

UNIVERSITY of
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**Department of Psychological,
Health, and Learning Sciences**

**Measurement, Quantitative Methods, &
Learning Sciences Ph.D. Program**

Student Handbook 2016-2017

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Measurement, Quantitative Methods, & Learning Sciences Ph.D. Program Student Handbook

I. Introduction

The Ph.D. in Measurement, Quantitative Methods, & Learning Sciences was founded in 1992. It was originally named Ph.D. in Educational Psychology and Individual Differences (EPSY-ID). Effective January 6, 2016, the Ph.D. program was renamed to Measurement, Quantitative Methods, & Learning Sciences ([Classification of Instructional Programs] CIP Code 42.2806.00). The new program name continues to represent core elements of the definition of Educational Psychology, which includes “Instruction in learning theory, human growth and development, and research methods, and psychological evaluations” (according to IPEDS [Integrated Postsecondary Education Data System]), but enhances the employment prospects of program graduates.

1. Purpose of this Handbook

This Handbook is intended for doctoral students in the Measurement, Quantitative Methods, & Learning Sciences (MQM-LS) program in the Department of Psychological, Health, and Learning Sciences at the University of Houston. It provides an overview of the program requirements and the rules and regulations governing the Ph.D. program in MQM-LS. Students should raise any questions and issues they may have with their advisor after they have reviewed this Handbook. We hope that the information included facilitates students’ progress toward the attainment of their degree objectives.

This handbook is designed to supplement and clarify and not to supersede policies and procedures at the College or University level. The following resources also will assist you in following the policies and procedures outlined in this handbook.

- a. Students are referred to the *University of Houston Graduate and Professional Studies Graduate Catalog* including those portions specifically for the College of Education. It is important for students to read these documents and be familiar with the requirements and policies in effect for all graduate students at the University and in the College of Education more specifically. These documents are available online at (www.uh.edu/grad_catalog).
- b. Students are referred to the *Thesis and Dissertation Guide* from the College of Education regarding college rules and requirements regarding the dissertation process. It is important for students to read these documents and be familiar with the College of Education doctoral program requirements. This guide is available online at the *Graduate Student Resources* page for College of Education students (www.coe.uh.edu/).

- c. *MyAdvisor* is the electronic interface for student services in the College of Education. Students use this online application primarily to submit forms required to get approvals or to document their progress toward the degree. Once students obtain their CougarOne card and enroll in courses, they can sign up to use *MyAdvisor* (<https://www.coe.uh.edu/MyAdvisor/login.cfm>). The University of Houston will transition to a new system for these functions in the near future.
- d. Staff and advisors available through the Department of Psychological, Health, and Learning Sciences office can also serve as a resource and provide guidance on where to go in order to get more information about particular University, College and Department policies and procedures. Information about these policies and procedures as well as Program Area requirements not described in this handbook can be discussed with your academic advisor.

2. Goals of the MQM-LS Program

The goals of the Measurement, Quantitative Methods, & Learning Sciences (MQM-LS) Ph.D. program are threefold. First, the program is dedicated to the advancement and application of knowledge relevant to human learning, development, and psychological functioning and to the meaningful application of such knowledge, especially within academic contexts. To achieve this goal, the program produces high quality, innovative research and scholarship designed to advance the knowledge and understanding within these areas.

Second, the program is committed to preparing highly skilled professionals to serve in diverse educational settings including academe, public and private PK-12 school settings, educational agencies, foundations, and public and private research organizations. All students are trained to understand and conduct research in educational settings on significant problems within such areas as cognitive, social and emotional development, learning, motivation, educational disparities, psychological and educational measurement, statistics, and research methodology. The program provides training that encourages students to deepen their knowledge within these areas and to combine research and practice in order to advance society's understanding of significant issues in education and in psychology. Specializations areas within the MQM-LS program include Measurement and Quantitative Methods, and Learning Sciences. Within these areas, the MQM-LS program affords students the opportunity to develop a program of study tailored to their professional needs and interests. All doctoral students participate in a community of scholars and are immersed in the ongoing process of generating and applying new knowledge regarding the educational enterprise. In this program, active participation in a dynamic community of research and scholarship is intended to ensure that graduate students acquire the knowledge and skills needed to assume leadership roles in education and research.

The MQM-LS degree qualifies students as university and college instructors, program evaluators, researchers in psychological, educational, and community environments, and professionals within various related fields. In addition, it provides them with the skills necessary to fill a variety of roles in other settings in which knowledge of human development, learning theory, research and evaluation methods are essential. Graduates are trained for teaching, research, and leadership careers in academic positions and non-academic settings such as local, state and national agencies that deal with educational policy and practices.

The MQM-LS doctoral program does not provide training for any particular certificate or licensure (e.g., LPC, LP, diagnostician, principalship, etc.). To pursue these objectives students are guided toward other relevant programs. Matriculation in the MQM-LS doctoral program does not preclude students from taking coursework needed to pursue a particular certificate or licensure. In these cases, however, students will need to take coursework (e.g., practicum or internship courses required for certification or licensure) in addition to that required as part of their degree plan for the Ph.D. in MQM-LS.

Third, the program provides leadership, technical advice and service to the College and University and to individual professionals, local, state and national agencies, professional associations, and professional journals related to the administrative, ethical, and practical issues involved in implementing psychological and educational theories and knowledge.

3. Personal and Emotional Demands of Program

Successful progress in the MQM-LS Ph.D. program requires academic, professional, interpersonal, and intrapersonal skill development. This process is both intellectually and personally demanding. The first year core requirements, in particular, entail a strong commitment to the program in terms of time that includes, but is not limited to, travel time for courses and meetings, time in class, and time devoted to coursework and research.

Full participation in the doctoral program necessitates that students balance their personal commitments (e.g., family, self, personal health) with the professional commitments associated with the program.

II. Coursework Requirements

1. Basic Requirements by Category

The curriculum for the MQM-LS Ph.D. program involves the completion of specific coursework that includes foundations of psychological and educational theory, statistics, and research methodology. This coursework is designed to be consistent with the American Psychological Association's principles for learner-centered education and with the College of Education's conceptual model. Completion of the program typically requires four years of full time study, inclusive of coursework, candidacy research project, comprehensive examination portfolio, and dissertation. Courses required for the degree are described below.

A. Department/Foundations Core Courses (21 hours)

All students in the MQM-LS doctoral program are required to complete a Department/Foundations Core consisting of seven courses (21 hours). The seven required courses are listed below.

Course Number	Course Title	Hours
Required Set:		
PHLS 8302	Research Methods in Psychological/Educational Research	3
PHLS 8319	Introduction to Inferential Statistics in Psychological/Educational Research	3
PHLS 8322	Intermediate Statistics in Psychological/Educational Research	3
PHLS 8324	Multivariate Analysis in Psychological/Educational Research	3
PHLS 8300	Advanced Educational/Psychological Measurement	3
PHLS 8350	Seminar in Educational Psychology	3
PHLS XXX	Psychology of Learning in STEM	3

XXX Course number TBD.

B. Program Area Core Requirements (21 hours total)

All students in the MQM-LS doctoral program are required to complete a Program Area Core consisting of seven courses (21 hours). Three of these courses (9 hours) must be in the area of Learning and Development, and four of these courses (12 hours) must be in the area of Research Methods, Measurement and Statistics. Listed on the next page are the courses that must be used to satisfy the requirement for each area.

Course Number	Course Title	Hours
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a) Advanced Topics in Learning and Development (9 hours total)

Required Set:

PHLS 8335	Seminar on Advanced Topics in Human Development (to be renamed to “Topics in Adolescent Development”)	3
PHLS 8342	Seminar in Learning Theory	3
PHLS XXX	Educational Disparities and Social Inequality	3

b) Research Methods, Measurement, and Statistics (12 hours total)

Required Set:

PHLS 8321	Structural Equation Modeling in Psychological/Educational Research	3
PHLS 8328	Hierarchical Linear Modeling in Psychological/Educational Research	3

Plus any 2 of the following required set:

PHLS 8301	Analysis of Complex Survey Data in Psychological/Educational Research	3
PHLS 8323	Advanced Item-Response Theory Models in Psychological/Educational Research	3
PHLS 8325	Advanced Analyses for Causal Inferences in Psychological/Educational Research	3
PHLS 8326	Nonparametric and Distribution-Free Statistics in Educational Research	3
PHLS 8327	Longitudinal Data Analysis in Psychological/Educational Research	3
PHLS 8397	Specialty (e.g., Missing Data Analysis, Power Analysis, Bayesian Statistics, Mediation & Moderation Analysis, Categorical Data Analysis, Meta-Analysis)	3
	Program Evaluation and Instrument Design (e.g., SAER 8321, SAER 8370, PSYC 7332)	3
	Mixed-Methods and Qualitative Research Methods Courses (e.g., SAER 8320, CUIN 8377, CUIN 8378)	3

XXX Course number TBD.

C. Independent Research Requirements (9 hours minimum)

All students in the MQM-LS doctoral program are required to satisfy two major research requirements: (1) the candidacy research paper, and (2) a doctoral dissertation. Both of these projects typically involve the collection, analysis, and interpretation of quantitative or mixed-methods data.

a. PHLS 7398 Candidacy Research

3 hours (minimum)

As described in more detail below, students are required to complete at least 3 hours of Candidacy Research when completing their Candidacy Project. Students will typically enroll in hours of candidacy research with their advisor. Students may register for additional hours of candidacy research, but only 3 hours may be listed on their degree plan. The candidacy paper requirement may be waived if students previously have completed a Master’s thesis (see “Candidacy Research Paper” section for details). Discuss this possibility with your advisor.

b. Two PHLS 8399 Dissertation**6 hours (minimum)**

As described in more detail below (see “Doctoral Dissertation” section), students are required to complete at least 6 hours of Dissertation during the course of their studies. Three (PHLS 8399) of the six dissertation hours must be taken in the semester when students complete their Doctoral Dissertation (i.e., the semester of final defense of the dissertation). Students may register for additional dissertation hours, but only 6 hours may be listed on their degree plan. After first enrolling in dissertation hours, a student must be continually enrolled in dissertation hours (at least 3 hours) every Fall/Spring semester until he/she graduates.

D. Specialization Electives (minimum 18 hours)

All students in the MQM-LS doctoral program are required to pursue one of two Areas of Specialization. These areas include Measurement and Quantitative Methods, and Learning Sciences. Although all students in the program gain some background in these areas through the Program Area Core courses, students within each area add to their expertise by selecting electives relevant to a particular area of specialization. For these electives, students are encouraged to pursue coursework pertinent to their individual career goals, including courses offered by faculty within the Department of Psychological, Health, and Learning Sciences, as well as courses offered by the Department of Psychology, and those related to the fields of sociology and other behavioral and social sciences. These electives should be identified in consultation with the student’s academic advisor. A maximum of two (6 hours) independent study courses (e.g., PHLS 8398) can be used to satisfy this requirement. The main focus of each specialization area is briefly described below. Sample degree plans for each specialization area are presented later in this handbook.

Measurement and Quantitative Methods: Focus is on advanced statistics, measurement, and research methods. Students complete elective coursework in areas such as missing data analysis, power analysis, Bayesian statistics, mediation and moderation analysis, meta-analysis, complex survey methods, program evaluation, advanced causal inference analysis, and advanced item-response theory (IRT) models (see sample degree plan B).

Learning Sciences: Focus is on individuals and how their learning, motivational, cognitive, and related processes develop across the lifespan. Students complete elective coursework in areas such as cognitive, social, and emotional development, motivation, and self-regulated learning (see sample degree plan A).

2. Sequence of Courses

As a means of building interdisciplinary relationships among doctoral students in the program, MQM-LS doctoral students advance through the Program as part of a cohort. The curriculum is carefully organized, and is sequential and graded in complexity to facilitate acquisition of the needed competencies. Withdrawing from a course or deviating from the degree plan may have serious consequences that may affect the student’s competency development and/or timely matriculation through the Program.

The typical sequence of courses for a student in the MQM-LS program without waived coursework or transferable graduate credit is listed below. This sequence reflects the minimum 69 credit hours required to complete the degree. Any particular student's sequence of course-taking and the number of courses completed will depend on that student's academic background, area of specialization, and the courses that are offered in the Department of Psychological, Health, and Learning Sciences and other departments during their matriculation.

First year of study: All students in the MQM-LS Ph.D. program are required to complete 9 hours of coursework each semester in their first year of doctoral study to satisfy doctoral residency requirements. Specifically, all doctoral students in the MQM-LS program are required to enroll in PHLS 8350, PHLS 8319, and PHLS 8302 in the Fall semester of their first year of studies; and in PHLS 8322, PHLS XXX "Educational Disparities and Social Inequality" (or PHLS 8335), and PHLS XXX "Psychology of Learning in STEM" in the Spring semester of their first year of studies.

Second year of study: All students in the MQM-LS doctoral program are required to enroll in PHLS 8324 and PHLS 8342 in the Fall semester; and in PHLS 8335 (or PHLS XXX "Educational Disparities and Social Inequality") and PHLS 8300 in the Spring semester of their second year of doctoral study.

Third year of study: All students in the MQM-LS doctoral program are required to enroll in PHLS 8321 in the Fall semester; and in PHLS 8328 in the Spring semester of their third year of doctoral study.

Degree Plan (for students without waived coursework or transferable graduate credit)

Fall First Year	Spring First Year	Summer First Year
PHLS 8350 Sem. in Educ. Psych.	PHLS XXX Educ. Dispar. (or PHLS 8335)†	Elective
PHLS 8319 Inferential Statistics	PHLS 8322 Intermediate Statistics	
PHLS 8302 Research Methods	PHLS XXX Psych. Learning in STEM	
Fall Second Year	Spring Second Year	Summer Second Year
PHLS 8342 Adv. Learning	PHLS 8335 Adv. Dev. (or PHLS XXX)†	Elective
PHLS 8324 Multivar. Statistics	PHLS 8300 Advanced Measurement	
Elective	PHLS 7398 Candidacy	
Fall Third Year	Spring Third Year	Summer Third Year
PHLS 8321 SEM*	PHLS 8328 HLM*	Elective
Elective	Elective	
Fall Fourth Year	Spring Fourth Year	Summer Fourth Year
Elective*	PHLS 8399 Dissertation*	
PHLS 8399 Dissertation	Elective	

Summer courses are not required but strongly encouraged in order to complete the degree in a timely manner.

* At least one course must be taken in these (and all long) semesters to satisfy UH policies regarding continuous enrollment of graduate students.

† PHLS 8335 and PHLS XXX (Educational Disparities and Social Inequality) are alternated and offered every second year (PHLS 8335 is offered in even years; PHLS XXX is offered in uneven years). First- and second-year students in the MQM-LS doctoral program jointly complete each course.

XXX Course number TBD.

According to University policy, students may transfer a maximum of 30 credit hours of doctoral coursework (only credit hours that are NOT part of a terminal degree at another institution are eligible for transfer). Students must complete a ***Graduate and Professional Student Petition*** via *MyAdvisor* to request a transfer of credit hours. Syllabi for these requests must be attached to the Petition.

Students entering the program with a masters' degree may also petition (via submitting a ***Graduate and Professional Student Petition*** in *MyAdvisor* that includes syllabi for these requests) to have some coursework waived.

3. Degree Plan

Students in the MQM-LS program are required to complete a ***Doctoral Degree Plan*** via *MyAdvisor* that lists the coursework a student will complete for the Ph.D. degree. The Degree Plan should be submitted in the early stage of a student's program (i.e., **no later than by the end of the first year of graduate study, preferably during the first semester of graduate study**). A degree plan must be approved by the student's academic advisor, the Chair of the Department, and the Dean or his/her designee.

Sample Degree Plans are included here to help students complete their own degree plan. Students should list courses in the appropriate categories and in numerical order, as shown in the Sample Degree Plans, when completing their own degree plan. A change in a student's degree plan must be approved by the academic advisor. To make changes to an approved degree plan, students submit via *MyAdvisor* a ***Submit/Change Degree Plan*** form indicating the changes to the degree plan and the reason for such changes.

Sample Degree Plan A: Specialization in Learning Sciences
Measurement, Quantitative Methods, & Learning Sciences Doctoral Program

Group A: Core Area (21 hours)

1.	PHLS 8302	Research Methods in Psych./Educ. Research	3*
2.	PHLS 8319	Introduction to Inferential Statistics in Psych./Educ. Research	3*
3.	PHLS 8322	Intermediate Statistics in Psych./Educ. Research	3*
4.	PHLS 8324	Multivariate Analysis in Psych./Educ. Research	3*
5.	PHLS 8300	Advanced Educational/Psychological Measurement	3*
6.	PHLS 8350	Seminar in Educational Psychology	3*
7.	PHLS XXX	Psychology of Learning in STEM	3*

Group B: Major Area (30 hours)

1.	PHLS 8321	Structural Equation Modeling in Psych./Educ. Research	3*
2.	PHLS 8328	Hierarchical Linear Modeling in Psych./Educ. Research	3*
3.	PHLS 8335	Seminar in Adv. Topics in Development (to be renamed)	3*
4.	PHLS 8342	Seminar in Learning Theory	3*
5.	PHLS XXX	Educational Disparities and Social Inequality	3*
6.	PHLS 8327	Longitudinal Analysis in Psych./Educ. Research	3#
7.	SAER 8321	Survey Methods in Educational Research	3#
8.	PHLS 7398	Candidacy Research	3*
9.	PHLS 8399	Dissertation	3*
10.	PHLS 8399	Dissertation	3*

Group C: Electives (18 hours)

1.	PHLS XXX	Cultural Foundations in Learning	3
2.	PHLS 7350	Achievement Motivation	3
3.	PHLS XXX	Fostering Social and Emotional Learning in Adolescence	3
4.	PHLS XXX	Fostering STEM Learning	3
5.	PHLS 8338	Self-Regulated Learning	3
6.	ELCS 8315	Research Design & Methods with Exceptional Populations	3

Notes: Format is designed to reflect College of Education format for Degree Plan.

* Required courses. # Fulfills a requirement (but specific course not required).

XXX Course number TBD.

**Sample Degree Plan B: Specialization in Measurement and Quantitative Methods
Measurement, Quantitative Methods, & Learning Sciences Doctoral Program**

Group A: Core Area (21 hours)

1.	PHLS 8302	Research Methods in Psych./Educ. Research	3*
2.	PHLS 8319	Introduction to Inferential Statistics in Psych./Educ. Research	3*
3.	PHLS 8322	Intermediate Statistics in Psych./Educ. Research	3*
4.	PHLS 8324	Multivariate Analysis in Psych./Educ. Research	3*
5.	PHLS 8300	Advanced Educational/Psychological Measurement	3*
6.	PHLS 8350	Seminar in Educational Psychology	3*
7.	PHLS XXX	Psychology of Learning in STEM	3*

Group B: Major Area (30 hours)

1.	PHLS 8321	Structural Equation Modeling in Psych./Educ. Research	3*
2.	PHLS 8328	Hierarchical Linear Modeling in Psych./Educ. Research	3*
3.	PHLS 8335	Seminar in Adv. Topics in Development (to be renamed)	3*
4.	PHLS 8342	Seminar in Learning Theory	3*
5.	PHLS XXX	Educational Disparities and Social Inequality	3*
6.	PHLS 8327	Longitudinal Analysis in Psych./Educ. Research	3#
7.	SAER 8321	Survey Methods in Educational Research	3#
8.	PHLS 7398	Candidacy Research	3*
9.	PHLS 8399	Dissertation	3*
10.	PHLS 8399	Dissertation	3*

Group C: Electives (18 hours)

1.	PSYC 7379	Categorical Data in Psychology	3
2.	PHLS 8325	Advanced Analyses for Causal Inferences in Psych./Educ. Research	3
3.	PHLS 8323	Advanced Item-Response Theory Models in Psych./Educ. Research	3
4.	PHLS 8301	Analysis of Complex Survey Data in Psych./Educ. Research	3
5.	PHLS 8397	Specialty (e.g., Missing Data Analysis, Mediation & Moderation)	3
6.	PSYC 7332	Program Evaluation	3

Notes: Format is designed to reflect College of Education format for Degree Plan.

* Required courses. # Fulfills a requirement (but specific course not required).

XXX Course number TBD.

III. Doctoral Residency

The University of Houston requires that doctoral students complete a period of full-time residency consisting of one academic year of continuous full-time enrollment. That is, students must complete contiguous Fall and Spring semesters with an enrollment of at least nine hours of coursework each. Students in the MQM-LS Ph.D. program are required to take 9 hours in the Fall and Spring semesters of their first year to satisfy this requirement.

1. Professional Development Activities

In addition to full time enrollment, students in the MQM-LS Ph.D. program are required to satisfy a Professional Development requirement during their first year in the program.

Students are required to complete a separate **Residency Report** via *MyAdvisor* for the Fall and Spring semesters of their first year in the program that will serve to satisfy their doctoral residency/professional development requirement. Copies of this form are available online at *MyAdvisor*. These forms must be approved by the student's academic advisor, the chair of the department, and the Dean or his/her designee.

Within the residency *year* (Fall and Spring semesters of the first year), the following professional development activities are required for doctoral students in the MQM-LS program. Activities completed each semester should be listed on separate Residency Reports for each semester. At a minimum, students should complete activities and list them on the first page of the Residency Report for each semester (approximately 15 activities or hours each semester). Students should consult with their advisor regarding selection of additional activities that will augment their academic preparation in scholarship, teaching, and service, such as attending presentations of scholarly speakers at the University of Houston or elsewhere (e.g., Rice University, the Medical Center, in the community), assisting other doctoral students with data collection, etc.

1. Attendance at one defense of a candidacy research proposal in PHLS Department.
2. Attendance at one defense of a candidacy research final paper in PHLS Department.
3. Attendance at one defense of a dissertation proposal in PHLS Department.
4. Attendance at one defense of a dissertation final paper in PHLS Department.
5. Attendance at a local, state, or national conference that pertains to education, psychology, or a relevant social science. The sessions attended may be listed as additional activities.
6. Attendance at the Houston Symposium for Research in Education, sponsored by the PHLS Department, when it is offered.
7. Membership in the PHLS Graduate Students Organization.
8. Student membership in a professional organization (e.g., American Psychological Association, American Educational Research Association, etc.).

IV. Candidacy Research Paper

MQM-LS doctoral students must complete a candidacy research paper before they are eligible to have their Comprehensive Examination Portfolio submission materials officially reviewed. Students are expected to conduct a research project within the general domain of measurement/quantitative methods or learning sciences. The scope of this research project should be equivalent to what would be expected from a master's level thesis.

Students who previously have completed a Master's Thesis may petition (via submitting a **Graduate and Professional Student Petition** in *MyAdvisor*; an electronic copy of the master's thesis must be attached to the petition) to have the thesis count for the candidacy research requirement. Consult with your academic advisor regarding this matter. However, to be considered in lieu of the candidacy research paper, the master's thesis must:

1. Represent independent, original research in an equivalent domain
2. Include empirical data (i.e., quantitative or mixed-method data) that have been analyzed
3. Be completed no more than 6 years prior to beginning the doctoral program

The goal of the candidacy research paper is to help students acquire the necessary skills to conduct research. While research skills are taught in the context of research methods and statistics courses, the candidacy paper allows students to apply and practice their research skills under the mentorship and direct guidance of members of the faculty. The candidacy research paper may or may not be related to the topic area the student selects for his/her dissertation. The following are some guidelines for doctoral students regarding the completion of a candidacy research paper:

1. Forming a Candidacy Committee

- a. A student's Candidacy committee must consist of at least three members. The candidacy committee must be chaired by a core program faculty member (tenured or tenure-track) of the MQM-LS program. The faculty member who directs the student's candidacy research project becomes the student's research advisor. If the research area of a student is not matched by members of the MQM-LS core program faculty, the student should consult with his/her academic advisor in order to identify an outside person to co-direct the candidacy paper and serve as co-chair of a student's candidacy committee.
- b. The student and his/her candidacy chair identify individuals to serve on the student's committee based on the nature of the research questions and the methods adopted. It is important for the committee to consist of individuals who can provide conceptual and methodological support for the student's specific research area. In all cases the committee must have at least two core program faculty members with appointments in the Department of Psychological, Health, and Learning Sciences. The candidacy committee must also include a designated methodologist. To this effect, the student must complete and submit the ***Appointment of Candidacy Research Committee*** form (provided in Appendix 1 of this handbook). This form must be approved by the Chair of the candidacy committee. The student and the Chair of the candidacy committee should each retain a copy of the approved form for their records (e.g., by scanning the approved form with signatures into a .PDF document).

- c. If there is a need to invite an outside member because of his/her special expertise, this outside person can serve as the third person of the committee. Outside committee members can be from outside the University of Houston but must hold a Ph.D. in a relevant field.

2. Proposal Defense

- a. Students work closely with their Chair to identify a set of research questions, and write a proposal describing the research project. The proposal should include a title page (with signature lines), 100-200 word abstract, a review of relevant literature, a description of the research questions, and a description of the specific methodology to be employed.
- b. A formal oral defense of the proposal is required. Following a successful defense, a copy of the abstract and a cover sheet that includes the title, student name, committee members (with signatures), and date of the oral defense of the proposal should be retained by the student and provided to each committee member.

3. Data Collection and Initial Drafts for Candidacy Paper

- a. Students' candidacy research papers involve data collection (quantitative or mixed-methods) or the use of archival data. **Students must obtain approval from the University Committee for the Protection of Human Subjects before initiating their research work.** Information regarding human subjects approval is available from the *Office of Policies, Compliance, and Committees* (www.research.uh.edu).
- b. After data are collected and analyzed, the student is required to write a draft of the candidacy paper. The initial draft is typically written with input and guidance primarily from the student's chair and methodologist. The student should obtain feedback from other committee members when appropriate. All committee members must have an opportunity to provide feedback and suggest revisions before the final defense copy of the paper is completed.

4. Final Defense

- a. The final defense version of the paper must be presented and approved by the candidacy paper committee in a final oral defense meeting. The format, length, and style of the final candidacy paper should be consistent with those identified in the instruction to authors for a journal in which the paper might typically be published. The final version must also include a cover page and 100-200 word abstract.
- b. Upon successful completion of the final oral defense of the candidacy research paper, the student is required to submit a ***Departmental Candidacy Report*** form (available online at *MyAdvisor*). This form must be approved by the Chair of the candidacy committee. Students must attach the CV and contact information for *outside* committee members to the *Departmental Candidacy Report* form. The student also must attach an electronic copy of the final candidacy research paper to the *Departmental Candidacy*

Report form. In addition, the student should submit a copy of the cover page (with signatures & final defense date) and abstract in *MyAdvisor* as an attachment to the *Departmental Candidacy Report form*.

- c. Each student is required to present his/her *final* candidacy research paper at the Houston Symposium for Research in Education organized by the Department during the Spring semester or at a state, regional, or national research conference (e.g., AERA, APA). In either case, the quality of these projects must warrant submission for presentation at regional or national association meetings and/or publication in appropriate refereed journals.
- d. Students should always ask their candidacy research paper committee chairs, and the members of their candidacy research paper committees, whether they wish to be included as authors on any presentations or publications students may submit that are related to their candidacy work. This is more than a matter of courtesy, this practice is consistent with professional research ethics as indicated in the APA Code of Ethics (APA, 2010). For students interested in future careers in academia, presentations and publications are critical to be competitive in the academic marketplace (especially for assistant professor positions at major research universities).

5. Timelines and Candidacy Research Coursework

Students must be enrolled in PHLS 7398 (Candidacy Research, 3 hours) during the semester that they will defend the final candidacy research paper. **Students need to be aware that if they receive an Incomplete for this course, within a year the I will change to an F if the Candidacy Research Project has not been completed.** For this reason it is strongly recommended that students enroll in candidacy research hours when they are certain that they will be able to complete the work within one year of enrolling.

Students are advised to initiate work on their candidacy research paper in the second semester of doctoral studies. **The progress of a student could be delayed significantly if a candidacy research paper is not completed by the end of the Spring semester of the second year.** Students often underestimate the amount of time it takes to develop the proposal, complete the data collection and analyses, and write up the results. Planning is important: students should keep in mind that faculty appointments typically do NOT include the summer months! This means that faculty are NOT REQUIRED to assist students with candidacy research paper work during the summer.

Students who believe they have completed a Master's thesis that might allow this requirement to be waived should discuss the possibility with their advisor (see above for details and the procedures involved in this process).

The candidacy research paper requirement must be successfully completed (or waived) before a student will be eligible to have their Comprehensive Examination Portfolio officially reviewed.

V. Comprehensive Examination Portfolio

All students in the MQM-LS Ph.D. program are required to submit a Doctoral Comprehensive Examination Portfolio and pass the faculty review of this portfolio. This section describes the current requirements, policies, and procedures regarding this process.

1. Timeline

Students are advised to become familiar and initiate work on the components of the Doctoral Comprehensive Examination Portfolio in the first year of doctoral studies. **It may take two or more years to satisfy all requirements** of the Doctoral Comprehensive Examination Portfolio.

Students must have successfully defended their candidacy paper (or have it waived) and resolved any incomplete grades before they can apply to submit materials to be reviewed for the Comprehensive Examination Portfolio.

Successful completion of the Comprehensive Examination Portfolio must occur before the student will be permitted to form a committee and defend the proposal for his/her dissertation. Students are required to submit their portfolio for review at least one time no later than during the student's third year of doctoral studies.

Students have three opportunities per year to submit their portfolio materials. Typically, these deadlines will occur at the beginning of Fall semester, the end of Fall semester, and during the Spring semester. Exact dates for the application deadlines are available in the Department of Psychological, Health, and Learning Sciences office (Rm. 491 FH) or electronically from the Chair of the Doctoral Comprehensive Examination Portfolio Evaluation Committee. In order to initiate a review of their portfolio, students should complete the *Doctoral Comprehensive Examination Portfolio Application* forms available online through *MyAdvisor*.

2. Required Components and Supporting Evidence

The Doctoral Comprehensive Examination Portfolio requires students to gather and present evidence that they have successfully completed activities/requirements in each of six components that together make up the portfolio. The six components include 1) Doctoral Comprehensive Examination Submission Form, 2) Goal Statement and Curriculum Vita, 3) Foundations of MQM-LS Program, 4) Scholarship, 5) Teaching, and 6) Professional Development. A more detailed description of the requirements of each component can be found in Appendix 3 of this student program handbook.. Except where specifically noted in these policies or previously approved, accomplishments or experiences substantially completed *prior* to initial enrollment in the MQM-LS program can *not* be used to satisfy any of the portfolio components. It is in the best interest of the student to consult with his/her advisor from the beginning of the doctoral studies as to the best way to match portfolio components to the student's career goals. The importance of seeking faculty input on these matters cannot be overstated!

Students must provide specific supporting evidence to document that they have successfully completed each of the necessary components of the Comprehensive Examination Portfolio. A description of evidence required for each component is available in Appendix 3 of this student program handbook. Materials must be submitted on-line via the comprehensive examination portfolio web-portal (signed forms or other artifacts

should be scanned and submitted as PDFs). In addition, faculty on the Doctoral Comprehensive Examination Evaluation Committee may request specific additional materials when necessary to better document the successful completion of any component.

3. Evaluation Procedures

Portfolio materials are reviewed by a Doctoral Comprehensive Examination Evaluation Committee. Each member of the Evaluation Committee will consider independently all materials submitted by each student. Next, the Evaluation Committee will meet to complete a single *Doctoral Comprehensive Examination Evaluation Form* for each portfolio. Using this form, the Evaluation Committee will assign a score of Pass or Fail to each of the individual aspects that comprise each component. A minimum of two committee members must agree that the student has fulfilled the necessary requirements for any particular aspect within each component in order for the student to be assigned a Pass and successfully complete that portion of the portfolio. In addition, each of the six components will be assigned a score of Pass/Fail and the portfolio as a whole will be given an overall score of Pass or Fail. Each aspect of each component must be rated as a Pass in order to get a Pass for that component, and all six components must receive a Pass in order for the overall portfolio to be given an overall score of Pass. The Evaluation Committee will indicate in writing some explanation as to why a student has failed to pass the doctoral comprehensive examination and identify any specific deficiencies needing improvement.

4. Remediation

If a majority of the Evaluation Committee determines that the student has not fulfilled the necessary requirements for any particular component of the portfolio, the student has failed that component and can not pass the overall Comprehensive Examination Portfolio. For any subsequent submission deadline, students can revise and resubmit their portfolio materials. Any specific portfolio components that were passed in the first doctoral comprehensive examination submission will be considered passed for the second doctoral comprehensive examination submission and not be evaluated again. The student will only be required to resubmit supporting materials (i.e., revised doctoral comprehensive examination submission form, revised supporting evidence) for the doctoral comprehensive examination component(s) that he/she did not pass on a first attempt. Alternatively, the student may opt to submit supporting materials for a specific doctoral comprehensive examination component that was not previously reviewed by the doctoral comprehensive examination evaluation committee but also satisfies the requirements and in this sense replaces the originally reviewed component.

A doctoral student can apply and submit Comprehensive Examination Portfolio materials for review a maximum of two times. A student who fails to pass all components of the Comprehensive Examination Portfolio upon the second attempt will be terminated from the MQM-LS program and become ineligible for the degree.

VI. Doctoral Dissertation

The final milestone in the MQM-LS Ph.D. program is the completion of a doctoral dissertation. A student is expected to complete a major research study within the general domain of measurement/quantitative methods or learning sciences independently but under the direction of a dissertation advisor. The dissertation committee must be chaired by a core program faculty member (tenured or tenure-track) of the MQM-LS Ph.D. program (see listing in Chapter X).

Students often underestimate the amount of time it takes to develop the proposal, complete the data collection and analyses, and write up the results. Planning is important: students should keep in mind that faculty appointments typically do NOT include the summer months! This means that faculty are NOT REQUIRED to assist students with dissertation work during the summer.

The college policies regarding the completion of a doctoral dissertation are presented in the *Doctoral Policies, Procedures, and Program Guide* and in the College of Education *Thesis and Dissertation Guide*. This guide is available online at the Graduate Student Resources page for College of Education students. **It is the responsibility of students to be aware of college rules and regulations, including those concerning the doctoral dissertation.** The doctoral dissertation requires frequent communication between the faculty and the student. Students are permitted to do formal dissertation work after they have successfully completed the Doctoral Comprehensive Examination Portfolio. The following is a step-by-step description of the dissertation process:

1. Forming a Dissertation Committee

- a. A student identifies a core program faculty member (tenured or tenure-track) of the MQM-LS program to serve as a dissertation chair and research advisor. If the research area of a student is not matched by members of the MQM-LS core program faculty, the student should consult with his/her academic advisor in order to identify an outside person to co-direct the dissertation and serve as co-chair of a student's dissertation committee.
- b. The student works with his/her dissertation advisor to identify a general research area, the literature base of this area, and the research questions to be addressed.
- c. The student and his/her dissertation chair identify individuals to serve on the student's dissertation committee based on the nature of the research questions and the method adopted. It is important for the committee to consist of individuals who can provide conceptual and methodological support for the student's specific research area.
- d. A student's dissertation committee must consist of at least four members. At least two of the members of the student's dissertation committee must be core program faculty of the MQM-LS program with appointments in the Department of Psychological, Health, and Learning Sciences. One committee member must be designated as methodologist. One of the committee members may be an outside person.

- e. If there is a need to invite an outside member because of his/her special expertise, this outside person can serve as the fourth or fifth person of the committee. Outside committee members can be from outside the University of Houston but must hold a Ph.D. in a relevant field¹.
- f. Approval is needed to formalize the committee by submitting an *Appointment of Dissertation/Thesis Committee form* online via *MyAdvisor*. This form must be approved by the students' advisor, the Chair of the Department, and the Dean or his/her designee.
- g. Changes in a student's dissertation committee must be formally approved by the Dean or his/her designee.

2. Dissertation Proposal Defense

- a. Students are expected to develop a dissertation research proposal under the supervision of their dissertation chair. The proposal should consist of a title page, abstract, review of relevant literature, a description of the research questions, and the planned methodology to implement the study. As described in the College of Education *Thesis and Dissertation Guide* (available online at the Graduate Student Resources page for College of Education students), the abstract for a dissertation should be no more than 600 words.
- b. A preliminary draft of a student's dissertation proposal must be approved by all members of the dissertation committee. After the approval is obtained, the student is required to write an abstract of this proposal to be distributed electronically to all the faculty members of the College of Education at least 10 working days prior to the proposal's defense meeting. This abstract must be approved by the student's dissertation committee chair before it can be electronically posted.
- c. In recent years policies and procedures for approval and posting of the dissertation proposal abstract have changed as we have moved toward full electronic submission. As a result, students must check with the College of Education Office of Graduate Studies (at least three to four weeks prior to the anticipated defense date) in order to obtain instructions and a password to post their dissertation abstracts in the University's computer system.
- d. The student must schedule an oral defense of the proposal when approval is received from the dissertation committee chair and members. The Dean or his/her designee must be notified of the date and time of the proposal defense at least 10 working days before the actual date of the oral defense. This is done by the student in *MyAdvisor* (upload abstract, signed abstract cover sheet, and defense date, time, and location in the **Dissertation Abstract Proposal** portal under **Upload My Student Products**). The student must have successfully completed the comprehensive examination portfolio prior to holding an oral defense of their dissertation proposal.
- e. During the scheduled oral defense, students are expected to present their research proposal to all the members of the dissertation committee. The members of the committee may approve the proposal as presented, suggest changes, or disapprove the proposal.

¹ Students must upload the CV and contact information for outside committee members in *MyAdvisor* (as an attachment together with the *Appointment of Dissertation Committee Request* form).

- f. The dissertation proposal must be approved by all the members of the dissertation committee. This approval is indicated by the signatures on the front page of the dissertation proposal. The dissertation chair must inform the Dean or his/her designee in writing (i.e., via *MyAdvisor*) of the outcome of the defense.

3. Data Collection and Initial Drafts for Dissertation

- a. Students are not permitted to carry out data collection for dissertation until the proposal is formally approved by all members of the dissertation committee after an oral defense. Data that are collected before the proposal is officially approved may or may not be considered acceptable by the dissertation committee. Students may be required to collect additional data.
- b. If data collection is required, the student must obtain approval from the **University Committee for the Protection of Human Subjects** before starting data collection. Approval by this committee is also needed in cases where archival or public data is used. The approval process can take up to one to two months. A student may apply for this approval prior to taking the oral defense of the proposal if this application is approved by the members of the dissertation committee. Information regarding human subjects approval is available from the *Office of Policies, Compliance, and Committees* (www.research.uh.edu).
- c. Students are expected to carry out the research study described in the proposal under the supervision of the dissertation chair. Planning is important, and each student should meet and design a timeline with their research advisor. Students must take into consideration the time it takes to complete the data collection and analyses, and the time needed for faculty to review the paper.
- d. After data collection and analyses are completed, students write an initial draft of the dissertation. Feedback and comments based on the initial draft should be solicited primarily from the student's chair and methodologist. The student should obtain feedback from other committee members on subsequent drafts. All committee members must have an opportunity to provide feedback and suggest revisions before the final defense copy of the dissertation is completed.

4. Final Draft and Dissertation Defense

- a. A dissertation must be formally presented to the members of the student's dissertation committee. Prior to the scheduled defense, a student obtains approval from the chair and members of the committee. A final defense draft of the dissertation must be submitted to all the members at least 10 working days prior to the defense date.
- b. Students must prepare an abstract of the dissertation (600 words or less) and bring it to the College of Education Office of Graduate Studies in order to obtain instructions and a password to post their dissertation abstract in the University's computer system. The abstract of the final defense draft of the dissertation must be distributed electronically to all the faculty members of the College of Education at least 10 working days prior to the final oral defense meeting.

- c. The student must schedule the final oral defense when approval is received from the dissertation committee chair and members. The Dean or his/her designee must be notified of the date and time of the final oral defense at least 10 working days before the actual date of the final oral defense. This is done by the student in *MyAdvisor* (upload abstract, signed abstract cover sheet, and defense date, time, and location in the **Dissertation Final Defense Abstract** portal under **Upload My Student Products**).
- d. During the final oral defense, the committee may approve, suggest changes, or disapprove the dissertation.
- e. Students must make an appointment in advance and meet with a graduate studies staff person in the College of Education Office of Graduate Studies to submit a final copy of their dissertation. Information concerning the formal requirements of the final copy of your dissertation (e.g., type of paper, number of copies, etc.) is described in the *Thesis and Dissertation Guide*. This guide is available online at the Graduate Student Resources page for College of Education students. When students meet with the graduate studies staff person, the staff member will give them additional paperwork required by their office that is necessary to finalize the completion of the dissertation process. Students should ask their dissertation chair(s) whether they would like a bound copy of the final dissertation for their own libraries.
- f. When submitting your dissertation, students should consider **embargoing** it for a period of up to two years so that it is not considered published work. This will allow students to submit their dissertation for publication in a journal or other publication of their choice. If students' dissertations are not embargoed, many publication sources will consider it already published. In collaboration with the student's dissertation chair, the University provides formal procedures to embargo dissertations of its doctoral students.
- g. Students should always ask their dissertation committee chairs, and the members of their dissertation committees, whether they wish to be included as authors on any presentations or publications students may submit that are related to their dissertation. This is more than a matter of courtesy, this practice is consistent with professional research ethics as indicated in the APA Code of Ethics (APA, 2010). For students interested in future careers in academia, presentations and publications are critical to be competitive in the academic marketplace (especially for assistant professor positions at major research universities).

5. Registration for Dissertation Credits (6 hours total, minimum)

Once students sign up for dissertation credits **they must continuously enroll for a minimum of 3 credits** of dissertation every subsequent Fall and Spring semester until the Dissertation is completed. Students typically should be enrolled in 3 credits of dissertation the semester they defend the Proposal. **The semester of the final defense, students must enroll for 3 credits of Dissertation.** Summer enrollment is only required if the student is actively engaged in the Dissertation and using university resources (meeting with faculty, using library or computer resources, discussing content with faculty on the telephone or via email, requesting feedback, etc.).

VII. Student Issues

This chapter describes the primary means by which the program monitors and evaluates student progress. Also described are current policies regarding requests for leaves of absence and time extensions, as well as information about dismissal and formal grievance procedures.

1. Advising

Students are assigned an academic advisor once they are admitted to the program. The assignment of an academic advisor takes into account current faculty advising loads, as well as the similarity in research interests between students and faculty. The intention is to maximize the match between the background of the students and the expertise of the faculty. Students are expected to maintain regular contact with their advisors throughout their tenure in the program, keep their advisors apprised of any problems or concerns that may affect their academic work, and seek their advisors' consultation and assistance as appropriate. Typically, a student's academic advisor also serves as the chair or co-chair of the candidacy paper and dissertation research committees.

Students who desire to change academic advisors inform their current advisor so that appropriate action can be taken. This is a relatively routine matter, and students need not worry about offending their current advisors. The faculty understands that students' interests may change and encourages student initiatives, which facilitate the students' academic progress and professional development. A *Request for Change of Advisor form* is submitted to formalize the change (online via *MyAdvisor*).

It is the goal of the MQM-LS program to maintain a close faculty-student relationship. Students are encouraged to talk to their academic advisors or other faculty members in the MQM-LS program on issues related to their progress, coursework and research training.

2. Student Evaluation

The overall progress of all doctoral students is evaluated annually by faculty associated with the MQM-LS Ph.D. program. All students currently enrolled in the MQM-LS program are required to participate in the annual review. The deadline for providing the required materials to the program is announced by the MQM-LS program area coordinator in the spring semester via the program listserv. Students are given written feedback each year concerning the outcome of this evaluation. Students are in good standing if they:

- a. register continuously at the University in courses consistent with the approved degree plan, or seek a formal leave of absence from the program if they must interrupt their enrollment;
- b. maintain close contact with their academic and research advisor(s) concerning progress toward the degree;
- c. make adequate progress in their research (e.g., candidacy paper, dissertation) in accordance with the length of time that the student has enrolled in the program; and,

- d. do not violate any standards of ethical conduct for psychologists as defined by the Ethical Guidelines of the American Psychological Association or the American Educational Research Association;
- e. maintain adequate progress and performance in their coursework. Adequate progress includes formally resolving all Incompletes received in any course during the previous Spring, Fall, and Summer courses before the start of each Fall semester. Students in the MQM-LS program may not be permitted to enroll in Fall courses if they have an Incomplete in any coursework unless it is from the immediately prior summer.

3. Continuous Enrollment and Leaves of Absence

Once admitted to the program, doctoral students are expected to be continuously enrolled, including at least three credit hours every consecutive long semester (i.e., Fall and Spring semesters), until the degree program is completed and the degree is awarded. On rare occasions, significant life events and emergencies (e.g., serious health issues, major family disruptions) may interfere with a student's progress through the program. Students who cannot enroll in a given semester must apply for a leave of absence in order to remain in good standing. To request a leave of absence, students need to first consult with their advisor and then submit a ***Graduate and Professional Student Petition Form*** via *MyAdvisor* that describes the reason for the request and a timeline, following the leave, for completing remaining program requirements. The leave of absence must be approved by the student's academic advisor, the Department Chair, and the Dean or his/her designee.

Leaves of absence are not granted for students to avoid tuition, academic requirements or difficulties, or for those who have exceeded the doctoral credit hour cap. A student who does not return to enrolled status at the end of an approved leave is no longer considered to be pursuing an advanced degree and will be terminated from the program. A student who fails to enroll in a long semester (Fall or Spring) without obtaining an approved leave from graduate study is not automatically readmitted to the program, and may also be terminated from the program immediately.

Please also note, a student who is granted a leave of absence but has registered for the term (of leave) must withdraw from all courses for that term. Failure to do so may result in the student's financial responsibility for those courses.

4. Program Completion Time Limits

According to University policy, students must complete their programs within 10 years of their semester of first enrollment. **Students who are beyond their 7th year in the program are considered to be making unsatisfactory progress**; therefore, as part of the annual review process, students in the seventh year or beyond must provide their advisors and the program area coordinator a detailed timeline for completing their remaining work. An approved leave of absence only exempts students from the continuous enrollment requirement but does not stop the clock for program completion time limits. In other words, even students with an approved leave of absence must complete their degree programs within 10 years of their semester of first enrollment.

The University will approve an extension to the 10-year time limit for degree completion only under exceptional circumstances. To request a time extension to complete program requirements, after discussing the matter with their academic advisors, students submit to the advisor a *Graduate and Professional Student Petition Form* (in paper) and a *letter* that (a) describes the circumstances and provides a compelling rationale for the request, and (b) provides a timeline for completing remaining program requirements during the proposed time extension. A petition for a time extension must be approved by the student's academic advisor, the Department Chair, and the College of Education Dean (or his/her designee), and the University Dean of Graduate Studies.

The program faculty reserves the right to support or deny a petition, or to amend the petitioner's request prior to submitting the petition to the College of Education Dean and the University Dean of Graduate Studies for final review and action.

5. Termination of Students

The following are conditions in which students may be terminated from the MQM-LS Ph.D. program:

- a. Failure to make the minimum academic requirement for doctoral students at the University of Houston, as described in the *Graduate and Professional Studies Catalog* (available online at www.uh.edu/gs/grad_catalog). Some examples of the University requirement are:
 - Students who fail to maintain a minimum graduate grade point average of 3.0 will be put on probation or be suspended from the University; and/or,
 - According to University policy, students who receive 4 or more grades of "C" or lower in their programs of study will be terminated from the University. However, to help ensure the integrity and high standards of the MQM-LS Ph.D. program, the program faculty has adopted a **"Two C" rule**. Thus, program students who obtain two grades of C will be dismissed from the MQM-LS Ph.D. program, although they may explore other options for continued graduate study within the university.
- b. Violation of the ethical principles of psychologists or educational researchers in their professional and academic work (e.g., coursework, research).
- c. Failure to meet one or more academic requirements (e.g., course work, candidacy paper and dissertation, comprehensive exams). In these cases, remedial actions will be identified to help the student. If remedial actions fail to correct the deficiencies, the student may be terminated from the Program.
- d. Failure to make sufficient progress in one's program of study. Students who are not making sufficient progress are asked to meet with their advisors to identify remedial steps to assist them. Students who continue to lag behind after remediation may be terminated from the Program.

Student evaluations are conducted by the program faculty annually. Students are provided feedback based on these evaluations every year. Evaluations of specific students are conducted at other times as needed. Students found to be deficient in one or more areas described above may be terminated from the Program. Termination is generally considered after efforts to correct the identified deficiencies have failed. A student who is terminated from the Program is informed in writing by the Program Area Coordinator and by the Chair of the Department. The student may then follow the Departmental, College, and University grievance procedures if there is sufficient ground to initiate such a process.

6. Grievance Procedures

Normally, when students have problems or disagreements, they should make every effort to resolve them with the individual faculty member involved and the Program Area Coordinator, using informal channels. If the problem is not resolved, discussion among the involved parties and the Departmental Chair is encouraged as the next step of action.

If the informal discussions do not result in resolution of the problem, the student may follow the formal grievance procedures as specified in the College of Education Student Grievance Policy and in the online Graduate Studies Catalog on the College of Education website.

7. Graduation

Students should file applications to graduate either the semester prior to or the semester in which they plan to graduate. Students must complete ALL requirements toward their degree before the end of the semester they intend to graduate. Graduation applications cannot be retracted. Once students submit a graduation application they must graduate if they meet the graduation requirements.

The application can be completed by logging in to Degree Progress/Graduation in *myUH* (<https://my.uh.edu>) or downloaded at http://www.uh.edu/academic/forms/graduation_appl.pdf. Applications are also available in the Graduation Office, 108 Ezekiel W. Cullen Building. The application should be turned in to the Office of Registration and Academic Records, 128 Welcome Center. Filing deadlines are listed in the class schedule and the academic calendar.

VIII. Student Support Services

The University of Houston offers students an array of support services that are sponsored by a variety of campus offices and facilities. Examples of these include the Counseling and Psychological Services Center (CAPS); the Health Center and Financial Aid Offices; the Center for Students with DisABILITIES (CSD); and the Campus Recreation and Wellness Center. The MQM-LS Ph.D. Program, the Department of Psychological, Health, and Learning Sciences (PHLS), and the College of Education also offer students a variety of support services. This section describes some of these services and resources.

1. Fellowships, Assistantships, and Financial Aid

Many opportunities for financial support exist for students enrolled in the Program. Students are encouraged to apply for available fellowship, assistantship and financial aid by the appropriate deadlines. Incoming students are sent initial information regarding assistantships the summer prior to enrolling and should contact the PHLS Chair (or designee) for more information. For students who receive half-time assistantships and maintain good academic standing within the Department, the Doctoral Student Tuition Fellowship (DSTF) has typically been available through the Dean's office and provides additional support in the form of tuition credits of 9 hours for each long semester and 3-6 credits over the summer (student fees are not paid by the DSTF). Eligible doctoral students may receive DSTF support for a maximum of three years (if they obtained a master's degree prior to their entry into the doctoral Program) or four years (if they entered the Program from a bachelor's program). MQM-LS doctoral students are also eligible to compete for several scholarship programs that are available through the Office of Graduate Studies in the College. Information about these programs can be found online at: http://www.coe.uh.edu/current-students/fin_aid_scholarships/index.php.

2. Communication within the Program and Department

The program uses several means to communicate with students including:

1. Program Listserv

The Program listserv provides students, faculty, and staff the opportunity to send and receive broadcast e-mails to everyone in the MQM-LS Program. Upon admission to the program, all students are automatically included in the listserv using their UH e-mail address. If you are not receiving e-mails from the listserv, contact the graduate advisors in the PHLS office (room 491 FH). Students are responsible for keeping their links to the listserv current so that they receive all program messages.

2. E-mail

Students are required to maintain their official UH e-mail address, for purposes of official notifications from the program, department, college, and university.

3. Student Mailboxes

Each student in the program is provided a mailbox located in the hallway outside the PHLS office (room 491 FH). Check your mailbox frequently in order to keep abreast of program and departmental activities and deadlines. If students are currently teaching classes, the mailbox can also serve as a place for undergraduate students to submit their work.

4. Student Directory

Each year, a student directory is compiled reflecting the address, phone number, e-mail, cohort year, and advisor of those students currently enrolled in the program. Students are expected to update the Department and Program, as well as the University, if their contact information changes.

3. Membership in Professional Organizations

Students are strongly encouraged to join professional organizations including:

1. Students in the Department of Psychological, Health, and Learning Sciences (PHLS) have formed an organization called the **Graduate Students Organization (GSO)**. The PHLS-GSO was formed by students to promote and support the individual student, the Department of Psychological, Health, and Learning Sciences, and the University of Houston. PHLS -GSO promotes community and serves as a forum for sharing scholarly ideas between and among students in different cohorts and degree programs. Meetings throughout each semester involve scholarly and social activities culminating each spring with the PHLS GSO Houston Research Symposium showcasing Departmental student and faculty research. Presentations are made by COE and PHLS faculty and students, as well as faculty and students from other college and universities. One or more community speakers are often invited to present at this event as well. All students in the Department of Psychological, Health, and Learning Sciences are encouraged to join the PHLS-GSO for a one-time fee of \$25, which includes registration for the April GSO Research Symposium. Officer elections occur each fall. It is important that the Program be well-represented in this active group, so please give serious consideration to running for a GSO office. More information about PHLS-GSO can be found at <http://uhepsygso.wordpress.com/>.
2. Doctoral students are encouraged to apply for **student membership in professional organizations** such as the American Psychological Association (APA), the American Educational Research Association (AERA), Phi Delta Kappa, and other appropriate professional organizations. National and regional professional organizations offer professional development and networking opportunities for student members.

4. Travel Support

Students can obtain limited travel support from the Department Chair (or designee) for attending conferences. Opportunities and deadlines for applying for departmental travel support are posted on the program and/or departmental listserv. Other travel support may be available from national associations.

5. Technology and Computing

The Center for Information Technology in Education (CITE) offers multi-faceted technology services to the entire College of Education community. Located on the 3rd and 4th floor of Farish Hall, the CITE Computer Lab provides students with over 80 computers and also houses a statistics lab and a multimedia lab. The CITE Lab staff provides routine consultation to students on a variety of technology matters. The CITE Lab will also print posters for scholarly presentations for graduate students without charge. CougarBytes also provides students with the opportunity to purchase hardware and software, sometimes at substantially reduced prices.

6. Problem-Solving Resources

The student ombudservice directly assists students to resolve problems or refers them to the office or person who can help resolve a particular problem. More information regarding the ombudservice can be found at <http://www.uh.edu/ombuds/>. The student legal advisor provides advice and counsel to students for problems of a legal nature. Students will be advised of steps that can be taken without a lawyer. When an attorney is required, referrals to agencies and other legal services are provided. More information regarding this service is located at <http://www.uh.edu/ucaf/09/services/legalservices.html>.

7. UH Counseling and Psychological Services (CAPS)

Students seeking counseling services are encouraged to contact UH CAPS (713-7435454). Services at CAPS are provided free or for a nominal fee. UH CAPS has a reciprocal agreement with other local university counseling centers to see students in this situation and can also provide referrals to other agencies that charge on a sliding scale. More information about CAPS is located at <http://www.uh.edu/caps/>.

8. The UH Writing Center

Because professional communication, including writing, is key to success in the Program, and in developing your professional credibility, the University has established The Writing Center in Agnes Arnold Hall (713-743-3016). A wide variety of services are available to enhance your professional writing competencies. Although such assistance may be required by the faculty, students are also encouraged to seek their services voluntarily. The range of services and programs are described on their website (<http://www.uh.edu/writecen/>). Note that certain staff are specialized in assisting PhD students and in scientific, professional writing.

IX. Program at a Glance

The following is a quick summary of major milestones for the MQM-LS Ph.D. program and the forms associated with each one. All forms are to be submitted on-line via *MyAdvisor* or *myUH*. More complete information on each of these aspects can be found elsewhere in this handbook.

- **Coursework**

Department/Foundations Core	Specialization Electives
Program Area Core	Individualized Research
- **Residency**

Forms: Residency Report for first Fall semester & Residency Report for first Spring semester
- **Degree Plan**

Form: Doctoral Degree Plan
- **Candidacy Research Project**

PHLS 7398: Register/Complete
Forms: Appointment of Candidacy Research Committee (see Appendix 1)
Candidacy Report
Cover Page Signed with Abstract
- **Comprehensive Examination Portfolio**

Form: Application to Take Doctoral Comprehensive Examination
- **Dissertation**

Establish Chair and Committee Members
Form: Appointment of Dissertation Committee

Dissertation Proposal Defense
Forms: Cover Page Signed with Abstract (including time/place of defense)

Dissertation Defense
Forms: Cover Page Signed with Abstract (including time/place of defense)
Final Copy of Paper (reviewed/approved by COE Office of Graduate Studies)

PHLS 8399: Register/complete during semester you defend final paper, and also in preceding semester(s).
- **Graduation**

Form: Graduation Application

- **Order of Program Milestones**

Doctoral Residency must be completed by the end of the first year

Degree Plan should be completed early in the program (i.e., no later than by the end of the first year of graduate study, preferably during the first semester of graduate study)

Candidacy Research Project must be completed before submission of Comprehensive Examination Portfolio

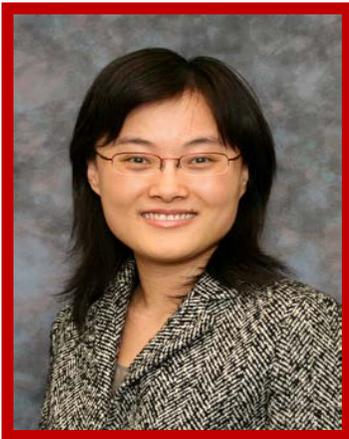
Comprehensive Examination Portfolio must be completed before Dissertation Chair and Committee members are established

Coursework and Dissertation Defense must be completed before Graduation

X. Faculty

Listed below are the University of Houston faculty associated with the MQM-LS doctoral program. Note that core (tenured or tenure track) program faculty with their primary appointment in the Department of Psychological, Health, and Learning Sciences (PHLS) are necessary to satisfy certain student-related requirements (e.g., composition of Candidacy Research Paper and Dissertation Committees). The PHLS Department's website offers information about the faculty affiliated with the Program and the Department (<http://www.coe.uh.edu/degree-programs/ed-psyc-ind-diff-phd/>).

Core Program Faculty with Appointments in the PHLS Department



Dr. Weihua Fan

Associate Professor

Ph.D., University of Maryland-College Park, 2006
Rm. 470 FH, (713) 743-9824, wfan@uh.edu

Research interests: My research interests focus on multivariate models and their applications on educational and psychological issues under the umbrella of motivational, cognitive and psychological processes relating to students' academic success within the context of schools, teachers, parents, and peers.



Dr. Sascha D. Hein

Assistant Professor

Ph.D., Goethe-University Frankfurt am Main, Germany, 2012
Rm. 318A FH, (713) 743-0335, sdhein@uh.edu

Research interests: Application of person- and variable-centered quantitative methods to study cognitive and social-emotional development from a perspective on positive characteristics and competence of children and adolescents who face educational disparities and social marginalization.

**Dr. Yu Liu****Assistant Professor**

Ph.D., Arizona State University, 2016
Rm. TBD, Joining us in Fall 2016

Research interests: Statistical modeling of longitudinal data using multiple frameworks, including multilevel (mixed) modeling, growth curve modeling and dynamical systems; characterization of measurement invariance over time in longitudinal studies with ordinal measurement; missing data analysis; Bayesian analysis.

**Dr. Tammy Tolar****Assistant Professor**

Ph.D., Georgia State University, 2007
Rm. 423 FH, (713) 743-4945, ttolar@uh.edu

Research interests: Psychological processes in the development of mathematical knowledge and skills among adolescents and young adults and the application of advanced measurement and quantitative methods to the study of development and learning.

**Dr. Margit Wiesner****Associate Professor & Program Chair**

Ph.D., Friedrich-Schiller University of Jena, Germany, 1999
Rm. 407 FH, (713) 743-5031, mfwiesner@uh.edu

Research interests: Longitudinal data analysis, latent variable modeling, measurement invariance of mental health screening instruments, development of delinquency and other health-risking behaviors, youth violence exposure, vocational career pathways.

XI. List of Common Forms

These forms typically should be completed through *MyAdvisor*

Annual Report Form

Graduate and Professional Student Petition

Submit/Change Degree Plan

Candidacy Report

Residency Report

Application to take Doctoral Comprehensive Examination Portfolio

Appointment of Dissertation Committee

Request Change of Advisor

These forms must be completed in paper format or online at *myUH*

Graduation and Professional Student Petition

APPENDICES

APPENDIX 1: *Appointment of Candidacy Research Committee form*

APPENDIX 2: *MQM-LS Doctoral Comprehensive Examination Portfolio policies*

Appendix A: *Doctoral Comprehensive Exam Intent Form*

Appendix B: *Doctoral Comprehensive Examination Submission Form & Checklist*

Appendix C: *Doctoral Comprehensive Examination Evaluation Form*

Appendix D: *Teaching Checklist*

University of Houston
College of Education

APPENDIX 1: Appointment of Candidacy Research Committee
Measurement, Quantitative Methods, & Learning Sciences Ph.D. Program

_____			_____		_____	
Name			PeopleSoft#	Phone # Home (or Office)		
_____			_____		_____	
Address			Department	Major	Advisor	
_____			_____		_____	
City	State	Zip				

Tentative Title: _____

It is requested that the following faculty be appointed to constitute the committee for the student named above. Each has been contacted and has agreed to serve.

Please indicate each committee member's expertise as related to the student's topic, including the identification of the research methodologist.

Committee	Department
1. (Chair) _____	_____
Expertise: _____	_____
2. _____	_____
Expertise: _____	_____
3. _____	_____
Expertise: _____	_____
4. _____	_____
Expertise: _____	_____
5. _____	_____
Expertise: _____	_____

_____	Approved: _____	_____
Student Signature	Candidacy Committee Chair	Date

Date of committee appointment: _____

APPENDIX 2: Measurement, Quantitative Methods, & Learning Sciences Ph.D. Program**Doctoral Comprehensive Examination Portfolio (6/4/2009 rev#4)**

This document describes the new doctoral comprehensive examination format that utilizes a *portfolio* approach and allows students in the Measurement, Quantitative Methods, & Learning Sciences (MQM-LS) Ph.D. program to document their curriculum, research, teaching, and other relevant professional competencies that they have attained from coursework and various academic experiences during the course of their doctoral studies. Publications, conferences, teaching experiences, grant writing skills, consultant experiences, and other competencies are crucial to obtaining faculty and professional positions after graduation. Successful completion of this process will serve to satisfy the College of Education requirements for the doctoral comprehensive examination. The policies and procedures for the new doctoral comprehensive examination format, hereafter referred to as the Comprehensive Examination Portfolio, are presented on the following pages.

Comprehensive Examination Portfolio: Required Components

The Comprehensive Examination Portfolio requires students to gather and present evidence that they have successfully completed each of six components that together make up the portfolio (see Table 1). Except where specifically noted in these policies or previously approved, accomplishments or experiences substantially completed *prior* to initial enrollment in the MQM-LS Ph.D. program can *not* be used to satisfy any of the portfolio components. It is in the best interest of the student to consult with the student's advisor from the beginning of the doctoral studies on the best way to match portfolio components to the student's career goals. The importance of seeking faculty input on these matters cannot be overstated!

Comprehensive Examination Portfolio: Supporting Evidence

Students must provide specific supporting evidence to document that they have successfully completed each of the necessary components of the Comprehensive Examination Portfolio. Table 1 shows the evidence required for each component. Whenever possible, materials must be submitted on-line via *MyAdvisor* (signed forms or other artifacts should be scanned and submitted as PDFs). In addition, faculty on the Doctoral Comprehensive Examination Committee may request specific additional materials when necessary to better document the successful completion of any component.

Eligibility

The Comprehensive Examination Portfolio is intended to supplant the current policies and procedures with regard to the MQM-LS comprehensive examination. Beginning with the Fall 2009 cohort, all incoming students to the MQM-LS program must satisfy the comprehensive examination requirement by the new portfolio based policies and procedures. Students who initially enrolled in the program in Fall 2008 or before, may choose to satisfy the comprehensive examination requirement by completing the portfolio process or by meeting the requirements of the old examination format. Students who began the MQM-LS program in Fall 2008 or before, must elect to satisfy the doctoral comprehensive examination following the policies and procedures of either the new portfolio process or the old written examination. Students are not permitted to change from one format to the other any time after they either attempt the written examination a first time, or submit materials for review under the new portfolio process.

Students are bound by all of the policies and procedures of the format they initially select and attempt.

Comprehensive Examination Portfolio Evaluation Committee

Each academic year, a three-person Comprehensive Examination Portfolio Evaluation Committee will be established with one member serving as chair for the given year (hereafter referred to as the Evaluation Committee). Service on this committee will be rotated on an annual basis among program area faculty. Faculty will be precluded from evaluating portfolios submitted by their student advisees (the committee chair will designate a substitute faculty member who replaces the faculty advisor during the evaluation of the given doctoral comprehensive examination). This committee will be responsible for evaluating the evidence or portfolio materials submitted by each student. The committee will review submitted materials at the beginning of the Fall semester, the end of the Fall semester, and during the Spring semester. The submission timelines would typically be as follows:

- September 1 by 5 PM for the review at the beginning of the Fall semester
- December 1 by 5 PM for the review at the end of the Fall semester
- April 20 by 5 PM for the review at the Spring semester

The chair of the Evaluation Committee will convey results to the MQM-LS program coordinator and the student's faculty advisor. Results of the evaluation will be communicated to the student and recorded via *MyAdvisor* no more than three weeks after the committee has reviewed all submitted portfolios. It will not be possible for doctoral students to meet with any member of the Evaluation Committee to discuss or review the outcomes of the evaluation process.

Evaluation Procedures

Each member of the Evaluation Committee will consider independently all materials submitted by each student. Next, the Evaluation Committee will meet to complete a single *Doctoral Comprehensive Examination Evaluation Form* (see Appendix C) for each portfolio. Using this form, the Evaluation Committee will assign a score of Pass or Fail to each of the individual aspects that comprise each component. A minimum of two committee members must agree that the student has fulfilled the necessary requirements for any particular aspect within each component in order for the student to be assigned a Pass and successfully complete that portion of the portfolio. In addition, each of the six components will be assigned a score of Pass/Fail and the portfolio as a whole will be given an overall score of Pass or Fail. Each aspect of each component must be rated as a Pass in order to get a Pass for that component, and all six components must receive a Pass in order for the overall portfolio to be given an overall score of Pass. The Evaluation Committee will indicate in writing some indication of why a student has failed to pass the doctoral comprehensive examination and identify any specific deficiencies needing improvement.

If a majority of the Evaluation Committee determines that the student has not fulfilled the necessary requirements for any particular component of the portfolio, the student has failed that component and can not pass the overall Comprehensive Examination Portfolio. For any subsequent submission deadline, students can revise and resubmit their portfolio materials. Any specific portfolio components that were passed in the first doctoral comprehensive examination submission will be considered passed for the second doctoral comprehensive examination

submission and not be evaluated again. The student will only be required to resubmit supporting materials (i.e., revised doctoral comprehensive examination submission form, revised supporting evidence) for the doctoral comprehensive examination component(s) that he/she did not pass on a first attempt. Alternatively, the student may opt to submit supporting materials for a specific doctoral comprehensive examination component that was not previously reviewed by the doctoral comprehensive examination evaluation committee but also satisfies the requirements and in this sense replaces the originally reviewed component.

A doctoral student can apply and submit Comprehensive Examination Portfolio materials for review a maximum of two times. A student who fails to pass all components of the Comprehensive Examination Portfolio upon the second attempt will be terminated from the MQM-LS program and become ineligible for the degree.

Timeline

Students are strongly advised to **initiate work on the required doctoral comprehensive examination components in the first year of doctoral studies** as it often will take two or three years to satisfy all requirements. Students must have submitted the *Doctoral Comprehensive Exam Intent Form* (see Appendix A for example) and successfully defended their candidacy paper before they can submit materials or be reviewed for the Comprehensive Examination Portfolio. **Successful completion of the** Comprehensive Examination Portfolio must occur before the student will be permitted to form a committee and defend the proposal for his/her dissertation. Students are required to submit their portfolio for review at least one time **no later than during the student's third year of doctoral studies**. Students who fail to meet this requirement will be considered students not in good standing and risk termination from the program.

Annual Ph.D. Student Review Report

Each year students in the MQM-LS program complete and submit the *Annual Ph.D. Student Review Report*. This report includes a section used by program area faculty to gather information regarding the student's progress towards completing the comprehensive examination requirements. Note, however, that it is the faculty advisor who is responsible for providing *annual* and specific feedback to his/her doctoral student advisees on their progress toward satisfying the components of the Comprehensive Examination Portfolio.

Consideration of Exceptions to the Stated Policies and Procedures

Students may request modifications, waivers, or exceptions to the policies or procedures for the Comprehensive Examination Portfolio process using a *Graduate and Professional Student Petition*. As part of this form, the student should describe the specific request they are making, provide a detailed explanation for why the request is necessary, and why it is justified. This form should be submitted via *MyAdvisor*. Modifications or changes must be approved by the students' Advisor, the MQM-LS program coordinator, the Department Chair, the Dean of the College of Education or his/her designee.

Table 1: Doctoral Comprehensive Examination Portfolio Components and Required Supporting Materials

In order to pass, students must provide the evidence required to demonstrate that they have successfully completed each of the six components listed below.

Component	Required Supporting Materials
1. Doctoral Comprehensive Examination Submission Form	
Students must submit a completed submission form (see Appendix B) along with all supporting materials prior to the stated deadline in order for their portfolio to be reviewed.	Completed, signed and dated form.
2. Goal Statement and Curriculum Vitae	
Students should describe their career goals, the activities that they completed for their Comprehensive Examination Portfolio, and what they gained from each activity	Copy of goals statement that is approximately three double-spaced pages with 12 font-size text and 1-inch margins on all sides.
Curriculum Vitae	Copy of CV meeting professional standards.
3. Foundations (all of the following activities must be successfully completed to satisfy this component):	
(approved forms must be approved at all levels)	
<p>3a. <i>Doctoral Comprehensive Exam Intent Form</i></p> <p>3b. Residency requirements (see the red <i>Ph.D. Program Student Handbook</i>) were satisfied</p> <p>3c. Coursework in core statistics and research methods (PHLS 8302, PHLS 8319, PHLS 8322, PHLS 8324, PHLS 8300) was completed with a grade of B- or better.</p> <p>3d. Coursework in core content courses (PHLS 8335, PHLS 8342, PHLS XXX “Psychology of Learning in STEM”, PHLS XXX “Educational Disparities and Social Inequality”) was completed with a grade of B- or better.</p> <p>3e. Candidacy research paper was successfully defended or, students had the candidacy research paper requirement waived based on their completion of a Master’s thesis.</p> <p>3f. <i>Degree Plan</i> was filed and approved</p>	<p>Copy of signed and dated <i>Doctoral Comprehensive Exam Intent Form</i></p> <p>Copies of two <u>approved</u> <i>Residency Forms</i> for 1st year of graduate study (i.e., Fall & Spring semesters)</p> <p>Copy of UH-transcript showing successful completion of courses PHLS 8302, PHLS 8319, PHLS 8322, PHLS 8324, PHLS 8300.</p> <p>Copy of UH-transcript showing successful completion of courses PHLS 8335, PHLS 8342, PHLS XXX “Psychology of Learning in STEM”, PHLS XXX “Educational Disparities and Social Inequality”</p> <p>Copy of <u>approved</u> <i>Departmental Candidacy Report</i> form, or other evidence that the departmental candidacy research paper requirements were satisfied.</p> <p>Copy of <u>approved</u> <i>Degree Plan</i>.</p>

<p>4. Scholarship (<u>two</u> of the following components must be successfully completed to satisfy this component):</p>	
<p>4a. One first-authored <i>manuscript submission</i> to refereed journal (typically an approximately 25-page data-based manuscript; published abstracts are <i>not</i> acceptable)</p> <p>4b. Two co-authored <i>manuscript submissions</i> to refereed journals (one of the two co-authored manuscripts can be a book-chapter; published abstracts are <i>not</i> acceptable)</p> <p>4c. Consultant activities on two different occasions as lead author (student must be the lead each time; can be for the same institution, but student must work on two distinct tasks/projects)</p> <p>4d. One presentation at a <i>national or international</i> conference, such as APA, AERA, CEC, NAGC, SPR, SRCD, SRA, (student must be first-author), <u>or, alternatively</u>, two presentations at a <i>state or regional</i> conference, such as SERA (student must be first-author on both). Note that local conferences such as the <i>Houston Symposium for Research in Education</i> do <u>not</u> meet this requirement.</p> <p>4e. Grant proposal submission as lead author (typically this will be for an individual fellowship grant, or a minority fellowship grant, for instance from APA, AERA, DHHS, NSF; grant proposal submission to other sources such as U.S. Department of Education or private foundations is also acceptable as long as the student is the lead author, PI, or a co-PI)</p>	<p>If submitted/rejected/in press, provide copy of manuscript and letter of receipt or acceptance from journal editor; if already published, provide copy of published article; also provide evidence that the journal has a peer-review process.</p> <p>If submitted/rejected/in press, provide copy of manuscripts and letters of receipt or acceptance from journal or book editors; if already published, provide copy of published article(s) or book chapter with cover page; also provide evidence that the journal(s) has/have a peer-review process.</p> <p>Provide final products or executive summaries of the consultation activities plus letters from recipients of the consultation acknowledging receipt of the final products and student's role.</p> <p>Provide hardcopy of presentation(s), cover sheet and page listing your presentation(s) and authorship from the conference program booklet(s), conference registration receipt(s), and either hotel or flight receipt(s).</p> <p>Provide copy of grant proposal and evidence of submission and first-authorship or role on the project (e.g., UH transmittal form, letter of receipt from the reviewing institution).</p>

5. Teaching (<u>one</u> of the following components must be successfully completed to satisfy this component):	
<p>5a. Graduate Teaching Assistant at University of Houston for one semester (undergraduate or graduate course; on-line or face-to-face course), with an evaluation component (i.e., <i>Teaching Checklist</i> in Appendix D plus student course evaluations)</p> <p>5b. University Teaching Practicum in PHLS with at least one guest lecture held by the student for one semester (i.e., PHLS 8394), each with an evaluation component (i.e., <i>Teaching Checklist</i> in Appendix D plus student course evaluations)</p> <p>5c. Instructor at Community College, Other College, or Other University for one semester (undergraduate or graduate course; on-line or face-to-face course) with an evaluation component (i.e., student course evaluations)</p> <p>5d. Developed In-Service Training as lead author and applied it to a substantial number of individuals (about 100 individuals) with an evaluation component (i.e., participant evaluations). Note that instructional responsibilities for PK-12 students does not satisfy this requirement.</p>	<p>Provide course syllabus, lecture materials (if applicable), student course evaluations of the TA or guest lecture (if the TA cannot provide student course evaluations because he/she did not have any interactions with the students, then this must be verified by the faculty supervisor), <i>Teaching Checklist</i> (see Appendix D)</p> <p>Provide course syllabus, lecture materials or other supporting documents for three class meetings, and student course evaluations, <i>Teaching Checklist</i> (see Appendix D).</p> <p>Provide course syllabus, lecture materials or other supporting documents for three class meetings, and student course evaluations.</p> <p>Provide an executive summary of the developed in-service training and any accompanying hardcopy materials (e.g., training materials, instruments used for assessment), as well as evidence of its application and evaluation by the participants (e.g., announcement flyer, letter from the participating institution, evaluation forms completed by participants after the training)</p>

<p>6. Professional Development (<u>one</u> of the listed activities must be successfully completed to satisfy this component):</p>	
<ul style="list-style-type: none"> - Attendance at Teacher Institute Workshop (e.g., during APA, APS, AERA; workshop must last for minimum of one half day) - Attendance at Grant-Writing for Students and Early Career Scholars Seminar (e.g., during APA, AERA) or at Grant-Writing Workshop organized by a community, government, or educational institution (typically focused on grant writing for service, training, or program evaluation grants) - Attendance at How to Get Published as Student or Early Career Scholar Seminar (e.g., during APA, AERA) - Attendance at one external seminar (e.g., on specific statistical technique, research or data collection method, research theme, or research software package; seminar must last for minimum of one half day), typically offered as pre-conference workshop or as part of a graduate summer school 	<p>Provide evidence documenting your attendance at workshop or seminar (announcement flyer of workshop outlining the contents and duration, receipt for registration fee, and hotel receipt)</p>

Note. AERA= American Educational Research Association; APA= American Psychological Association; APS= Association for Psychological Science; CEC= Council for Exceptional Children; DHHS= Department of Health and Human Services; GSO= Graduate Student Organization in PHLS department; NAGC= National Association for Gifted Children; ; NSF= National Science Foundation; SERA= Southwest Educational Research Association; SPR= Society for Prevention Research; SRA= Society for Research on Adolescence; SRCD= Society for Research in Child Development.

PHLS XXX – Course number TBD.

Appendix A: Doctoral Comprehensive Exam Intent Form

PURPOSE: The Doctoral Comprehensive Exam Intent Form is designed to allow students to get approval to apply for the comprehensive examination evaluation. All students must submit a Doctoral Comprehensive Exam Intent Form as an attachment to the application to take comps through the *Comprehensive Examination field in MyAdvisor*. An electronic copy of the signed intent form must also be emailed to the chair of the comprehensive examination portfolio evaluation committee.

Students who take the doctoral comprehensive examination portfolio the 2nd time must repeat both steps by the given deadline (i.e., file a new intent form attached to another application to take the comprehensive examination in *MyAdvisor* and email an electronic copy of the signed intent form to the chair of the comprehensive examination portfolio evaluation committee).

Student Name:	Date:
Student ID:	Faculty Advisor:
Student Day Phone:	Student Evening Phone:
Student Email Address:	Semester/Yr. Program Started:
Intent to Submit Comprehensive Examination Portfolio in (Circle one):	
<p style="text-align: center;"> <input type="checkbox"/> Early Fall <input type="checkbox"/> Late Fall <input type="checkbox"/> Spring _____ Year </p>	
Student Signature: _____	Date: _____

Appendix B: Doctoral Comprehensive Examination Submission Form & Checklist

Student Name:	Date:
Student ID:	Faculty Advisor:
Student Day Phone:	Student Evening Phone:
Student Email Address:	
First Semester Enrolled as Doctoral Student in Program: _____ Semester _____ Year	
Number of Comprehensive Examination Submission (Circle one): 1 st 2 nd	

If this is a resubmission of a revised comprehensive examination, then you must also enclose a copy of the first Doctoral Comprehensive Examination Evaluation Form (you do not need to resubmit the first doctoral comprehensive examination submission).

Instruction: Please indicate which supporting evidence you submitted for the selected components along with this submission form (mark the corresponding box with an “X”).

Component	Required Supporting Materials
1. Comprehensive Examination Submission Form	
Completed submission form.	Completed, signed and dated.
2. Goal Statement	
Written statement with all components.	Copy of goals statement that is approximately three double-spaced pages with 12 font-size text and 1-inch margins on all sides.
Curriculum Vita	Copy of CV
3. Foundations (<u>all</u> of the following activities must be successfully completed to satisfy this component) (approved forms must be approved at all levels)	
3a. <i>Comprehensive Exam Intent Form</i>	Copy of signed and dated <i>Comprehensive Exam Intent Form</i> .
3b. Residency requirements.	Copies of <u>approved</u> <i>Residency Forms</i> for 1 st year
3c. Coursework in core statistics and research methods.	Copy of UH-transcript showing successful completion of these courses.
3d. Coursework in core content courses.	Copy of UH-transcript showing successful completion of these courses.
3e. Candidacy research paper.	Copy of <u>approved</u> <i>Departmental Candidacy Report</i> form, or other evidence that the requirements were satisfied.
3f. Degree Plan	Copy of <u>approved</u> <i>Degree Plan</i> .

4. Scholarship (<u>two</u> of the following components must be successfully completed to satisfy this component):	
4a. One first-authored <i>manuscript submission</i> .	<u>If submitted/rejected/in press:</u>
	Copy of manuscript
	Letter of receipt or acceptance from journal editor
	Evidence that the journal has a peer-review process.
	<u>If already published:</u>
	Copy of published article
	Evidence that the journal has a peer-review process.
4b. Two co-authored <i>manuscript submissions</i> .	<u>If submitted/rejected/in press:</u>
	Copy of manuscript
	Letters of receipt or acceptance from journal or book editors
	Evidence that the journal(s) has/have a peer-review process.
	<u>If already published:</u>
	Copy of published article(s) or book chapter with cover page
	Evidence that the journal(s) has/have a peer-review process.
4c. Two consultant activities as lead author.	Final products or executive summaries
	Letters from recipients of the consultation acknowledging receipt of the final products and student's role.
4d. One presentation at a <i>national or international</i> conference as lead author, <u>or</u> , two at a <i>state/regional</i> conference as lead author.	Copy of presentation(s)
	Cover sheet and page listing your presentation(s) and authorship from the conference program booklet(s)
	Conference registration receipt(s)
	Either hotel or flight receipt(s)
4e. Grant proposal submission as lead author.	Copy of grant proposal
	Evidence of submission
	Evidence of role on the project

5. Teaching (<u>one</u> of the following components must be successfully completed to satisfy this component):			
	5a. Graduate Teaching Assistant at University of Houston.		Course syllabus
			Lecture materials (if applicable)
			Student course evaluations
			<i>Teaching Checklist</i> (Appendix D)
	5b. University Teaching Practicum in PHLS.		Course syllabus
			Lecture materials (if applicable) or other supporting documents
			Student course evaluations
			<i>Teaching Checklist</i> (Appendix D)
	5c. Instructor at Community College or other Post-secondary setting		Course syllabus
			Lecture materials (if applicable) or other supporting documents
			Student course evaluations
	5d. In-Service Training		Executive summary of the in-service training
			Any hardcopy of materials of the in-service training
			Evidence of its application
			Evidence of evaluation by the participants
6. Professional Development (<u>one</u> of the listed activities must be successfully completed to satisfy this component):			
	<ul style="list-style-type: none"> - Attendance at Teacher Institute Workshop - Attendance at Grant-Writing Workshop - Attendance at How To Get Published Seminar - Attendance at one external seminar 		Announcement flyer of workshop outlining the contents and duration
			Receipt for registration fee
			Hotel receipt
Student Signature: _____ Date: _____			

Appendix C: Doctoral Comprehensive Examination Evaluation Form

Student Name:	Student ID:
Faculty Advisor:	
Chair of Comprehensive Examination Portfolio Committee:	Additional Members:
Date Comprehensive Examination Portfolio was reviewed:	

I. Evaluation of Specific Components of the Doctoral Comprehensive Examination:

Based on the review by the Comprehensive Examination Evaluation Committee, the doctoral student has PASSED or FAILED the given component.

	Passed	Failed	N/A
1. <i>Comprehensive Submission Form</i> was submitted			
2. Goals Statement and Curriculum Vita			
2a. Goals Statement			---
2b. Curriculum Vita			---
3. Foundations (<u>all</u> must be successfully completed):---			
3a. <i>Comprehensive Exam Intent Form</i> was submitted			---
3b. Residency requirements			---
3c. Coursework in core statistics and research methods			---
3d. Coursework in content courses			---
3e. Candidacy research paper			---
3f. Degree Plan			---
4. Scholarship (<u>two</u> of the following):---			
4a. One first-authored <i>manuscript submission</i>			
4b. Two co-authored <i>manuscript submissions</i>			
4c. Two consultant activities as lead author			
4d. One presentation at a <i>national</i> or <i>international</i> conference as lead author, <u>or</u> , two at a <i>state</i> or <i>regional</i> conference as lead author.			
4e. Grant proposal submission as lead author			

5. Teaching (<u>one</u> of the following components):---			
5a. Graduate Teaching Assistant at University of Houston			
5b. University Teaching Practicum in PHLS			
5c. Instructor at Community College, etc.			
5d. Developed In-Service Training			
6. Professional Development (<u>one</u> of the following):---			
- Attendance at Teacher Institute Workshop			
- Attendance at Grant-Writing Workshop			
- Attendance at How to Get Published Seminar			
- Attendance at one external seminar			

Comments on any specific comprehensive examination components needing improvement:

II. Overall Quality of Submitted Comprehensive Examination Materials:

- How is the personal goals statement?
 Excellent Acceptable Has problems N/A
- Is there congruence between the personal goals statement and the comprehensive examination?
 Excellent Acceptable Has problems N/A
- Are the artifacts included in the comprehensive examination appropriate indicators of specific competencies?
 Excellent Acceptable Has problems N/A
- Overall is the comprehensive examination well-written, well-organized and professionally presented?
 Excellent Acceptable Has problems N/A

Comments on the overall quality of the submitted doctoral comprehensive examination submission (e.g., strengths):

Overall Doctoral Comprehensive Examination Evaluation (check one):

_____ The doctoral student has passed the Doctoral Comprehensive Examination.

_____ The doctoral student has failed to pass the Doctoral Comprehensive Examination this time, but can resubmit another Doctoral Comprehensive Examination Submission Form along with supporting evidence.

_____ The doctoral student has failed to pass the Doctoral Comprehensive Examination two times, and cannot resubmit again.

Appendix D: Teaching Checklist

Submit the completed form together with the *Doctoral Comprehensive Examination Submission Form* before the specified deadline on-line to the comprehensive examination portfolio web-portal (signed forms should be scanned in and submitted as PDF-file).

PURPOSE: Faculty who supervised the doctoral student in the Teacher Practicum or the TA must fill out and sign the form to indicate student activities.

Student Name:	Date:
Student ID:	Faculty Supervisor:
Student Day Phone:	Student Evening Phone:
Student Email Address:	
Semester of teaching (Circle one): Fall Spring Summer _____ year	
Course taught/assisted (list course number):	
Graduate Teaching Experience (Circle one): TA Teaching Practicum	

	Student Activities (Check appropriate box for each activity)	YES	NO
1	Grading assignments and exams		
2	Providing feedback to students on assignments and exams		
3	Giving class lecture		
4	Preparing course materials		
5	Supervising lab session		
6	Interacting face-to-face or on-line with enrolled class		
7.	Other (briefly describe activity):		
8.	Student course evaluations on the supervised student were collected		

Faculty Supervisor's Signature:	Date:
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