Dear EDL Doctoral Student,

Welcome to Educational Leadership Program in the College of Education at the University of Arizona. We are pleased you have chosen the EDL Program to guide you in furthering your professional and educational goals.

This handbook is designed to describe the processes and paperwork requirements for the EDL program, the College of Education, and the Graduate College. While we have not included all the rules and regulations related to obtaining a degree, we have included descriptions of program requirements and date/time requirements. You may either use the forms in the handbook to complete official paperwork or download them from the Graduate College website at http://grad.admin.arizona.edu/degreecert/forms.html.

The EDL Office is located in the College of Education Building, Room 218. It is open Monday through Friday, 8:00 a.m. – 5:00 p.m, except during the lunch hour, 12:00 – 1:00 p.m. Program contact information follows:

Kathy Bayham, Graduate Coordinator
Educational Leadership Program
College of Education
P. O. Box 210069
University of Arizona
Tucson, AZ 85721-0069
Telephone: 520-621-6658 Fax: 520-626-6005 Email: edlprog@email.arizona.edu
Web: http://www.ed.arizona.edu/edl/

We ask that you
- keep this handbook accessible.
- consult the handbook each semester.
- work with your advisor to ensure that you are progressing through your program in a timely manner.

We look forward to working with you to meet your educational and career goals.

Sincerely,

The Educational Leadership Program Faculty

Deborah Anderson, Ph.D.
Alberto Arenas, Ph.D.
Kris Bosworth, Ph.D.
Patricia First, J.D., Ed.D.
Robert Hendricks, Ed.D.
Chris Johnson, Ph.D.
John Pedicone, Ph.D.
David Quinn, Ph.D.
John Taylor, Ph.D.
II. FACULTY

Deborah Anderson, Ph.D., Assistant Professor (Labor Economics, Cornell University)  ON LEAVE 2004-05  
djanders@u.arizona.edu  621-6658  Room 228  
Research Interests: Educational policy (K-16), especially relating to issues of gender, race and ethnicity; school finance; economics of education.

Alberto Arenas, Ph.D., Assistant Professor (Education, University of California, Berkeley)  
arenasa@email.arizona.edu  626-3783  Room 226  
Research Interests: Multicultural education, Experiential Education (including work education), Environmental and Ecological Education, and a Postmodern Critique to Administration and Technology.

Kris Bosworth, Ph.D., Professor and Head, Smith Endowed Chair (Adult Education and Evaluation, University of Wisconsin-Madison)  
boswortk@u.arizona.edu  626-4350  Room 234  
Research Interests: Drug and Violence Prevention, Implementation, Resiliency, and Leadership for Change.

Patricia First, J.D., Ed.D. Professor (J.D., School of Law, University of Dayton; Ed.D., Educational Administration, Illinois State University)  
first@u.arizona.edu  621-1741  Room 220  
Research Interests: Legal and Policy Issues of the Educational System, Ethical Leadership, Just Decision-Making for Students and Their Families, Cyber Law, the Application of Social Science Research Techniques to Educational Law Questions such as Adequate Funding.

J. Robert Hendricks, Ed.D., Professor and Associate Dean (Educational Administration, Arizona State University)  
hendricks@arizona.edu  621-1573  Room 201  
Research Interests: Organizational Theory and Management, Educational Policy Issues, Curriculum Development, and Accreditation

John Pedicone, Ph.D., Senior Faculty Fellow (Educational Administration, University of Wisconsin-Madison)  
jpediccone@comcast.net  626-8605  Room 222  

David Quinn, Ph.D., Assistant Professor (Educational Administration, University of Missouri-Columbia)  
dmqquinn@u.arizona.edu  626-5556  Room 224  
Research Interests: Instructional Leadership, Educational Leadership and Technology, Legal Aspects of Educational Technology, Multimedia Design.

John Taylor, Ed.D., Professor (Curriculum, Instruction, and Teacher Education, Stanford University)  
joht@u.arizona.edu  626-7933  Room 232  
Research Interests: Education Policy Analysis and Research, Research on Teaching, Teacher Education, and Leadership, Minority Student Retention Analysis, Physical Education Pedagogy.

STAFF

Kathy Bayham, Graduate Coordinator  621-6658
III. EDL PURPOSE AND STANDARDS

The focus of the leadership program is to prepare leaders in education to achieve results in the nation’s schools by:

1. translating theory and knowledge into practice;
2. applying skills in interpersonal relations and political diplomacy; and
3. following ethical principles.

Graduates will be able to adapt to a changing world, predict the consequences of proposed action, and sustain continuous education improvements over time. The development of skills and qualities that will enhance the ability of leaders to empower, inspire, and guide the performance of others in achieving the desired goals of a school, a school district or a community will be the focus of this program. All courses in the cognate core as well as the specialization classes leading to certification are correlated with the adopted Standards for Arizona Administrators and the Educational Leadership Constituent Council (ELCC) standards. The ELCC standards include:

**Standard 1.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

This standard addresses the need to prepare educational leaders who value and are committed to educating all students to become successful adults. Each educational leader is responsible for creating and articulating a vision of high standards for learning within the school or district that can be shared by all employees and is supported by the broader school-community of parents and citizens. This requires that educational leaders be willing to examine their own assumptions, beliefs, and practices; understand and apply research; and foster a climate of continuous improvement among all members of the educational staff. Such educational leaders will commit themselves to high levels of personal and organizational performance in order to ensure implementation of this vision of learning.

**Standard 2.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

This standard addresses the need for educational leaders to position teaching and learning at the focal point of schools. It accepts the proposition that all students can learn and that student learning is the fundamental purpose of schools. To this end, educational leaders are responsible for ensuring that decisions about curriculum, instructional strategies (including instructional technology), assessment, and professional development are based on sound research, best practice, school and district data, and other contextual information and that observation and collaboration are used to design meaningful and effective experiences that improve student achievement. Educational leaders must capitalize on diversity to create a school culture that promotes respect and success for all students. All members of the school community should have confidence in the integrity of the decision-making process for school improvement and the appropriateness of that process, thus ensuring dignity and respect for all. Successful educational leaders must be able to identify, clarify, and address barriers to student learning and communicate the importance of developing learning strategies for diverse populations. In addition, this standard requires that educational leaders be learners who model and encourage life-long learning. They should establish a culture of high expectations for themselves, their students, and their staff. Candidates preparing to lead schools or districts must be able to assess the culture and climate on a regular basis. They must also understand the importance of supervision and be able and willing to evaluate teacher and staff performance using a variety of supervisory models.

**Standard 3.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

This standard addresses the need to enhance student learning through effective, efficient, and equitable utilization of
resources. Educational leaders must use their knowledge of organizations to create a learning environment conducive to the success of all students. Proper allocation of resources such as personnel, facilities, and technology are essential to creating an effective learning environment. Resource management decisions should give priority to teaching, student achievement, and student development. Also, operational procedures and policies must be established to maintain school safety and security and to strengthen the academic environment. All management decisions, including those regarding human resources, fiscal operations, facilities, legal issues, time management, scheduling, technology, and equipment, should be based on sound organizational practice. Educational leaders must monitor and evaluate operational systems to ensure that they enhance student learning and reflect the school’s and district’s accountability to the community. Skills in job analysis, supervision, recruitment, selection, professional development, and appraisal of staff positions, as well as an understanding of relevant collective bargaining agreements, strengthen the ability to use personnel resources. Effective educational leaders define job roles, assign tasks, delegate appropriately, and require accountability. They also actively seek additional sources of financial, human, and physical support. They involve stakeholders to ensure that management and operational decisions take into consideration the needs of multiple constituencies while at the same time focusing the entire community on student achievement as the ultimate goal. To include stakeholders in management decisions, educational leaders must be competent in conflict resolution, consensus building, group processes, and effective communication.

**Standard 4.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

This standard addresses the fact that cooperation among schools, the district, and the larger community is essential to the success of educational leaders and students. Educational leaders must see schools as an integral part of the larger community. Collaboration and communication with families, businesses, governmental agencies, social service organizations, the media, and higher education institutions are critical to effective schooling. The ability to analyze emerging issues and trends that might affect schools and districts enables educational leaders to plan effective instructional programs and school services. Effective and appropriate communications, coupled with the involvement of families and other stakeholders in decisions, helps to ensure continued community support for schools. Seeing families as partners in the education of their youngsters, and believing that families have the best interests of their children in mind, encourages educational leaders to involve them in decisions at the school and district levels. Family and student issues that negatively affect student learning must be addressed through collaboration with community agencies that can integrate health, social, and other services. Such collaboration relies on good relationships with community leaders and outreach to a wide array of business, religious, political, and service agencies. Providing leadership to programs serving all students, including those with special and exceptional needs, further communicates to internal and external audiences the importance of diversity. To work with all elements of the community, educational leaders must recognize, value, and communicate effectively with various cultural, ethnic, racial, and special interest groups. Modeling community collaboration for staff and then offering opportunities for staff to develop collaborative skills maximizes positive interactions between schools and the community.

**Standard 5.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by acting with integrity, fairly, and in an ethical manner.

This standard addresses the educational leader’s role as the "first citizen" of the school/district community. Educational leaders should set the tone for how employees and students interact with one another and with members of the school, district, and larger community. The leader’s contacts with students, parents, and employees must reflect concern for others as well as for the organization and the position. Educational leaders must develop the ability to examine personal and professional values that reflect a code of ethics. They must be able to serve as role models, accepting responsibility for using their position ethically and constructively on behalf of the school/district community. Educational leaders must act as advocates for all children, including those with special needs who may be underserved.

**Standard 6.0:** Candidates who complete the program are educational leaders who have the knowledge and ability to promote the success of all students by understanding, responding to, and influencing the larger political, social, economic, legal, and cultural context.
This standard addresses the need for educational leaders to understand and be able to operate within the larger context of the community and beyond, which affects opportunities for all students. Educational leaders must respond to and influence this larger political, social, economic, and cultural context. Of vital importance is the ability to develop a continuing dialogue with economic and political decision makers concerning the role of schools and to build collaborative relationships that support improved social and educational opportunities for children. Educational leaders must be able to participate actively in the political and policy-making context in the service of education, including proactive use of the legal system to protect students’ rights and improve students’ opportunities.

**COURSE REQUIREMENT - 72 UNITS**

<table>
<thead>
<tr>
<th>Type of Coursework</th>
<th>Units</th>
<th>Description</th>
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<tbody>
<tr>
<td>Cohort Core</td>
<td>24</td>
<td>8 courses addressing educational leadership issues and standards</td>
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<tr>
<td>Concentration Electives</td>
<td>9</td>
<td>3 courses in an area of in-depth study/expertise (i.e. policy, technology, law)</td>
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<tr>
<td>Research Methods</td>
<td>9</td>
<td>3 units quantitative, 3 units qualitative + 3 units of advanced quantitative or qualitative or methodologically specific</td>
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<tr>
<td>Minor Program</td>
<td>12</td>
<td>Coursework outside of EDL that will complement your major, 12-15 units</td>
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<td></td>
<td></td>
<td>54 Units of Coursework</td>
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<tr>
<td>Dissertation</td>
<td>18</td>
<td>Units of Dissertation</td>
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<td></td>
<td></td>
<td>72 Total Units</td>
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### IV. DOCTORAL PROGRAM REQUIREMENTS

<table>
<thead>
<tr>
<th>Activity</th>
<th>Timing</th>
<th>Paperwork Required by:</th>
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<tbody>
<tr>
<td></td>
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<td>COE/EDL</td>
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<tr>
<td>1. Meet program advisor</td>
<td>1st semester</td>
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<td>2. Select committee members (3 majors)</td>
<td>2nd semester</td>
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<td>3. Schedule qualifying exam</td>
<td>2nd semester</td>
<td>X</td>
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<td>4. Qualifying exam</td>
<td>2nd semester</td>
<td>X</td>
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<td>5. Submit <strong>Doctoral Plan of Study</strong></td>
<td>3rd semester</td>
<td>X</td>
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<td>6. Schedule comprehensive written exam</td>
<td>Courses close to completion</td>
<td>X</td>
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<tr>
<td>(3 major members, 1 minor member)</td>
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<tr>
<td>7. Complete comprehensive written exam</td>
<td>Courses close to completion</td>
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<tr>
<td>8. Schedule oral comprehensive exam (submit <strong>Application for Oral</strong></td>
<td>Form is due 7 days prior to exam</td>
<td>X</td>
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<tr>
<td><strong>Comprehensive Examination for Doctoral Candidacy</strong> form)</td>
<td>See page 9</td>
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<tr>
<td>(3 major members, 1 minor member)</td>
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<td>9. Sit for comprehensive oral exam</td>
<td>Within 2 semesters of written exam</td>
<td>X</td>
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<td>10. Determine dissertation committee (at least 3 members)</td>
<td>After oral comps</td>
<td>X</td>
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<td>11. Write dissertation proposal</td>
<td>After oral comps</td>
<td>X</td>
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<td>12. Dissertation proposal review</td>
<td>After oral comps</td>
<td>X</td>
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<td>13. Submit <strong>Advancement to Candidacy</strong> form</td>
<td>No later than 6 months prior to Final Oral Exam</td>
<td>X</td>
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<td>14. Submit copy of dissertation to committee members</td>
<td>At least 2 weeks before Final Oral Exam</td>
<td>X</td>
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<tr>
<td>15. Schedule final oral examination (submit <strong>Announcement of Final Oral</strong></td>
<td>Submit form to EDL graduate coordinator at least 4 weeks prior to exam</td>
<td>X</td>
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<td><strong>Examination</strong> form)</td>
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<td>16. Submit 2 final copies of dissertation plus dissertation packet to</td>
<td>Check with EDL Graduate</td>
<td>X</td>
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<tr>
<td>Graduate Degree Certification Office</td>
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<td>Coordinator for final dates</td>
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V. **STEPS IN THE PROCESS**

1. **The EDL Graduate Office**

The EDL Graduate Office is located in the College of Education Building, Room 218. It is open between 8-5 except during the 12 to 1 p.m. lunch hour. Our address and telephone number are:

Kathy Bayham, Graduate Coordinator  
Educational Leadership Program  
College of Education  
The University of Arizona  
Tucson, AZ 85721  
520-621-6658  Fax 520-626-6005  
edlprog@email.arizona.edu

2. **Important References**

We ask that you obtain and peruse the following additional materials:

- **The Graduate Catalog**, available at the U of A Bookstore. This provides information on the programs and regulations that govern graduate exams, ethics, graduate requirements, etc. These regulations will apply to you throughout your program.

- The Graduate College’s **Handbook for Completing the Steps to Your Degree**, available on-line and from the Graduate College. This document describes the Graduate College paperwork requirements.

- **Manual for Theses and Dissertations**, available on-line and from the Graduate College. This tells you how to format your dissertation in a way acceptable to the University of Arizona Library.

- **Publication Manual of the American Psychological Association**, available at the U of A Bookstore. All papers in the EDL program will use APA style

3. **Advisor and Committee**

Your first stop in the process of completion of your EDL program should be your academic advisor, who will be assigned to you from available EDL faculty once cohort classes begin. You should begin the process of choosing a committee that will act as your mentor throughout your program.

The advising relationship between a student and their committee is based on mutual agreement. In putting together a committee, you should ask faculty members from EDL (or approved by EDL) to act as committee members.

If this role is agreeable to the faculty members, you and your advisor will discuss the make-up of the committee. The committee consists of three faculty members (at least two tenure-track) from the major program and one from the minor program.

It is understood that committee members may change during the course of your program. If you wish to change committee members, you should first discuss the change with your advisor.

Find a new committee member(s), inform the advisor and member of record that a change is being made, and inform the EDL graduate coordinator of the change.

If a member of the committee is not automatically acceptable to the Graduate College (e.g., is in another department, not a tenure-track faculty member, or from another institution), a form, available from the graduate coordinator, must be filled out and approved by the Graduate College. Committee members may not have any potential conflict.

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of interest with an advisee (e.g. employment, family relationship, business or financial).

4. **Qualifying Exam**

The Qualifying Examination is administered in the second semester of doctoral study. The information below is intended to answer the initial questions of the doctoral students preparing for the qualifying examination. Guidance for the preparation is given in a designated core class at the beginning of the second semester. In addition, students are strongly urged to consult their individual faculty advisors with questions related to exam preparation.

**Beliefs of the Faculty:** The Educational Leadership Faculty believes in selective admissions to its doctoral programs followed by strong advising and personal attention intended to maximize retention and successful completion of the program. Nevertheless, mismatches in admissions do occur and it is our further belief that corrective measures taken early in the program comprise the fairest solution for both the individual student and the program as a whole. The Qualifying Examination is the formal point at which reconsideration of the match between student and program occurs.

**Purpose:** The purpose of the Qualifying Examination is to provide a formal opportunity for the EDL faculty and the student to decide if the student will continue in the program. After a semester and a half of doctoral study in the foundations of educational leadership the student will be in a position to determine if this is the field, and the program, in which he or she chooses to devote several years of serious study. After working with the student for a semester and a half faculty members will be in a position to determine if the student’s grasp of the literature studied to date and the student’s written and verbal communication skills demonstrate substantial promise of successful program completion.

**Format:** The examination will contain both written and oral components.

**Written Component:** The written component will be in the form of a scholarly ten-page paper in which the student will demonstrate a thorough understanding of the knowledge base of the field of educational leadership presented in the first semester and a half of the doctoral program. The paper is to be organized around an issue of current critical significance to educational leaders at the school district, state, and/or national level. The student may choose the issue and may exercise creativity in organizing the material as long as the leadership and organizational theories which have been studied are correctly used to explain and illuminate the issue. The paper is to be organized and referenced in APA style and is to be delivered to the examination committee at least two weeks prior to the scheduled oral examination. A minimum of ten scholarly references is required.

**Oral Component:** The student will present a 5-minute overview of the substance of the paper. A formal scholarly presentation without visuals is expected. Members of the examination committee will question the student on the substance of the paper and on leadership and organizational literature which has been studied which may not have appeared in the paper. At the end of the oral examination time will be allotted to discuss the student’s proposed minor and other elements of the proposed program of study. The student should bring copies for the committee members of an updated vita, the proposed plan of study and verification from the minor advisor that requirements for the minor will be met by the plan of study. The student should not provide refreshments for the committee.

**Evaluation:** The faculty will consider four components in evaluating the student’s qualifying examination. These are:

- Knowing, understanding, and being able to use the knowledge base of the field of educational leadership as presented to this point in the program;
- Ability to write and reference a short, scholarly paper;
- Ability to present an overview of the scholarly paper and to answer questions about it;
- Seriousness of the student’s scholarly plans as demonstrated by the above three components and the reflection and planning demonstrated in the proposed plan of study.
5. **Plan of Study**

Every doctoral student is responsible for developing a Plan of Study during the first year in residence, to be filed with the Graduate College no later than the student's third semester in residence.

The **Plan of Study** form identifies courses the student intends to transfer from other institutions; courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and additional course work to be completed in order to fulfill degree requirements.

6. **Comprehensive Exam**

The comprehensive examination is designed to assess your mastery and synthesis of knowledge garnered during your major and minor program. The exam is usually taken in the last semester of coursework. Each department has different requirements for the written comprehensive exam. Work closely with your major and minor advisor to organize a written comprehensive exam plan. You may take the major and the minor exams at different times.

**Goals:** In both the written and oral comprehensive examination, the student will demonstrate:

1. A deep understanding of foundational and contemporary educational leadership literature, models and theories.
2. An ability to apply educational literature, models and theories to practical leadership situations.
3. An ability to research a topic of interest.

**Written Comprehensive Exam:** The format for the written comprehensive exam is a 30-40 page research/scholarly paper using APA style in both writing and citations.

**Topic:** A topic for the paper is selected to allow the student the opportunity to demonstrate research (literature review) skills in a content area (probably related to the topic of the dissertation). The implications of this topic on leadership research, theory and practice will also be explored in this paper.

**Topic Selection:** The major advisor and the student select a topic. The major advisor then contacts the other committee members alerting them to the selected topic and the timeline for the examination. The examination goes forward when all committee members concur on the topic and the timeline.

**Timeline:** The student submits the written exam to the advisor. If the advisor thinks that the exam is acceptable, copies will be distributed to the other committee members. Committee members should be given at least 2 weeks to read the exam. They give their feedback directly to the advisor who then alerts the student as to whether an oral comprehensive exam can be scheduled. The oral exam can be scheduled after the appropriate paperwork has been process (usually about 10 working days after the advisor has notified the student). The student is responsible for securing signatures and routing the form. The student is responsible for scheduling the exam with the EDL Administrative Assistant.

**Oral Comprehensive Exam:** The Oral exam will be a minimum of 1 hour and a maximum of 3 hours. All committee members must be present during the entire exam. The exam will cover the paper and content from any course that the student has taken in the doctoral program. An understanding of research design and methodology necessary to complete a dissertation may be part of the exam. Although this is not a proposal meeting, the student’s dissertation topic may be discussed.

Set a time and date for the exam after your advisor has informed you that your paper is ready to defend. Inform the graduate coordinator of time and date, and work out room arrangements. Complete the form, **Application for Oral Comprehensive Examination**. (Please see the Graduate College’s Handbook for information on how to fill this out). This form requires the signatures of all your committee members, and must be submitted to the Graduate College at least seven days prior to the exam. Give one original and four copies of the completed form to the graduate coordinator, at least two weeks prior to the exam. *You must be enrolled for at least 3 units during the academic semester in which you plan to take the exam.*
Check with each of your committee members to determine whether there are particular issues or areas for which you should prepare.

The graduate coordinator sends a form with date/time/place of exam to committee members.

The advisor brings the student’s file with the written comprehensive responses to the meeting. After the exam, the Examination Reporter submits the exam results to the Graduate Degree Certification Office in the Graduate College.

Following this process, and at least 6 months before graduation, an important form needs to be completed and sent to the Graduate College. Please check with the graduate coordinator for the specific dates that this form must be completed and returned. You should:

*Fill in and submit the Doctoral Advancement to Candidacy form. This form includes a list of your coursework, and should be filled in accurately. The original plus five copies of an unofficial transcript should be turned in to the graduate coordinator in time for her to submit it to the Graduate College by the required date. The title of your dissertation is requested on this form, and if the title changes later on, another form is required to change it.*

7. **Dissertation Proposal Meeting**

The dissertation proposal meeting should be held after the preliminary oral examination and prior to the beginning of your inquiry. You and your dissertation committee members will discuss your proposal. **Your proposal must be approved by your committee and the Human Subjects office prior to collecting data.** Usually, proposals consist of material related to the organization of the first three chapters of most dissertations: 1) Questions/Topic/Issue; 2) Literature Review; and 3) Methodology.

It is important that you stay in close touch with your advisor during this time. In completing this step, you should:

*At this point, you and your advisor should choose the committee members that you want to ask to be on your dissertation committee. Usually the three major members from the preliminary exam are asked, and the minor members waive their rights to be on the committee. However, more than three members may be on your committee, if you wish.*

*Obtain approval from your advisor to send your proposal to the other committee members.*

*Set up a proposal meeting with the committee members. Obtain proposal form from the graduate coordinator, or take it to the meeting for signatures. Return the form to the graduate coordinator.*

You are required to complete Human Subjects training and become certified before you may submit your Human Subjects application. Visit [http://www.irb.arizona.edu/faqs.html](http://www.irb.arizona.edu/faqs.html) for more information.

8. **Dissertation Oral Defense**

This step involves paperwork for the Graduate College, the preparation of the penultimate copy of your dissertation (the draft before the final dissertation/document), obtaining approval from committee members to set up the final exam, arranging the final oral and submitting the final copy of the dissertation to the Graduate College. **During the semester in which you defend your dissertation, you must be registered for at least three units in the fall and spring semesters, or one unit during the summer.**

You should:

*Prepare the penultimate copy of your dissertation and obtain your advisor’s permission to send it to committee members.*
Set up an oral examination date that is agreeable to committee members. This meeting may not take place until at least three months after your preliminary oral exam.

Prepare Announcement of Oral Defense Examination form and obtain signatures of committee members, minor committee members who are waiving involvement, and department chair. This form, and four copies of it, must be submitted to the graduate coordinator such that she can send it to the Graduate College at least three weeks prior to the exam.

Prior to final exam, pick up the dissertation 'page 2' form from the Graduate College. Two copies of this form must be typed with no corrections and each copy will require original signatures.

Following the examination, make corrections in the dissertation as suggested by the committee members, and obtain remaining signatures. Prepare the dissertation for the Graduate College, pick up approval pages from the graduate coordinator, and submit two library copies to Graduate Degree Certification. Please check on the final date for submission in the semester in which you wish to graduate.

9. **Hooding and Graduation**

We hope that you and your family and friends will be able to celebrate your accomplishments in two ceremonies.

The **Hooding Ceremony** is sponsored by the College of Education, and is a smaller and more personal ceremony in which the graduating doctoral student’s advisor places the ceremonial hood on the student’s shoulder. It takes place a day or two prior to the larger University graduation ceremony. Family and friends are invited to this ceremony.

University of Arizona Graduation is a larger ceremony in which all graduating undergraduates and graduates are recognized. Families and friends are also invited to this ceremony.

You will receive announcements of these two events, and will be asked to state whether you are coming to the hooding ceremony, and if so, how many family members and friends will be attending.
VI. CHECKLIST: DOCTORAL DEGREE REQUIREMENTS

GENERAL DEGREE REQUIREMENTS -- ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE YES

- Were current catalog requirements followed?
- Were changes in name or addresses reported to Graduate Degree Certification?
- Did registration meet the minimum number of hours each semester (spring and fall - three graduate units, and summer session - one graduate unit)?
- Is the cumulative GPA 3.000 or higher?
- If undergraduate units were applied to the minor program (no more than six units), were they approved by the department?
- If TOEFL score was below 550, were all English courses specified by the English Placement Board completed?
- Did the department recommend change from provisional or international special status to regular graduate standing?
- Were deficiencies completed or cleared by the department?
- Was re-admission completed after a vacant spring or fall semester? (Exceptions: approved part-time status)
- Were all fees cleared by the Bursar’s office?

GENERAL DEGREE REQUIREMENTS -- ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE NO

- Were any courses taken pass/fail? (graduate students may not take courses pass/fail)
- Were any courses repeated that are not designated as repeatable in the Graduate Catalog?
- Were more than 12 units taken as a non-degree student included on the program of study?
- Did any incompletes revert to E’s after one year, or do any grades appear as Y on the transcript? (grade not reported)
- Did registration exceed the maximum number of units? (16 units spring or fall, including audit and undergraduate credit; summer session six units)

DOCTORAL DEGREE REQUIREMENTS--ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE YES

- Were all requirements completed within a 10 year period (including transfer work)?
- Were residence requirements fulfilled by: (1) registration in at least two semesters with nine units each semester or (2) registration in at least four semesters with six units each semester and an assistantship?
- Did the registration meet the minimum number of units (36 in the major and 9 in the minor, and 18 units of dissertation or recital)?
- Were 30 units completed on campus?
- Were one-half the total units on the Doctoral Plan of Study in coursework graded A, B or C?
- Did all transfer units receive graduate level grades of A or B?
- Were departmental foreign language requirements fulfilled?
- Did the comprehensive oral examination committee consist of three members from the major and one member from the minor department?
- Were the written and oral comprehensive examinations completed within a six month period of each other?
- If a second attempt on the comprehensive examination was scheduled, did it receive the recommendation of the committee, endorsement of the department, and approval of the Graduate College?
- If a second attempt at the comprehensive examination occurred, did four months elapse between the first and second attempt?
- If the comprehensive examination committee exceeded five members, did the department head and you request permission to form such a committee?
- Did the department and the Graduate College approve admission to candidacy before scheduling the final examination?
- Did three months elapse between the comprehensive oral and final examination?
- Did the final oral examination committee consist of three members of the major department (minor area may partially or fully waive representation)?
- Were all vacant semesters (semesters with no registration) approved by the department and reported to Graduate Degree Certification?
- Were you registered in all semesters in which exams were taken?
- Did Graduate Degree Certification receive two library copies of the dissertation or document?
VII. PROCEDURES

Graduate Student Grievance Procedure

A grievance procedure is available to graduate students who believe that they have been treated unfairly by a faculty member or department. Note, however, that complaints alleging ethnic/racial discrimination or sexual harassment must be addressed through the Affirmative Action office, and that separate processes for grade appeals and graduate examination appeals are described in the Graduate Catalog.

Most problems can be readily resolved within the college, where faculty members and administrators are more knowledgeable about department and college policies, procedures, and practices. If graduate students believe that they have an unresolved problem, a written request for a meeting may be submitted to the Associate Dean of the Graduate College who will arrange a meeting within 10 working days.

After this meeting, the Associate Dean may consult the college dean, the department head, and any faculty member involved and attempt to resolve the issue informally. If the matter cannot be resolved, the Associate Dean will then ask the Dean of the Graduate College to appoint a review committee as follows, and so advise all parties:

(a) One faculty member from the student’s department, as recommended by the department head.
(b) Two faculty members who serve on the Graduate Council, one of whom will serve as Chair.
(c) One faculty member from the Ombudsperson Committee; and
(d) One full-time graduate student from the student’s college, who may be the college representative from the Graduate and Professional Student Council.

The committee shall design its own procedures. At a minimum, such procedures must include adequate written notice of meetings at which parties will be afforded an opportunity to present their position. The committee may choose to meet separately with the student, faculty member, department head, or any other individual having relevant information, or it may request short written statements from any or all parties.

The committee shall provide a written report with recommendations to the Dean of the Graduate College who will make the final decision. The decision will be provided in writing to the student, the faculty member, the department head, and the dean(s) of the college(s) involved.

College Grade Appeal

A student may appeal a grade by using the following procedures. Where mentioned, the words college, dean, and department head are the department or college in which the course being appealed is offered. All timelines refer to the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Written verification of each step below is critical. Steps three, five, and seven require the student to submit a written appeal. Therefore, either mail the appeal via return receipt or deliver it to the appropriate office and have a staff member verify the date and time of delivery. The dean's decision on whether or not the deadlines have been met is final. The dean has authority to extend the deadlines, but only in extraordinary circumstances shall the appeal extend beyond the first regular semester.

Step 1: Within the first five weeks of the semester, the student should discuss the concerns with the course instructor, stating the reasons for questioning the grade. If the instructor is a teaching assistant/associate and this interview does not resolve the difficulty, the student shall discuss the problem with the person in charge of the course.
Step 2: Within the first five weeks of the semester, the student shall go to the college dean's office to obtain any requisite forms and to review directions. The student must attest in writing that s/he has informed the instructor s/he intends to file a grade appeal.

Step 3: Within the first five weeks of the semester, the student shall carefully formulate an appeal in writing, and submit it to the instructor with a copy to the department head.

Step 4: Within two weeks from the date of receipt of the student's written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student's statement.

Step 5: If the instructor is not available or does not resolve the matter within the two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the department head.

Step 6: The department head has two weeks to consider the student's written statement, the instructor's written statement, and confer with each. The department head, who does not have the authority to change the grade, shall inform the instructor and the student in writing of his/her recommendation. If a grade change is recommended, the instructor may refuse to accept the recommendation. The instructor shall notify the department head and the student in writing of his/her decision.

Step 7: If the department head does not act on or resolve this matter within a two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the dean.

Step 8: The dean shall convene a committee to review the case. The committee consists of five members. Faculty representatives include one from the department of the instructor concerned, and two from closely related departments or colleges. The student council of the college provides two student representatives. Faculty representatives shall be full-time upper-division undergraduate students for appeals by undergraduate students or full-time graduate students for appeals by graduate students. If the college does not have an appropriate student council, the ASUA shall appoint the student members. All student members must be in good academic standing in that college.

Within the structure provided by the dean, the committee shall design its own rules of operation and select a chair other than the faculty representative from the department concerned. The student and instructor shall represent themselves. The committee may, or may not

- meet separately with the student, the instructor, and the department head
- request each party to submit a brief written summary statement of the issues, and/or
- interview other persons who have relevant information.

If feasible, the committee should meet with the student and the instructor together in an attempt to resolve the difference. The committee shall consider all aspects of the case before making its recommendation. The committee shall make a written report with recommendations and provide copies to the student, the instructor, the department head, and the dean.

Step 9: The dean shall make a final decision after full consideration of the committee's recommendation and within four weeks of receiving the student's appeal. The dean has the authority to change the grade and the registrar shall accept the dean's decision. The department head, the instructor, and the student shall be notified in writing of the dean's decision.
Grade Appeal Time Table

<table>
<thead>
<tr>
<th>Prior to:</th>
<th>Complete steps:</th>
<th>Responsibility of:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 5</td>
<td>1, 2, and 3</td>
<td>Student</td>
</tr>
<tr>
<td>Week 7</td>
<td>4</td>
<td>Instructor</td>
</tr>
<tr>
<td>Week 8</td>
<td>5</td>
<td>Student</td>
</tr>
<tr>
<td>Week 10</td>
<td>6</td>
<td>Department Head/ Instructor</td>
</tr>
<tr>
<td>Week 11</td>
<td>7</td>
<td>Student</td>
</tr>
<tr>
<td>Week 15</td>
<td>8 and 9</td>
<td>Dean</td>
</tr>
</tbody>
</table>

Leave of Absence / Readmission

Students registered in a program of study must enroll continuously for fall and spring semesters until the completion of the degree. If it becomes necessary to interrupt your studies, you must file a Leave of Absence form with the Graduate College. Visit [http://grad.arizona.edu/degrecert/absence.pdf](http://grad.arizona.edu/degrecert/absence.pdf) to download and complete the form.

When you wish to return to your studies, you must reapply for admission. Contact the EDL office to obtain an Application for Readmission form.
DOCTOR OF EDUCATION DEGREE
PROGRAM PLANNING DOCUMENT

<table>
<thead>
<tr>
<th>Name</th>
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<tbody>
<tr>
<td>Street Address</td>
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<tr>
<td>City</td>
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<tr>
<td>Work Phone</td>
</tr>
<tr>
<td>Home Phone</td>
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<tr>
<td>Email</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>EDL Advisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major</td>
</tr>
<tr>
<td>EDL Concentration</td>
</tr>
<tr>
<td>Minor</td>
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</tbody>
</table>

**Admissions:**

<table>
<thead>
<tr>
<th>Admitted to EDL Doctoral Program (Date)</th>
</tr>
</thead>
</table>

**Qualifying Procedures:**

1. Current vita / resume
2. Proposed plan of study and timeline
3. A theoretical paper that will be assigned during the second cohort class. The paper is to include references and be written in APA style. The required length of the paper is 10 pages.

<table>
<thead>
<tr>
<th>Qualifying Examination (Date)</th>
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</thead>
</table>

- 16 -
Curriculum:

1. **EDL Major Core (24 units)**

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Units</th>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 695A</td>
<td>Advanced Foundations of Ed. Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 696A</td>
<td><em>Organizational, Operational, and Resource Leadership</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 696B</td>
<td>Research and Data-Based Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 668</td>
<td>Curriculum and Instructional Leadership</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 660</td>
<td>Leadership and the Educational Environment</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 695A</td>
<td>Leadership for the School and the Diverse Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 695A</td>
<td>Leadership for Social Justice: Ethics and Law</td>
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</tbody>
</table>

2. **Concentration Electives (9 units minimum)**
   - Courses in an area of in-depth study – i.e. policy, technology, law

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Units</th>
<th>Course #</th>
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</thead>
</table>

3. **Research Methods and Dissertation (27 units)**
   - 9 units in research methods include 3 units of quantitative methods, 3 units of qualitative methods, and 3 units of advanced quantitative or qualitative or methodologically specific

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Units</th>
<th>Course #</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 920</td>
<td>Quantitative Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 920</td>
<td>Qualitative Research Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
<td>EDL 920</td>
<td>Advanced Quantitative / Qualitative / Other Methods</td>
</tr>
<tr>
<td></td>
<td></td>
<td>18</td>
<td>EDL 920</td>
<td>Dissertation</td>
</tr>
</tbody>
</table>

4. **Minor Program: ____________________________________________ (12-15 units)**
   - Supportive Area in a Department other than EDL

<table>
<thead>
<tr>
<th>Semester</th>
<th>Grade</th>
<th>Units</th>
<th>Course #</th>
</tr>
</thead>
</table>
**Residency Requirement:**  (Two semesters of 9 units each.)

<table>
<thead>
<tr>
<th>Residency Semester</th>
<th>Number of Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
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</tbody>
</table>

**Proposed Committee:**

<table>
<thead>
<tr>
<th>Major: EDL</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor</td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td></td>
</tr>
<tr>
<td>Member</td>
<td></td>
</tr>
</tbody>
</table>

**Minor: __________**

By signing below the minor advisor confirms that the minor program of study has been discussed, approved, and meets the departmental requirements for coursework for the minor.

<table>
<thead>
<tr>
<th>Advisor</th>
</tr>
</thead>
</table>

**Comprehensive Examinations:**

- Written and oral exams must be taken in your major and minor areas at the time of completion of your course work.

**Dissertation:**

- Your dissertation (research project) will focus on a problem or issue of education and leadership.

- A final oral defense of the dissertation is the final requirement of the program.
REPORT ON THE DOCTORAL QUALIFYING EXAM

Student Name: ________________________________________________________________

Degree: __________________________________

Major: __________________________________

Date: __________________________________

Exam Passed or Failed (committee to circle one)

Major Committee: 
(student to type or neatly print)

Initials
(committee to initial approval)

__________________________________________
(major committee chair)

__________________________________________

__________________________________________
DOCTORAL PLAN OF STUDY

This form must be completed and generated from the Graduate College website at http://grad.arizona.edu/cgi-bin/forms/DocPOS.cgi

1. Every doctoral student is responsible for developing a Plan of Study, to be filed with the Graduate College no later than the student's third semester in residence.

2. The Plan of Study identifies courses the student intends to transfer from other institutions; courses already completed at The University of Arizona which the student intends to apply toward the graduate degree; and additional course work to be completed in order to fulfill degree requirements.

3. The Plan of Study must have the approval of the student's major professor and department head (or Director of Graduate Studies) before it is submitted to the Graduate College.

4. Please be sure all signatures are legible, and if not, print or type the correct name below the signature.

5. Give the completed form to the Graduate Coordinator, who will submit the original and three copies to the Graduate Degree Certification Office.
APPLICATION FOR ORAL COMPREHENSIVE EXAMINATION
AND COMMITTEE APPROVAL

This form must be completed and generated from the Graduate College website at http://grad.arizona.edu/cgi-bin/forms/DocOral.cgi

1. When the time and date are set for the exam, the student submits the Application for Oral Comprehensive Examination for Doctoral Candidacy to Graduate Degree Certification at least seven days before the date of the exam.

2. Graduate Degree Certification will approve the committee members and return copies to the student and department.

3. The Graduate College sends the required forms to the student’s advisor.

4. Please attach a Request for Special Member of Committee form for any committee member who does not meet the qualifications for serving on doctoral committees. Refer to Composition of Graduate Examination Committees in your handbook.

5. The written preliminary examinations must be passed before the oral examinations may be held. The written and oral portions of the preliminary examination shall take place within two successive semesters, not including summer sessions.

6. The Examination Reporter will return the results of the examination to the Graduate Degree Certification, Room 316 Administration Building.

7. A second attempt to pass the preliminary oral must be recommended by the examining committee, endorsed by the major department and approved by the Graduate College. Four months must elapse between any first and second attempt.
DISSERTATION PROPOSAL APPROVAL

Committee member signatures attest to the appropriateness and accuracy of the proposal in content, format, design, grammar, instrumentation, referencing, and protection of subjects. After the dissertation proposal is approved and the form is appropriately signed, please submit this form with one copy of the approved proposal to the graduate coordinator, Educational Leadership, Room 218.

Name: ____________________________________________

The Dissertation Committee met on ___________ and approved the dissertation proposal.

(date)

MAJOR

Note: All three members of the committee from the major department should sign below if the proposal is approved.

Dissertation Director: ____________________________________________

Major Committee Member: ____________________________________________

Major Committee Member: ____________________________________________

MINOR

Note: The minor division may waive participation in the dissertation preparation and final oral examination, unless the major division requests participation of one or two members from the minor division. Therefore, members from the minor division should sign in the space provided and circle either “Approved” or “Participation Waived.”

Minor Committee Member: _______________________________ Approved Participation Waived

Minor Committee Member: _______________________________ Approved Participation Waived
ADVANCEMENT TO CANDIDACY

This form must be completed and generated from the Graduate College website at http://grad.arizona.edu/cgi-bin/forms/DocCand.cgi

1. Every doctoral candidate submits this form to Graduate Degree Certification after passing the written and oral preliminary examinations.

2. The form needs to be signed by the graduate advisor(s) and department head(s) and have unofficial transcripts for transfer coursework attached.

3. The form is submitted the semester before the graduation semester. Check current deadline sheets for exact dates.

4. The diploma mailing address may not be a campus address.

5. Submit the original and three copies to Graduate Degree Certification. After approval, copies are returned to the departments and the student.

6. Applications with errors or omissions are returned to the department. The student and department correct errors or omissions and return the form to Graduate Degree Certification, Room 316, Administration Building.

7. The name on the form must agree with the student’s permanent record and/or passport name.

8. If the dissertation research involves use of human/animal subjects, which is subject to review, the approval letter from the Human or Animal Subjects Committee must accompany the library copies of the dissertation.

9. If any changes are made in name, address, course work or dissertation title, the student files the form, “Changes in Student Records,” to correct the “Application to Candidacy.”

10. Please be sure all signatures are legible, and if not, print or type the correct name below the signature.
ANNOUNCEMENT OF FINAL ORAL EXAMINATION

This form must be completed and generated from the Graduate College website at http://grad.arizona.edu/cgi-bin/forms/DocFinal.cgi

1. This form may be filed after approval of the “Advancement to Candidacy.”

2. The original and three copies of the announcement are submitted to Graduate Degree Certification three weeks before the date of the examination.

3. The student may be registered in the semester or summer session in which the examination is held. A minimum registration of three units of graduate credit in fall or spring and one unit in a summer session is required.

4. The committee members sign the “Announcement of Final Oral Examination” to indicate that the dissertation is ready to defend and they agree to examine the candidate at the time and place specified.

5. When the time and date are set for the examination, the student submits the “Announcement of Final Oral Examination” to Graduate Degree Certification three weeks before the date of the examination.

6. After approval of the “Announcement of Final Oral Examination” by Graduate Degree Certification, copies are returned to the department, to the student and to the Graduate College Representative.

7. Before the final examination date, the student picks up the following documents at Graduate Degree Certification:
   a. Dissertation Approval Pages
   b. Microfilm Form
   c. Survey of Earned Doctorates
   d. Page count forms

8. The student’s advisor returns the results of the final oral examination and all other paper work to Graduate Degree Certification, Room 316, Administration building, following the examination. Results of the examination are not to be retained in the department awaiting completion of minor corrections.
DISSE
tATION - EVALUATION OF PERFORMANCE

Discussion of performance is initiated after the oral presentation and questioning and after the candidate and all visitors have left the room. Unless the CGS Representative deems otherwise, only the appointed members of the examining committee are present for the discussion and balloting. The discussion and ballot may result in one of the four alternatives:

1. **Unconditional Pass.** The committee agrees that the dissertation and defense are acceptable. The committee members and dissertation director then sign the *Notice of Completion of Final Examination and Dissertation Requirements*, indicating “Pass.” The dissertation director signs a second time in the appropriate space, certifying that the dissertation is satisfactory and has been accepted by the Committee.

2. **Pass with Minor Dissertation Revision.** The committee agrees that the defense is acceptable but that the dissertation still requires revision. The committee members and dissertation director then sign the *Notice of Completion of Final Examination and Dissertation Requirements*, indicating “Pass,” but the dissertation director withholds the signature certifying approval of the dissertation pending satisfactory revisions and corrections.

3. **Pass with Major Dissertation Revision.** The committee agrees that the defense is acceptable, but the dissertation requires substantial revision. In this case, the committee members and dissertation director mark “Pass” on the *Notice of Completion of Final Examination and Dissertation Requirements*, but the director withholds signing off on the dissertation. Such signing may take place only after the committee members have examined and approved the revised dissertation.

4. **Failure.** If the dissertation and/or its defense is not acceptable, the candidate fails. The *Notice of Completion of Final Examination and Dissertation Requirements* form is marked “Fail” and signed by the committee members and dissertation director. If the committee foresees the possibility that the student can revise the dissertation in a way that might eventually be acceptable, it may recommend a reexamination. The Dean of the Graduate College and Vice President for Research makes the decision as to whether to allow a second examination.