



THE UNIVERSITY OF  
**MEMPHIS**®

Department of Leadership  
Graduate Student Handbook

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## Welcome to the Department of Leadership

Dear student,

Welcome to the Department of Leadership! The department comprises two academic programs— **Leadership and Policy Studies (LDPS)** and **Higher and Adult Education (HIAD)**. Both programs prepare current and aspiring educational leaders with the necessary skills to excel in a variety of positions and turn innovation into action to meet the most pressing problems in education today.

In the Department of Leadership, excellence is not just what we strive for, it's what we do. Our faculty has received national and international recognition for their work, published a wide range of research, engaged in numerous outreach and service projects, and engaged in a wide variety of practitioner experiences. As student-centric educators, we strive to prepare you for excellence as an educator, practitioner, researcher, administrator, or school/university leader. We are excited to have you in our department to help us make this mission a reality.

### HOW TO USE THIS HANDBOOK:

This handbook is intended to serve as a guide for policies and procedures for Department of Leadership students. You will find information relevant to all aspects of our program and hyperlinks to direct you to specific information and resources. This document is intended to complement, not replace, the [graduate program information from the College of Education](#). Section 1 (pages 5-32) focuses on information for ALL students in the Department of Leadership, before dividing into **two** sections with program specific information for Higher and Adult Education (section 2, pages 33-44) and Leadership and Policy Studies (section 3, pages 45-56).

We look forward to supporting you in your graduate education. Go Tigers!

Sincerely,

Department of Leadership

## About the College of Education

In 1912, the UofM began as West Tennessee State Normal School – a teaching college. All the way back at the beginning, the College of Education was there. As the UofM grew and changed, so did the College of Education. We are now home to three departments where students specialize in teaching, counseling, researching, leading, administrating, designing, educating, and so much more. If you want to work in education, non-profits, or even if you want to teach, lead, or counsel in a nontraditional setting, we have degree programs that will help you reach your goals. The COE also houses three award-winning research centers that help shape public and academic policy with their innovative research.

The COE demonstrates a commitment to our key values – diversity, inclusion, respect, innovation, and service – in our daily operations. We remain committed to help our students excel and to turn innovation into action while inspiring Memphis, Tennessee, and the world through education.

## About the Department of Leadership

The department comprises two academic programs [Higher and Adult Education \(HIAD\)](#) and [Leadership and Policy Studies \(LDPS\)](#). Both programs prepare current and aspiring leaders with the necessary skills to excel in a variety of leadership positions, including K-12 school administrators, district superintendents, higher education administrators, and leaders of government agencies, nongovernmental organizations, and industry.

### Higher and Adult Education

The Higher and Adult Education (HIAD) program at The University of Memphis prepares aspiring and current educational leaders in the fields of adult and higher education to serve as change agents across diverse educational environments. The program is suitable for candidates across educational and professional backgrounds. All of our programs can be completed fully online.

We offer a Master of Science (MS) degree in Leadership and Policy Studies with a concentration in Student Affairs Administration; a Graduate Certificate in Higher Education Instruction; and a Doctor of Education (EdD) in Higher and Adult Education. Graduates from our programs go on to work in a variety of careers across colleges and university administration, medical education, non-profit organizations, government agencies, policy think tanks, and research centers.

### Leadership and Policy Studies

The Leadership and Policy Studies (LDPS) program is among the leading academic programs in the country offering opportunities to study with nationally- and internationally-renowned faculty in K-12 administration and policy analysis. If you are a practitioner looking to deepen your knowledge and strengthen your credentials, our Master of Science (MS) program and graduate certificate in K-12 Educational Leadership will prepare you for leadership roles in a variety of leadership settings such as K-12 schools, government agencies, corporations, and nongovernmental organizations. Finally, this program offers an EdD in Leadership and Policy Studies for those individuals wishing to deepen their knowledge in K-12 administration and policy and K-12 leadership and policy research.

### Vision and Mission

The vision and mission of the Department of Leadership provide the context for instruction, research, and service as an integral part of the College and University's responsibilities to the city of Memphis and surrounding areas, the state of Tennessee, nation at-large, and global communities.

The **vision** of the unit is: *The Department of Leadership in the College of Education at The University of Memphis seeks to empower faculty and students as leaders responsive to the educational needs of a multicultural, technological, and global society.*

As stipulated in the COE vision, department faculty in Leadership are dedicated to interdisciplinary cooperation, participative decision-making, and mutual trust to deal with change daily. The Leadership department meets the two elements of the COE Vision by 1) recognizing that students develop professionally when associated with a well prepared, dynamic, and intellectually engaged faculty operating within a comfortable and state-of-the-art technological academic environment, and by 2) including a national and international perspective achieved primarily through effective research and public engagement.

The **mission** of the unit is: *The mission of the Department of Leadership is to assist individuals to develop the knowledge, skills, and dispositions appropriate for leaders of schools and other organizations that serve the educational needs of a changing society and to participate in scholarly inquiry; educational service, and leadership roles that contribute to the development of education in the United States through policy formulation, more effective governance, and improved practice.*

The department faculty supports the three-pronged mission of the College of Education by 1) preparing teachers, licensed personnel, and education-related professionals who are qualified and competent in both practice and theory to become effective educational leaders, 2) conducting educational research and disseminating relative outcomes, and 3) providing teaching, research, and service that extends beyond the confines of the campus.



## Faculty and Staff Directory

Dr. Genia Bettencourt  
Assistant Professor, Higher and Adult Education  
123S Ball Hall  
[Genia.m.bettencourt@memphis.edu](mailto:Genia.m.bettencourt@memphis.edu)

Dr. Daniel Collier  
Assistant Professor, Higher and Adult Education  
123D Ball Hall  
[Daniel.Collier@memphis.edu](mailto:Daniel.Collier@memphis.edu)

Dr. Charisse Gulosino  
Associate Professor, Leadership and Policy Studies  
Program Coordinator, Leadership and Policy Studies  
123G Ball Hall  
[cgulosino@memphis.edu](mailto:cgulosino@memphis.edu)

Dr. Edith Gnanadass  
Assistant Professor, Higher and Adult Education  
Interim Program Coordinator, Higher and Adult Education  
123E Ball Hall  
[e.gnanadass@memphis.edu](mailto:e.gnanadass@memphis.edu)

Dr. Wendy Griswold  
Associate Professor, Higher and Adult Education  
123 Ball Hall  
[wgrswold@memphis.edu](mailto:wgrswold@memphis.edu)

Dr. Dustin Hornbeck  
Assistant Professor, Leadership and Policy Studies  
123F Ball Hall  
[d.hornbeck@memphis.edu](mailto:d.hornbeck@memphis.edu)

Dr. Canidra McGuire  
Clinical Assistant Professor, Leadership and Policy Studies  
[Canidra.McGuire@memphis.edu](mailto:Canidra.McGuire@memphis.edu)

Dr. Alison Happel Parkins  
Interim Department Chair  
123L Ball Hall  
[aahappel@memphis.edu](mailto:aahappel@memphis.edu)

Dr. Nikki Wright  
Assistant Professor, Leadership and Policy Studies  
[N.Wright@memphis.edu](mailto:N.Wright@memphis.edu)

April Cleves  
Administrative Associate  
[April.L.Cleaves@memphis.edu](mailto:April.L.Cleaves@memphis.edu)

Whitney Horton  
Academic Advisor  
123R Ball Hall  
[whorton@memphis.edu](mailto:whorton@memphis.edu)

Susan Mascari  
Office Assistant  
123 Ball Hall  
[Susan.mascari@memphis.edu](mailto:Susan.mascari@memphis.edu)

## Program Format

All Department of Leadership programs are **fully online**. Courses take place asynchronously, which means that you will learn on your own schedule within set time frames. Instructors may schedule optional synchronous sessions to support your learning - please see individual course syllabi for further details.

Beginning in Spring 2022, the university moved to use [Canvas](#) as the primary learning-management software. You can find all relevant course materials on the Canvas website for each of your courses unless informed otherwise by your course instructor. The university offers [a variety of information](#) on how to use Canvas.

Any meetings for the program (e.g., defense meetings, advising meetings) will take place over **Zoom** unless otherwise specified. Zoom is available for free to all University of Memphis students; you are encouraged to download the software from the [university's website](#).

Students are also encouraged to download Microsoft Office, which is [available for free](#) to all students, staff, and faculty from Information Technology Services. For your courses and capstones, you may be required to submit items in a Microsoft-compatible format (e.g., a Word doc).

Helpful student websites to become familiar with include:

- [My Memphis](#) - central hub of student information
- [Canvas](#) - online learning platform
- [University of Memphis library](#)
- [Course catalog](#)

## Admissions

Students can apply for admissions to the following degree programs:

- Master of Science (MS) in Leadership and Policy: School Administration and Supervision
- Master of Science (MS) in Leadership and Policy: Student Affairs Administration
- Doctor of Education (EdD) in Leadership and Policy Studies
- Doctor of Education (EdD) in Higher and Adult Education
- Graduate Certificate in K-12 Educational Leadership\*
- Graduate Certificate in Higher Education Instruction\*

To apply to a graduate program, applicants must:

1. Submit an application packet with the University Graduate School that includes a completed admissions application and all official transcripts for all prior coursework (undergraduate and graduate).
2. Add additional information requested by the Department of Leadership. The following items are required for **all** graduate programs
  - a. A personal statement
  - b. Current resume
  - c. Three professional letters of recommendation
3. Finally, some programs have additional requirements.
  - a. For School Administration and Supervision (MS), students submit:
    - i. A philosophy of education statement
    - ii. A letter of recommendation from a local principal or superintendent that the applicant has worked with previously (one of their three professional letters of recommendation)
  - b. For EDD applicants, personal interviews and writing samples may be requested during the admissions process.

The GRE exam is not required for admission to any of our programs.

Priority application deadlines:

- November 1st for Spring admission (for MS in Leadership and Policy both concentrations and EdD in Leadership and Policy Studies only)
- April 1<sup>st</sup> for Fall and Summer admissions (for all programs)

Admission decisions will be based on a holistic profile of candidates. Admission decisions will be communicated via email with all candidates.

\* For the certificate programs, students already enrolled in a program at the UofM will complete an internal form to add the certificates to their degree programs. Prospective students otherwise not enrolled should complete an application.

## Academic Advising

### Types of Advising

All Department of Leadership graduate students are required to meet with Whitney Horton, Academic Advisor, once a semester to engage in course planning. These meetings will begin the semester before the student begins taking courses (e.g., summer for a fall semester start). All students will be emailed by Whitney Horton prior to the registration period to set up these meetings.

Doctoral students will also be assigned a faculty advisor upon admittance to the Department of Leadership. Students will meet semi-periodically with their faculty advisor while navigating coursework as needed to provide support and align classes with research interests. Once a student has completed coursework, their faculty advisor will become their primary point of contact to navigate the comprehensive exam process, dissertation proposal, and dissertation defense. At your first meeting with your faculty advisor, you will review expectations for the advising relationship.

- Students are advised that department faculty hold 9-month contracts and will be unavailable during winter and summer breaks. Students with extenuating circumstances may discuss with their faculty advisor if an exception is possible. If you need assistance during times that your faculty advisor is off of contract, you can contact Dr. Alison Happel-Parkins, Interim, Department Chair, or Whitney Horton, Academic Advisor.

### Program of Study

Each Program of Study is individually designed by the student and the Academic Advisor to accomplish the student's educational goals and ensure mastery of the knowledge, skills, and disposition requisite of the discipline. The Program of Studies for the doctoral degree must include a minimum of 54 semester hours to be earned within ten years of starting the program. In rare extensions, students with unforeseen hardship (e.g., family death, illness) may petition for an extension of this deadline to be approved by program faculty. Courses taken at another university and included within the Program of Studies must be approved by the Academic Advisor to fulfill degree requirements.

- If transferring course work, complete the [Evaluation of Transfer Credit form](#).
- The College of Education may offer graduate courses for credit by examination and course validation. Refer to the [Graduate Catalog](#) for guidelines.

- At your first meeting with the Academic Advisor, you will complete your Program of Study ([pdf](#) | [Word doc](#)) form, which will be filed with the COE Office of Graduate Programs.

## Course Descriptions and Offerings

Students can find course descriptions and schedules online at The University of Memphis [course catalog](#).

## Transfer Credits

[This section](#) pertains to credits transferred to a UofM degree program from another institution and recorded on the UofM transcript. For credits shared between two UofM degree programs, please review the information about [Shared Credits](#).

Credit towards a graduate degree or certificate does not transfer automatically. Graduate work completed at another institution can be accepted in a graduate program at the university if the work (1) is relevant to the graduate program at the university; (2) does not exceed the time limitations set for the graduate program; and (3) is approved by the student's Advisory Committee and the Graduate Program Director or Department Head. Courses proposed for transfer credit must have a minimum of 750 contact minutes for each semester credit. Thesis and dissertation credits cannot be transferred.

Credit previously earned at another institution must be presented for evaluation before the student submits their candidacy form. [Forms are available on-line](#) or from the Provost's Office. Only transcripts received directly from an issuing institution are considered official. Grades earned at another institution will not be computed in the university cumulative grade point average, nor will they be accepted for transfer unless they are "B-" (3.00) or better.

### *Credits Transferred from an Uncompleted Degree*

Transfer credit may be accepted from an uncompleted graduate degree or graduate certificate program for up to one-half the number of semester hours required for a master's, post-master's, or doctoral program at UofM. Up to six semester hours of transfer credit can be accepted toward a graduate certificate program at UofM. Students enrolled in a post-master's program who have credit hours beyond the master's degree from another institution may transfer up to one-half the number of semester hours required for the post-master's program at UofM. Doctoral students are required to complete their last 30 credit hours in residence at UofM; this may impact the number of hours that can be transferred.

### *Credits Transferred from a Completed Degree*

Up to 12 semester hours of coursework may be transferred from a completed graduate degree or graduate certificate to a master's, post-master's, or doctoral program at UofM. For post-master's programs of study, credits from a completed master's degree are not considered to be transfer credits as they do not appear on the student's transcripts. For these post-master's programs of study, up to 12 semester hours of coursework beyond the master's degree may be transferred toward the degree. Individual academic units may set more stringent limitations. Note, too, that doctoral students are required to complete their last 30 credit hours in residence at UofM; this may impact the number of hours that can be transferred.

### *Transfer Credit for Graduate Certificate Programs*

Up to six semester hours of transfer credit can be accepted toward a graduate certificate program at The University of Memphis. The transfer credits must have a grade of B- or better and earned at an institution accredited at the graduate level. This course 1) must not have been used for a previous graduate degree, 2) must relate to the content of a graduate certificate program and/or be comparable to those offered at the UofM, and 3) must not have been completed more than 6 years before the anticipated date of graduation. This course must have met for a minimum of 750 contact minutes for each semester hour credit (2250 minutes for a 3-hour course). An official transcript must be on file at the UofM at the time of this request. The transfer grade will not be computed in the UofM cumulative GPA. Upon completion of [this form](#), return to the Graduate School (FIT 201) with the appropriate signature for processing.

### **Shared Credits**

[This section](#) pertains to credits shared between two UofM graduate programs. For credits transferred to a UofM degree program from another institution and recorded on the UofM transcript, please see Transfer Credits above.

### *Graduate Certificate Programs*

A maximum of 15 credits may be shared between a certificate program and a non-related graduate degree program, subject to approval of the graduate degree program and Graduate School. Moreover, all credits from a certificate program may be shared with a relevant graduate degree program where the content of the certificate program can satisfy some of the requirements of the graduate degree program. Students should consult the degree program department in advance to determine which of the certificate program credits are appropriate to share.

### *Second (Combination) Master's Degree*

Students who have previously earned a master's degree from The University of Memphis or are currently enrolled in one may share some courses while pursuing a second master's with a different concentration, major, and/or degree. The second academic unit will determine whether any credit from the first degree will be accepted toward the second degree. The two programs may be pursued simultaneously or sequentially and must be completed within the appropriate time limit, starting with initial matriculation in the first program of study. Accordingly, course expirations and potential course validations should be considered.

To undertake a combination master's program, admission must be obtained to both programs. An approved formal plan of study, including shared credit hours, must be developed upon admission and copies kept by all parties. Consecutive programs do not require approval of shared courses by the first. If approved, up to 20% of the total combined credit hours for the two programs or 12 credit hours (whichever is greater) may be shared. Students must pass separate comprehensive examinations.

### *Second (Combination) Doctoral Degree*

Students who have previously earned a doctorate from The University of Memphis or are currently enrolled in one may share some courses while pursuing a second doctoral degree. The second academic unit will determine whether any credits from the first degree will be accepted toward the second degree. The two programs may be pursued simultaneously or sequentially and must be completed within the appropriate time limit, starting with initial matriculation in the first program of study. Accordingly, course expirations and potential course validations should be considered.

To undertake combination doctoral degrees, admission must first be obtained to both programs. An approved formal plan of study, including shared credit hours, must be developed upon admission and copies kept by all participating parties. (Consecutive programs do not require approval of shared courses by those overseeing the first program.) No more than 12 semester hours from one doctoral degree may be applied toward the other degree. Students must pass separate comprehensive examinations and successfully defend separate dissertations.

## **Transfer of Nontraditional Credits**

Transfer of nontraditional credits may be negotiated on a case-by-case basis, such as for the following circumstances:



### ***Credit by Exam***

In cases where a student has current knowledge but has not earned credit for an appropriate course, [an academic department may offer a student graduate credit by examination](#), subject to the following regulations. The Credit by Exam form can be opened through this [link](#).

The following regulations govern the granting of credit by examination:

- Students must be currently enrolled in a degree program (full-time or part-time) and must be in good academic standing.
- Only courses with “fixed content” areas are eligible for credit by examination. (Independent study, individual directed research, special topics, workshops and individual project classes are not eligible).
- Total credit by examination applied to a student’s degree program may not exceed nine (9) semester hours.

The student must follow these steps to obtain credit by examination:

- Complete the electronic form noted above, which will trigger approval requests to respective academic department administration. Once approval is obtained, an exam payment portal will be created for the student to complete payment. Afterward, the student will be contacted by the academic department to schedule taking the exam.
- When the exam is successfully taken as indicated by the student’s academic department chair, the Dean of the Graduate School (or designee) will authorize the posting of the credit to the student’s record.
- The form of the examination, the method of administering it, and the time of examination are left to the discretion of colleges and academic units.
- Instructions and explanations are embedded throughout the Credit by Exam system to guide student and academic department interaction within the Credit by Exam system.
- To receive credit, the student’s examination grade should be equivalent to at least a “B” (3.0). Credit is indicated on the student’s record as “S” but is not figured in the GPA.

The only remedy to an unsuccessful credit by examination grade is to enroll in and complete the course.

### ***Experiential Learning Credit (ELC) Portfolio***

[Experiential Learning Credit](#) is a highly individualized process that offers adult and non-traditional students the unique opportunity to petition for college credit for the knowledge, training, and skills they previously learned through a broad range of

experiences outside of the traditional academic setting. In the ELC Portfolio, students without pre-assessed learning experiences are able to seek academic credits by developing a portfolio. The portfolio serves as a reflective narrative of the student's previous learning experiences and includes supporting documentation. Thus, the portfolio helps students articulate what they know and can do, as well as integrate this learning with the principles that would have been learned in university coursework. Strong, professional ELC portfolios with breadth and depth will:

- Clearly identify key learning concepts and describe concrete examples of the learning experiences;
- Critically reflect on the learning experiences;
- Thoroughly demonstrate an understanding of generalizations and principles gained from the experiences; and,
- Analyze how the learning can be applied in future personal and professional situations.

For the Department of Leadership, ELC credits are only used as a possible option for course validation.

## **Course Substitution**

Course substitution is considered on a case-by-case basis. Students are encouraged to make an appointment with their academic advisor, in consultation with the Program Coordinator, to discuss a course substitution.

## **Graduate Non-Degree Status**

[The Graduate Non-Degree classification](#) is for domestic students who wish to enroll in graduate courses but who do not wish to pursue a graduate degree at the university or whose applications are incomplete. Graduate non-degree applicants must show proof of having earned a baccalaureate degree at the time of their application. At the end of the first semester of coursework, the Graduate Non-Degree student may be required to furnish an official transcript showing at minimum a bachelor's degree from an accredited college or university. Before registering for a second semester of graduate level coursework, the non-degree student is required to sign a [Graduate Non-Degree Agreement form](#) agreeing that coursework taken above 12 credits while in non-degree status will not apply to degree programs. Academic areas may restrict non-degree students to designated courses only. Graduate Non-Degree students who later decide to matriculate for a degree must submit a new admissions application to the Graduate School.

Graduate students in the program (both master's and doctoral) can only take 12 credit hours as while in non-degree status. Students should also note that some

academic units count coursework toward a degree only after admission or have more restrictive policies regarding non-degree hours.

Graduate non-degree students are responsible for being thoroughly familiar with the rules, regulations, and degree requirements of the Graduate School and of the academic units, as well as with the Code of Student Conduct. Non-degree students must also maintain a 3.00 GPA in graduate courses in order to re-enroll and are not eligible for graduate assistantships.

## **Course Policies**

### ***Add/Drop Deadline***

Courses may be added or dropped after initial registration for a limited time only. Refer to the [Registrar's Student Calendar](#) for appropriate deadlines. Beginning in Spring 2023, students have until the 75 percent mark of the term to drop their classes online in Self Service Banner.

Courses may be added late only upon approval of the instructor and the director of graduate studies in the student's college. Students in the School of Communication Sciences and Disorders or College of Professional and Liberal Studies must obtain the approval of the director of graduate studies in those units.

Students may withdraw from courses after the drop date only when circumstances beyond the student's control make it impossible to complete the semester. Two examples of such circumstances would be: extended personal illness or job relocation, both of which are identified as legitimate grounds for action. Also, late and retroactive drops or withdrawals will be processed for students for which a clerical error has been made (e.g., wrong section number) and for students who change from a thesis to a non-thesis master's degree program (thesis courses 7996 or 7999). These cases must be verified by the departmental graduate coordinator. Late drops or withdrawals will not be approved in a situation in which a student might simply wish to avoid receiving an unsatisfactory grade.

Late drops must be approved by the director of graduate studies in the student's college. A benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether or not the student has dropped a course.

### ***Incomplete***

The grade "I" (Incomplete) may be assigned by the faculty member in any course other than those with "IP" grading in which the student is unable to complete the work due to extraordinary events beyond the individual's control that are acceptable to the faculty member. The "I" may not be used to extend the term for

students who complete the course with an unsatisfactory grade. Effective Spring 2023, students will have one major term to complete their incomplete assignments when given an “I” grade (e.g., if a student earns an “I” in Fall, they have until the last day of the Spring term).

Unless the student completes the requirements for removal of the “I” within this time frame, the “I” will change to an “F,” whether or not the student is enrolled. The student will be certified for graduation only when all requirements are met, including the removal of “I” grades. If a student has an “I” in a course necessary to fulfill degree requirements in the semester in which he or she expects to graduate, the certification process and graduation will automatically be deferred to the next term.

### ***Course Retake Policy***

Graduate students must maintain a minimum of a 3.0 grade point average (GPA). Grades of C+ or lower will not apply toward any graduate degree, but will be computed into students’ GPA. After a student has retaken two classes (whether the same or otherwise), program faculty may review the student’s status and can pursue program termination. Grades earned at another university will not be computed into the cumulative GPA. Grades in courses that are older than the time limitation set for completion of a given degree will be shown on the transcript. With permission of the academic department, however, these grades will be included in the computation of the GPA used for graduation. Only courses that have been validated will count toward the degree. The overall GPA required for graduation, computed on all graduate level courses completed whether they are listed on the candidacy form, must also be a minimum of 3.0. Students can learn more about repeated courses at the [Registrar’s website](#).

### ***Withdrawal from the University***

A graduate student may withdraw (drop all courses from which they enrolled during a specific semester) from the university after the specified drop date must seek approval from their program coordinator. Late withdrawals must be approved by the director of graduate studies in the student’s college and submitted to the Graduate School. Failure to officially withdraw will result in grades of “F” for the courses in which the student is enrolled.

Students enrolled on a non-degree basis must obtain the approval of the Dean of the Graduate School or approved designee. VA benefits and Title IV funds for enrollment fees are subject to cancellation and immediate repayment if the recipient stops attending, whether or not the student has withdrawn.

## Department Policies

### Leave of Absence, Stop Out, & Readmission

In rare circumstances a student may need to petition for a leave of absence when, due to hardships beyond their control, they cannot be continuously enrolled. Such circumstances can be related to military duty, medical or sudden job relocation. Students who stop out during a regular spring or fall semester (excluding summer) must apply for readmission to their respective program [here](#). Students should note, however, that graduate time limitations for course work still apply. Students who are seeking to stop out while enrolled in dissertation hours (LEAD 9000–post comprehensive exams), must fill out the following leave of absence form [here](#).

### Course Revalidation

Course revalidation may occur after a student's course(s) have "time out" following the 10-year course limitation policy. The course revalidation process follows the same process as credit by exam. In cases where a student must revalidate a course, [an academic department may offer a student graduate credit by examination](#), subject to the following regulations. The Credit by Exam form can be opened through this [link](#).

The following regulations govern the granting of credit by examination:

- Students must be currently enrolled in a degree program (full-time or part-time) and must be in good academic standing.
- All course types are included (content courses, methodology courses, independent studies, etc.)
- Total credit by examination to revalidate courses may not exceed twelve (12) semester hours.

The student must follow these steps to obtain credit by examination:

- Complete the electronic form noted above, which will trigger approval requests to respective academic department administration. Once approval is obtained, an exam payment portal will be created for the student to complete payment. Afterward, the student will be contacted by the academic department to schedule taking the exam.
- When the exam is successfully taken as indicated by the student's academic department chair, the Dean of the Graduate School (or designee) will authorize the posting of the credit to the student's record.
- The form of the examination, the method of administering it, and the time of examination are left to the discretion of colleges and academic units.

- Instructions and explanations are embedded throughout the Credit by Exam system to guide student and academic department interaction within the Credit by Exam system.
- To receive credit, the student's examination grade should be equivalent to at least a "B" (3.0). Credit is indicated on the student's record as "S" but is not figured in the GPA.

The only remedy to an unsuccessful credit-by-examination course revalidation grade is to enroll in and complete the course (unless this invalidates course time limitations listed herein).

## Grade Appeals Process

Any student has the right to appeal decisions made by university officials in the implementation of university policy. If a student feels that individual circumstances warrant an appeal, the request for appeal must be filed in the university office responsible for the administration of that policy or the office specified in the policy statement.

NOTES: 1) "Class days" excludes Saturday, Sunday, and holidays. 2) The summer sessions are considered as one term for grade appeal purposes, i.e., the period for appealing is 30 class days from the end of the last summer term.

### Grade Appeals

This appeal procedure provides any student at The University of Memphis with a clearly defined avenue for appealing the assignment of a course grade that the student believes was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance. **In all cases the complaining student shall have the burden of proof with respect to the allegations in the complaint and in the request for a hearing.**

The student must institute the appeal process within thirty (30) class days following the university deadline for posting grades in the system. If the instructor, chair, or dean fails to respond to the student's complaint within the time limits, the Graduate Grade Appeals Committee shall act on the student's complaint. The procedure is terminated if the student and the instructor agree on the grade. If neither the student nor the instructor appeals a decision within the appropriate time limit, the disposition of the complaint made in the previous step shall be final. A written record of all decisions shall be kept with the file at all steps in the process. Copies of all correspondence and records shall be retained in the office in which the complaint is finally resolved. The original documents shall be forwarded to the Graduate School for filing.

All parties must carefully adhere to the following procedure and observe the deadlines outlined.

**Step 1: Meeting with Instructor**

- *Time Limitation:* Early enough to meet the deadline in Step 2
- The student shall first consult with the instructor to provide a satisfactory resolution of the complaint. In the event the student cannot schedule a meeting with the instructor, the student may contact the department chair, who shall schedule the meeting between the student and the instructor. If for any reason the instructor is not available, proceed to Step 2. If agreement is reached between the student and instructor, the appeal process ends.

**Step 2: Graduate Grade Appeal Form/Department Chair**

- *Time Limitation:* Thirty (30) class days from the university deadline for posting grades in the system.
- If the complaint is not resolved in Step 1, the student must complete a Graduate Grade Appeal Form (available in PDF format on the Graduate School's homepage, in the departmental office, or in the Graduate School). This form, accompanied by a written statement detailing the factual basis of the complaint along with the instructor's written rebuttal, shall be taken by the student to the chair of the department in which the course was taken. The written complaint must be received by the chair within thirty (30) class days from the university deadline for posting grades in the system. The department chair shall then address the complaint in consultation with the instructor and the student within fifteen (15) class days of the date of submission of the written complaint. If the instructor is unavailable, the chair should proceed with the appeal. The department chair may utilize any resources available to resolve the grade conflict. The chair must provide a written rationale for any decision made, which shall become part of the file. If the department chair was the instructor of the course involved in the complaint, or if for any reason the chair disqualifies themselves, the student may proceed to Step 3.
- The chair is empowered to change the grade if they find that the original grade was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance. The chair shall notify both the student and the instructor in writing of the action taken. Either the student or the instructor may appeal the chair's decision within five (5) class days by filing a written request for a hearing before the dean of the college.

### Step 3: Dean of the College

- *Time limitation:* Within five (5) class days after the fifteen (15) class-day period above.
- If the complaint cannot be resolved at the level of Step 2 within the prescribed fifteen (15) class days, the student or the instructor has five (5) class days to request in writing (with a copy to the Graduate School) that the chair forward the complaint to the dean of the college. The chair shall provide the dean with the Graduate Grade Appeal Form, the chair's written rebuttal, a copy of all correspondence and decisions, along with other records pertaining to the complaint.
- The dean may utilize any resources available to resolve the grade conflict within fifteen (15) class days. If the dean finds that the request lacks merit, he or she shall notify the student, the instructor, and the chair in writing; the grade shall remain as recorded. The dean is empowered to change the grade if he/she finds that the original grade was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance. Otherwise, the grade shall remain as recorded. The dean must provide a written rationale for any decision made, which shall become part of the file.
- Either the student or the instructor may appeal the dean's decision within five (5) class days by filing a written request for a hearing before the Graduate Grade Appeals Committee with the Dean of the Graduate School or designee. This request must be accompanied by the Graduate Grade Appeal Form, a copy of all correspondence, including the dean's written recommendation, and other records pertaining to the complaint.

### Step 4: Graduate Grade Appeals Committee

- *Time Limitation:* Within five (5) class days after the fifteen (15) class-day period above.
- The written request for a hearing before the Graduate Grade Appeals Committee should state the factual basis for the appeal of the results of Step 3. All supporting documents, including the Graduate Grade Appeal Form, should be included at the time of submission.
- The Dean of the Graduate School shall forward the request to the chair of the Graduate Grade Appeals Committee. The chair shall subsequently distribute copies of the request to the members of the committee for consideration. If the committee finds the student's or the instructor's request merits a hearing, the committee shall notify the student, the instructor, the chair, and the college dean of the date, time, and the location of the hearing. If the committee finds that the request does not merit a hearing, the student, the instructor, the chair, and the dean shall be notified in writing.
- The Graduate Grade Appeals Committee may utilize any available resources to resolve the conflict within fifteen (15) class days. To hold a hearing, the seven (7) members of the committee (or appropriate alternates) must be



present. The instructor and student will present their cases at the hearing in each other's presence. If a majority of the Committee agrees that the grade should be changed because it was based on prejudice, discrimination, arbitrary or capricious action, or some other reason not related to academic performance, the committee shall notify the Dean of the Graduate School, who shall be empowered to change the grade without the consent of the instructor, the chair, or the college dean. Otherwise, the grade shall remain as recorded. The decision of the committee shall be communicated to all parties in writing. The decision of the Graduate Grade Appeals Committee shall be final.

- The Graduate Grade Appeals Committee shall be composed of a chair, six (6) members, and six alternates constituted as follows:
- A chair designated by the Dean of the Graduate School and selected from the graduate faculty; a graduate faculty member and alternate designated by the Dean of the Graduate School; two graduate faculty members and two alternates elected by the University Council for Graduate Studies; three students and three alternates selected by the Dean of the Graduate School.
- The appeals procedure is not complete until all appropriate records are forwarded to the Graduate School Office. At this time, the Dean of the Graduate School shall notify the Office of the Registrar, corrections, of any grade change. A copy of the Graduate Grade Appeals Form shall become a part of the student's file. A permanent record of all grade appeals reviewed by the Grade Appeals Committee shall be maintained in the Graduate School.
- Although the primary responsibility of the committee is to review appeals, the committee shall report any obvious discriminatory or capricious conduct on the part of either the student or the instructor to the Dean of the Graduate School for consideration and action.

## **Retention Appeals**

Any action that results in a student being terminated may be appealed under the following procedures. These actions may include a) a second failure on comprehensive examinations b) failure on more than one dissertation proposal hearing; c) failure on a thesis/dissertation defense. Appeals are to be presented and hearings on appeals convened only during periods in which the academic units of the university are in session. All parties concerned must receive copies of:

1. The requests for a hearing;
2. Notices of the time and location of the hearing; and
3. Disposition of the hearing request in each step of the appeal procedure.

As soon as notice is received that the appeal is continuing, copies of all correspondence and other records pertaining to the complaint must be forwarded to all concerned.

As shown below, the student's initial request should be made in writing to the Department Chair. If the student is not satisfied with the departmental response, a retention appeal to the college can be initiated by informing the College Council for Graduate Studies in writing. The College Council for Graduate Studies then refers the appeal to the director of graduate studies. The final step, and the ultimate arbiter, of the appeals process is the University Council for Graduate Studies.

### **Step 1: Department Chair**

- *Time Limitation:* Thirty (30) class days following the semester in which the termination was received.
- The student must submit a written request to the department chair for a hearing to appeal termination from the program. The request should state the factual basis for the appeal.
- *Time Limitation:* According to university policy, a hearing date must be set, and all parties notified, within fifteen (15) class days of receipt of the student's request for a hearing.
- In consultation with the student and appropriate departmental committee, the department chair will render a decision on the appeal. The student and departmental committee will be notified in writing of the department chair's decision and reasons supporting the decision.

### **Step 2: Appeal to College Council for Graduate Studies**

- *Time limitation:* Five (5) class days following the announcement of the decision by the chair.
- The student or the departmental committee may appeal the decision made in Step 1 by filing, with the director of graduate studies in the student's college, a written request for a hearing before the College Council for Graduate Studies. The request should state the factual basis for the appeal of the chair's decision and include a copy of the chair's decision. The College Graduate for Graduate Studies will determine the relevancy of additional testimony and may or may not request participation of the other named individuals at the hearing.
- The College Council for Graduate Studies will notify the date, time, and location of the retention appeals hearing.
- Based on the evidence and testimony provided, the College Council will determine whether there is a basis for reinstatement in the program. If there are remaining questions, any of the parties involved may be called back for additional information or clarification of testimony. After all deliberation has taken place, the final decision will be based upon the majority vote of the College Graduate Council members present at the hearing, with the chair voting only to break a tie or force a tie, on the following motions. If the council agrees that the student should be reinstated, the council shall be empowered to reinstate the student. The student, departmental committee,

and chair will be notified in writing of the council's decision and reasons supporting the decision.

- *Time Limitation:* Fifteen (15) class days following the receipt of the written request.

### **Step 3: Director of Graduate Studies**

- *Time limitation:* Five (5) class days after the announcement of the decision by the college council.
- If the complaint cannot be resolved at the level of Step 2, the student or the departmental committee may request in writing that the director of graduate studies in the student's college forward the complaint to the dean of the appropriate college with a copy of the college council's decision.
- *Time limitation:* Fifteen (15) class days following the written request for appeal.
- The college dean may utilize any resources available to resolve the conflict. The chair, the director of graduate studies in the student's college, the departmental committee, and the student will be notified in writing of the dean's decision.

### **Step 4: University Council for Graduate Studies**

- *Time limitation:* Five (5) class days following the announcement of a decision by the college dean.
- If the complaint cannot be resolved at the level of Step 3, the student or the departmental committee may appeal the decision by filing, with the Vice Provost for Graduate Studies, a request for a hearing before the University Council for Graduate Studies. The written request for a hearing must state the factual basis for the appeal and include a copy of the dean's decision.
- If the University Council for Graduate Studies finds that the appeal does not merit a hearing, all concerned parties shall be notified by the Vice Provost for Graduate Studies.
- *Time limitation:* Fifteen (15) class days following the receipt of the written appeal.
- If the University Council for Graduate Studies finds that the appeal merits a hearing, it will notify the college dean, the director of graduate studies in the student's college, the department chair, the departmental committee, and the student of the date, time, and location of the retention appeals hearing. Any available resources may be used by the University Council to resolve the conflict. If the University Council agrees that the student should be reinstated, it shall be empowered to reinstate the student. The Vice Provost for Graduate Studies will notify in writing all concerned parties and the student of the decision and reasons supporting the decision.

*The decision of the University Council for Graduate Studies shall be final.*

## Graduation

Students should check [the deadlines for degree candidates](#) as outlined by the Graduate School regarding graduation. Students who are planning on graduating at the end of an academic term should plan on completing the Apply to Graduate option in the MyMemphis portal at the beginning of the relevant semester AND complete the appropriate [graduate school candidacy forms](#).

Questions about the Graduate School candidacy forms can be directed to the Graduate Analyst at [gsgraduateanalyst@memphis.edu](mailto:gsgraduateanalyst@memphis.edu)

[Regalia orders](#) must be received no later than three weeks before commencement exercises. Late orders will not be accepted.

## Resources for Students

### Funding Your Degree

There are numerous funding mechanisms available through The University of Memphis, College of Education, and Department of Leadership to help you fund your graduate education.

#### *Tuition Remission*

All regular full-time employees (both faculty and staff) employed by The University of Memphis as of the first day of class are eligible for one course per semester up to four (4) credit hours. Part-time employees and retirees are not eligible.

Beyond The University of Memphis, [there are two programs available to facilitate postsecondary educational opportunities for Tennessee state employees and their dependents](#), as well as dependents of public school teachers: fee waiver for State employees and fee discount for children of State employees and public school teachers.

#### *Graduate Assistantships*

Multiple offices at The University of Memphis offer assistantships for eligible students that provide a stipend and/or tuition remission. Students in the Department of Leadership have held assistantships in offices including:

- Department of Leadership
- Disability Resources for Students
- Student Leadership and Involvement
- Housing and Residence Life
- Multicultural Affairs
- Athletics

Many of these assistantships are [posted on TigerLink](#), the site from Career Services.

The University of Memphis has partnered with Church Health Center to offer [Memphis Plan health coverage to all domestic graduate assistants](#).

#### *Scholarships and Fellowships*

The University of Memphis offers numerous [graduate scholarships](#) and [fellowships](#) for graduate students pursuing their studies.

The College of Education offers [several scholarships](#) for undergraduate and graduate students.

### ***Travel Grants***

Students who have had a proposal(s) accepted for conference presentation may apply for \$500 from the Department of Leadership to support conference attendance. Students should contact the department chair, provide documentation of an accepted proposal, and make a formal request not to exceed \$500.

Students should contact the College of Education dean's office for additional travel support. In addition, the Student Government Association offers travel funds that students can apply for [here](#).

### **Citation Resources**

In your courses you will be asked to use the American Psychological Association (APA) in your submitted papers and dissertation. APA style is the preferred means of citing resources in social sciences. The APA Publication Manual, which is in its 7th edition, provides a comprehensive reference guide to writing using APA style and organization.

We **strongly** recommend that each student acquire a copy of the Publication Manual to use in their writing. The current edition is:

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7<sup>th</sup> ed). American Psychological Association.

Alternatively, The University of Memphis has the following guide available as a free e-book through the library:

Iida, P., Ruegg, R., De Boer, M., Araki, N., & Agnello, M. F. (2020). *The concise APA handbook: APA 7<sup>th</sup> Edition*. Information Age Publishing.  
<http://ezproxy.memphis.edu/login?url=https://search.ebscohost.com/login.aspx?direct=true&db=nlebk&AN=2527724&site=eds-live&scope=site>

Below are just a few of the reference websites that provide guidance by introducing you to the APA style, explaining the APA elements, and providing examples of APA style in citations and references. Please note, however, that these resources do not replace the APA Manual itself:

- [The University of Memphis APA Overview](#)

- [Online Writing Laboratory at Purdue University](#)
- [American Psychological Association](#)

## Library Resources

While the University of Memphis has several libraries, the Ned R. McWherter Library is the main library on campus. The building offers several resources – in addition to finding academic resources (e.g. journals and books), it offers study spaces, equipment rentals, and support for writing and researching.

### *Finding Sources*

You can [schedule a meeting with a research librarian](#) to review how to search library databases and find relevant sources.

If you need to access a reference not available at the library, you can request a copy through [interlibrary loan](#) or, for books specifically, request that the library acquire a copy by filling out a [purchase request form](#).

### *Writing Support*

The Center for Writing and Communication offers one-on-one consultations to help you develop your writing. You [can schedule an appointment](#) for 45 minutes or a 30 minute walk-in.

### *Study Spaces and Equipment*

The library has various [study spaces](#) that you can reserve. Graduate students looking for longer term spaces can [request a study carrel](#) for one semester with the option to renew for another semester.

The library [has a range of computers, tablets, audio recorders, and cameras that you can check out](#) for usage.

### *Writing Retreats*

The library [hosts dissertation writing retreats](#) throughout the year to support students in dedicated writing spaces.

## Resources for Research

While not exhaustive, below we have compiled various texts and resources that students can consult to better understand and engage in the research process.

- Booth, W. C., Colomb, G. G., Williams, J. M., Bizup, J., & Fitzgerald, W. T. (2016). *The craft of research* (4<sup>th</sup> ed.). University of Chicago Press.
- Creswell, J. W., & Creswell, J. D. (2017). *Research design: Qualitative, quantitative, and mixed methods approaches* (5<sup>th</sup> ed.). SAGE Publications.
- Denzin, N. K. & Lincoln, Y. S. (Eds.). (2017). *The SAGE handbook of qualitative research*. SAGE Publications.
- Dillman, D. A., Smyth, J. D., & Christian, L. M. (2014). *Internet, phone, mail, and mixed mode surveys: The tailored design method* (4<sup>th</sup> ed.). Wiley.
- Fowler, F. J. (2013). *Survey research methods* (5<sup>th</sup> ed.). SAGE Publications.
- Galvan, J. L., & Galvan, M. C. (2017) *Writing literature reviews: A guide for students of the social and behavioral sciences* (7<sup>th</sup> ed.). Routledge.
- Lareau, A. (2021). *Listening to people: A practical guide to interviewing, participant observation, data analysis, and writing it all up*. University of Chicago Press.
- Locke, L., Spirduso, W. & Silverman, S. (2013). *Proposals that work: A guide for planning dissertations and grant proposals* (6<sup>th</sup> ed.). SAGE Publications.
- Martin, W.E., & Bridgmon, K.D. (2012). *Quantitative and statistical research methods: From hypothesis to results* (1<sup>st</sup> ed.). Jossey-Bass.
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4<sup>th</sup> ed.). Jossey-Bass.
- Ravitch, S. M., & Mittenfelner Carl, N. (2020). *Qualitative research: Bridging the conceptual, theoretical, and methodological* (2<sup>nd</sup> ed.). SAGE Publications.
- Ravitch, S. M., & Riggan, M. (2016). *Reason & rigor: How conceptual frameworks guide research* (2<sup>nd</sup> ed.). SAGE Publications.
- Silvia, P. J. (2018). *How to write a lot: A practical guide to productive academic writing*. APA LifeTools.
- Strunk, K.K., & Mwavita, M. (2022). *Design and analysis in educational research using Jamovi: ANOVA designs*. Routledge.



## Higher and Adult Education (HIAD) Program

This section explicitly details policies unique to Higher and Adult Education concentration within the Department of Leadership. If you are in a program in the Leadership and Policy Studies (LDPS) concentration, please skip to page 45. The HIAD program is comprised of three degrees:

- Master of Science (MS) in Student Affairs Administration
- Graduate Certificate, Higher Education Instruction
- Doctorate of Education (EdD) in Higher and Adult Education
  - Students choose either a Higher Education or Adult Education concentration

### Master of Science, Student Affairs Administration

This degree program prepares students for roles in the field of student affairs. The concentration is 36 credit hours, including an internship requirement to integrate coursework with professional experience. Graduates from our program have gone on to work in academic advising, disability services, residential life, student activities, and many more areas across higher education.

#### HIAD 7060: Internship Course (3 credits)

To complement their academic coursework, students in the program are required to complete a 150-hour internship while enrolled in a 3-credit internship course (HIAD 7060) during their degree program.

Students should begin to brainstorm possible internship sites early in their degree program and reach out to possible offices regarding their interest/availability to host an intern prior to enrolling in the course. Pending approval from their supervisors, students are allowed to conduct their internship at their current place of employment, including assistantships, if they are already working in a higher education role. However, in those cases, the student and the supervisor must **identify a new focus area for the internship outside of those traditionally contained within the role.**

Offices at the University of Memphis that have hosted interns previously include:

- Student Leadership and Involvement
- Housing and Residence Life
- Student Support Services
- Multicultural Affairs
- Athletic

Schools that have hosted interns before in the Memphis area:

- Southwest Tennessee Community College
- Christian Brothers University
- Rhodes College
- University of Tennessee Health Science Center

Students are also encouraged to consider the national internship opportunities offered by the [National Orientation Directors Association \(NODA\)](#) and [American College and University Housing Organization - International \(ACUHO-I\)](#) each summer. These programs are designed to match students with employers throughout the United States and abroad. Interested students traditionally submit an application late in the fall semester and then engage in interviews with prospective employers in early spring semester. These internships often include some form of lodging (room and board) and small stipend.

## Capstone Portfolio

To complete the master's degree, students will be required to develop and defend a portfolio that demonstrates their learning throughout their time in the master's program at the culmination of their program. This portfolio is designed to allow you to reflect on your experiences while organizing your body of work to show the learning you have accomplished. The portfolio must take the form of a website – we recommend the free platform [Weebly](#).

The portfolio should address the program competencies and how the student has met each competency during the course of the master's program.

Items that must appear in every portfolio:

- A current resume
- An approved program of study
- Table (matrix) of courses and competencies
- Artifacts for each competency (when possible, use graded assignments with faculty comments)

Process: Students will be introduced to the portfolio during their enrollment in HIAD 7060: Internship to review the requirements and begin developing their portfolio. The semester prior to the student's intended semester of completion, the student will be matched with a faculty member who will serve as the chair for their portfolio defense. The chair will work with the student to develop a committee of two additional faculty members for their defense and to support their completion of the final portfolio.

#### Timeline:

- **OPTIONAL:** Students should submit a [Thesis Defense Announcement form](#) at least three weeks prior to the date of their defense if they would like their defense to be publicly listed by the university.
- At least two weeks prior to the defense, students should send their completed portfolio to all committee members for review.
- After completing their defense, students should submit:
  - A copy of the signed [Final Thesis Dissertation Defense Results](#)
  - [Comprehensive Exam Results form](#)
  - [Thesis/Dissertation Checklist](#)

## Graduate Certificate, Higher Education Instruction

The Higher and Adult Education program offers a graduate certificate in higher education instruction. This 18 graduate hour certificate provides classes centered on quality higher education course instruction for individuals employed in higher education as instructors or faculty. Courses focus on course design and management, instruction, student-centered learning practices, online course delivery, practical learning theories, and real-world opportunities for engagement.

## Doctorate of Education, Higher and Adult Education

Our doctorate program comprises two concentrations – Higher Education and Adult Education. The Higher Education Concentration is designed for individuals seeking graduate-level preparation primarily for mid-level and senior-level administrative positions in higher education institutions, or higher education-related agencies, boards, and commissions. The Adult Education Concentration is designed for individuals seeking leadership positions in education, health services, business, and in community and non-profit organizations. The Adult Education Concentration prepares professionals to teach and facilitate the development of adult learners and promote lifelong learning.

Upon completion of coursework, doctoral students must successfully complete and pass their comprehensive exams. Pending successful completion, students will then move into the dissertation process, which consists of the dissertation proposal and the full dissertation. We outline each of these phases below.

### Doctoral Comprehensive Examinations (Comps)

The [doctoral comprehensive examination](#) assesses the student's mastery of the body of knowledge requisite for the major and the student's ability to synthesize and apply that knowledge to their dissertation research.

When a doctoral student has completed all course requirements or is enrolled in the last course(s) on the student's Program of Studies, exclusive of the dissertation, the candidate must pass a comprehensive examination. Students must successfully pass the written and oral components of the comprehensive examinations prior to registering for dissertation course credit. Comprehensive examinations are administered by the program committee. The Graduate School defines comprehensive examinations as both written and oral examinations.

University policy allows students to sit for comprehensive examinations twice - the initial (first chance), then a second during a subsequent semester if they fail the initial. A student can appeal the decision after they have completed both attempts. Failing both attempts will result in dismissal from the program. This dismissal is appealable; [see the information on Academic Performance Termination and Appeals in the Graduate Catalog.](#)

Comprehensive examinations are offered during the fall and spring semesters. This timing allows students to move to late doctoral status and proceed with their dissertations. Students should work with their advisor to schedule their comprehensive examinations, which occur once they have completed coursework or are in the final semester of coursework. Students should [consult the Graduate School](#) to identify deadlines each semester for comprehensive exams (listed under "last day for all academic departments to submit comprehensive exam results").

### ***Written Comprehensive Examination***

The written section of the examination is supervised by the major advisor. Comprehensive exam questions are available on [the department website](#) and are intended to help students develop their theoretical framework and methodology section of their dissertation. Students must fully respond to the questions and submit the written exam to the committee for evaluation.

Students should schedule their comprehensive exam oral defense meeting **as soon as possible**. These meetings will take place over Zoom. The student must provide their written comps to their committee no less than two weeks in advance of the oral defense.

### ***Oral Comprehensive Examination***

The oral portion of the examination should be taken during the same semester as the written comprehensive examination. The oral portion of the examination should be conducted to allow the student both to clarify portions of the written examination and to discuss additional questions and issues relevant to the field of study. This examination takes place between the student and their Program Advisory Committee. Oral examinations will last approximately one hour.

### ***Program Advisory Committee***

The Program Advisory Committee will conduct the comprehensive examination. A Dissertation Advisory Committee may or may not be the same as the student's Program Advisory Committee. The Dissertation Advisory Committee will direct the development of the student's dissertation proposal, dissertation, and final dissertation defense.

Students should meet with their advisor to identify a Program Advisory Committee of at least three members in their first semester of coursework. This committee can be changed during the duration of a student's coursework in consultation with a student's faculty advisor. The student may request a different advisor. The advisor serves as chair of this committee. Students are required to add a fourth member for the Dissertation Advisory Committee.

The Program Advisory Committee should include:

1. The Program Advisory Committee must consist of three graduate faculty members.
2. The Chair (faculty advisor) must be a full graduate faculty member from the student's area of concentration within his/her major.
3. Only one adjunct or affiliate graduate faculty member may serve as a member of the committee.
4. At least one other committee member must be a faculty member in the student's major.
5. The remaining committee members may be within or outside the student's major, department and college.

### ***Accommodations***

Students qualifying for accommodation must work with the Disability Resources Services (DRS) office and notify their advisor and department chair a minimum of thirty days prior to comprehensive exams so that appropriate accommodations may be arranged.

### ***Academic Misconduct***

Students are expected to act in accordance with university, college, department and program policies regarding test taking behavior and cheating. Additionally, they are expected to act in accordance with ethical and professional standards. Failure to act in accordance with these procedures, ethics, and expectations will result in either failure on comprehensive examinations or expulsion from the program. The consequences of such behavior will be discussed by the LEAD faculty and conveyed to the student after the comprehensive examinations are administered.

## ***Evaluation of Comprehensive Examination***

Students receive feedback and the results of their oral and written examination immediately following the oral examination. Comprehensive examinations are graded as pass or fail, both written and oral sections, with no more than one dissenting vote.

A report of this decision, [the Doctoral Comprehensive Examination Results form](#), with the signatures of all committee members, must be sent to the Graduate School by the student no later than two weeks after the comprehensive examination is completed. The student is responsible for getting the Doctoral Comprehensive Examination Results form signed and submitted.

The passing of both written and oral comprehensive examinations will officially change a student's status to ABD (all but dissertation) when processed in the Graduate School. A failure of either the written or oral section of the exam constitutes failure of the comprehensive exam. At the oral comps defense, the student and the committee members are encouraged to work together to identify steps the student might take to become fully prepared for the next examination.

If at any time the student believes the advice given by the committee is inadequate, the student may send a written request for clarification to the committee. The committee must respond to this request in a timely manner. Failure to pass two comprehensive examinations automatically prevents candidacy.

## ***Continuous Enrollment After the Comprehensive Exam***

Passing your comprehensive exams makes you a late-stage doctoral student at the UofM where one credit hour may be considered full-time enrollment, depending on departmental requirements. [By signing and submitting this form](#), you are certifying that you will be working at least part-time on your dissertation for the next four semesters (excluding summers). If this situation changes, you must notify the Graduate School. Working less than part-time may result in federal financial aid implications. After four semesters, this agreement must be reevaluated. Please contact the Graduate School at that time.

## **Doctoral Dissertations**

### ***Dissertation Advisory Committee***

The Dissertation Advisory Committee will be formed after a student passes the comprehensive examination. It will direct the development of the student's dissertation proposal, dissertation, and final dissertation defense. The Dissertation Advisory Committee must consist of at least four graduate faculty members. Its

membership may be the same as the Program Advisory Committee with the addition of one graduate faculty member. All committee members must have graduate faculty status. The chair must hold full graduate faculty status. Only one adjunct or affiliate member may serve as a voting member on the committee. The student must obtain the signatures of members agreeing to serve on the dissertation committee.

- See Program Advisory Committee section of this handbook for more specific information about committee membership.
- Meet with your advisor to select a Dissertation Advisory Committee after you have completed comps. The Chair of this committee is your dissertation advisor. Your Chair and previous committee members may remain the same or may change.
- [File a Dissertation Faculty Committee Appointment Form, with approval of committee chair.](#)
- Please note that students are allowed to have a member of their dissertation committee (not the chair) who is not a full-time faculty member nor has a formal employment affiliation with UofM. In these cases, students should work with the dissertation advisor to identify an individual who holds a terminal degree and has a special expertise that is of benefit to the focus of the dissertation. Graduate faculty status guidelines are available [here](#).

### ***Dissertation Proposal***

Before writing the full dissertation, a dissertation proposal must be submitted to, defended before, and approved by the Dissertation Advisory Committee in addition to IRB approval of the study. The dissertation proposal defense must consist of both written and oral portions and shall be conducted by the student's Dissertation Advisory Committee. The Dissertation Advisory Committee decides the outcome of the written proposal and oral proposal defense. In order to provide a relatively uniform framework for preparation of the doctoral dissertation proposal, the College of Education has specified guidelines to be followed in its preparation.

- Develop your dissertation proposal with the assistance of your dissertation advisor.
- Schedule an oral defense with your Dissertation Advisory Committee upon the approval of your dissertation chair. All committee members must be active participants in this process.
- Give copies of your proposal to each member of your committee at least two weeks prior to the oral defense.

Students should submit [the Dissertation Proposal Defense Results form](#), which must be signed by committee members, when the dissertation proposal has been approved with proof of IRB approval or exemption.

### ***Proposal Results***

Students receive feedback and the results of their dissertation proposal immediately following the oral proposal defense. Dissertation proposals are pass or fail, both written and oral portions, with no more than one dissenting vote.

A report of this decision, the [Thesis or Dissertation Proposal Defense form](#), with the signatures of all committee members, must be sent to the Graduate School by the student no later than two weeks after the proposal defense.

A failure of either the written or oral section of the proposal constitutes failure of the dissertation proposal. At the oral proposal defense, the student and the committee members are encouraged to work together to identify steps the student might take to successfully complete the dissertation proposal.

If at any time the student believes the advice given by the committee is inadequate, the student may send a written request for clarification to the committee. The committee must respond to this request in a timely manner. Failure to pass two proposal defenses automatically prevents candidacy.

Generally, proposal defenses are not to be scheduled during the first or last two weeks of the fall or spring semester. Work with your chair on the timing of your defense. Remember, most faculty are not available during the summer semester so you should plan on defending during the academic year.

### ***Human Subjects Research***

All research involving data collection or other investigations using human subjects must be reviewed and approved by the university's Institutional Review Board, the Committee for the Protection of Research Participants, prior to beginning any such research. In order to obtain approval, complete and submit an application to the committee.

Students engaging in Human Subjects Research are required to complete the Collaborative Institutional Training Institute (CITI) certification. [Instructions can be found online](#). This certification must be completed prior to submitting your application.

Depending on the level of potential risk to subjects, as determined by the committee, the application may be subject to full committee review, expedited



review, or exempted from the review process. Please allow up to four weeks for a response from the committee.

[The IRB application](#) can be obtained from the Graduate School website.

### ***Admission to Candidacy***

In the final semester when students are ready to graduate, students have to be admitted for candidacy. To be officially admitted to candidacy for a doctoral (EdD) degree, you must have satisfied the following requirements:

1. The [Doctoral Degree Candidacy Form](#) and [apply to graduate](#). These steps must be filed by the [deadline](#) on the Graduate School website.
2. The student must have a cumulative GPA of 3.00 or better listed on the candidacy forms as well as on any other graduate work taken at The UofM within the ten-year time limit. Grades of "C" are not accepted for any graduate degree credit, but these grades will be computed in the GPA.
3. The student's Program of Study, including the dissertation, must be acceptable to the dissertation committee, Associate Dean for Academic Programs & Research, and the Vice Provost for Graduate Studies in the Graduate School.

### ***Dissertation Format***

HIAD EdD students will submit the traditional dissertation format which should consist of 5 or more chapters describing 1) the purpose of the study, 2) relevant literature and how it informs the study, 3) research design and methods, 4) findings, and 5) a discussion that explains how the study helps/informs the field and the everyday work of practitioners and makes specific suggestions for improved practices based on the findings of the study. The dissertation proposal consists of items 1-3.

### ***Dissertation Process***

HIAD EdD students are required to take 9 dissertation writing hours to complete their required dissertation study.

### ***Dissertation Results***

Students receive feedback and the results of their dissertation immediately following the oral dissertation defense. Dissertations are pass or fail, both written and oral portions, with no more than one dissenting vote.

A report of this decision, the [Thesis/Dissertation Defense Results Form](#), with the signatures of all committee members, must be sent to the Graduate School by the student **within one week** of the dissertation defense.

A failure of either the written or oral section of the dissertation constitutes failure of the dissertation. Students can defend their dissertation up to two times.

Generally, dissertation defenses are not to be scheduled during the first or last two weeks of the fall or spring semester. Work with your chair on the timing of your meeting. Remember, most faculty are not available during the summer semester so you should not automatically count on defending during the summer.

All dissertations must be submitted electronically to the Graduate School for final approval. Guidelines for all Graduate School dissertation requirements may be found [here](#).

### ***Final Semester Checklist***

During the final semester of completing your dissertation, you must begin planning for graduation. Use the following checklist for meeting graduation deadlines. Exact dates for deadlines are published each semester on the Graduate School website or the Registrar's website under student calendar.

- Make sure to follow the **Dissertation Format** guidelines while writing:
  - [http://www.memphis.edu/gradschool/current\\_students/tdguide.php](http://www.memphis.edu/gradschool/current_students/tdguide.php)
  - [https://www.memphis.edu/gradschool/current\\_students/td-prep.php](https://www.memphis.edu/gradschool/current_students/td-prep.php)
- **File Application to Graduate /Doctoral Degree Candidacy Form:** [This application](#) needs to be filed at the beginning of the intended graduation semester by the deadline. Consult the [University Graduate School website](#) for the deadline for filing an application to graduate.
- **OPTIONAL:** File a **Dissertation Defense Announcement form** with the Graduate School three weeks prior to the dissertation defense date if you would like for your defense to be publicly listed by the university.
- **Dissertation Defense and Submission.** After the dissertation committee judges that the student is ready, the dissertation committee will hold a final oral examination. If the dissertation committee judges that the student's performance on this examination is satisfactory, all requirements for the degree will have been completed. The dissertation defense provides an opportunity to ascertain that the student is the primary author of the document, possesses knowledge of the broad range of research related to the study, can justify the research methodology and designs used as well as

defend the conclusions, possesses the ability to collect and interpret data for empirical manuscripts, and can present the study in a coherent, understandable, and scholarly manner.

- **Final Committee Approval Form for Electronic Submission:** [This form](#) must be submitted after your defense and NOT before. The form serves as the official approval of an electronic thesis or dissertation by the student's dissertation committee and must be submitted to the Graduate School with a defended and corrected copy for review.
- **File Final Thesis/Dissertation Defense Results:** [This form](#) is for committee members' signatures when the committee has approved the dissertation.
- **File Dissertation Checklist.** [This checklist](#) must be submitted with your final document along with the Final Committee Approval Form for Electronic Thesis or Dissertation Submission. Both you and your faculty advisor must check all applicable items followed for formatting purposes and each must sign.
- **Submit Dissertation to Graduate School.** The University Graduate School uses the [Electronic Thesis and Dissertation \(ETD\) system](#) to collect and archive dissertations for degree candidates to submit a text-based PDF file instead of submitting traditional paper copies.
- **Submit Dissertation to ProQuest** [using this form.](#)
- Submit a **Survey of Earned Doctorates** [form](#) AFTER the dissertation has been submitted and approved in ProQuest.

Students must have successfully defended their document and have it approved by their committee before submitting it to the ETD system or to ProQuest for review. Submit your document to the ETD system or to ProQuest AFTER you have received any additional corrections (if any) from your committee. Once additional corrections have been made, you may then convert your document to PDF and submit it electronically. [Video instructions](#) of the dissertation submission process are available.

The University Graduate School webpage specifies dates by which the draft copy of a defended dissertation must be submitted to the University Graduate School (about four weeks before commencement) and the final copy of the dissertation must be submitted to the University Graduate School (about two weeks before commencement).

Working backwards from the Graduate School deadlines, you can plan when your final defense must be conducted, allowing time to complete revisions your dissertation chair/committee members might suggest before or at the time of the defense. Be sure to allow at least several weeks before the defense date for your dissertation chair and dissertation committee members to revise and comment on the final defense draft, even if they have commented on earlier drafts.

In extenuating circumstances, a student may request a late review of their work up until two weeks after the published deadline. In these cases, students must [submit this form](#) and pay a \$500 late processing fee.

Dissertation preparation forms can be obtained by visiting the Graduate School websites:

- [Thesis/Dissertation Preparation Guide](#)
- [Graduate School Forms](#)

## **Leadership and Policy Studies (LDPS) Program**

This section is specifically about the policies unique to Leadership and Policy Studies concentration within the Department of Leadership. If you are in a program in the Higher and Adult Education (HIAD) concentration, please return to page 33. The LDPS program consists of:

- Master of Science (MS) in Leadership and Policy: School Administration and Supervision
- Doctor of Education (EdD) in Leadership and Policy Studies
- Graduate Certificate in K-12 Educational Leadership

### **Master of Science, School Administration and Supervision**

While designed primarily for K-12 leaders, the Master of Science in School Administration and Supervision is beneficial for leaders from other fields, including teacher leadership, higher education, and nonprofit leadership. The program emphasizes applied theories of educational leadership, mastery of practical skills required for effective leadership and administration, and competence in research methods necessary for understanding and assessing learning organizations. Qualified candidates can earn the Tennessee Instructional Leadership License-Beginning (ILL-B) with the master's degree. Students must pass the Praxis II School Leaders Licensure Assessment administered by ETS to earn the ILL-B.

### **Graduate Certificate, K-12 Educational Leadership**

This certificate program provides graduate classes to individuals that already possess a master's degree in an education field, but are interested in engaging in additional graduate-level courses to attain an assistant principal or school principal state licensure. Courses focus on K-12 school, legal, and financial issues, leadership strategies, problems of practice, and field experiences.

### **Doctor of Education, Leadership and Policy Studies**

The EdD program in Leadership and Policy Studies at the University of Memphis is a rigorous and applied doctoral degree designed for individuals seeking to enhance their leadership and policy-making skills in the field of education.

Courses are all online and asynchronous, but professors meet with students live at times for discussion. Dissertation work is also conducted via online platforms (e.g.,

Zoom), but live conversation with advisors is necessary for successful completion of degrees.

The program combines courses that provide students with a comprehensive understanding of educational leadership and policy theories, and improvement science. Students will also have the opportunity to focus on a Problem of Practice (POP) in their professional school setting, working to demystify, explain, and improve current issues through research and analysis. Graduates from this program will be equipped with the knowledge and skills necessary to lead and improve educational practices in a variety of school and non-profit settings, including positions such as teachers, support professionals, administrators, coordinators, and superintendents.

## Doctoral Comprehensive Examinations (Comps)

The [doctoral comprehensive examination](#) assesses the student's mastery of the body of knowledge requisite for the major and the student's ability to synthesize and apply that knowledge to their dissertation research.

When a doctoral student has completed all course requirements or is enrolled in the last course(s) on the student's Program of Studies, exclusive of the dissertation, the candidate must pass a comprehensive examination. Students must pass both the written and oral components of the comprehensive examinations before registering for dissertation course credit. Comprehensive examinations are administered by the program committee. The Graduate School defines comprehensive examinations as both written and oral examinations so students must complete both the written and oral portions of the examination even if they do not pass one component (either oral or written) of comprehensive examinations.

University policy allows students to sit for comprehensive examinations twice- the initial (first chance), then a second if they fail the initial. A student can appeal the decision of comprehensive examination program committee after they have taken both examination attempts. This dismissal is appealable; [see the information on Academic Performance Termination and Appeals in the Graduate Catalog](#).

Comprehensive examinations are offered during the fall and spring semesters. This timing allows students to move to late doctoral status and proceed with their dissertations. Students should work with their advisor to schedule their comprehensive examinations, which occur once they have completed coursework. Students should [consult the Graduate School](#) to identify deadlines each semester for comprehensive exams (listed under "last day for all academic departments to submit comprehensive exam results").

### ***Written Comprehensive Examination***

The written section of the examination is arranged and supervised by the major advisor. The student has two weeks [to answer these Comps questions](#) in writing and submit the written exam to the committee for evaluation.

Students should schedule their comprehensive exam oral defense meeting **as soon as possible**. These meetings will take place over Zoom. The student must provide their written comps to their committee no less than two weeks in advance.

### ***Oral Comprehensive Examination***

The oral portion of the examination should be taken within a semester of the written comprehensive examination. The oral portion of the examination should be conducted to allow the student both to clarify portions of the written examination and to discuss additional questions and issues relevant to the field of study. This examination takes place between the student and their Program Advisory Committee. Oral examinations will last approximately one hour.

### ***Program Advisory Committee***

The Program Advisory Committee will conduct the comprehensive examination. A Dissertation Advisory Committee may or may not be the same as the student's Program Advisory Committee. The Dissertation Advisory Committee will direct the development of the student's dissertation proposal, dissertation, and final dissertation defense.

Students should meet with their advisor to identify a Program Advisory Committee of at least 3 members in their first semester of coursework. This committee can be changed during a student's coursework in consultation with a student's faculty advisor. The student may request a different advisor. The advisor serves as chair of this committee. Students are required to add a fourth member to the Dissertation Advisory Committee.

The committee should include:

6. The Program Advisory Committee must consist of three graduate faculty members.
7. The Chair (faculty advisor) must be a full graduate faculty member from the student's area of concentration within his/her major.
8. Only one adjunct or affiliate graduate faculty member may serve as a member of the committee.
9. At least one other committee member must be a faculty member in the student's major.
10. The remaining committee members may be within or outside the student's major, department and college.

### ***Accommodations***

Students qualifying for accommodation must work with the Disability Resources Services (DRS) office and notify their advisor and department chair a minimum of thirty days prior to comprehensive exams so that appropriate accommodations may be arranged.

### ***Academic Misconduct***

Students are expected to act in accordance with university, college, department and program policies regarding test taking behavior and cheating. Additionally, they are expected to act in accordance with ethical and professional standards. Failure to act in accordance with these procedures, ethics, and expectations will result in either failure on comprehensive examinations or expulsion from the program. The consequences of such behavior will be discussed by the LEAD faculty and conveyed to the student after the comprehensive examinations are administered.

### ***Evaluation of Comprehensive Examination***

Students receive feedback and the results of their oral examination immediately following the oral examination. Comprehensive examinations are graded as pass or fail, both written and oral sections, with no more than one dissenting vote.

A report of this decision, [the Doctoral Comprehensive Examination Results form](#), with the signatures of all committee members, must be sent to the Graduate School by the student no later than two weeks after the comprehensive examination is completed. The student is responsible for getting the Doctoral Comprehensive Examination Results form signed and submitted.

The passing of both written and oral comprehensive examinations will officially change a student's status to ABD (all but dissertation) when processed in the Graduate School. A failure of either the written or oral section of the exam constitutes failure of the comprehensive exam. At the oral comps defense, the student and the committee members are encouraged to work together to identify steps the student might take to become fully prepared for the next examination.

If at any time the student believes the advice given by the committee is inadequate, the student may send a written request for clarification to the committee. The committee must respond to this request in a timely manner. Failure to pass two comprehensive examinations automatically prevents candidacy.



### *Continuous Enrollment After the Comprehensive Exam*

Passing your comprehensive exams makes you a late-stage doctoral student at the UofM where one credit hour may be considered full-time enrollment, depending on departmental requirements. [By signing and submitting this form](#), you are certifying that you will be working at least part-time on your dissertation for the next four semesters (excluding summers). If this situation changes, you must notify the Graduate School. Working less than part-time may result in federal financial aid implications. After four semesters, this agreement must be reevaluated. Please contact the Graduate School at that time.

## **Doctoral Dissertations**

### *Dissertation Advisory Committee*

The Dissertation Advisory Committee will be formed after a student passes the comprehensive examination. It will direct the development of the student's dissertation proposal, dissertation, and final dissertation defense. The Dissertation Advisory Committee must consist of at least four graduate faculty members. Its membership may be the same as the Program Advisory Committee with the addition of one graduate faculty member. All committee members must have graduate faculty status. The chair must hold full graduate faculty status. Only one adjunct or affiliate member may serve as a voting member on the committee. The student must obtain the signatures of members agreeing to serve on the dissertation committee.

- See Program Advisory Committee section of this handbook for more specific information about committee membership.
- Meet with your advisor to select a Dissertation Advisory Committee after you have completed comps. The Chair of this committee is your dissertation advisor. Your Chair and previous committee members may remain the same or may change.
- [File a Dissertation Faculty Committee Appointment Form](#)
- Please note that students are allowed to have a member of their dissertation committee (not the chair) who is not a full-time faculty member nor has a formal employment affiliation with UofM. In these cases, students should work with the dissertation advisor to identify an individual who holds a terminal degree and has a special expertise that is of benefit to the focus of the dissertation. Graduate faculty status guidelines are available [here](#).

## ***Dissertation Proposal***

Before writing the full dissertation, a dissertation proposal must be submitted to, defended before, and approved by the Dissertation Advisory Committee in addition to IRB approval of the study. The dissertation proposal must consist of both written and oral portions and shall be conducted by the student's Dissertation Advisory Committee. The Dissertation Advisory Committee decides the outcome of the written proposal and oral proposal defense. To provide a relatively uniform framework for preparation of the doctoral dissertation proposal, the College of Education has specified guidelines to be followed in its preparation.

- Develop your dissertation proposal with the assistance of your dissertation advisor.
- Schedule an oral defense with your Dissertation Advisory Committee upon the approval of your dissertation chair. All committee members must be active participants in this process.
- Give copies of your proposal to each member of your committee at least two weeks prior to the oral defense.

Students should submit [the Dissertation Proposal Defense Results form](#), which must be signed by committee members, when the dissertation proposal has been approved with proof of IRB approval or exemption.

## ***Proposal Results***

Students receive feedback and the results of their dissertation proposal immediately following the oral proposal defense. Dissertation proposals are pass or fail, both written and oral portions, with no more than one dissenting vote.

A report of this decision, the [Thesis or Dissertation Proposal Defense form](#), with the signatures of all committee members, must be sent to the Graduate School by the student no later than two weeks after the proposal defense.

A failure of either the written or oral section of the proposal constitutes failure of the dissertation proposal. At the oral proposal defense, the student and the committee members are encouraged to work together to identify steps the student might take to successfully complete the dissertation proposal.

If at any time the student believes the advice given by the committee is inadequate, the student may send a written request for clarification to the committee. The committee must respond to this request in a timely manner. Failure to pass two proposal defenses automatically prevents candidacy.

Generally, proposal defenses are not to be scheduled during the last two weeks of the fall or spring semester. Work with your chair on the timing of your defense. Remember, most faculty are not available during the summer semester so you should plan on defending during the academic year.

### ***Human Subjects Research***

All research involving data collection or other investigations using human subjects must be reviewed and approved by the university's Institutional Review Board, the Committee for the Protection of Research Participants, prior to beginning any such research. In order to obtain approval, complete and submit an application to the committee.

Students engaging in Human Subjects Research are required to complete the Collaborative Institutional Training Institute (CITI) certification specifically for this module. [Instructions can be found online](#). This certification must be completed prior to submitting your application.

Depending on the level of potential risk to subjects, as determined by the committee, the application may be subject to full committee review, expedited review, or exempted from the review process. Please allow up to four weeks for a response from the committee.

[The IRB application](#) can be obtained from the Graduate school website.

### ***Admission to Candidacy***

In the final semester when students are ready to graduate, students have to be admitted for candidacy. To be officially admitted to candidacy for a doctoral (EdD) degree, you must have satisfied the following requirements:

1. The [Doctoral Degree Candidacy Form](#) and [apply to graduate](#). These steps must be filed by the [deadline](#) on the Graduate School website.
2. The student must have a cumulative GPA of 3.00 or better listed on the candidacy forms as well as on any other graduate work taken at The UofM within the ten-year time limit. Grades of "C are not accepted for any graduate degree credit, but these grades will be computed in the GPA.
3. The student's Program of Study, including the dissertation, must be acceptable to the dissertation committee, Associate Dean for Academic Programs & Research, and the Vice Provost for Graduate Studies in the Graduate School.

### ***Dissertation Format***

Doctoral students have the choice to prepare a dissertation using any of the formats described below. The choice of format should be discussed with and approved by the Program Coordinator and Dissertation Chair.

Note: LDPS students who begin the program in 2023 will use the problem of practice dissertation model.

#### 1) Traditional

The traditional dissertation format should consist of 5 or more chapters describing 1) the purpose of the study, 2) relevant literature and how it informs the study, 3) research design and methods, 4) findings, and 5) a discussion that explains how the study helps/informs everyday work of practitioners and makes specific suggestions for improved practices based on the findings of the study.

#### 2) Problem of Practice Dissertation

A problem of practice dissertation aligns with the five-chapter dissertation format. The dissertation requires students to identify and investigate a problem of practice using current literature and inquiry methodology. Students are encouraged from the beginning of the program to identify a problem of practice that will be the focus of their dissertations.

A problem of practice dissertation describes a challenge in educational practice, seeks empirically to investigate the challenge and/or test solution(s) to address the challenge, generates actionable implications, and appropriately communicates these implications to relevant stakeholders.

Dissertations that investigate an educational challenge or test solutions to a challenge typically formulate research questions that in some way ask, what's going on here? Or, what happens when...? For a student to appropriately communicate the study implications they might write a policy brief, journal article, curriculum, evaluation report, or other product. The mode of communication should be matched to the audience. In addition to the dissertation committee, stakeholders could include colleagues, supervisors, administrators, parents, community members, policy makers, etc.

### ***Dissertation Design***

Design principles. The LDPS EdD dissertation should:

- Focus on a problem of practice that is relevant to the student and his/her professional context (when possible)
- Have direct implications for policy and practice

- Uphold common standards of high quality (well written, rigorous, and coherent approach to methodology, thorough grounding and bounding, etc.)
- Have a final chapter that outlines how this study helps/informs everyday work of practitioners and a section that makes specific suggestions for improved practices based on the findings of the study

This framework is adapted from the CPED Framework, which you can learn more about [here](#).

### ***Dissertation Process***

For the dissertation of practice, LDPS EdD students are required to take 12 dissertation writing hours to complete their required dissertation project.

We approach this in a cohort model, where these hours are divided into courses taught by professors for students to work on their project while meeting regularly online with a professor and peers to help them with theory, practice, and completion.

#### Dissertation 1-3 hours (One semester)

Students will choose a topic, begin the research process, begin to collect data and create a map of their dissertation and begin introduction and lit review with faculty and peer review.

#### Dissertation 2- 3 hours (One Semester)

Students will work on methodology section with peer and faculty review in regular meetings for a semester. Focusing on problems of practice within schools.

#### Dissertation 6 hours (Final)

The final six dissertation hours, students will work alone to finish dissertation depending on their project and the length of time needed for completion.

### ***Dissertation Results***

Students receive feedback and the results of their dissertation immediately following the oral dissertation defense. Dissertations are pass or fail, both written and oral portions, with no more than one dissenting vote.

A report of this decision, the [Thesis/Dissertation Defense Results Form](#), with the signatures of all committee members, must be sent to the Graduate School by the student **within one week** of the dissertation defense.

A failure of either the written or oral section of the dissertation constitutes failure of the dissertation.

Generally, dissertation defenses are not to be scheduled during the last two weeks of the fall or spring semester. Work with your chair on the timing of your meeting. Remember, most faculty are not available during the summer semester so you should not automatically count on defending during the summer.

All dissertations must be submitted electronically to the Graduate School for final approval. Guidelines for all Graduate School dissertation requirements may be found [here](#).

### ***Final Semester Checklist***

During the final semester of completing your dissertation, you must begin planning for graduation. Use the following checklist for meeting graduation deadlines. Exact dates for deadlines are published each semester on the Graduate School website or the Registrar's website under student calendar.

- Make sure to follow the **Dissertation Format** guidelines while writing:
  - [http://www.memphis.edu/gradschool/current\\_students/tdguide.php](http://www.memphis.edu/gradschool/current_students/tdguide.php)
  - [https://www.memphis.edu/gradschool/current\\_students/td-prep.php](https://www.memphis.edu/gradschool/current_students/td-prep.php)
- **File Application to Graduate /Doctoral Degree Candidacy Form:** [This application](#) needs to be filed at the beginning of the intended graduation semester by the deadline. If a student does not graduate during that semester, a new application must be filed. Consult the [University Graduate School website](#) for the deadline for filing an application to graduate.
- **OPTIONAL:** File a **Dissertation Defense Announcement form** with the Graduate School three weeks prior to the dissertation defense date if you would like for your defense to be publicly listed by the university.
- **Dissertation Defense and Submission.** After the dissertation committee judges that the student is ready, the dissertation committee will hold a final oral examination. If the dissertation committee judges that the student's performance on this examination is satisfactory, all requirements for the degree will have been completed. The dissertation defense provides an opportunity to ascertain that the student is the primary author of the document, possesses knowledge of the broad range of research related to the study, can justify the research methodology and designs used as well as defend the conclusions, possesses the ability to collect and interpret data for empirical manuscripts, and can present the study in a coherent, understandable, and scholarly manner.
- **Final Committee Approval Form for Electronic Submission:** [This form](#) must be submitted after your defense and NOT before. The form serves as the

official approval of an electronic thesis or dissertation by the student's dissertation committee and must be submitted to the Graduate School with a defended and corrected copy for review. You should not include this form in the electronic documents as you need original signatures of all committee members.

- **File Final Thesis/Dissertation Defense Results:** [This form](#) is for committee members' signatures when the committee has approved the dissertation.
- **File Dissertation Checklist.** [This checklist](#) must be submitted with your final document along with the Final Committee Approval Form for Electronic Thesis or Dissertation Submission. Both you and your faculty advisor must check all applicable items followed for formatting purposes and each must sign.
- **Submit Dissertation to Graduate School.** The University Graduate School uses the [Electronic Thesis and Dissertation \(ETD\) system](#) to collect and archive dissertations for degree candidates to submit a text-based PDF file instead of submitting traditional paper copies.
- **Submit Dissertation to ProQuest** [using this form.](#)
- Submit a **Survey of Earned Doctorates** [form](#) AFTER the dissertation has been submitted and approved in ProQuest.

Students must have successfully defended their document and have it approved by their committee before submitting it to the ETD system or to ProQuest for review. Submit your document to the ETD system or to ProQuest AFTER you have received any additional corrections (if any) from your committee. Once additional corrections have been made, you may then convert your document to PDF and submit it electronically. [Video instructions](#) of the dissertation submission process are available.

The University Graduate School webpage specifies dates by which the draft copy of a defended dissertation must be submitted to the University Graduate School (about four weeks before commencement) and the final copy of the dissertation must be submitted to the University Graduate School (about two weeks before commencement).

Working backwards from the Graduate School deadlines, you can plan when your final defense must be conducted, allowing time to complete revisions your dissertation chair/committee members might suggest before or at the time of the defense. Be sure to allow at least several weeks before the defense date for your

dissertation chair and dissertation committee members to revise and comment on the final defense draft, even if they have commented on earlier drafts.

In extenuating circumstances, a student may request a late review of their work up until two weeks after the published deadline. In these cases, students must [submit this form](#) and pay a \$500 late processing fee.

Dissertation preparation forms can be obtained by visiting the Graduate School websites:

- [Thesis/Dissertation Preparation Guide](#)
- [Graduate School Forms](#)