

PhD Guidelines

Substitution of Core Courses

- i. Students should discuss with their advisor any prospective and retrospective substitutions for core courses.
- ii. Substitution for core courses should be based on a student having taken another similar course.
- iii. Students should have received a B or better in the proposed course.
- iv. Directed reading courses are generally not acceptable as substitutions for core courses.
- v. Students should submit a memo to the graduate chair via their advisor describing the rationale for the substitution. They should include the syllabus of the course that they are proposing to substitute for a required course.
- vi. The faculty will consider whether the required course was offered over the past two academic years and the extent to which the proposed substitute is similar to the required course.
- vii. Once faculty approval is obtained, students should submit the Graduate Division's *Petition to Substitute or Waive a Course*, attaching previously approved documents.

Interdisciplinary Specialization

- i. The interdisciplinary specialization consists of three courses in a cognate area outside of educational psychology.
- ii. Students should submit a memo for approval via their advisor to the Graduate Chair describing the focus of their interdisciplinary specialization and as much detail about the three proposed courses as possible. Students should submit the memo as soon as they are aware of what their interdisciplinary specialization might be.
- iii. Generally, a directed reading course is not acceptable toward the interdisciplinary specialization; however, under special circumstances or when a graduate course is not available, students can make a proposal explaining why a directed reading course is necessary.

College Teaching

- i. All students are required to have a significant role in the planning and instruction of a college-level course.
- ii. Prior to teaching, students should submit a proposal to the Graduate Chair indicating what they are going to teach, who their supervising faculty member will be, and the student's role in the planning and instruction.
- iii. After teaching, students should submit a memo to the Graduate Chair, via their supervising faculty member, describing their role in planning and instruction of the course. Students should also describe the strengths and weaknesses of their instruction and their professional growth in this process.

Comprehensive Exam

- i. Prior to the official approval of the dissertation proposal, committee members will raise two or three questions for the comprehensive examination. This may take place simultaneously with the dissertation proposal defense or after.
- ii. The questions may focus on literature review, methods, theory, or research design. The questions will be relevant to, but may be broader, than the student's proposal.
- iii. If students need clarification about their comprehensive examination questions, they should submit their questions to their committee chair.
- iv. Students written answers to the two or three questions should be between 20 – 35 pages (total).
- v. Once the questions are set, students will be given up to two months to complete their answers.
- vi. An oral defense will be scheduled after the written answers are turned in. The Committee will have at least two weeks to read the written answers before the oral defense.
- vii. A student who fails the comprehensive exam may repeat it once. The Graduate Chair shall report the results of the repeated exam to the Graduate Records Office via a copy of the Student Progress Form II. A student who fails any portion of the comprehensive exam twice will be dismissed from both the graduate program and the Graduate Division, unless recommended otherwise by the Graduate Chair.