College of Education
201 Education Administration Bldg.
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1. **Welcome!**

Congratulations on your admission to the Ph.D. program in the College of Education. Admission to the program is competitive and the recommendation that you be admitted is an indication that the faculty members of the College believe you can successfully complete this degree program. On a national level there are many students who enter a Ph.D. program but never complete it. To be sure, Ph.D. study is intense. There are sometimes long, difficult days, things that are hard to conquer, writing that just does not seem to flow, information that is hard to track down, and the list goes on. Yet, clearing these hurdles brings a great sense of accomplishment and increased confidence to carry on. Pursuing a Ph.D. as a part time student (meaning you are full time in something else) is particularly challenging. Resolve to stick with your program. Never let any task or any semester go by with little attention. Working steadily, even in short sessions but on a consistent basis, is generally better than putting work off until you find a lot of hours! Stay in touch with your advisor and let him or her know if you have difficulties. Almost all faculty are willing to help, but they can’t help if they don’t know your story.
2. REGULATIONS RELATED TO THE DOCTORAL PROGRAM

The material contained in this Handbook constitutes an important part of the information needed by a student to proceed through the Ph.D. in Education program in an orderly fashion, and eventually graduate.

There are two other sources of information related to doctoral studies, namely, the UMSL Bulletin and the Regulations, Policies, and Procedures of the Graduate School. Both are available on the UM-St. Louis Web site. The regulations of the Graduate School and the UMSL Bulletin supersede those in this Handbook when in conflict. Remember that in the weeks, months, and years following the distribution of this edition, the University will naturally engage in a process of updating and refining graduate programs. It will be prudent of you to check on changes from time to time in your term of doctoral studies.

DIRECTORY OF OFFICES

Office of the Dean of Education, 201 Education Administration Building, 516-5109 (housing the Director of Doctoral Programs)

Academic Programs staff, So. Campus Classroom Bldg., 1st floor, 415-5483

Teaching and Learning Department, 369 Marillac Hall, 516-5791

Educational Leadership and Policy Studies Department, 269 Marillac Hall, 516-5944

Counseling Department, 469 Marillac Hall, 516-5782

Educational Psychology, Research, and Evaluation Department, 402 Marillac Hall, 516-5783

Office of the Dean of the Graduate School, 421 Woods Hall, 516-5900

Graduate Admissions Office, 217 Millennium Student Center, 516-6946

INFORMATION ON THE WEB

The College of Education maintains a page for graduate students that identifies the various College of Education forms needed over the course of study. Find this under “Current Students” on the COE web site, under Programs.

The COE also has a MyGateway organization page for COE doctoral students. Select MyGateway on the University home page, log in, and look for College of Education Doctoral Students under “My Organizations.”
### 3. OVERVIEW OF THE DOCTOR OF PHILOSOPHY IN EDUCATION DEGREE PROGRAM

The Doctor of Philosophy in Education is designed for those who desire directed research experience promoting scholarly inquiry in education. Extensive course work in educational research methods is required, as is involvement in research during the course of studies. In particular, those who anticipate a career in higher education at an institution expecting a high degree of scholarship should choose the Ph.D. degree program.

Four emphases are available in the Ph.D. program. They are: Counseling; Educational Psychology; Metropolitan Leadership and Policy Analysis in Education; and Teaching-Learning Processes. Within the latter, individuals might have an area of instructional expertise, such as science education.

The minimum total credit hour requirement to complete the Ed.D. is 90 semester hours beyond the baccalaureate degree. No more than one-half of the semester hours comprising the degree program can be previous graduate course work (Master's degree and post-Master's degree). Post-Master's work must fall within the 8-year time limit to complete doctoral studies. Hours are to be distributed as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Credit Hours</th>
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<tbody>
<tr>
<td>A. Foundations</td>
<td>9-12 hours</td>
</tr>
<tr>
<td>B. Research Methods</td>
<td>15-18 hours</td>
</tr>
<tr>
<td>C. Major Specialization</td>
<td>27-33 hours (16 in residence)</td>
</tr>
<tr>
<td>D. Minor Specialization</td>
<td>12-15 hours</td>
</tr>
<tr>
<td>E. Research Internship</td>
<td>6-9 hours</td>
</tr>
<tr>
<td>F. Exit Course: EDUC 7950</td>
<td>3 hours</td>
</tr>
<tr>
<td>G. Dissertation</td>
<td>12 hours</td>
</tr>
</tbody>
</table>

**TOTAL (minimum)** 90 hours
4. INFORMATION ON THE STAGES OF DOCTORAL STUDY

Newly Admitted Doctoral Students

You should have been assigned a program adviser when admitted. If you do not know who agreed to be your advisor, contact Carla in Academic Programs. If for any reason you do not have an adviser, your adviser retires or leaves the University, etc., try to locate an adviser in your emphasis area and complete Form ED-1 to submit to the College of Education. If you have difficulty, see the Associate Dean for Academic Programs and Doctoral Programs Director.

You should be working with your adviser to plan your entire doctoral program of studies. Once you and your adviser have a draft of your program, place it on Form ED-3 (there’s a handbook for this on the MyGateway site). Consult with your adviser about forming an Advisory Committee and then distribute your ED-3 to the committee. Your adviser will organize a meeting of the committee and if the committee approves of your program, they will sign the ED-3. Submit the signed form to the Academic Programs office staff. Once your program is approved, you will advance to the Pre-Candidate Stage. You should have this Advisory Committee meeting before you have completed your first 12 credits in the doctoral program.

Pre-Candidates

In the Pre-Candidate stage, you should be completing the program of study identified on your ED-3. While completing your coursework you should attend to fulfilling residency requirements. One residency requirement is that at least the last half of your post-baccalaureate work should be taken as a doctoral student. This was checked when your ED-3 was submitted so you merely need to follow your program to meet the requirement. The other residency requirement is to complete 15 credits over three consecutive semesters. When you have satisfied this requirement, complete form ED-4 and submit it to the Academic Programs office staff.

To advance to the Candidate Stage, you must complete your coursework, pass your comprehensive examination (appoint your comprehensive examination committee with Form D-1 and report the results of your exam with form ED-5), and complete your Application for Candidacy (Form D-3).

Candidacy

This is a brief overview the Candidacy stage. More detailed information comes later in this handbook.

Once you have reached the Candidate Stage, you should appoint your dissertation advisor (Form D-2). You must be continuously enrolled in every fall and spring semester once your Application for Candidacy has been approved, so enroll in dissertation credit hours (EDUC 7999) under your advisor’s name. You can enroll in as few as 1 dissertation credit per semester. Taking 1 credit or a small number increases the likelihood you will complete your dissertation before you reach 12 credits (the minimum you must take). If you have additional credits
remaining when you defend your dissertation, you can register and pay for those credits after
your defense.

Another task should be to work with your dissertation advisor to identify your dissertation
committee. Once you have your committee, file Form D-4. You should then work on writing
your dissertation proposal with your advisor and committee. Remember not to collect
dissertation data until the Graduate Dean approves your dissertation proposal (Form D-5). Your
D-5 will not be approved until you also have approval from the Institutional Review Board if
your research involves human participants. (Also, remember you are not to collect any data from
or about human participants, whether for your dissertation or other research projects, without an
approval from the Institutional Review Board.)

Once you have collected dissertation data and you begin to complete your dissertation, keep in
mind that you need to complete your writing (to your advisor’s satisfaction) about 10 weeks
before the end of the semester. This allows time for you to circulate your “essentially final”
dissertation copy to your committee, for them to review it and agree to the scheduling of your
defense, for filing the appropriate forms regarding the defense, for the public announcement of
your defense in advance of the defense date, and for making revisions to your dissertation after
your defense but before the commencement date.

5. TRANSFERRING BETWEEN THE DOCTORAL PROGRAMS IN THE COE

The Ed.D. in Educational Practice has a unique organization and format that requires students to
be admitted to a thematic learning community. In order to transfer to that program, a student
would have to apply for admission to a learning community during its announced admissions
window and be accepted. Learning communities take their courses as cohorts so it is possible
that courses taken in the Ph.D. will not reduce the hours required in the Ed.D.

6. STEPS TOWARD THE DOCTORAL DEGREE

Each of these steps is to be completed by the student in consultation with the advisor. All forms
are available on either the College of Education (“ED” forms) or Graduate School (“D” forms)
web site. More detailed descriptions of the major program components are provided in Section 7.
Briefly, the doctoral student will:

1. Confer with your advisor, designated at admission, to select initial coursework.
2. Confer with the advisor and designate the Doctoral Advisory Committee.
3. Obtain program approval and advance to Pre-Candidacy (granted by Advisory Committee) before completion of 12 hours; use Form ED-3 to file the doctoral degree program.
4. During the last two-thirds of the program and prior to (or during the term of) the comprehensive examination, file Intent to Do Residency; use Form ED-4.
5. File Appointment of Comprehensive Examination Committee; use Form D-1.
6. During the last 12 hours of formal class work or immediately following class work, complete the Comprehensive Examination. The advisor will file the Comprehensive Exam committee Report, Form ED-5 and the Application for Candidacy, Form D-3, after the student's successful completion of the comprehensive examination.

7. File Appointment of Dissertation Advisor & Committee; use Form D-2 and D-4.

8. If human subjects are involved in the dissertation, submit Application for Review of a Project Involving Human Subjects to the Institutional Review Board.


10. File Preliminary Approval of Dissertation and an electronic Oral Defense at least six weeks prior to commencement; use D-6 with dissertation.


12. Submit, along with Form D-7, three unbound copies of the completed dissertation (unless you are submitting electronically), including the 350 word abstract by the deadline.

13. File Declaration of Intent to Graduate at the beginning of your anticipated final semester. Use Form ED-6. Pay all fees and attend graduation.

14. Receive the Doctor of Philosophy in Education at commencement ceremony. (Doctoral degree recipients are escorted to the podium by their advisor).

7. EXPLANATION OF PROGRAM COMPONENTS

A. Obtaining an Advisor

Upon admission to the doctoral program, each student has an appointed advisor. The applicant is encouraged to schedule appointments with the advisor. If your interests change or your advisor leaves the University, you should promptly seek a replacement and file the form to change advisors with the Office of Graduate Education (Form ED-1). If you change advisors, you should confer with both faculty members about the change.

The advisor chairs the applicant's advisory committee, may chair the comprehensive examination committee, and may chair or serve on the dissertation committee. Ideally, the same advisor sees you through your entire experience, but your interests might change or you just might find you are a better fit with another faculty member. It is perfectly acceptable to change advisors as you move from coursework to the dissertation. Once you have a dissertation advisor, changing advisors must be carefully planned, since this can translate to a loss of time. Communicate carefully with both faculty members.
involved. The chairperson of the dissertation committee must be an UMSL College of Education faculty member.

B. Doctoral Advisory Committee

The advisor and applicant confer consulting such other faculty members as are necessary to permit the advisor to name (subject to necessary College of Education and Graduate School Approval) two or more members of the graduate faculty who agree to serve with the advisor as a doctoral advisory committee. The doctoral advisory committee evaluates the applicant's prior work, identifies credit to be recommended for acceptance, and approves the applicant's course of study. The advisory committee, by majority vote, also determines your readiness to be advanced to pre-candidate status. Form ED-3 should be used for filing the Appointment of an Advisory Committee. It is beneficial for the applicant to maintain continuity with committee members throughout the program of studies, unless the applicant's interest changes and/or needs are not being met. If a change of committee membership is desired Form ED-3 should be resubmitted.

C. Meeting with the Advisory Committee and Advancing to Pre-Candidate Status

The Advisory Committee meeting is to be completed prior to completion of the first 12 hours in the doctoral program. The Advisory Committee assesses your readiness to advance to pre-candidate status and considers: your completed graduate work; plans for future doctoral work; your stated goals for doctoral study; your self-assessment of progress-to-date toward your goals (which you may support with examples of your work, perhaps in the form of a portfolio); and your responses to any questions committee members might pose regarding your progress in gaining comprehensive knowledge of your area of specialization. The Advisory Committee also discusses your proposed program of study, including the use of previous coursework and sufficiency of your preparation in research methods, and the anticipated areas in which you will sit for the Comprehensive Examination. At the conclusion of the Advisory Committee meeting, the committee members will vote on whether you should be advanced to pre-candidacy and on whether your proposed program of study is satisfactory. The Application for Pre-Candidate Status along with the program of studies is to be recorded on form ED-2 or ED-3. If, during the completion of the degree, changes are made on form D-3, filed with the Application for Candidacy. These forms are available in the Office of Graduate Education.

Subsequent examinations of an applicant who is not advanced to pre-candidacy are permitted upon the recommendation of the applicant's doctoral advisory committee and approval of the College of Education. Only under extraordinary circumstances may a second meeting be held during the same semester. The Committee likely will prescribe activities to strengthen your preparation and then set a time frame for a second meeting the following semester. Failure to be advanced a second time will result in a recommendation for dismissal from the program.

D. Transfer of Credit
Acceptance of prior credit as part of the doctoral program requires approval of the advisor, the College of Education, and the Graduate School. Up to forty-four (44) hours of a master's degree and hours completed after the master's but before admission to the doctoral program may be accepted. When the program of studies is filed with the Graduate School, no post-master's degree courses listed may be older than eight years. Exceptions must be approved by the Graduate School prior to filing the program of doctoral studies. The eight-year time limit for completion of the degree program applies to all course work beyond the master's degree. The majority of credits (51%) used to satisfy requirements for a doctoral degree (a minimum of 46 hours) must be completed at UM-St. Louis as a doctoral student.

E. Inter-University Graduate Exchange Program

UM-St. Louis participates in the Inter-University Graduate Exchange Program with Washington University and St. Louis University whereby students may complete (with Dean's approval) a limited number of credit hours off campus at UM-St. Louis tuition rates. This applies only to courses not available at UM-St. Louis and usually consists of one course; two courses would be an exception for which permission should be sought from the Graduate School. Form C-24, available only from the Registrar's Office, should be used for enrolling in the Inter-University Exchange Program. It is recommended that doctoral students not enroll in off-campus courses during the final semester of their program and risk delaying graduation due to the length of time needed to transfer and process grades at the cooperating university.

F. Residence Requirement

There are 3 types of residency. The requirement that at least the last one-half of the program be taken at UM-St. Louis is a form of residency. A second residency for Ph.D. students is to take 16 hours of the primary discipline at UM-St. Louis. The third type requires a period of intense study. This residency is defined as three consecutive semesters in which the student is enrolled for 15 credit hours over the three-semester period. Residency should be completed during the last two-thirds of the course work phase of the program, but not during the dissertation phase (Form ED-4). If employed, the student is encouraged to work less than full-time. Delayed grades during this period should be avoided if at all possible. If a course must be taken off-campus during the residency, Form G-9 Petition for Waiver of the Residency Requirement should be filed. Courses offered at the Lindbergh Center are not considered as off-campus.

G. Delayed Grades

Delayed grades may be given when a student's work is incomplete but otherwise worthy of credit. Delayed grades must be removed within two regular semesters after the time recorded or they automatically become F grades. Delayed grades recorded for courses in dissertation research are left as delayed grades until final, regular grades are reported by the Dissertation Chairperson upon completion of the dissertation.

H. Comprehensive Examination
The comprehensive examination should be taken after the pre-candidate has essentially completed the major and minor areas of concentration designated on the program of studies form. Delayed grades should be removed before the pre-candidate takes the examination. The purpose of this examination is to provide an opportunity for the pre-candidate to demonstrate the ability to integrate and synthesize information pertaining to the areas of concentration. The pre-candidate and advisor confer on the areas to be tested in the written examination. The examination is developed, administered and evaluated by members who have been approved as the Comprehensive Examination Committee (Form D-1). The comprehensive examination should include a written examination and a two-hour oral examination covering the major and minor areas of concentration. The written examination is not to exceed 10 hours total in length, and no sub-area will be more than 4 hours in length. The oral examination augments the written portion of the comprehensive exam two weeks after the written.

Form ED-5 should be filed after completion of the examination. Failure of the written and/or oral portions of the examination may result in the advisor's prescribing alternatives such as additional classes and/or independent studies to remedy weaknesses. Passing the written and oral comprehensive exam is required before the pre-candidate is recommended for admission to candidacy.

I. Application for Candidacy

After successful completion of the comprehensive examination, the pre-candidate confers with his/her advisor concerning the preparation of the Application of Candidacy, Form D-3. This application should be followed by the nomination of the dissertation committee, Form D-4. As a CANDIDATE, one is eligible to enroll in dissertation credits.

J. Continuous Registration

After students achieve candidacy and complete the residence requirement, they must remain enrolled until the degree is completed. Students at the candidacy stage typically enroll for Education 7999, Dissertation Research, and the number of hours being commensurate with the activity. It is not necessary to enroll for the summer session. Failure to register in any fall or winter semester will result in termination from the Graduate School. If students who are terminated decide to reapply and if they are readmitted, they will be subject to all regulations in effect at the time of readmission.

K. Dissertation Committee

The dissertation committee is composed of at least four members nominated by the candidate in consultation with his or her advisor and approved by the College of Education and the Graduate School. The following qualifications apply:

1. The candidate's advisor (dissertation committee chair) must be one of the committee members.
2. All committee members must hold graduate faculty membership or be approved by the advisor, the College of Education, and the Graduate School.
3. The chair and one other member of the dissertation committee must be from the candidate's major specialization.

4. One committee member should be from outside the candidate’s major specialization.

L. Dissertation Proposal

The dissertation is the culminating product of the program and represents the candidate's efforts to produce a scholarly study that expands knowledge in the field. Following admission to candidacy, the candidate submits a dissertation topic and a formal dissertation proposal (prospectus) including a review of the relevant literature to the dissertation committee (D-5). The committee may make use of a dissertation proposal colloquium, during which the candidate presents and defends his or her proposal, obtaining suggestions for improvement. A positive vote (simple majority) of the candidate’s dissertation committee is necessary. Once the dissertation committee approves the proposal and signs the D-5, apply for approval from the Institutional Review Board to conduct research involving human participants, if this is applicable to your work. Information on starting your application through the College of Education is available on the College of Education web site.

You should then submit your D-5, the proposal, and your proof of IRB approval to the Doctor Program Director in the College of Education who will then transmit the package to the Graduate School. You must submit all 3 items at one time. You should not begin your dissertation study until you have received the approval of your proposal from the Graduate School Dean or Associate Dean.

M. Dissertation

The style and format of the prospectus and dissertation is cooperatively decided upon by the candidate and the dissertation committee, based upon the needs of the research to be reported. The dissertation must be high quality copies printed on good quality paper with a one-and-one-half inch left margin. In matters of style, the custom of the discipline should be followed. The Candidate should consult the College of Education’s Dissertation Handbook and the Graduate School’s Dissertation Procedures web page for specific information on the format of the dissertation and its elements, especially the title page.

Upon conducting your dissertation study, analyzing your results, and writing up your dissertation, you should begin to pay particular attention to time lines and tasks. Once you and your advisor are satisfied with the current draft of your dissertation, your advisor will recommend distributing the dissertation to your committee. Allow the committee members approximately 3 weeks to read the manuscript before you hold a preliminary meeting.

Once the dissertation is in a form considered to be complete and provisionally acceptable to members of the dissertation committee, committee members will sign a Preliminary Approval of Dissertation and Oral Defense (Form D-6). At this time, identify a date committee members are available to conduct your oral defense. This date must be at least
3 weeks from the date you will file this “provisionally acceptable” or “essentially final” copy of your dissertation with the Education Doctoral Program Director and the Graduate School. When you have a date, arrange for a location so that you can draft the D-9 (see the sample on the Graduate School web site) The D-6 and D-9 should be accompanied by a copy of the dissertation. Within a few weeks the Graduate School reviews the dissertation approved by the Committee and returns the dissertation along with Form D-6 to the Candidate and Dissertation Advisor. The Graduate School publicly announces the Defense of Dissertation.

N. Defense of Dissertation

The Defense of Dissertation Committee (usually the same as the Dissertation Committee) certifies the final acceptability of the dissertation to the Graduate School on the basis of the final oral examination, which is open to all graduate faculty members. The results are submitted to the Graduate School on Form D-7. The approval is by vote of the committee with a successful defense requiring that no more than one committee member dissent.

The candidate is responsible for making all necessary changes in the dissertation, which may result after completion of the oral examination. The dissertation Advisor approves the final form of the dissertation.

O. Exit Procedures, Fees, and Graduation

At the point of completing the essentially final dissertation, candidates should consult the Graduate School’s web page on Dissertation Procedures regularly and follow the instruction there very carefully so that all exit procedures are followed and fees paid on time. Typically all submissions should be in the Graduate School office by noon on the Friday before the Commencement ceremony.

Information pertaining to the details of graduation will be sent from the Chancellor's Office. The doctoral recipient is encouraged to participate in the graduation ceremony. The Dissertation Chairperson (or designate) accompanies the recipient at graduation and assists in bestowing the doctoral hood.

P. Inquiries

Inquiries concerning the interpretation of steps toward achieving the Doctor of Philosophy in Education degree or the explanations of program components should be directed to the Education Doctoral Program Director.
The Research Internship Courses  
(EDUC 7880, 7881, 7882)  
of the Doctoral Programs in Education

The research internship courses are designed to give doctoral students the direct experience of doing research under the guidance of a faculty member. Students may enroll for two of three internship courses (each 3 credit hours) if in the Ph.D. program or for two courses if in the Ed.D. program. The internships should be sequenced so that students gradually take on more responsibility and control of the research experience.

In the first course the student will primarily assist a faculty member with the faculty member’s research. The student should acquire such specific skills as literature search, data gathering, and data analysis. A student with prior research experience can of course begin at a more advanced point. For this internship, a student might: 1) work with his or her faculty adviser; or 2) seek out a professor who is using research methods (e.g. interviewing, survey, ethnography, multifactor or multiple linear regression analysis) appropriate to the student’s work—whether or not the professor is working in the same subject area.

In the second course the student will play a more active role, either through genuine collaboration with a faculty member on a joint project or through applying research skills to a problem of his or her own. A student may take this course concurrently with the second common doctoral seminar (Research: Implementing Change) or another course that includes the writing of a preliminary dissertation proposal.

In the third course the student will implement a small study, such as a pilot for his or her dissertation, under the guidance of a faculty member who will probably direct the dissertation. This internship should be taken concurrently with or after the second common doctoral seminar. While the second internship may be devoted primarily to designing a study, the third internship should involve carrying out a pilot or small research project with faculty guidance. Students will produce a written analysis of the study.

All students enrolled in the three internship courses will share and discuss their work by meeting together as a cohort with faculty in the internship seminar.

Internship experiences can and should benefit both doctoral students and faculty. A successful internship is an apprenticeship, guiding the student through the often difficult transition from theory to practice, from textbooks and exercises to original research. The sequence employs the “zone of proximal development” (L.S. Vygotsky)—the novice researcher works in collaboration with an expert who gradually steps back as the novice becomes ready to work independently. In a successful internship, the faculty member also gains an apprentice and partner, a valued assistant whose questions and insights enhance the research. The internship sequence must be carefully designed, however, to prevent two possible abuses.

Research interns, even in the first course, must not be used simply to do the drudge work or clerical tasks for a faculty researcher. The project must be one that will draw on the student’s
prior skills and knowledge. If asked to conduct part of a literature search, the intern must also be involved in the interpretation and application of that literature; if asked to prepare the data for statistical or computer analysis, the student must also be involved in interpretation of the results. It is especially important that doctoral interns receive appropriate credit for their contribution to faculty research in any future publication. While credit may range from a footnote to full co-authorship, the student and faculty member must clearly understand the credit to be given and must renegotiate that understanding if the extent of the student’s contribution evolves. These guidelines should protect the student’s interests and help make the internship a rich learning experience.

**Faculty members** supervising interns also need protection. They cannot be expected to provide individual tutoring in statistics and research design or to spend many hours guiding interns through projects which do not enhance the faculty member’s own research. Faculty supervising the first research internship course should expect to gain some genuine help in pursuing their research agendas. During the second and third courses, the work may not directly support a faculty member’s research, but the time commitment is likely to be less and the benefits more personal and intellectual. Professors, department chairs, and deans will keep accurate records of internships and dissertations supervised so that after an appropriate number of credit hours have accumulated, the faculty member will earn released time for research. These guidelines should protect the faculty’s interests and make the doctoral program a source of greater faculty research productivity.

To enroll in an internship, the student completes, in consultation with the professor, a Research Internship Outline spelling out the conference schedule, time commitment, and work expected of both intern and professor. Once completed this outline should be forwarded to the Graduate Education Office.

Questions about the design and supervision of doctoral research internships should be directed first to the adviser and then to the Associate Dean for Graduate Education.

1/28/98 GAC
A Timetable for Doctoral Pre-Candidates and Candidates in the College of Education

Note: Unless otherwise noted, submit all forms first to the Graduate Education Office in South Campus Classroom Building. They will be forwarded to the Graduate School from there.

<table>
<thead>
<tr>
<th>Step</th>
<th>Estimated Time or Due Date</th>
<th>Form</th>
</tr>
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<tbody>
<tr>
<td>Identify a dissertation committee chair</td>
<td>By last semester of coursework</td>
<td>D2</td>
</tr>
<tr>
<td>Complete coursework and pass comprehensive examination; apply for Candidacy</td>
<td>File form as soon as you are eligible</td>
<td>D3</td>
</tr>
<tr>
<td>Identify dissertation committee</td>
<td>By first semester of Candidacy</td>
<td>D4</td>
</tr>
<tr>
<td>Remain continuously enrolled, fall and spring semesters (at least 1 credit of EDUC 7999)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Write dissertation proposal</td>
<td>Self-motivation</td>
<td></td>
</tr>
<tr>
<td>Defend proposal</td>
<td>2 hours</td>
<td>D5</td>
</tr>
<tr>
<td>Apply for IRB approval if using human participants</td>
<td>Self-motivation</td>
<td>IRB forms on web site</td>
</tr>
<tr>
<td>Submit dissertation proposal, D5, and IRB approval letter at Graduate Education Office</td>
<td>Self-motivation</td>
<td></td>
</tr>
<tr>
<td>Receive approval from Graduate Dean</td>
<td>Approximately 2 weeks</td>
<td></td>
</tr>
<tr>
<td>The process from the proposal defense to dean’s approval normally takes 2-3 months for motivated students when it includes the IRB process.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conduct your study/collect data</td>
<td>Self-motivation</td>
<td></td>
</tr>
<tr>
<td>Conduct data analysis</td>
<td>Self-motivation</td>
<td></td>
</tr>
<tr>
<td>Write final chapters</td>
<td>Self-motivation</td>
<td></td>
</tr>
<tr>
<td>Submit dissertation draft to chair</td>
<td>2-3 weeks for chair to critique</td>
<td></td>
</tr>
<tr>
<td>Submit revised dissertation draft to committee upon adviser’s recommendation</td>
<td>2-3 weeks for committee to read</td>
<td></td>
</tr>
<tr>
<td>Meet with committee (a meeting is optional but committee members must be satisfied the dissertation is ready for defense and indicate so by their signature); if they agree, identify possible dissertation defense dates 3 weeks after submission below</td>
<td>By October 1st for December graduation; by March 1st for May graduation; by June 1st for August graduation</td>
<td>D6</td>
</tr>
<tr>
<td>Submit an essentially final copy of the dissertation with the D6 and D9 (proposing a dissertation defense date at least 3 weeks later) at Graduate Education Office</td>
<td>At least 6 weeks prior to commencement</td>
<td>D6, D9</td>
</tr>
<tr>
<td>Receive approval of Graduate Dean</td>
<td>Within 3 weeks</td>
<td></td>
</tr>
<tr>
<td>Defend dissertation</td>
<td>By mid-November for December graduation; by mid-April for May graduation; by mid-July for August graduation (consult calendar on Graduate School web site for exact dates) 2 hours for defense</td>
<td>D7 or D7e</td>
</tr>
<tr>
<td>Revise dissertation</td>
<td>See final submission guidelines in Appendix 2 of Graduate School Rules and Regulations or on Graduate School web site</td>
<td></td>
</tr>
<tr>
<td>Register for any remaining dissertation credits</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(EDUC 7999, must have at least 12)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------------------------------</td>
<td></td>
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</tr>
<tr>
<td>Obtain dissertation chair’s signature after final draft approval by chair. Submit dissertation, D7 or D7e, publisher’s agreement, and survey of earned doctorates to Graduate School in Woods Hall. Student account must have a zero balance.</td>
<td>By Noon Friday before commencement (absolute); earlier is better</td>
<td>D7 or D7e</td>
</tr>
</tbody>
</table>
A Few “Helps” From Microsoft Word
For Dissertation Writers

Many users of Microsoft Word know these hints, but just in case you don’t . . .

Headers and Page Numbers

Your documents always need a page number so that readers can refer to portions of your document and pages can be put back into place if they become separated. APA format also requires a “header,” that is, a couple of words taken from the title of the document.

To put a header and page number in your document, select “View” from the top bar of “Word” and scroll down to “Header and Footer”. A “header” box should appear first, but there is a button in the palette (that also pops up) that allows you to go back and forth between the header at the top of the page and footer at the bottom of the page.

Click inside the header or footer box and you can type in your header. Use the normal alignment tools, font, and font size tools to place the text where you want, generally right justified. Remember you have to “select” your text to apply those tools. When you want to add a page number, position the cursor in the desired place and click on the “pound” button (#).

There is also a button in the header and footer palette that allows you to insert a date and another that inserts the time. You might find it useful to include at least the date in the early stages of writing. You’ll eventually have so many different versions of your work that this will help assure you that you are working from the most recent draft.

Line Numbers

Another help that won’t appear in your final document but can be useful in earlier stages, as you are working with your advisor and committee members is the inclusion of “line numbers”. This puts a line number down the left hand side of each page (as you see here), so that you can refer someone to page 7, line 16, for example.

To insert line numbers into your document, go to “View” in the top bar of Word and select “Page Layout.” To add numbers to the entire document, click “Select All” under the “Edit” menu in the top bar of Word. Then, go to “Format” on the top bar, click on “Document” and then on the “Layout” tab. Click “Line Numbers” then “Add line numbering.” There are options and generally you will want to select “start numbering on each page.”

Track Changes

Another feature of Microsoft Word that your advisor or committee members might use is “Track Changes.” This is essentially a way they can “mark up” your papers/chapters electronically. So, you will have had to send your work to them as a Microsoft Word file. If your faculty readers use “Track Changes” you will see edits or comments in a color throughout your document. If faculty readers edit your work, you can then take the Microsoft Word file, review those edits, and if you would indeed like to make those changes, you have the option to do so. You can just make all the changes or you can through them one-by-one to decide which changes you will make and which changes you won’t make.

There can be differences in how you get to features of “Track Changes” from version to version of Microsoft Word. You might have buttons on the “Reviewing” toolbar. These buttons turn track changes on and off, move from one edit to the next, accept an edit, reject an edit, etc. You usually can get to these features from the “Tools” menu in the top bar of Microsoft Word and then scrolling down to “Track Changes.”
Creating a research agenda should be a major goal for all graduate students — regardless of theoretical interests, methodological preferences, or career aspirations. A research agenda helps you orient yourself toward both short- and long-term goals; it will guide your selection of classes, help you decide which academic conferences (and within those, which specific departments) to engage in, and steer you in recruiting mentors and research collaborators.

What is a research agenda? It’s a plan and a focus on issues and ideas in a subset of your field. You cannot study everything in your field during your time in graduate school, so decide what to focus on now, and what to defer until another day.

Research agendas are not set in concrete; they naturally change over time as your knowledge grows and as new research questions emerge.

Don’t be intimidated. Many students may start a graduate program with only a few ideas of areas they would like to study, or perhaps a few general research questions. Graduate courses, conversations with faculty and fellow students, and time spent reading the literature in the field can help you start to form a research agenda out of those ideas or research questions.

How to get started

* Talk with faculty members about your general interests. Use faculty as a resource to find out which topics are over-studied and where additional work is needed.
  * If there are students with similar or overlapping interests, get their perspectives as well.
  * Read a great deal, even in the early weeks of your graduate work. Be open to reading research outside your immediate areas of interests and seeing how they link to your own areas.
  * Ask faculty for reading lists or copies of syllabi. Such resources help you familiarize yourself with the research already done in areas that interest you. Be sure to follow up on citations that are interesting or intriguing.
  * Identify key authors relevant to your interests. Read their scholarship and understand the work that has informed their research.

Advancing your agenda

Classes

* Identify courses that will help advance your research agenda — both in terms of specific knowledge about the issues and relevant methods. Remember that the title of a class might not always fully describe it, so contact the professor to find out more about class content.
  * Look both inside and outside the department for classes — and look outside especially in your second year in the program. Graduate students in interdisciplinary fields, for example, may find very valuable classes in diverse departments.
  * Think specifically about the research questions you want to ask, and think about how you will answer them. Then pick courses to help you in reaching this goal.
  * Try to use class assignments to advance your research agenda. If possible, use each seminar paper as a way to focus on a specific part of your overall agenda — whether it be a literature review or a proposal for a study.
  * Don’t be afraid to take a chance on a course that seems somewhat outside of your agenda or your comfort zone. If the topics or research methods covered in the course draw your interest, you could find a way to incorporate those into your overarching research agenda.

Conference papers, colloquia, and research articles

* Ask faculty members if they have research projects in which you can participate.
* Work with more than one faculty member. Different faculty members provide different perspectives even if they are interested in the same concepts.
* Talk to faculty and other graduate students about conferences you should attend (and conference paper deadlines). Use conference paper deadlines to pace your own research production.
* Present your work at conferences, listen to others’ ideas, and solicit feedback on your research.
* Consider working toward the publication of your papers. With enough feedback and guidance from faculty, fellow graduate students, and colleagues in the field, what starts out as a seminar or conference paper could turn into a journal article or book chapter.
* Attend talks and colloquia on campus — both inside and outside your department. These talks can help you generate research ideas and help you see your research in a new light.
* Recruit others to work with you on projects. Student collaborations are especially fruitful when the constituent members have similar interests, but bring different yet complementary perspectives and skills to the endeavor.

Be active: Be a part of the conversation in your field!

Justin Reedy and Madhavi Murty are graduate students in communication at the University of Washington.