



**LANGUAGE, READING AND
CULTURE PROGRAM**

**EDUCATIONAL SPECIALIST
HANDBOOK**

ARIZONA'S FIRST
College
of
Education
THE UNIVERSITY OF ARIZONA.



Dear LRC EdS Student,

Welcome to the University of Arizona graduate program of Language, Reading and Culture (LRC), a program located within the department of Teaching, Learning and Sociocultural Studies (TLS). We are excited to have you join our program. This handbook provides a summary of our Doctor of Education program. It is important that you read this handbook now and keep it to refer at least once each semester and when you see your advisor as you progress through the program. You need to work closely with your advisor who can elaborate on the information included in this packet. Reading this handbook and regularly talking with your advisor will help to ensure that you are making good progress toward your EdS degree.

All graduate degrees at the University of Arizona are administered by the Graduate College in collaboration with the doctoral program. Thus, the degree you receive will be from the Graduate College of The University of Arizona. The Graduate College provides a wide range of services, financial as well as academic. Please visit the Graduate College website for more information on their role: <https://grad.arizona.edu/general/roles-and-responsibilities>. The TLS faculty are responsible for working with you to develop the graduate program of courses and experiences best suited to your goals. The TLS Graduate Coordinator, Adriana Miramontez, helps to guide you and your advisor through the rules and guidelines that need to be considered as you complete your program. Adriana can be reached by phone (621-7820) or email (agaribay@email.arizona.edu), or you can find her in Education room 512.

This handbook gives you a picture of those rules and guidelines. While not everything that you need to attend to is included here, we do present descriptions of major mileposts and requirements. Furthermore, links to forms that will be needed for completing the official paperwork are included.

We are happy that you have joined our program; we look forward to the contributions that you will make to our academic community. We hope that this handbook will be helpful in orienting you to your new program. Please do not hesitate to contact any of us if you have questions.

TLS Faculty



Doctoral Handbook
EdS in Language, Reading and Culture
Department of Teaching, Learning and Sociocultural
Studies College of Education, University of Arizona

The TLS Office

The TLS Office is located in the College of Education building, Room 512. It is open between 8:00a.m. and 5:00 p.m. We suggest that you introduce yourself to the TLS Graduate Coordinator, Adriana Miramontez.

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A Timeline for Imagining Program Length and Time to Completion

The length of time necessary to complete the LRC EdS Degree may vary considerably depending upon many variables, including whether the student is transferring credits from a previous program elsewhere, whether a student takes classes full time or part time, the type of final project), a student’s own comfortable working pace, and extenuating circumstances and life events.

The following timeline may be helpful, however, for imagining a typical timeline for a student who is able to take classes full time.

Semester in Program (does not include summer)	Progress
1	Completion of 6-9 units
2	Qualifying Exam, Completion of 6-9 units
3	Completion of 6-9 units
4	Completion of 6-9 units
5	Completion 6-9 units, Begin work on the Comprehensive Proposal.
6	Completion of remaining required units of coursework, Completion of Written Comprehensive Scholarly paper approximately mid semester

	Completion of Oral Comprehensive Exam near the end of the semester
7	Completion of Final Project

Steps to Completing Your Degree_

Register for and take the Orientation

Course

All first year students will sign up for LRC 796a, the 3 unit course required for all new doctoral students offered each fall.

Meet with Your Advisor

Meet with the initial advisor assigned to you as soon as possible to discuss your first semester of coursework. The mentoring relationship between a student and an advisor is based on mutual agreement. You may keep the advisor originally assigned to you, or you may find another faculty member in the department to be your advisor. You and your advisor will discuss the make-up of your committee and your choice of a minor.

It is possible that you may want or need to change advisors during the course of your program. Remember that paperwork will need to be signed by your present advisor and your new advisor noting that they approve of the change. It is your responsibility to complete the appropriate paper work. A form for making this change is available in the Graduate Coordinator's office.

Design Your Major Focus Area

Students in LRC have considerable flexibility in designing their own major areas of focus in consultation with their advisors. To start thinking about your major area of focus, see examples of common focus areas and the types of courses that typically fit within these focus areas at the following link: <https://www.coe.arizona.edu/tls/lrc/focus>

Select Your Committee

The committee consists of three members. This committee will guide you through your qualifying examination.

The student forms a committee by choosing a major advisor, who acts as the chair of the committee, and selecting additional committee members. The committee must consist of two professors from the major.

Per U of A Graduate College requirements, the committee members must be tenured or

tenure-track faculty members at the U of A.

After discussing committee make up with your advisor, approach the appropriate faculty members and ask if they will be on your Qualifying Examination committee.

Students should let the graduate student coordinator know who is on their committee. Before the comprehensive exam, students must identify committee members in gradpath.

It is possible, even likely, that committee members may change during the course of your program. One exception to that is between the written and the oral portions of your comprehensive examination (described below). Between the written and oral portion of your comprehensive examinations your committee must remain the same. If you wish to change a committee member at any other time, you must inform your advisor and the TLS Graduate Coordinator of the change. Committee member changes must be updated on gradpath.

Draft Your Plan of Study

In consultation with your advisor and your minor advisor, make an initial draft of your plan of study. There are credit requirements and limits to transfer credits you should keep in mind while drafting your plan of study. Students who wish to transfer credit must submit a Transfer Credit Form on Grad Path before the end of their first year of study. The minimum grade for transferred credits must be an A or B or the equivalent at the institution where the course was taken. A maximum of 30 units of transfer coursework may be used toward the Ed.S. requirements as per Graduate College guidelines. Please note, however, that transfer credits must be approved by the student's advisor, and the major department, as well as the Graduate College. As part of this process, students may be asked to describe or provide documentation of topics covered and/or work completed in previous classes taken elsewhere.

For more information on Graduate College degree requirements please go to <http://grad.arizona.edu/gsas/degree-requirements/educational-specialist>

To see the LRC advising sheet, which explains LRC requirements, please go to

<https://www.coe.arizona.edu/tls/studentforms>

Schedule and Take Your Qualifying Exam

A qualifying examination is required to demonstrate acceptability to pursue the degree as well as to determine areas of study where further course work is necessary. The qualifying examination is required for **all doctoral and educational specialist students** before the completion of 12 units of course work in LRC or during the student's first year in the program. Students coming into the LRC EdS program after receiving a Master's degree in LRC are strongly encouraged to take their qualifying exam during the first semester of their doctoral program.

Incompletes must be resolved prior to scheduling the exam.

The Qualifying Examination is the first opportunity for the student to meet formally with their committee.

The qualifying examination has three major purposes:

- 1) To provide the faculty an opportunity to assess the student's qualifications for EdS work as well as the alignment between LRC and the student's statement of personal and academic goals;
- 2) To review the student's goals and major program of study;
- 3) To help design the student's program of study by offering recommendations about courses and other formative experiences.

Put more simply, the Qualifying Exam committee makes two overall decisions at this time: Should the student continue in the program? What courses should the student take?

PROCEDURE AND TIMELINE:

- 1) The student makes arrangements with the faculty for scheduling the exam. The student is responsible for reserving a room; the room should be scheduled for two hours. To schedule the room, contact the Dean's Office, Education Room 201 or call 621-1461. Once the date, time and place are confirmed, the student must file the Qualifying Exam form with the Graduate Coordinator ***four*** weeks before the exam is scheduled. The request to schedule Qualifying Exam form can be found at the following link:

https://www.coe.arizona.edu/sites/coe/files/request_to_schedule_doctoral_qualifying_exam.pdf

- 2) The student submits his/her packet to his/her advisor for review. The packet should include:
 - a) Statement of personal and academic goals
 - b) Curriculum Vitae
 - c) Transcripts (unofficial copy is acceptable)
 - d) Proposed program of study
 - e) Recent scholarly paper written for an LRC course, LRC Masters Scholarly Paper, or a chapter from the master's thesis if filed within the last three years. The writing sample should include a minimum of 15 doubled-spaced pages plus references.

Discuss written sample and all other materials with your major advisor prior to submission; and complete any revisions recommended by the advisor.

- 3) The student provides a hard copy of the qualifying packet to ***each*** committee member at least two weeks prior to the scheduled exam date.

3. OUTCOMES

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- 1) Passing the Qualifying Exam: A minimum of three committee members must pass the student in order for the student to pass the exam.
- 2) Failure to Pass the Qualifying Exam: The student may not continue with the LRC EdS degree program.
- 3) Re-taking the Qualifying Exam: Student will be provided with one opportunity to re-take the exam within the time frame determined by the committee. The composition of the committee may not be changed, except with the approval of the Department Head. In rare circumstances, students may be re-directed to other programs or departments, if it is determined that these programs would better fit their future interests.

On the day of the exam, your advisor will pick up your file and the LRC Qualifying Exam form from the Graduate Coordinator and bring it to the exam. After the exam, the advisor will give the file and signed form back to the Graduate Coordinator.

At your qualifying exam, your committee members will likely suggest courses for your plan of study, and you and your advisor should keep a draft plan of study that incorporate these suggestions. As you progress through the program, you will make ongoing choices with your advisor about your plan of study, depending on course availability and your developing scholarly interests. You will finalize this plan of study in consultation with your advisor as you finish your coursework. After getting final approval for your finalized plan of study from your advisor and the department head, you can submit it to GradPath online. Students must have approved plans of study submitted to GradPath before they are allowed to take their Comprehensive Exams.

Credit Requirements

The equivalent of at least six semesters of full-time graduate study is required for the EdS. A minimum of 60 units of coursework in the area of the major subject. To meet the minimum Graduate College residence requirement, you must complete a minimum of 30 units of graduate credit in residence at The University of Arizona. More typically, however, students take 30 units in addition to other units in order to 1) take all required courses necessary to complete the EdS in LRC, as spelled out on the advising sheet, and 2) take the range of courses necessary to develop expertise in their focus area and prepare to conduct the final project.

As described above, the exact number of courses that you will need for your individual plan of study will be determined by your advisor and committee members.

Continuous Enrollment Policy for EdS programs

<http://grad.arizona.edu/academics/policies/enrollment-policies/continuous-enrollment>

Timelines and Time Limitation

Students are expected to make satisfactory progress throughout their EdS program (see LRC EdS Handbook 9/1/2017)

Student Satisfactory Progress Guidelines). All requirements for the degree of Educational Specialist must also be completed within 5 years of passing the Comprehensive Exam. Should a student not finish within that time period, he or she must re-take the Comprehensive Exam to be able to continue in the program and complete other requirements, e.g., the dissertation. Note that the program faculty will determine whether or not the student will be allowed to re-take the exam.

NOTE: Tenure stream faculty are not contracted to work during summer sessions. You should plan to complete your qualifying and comprehensive examinations and your dissertation defense during the regular academic year. Should it become necessary for some important reason to try to complete an examination or defense over the summer, be sure to check with your advisor and committee members as far in advance as possible to see if this will be workable with their schedules. It may not be, in which case you may need to reformulate your committee to meet the new timeline.

Take Your Comprehensive Exam

Per the policy of the Graduate College, the student must pass a Comprehensive Examination toward the end of his/her required coursework. This examination is intended to test the student's comprehensive knowledge of the major subjects of study, both in breadth across the general field of study and in depth within the area of specialization. The Comprehensive Examination is considered a single examination, although it consists of written and oral parts.

Comprehensive Examination Committee

The examining committee must consist of a minimum of three members. The major advisor and two additional members must be tenured, or tenure track. Special members must be pre-approved by the Dean of the Graduate College. Any members beyond the fourth can also be tenured or tenure-track, or special approved members.

Comprehensive examinations for the LRC major require the following:

1. The student will meet with the advisor the semester prior to taking the examination or early in the semester to discuss the topic and format of the exam (see exam options below), and to begin to draft the comprehensive exam proposal.
2. The student will then submit a 2-3 page proposal to the committee outlining the areas of the examination. This proposal will include at least 15 bibliographic references and a statement that synthesizes the importance and relevance of the proposed topics. It will also include a timeline.
3. Each committee member approves the proposal via email. Individual advisors may request further details as to how the student will approach the Comprehensive Examination, after which the student should revise the proposal accordingly. It is recommended that students keep drafts of all approval emails and recommendations for proposal revisions. Students should ask advisors to help them get responses from committee members if they have not received responses on their proposals within 2 weeks and a reminder email.

4. A “Request to Schedule Written Comprehensive Examination” form is filled out, initialed by all major and minor committee members, and submitted to the LRC office at least three weeks prior to the examination. The form can be found at the following link:
https://www.coe.arizona.edu/sites/default/files/lrc_request_to_schedule_written_comprehensive_examination.pdf
5. The student will turn in the appropriate number of copies of the examination to the Graduate Coordinator. The Graduate Coordinator will distribute copies of the examination to all committee members along with a ballot. Each committee member must receive a written copy of the examination by the end of the examination period.
6. Students majoring AND minoring in LRC will follow the above guidelines for both the major and the minor.

WRITTEN COMPREHENSIVE EXAMINATION OPTIONS

It is appropriate for doctoral students, in conjunction with their advisors, to determine the nature of their examination. This decision is subject to the approval of the student’s committee. The following options are examples of the examinations possible. The choice of examination options pertains to students minoring in LRC as well as to majors. Students outside of the LRC program must follow LRC minor guidelines. They must take between 9-12 units of credit, and take a seminar at the 500 level or above. The minor plan must also be approved by their LRC advisor. All written examinations must include a comprehensive theoretical research framework and a review of a substantial body of relevant research literature. Examinations must also be double-spaced and follow APA conventions, except as approved by the advisor.

There are four options for written examinations for the LRC major and minor:

- a) Standard Timed examination
- b) Take Home Examination
- c) Scholarly Paper
- d) Pilot Study

OPTION A: STANDARD TIMED EXAMINATION

The student will be given two questions on the date of the exam to answer within a specified period of time. The standard time allocated will be eight hours for the major and four hours for the minor. Questions will be written by the major/minor comprehensive committee. The examination will be monitored by the advisor. The student may have access to their personal computer, notes and books. The examination will be held in a COE room scheduled in conjunction with the advisor and the Graduate Coordinator.

OPTION B: TAKE HOME EXAM

The student will be given three weeks to answer two questions relating to the approved

proposal for the major and ten days to answer one question for the minor. Questions are written by the major/minor committee. The major/minor advisor will consult with other committee members in order to formulate questions and the format for the exam. Students will write a minimum of forty (40) pages, excluding references for the major, and a minimum of twenty (20) pages for the minor.

OPTION C: SCHOLARLY PAPER

The student, with the approval of the advisor and with the supervision of the committee, may write a scholarly paper based on the approved proposal. The length of the paper should be approximately 30-40 pages not including references and due date will be determined by the committee. Typically, once the proposal is approved, written comprehensive exams are completed within a semester. The paper may be a scholarly theoretical essay or an integrative literature review. Students should follow the most recent published APA guidelines for the format of the paper.

OPTION D: PILOT STUDY

As described in Simon (2011)¹, a pilot study is a small-scale version (in preparation for) a larger empirical study (in this case—a dissertation). A pilot study is often used to try out one's research instruments (the appropriateness of a survey, interview protocols, observation protocols, etc.). It can be a "test" to inquire if the data you collect will, in fact, answer your research questions. A pilot study does not guarantee success of a full-scale future study; however, it greatly increases the likelihood.

A pilot study can also address various logistical issues. A pilot study provides the researcher an opportunity to check that:

- instructions for would-be participants are in fact comprehensible
- investigator is sufficiently skilled to carry out data collection and analysis
- wording of surveys and/or interview protocols are appropriate for the intended subjects/participants
- statistical (if quantitative) and analytical processes are in fact addressing the study's hypothesis/research questions
- similar studies in the future are likely to produce reliable and valid results

Proposing the Pilot Study:

The 2+ page proposal and a list of potential references for the *pilot study option* will include an introduction, conceptual framework, literature review, overview of proposed methods, and a statement about the potential significance of the proposed study.

A pilot study comprehension examination paper will have the same sections as an empirical dissertation (25-30 double spaced pages + references):

- **Introduction** (which includes the rationale for the study, research questions or

research hypothesis)

- **Conceptual Framework(s)**—your work must be grounded in one (or more) conceptual/theoretical framework

¹ Simon, M. K. (2011). *Dissertation and scholarly research: Recipes for success*. Seattle, WA: Dissertation Success, LLC. <http://dissertationrecipes.com/>

- **Review of the Literature**
- **Methods** (What and how are data going to be collected and a plan for data analysis)
- **Findings/Results***
- **Potential Discussion/Implications***

NOTE: In the interest of “time to degree,” this option is most appropriate for students **who have already collected and analyzed data** in one (or more) LRC graduate course, and who wish to expand a previous pilot study. Students are discouraged from trying to start and complete new pilot studies for their comprehensive exams, since taking on a new research project at this point in their academic trajectories will likely substantially increase the amount of time and effort it takes for them to complete the comprehensive exam and move on to the dissertation. Pilot study papers used for comprehensive exams must be single-authored papers.

PASSING THE WRITTEN EXAMINATION: The student will demonstrate a depth of knowledge related to the topic that provides clear evidence of the ability to synthesize, analyze and write in a scholarly manner. Students must demonstrate their understanding of theoretical underpinnings of their topic. The Comprehensive Examination Committee is considered a committee of the whole. If two members of the committee do not pass the student, the student fails the written examination.

The student will be informed by the major/minor advisor if the examination has been passed. Upon successful completion of the written portion of the exam, the student is encouraged to meet with individual members of the committee prior to the Oral Comprehensive Examination in order to discuss the questions further.

RETAKE THE WRITTEN EXAMINATION:

If a student does not pass the written examination, it is up to the discretion of the committee as to whether a student will be allowed to retake the exam in its entirety, or a portion of the exam. If a reexamination is recommended, the committee cannot be changed.

ORAL COMPREHENSIVE EXAMINATION

Upon successful completion of the written examinations in the major, the Oral Comprehensive Examination is conducted before the examining committee of the faculty. This is the occasion when faculty committee members have both the opportunity and obligation to require the student to display a broad knowledge of the chosen field of study

and sufficient depth of understanding in areas of specialization. The committee may ask questions that are outside of the scope and specific topic of the written examination. Discussion of proposed dissertation research may be included, but should not be the focus of the examination. The examining committee must attest that the student has demonstrated the professional level of knowledge expected of a junior academic colleague.

Students must submit the Application for Comprehensive Oral Examination Form, found at the following link: https://www.coe.arizona.edu/sites/coe/files/request_sch_oral_comp_rev.pdf. It must be signed by all committee members and the department head (required by the Graduate College) to the department office three weeks prior to the scheduled oral examination in order to meet the required seven working day Graduate College deadline.

Per the Graduate College, the minimum time for the Oral Comprehensive Examination is one hour and the maximum time is three hours.

All examiners must be present for the entire Oral Comprehensive Examination. The examination is conducted in closed session. It is not open to the public.

Passing the Oral Exam

The voting tally for passing the oral exam will be identical to that of the written portions. An abstention counts as a vote to fail the exam. If the vote is tied, the student fails the exam.

In a committee composed by five faculty members, more than one negative vote will constitute a failed exam. An abstention counts as a vote to fail the exam.

Failing the Oral Exam

If a student fails the oral exam once, he or she will be allowed to re-take it again. The committee will inform the student about the specific areas of deficiency and will provide time for the student to prepare to take the exam again.

If the student fails the oral exam a second time, the student shall *not* be allowed to take the exam again. At this point, the Department will request academic disqualification for the student.

HOODING AND GRADUATION

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

The College of Education Convocation takes place 2 days prior to the larger University Commencement. It is a smaller ceremony in which the graduating doctoral student's advisor or another faculty mentor places the ceremonial hood on the student's shoulders. Family and

friends are invited to this ceremony. The 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. The College Convocation is held in fall and spring semesters. The University Commencement is only held in the spring semester.

Important Additional Materials

We ask that you read and research these additional materials:

The Graduate College New and Current Students

Available online at <http://grad.arizona.edu/current-students>

Forms Online

Available online at <https://grad.arizona.edu/gcforms/academic-services-forms>

GradPath

<http://grad.arizona.edu/gradpath>

Manuals for Theses & Dissertations

Available online at <http://grad.arizona.edu/gsas/dissertations-theses/dissertation-and-thesis-formatting-guides>

Department Structures

The Department of Teaching, Learning, and Social Cultural Studies holds a monthly meeting, usually the last Tuesday of the month, from 2-3:45. These meetings consist not only of updates, and voting upon matters such as new course approvals, but also of decision-making and discussions of matters like hiring and other plans for the future, new developments and considerations, social justice principles, and program directions. While certain discussions towards the end of meetings may be open only to tenure-track faculty members, at least part of the meetings are open to the TLS community, and graduate students are invited to attend and take part of these open discussions.

A Curriculum Committee also meets on a monthly basis in order to plan course scheduling for future semesters.

An LRC Student Affairs Committee (SAC) meets monthly from 1-2PM before LRC program meetings. Students who want to bring items to SAC for discussion should email the Graduate Student Coordinator, Adriana Miramontez, to get on the agenda. TLS also has an Operations Committee and students on the operations committee work with faculty representatives to plan the Graduate Student Colloquy, special Brown Bag talks throughout the year, and additional social events for the department.

Students are encouraged to serve on the SAC and Operations committee, and can ask the Graduate Student Coordinator how to become involved.

Both the TTE and LRC Program faculty meet once a year, usually in early Spring,

to review the progress of each graduate student. Graduate students may not attend these meetings, but should know that they take place, and that their advisors and/or the SAC committee members may convey information about this progress review in the weeks after the meeting.

Opportunities for Funding through the Department

The Department offers paid teaching and research assistantships, as well as the opportunity to supervise student teachers, on a need-based and competitive basis. Students should ask their advisors and the Graduate Student Coordinator about how and when to express interest, and apply for aid. Graduate Tuition Scholarship and Fellowships are offered through the Department on a competitive and need-based basis, as well.

Students must submit financial aid applications to the college and the department by the spring semester deadlines to be considered in the regular financial aid allocation process for the following year. The college and departmental financial aid applications are typically due in February, and information about how to apply is sent out to all students on the graduate student listservs. Since funding through the department is limited, students are also encouraged to seek additional teaching and research opportunities both on and off campus, and apply for additional scholarships elsewhere. Should unforeseen emergencies arise, students should also let their advisors know, and can make inquiries about possible additional funding through the department, though such additional, off-cycle support is very limited and not always available.

Opportunities for Professional Development

The annual TLS Colloquy, which usually takes place on the third Wednesday and Thursday in February, is a conference held by TLS Graduate students, for the presentation of papers by graduate students, with the support of TLS faculty and staff. The Colloquy offers graduate students the opportunity to gain guided experience in all aspects of making scholarly presentations at professional conferences: creating proposals for conference presentations, making the presentations, and receiving feedback and comments after the presentation. Graduate students who volunteer for the conference steering committee participate in selecting the theme for the upcoming conference, selecting, inviting, and hosting nationally important scholars from other universities, reviewing conference proposals, and organizing the conference schedule and work.

The Department offers support, as possible, for attending out-of-town professional conferences.

Publishing

Students are encouraged to begin a publishing career by presenting research posters and/or conference papers at annual scholarly conferences including, but not limited to, the American Educational Research Association (AERA), the Literacy Research Association (LRA), the American Association of Applied Linguistics (AAAL), the Council of Anthropology of Education section of the American Anthropological Association (AAA), and/or the Native American and Indigenous Studies Association (NAISA) annual conferences. Students should talk with their advisors about how to submit presentation proposals for conferences, and can also

look for opportunities to co-author presentations with other faculty, or fellow doctoral students.

Students are also encouraged to work with faculty and other students in developing presentations into articles that may be published in relevant scholarly journals. In some instances, faculty may offer to co-author research articles or chapters with graduate students. These opportunities are worked out on an individual basis, and may involve the student taking an independent study with a faculty member.

Students who plan to present at conferences should apply to the TLS department and the College of Education for funds to help offset the cost of registration and travel to conferences. Information on the departmental travel award and application deadlines are sent out through the student listserv.

Satisfactory Academic Progress Guidelines

Language, Reading and Culture Program

Graduate Students

In addition to meeting Graduate College rules for Satisfactory Academic Progress (<http://grad.arizona.edu/academics/policies/academic-policies/satisfactory-academic-progress>), students must adhere to the Language, Reading and Culture Program Satisfactory Academic Progress policies as outlined below.

Criteria for Satisfactory Academic Progress

1. Program course requirements

- a. Students must successfully complete core courses in LRC program as outlined on the LRC PhD/EdD/EdSp/MA advising sheets.
- b. Students must complete the minimum number of LRC credits as outlined on the LRC advising sheets.
- c. All courses must be completed maintaining a minimum overall GPA of 3.0.
- d. All programs (master's, specialists, and doctoral) must be completed within the time limits specified by the Graduate College.
- e. Courses may not be taken for Graduate Replacement Option (GRO).

2. Comply with examination schedule as follows:

Doctoral/EdD/EdS qualifying examinations must be scheduled within the first year of a students' doctoral program or as soon as the student has completed 12 units of LRC coursework. PLEASE NOTE: This means that if a student goes from the LRC master's to LRC doctoral program, they must take the qualifying exam their first semester as an LRC EdS student.

Students who hope to transfer and use graduate credit from another program to meet the requirements of their LRC EdS program are also strongly encouraged to hold their qualifying exam as soon as possible.

Comprehensive examinations should be scheduled during the final semester of coursework, with a minimum of five weeks between the written and oral portions of the examination. The written and oral portions of the comprehensive exam must be completed

within the timeframe specified by the graduate college

3. Scholarly Attributes:

The student must demonstrate increasing and adequate proficiency in the scholarly skills, knowledge, and disposition appropriate for a doctoral degree. While the exact definition of increasing and adequate proficiency will vary depending upon the student's area of expertise and career goals, students must, at a minimum demonstrate:

- a. increasing sophistication in research skills with clear evidence of the likelihood of developing the necessary skills to succeed in a dissertation.
- b. increasing sophistication in writing and presentation skills including knowledge of scholarly genres and clear evidence of the potential to successfully engage in scholarly conversations (e.g. conference proposals and presentations, manuscripts for publication);
- c. if applicable, increasing proficiency in teaching skills including clear evidence of the potential to successfully manage all portions of a course **as appropriate** for the student's area of expertise and career goals;

4. Professional Development:

The student must consistently demonstrate growth in professional engagement with faculty, staff, administrators, and other students (undergraduate and graduate). The student will adhere to the professional behavior as outlined in the University of Arizona Code of Ethical Conduct which will be sent to all graduate students each semester by the LRC Graduate Coordinator.

5. LRC Faculty review of student progress

Students must meet with their major advisors at least once a semester to discuss progress. LRC faculty as a whole meet to discuss and evaluate all LRC doctoral students' progress annually early in the spring semester. At the meeting, each faculty member provides a brief summary of his/her students' progress including academic or other concerns. Doctoral students who are identified as failing to meet program guidelines for satisfactory progress will receive written notification from the LRC Student Affairs Committee with a clear statement of what the student must do and a date by which such action must be completed. Within a week of notification, the advisor and student will meet to discuss how the student will remediate and make a plan with timelines and specific actions to remediate. Students who fail to remediate successfully by the specified deadlines will be dismissed from the program. The Graduate College will receive copies of all letters of unsatisfactory progress.

6. Student appeal process

Students will have the opportunity to appeal the outcome of the qualifying exam, comprehensive exam, dissertation defense, and/or notification of failing to make satisfactory progress. The following summarizes the appeal process. The student must notify the faculty Chair of the TLS Student Affairs Committee in writing within 21 days of decision the student wishes to appeal, stating the reasons for the appeal.

- a. The Chair of the TLS Student Affairs Committee will form a committee of 3 TLS Faculty members not involved in the decision being appealed. The appointed committee will meet,

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review the student's written appeal and any relevant documents, and consult with additional faculty involved in the case. The appointed committee will then prepare a written decision. The TLS Student Affairs Committee Chair must respond to the student with a decision on the appeal within 21 days of receipt of the student's appeal. If the Student Affairs Committee Chair has been involved in the student's case, the department head will appoint a temporary replacement chair to lead faculty consideration of the appeal.

b. If the TLS Student Affairs Committee does not support the student's appeal, the student has the right to appeal the Department's decision to the Graduate College, but the Graduate College's review is limited to whether or not the program faculty followed their established process.