

Fall 2019 cohorts

STUDENT HANDBOOK

Ed.D. in Professional Leadership – K-12



UNIVERSITY of
HOUSTON
COLLEGE of EDUCATION
Educational Leadership & Policy Studies

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Program Director Welcome

The Executive Ed.D. in K-12 Professional Leadership program prepares equity-oriented scholar-practitioners and leaders who are committed to educational justice and the betterment of schooling in the Greater Houston area. As faculty, we are unified by our shared commitments to these very same ideals: equity, justice, and increased opportunities/outcomes. Through your time in the program, you will learn alongside renowned faculty with a rich diversity of educational and professional experiences. We are thrilled to have you as part of the program, and look forward to learning from your expertise.

This handbook contains a wide variety of information and policies relevant to graduate studies writ large and the Ed.D. program itself. Before you go on to read the rest of this document, I wish to offer four pieces of advice that should serve you well during your time in the program:

1. *Treat your cohort like a family.* Over the next eight semesters, you and your fellow cohort members will progress through the program of study in lockstep. A lot of life can happen over that time, so it behooves you to be intentional about building rapport. Write together. Break bread together. Celebrate together. Cry together. Be comfortable seeking support from your cohort. Be comfortable providing support to your cohort.
2. *Read independently.* In relation to their thesis, I often tell students the following: “until you know what has been said, you will have nothing to say”. Beyond those assigned to you in class, you must read peer-reviewed journal articles relative to your topic, or you will fail to develop the expertise necessary to craft a thesis proposal.
3. *Get engaged.* Your acceptance into this program is only the beginning of the rest of your journey. There is so much more to earning a doctorate than a credential behind one’s name. Submit proposals to present at conferences. Seek scholarships, fellowships, and internships. Join campus, student, professional, and research organizations. Attend board meetings, forums, and other events. Be intentional about expanding your professional network. Lend your expertise and advocacy to others. Share your experiences in the program with others and speak about the program with pride.
4. *Build relationships with faculty.* Graduate school gives you the opportunity to access diverse expertise from nationally-known faculty in our program and the greater University of Houston community. Regular, responsive, and professional communication are crucial to maximizing this access. Take advantage of the time you have in courses and as you begin your thesis research to learn from the full-time and adjunct faculty in the program, and don’t be afraid to reach out with questions about anything. Lastly, think of the faculty in the program not only as your course professors, but as individuals who you can continue collaborating with and reaching out to even after you conclude your studies.

Between the program handbook and the superintendency practicum guide, you will find the primary guidance needed to successfully navigate the program and the certification process. For any questions or concerns not addressed by these resources, I am happy to assist in any way that I can. I look forward to watching your educational journey progress.

Warm regards,



Bradley W. Davis, Ph.D.
bdavis8@uh.edu

Degree Requirements

There are several graduate degree requirements established by the university with which students should be familiar. The information provided below are but highlights of some of the more important requirements. Students should familiarize themselves all requirements in their entirety by reviewing the [Graduate Catalog](#).

Course Load Policy

The Executive Ed.D. in K-12 Professional Leadership is designed for working professionals with full time employment. Accordingly, students in the program are enrolled part time. Students on fellowships or assistantships, or receiving financial aid, should verify the conditions of their awards with respect to required enrollment, and know that full-time enrollment is defined by the university as follows:

- Fall Semester - 9 Credit Hours Minimum
- Spring Semester - 9 Credit Hours Minimum
- Summer Semester - 6 Credit Hours Minimum

Continuous Enrollment

In general, graduate students are expected to be enrolled in consecutive long terms (i.e., fall and spring terms) until the degree program is completed and the degree is awarded. A graduate student who is not enrolled should not expect to be able to use the facilities (including assistance from faculty) of the University of Houston campus. In order to remain in good standing, students who cannot enroll in a given term must submit to the program director a petition requesting leave of absence. A student who leaves the university without obtaining a formal leave of absence from graduate study is not automatically readmitted and may be required to reapply to the program. An approved leave of absence is needed for each semester of absence.

Termination of Enrollment

A satisfactory rate of progress toward the degree is required throughout a student's enrollment. A department may terminate enrollment at any time if the rate of progress is not satisfactory. A student whose enrollment is terminated will be notified, with an explanation, in writing by the chair of the department of the major. Copies of this notice and explanation will be sent to the dean of the student's college. Specific details on the program's Adequate Progress policy is provided in the "Policies and Procedures" portion of the handbook.

Thesis

A student enrolled in a thesis course should receive the grade indicator "IP" (in progress) without a grade on the student's permanent record for each registration period until the semester or term in which the thesis is defended, approved by the College, and graded with a letter grade. A final grade of B or better is required on the completed thesis or thesis in order for the student to graduate.

Colleges will ensure that the thesis has been submitted and approved, and a letter grade of B or better assigned to the thesis course prior to certifying the student's graduation.

A maximum of 12 credit hours of thesis coursework may be applied to the requirements for a Doctoral degree and a maximum of 6 credit hours of Master's Thesis coursework may be applied to the requirements of a Master's degree. However, once students are enrolled in thesis courses, they must continuously enroll in them until a degree is conferred.

Greater detail around program-specific expectations for the thesis are provided in the "Program Components" portion of the handbook.

Time Limitations

Students who enroll as doctoral candidates must complete their degree requirements within 10 years of the date of first enrollment with a doctoral degree objective. Failure to comply will result in the candidate being ineligible for that doctoral degree.

Doctoral students who fail to complete their thesis within five years after completion of the comprehensive examination must retake the examination.

Transfer Credit

In cases where credit is transferred from another program or institution, *no more than a combined maximum of 9 credit hours is allowed*. A student seeking transfer credit must provide the graduate program faculty advisor in their academic unit (program director) with an official syllabus, catalog, calendar and/or bulletin with detailed course description, in addition to an official transcript including official explanation of the course numbering and grading systems at the school at which the credit was earned. The graduate program faculty advisor may request additional documentation to complete the transfer credit determination. If approved by the department and the college, a [Graduate and Professional Student Petition](#) is submitted to the Graduate School to have the credit posted to the transcript.

Faculty & Staff

The Executive Ed.D. in K-12 Professional Leadership is supported by a dedicated group of faculty and staff. Students can learn more about them by visiting the [ELPS page](#).

Program Director

Students should be proactive and do their level best to find answers to their questions through the program handbook and practicum guide. All other program-specific questions should be brought to the program director: Dr. Bradley W. Davis (bdavis8@uh.edu).

Faculty Advisor

Upon entry to the program, students are assigned a faculty advisor. This person serves as an informal point of contact, advice, and guidance in addition to the program director. Toward the end of their first year in the program, students select a thesis committee chair who will take over the role of faculty advisor.

Thesis Committee Chair

Once a student has secured a thesis committee chair, that faculty member will then become the first point of contact for all questions relating to development of the thesis. This includes submission of drafts, setting proposal defense dates, working with IRB, etc. Students should also work with their thesis committee chair on the timing of the comprehensive examination.

Program Components

The Executive Ed.D. in K-12 Professional Leadership is comprised of four major components: courses, superintendent certification, comprehensive examination, and the thesis. Detailed information about each of these components is provided in the following passages.

Courses

The Executive Ed.D. in K-12 Professional Leadership is comprised of 51 credit hours across 8 semesters. While it is possible for students to complete the program in just 8 semesters, such occurrences are a) uncommon, and b) reliant upon two important elements: 1) strong academic writing skills at the time of program entry, and 2) consistent, on-time completion of critical milestones (see degree plan below).

Because degree plans are enhanced periodically to support continuous improvement planning objectives, students will follow the approved degree plan they have in MyAdvisor. The most current sample degree plan, replete with course numbers/titles, essential tasks, and critical milestones can be viewed on the following page.

Students not seeking superintendent certification will generally be excused from *ELCS 7392 - Internship in Superintendency* and *ELCS 8310 - The Superintendency*. These two courses must be substituted with doctoral classes, each of which should be directly relevant to the student's thesis topic and/or methodology.

Students whose scholarships or financial aid is reliant upon ≥ 6 credit hours of registration, should prepare accordingly for the 8th semester of the program. With their thesis committee chair and program director's permissions, students may elect to enroll in ELCS 8695, which is a 6 credit hour section of doctoral thesis.

Degree plan / Course sequence

Calendar year	2019		2020		2021			2022
Academic semester	Fall	Spring	Summer	Fall	Spring	Summer	Fall	Spring
Program semester	1st	2nd	3rd	4th	5th	6th	7th	8th
Courses	ELCS 8301 Leadership Theory for School Administrators EDRS 8380 Research Methods in Education ELCS 8191 Special Field Projects (Saturday Seminar)	ELCS 8313 Critical Issues for Urban Education Administration, Leadership, & Policy EDRS 8381 Research Methods (Qualitative Techniques) ELCS 8191 Special Field Projects (Saturday Seminar)	ELCS 8355 Policy, Politics, & Governance of Education EDRS 8382 Statistical Analyses in Education ELCS 8191 Special Field Projects (Saturday Seminar)	ELCS 8310* The Superintendency ELCS 7392* Internship in Superintendent ELCS 8311 Laboratory of Practice: Literature Review	ELCS 8312 Laboratory of Practice: Methods Development ELCS 8361 Public & Community Relations	ELCS 8350* Resource Management ELCS 8371 Legal Issues - School District Level	ELCS 8356* Program & Policy Evaluation ELCS 8395 Doctoral Thesis	ELCS 8395 Doctoral Thesis
Credit hours	7	7	7	9	6	6	6	3
Tasks	<ul style="list-style-type: none"> Attend orientation Complete certification application Submit degree plan in MyAdvisor (beginning of semester) 	<ul style="list-style-type: none"> Identify thesis topic Complete IRB training 	<ul style="list-style-type: none"> Select thesis chair and update in MyAdvisor Develop draft of chapter 1 	<ul style="list-style-type: none"> Log 100 hours of internship activities during 7392 Undergo first field observation Develop draft of chapter 2 	<ul style="list-style-type: none"> Log 30 hours of internship activities during 8361 Undergo second field observation Develop draft of chapter 3 Draft IRB application 	<ul style="list-style-type: none"> Log 30 hours of internship activities during 8350 Undergo third field observation 	<ul style="list-style-type: none"> Data collection & analysis Register for and pass Superintendent exam 	<ul style="list-style-type: none"> Data collection & analysis Register for graduation
Critical Milestones				<ul style="list-style-type: none"> Comprehensive examination 		<ul style="list-style-type: none"> Proposal defense (early in semester) Secure IRB approval 		<ul style="list-style-type: none"> Final defense Submit approved thesis

* denotes the course belongs to the superintendency preparation program of study

a – Students should register for the section of this course that has the program director as the instructor

b – Students should register for the section of this course that has their thesis chair as the instructor

Superintendent Certification

Superintendent certification is an embedded aspect of the program. Per [Title 19, Part 7, §242.20 of the Texas Administrative Code](#), the following requirements must be met in order to obtain superintendent certification in the state of Texas:

- Successfully complete the required exam
- Successfully complete an approved superintendent preparation program (an embedded aspect of the Executive Ed.D. in K-12 Professional Leadership program)
- Hold a master's degree from a university that is accredited by an accrediting agency recognized by the Texas Higher Education Coordinating Board
- Hold a principal certificate or the equivalent issued by the TEA, another state, or country; or
- Have three creditable years of managerial experience in a school district. Experience must include responsibility for:
 - supervising or appraising faculty or staff;
 - conducting district-level planning and coordination of programs, activities, or initiatives; and
 - creating or maintaining a budget.

Students seeking superintendent certification must hold principal certification at the time they begin the program. Non-certification seeking students are not required to submit internship activity logs or observation forms. Further, and as previously mentioned, they are generally excused ELCS 8310 and ELCS 7392. Instead, they must substitute doctoral level courses directly related to their thesis topic or methodology. Course substitutions are subject to the approval of the student's advisor/committee chair and the program director. Early attention to the development of an approved, alternative degree plan is of critical importance to the success of non-certification seeking students.

Students shall refer to the superintendency practicum handbook for further guidance on obtaining activity hours, undergoing field observations, and satisfying certification requirements.

Comprehensive Examination

The comprehensive examination is a major milestone in the Executive Ed.D. in K-12 Professional Leadership program and is comprised of the first two chapters of the student's thesis. Comprehensive examinations are reviewed by the student's thesis committee for a pass/fail determination. Students who do not pass the comprehensive examination after a second attempt will be removed from the program. The form for reporting results of the comprehensive examination is available in the appendix and must be submitted by the student in MyAdvisor.

Thesis

A primary goal of the Executive Ed.D. in K-12 Professional Leadership program is to fuel inquiry into school and district organization, leadership, and policy. The written form of this inquiry is the thesis, which is conducted under the close advisement of a committee chair. Through their theses, some students will address highly-specific problems of practice (applied research). Others will seek to create broader forms of

knowledge that supplement the scholarly literature supporting their specific area of interest. Whatever pathway students embark upon, they must recognize that a doctoral thesis is *much* more than a very long research paper. The purpose of a thesis is to bring about *new* knowledge; this is done by asking research questions that have never been asked, conducting research in a new, unique, or understudied setting (or unique case), or by employing methodological and/or analytical techniques that had not been previously utilized to address a particular research problem.

In order to make a convincing argument as to the scholarly significance of a proposed thesis, students must have at least an emerging mastery of the literature around their topic. Accordingly, it is incumbent upon all students to maintain a serious program of independent reading outside of that which is required for class assignments. Peer-reviewed journal articles are the gold standard for scholarly literature and should comprise the vast majority of what students select in order to build mastery of the literature around their topic.

Doctoral theses are typically comprised of five chapters, the content and order of which is loosely as follows:

1. Introduction

- Topic background
- Problem statement
- Purpose statement
- Research questions (RQs)
- Scholarly significance
- Overview of theory/lens/framework
- Overview of proposed methodology
- Researcher statement / positionality
- Definitions
- Limitations
- Outline of remaining chapters

2. Literature Review

- This chapter is not a series of discrete article summaries. Chapter two is a synthesis of relevant literature that a) makes a clear argument as to the significance of the study, and b) provides a bridge between the purpose of the study and the methodology chosen.
- Theoretical perspective
 - i. Identify and define the chosen framework
 - ii. Description of what makes it appropriate (i.e. how it informs the design of the study and will support the analysis and interpretation of results).

3. Methodology

- Detailed description of setting, participants, and data
- Literature-supported rationale for chosen method
- Description of technique(s)
- Description of how the analysis will be conducted and how the results will explained

4. Results

- Detailed description of findings with clear interpretations for reader
- Can be organized around the RQs in the order they were asked in chapter 1, organized around themes, or otherwise.

5. Discussion

- Further interpretation of results (e.g. explanations behind what was discovered)
- Situation of results within extant literature
- Discussion of implications for research, policy, and practice

Every thesis is unique, therefore the guidance from each student's chair will not necessarily reflect what is listed above, particularly with regards to verbiage, sections required, and order of content.

Proposal Defense

The thesis proposal document is comprised of chapters 1 through 3. The purpose of the proposal defense is to ensure students have a cohesive, feasible study: the topic about which they are knowledgeable and the content of which they are prepared to independently execute. Only after the committee chair deems the proposal is ready for committee review can a proposal defense date can be set. The committee should be provided no fewer than 2 weeks to review the proposal.

Proposal defenses are met with a pass/fail determination as voted on by the thesis committee. All proposals will require additional edits as determined by the committee. Students conducting Human Subjects Research may not apply for IRB approval until after passing their proposal defense. In collaboration with their thesis committee chair, students should request a proposal defense through MyAdvisor. The form for reporting thesis proposal results is available in the appendix and must be submitted by the student in MyAdvisor.

IRB approval

The University of Houston is committed to the pursuit of excellence in teaching, research and public service. Concomitantly, the university seeks to protect the welfare of every person who may become a participant in research projects undertaken by UH faculty, staff, and students.

Review and oversight of research involving human subjects or identifiable data derived from human subjects is the charge of a federally mandated committee called an Institutional Review Board, or IRB. The IRB is responsible for safeguarding of the rights and welfare of all persons participating in University of Houston research projects in accordance with federal regulations and the ethical principles established by the [Belmont Report](#).

Information about what constitutes "Human Subjects Research", as well as information about IRB training sessions can be viewed [here](#).

Final Defense.

The final thesis document contains all chapters. Only after the committee chair deems the thesis is ready for committee review can a final defense date can be set. The committee should be provided no fewer than 2 weeks (not including university holidays) to review the thesis.

Final defenses are formally announced and open to the public. Defenses are met with a pass/fail determination as voted on by the thesis committee. Every thesis will require additional edits as determined by

the committee. Students cannot earn the Ed.D. without passing the final defense. The form for reporting final defense results is available in the appendix and must be submitted by the student in MyAdvisor.

Policies and Procedures

The Executive Ed.D. in K-12 Professional Leadership program operates under a variety of policies. Some policies come from the department, while others emanate from the College of Education or the university. Some of the more essential policies are outlined below.

Program-specific

Email & Communication.

Because personal and work emails are outside of the university's IT infrastructure and thus subject to outages and other problems, students should use their official UH email exchange account for all program-related correspondence. To create an exchange account, visit the [Student Email page](#).

All email conversations should be treated as professional exchanges. Whenever possible, students should identify themselves and the course/activity about which they are inquiring. Students should check their exchange account regularly or have it forward to an account they check regularly.

MyAdvisor

The MyAdvisor portal is the electronic interface for student services in the College of Education. Students use this online application primarily to document their progress toward the degree and to submit required forms for approvals. Please note that students must use their UH CougarNet credentials to log into the MyAdvisor application, which can be accessed [here](#). Students with questions about entering information in MyAdvisor can contact the program director or Ms. Bernice Roberts in the College of Education Office of Graduate Studies (Farish Hall, Room 256) at broberts2@uh.edu.

Selecting a Chair and forming a Thesis Committee

Selecting a thesis committee chair is an important decision in the Ed.D. journey. Whenever possible, students should identify a chair who brings topical and/or methodological expertise to bear. Further, an ideal chair is someone with whom the student communicates well; successful theses are built upon responsiveness to direct, critical feedback. It behooves all students to have a clear conceptualization of what they would like to achieve through their thesis prior to asking a faculty member to chair their committee. Accordingly, students should consider crafting a 1 to 2 page outline of their topic, intended purpose, potential research questions, and proposed methodology when "shopping" their study.

Junior faculty are those on the tenure track who have yet to gain promotion and tenure (typically, their title is Assistant Professor). In an effort to support their success on the tenure track, the department limits their participation on thesis committees. Therefore, students may be turned down by junior faculty. Students struggling to identify a thesis chair should connect with the program director. The program reserves the right at any time and for any cohort, to engage a system in which thesis chairs are assigned to students. Under such

a scenario, the program will consider students' preferences for a chair and make every effort to establish the best pairings possible.

Thesis committee formulation should be conducted in collaboration with the thesis chair. Students should confer with their chair about the process for identifying and recruiting committee members prior to reaching out to other faculty. Chair and committee appointments should be formalized through MyAdvisor.

Committees should be comprised of at least four faculty members as follows:

- **Chair**
 - Must be a clinical or tenure track ELPS K-12 program area faculty member. Thesis committees chaired by a clinical faculty member must have a tenure-track faculty member as co-chair. Tenure-track status is denoted with the absence of the word clinical and a title of Assistant Professor, Associate Professor, or Professor.
- **Additional ELPS K-12 program area faculty member**
- **UH faculty member** – this can be someone from within or outside of K-12 program area, so long as they are a full-time UH faculty member.
- **External member** – this is someone with a Ph.D. or Ed.D. who is employed outside of the university. Typically this will be a practitioner that hold or has held a leadership role. Their resume/CV should be submitted to the committee chair. Final approval of external members is subject to review by program/departmental leadership and the Office of Graduate Studies.

ELPS faculty titles and program affiliation can be reviewed [here](#).

Physical Presence for Face-To-Face Class Sessions

Given that a core element of Executive Ed.D. in K-12 Professional Leadership program is the cohort structure, students are expected to be physically present for face-to-face class sessions. That is to say, telepresence is not a suitable replacement for physical presence. This is a Houston-area, cohort-based program for Houston-area educators. Students should keep this policy in mind when considering major life changes such as moves/relocations and changes of employer.

Use of a Professional Editor

Students who want or need assistance with their writing are encouraged to hire a professional editor. Program faculty can provide recommendations based on previous experiences. Professional editors are permitted to assist students with the editing of drafts, including help with grammar, sentence structure, formatting, style, and correction of typos. Professional editors are not permitted to do the following: Carry out analyses or write any part of a proposal or thesis for the student.

When a student hires a professional editor, they must notify their thesis chair and share the name and contact information with the chair. The chair has the right to be in contact with the professional editor to ensure that all work being completed is appropriate and in accordance with this policy. Moreover, it is expected that any student working with a professional editor will share evidence of the editor's original feedback with the chair and thesis committee upon request.

Adequate Progress / Annual Review

Each year, program administration collaborate to determine each student's adequate progress. Good standing is maintained through:

- Continuous enrollment
- Regular communication with faculty advisor / thesis chair
- Progress with critical milestones
- Satisfactory grades with no incompletes

Students who do not maintain adequate progress are placed on an advancement plan. The advancement plan is crafted in collaboration between program faculty and the student with the intent of mapping out a pathway to success. Failure to satisfy the advancement plan triggers termination of enrollment. The program adheres to the College of Education's standard operating procedure for termination of enrollment, which can be viewed [here](#).

College-level Policies

Ethics Guide

This General Ethics Principles Guide (referred to as "Ethics Guide") describes the standards of practice expected of all full and part-time faculty, staff and students (collectively referred to as "members") within the College of Education ("COE") at the University of Houston. This document contains principles that are considered the hallmark of our profession, and the members of the COE are expected to commit themselves to meeting the needs of all members of our academic community by adhering to this Ethics Guide. Students can learn more [here](#).

Grievance

The College of Education defines a legitimate grievance as a substantive circumstance that a student regards as a just cause for complaint. A grievance can be relevant to any incident involving a classroom instructor, faculty advisor, internship supervisor, administrator, or faculty member in the College of Education. A grievance is a claim that an academic action or decision involved alleged unfair or irresponsible behavior including violations of department, College, or University policies. The College of Education and University have established procedures beginning at the department level for settling academic grievances. Students can learn more [here](#).

Additional Standard Operating Procedures

Standard operating procedures (SOPs) are instructions intended to document how to perform a routine activity. The College of Education Office of Graduate Studies uses standard operating procedures to help ensure consistency and quality. Standard operating procedures are also useful tools to communicate important University policies and College best practices. They can be viewed [here](#).

University-level Policies

Academic Honesty

UH's academic honesty policy can be reviewed [here](#). It cannot be overstated that instances of academic dishonesty are taken very seriously. Sanctions can include course failure, program dismissal, and university expulsion. Self-plagiarism (typically the resubmission of an older assignment as if it were new) is a form of academic dishonesty. Students seeking to learn more about plagiarism can view [this guide](#).

Grades & Low Grade Policy

Passing grades for which semester hours of credit are awarded are A, A-, B+, B, B-, C+, C, C-, and S. A student who receives a grade of C+ or lower and/or a grade of U in 12 semester hours of credit attempted at this institution, whether or not in repeated courses or undergrad courses, is ineligible for any graduate degree at this institution and will not be permitted to re-enroll for graduate study.

Petitions

The university uses a centralized petition form for a variety of special requests including but not limited to the following:

- leaves of absence
- reinstatement
- transfer credit requests
- course substitutions
- late graduation application
- change of program

The form and instructions are viewable [here](#). Petitions should be submitted to the program director.

Thesis Formatting & Submission

Students should follow the university [template](#) for the front matter of their thesis. Upon completion and committee approval, the final thesis should be submitted along with an [approval form](#) through the Vireo system. All relevant instructions and links can be viewed [here](#). Students should review the university academic calendar for submission deadlines.

Graduation & Commencement

To be eligible to *graduate*, students must:

- Apply for graduation by the appropriate deadline. This means that students who have been disapproved for graduation in a previous semester must reapply.
- Complete *all* degree requirements in the semester they intend to graduate.
- Clear all financial stops and meet any exit interview obligations.
- Otherwise, their graduation application will be disapproved.

To be eligible to participate in university *commencement* exercises students must:

- Apply for graduation by the appropriate deadline. This means that students who have been disapproved for graduation in a previous semester must reapply.
- RSVP for university commencement by using the Graduation RSVP Form
- Be conditionally approved to graduate. This means that students must complete or be enrolled in all requirements for the degree during the semester they apply. If students have a course remaining to take in a future semester, they will be disapproved for participation in Graduation.

Further information, as well as a link to apply for graduation and RSVP for commencement, can be viewed [here](#). The college has crafted a graduation/commencement checklist which can be viewed [here](#).

Students are responsible for ordering and paying for their graduation regalia at the University Bookstore for all commencement exercises. More information can be obtained [here](#).

Appendix - Forms

Comprehensive Examination Report

Student name

UH ID

Date submitted

We, the undersigned, as representatives of the thesis committee supervising the work toward the Doctor of Education degree as undertaken by the above named student report that we have reviewed the comprehensive examination. The student has:

passed unconditionally

passed unconditionally with the specified remedial work:

failed, with permission to resubmit after specified period and/or remedial work:

failed, dismissal from program

Chair name (printed)

Signature

Date

Program director name (printed)

Signature

Date

Thesis Proposal Defense Report

Student name

UH ID

Date defended

We, the undersigned, as representatives of the thesis committee supervising the work toward the Doctor of Education degree as undertaken by the above named student report that we have witnessed the proposal defense and examined the proposal document. The student has:

passed unconditionally

passed unconditionally with the specified remedial work:

failed, with permission to resubmit after specified period and/or remedial work:

failed, dismissal from program

Chair name (printed)

Signature

Date

Member name (printed)

Signature

Date

Member name (printed)

Signature

Date

Member name (printed)

Signature

Date

Member name (printed)

Signature

Date

Program director name (printed)

Signature

Date

**WRITTEN THESIS/DISSERTATION
(DOCTORAL, MASTERS) APPROVAL FORM**

Student's Name:
(Name must match UH student records)
Student Email:

UH PeopleSoft ID:

Degree (check one):

- Doctoral
 Masters

Program:
Anticipated Date of Graduation (Month/Year):
Thesis/Dissertation Title:

Defense Date:

We, the undersigned committee members have read and examined this manuscript. We certify that it is adequate in scope and quality as a thesis/dissertation for this graduate degree and indicate our approval of the content of the document to be submitted to the college/department for processing and acceptance, OR we indicate our dissent below.

Approve Disapprove

Chair: _____	_____
Printed Name	Signature
Member: _____	_____
Printed Name	Signature
Member: _____	_____
Printed Name	Signature
Member: _____	_____
Printed Name	Signature
Member: _____	_____
Printed Name	Signature
Member: _____	_____
Printed Name	Signature

Collegiate Dean or Associate Dean (as required by program)

Once approval has been received from the college, students must submit the college-approved thesis or dissertation. Students will submit the work and faculty will approve it using Vireo, following the instructions found at the following link: <http://www.uh.edu/graduate-school/thesis/>. Students must submit their documents in Portable Document Format (PDF) per the guidelines on the web site, following all program, department, and/or college-specific requirements. This form should be submitted as "image only" to the Graduate School via IRIS by the Graduate Coordinator/Advisor.