graduate Council considered and approved the Graduate Group in Education’s request for changes to its Ph.D. Qualifying Examination.

The Educational Policy Committee (EPC) Chair reported that EPC reviewed the requested change in procedures for the Ph.D. Qualifying Examination. Three position papers, one of which may be the dissertation prospectus, will be substituted for the old written exam. The oral phase of the Qualifying Examination is being retained. EPC recommended Council’s approval and Council concurred, pending the two following wording changes:

Under Prequalifying Review Approval Procedure, under number 4, in line 3, please change “semester” to “quarter.”

Under Qualifying Examination (Orals), in the first paragraph, at the end of line 6, please change “Associate Dean of Graduate Studies” to “Chair of Graduate Council.”

Please send a copy of the entire document that includes the approved changes to Lee Wilce in the Office of Graduate Studies. The document will be added to the program’s degree requirements file that is maintained by Graduate Council.

/lsw

cc: K. Bray
C. González
J. Hedrick
R. Kraft
J. Sandoval
QUALIFYING EXAMINATION
Graduate Group in Education
University of California, Davis
Fall 2001

The qualifying examination is a means to determine the adequacy and appropriateness of the student's preparation to complete the doctoral dissertation. The qualifying examination (oral examination) may be taken only after the student has satisfied all graduate group core, methodology, and emphasis requirements. Students should begin work on position papers in consultation with advisers and planning for the qualifying examination while completing the above requirements.

Pre-qualifying Review
The prequalifying review requires students to pull together their graduate education--course work, tutorials, and research--into a coherent whole. Students will be expected to relate what they have learned to issues of concern in their field of study, and to be able to take and defend positions on these varying issues. The Prequalifying Review consists of the approval of three papers. Two of these must be position papers on a theoretical topic. For the third paper, students have the option of writing a dissertation prospectus or a position paper. One of the papers must focus on an issue or area of research that is not directly in alignment with the other two papers to ensure some breadth of work. Position papers should demonstrate thorough knowledge of theoretical areas, (typically, in papers of about 20 pages or more in length) preferably those related to the dissertation. The papers should critically examine a body of literature and demonstrate the student's ability to use the literature to defend a position. Students should work with their advisers and potential committee members in determining properly focused topics.

Prospectus
For students who opt to do a dissertation prospectus in lieu of a third position paper, the prospectus should be an early draft of the dissertation proposal, approximately fifteen pages in length. It should include any preliminary work done in the area, such as a pilot study. The proposal should consider prior research findings, research goals, hypotheses and methodology, as well as the theories, strategies, and analyses that will be used in the dissertation research.

Prequalifying Review Approval Procedure
The student's faculty adviser and two other faculty members must read and approve each of the three papers as ready to be defended in the oral qualifying exam. Depending upon the student’s topics, different faculty members may be involved in reading each of the different papers, so that the student has the opportunity to enlist faculty with special expertise in the particular area covered by a paper. The student's faculty adviser oversees the process, is one of the readers for all three papers, and approves topics for each paper to ensure breadth and relevance. If the third paper is a prospectus, the faculty readers and the student's advisor should, if possible, be members of the
student's dissertation committee. Final selection of the dissertation committee would be
made after the qualifying exam.

The time frame for preparation and completion of each of the papers will necessarily
vary according to the speed with which students progress through the program. We
recommend that students begin the research for one of their position papers during the
second year of the program. All three papers must be completed and approved before
the student takes the oral exam.

We recommend that students' advisers report on students' progress on their position
papers as part of the annual review of doctoral candidates. Completed position papers
should be made available to all faculty prior to and during the review. If papers are not
complete, drafts may be presented to aid faculty in their review. Students will complete
forms for each of the major steps of the process so that there are clear signposts for the
students' progress through the program. The first of these would be the approval of
course of study form. The following form is used for the prequalifying review process.

1. When students' prequalifying papers for the doctorate are complete they obtain a
Report on Prequalifying Review form from the Division Graduate Coordinator.

2. Faculty who read the students' papers sign the Report on Prequalifying Review form,
which then allows the student to schedule the oral exam.

3. The completed form(s) are filed by the Graduate Coordinator in the student's folder
in the Division Office. Copies of the forms should also be provided to the student
and the student's faculty adviser.

4. When the student has completed the Prequalifying Review and required course work
listed on their Outline of Program, they are ready to take the Qualifying
Examination. In the quarter in which they take their Qualifying Examination, they
must have completed, or be enrolled in, the last of the courses listed on their Outline
of Program.

Qualifying Examination (Orals)
The Qualifying Examination is the University's means of evaluating and certifying the
adequacy and appropriateness of students' preparation for the doctorate. The Qualifying
Examination is an oral examination of two hours duration. The Examination Committee
is ordinarily composed of five members. The graduate adviser recommends prospective
members for the committee to Graduate Studies after consultation with the student.
Final determination of the membership of the committee is made by Chair of Graduate
Council. The purpose of this examination is: 1) to test eligibility of the student for
admission to candidacy for the degree of Doctor of Philosophy in Education; and 2) to
evaluate his or her ability to complete a satisfactory doctoral dissertation.

We strongly recommend that at least one member of the student's committee be
appointed from outside the Division. The chairperson of the Qualifying Examination
Committee may not be the faculty member who will serve as chairperson of the student's
dissertation committee.
Report on Prequalifying Review  
UC Davis Graduate Group in Education

First Name  Last Name  DEPA

Faculty Adviser/Major Professor

Examination/paper topics

1.

Primary readers:

2.

Primary readers:

3.

Primary readers:

DESIGNATED EMPHASIS (if applicable):

Proposed Qualifying Examination Committee Members:

NAME  DEPA

1. ____________________________  CHAIR

2. ____________________________

3. ____________________________

4. ____________________________

5. ____________________________

QUALIFYING EXAMINATION CHAIR SIGNATURE

STUDENT'S SIGNATURE
July 25, 2001

Lee Wilce,
Graduate Council Assistant
Graduate Studies

Dear Lee:

Please find enclosed the most recent version of the Graduate Group in Education new qualifying examination procedures. I included the cover letter from Graduate Council Chair Chris Calvert as a reference for this, since I did not send this back to you in April.

If you have questions, you may reach me at 752-0761 or kbray@ucdavis.edu.

Sincerely,

Karen Bray
Student Affairs Officer
July 26, 2001

Kathy Garcia
Program Review Assistant
Office of Graduate Studies

Dear Kathy:

Please find enclosed the most recent Graduate Group in Education Ph.D. program by-laws and program requirements requested by your office. I have included documentation for all program changes made final in 1994, and for the most recent changes to our qualifying examination process, April 2001.

I find missing in my records documentation of approval for changes to our emphasis areas. Our program was told approval would occur through the Program Review process. While recognition of these changes appeared in the most recent review of our program, we have no official Graduate Council approval. Please advise us on this matter.

Formerly our emphasis areas were:
• Psychological Studies
• Sociocultural Studies
• Instructional Studies (including Language and Literacy, Mathematics Education and Science Education).

New emphasis areas are
• Educational Psychology
• School Organization and Educational policy
• Language Literacy and Culture
• Mathematics Education
• Science Education

Finally, the most recent by-laws were submitted with our program’s self-review package in Fall 1997. At that time Graduate Studies reviewed and unofficially approved them with minor changes. We were told to include them in our self-review package.

If you have questions, or need more information, you may reach me at 752-0761 or email me at kbray@ucdavis.edu.

Sincerely,

Karen Bray
Student Affairs Officer

Cc: S. Dugdale
    T. Sallee
Graduate Group in Education, UC Davis
Ph.D. Program Requirements

Program Planning and Requirements

1. Schooling Foundation Core Courses (6 units):
   All students are required to take a two quarter introductory seminar which emphasizes the interdisciplinary study of educational issues and problems. (EDU 291, Proseminar in Education 2 quarters - 6 units). Students will meet a number of program faculty through this course offered on Wednesday afternoons in the Fall and Winter quarter.

2. Methodological Core Courses: All students are required to take a minimum of four methodology courses, two of which are explicitly required:

   Edu 201, Survey of Qualitative Methods
   Edu 203, Educational Testing and Evaluation

3. After these courses have been completed, the student and his or her faculty adviser should select a two course sequence of courses which will prepare the student to complete the dissertation.

   Students preparing to do the quantitative research sequence may take Statistics 106, Analysis of Variance and Statistics 108, Regression Analysis. Other courses in Psychology, Sociology and Anthropology may be appropriate. As need demands, a quantitative sequence may be offered as an EDU 298 in the Division.

   The two quarter sequence for individuals preparing to do qualitative research will often be Education 205A and 205B, Ethnographic Research in Schools.

Emphasis Programs

All students are required to complete at least 32 units of emphasis area course work. Each student and his or her faculty adviser proceed within the framework of one of the emphases listed below to select 32 units of emphasis area course work and complete other degree requirements. Alternatively, students with interests across two or more of these emphasis areas may work with their faculty advisers to select an appropriate combination of course work that draws from more than one emphasis.

School Organization and Educational Policy

The School Organization and Educational Policy emphasis focuses on the organizational and policy contexts of school and schooling, the culture and social organization of schools, school change and education reform, and educational social policy. Issues to be examined include teacher credentialing, school organization, curriculum, assessment, second language learning, research projects and/or consultancies.

School Organization and Educational Policy requirements:
32 units are required in the emphasis area.
The heart of the emphasis area is a three-quarter, sequence of core courses

   EDU 221 The Culture and Social Organization of Schools (4)
   EDU 222 School Change and Educational Reform (4)
   EDU 223 Educational and Social Policy (4)
Other Requirements: In addition to the General requirements for the Ph.D. program and the three-quarter core sequence noted above, students selecting the SOEP emphasis area are expected to:

1. Develop skills in both quantitative and qualitative research methods -- through coursework or equivalent experience.

2. Complete an array of courses offered by faculty from Education of other departments that examine different aspects of the student's particular interests within the SOEP area (e.g., teacher credentialing, school organization, curriculum, assessment, second language learning, etc.).

3. Select a school organization and educational policy issue for at least one of their three qualifying examination areas.

Faculty Advisers: The primary faculty advisers for the students in the SOEP emphasis area are Patricia Gandara and Jon Wagner. Other members of the Education Graduate Group provide expertise in several specific policy areas.

Internships and Field Experience: The SOEP faculty advisers will assist students in arranging internships, field research projects, and/or consultancies related to their policy interests. Students interested in the SOEP emphasis are encouraged to take advantage of these opportunities.

Dual Emphases: Students can design a program of study that combines the SOEP emphasis with another emphasis area in the Ph.D. program or with other "designated emphasis areas" that have been approved by the Education Graduate Group (e.g., Women's Studies, Native American Studies, Critical Theory, etc.).

Language, Literacy and Culture
The Language, Literacy and Culture emphasis area focuses on issues in the following topical areas: the social construction of literacy, sociocultural processes in learning and teaching, writing and reading processes, instructional studies in reading and writing, language socialization in community settings, second language acquisition, and bilingual education. Students in this emphasis area also study and may focus on the cultural and sociopolitical contexts in which learning and teaching take place. Courses in the program examine directions in research as well as theories and practices.

32 units are required in language, literacy and culture education, suggested courses include:

Every student is required to take one course on reading, one course on writing, and one course on second language acquisition.

EDU 205 A and B Ethnographic Research (8) 4 units for each course
EDU 242 Text Comprehension Research (4)
EDU 243 Research on the Teaching and Learning of Writing (4)
EDU 249 Discourse Analysis in Education (4)
EDU 251 Res. in Bilingual and Sec. Language Education (3)
   or Linguistics 280 (Theory of Second Language Acquisition) or Linguistics 281
   Research on Second Language Acquisition with consent of instructor).

Other Requirements: In addition to the general requirements for the Ph.D. program and the core course sequence noted above, students in this emphasis area are expected to complete at least twelve additional units in language, literacy and culture related courses in Education,
Linguistics, the social sciences, or other departments relevant to the student's specialization. The sequence of courses should be negotiated with the student's adviser.

**Dual emphases:** Students can design a program of study that combines the LLC emphasis with other designated emphasis areas such as Second Language Acquisition, Critical Theory, Women’s Studies, Native American Studies, etc.

**Mathematics Education**
Mathematics Education focuses on trends, theories, and reform in mathematics curriculum, as well as current issues and directions in research. Issues include the design and evaluation of effective mathematics instruction, the process of learning mathematics, culture and practice in the mathematics classroom, teachers' perspectives and development, or the impact of technology on the teaching of mathematics.

32 units are required in mathematics and mathematics education, including the following 4 mathematics education courses:

- EDU 255 Curriculum Development and Evaluation in Mathematics (4)
- EDU 256A Research in Mathematics Education (4)
- EDU 256B Research in Mathematics Education (4)
- EDU 257 Computer Technology in Mathematics Education (4)

Up to 16 units of appropriate mathematics coursework from the MA or MAT may be counted toward the 32 unit emphasis area requirement. Transcripts should be submitted to the emphasis area faculty for assessment. Students lacking 16 units of appropriate mathematics coursework from an MA or MAT may choose mathematics courses from upper division and graduate offerings in consultation with their faculty advisor. Particularly encouraged are courses in the field of mathematics most closely related to the student's research plans. A maximum of 8 units of upper division courses may be counted, with advisor's approval. Relevant upper division courses include the following:

**Mathematics Closest to Dissertation Research**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arithmetic</td>
<td>Math 115A, 115B, 115C, 36</td>
</tr>
<tr>
<td>Geometry</td>
<td>Math 114, 116, 141</td>
</tr>
<tr>
<td>Algebra</td>
<td>Math 108, 150A, 150B, 167</td>
</tr>
<tr>
<td>Probability</td>
<td>Math 131, 132A, 132B</td>
</tr>
<tr>
<td>Calculus</td>
<td>Math 108, 127</td>
</tr>
</tbody>
</table>

**Methodology Core Courses**
Students in Mathematics Studies are expected to take the quantitative methodology sequence. They may elect to take a qualitative methodology sequence, and with adviser's approval, qualitative methodology courses may be counted toward the electives described below.

**Electives**
Students in the Mathematical Studies emphasis are expected to take a minimum of 6 units (2 courses) of additional coursework in areas relevant to their research interests. These courses,
determined in consultation with the faculty adviser, are intended to add breadth and/or depth to the student's program of study.

**Science Education**
The Science Education emphasis area looks at trends, theories, and reform in science curriculum, as well as current issues and directions in research. Issues include the design and evaluation of effective science instruction, the process of learning science, culture and practice in the science classroom, teachers' perspectives and development, or the impact of technology on the teaching of science.

32 units are required in science and science education. In addition to the Ph.D. program general course core requirements, science education students are required to take the four core science education courses outlined below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 260</td>
<td>Modern History of Science Education: Curriculum Development and Change</td>
<td>4</td>
</tr>
<tr>
<td>EDU 262A</td>
<td>Research Topics in Science Education I</td>
<td>4</td>
</tr>
<tr>
<td>EDU 262B</td>
<td>Research Topics in Science Education II</td>
<td>4</td>
</tr>
<tr>
<td>EDU 264</td>
<td>Scientific Literacy and Science Education Reform</td>
<td>4</td>
</tr>
</tbody>
</table>

Additionally, students must take 16 units of graduate-level coursework in a particular area of science. Selection of these courses must be approved by the adviser and a committee of relevant faculty. This coursework should be equivalent to that in a Master's degree program in the discipline. For example, a student interested in physics education would take sixteen (16) units of physics; a student interested in the teaching of biology would take sixteen units in biology.

**Methodology Core Courses**
Students in Science Education Studies are expected to take the quantitative methodology sequence. They may also elect to take a qualitative methodology sequence as part of their elective course choices.

**Electives**
Students in the Science Education emphasis are strongly suggested to take a minimum of 6 units (2 courses) of additional coursework in areas relevant to their research interests. These courses, determined in consultation with the faculty adviser, are intended to add breadth and/or depth to the student's program of study. They may be courses offered within or outside the Division of Education.

**Educational Psychology**
Psychological Studies looks at the application of psychological theory and research to learning, teaching and schooling. Educational Psychology has at its base the psychology of human learning, motivation, development, individual differences, exceptionality and measurement.

32 units are required, suggested courses include:

- EDU 210 Psychology of School Learning
- EDU 213 Individual Assessment
- EDU 215 Motivation and Behavior
- EDU 216 Prevention in Schools
- EDU 218 Testing of Minority Children (4)
EDU 251  Research in Bilingual and Sec. Language Education (4)
EDU 293  Topical Seminar in School Psychology (3)

PSY 212  Developmental Psychology (4)
PSY 230  Learning (4)
PSY 263  A/B/C Topics in Cognitive Psychology (4,4,4)

The Internship
Students may complete a one-quarter or more internship if required by the student's faculty adviser. The student will develop a plan that consists of a set of activities designed to investigate connections between the theoretical components of the program and the practical realities of the schools and teaching. The internship will normally occur in the third year of the student's program and will take place in a school, a school district, or a regional or a state office of an organized group that formulates and/or implements policy for schools (e.g., school boards, teachers' organizations, administrators' organizations, legislators and their aides, and civil servants).

The assignments should be different in nature from routine duties in which the student is already engaged. The student's program will be closely supervised by the dissertation committee, in consultation with faculty and other members from the internship institution. At the end of the internship the student should submit a written report of the experience. The activities during the internship will normally lead to dissertation research. If qualified and approved by the Graduate Division, in rare instances, a scholar from the internship agency might serve on the student's dissertation committee.

Foreign Language
Language competency in a language other than English is not required of all students. However, competency in a foreign language may be deemed necessary by the student's program and faculty adviser. The student's dissertation adviser and the graduate adviser will determine whether proficiency is appropriate. Given the nature of the proposed Ph.D., and the fact that most students' research, specialization and professional activities will call for close and repeated contact with speakers of languages other than English, the most likely language to be required will be Spanish or an Asian language, since these are the most prevalent languages spoken in California schools.

Language proficiency, if required, will be determined either through an assessment of oral language proficiency or of reading comprehension as appropriate for the research. The minimum level of proficiency in the oral language will be assessed to be equivalent to level two of the Foreign Service Institute-Defense Language Institute oral proficiency examination. Reading comprehension will be assessed on the basis of the ability to translate into English 500 words of a research article in the student's field of interest written in the foreign language. The student will be able to use a dictionary and will have two hours to complete the translation.

The Qualifying Examination
The qualifying examination is a means to determine the adequacy and appropriateness of the student's preparation to complete the doctoral dissertation. The qualifying examination (oral examination) may be taken only after the student has satisfied all graduate group core, methodology, and emphasis requirements. Students should begin work on position papers in consultation with advisers and planning for the qualifying examination while completing the above requirements.
Pre-qualifying Review
The prequalifying review requires students to pull together their graduate education--course work, tutorials, and research--into a coherent whole. Students will be expected to relate what they have learned to issues of concern in their field of study, and to be able to take and defend positions on these varying issues. The Prequalifying Review consists of the approval of three papers. Two of these must be position papers on a theoretical topic. For the third paper, students have the option of writing a dissertation prospectus or a position paper. One of the papers must focus on an issue or area of research that is not directly in alignment with the other two papers to ensure some breadth of work. Position papers should demonstrate thorough knowledge of theoretical areas, (typically, in papers of about 20 pages or more in length) preferably those related to the dissertation. The papers should critically examine a body of literature and demonstrate the student’s ability to use the literature to defend a position. Students should work with their advisers and potential committee members in determining properly focused topics.

Prospectus
For students who opt to do a dissertation prospectus in lieu of a third position paper, the prospectus should be an early draft of the dissertation proposal, approximately fifteen pages in length. It should include any preliminary work done in the area, such as a pilot study. The proposal should consider prior research findings, research goals, hypotheses and methodology, as well as the theories, strategies, and analyses that will be used in the dissertation research.

Prequalifying Review Approval Procedure
The student’s faculty adviser and two other faculty members must read and approve each of the three papers as ready to be defended in the oral qualifying exam. Depending upon the student’s topics, different faculty members may be involved in reading each of the different papers, so that the student has the opportunity to enlist faculty with special expertise in the particular area covered by a paper. The student’s faculty adviser oversees the process, is one of the readers for all three papers, and approves topics for each paper to ensure breadth and relevance. If the third paper is a prospectus, the faculty readers and the student’s advisor should, if possible, be members of the student’s dissertation committee. Final selection of the dissertation committee would be made after the qualifying exam.

The time frame for preparation and completion of each of the papers will necessarily vary according to the speed with which students progress through the program. We recommend that students begin the research for one of their position papers during the second year of the program. All three papers must be completed and approved before the student takes the oral exam.

We recommend that students’ advisers report on students’ progress on their position papers as part of the annual review of doctoral candidates. Completed position papers should be made available to all faculty prior to and during the review. If papers are not complete, drafts may be presented to aid faculty in their review. Students will complete forms for each of the major steps of the process so that there are clear signposts for the students’ progress through the program. The first of these would be the approval of course of study form. The following form is used for the prequalifying review process.

1. When students’ prequalifying papers for the doctorate are complete they obtain a Report on Prequalifying Review form from the Division Graduate Coordinator.

2. Faculty who read the students’ papers sign the Report on Prequalifying Review form, which then allows the student to schedule the oral exam.
3. The completed form is filed by the Graduate Coordinator in the student's folder in the Division Office. Copies of the form should also be provided to the student and the student's faculty adviser.

4. When the student has completed the Prequalifying Review and required coursework listed on their Outline of Program, they are ready to take the Qualifying Examination. In the quarter in which they take their Qualifying Examination, they must have completed, or be enrolled in, the last of the courses listed on their Outline of Program.

Qualifying Examination (Orals)
The Qualifying Examination is the University's means of evaluating and certifying the adequacy and appropriateness of students' preparation for the doctorate. The Qualifying Examination is an oral examination of two hours duration. The Examination Committee is ordinarily composed of five members. The graduate adviser recommends prospective members for the committee to Graduate Studies after consultation with the student. Final determination of the membership of the committee is made by Chair of Graduate Council. The purpose of this examination is: 1) to test eligibility of the student for admission to candidacy for the degree of Doctor of Philosophy in Education; and 2) to evaluate his or her ability to complete a satisfactory doctoral dissertation.

We strongly recommend that at least one member of the student's committee be appointed from outside the Division. The chairperson of the Qualifying Examination Committee may not be the faculty member who will serve as chairperson of the student's dissertation committee.

Dissertation Proposal Review
After the qualifying examination committee has passed the student, the chair of the committee completes the top of the Application for Advancement to Candidacy form he or she has received from Graduate Studies. This portion of the form certifies that the student has passed the examination on a specified date. The student will keep this form until it is ready to be filed with Graduate Studies. Completing the entire form and filing it will require the identification of a dissertation topic and title, and the names of three committee members, one of whom will serve as chair. As a result, the student must discuss this application with his or her faculty advisor and undertake the planning of a dissertation before filing this form.

Dissertation Proposal
After passing the qualifying exam and before advancing to candidacy, doctoral students are required to complete the proposal review process. Students should consult their advisers and familiarize themselves with requirements for dissertations.

There are two reasons for writing a proposal. First, preparing one is an important part of the dissertation process because a good proposal constitutes a coherent and systematic procedure to be followed. Guided by this, students will have a methodical plan and they will be more efficient and purposive when they undertake the research.

The second reason for writing a proposal is to demonstrate scholastic competence in particular areas of study. In doing so, students will need to persuade their committee that they have a clear, focused topic and research questions or hypotheses as appropriate to the topic, and that they have determined how they are going to carry the study out to fruition. An approved proposal serves as an agreement between the committee and the student.

Finally, writing a proposal is also good professional preparation for students that may help them later in their careers when they are called upon to write grant and book proposals.
The student should develop a dissertation idea and begin meeting with faculty who might serve on the dissertation committee. Individuals will agree to serve on the dissertation committee subject to approval of the Dean of Graduate Studies. One member, upon agreeing to serve as chair of the dissertation committee, will assume the responsibilities formerly held by the faculty adviser. (If the faculty adviser has not chaired the qualifying examination, he or she may serve as dissertation chair and continue to guide the student).

Once the dissertation committee has agreed to serve, the student prepares a formal dissertation proposal. This proposal should be submitted to the potential Dissertation Research Committee members within six months of completing the Qualifying Examination.

**Dissertation Proposal Review Meeting**

Once the student has completed the proposal it will be time to have a formal meeting with the prospective committee members. First, the student presents a proposal to the graduate group member who will serve as chair of the dissertation research committee. The chair will work with the student to get the proposal ready for the review meeting.

Next, the student finds and sets a date when all tentative members of the dissertation research committee may attend a meeting. At least two weeks in advance of the meeting, the student provides each member of the committee with a copy of the proposal the chair has approved.

At the dissertation proposal meeting, the committee will wish discuss the proposed research in some detail. Plan for a meeting of at least one hour. At this meeting, the committee may accept or reject the proposal, or may require specific modifications. At this point, in rare circumstances, committee members may decide that they will be unable to contribute to the dissertation and suggest that they be replaced on the committee.

Should the committee require specific modifications in the proposal or make some suggestions to improve the study, these will be noted on a form provided for this purpose. The intent of this meeting is to establish a "contract" between the student and the committee concerning what will be attempted and what will be approved. This meeting will protect the student from unilateral requested modifications in the research plan after the meeting has ended, although mutually agreed upon changes will always be possible later.

Because the committee will wish to make suggestions during the meeting, it is important for all to remember that the goal is to produce a work of the highest quality. It is also important that the student **not to begin data collection until after this meeting** because changes in procedure and measures may occur. It is appropriate and even desirable, however, for the student to pilot test measures and procedures prior to the review meeting. Such trials will help all involved evaluate the viability and practicality of the proposed research.

**Advancement to Candidacy**

Once the committee has accepted the proposal, with or without modifications, the student may be advanced to candidacy. At this point the form for advancement to candidacy which will nominate the committee and chair and list the dissertation title may be filed with the Dean of Graduate Studies. The Dean will officially appoint the committee. Advancement to candidacy is a major milestone in the pursuit of the degree and demonstrates good progress toward the Ph.D. In fact, one may receive a candidate degree at this point, although most students wait for the Ph.D.

After the committee has accepted your proposal and the meeting has ended, you may proceed with your study and commence data collection. You should remain in regular contact with your chair, particularly, but also with the other committee members. Issues will undoubtedly come up
during the execution of the study and the writing of dissertation itself and you should consult with
your chair and others as appropriate. It is advisable to provide your committee with updates
periodically, and even drafts of sections of the dissertation.

**Dissertation Approval**

When the dissertation research has been completed and the result written in potentially final form,
the dissertation will be submitted to the student's dissertation committee within the time
constraints imposed by the Office of Graduate Studies. Currently normative time to degree is five
years following admission to the doctoral program. The student may be on "filing fee" status for
three quarters with the possibility of extension.

As soon as possible after receipt of the dissertation, the chair of the dissertation committee may
schedule a meeting at which the student will discuss the dissertation with members of his or her
committee. At this meeting, the committee may accept or reject the dissertation, or may require
specific modifications. Following acceptance of the dissertation, the student will make a formal
presentation of his or her work to the university community at a colloquium or proseminar.