Educational Leadership & Policy Ph.D.
Student Handbook
August 2025

Educational Leadership & Policy Unit,
Department of Educational Policy Studies & Practice

College of Education
The University of Arizona

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https://education.arizona.edu/educational-leadership-policy

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Educational Leadership and Policy

The Educational Leadership and Policy (EDLP) unit is within the Educational Policy Studies and Practice Department of the College of Education, and is designed to advance knowledge and address enduring and future problems of schools by:

- Exploring issues of social justice for educational equity and opportunities of all students.
- Engaging in research that is in the foreground of current socio-cultural, economic, and political contexts (e.g., market-based reform, college readiness, turning around failing schools, building capacity, controversies of globalizing educational policy).
- Addressing the significance of changing and challenging school contexts; and
- Following ethical principles.

Graduates will have the skills and research background to be able to challenge existing systems that discriminate against people, adapt to a changing world, predict the consequences of proposed action, and sustain continuous education improvements over time. The development of skills and qualities that will enhance the ability of leaders to empower, inspire, and guide the performance of others in achieving the desired goals of a school, a school district or a community are the focus of this program.

The Doctor of Philosophy (Ph.D.) in Educational Leadership Program

The Educational Leadership and Policy Doctor of Philosophy (Ph.D.) program is designed to expand the boundaries of the educational leadership and policy field with an explicit focus on inclusivity, social justice, and anti-racism. The program prepares leaders to achieve results in the nation's schools by translating theory and knowledge into practice, applying skills in interpersonal relations and political diplomacy, applying research and data-based decision-making skills, and following ethical principles.

The program of study for the Ph.D. in Educational Leadership and Policy at the University of Arizona leads to an advanced research degree with an emphasis on leadership and policy research that addresses complex issues of social justice and anti-racism. Students completing course work, examinations, and research for the Ph.D. are prepared to work in public schools, public policy, and academic settings.

Conceptual Frame

Creating a diverse and inclusive community capable of addressing complex social issues and interrogating persistent global issues undergirds the programs in Educational Leadership and Policy. The challenges facing us in the 21st century require diverse thinkers and educators who can work collaboratively, creatively, and with integrity to positively impact schooling and affect social change. That diversity extends to identities beyond race, ethnicity, and gender to include sexual orientation, gender, socioeconomic status, life experiences, religion, and political and ideological perspectives.

Our intellectual challenge, then, is to continue to reorient our programs to feature the range of theoretical and empirical scholarship that will enhance the ability of our graduates to effectively transform current structures and practices in the schools and in public policy. We recognize that all of our aims, ethics, and practices are interconnected and interdependent, and that we all share responsibility for equity and diversity in collaboration with colleagues in the college, university, schools, businesses, community colleges, and Arizona's diverse communities. In sum,
- We affirm the importance of equity and diversity as core values.
- We believe we cannot achieve the widest and best range of equity and diversity without a diverse faculty and diverse students.
- We assert that diversity is "inextricably" linked to excellence – diversity is a necessary condition for excellence in teaching, research, service, outreach, and day-to-day life in EDLP.

These core EDLP program values of equity and diversity will infuse and inform thinking, policies, and practices throughout the program, from mission to strategic plans, to student admissions, to hiring new faculty members.

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Getting Started Guide for Ph.D. Students

College Leadership & Organization

The University of Arizona's College of Education was founded in 1922 and is the primary teacher preparation program on campus. The University of Arizona sits on the original homelands of Indigenous peoples who have stewarded this land since time immemorial, including the Tohono O'odham, Pasqua Yaqui, and Apache nations. As part of a "land-grant" and Hispanic Serving Institution, the College of Education (COE) is committed to serving Tucson / Southern Arizona's diverse communities.

There are four academic departments in the College of Education:

- [Disability & Psychoeducational Studies](#)
- [Educational Policy Studies & Practice](#)
- [Educational Psychology](#)
- [Teaching, Learning & Sociocultural Studies](#)

Graduate College

The Graduate College provides central support and leadership to serve, oversee, and advance all aspects of the graduate enterprise at the University of Arizona. Learn more about the Graduate College and meet the Dean of the Graduate College, Dr. Kirsten Limesand [here](#). Learn more about the College of Education (COE) and meet the interim Dean of the College of Education, Dr. Regina Deil-Amen [here.](#)

New and current students can find many important resources [here](#). International students access additional resources [here](#).

Welcome Portal & Resources

There are many entry points to engage with colleagues, courses, and scholarship here at the University of Arizona. Here are a few essential tools to get you started:

U of A NetID & CatMail

>Create and manage your NetID account [here](#).
>Set up and access your CatMail student email account [here](#).

UAccess: Online Student & Administrative Systems

[Use this system](#) to maintain contact information, register for classes, pay tuition, update your GradPath file, manage student records, keep employment records, and much more. Learn more about UAccess and find IT support for use of UAccess [here](#).

GradPath

GradPath is the Graduate College's nearly paperless degree audit process that makes tracking and monitoring student progress much easier. Students are able to fill in and submit forms online through UAccess Student Center. Find a User Guide, FAQs, and more resources [here](#).

Brightspace (D2L)

Brightspace (D2L) is the learning management system students use to access all course content (syllabi, readings, assignments, etc.) for their classes. Students' Brightspace requires the same login information as their UAccess login (NetID). To access the platform go to: https://d2l.arizona.edu/ and if you need technical assistance, go to: https://studenthelp.intech.arizona.edu/

University App

The U of A has recently developed and launched its own app, where students can view their schedule, use their CatCard, access the campus map, check out study spaces, Cat Tram routes, and other useful resources. See here: https://trellis.arizona.edu/u-of-a-app

Library & Research Tools

The [University of Arizona libraries](#) offer spaces to study, experts to answer your questions, access to a wide range of technologies, and in-depth research collections. Access numerous resources for graduate students [here](#).

Librarian Point of Contact, College of Education

Leslie Sult: lsult@arizona.edu; 520-621-7281, Main Library Rm A403

Databases, Journals, & Articles

You'll need to find articles for classes and for research you are conducting. Access what you need via the library catalog or through [this page](#) that will take you to the library's databases, journals, and more.

Academic Support

The Graduate Center

The University of Arizona Graduate Center is a resource for graduate students and postdoctoral scholars. The Graduate Center offers a calendar of events, including professional development workshops, as well as writing, and career support. Learn more [here](#).

The Think Tank Writing Center

The Think Tank Writing Center offers a variety of services including free and fee-based appointments, workshops, and events. Emphasizing peer collaboration, the Think Tank Writing Center helps each writer grow over the course of their career at the University of Arizona. Learn more [here](#).

Disability Resource Center (DRC)

DRC ensures disability access on campus for students, employees, and visitors. We promote universal design through proactive collaboration with campus partners to cultivate a more inclusive University experience. Learn more [here](#).

Student Support Services

Graduate students have access to a wide range of support resources across the university. These include academic, wellness, identity-based, and professional development services. A few of the most utilized are:
- Counseling & Psych Services (CAPS) – https://caps.arizona.edu
- Graduate and Professional Student Council (GPSC) – https://gpsc.arizona.edu
- Life & Work Connections – https://lifework.arizona.edu

These services are designed to support graduate students' well-being, sense of belonging, and academic success throughout their program.

Childcare Support

The University of Arizona offers several programs to support graduate students with caregiving responsibilities:
- Student Childcare Subsidy
  https://lifework.arizona.edu/childcare-student
- Childcare Support for Graduate Assistants/Employees
  https://lifework.arizona.edu/childcare-employee

Students are encouraged to apply early, as funding is limited and not guaranteed.

Campus Pantry

The goal of the U of A Campus Pantry is to reduce food insecurity in our Wildcat Community. At their distribution events, students and staff can grab important food staples at no cost. All you need is your CatCard! Check their website for current hours and location: https://campuspantry.arizona.edu/

Safety On Campus & In The Classroom

For a list of emergency procedures for all types of incidents, please visit the website of the Critical Incident Response Team (CIRT): https://cirt.arizona.edu/case-emergency/overview

Leave of Absence, Enrollment & Time to Degree

Registration & Enrollment

Doctoral students are responsible for registering each semester using the UAccess Student Center. The Office of the Registrar provides up-to-date calendars, registration procedures, and deadlines. Students should consult these resources prior to enrollment each term.

Class Registration

Find all the resources needed to self-register for courses, including academic calendars, registration details, and related items, from the Office of the Registrar here. When ready, register for classes (or check on enrollment status and make changes to registration) via UAccess here.

Change of Schedule (Drop/Add)

Course schedule changes must be made through UAccess by published deadlines. Changes requiring instructor or department approval (after the drop/add period) must be submitted through the official Change of Schedule process. Learn more [here](). For more specific details specific to graduate students, check [here]().

Enrollment Policies

To maintain good standing, graduate students must meet minimum enrollment requirements:
- Full-time status: 9 graduate-level units per semester
- Part-time status: 1 graduate-level unit (must be coordinated with advisor)
- Graduate Assistants/Associates: Minimum 6 units
- Dissertation only (EDL 920): Minimum 3 units
- Advanced status (after candidacy): May enroll in 1 dissertation unit if eligible

Find details about full-time graduate student status requirements [here](). Specific requirements for international students can be found [on this page]().

Continuous Enrollment For Graduate Students Policy

A student admitted to a doctoral program must register each fall and spring semester for a minimum of 1 graduate unit, from original matriculation until all course and thesis/dissertation requirements are met. Unless excused by an official graduate Leave of Absence (which may not exceed one year throughout the student's degree program), all graduate students are subject to the Continuous Enrollment Policy. Students who do not maintain continuous enrollment must:
- Submit a formal Leave of Absence (LOA) request. Instructions to complete this process are found in the next section.

Requesting Graduate Leave of Absence

Students may request a Leave of Absence for personal, medical, family, or professional reasons. Approval is required via the GradPath Leave of Absence form and must be coordinated with the student's advisor.
- Domestic students: Submit the form via GradPath
- International students: Must also consult International Student Services (ISS) regarding visa implications and maintain compliance with SEVIS reporting.

Students returning from leave should consult with their advisor to revise their Plan of Study and ensure academic continuity. See Graduate Leave Policy for forms and petition instructions.

If the student fails to obtain a Leave of Absence or maintain continuous enrollment, they will be required to apply for re-admission and to pay the Graduate College application fee. There is no guarantee of re-admission.

Incomplete Grades Policy

Students who are unable to complete course requirements due to extenuating circumstances may request an "Incomplete" grade. The official university policy can be found here: Incomplete (I) Grade Policy – UA Registrar
Requests must be:
- Initiated before the end of the term
- Approved by the course instructor
- Documented in writing with a clear plan for completion

University policy on incomplete grades is available through the UA Registrar. Students should consult with their instructor and advisor before initiating an incomplete request.

Special Course Enrollment

Independent Study

Independent study courses may be offered in unique circumstances with direct coordination and prior consent of the student's advisor. Independent study courses should not be used in place of core coursework. Coursework units earned using the independent study option should not exceed 15% of the total academic unit requirement for the student's degree program (no more than 10 hours of EDLP PhD's 63 hours).
More information about the guidelines for independent study courses can be found here. A proposal form must be approved by the Project Advisor (Instructor) and submitted prior to enrolling in any independent study courses.

International Student Considerations

International students are encouraged to:
- Maintain full-time enrollment each semester (minimum 9 units unless approved for a reduced course load; minimum 6 units if they have a TA/GAship)

- Coordinate with ISS for visa renewal timelines and CPT/OPT planning
- Notify ISS before taking a leave of absence

Detailed information can be found on the ISS Website.

Financial Aid, Tuition & Fees

Financial Aid

Students inquiring about financial assistance should access the University of Arizona Scholarships & Financial Aid webpage here. This link includes information about completing the FAFSA and accessing Scholarship Universe. Students should also explore Graduate student funding opportunities here and also visit the College of Education's Financial Aid and Scholarship pages here and here. Students requesting EPSP department funds should contact the department head and program director. Note EPSP funds are limited and not guaranteed.

Financial Aid Payments

The Office of Scholarships and Financial Aid will automatically disburse aid to student accounts no sooner than 10 days prior to the start of the semester, as long as the student has met all financial aid disbursement requirements. Learn more here.

Tuition & Fees

Find all details on tuition and fees on this page.

Obligation to Pay Tuition & Fees

All payments for tuition must be received in the Bursar's Office by each semester's tuition payment deadline. Payments received after the deadline, regardless of the postmark date, are considered late and are subject to late charges. If a student registers for additional courses after Account Statements have been mailed, a new account statement will not be sent prior to the Tuition Payment Deadline. More details are found here.

Tuition payment plan: Installments

Offered for the Fall and Spring semesters only. All tuition, program fees/differential tuition, fees and course fees are split into three (3) installments. There is a $75.00

per semester non-refundable enrollment fee for this service. Students must enroll prior to the tuition payment deadline to avoid the late payment charge. Find all details [here](#).

Fees and Costs of Cancelling Your Registration

To be eligible for a refund of tuition, program fees, and fees, students must drop courses or withdraw from the University by the specified refund dates. Tuition and fees will not be recalculated or reversed after the refund deadline. Students are responsible for all tuition and fees remaining on their account. Learn more [here](#).

Late Payment Charges

Payment for tuition must be received by the tuition payment deadline each semester to avoid a $50 late payment charge. The full tuition amount for anticipated enrollment must be paid by the deadline, even if the student is not completely registered, to avoid this charge. This late charge applies to all accounts with unpaid fees (i.e., registration, increase in units, special course fees).

On the 22nd calendar day following the tuition payment deadline, any student with unpaid tuition, fees, and course fees, or who hasn't paid their first installment of the tuition payment plan, will be charged a $125 unpaid tuition charge. To avoid the $125 unpaid tuition charge, tuition and fees must be paid prior to this date. Lack of funds, mailed payment postmark dates, non-receipt of Account Statements, and other personal reasons for delayed payment will not be considered.

Outstanding tuition notifications are sent via email to the student's official university email address. Students should check their account balance on UAccess each time they change their registration.
More details on all of this can be found [here](#).

Graduate/Teaching/ Assistant/Associate (GA/TA) Benefits

Learn about all of the benefits of GA or TA appointments [on this page](#). Check in with your advisor regarding details and expectations for your appointment.

Tuition Remission

A graduate or teaching assistant/associate (GA/TA) who is appointed during the fall and/or spring academic semesters will receive tuition remission. Tuition remission is a reduction in the tuition amount that a student will be charged. The tuition

remission is an amount dependent of FTE, enrollment, and dates of the appointment contract. The tuition remission benefit is only available for Fall and Spring semesters. Tuition rates for nonresident GAs/TAs will be automatically recalculated at the resident rate

For example:
- If a GA is appointed at a total FTE less than .50, they will receive tuition remission in the amount of 50%. This is a 50% reduction in the original tuition charges.
- If a GA is appointed at a total of .50 or more, they will receive tuition remission in the amount of 100%. This is a 100% reduction in the original tuition charges.

The tuition remission benefit applies only to base graduate tuition. It does not apply to Arizona Financial Aid Trust (AFAT) Fee, program fees, differential tuition, or any other fees charged by the University for specific programs. The student appointed as a GA/TA is responsible for these charges and fees which must be paid on or before the first day of classes.

Beginning in the academic year of 2024-2025, all mandatory fees, except for the AFAT Fee, will be included for graduate and professional students into graduate tuition. As an F-1 or J-1 student, you will be charged the additional $200 fee at the beginning of every semester of enrollment. Please be aware that the list of mandatory fees on the Bursar's Office website does not include the International Student Fee because it is charged only to F-1 and J-1 students. See: https://international.arizona.edu/international-students/cost-attendance

Health Insurance

The University of Arizona will cover the single student Campus Health insurance premium charges for a GA/TA during their appointment. The health insurance and health services are provided through the University of Arizona Campus Health and are not transferable to outside insurance providers. To receive this benefit, a student must enroll in the student health insurance program during the open enrollment period.

Graduate Student (Non-Tuition) Funding Sources

EPSP Graduate Student Travel Awards

EPSP Graduate students enrolled part-time or full-time in the HED Ph.D., EDL Ph.D., and EDL EDD majors are eligible for travel funds to participate in professional conferences during each fiscal year (July 1-June 30). Travel funds are used for travel expenses (airfare, lodging, registration fees, and membership fees only if required for attendance or if being a member results in a lower registration fee.). A maximum of $300 per student per year is available (Funding is limited), and application materials should be submitted 30 days PRIOR to the conference. For more details access:
ttps://education.arizona.edu/epsp-graduate-student-travel-awards

Research and Project (ReaP) Grants

The Graduate Professional Student Council (GPSC) recognizes that student education is advanced through academic research and projects. Therefore, the GPSC offers Research and Project (ReaP) grants of up to $1,500 to partially or completely fund research and projects for graduate and professional students. Find the application and all details here.

GPSC Travel Grants

The GPSC awards grants for graduate and professional student travel for professional development purposes. Applications for domestic travel may receive up to $1000. Applications for international travel may receive up to $1500.
Event types covered by the grant include but are not limited to:
- Travel to attend/present at academic or professional conferences
- Travel to conduct fieldwork or research
- Travel to participate in summer schools or workshops
- Travel to participate in practicums, internships, or other types of experiential learning
- Travel for a job interview or campus visit
- Travel for study abroad or international study

Find the application and additional details on this page.

Professional Opportunities Development Funding

The GPSC recognizes that graduate and professional student education is advanced by events promoting the development of skills necessary to succeed in their fields of study. Therefore, the GPSC strives to support professional development

initiatives of graduate and professional students through Professional Opportunity Development (POD) Funding. Such initiatives and events include, but are not necessarily limited to, academic seminars, conferences, meetings with industry representatives, etc. which are occurring at the University of Arizona. Any group of at least three graduate and/or professional students can apply to the GPSC for funding to support a POD event they are directly involved in planning. The maximum award for POD Funding is $1,500 per application to be used during the academic year in which they are awarded. Find all details here.

Paul Lindsey Internship, College of Education

This award invites Interns to learn a different side of education than the classroom experience. Funding for graduate student interns is $2,000 per semester. Graduate students can be recognized as Paul Lindsey Interns for a max of two semesters ($4,000 total funding). Lindsey Interns build leadership and management skills through real-world experiences in their work with community outreach programs, museums, and a variety of local education facilities. Learn about all opportunities and find the application here.

Academic Policies

Find details on the University of Arizona academic policies here.

Academic Integrity

All members of the University of Arizona community have a responsibility to uphold and maintain an honest academic environment by following the University's Code of Academic Integrity. As a community of scholars, integrity should guide conduct and decisions related to academic work and all credit-bearing classes, including traditional, non-traditional, and online courses. Find details here.

Code of Academic Integrity

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. Read the full Code here, including a list of prohibited conduct, student and faculty responsibilities, and procedures for violation of the Code of Academic Integrity.

Academic Integrity Sanctions

All students who are reported to the Dean of Students Office for violation of the University's Code of Academic Integrity are required to attend an Academic Integrity Workshop. This 2.5-hour educational workshop reviews the University's Code of Academic Integrity and includes discussion of ethics and integrity. The cost of the workshop is $70 which is assessed to the student's Bursars account. Additionally, instructors will assign one or more of the sanction(s) on this list for the violation.

Responding to a Violation / Grievance Procedures

Students have rights and responsibilities, including filing a Request to Appeal. Learn more here.

Academic Requirements

Students in EDLP programs must earn at least a B in each required course, stay continuously enrolled, and be seen by their faculty advisor and the EDLP faculty as making adequate progress annually toward their degree. Reviews of students' progress are conducted annually, toward the end of the spring semester.

Changing Committee Chair or Committee Members

Incoming students are assigned a faculty advisor but are strongly encouraged to find a faculty chair and committee members who best fit with their interests and topic area. As students take courses from various faculty members, they are better informed to make changes. When students want to make changes, they need to talk with both their current advisor/chair/committee members and with the potential new advisor/chair/committee members. If an advisor should leave the University of Arizona or retire, the student is responsible to find another advisor. In this scenario it is recommended that they consult the program director for guidance.

APA & Reference Document Style

The Educational Leadership and Policy unit uses the American Psychological Association (APA) style manual. Ensure that you are using the most current style manual for your work (7th Edition). Access the OWL APA guide at Purdue University or the APA Quick Citation Guide from Penn State University to review APA style

requirements. There are additional resources online to help with APA citations and styling. You can also purchase the APA manual.

American Psychological Association. (2020). *Publication manual of the American Psychological Association* (7th Ed.). https://doi.org/10.1037/0000165-000

Research and Data Ethics

Introduction

The EDLP unit follows the research guidelines set forth by the University of Arizona. To learn more, visit the University of Arizona Research website here. Learn more about research opportunities for students here.

Human Subjects Protection Program (HSPP)

Training is required for UA Faculty, Staff and Students who are conducting human research at the University of Arizona. Training must be conducted through the CITI training program. Find details here.

Collaborative Institutional Training Initiative (CITI) Training

Federal regulations require that key personnel in research involving human subjects undergo training. Key personnel are all individuals responsible for the design and conduct of the study. All members of the research team are expected to complete training prior to conducting any research activities involving human subjects. The IRB will not approve protocols in which study personnel do not have current, completed, and appropriate human subjects training. Find details here.

Responsible Conduct of Research Program

Fostering a culture and expectation of responsible and ethical conduct of research is a critical component in the advancement of knowledge through research and scholarship. It is also a key element in the maintenance of public trust in the research enterprise. Given that ethical issues emerge when conducting research and scholarship across disciplines of all kinds, UA is committed to providing high-quality instruction in responsible conduct of research to the entire campus community. Find details, including multiple links to resources, trainings, and forms here.

Conflict of Interest

The Conflict of Interest Program supports and promotes The University of Arizona's ethical conduct of research. In collaboration with the Institutional Review

Committee and the Executive Review Committee, the Conflict of Interest Program works with The University of Arizona's research community who are engaged in external relationships to ensure that all identified financial conflicts of interest or institutional conflicts of interest are appropriately managed, reduced, or eliminated. Find required trainings, disclosure processes, and other details [here](#).

Human Subjects Protection Program & IRB

The Human Subjects Protection Program (HSPP), as the administrative and regulatory support program to the Institutional Review Boards (IRBs), works in collaboration with the research community to maintain an ethical and compliant research program. The IRBs are the independent review committee charged with the protection of human research subjects. An IRB must review all research and related activities involving human subjects conducted at the University of Arizona or by in which the University is a responsible participant. Link to guide [here](#) and all necessary information and forms [here](#).

Graduate Student Advising & Committee Formation

Working Effectively with Your Advisor

Incoming doctoral students are assigned a faculty advisor in the EDLP program at the time of admission. Establishing a positive working relationship with your advisor is important to your success in the EDLP unit. Setting up guidelines for regular communication and check-in meetings can be a very helpful start to working effectively with your advisor.

Changing Advisors

As students' progress through the program, they may determine that another faculty member is a better fit for their evolving academic goals. In such cases, students may formally request an advisor change. This requires a respectful conversation with both the current advisor and the prospective advisor, followed by email confirmation to the Graduate Program Coordinator. Students can change their advisor anytime.

Designing Your Plan of Study

The Plan of Study is submitted via GradPath, typically by the third semester in residence. It lists all courses to be applied toward the Ph.D. degree and initiates the formation of the doctoral advisory committee. Working closely with their academic

advisor, a student will file their Plan of Study using GradPath after the second semester in the program. The Plan of Study is then circulated electronically for approval from the departmental graduate advisor, committee Chair/Co-Chairs, committee members, and department head.

When designing the Plan of Study, students should:
- Align electives with their anticipated dissertation topic and long-term academic/professional goals
- Consult with faculty about interdisciplinary options within or outside the department
- Balance academic workload with personal responsibilities, including GA/TA duties
- Consider the requirements of their minor
- For international students: Ensure each semester's enrollment meets visa minimums (usually 9 units unless on approved reduced course load)

Students are encouraged to update the Plan of Study if academic plans shift. Any changes must go through GradPath and be re-approved.

GradPath Forms & Timeline

GradPath is the University of Arizona's centralized platform for graduate academic progress forms. You can find GradPath user guides here and a guide to forms on GradPath here. The following forms and timing apply to EDLP doctoral students:
1. Responsible Conduct of Research Form
2. Evaluation of Transfer Credit ([Transfer Credit Evaluation Form -](Transfer Credit Evaluation Form) only if using external transfer courses)
3. Doctoral Plan of Study Your plan of study is generally submitted after the second semester in the program. When a Plan of Study is submitted in GradPath, your Advisor must complete the research compliance acknowledgement section on the form. Be sure to refer to the handbook for course requirements, as these vary by cohort.
4. Comprehensive Exam Committee Appointment Form *see info below
5. Announcement of Doctoral Comprehensive Examination – submit at least 10 business days prior to exam.
6. Results of the Oral Comprehensive Examination for Doctoral Candidacy - submitted by committee chair. (*Candidacy fees charged to student upon advancement to doctoral candidacy.*)
7. Verification of Prospectus/Proposal Approval – This form is submitted by the student and then verified by the Graduate Coordinator (departmental form).

8. Doctoral Dissertation Committee Appointment Form *see info below
9. Announcement of Final Defense - *must be submitted and approved at least ten days before the date of defense*
10. Results of Final Defense - submitted by committee chair.

GradPath Forms Submission Timeline

GradPath Form	When
Plan of Study	Generally at the end of the second semester.
Comprehensive Exam Committee Appointment Form	After coursework completion and as soon as you have determined who will serve on your committee. Before beginning written comprehensive exams.
Announcement of Doctoral Comprehensive Exam	At least 10 business days before your oral exam, once you set the date, time and room with your committee. Please note that the policy for time to degree completion begins after passing the comp exams. More information can be found [here](#).
Doctoral Dissertation Committee Appointment	Before beginning dissertation proposal
Announcement of Final Oral Defense	At least 10 business days prior to the date of the Final Oral Examination.
Complete the Final Oral Examination/Defense	Mid-April* for May graduation Mid-November* for December graduation * Please verify exact date for your semester with the EDLP Graduate Coordinator

Committee Formation and Requirements

Doctoral Comprehensive Exam Committee

Per the degree requirement policies for the Doctor of Philosophy ([Ph.D.](#));
1. The committee must include a minimum of four members. All four need to be members of the University of Arizona Graduate Faculty. Must include:

- Committee Chair (typically the primary advisor)
- Minor Advisor
- Two additional faculty members
2. Additional members (beyond four) may be approved special members or other Graduate Faculty. They can be either members of the University of Arizona Graduate Faculty or special members from other institutions.

Submit the Comprehensive Exam Committee Appointment Form via GradPath prior to beginning the written exam.

Doctoral Dissertation Committee

Per the degree requirement policies for the Doctor of Philosophy ([Ph.D.](#));
1. The committee must include a minimum of three members of the University of Arizona Graduate Faculty, including the chair of the committee. A minor advisor is not necessary.
2. If there are more than three committee members, additional members can be either members of the University of Arizona Graduate Faculty or special members from other institutions.

Committee changes must be submitted via GradPath's Doctoral Dissertation Committee Appointment Form.

Program Structure

The Ph.D. course work and research are designed to give students a comprehensive knowledge of the field and of research design and methods with an emphasis on a particular area of interest. Degrees are granted based on a student's competence in the literature and research in the field, their ability to think critically, and their demonstrated ability to do independent research. Students must have acquired the ability to make persuasive academic arguments with clarity and fluency in both written and oral communication. Completion of course work is a necessary but not sufficient requirement for completion of the degree.

The Ph.D. requires a minimum of 63 units with an emphasis on theory and research. Ph.D. candidates take doctoral courses in the College of Education at the 500 level or higher. There are three groups of courses that are part of the 63-hour Ph.D. requirement. First, there are courses in Educational Leadership and Policy, including some that are required and some that are electives. Additionally, there are required courses in research that form the foundation for candidates' dissertation research. The last group is courses in a minor area of study.

Individualized Planning and Flexibility

Students work closely with their advisor and committee to develop a Plan of Study that reflects their intellectual and professional goals. The EDLP program supports both full-time and part-time study and allows flexibility through a milestone-based progression rather than a fixed course timeline.

Courses

Students should always confirm course requirements with their advisor and current program guide.

Core (12 unit hours)

- EDL 622: Research and Data-Based Decision Making
  - *Required for students who started in Fall 2022 or later; recommended in first semester.*
- EDL 606: Policy Analysis in Education
- EDL 620: Advanced Foundations in Educational Leadership: Theory, Research & Practice OR other theory class in another department
- HED 633: Introduction to Critical Race Theory in Education OR EDL 626: Leadership for Social Justice: Ethics and Law
- EDL 625: Leadership for the School and the Diverse Community
  - *Required for students who started prior to Fall 2022. Recommended but not required for students who started in Fall 2022 or later.*

Research Methods (12-15 unit hours)

- EDL 605: Qualitative Methods in Education (or HED 605)
- EDL 611: Quantitative Research Methods (or HED 611)
- EDL 608: Advanced Qualitative Methods
- Advanced Quantitative Methods (several options)
- HED 602: Research Design & Proposal

Minor Program (9-12 unit hours)

All Ph.D. students must declare a minor outside the EDLP unit. This can be:
- A formal minor recognized by the Graduate College
- An informal concentration (cluster of courses) approved by the advisor

The minor must be aligned with the student's research interests and approved by a designated minor advisor, who must serve on the Comprehensive Exam

Committee.

Electives (12-15 unit hours)

In consultation with their advisors, Ph.D. candidates will select electives that support research interests or enhance skills and theoretical knowledge.

Dissertation (18 unit hours)

After passing the Comprehensive Exam and achieving doctoral candidacy, students enroll in EDL 920: Dissertation. These 18 units are typically distributed across multiple semesters under the supervision of the dissertation chair.

Internship / Practicum

There is no formal internship or practicum requirement for the EDLP Ph.D. program. However, students may engage in applied research, teaching, or leadership experiences as part of assistantships or electives in consultation with their advisor.

Transfer Credits

Eligible units may be transferred in [from](#) other doctoral level work based on Graduate College Guidelines and advisor approval. Students may need to complete more units depending on their research interests, dissertation topic and skill levels. Students will work with their advisor and committee members to develop a plan of study that focuses on their research and career goals. Note that graduate units earned at other approved institutions may be counted toward the requirements of a doctoral degree, but will not be included in the calculation of the University of Arizona GPA. *Students should complete this process in their first year of their program.*

Transferred units are subject to the following restrictions:
- Transfer units must be within 5 years and from a peer institution.
- Units must be approved by the major or minor department and the Graduate College.
- The minimum grade for transferred units must be an A or B or the equivalent at the institution where the course was taken.
- Transferred units may not count toward more than one doctorate.
- A maximum of 30 units of transfer coursework may be used toward the Ph.D. requirements.

Milestone-Based Academic Progression

The Ph.D. in Educational Leadership and Policy follows a milestone-based progression model, which offers students flexibility in pacing while ensuring structured academic development. Progress is tracked by completion of specific academic and administrative benchmarks rather than fixed semester schedules.

Milestone	Description	Suggested Timing (optional)
Appointment of Advisor	Students are assigned an advisor upon admission. They may change as academic interests evolve.	Within the first semester
Plan of Study (GradPath)	Students submit a formal Plan of Study listing intended coursework. This form establishes the initial committee structure.	As early as possible *Students must complete their credit transfer evaluation process in their first year.*
Completion of Coursework	All required core, minor, elective, and methodology courses must be completed prior to comps.	Varies
Written Comprehensive Examination	A two-chapter written document demonstrating scholarly readiness and alignment with dissertation research. See Comprehensive Exams section for format.	After coursework completion
Oral Comprehensive Examination	A formal defense of the written comprehensive exam before the student's committee. Typically includes a presentation and Q&A.	Same semester as written comps

Dissertation Proposal Writing	Students write the first three chapters of their dissertation: 1. Introduction 2. Literature Review & Theoretical Framework 3. Methodology	After passing comprehensive exams
Dissertation Proposal Defense	Students present and defend the proposal orally to their full dissertation committee. Committee feedback and revision may follow.	After proposal writing
IRB Approval	Students conducting research involving human subjects must obtain IRB approval before data collection.	After proposal defense
Dissertation Research & Writing	Data collection, analysis, and full dissertation writing under advisor supervision. Students must be enrolled in dissertation units.	Post-IRB, ongoing
Final Oral Defense	Formal defense of the completed dissertation in a public or closed session with committee members. Final revisions may be requested. | After dissertation completion	After dissertation completion
Graduation & Submission to Graduate College	Submission of the final approved dissertation, completion of the Exit Survey, and application for graduation.	Same semester as defense

Comprehensive Examination Guidelines

The Comprehensive Exam entails:
1. Writing a two-chapter document (called the Written Comprehensive Exam or, informally, the "comps paper")
2. Meeting with your Comprehensive Exam committee (called the Oral Comprehensive Exam or, informally, the "comps defense")

This milestone occurs after the completion of all required coursework and serves as a formal assessment of the student's scholarly readiness to begin dissertation research.

Comprehensive Exam Timeline

Below is a timeline of the steps required for the Comprehensive Exam. These steps may vary slightly depending on the advisor.

Time Frame	Steps
Semester before the final semester of coursework	In consultation with their advisor, the student forms a Comprehensive Exam Committee. This committee includes at least four people, all of whom are members of the University of Arizona Graduate Faculty: the student's advisor (the "major" advisor), the student's minor advisor, and two other faculty members. Once the committee has been determined, the student should complete the *Comprehensive Exam Committee Appointment Form* in Gradpath. The student needs to have already selected a minor and submitted the *Plan of Study* prior to submitting the form.
Final semester of coursework, OR semester after completing coursework, BUT no later than the beginning of the second semester after completing coursework	Students request permission from their advisor to take the Comprehensive Exam.
Beginning of a fall or spring semester	The student begins the Written Comprehensive Exam with the approval of the advisor. *Might consider enrolling in GRAD 696 – 002: Dissertation Writing with*

Time Frame	Steps
	the *[Graduate Writing Lab](#)* or HED 602: Research Design and Proposal during this semester.
Midway through the semester of the Comprehensive Exam	The student submits a full draft of the Written Comprehensive Exam to the advisor. The student meets with the advisor to ask for permission to send the document to the committee and schedule the Oral Comprehensive Exam. (Note: If a student has not completed a full draft by this time, they should meet with their advisor to discuss their options.) Once the oral exam date has been determined, the student should complete the *Announcement of Doctoral Comprehensive Examination Form* in Gradpath. This form should be submitted at least 10 business days prior to the Oral Comprehensive Exam.
End of the semester of the Comprehensive Exam	The student and committee meet for the Oral Comprehensive Exam. The advisor and committee members will record the results of the exam in the *Results of the Oral Comprehensive Examination* form (which Gradpath automatically sends to committee members). See below for information about the evaluation of the exam and its possible outcomes.

Written Comprehensive Exam–Content and Format

The Written Comprehensive Exam should focus on the topic of the proposed dissertation. It should include two chapters, use the most current APA Style, be double-spaced, and be in Times New Roman, 12 pt. Font. ChatGPT and other forms of AI cannot be used for any part of the writing of the exam. They can be used, however, to search for empirical literature.

Chapter 1 (~10-15 pages, plus references)
- Identify and describe the problem/topic and provide background information.
- Explain the relevance of your topic and the rationale for investigating your topic.

- Include your proposed research questions
- Provide a brief overview of the methodological approach. This is only an initial discussion of the methodology. The full discussion will be in the Dissertation Proposal.
- Provide a brief overview of your theoretical framework and your rationale for choosing it.
- Provide a list of keywords or a glossary of terms.

Chapter 2 (~35-50 pages, plus references)
- Literature review (~25-35 pages): Describe what is known empirically in the available scholarship about the topic of your dissertation. To be clear, in this section of Chapter 2, you are asked to discuss research—not theory—on your topic.
- Theory (~10-15 pages): Discuss the theoretical framework to be applied to your dissertation topic. Your theoretical framework will likely consist of more than one theory. Explain how your theories work in tandem to apply to the topic and answer your research question(s).

Oral Comprehensive Exam–Content and Format

The student should prepare a 15-20 minute presentation that includes an overview of their Written Comprehensive Exam as well as questions and discussion about their Written and Oral exam from their committee members. The advisor will determine the specific format of the two-hour block of time for this examination. However, the following is a typical sequence for oral exams:
1. Greetings and introductions
2. Overview of the process
3. Breakout room for committee members only to discuss written document
4. Student presentation (15-20 minutes)
5. Questions and discussion
6. Advisor deliberate with committee on next steps and decisions (breakout)
7. Close and give students the results

Evaluation of the Comprehensive Exam

There are three possible outcomes of the Comprehensive Exam: Pass, Revise, or Fail.

- **Pass:** All committee members agree that the exam has been passed.

- **Revise:** If one or more committee members do not deliver a pass evaluation, the result is Revise. These members will provide written feedback to the student regarding the reasons for the revision requirement. The student will be given one opportunity to revise the submission. This re-submission will be reviewed by the same committee. The revision must be completed within two weeks of the Oral Comprehensive Exam. A student may be provided more time with the approval of the advisor.
- **Fail:** If the revision is not adjudicated as a Pass, the outcome is Fail. The Graduate College allows no more than one retake of a failed oral exam. A student who fails the first oral exam and is offered a second attempt must use the same committee unless a change is approved by the Graduate College. More info found [here.](#)

Dissertation Process

Dissertation Requirements

The dissertation is an independent original research project that is the culmination of your graduate studies. A dissertation research project will add to the body of knowledge in the fields of leadership or policy by expanding on previous foundational research. The dissertation process is carefully scaffolded to guide Ph.D. candidates to completion. Close work with an advisor is essential. Committee members can make significant contributions. Selecting a dissertation chair and developing a meaningful research topic should begin during the final stages of coursework. Students are encouraged to use electives and methodology courses to explore potential research areas in consultation with their advisor.

Dissertation Committee

It is important that you stay in close touch with your advisor during this time. In completing this step, you should:
1. Assemble a committee of eligible faculty members. Your committee must have at least three members. They all must be members of the University of Arizona Graduate Faculty.
2. Work with your advisor to choose the committee members who you want to serve on your dissertation committee. Usually, three members from the Comprehensive Exam are asked, and the minor members may waive their rights to be on the committee. However, more than three members may serve on your committee if you wish.

3. Obtain approval from your advisor to send your final proposal to the other committee members.
4. After your written proposal is approved for the oral defense by all of your committee members, then you will schedule the oral proposal defense meeting and enter appropriate information on Grad Path.

Dissertation Proposal (Written and Oral Requirements)

Dissertation Proposal Guidelines:
The Written Dissertation Proposal contains three required chapters (to be submitted in one document)
1. Chapter One: Introduction and Statement of the Problem;
2. Chapter Two: A Literature Review and Conceptual or Theoretical Framework (a critical analysis of the literature is the basis for which you will develop your conceptual or theoretical framework for research; and
3. Chapter Three: Research Methods and Design.

The completed dissertation begins with the same three chapters and concludes with two additional chapters that report research findings (Chapter Four) and discussion, conclusions, and recommendations (Chapter Five).

Chapter One: Introduction

Chapter One, which introduces the study and states the focus of the study, begins with the context and background information regarding the problem of the study. The Introduction should provide readers with a brief summary of literature and research related to the problem being studied and should lead up to the statement of the problem. In general, the Introduction begins with a broader perspective of the problem and becomes narrower as the Introduction proceeds.

The Introduction, then, narrows the focus of the study and provides a brief rationale for why the particular study is worth pursuing. In Chapter One, you will also introduce relevant studies that are an indicator of how previous research on your problem has been conducted as well as gaps in these studies that indicate a need for your study.

Statement of the Problem: The problem statement is among the most critical parts of the research proposal and dissertation because it provides the focus and direction for the remainder of the study. A well-written problem statement defines the problem and (for a quantitative study), helps identify the variables that will be investigated.

Purpose of the Study: This section follows by stating the specific purpose(s) of the study. It is usually one paragraph long and should state what the study is about. *Research Questions:* The problem is further explained in this section. Research questions emerge from the problem statement. In quantitative studies, you may specify variables and relationships to be reported. A problem statement and research questions also suggest a methodology for the study and serve as a basis for drawing conclusions in Chapter 5.

Significance of the Study (Problem): This section addresses the "so what" of the study. It describes or explains the potential value of the study and findings to the field and the population under study. This section, therefore, should identify the audience for the study and how the results/findings will be beneficial to them. The reader must understand what previous studies were conducted and what your proposed study can offer that is unique and important.

Overview of Theoretical Framework: Briefly describe the theoretical framework that will guide your study. In Chapter 2 you will expand on your framework.

Overview of Methods: Briefly describe the proposed methods to include, but not limited to, participants, participant section criteria, data collection process, instrumentation and data analysis.

Definition of Terms: This section of Chapter One provides definitions for terms used in the proposal that are unusual to committee members or are not widely understood. In addition, common terms that have special meaning in the study should be defined in this section. Acronyms frequently require definition. Spell out the name first and then give the acronym. A brief introductory statement usually precedes the actual list of definitions that are underlined, indented, and listed in alphabetical order.

Limitations of the Study: Limitations are factors that may affect the results of the study or how the results are interpreted. Limitations may also develop or become apparent as the study progresses. In general, limitations are conditions that help the reader recognize how widely findings can be generalized. While all studies have inherent limitations, address only those that may have an effect on this particular study. In some studies, you may identify *delimitations* or factors that affect the study over which the research generally does have some degree of control.

Chapter Two: Literature Review and Conceptual/Theoretical Framework

The purpose of Chapter Two is to provide the reader with a comprehensive review and critical analysis of the literature related to the research problem. The review

and analysis of related literature should greatly expand upon the introduction and background information provided in Chapter One. This chapter should contain the theoretical framework of the study, relevant theories and models related to the problem, background and context relevant to the problem, and seminal studies published about the problem. The first section of Chapter Two generally indicates how the chapter is organized and explains the subsections that comprise the chapter. In other words, Chapter Two is divided into as many sections and subsections as needed to logically organize the information presented.

Chapter Two of the proposal must address previous relevant research on the topic and problem in a clear manner to present an argument about the need for your study. In other words, the chapter should not just be a list of everything that has been written on the topic or problem. Rather, the literature review should be a synthesis and critical analysis of relevant research written in such a way that provides a clear argument for your study as well as the theoretical or conceptual framing and methods you will use. Within your literature review, discuss methods that are typically used to study your problem as well as results from these relevant empirical studies. The purpose of the review of all relevant research is to learn how to study the topic at hand by building upon previous studies within a theoretical or conceptual framework.

Chapter Two should end with a summary analysis of the main points from the literature review/ analysis within a theoretical or conceptual framework for your study. This summary should clearly state the argument for your study as well as a rationale for the research methods and designs used in your study.

Chapter Three: Research Methods and Design

Chapter Three presents a discussion of the research methods and design as well as specific steps used for sampling, data collection, and data analysis. Generally, this chapter begins with a restatement of the research problem and accompanying research questions.

Overview of Design: In this section, you describe your overall research design and tell why it is appropriate for your study (e.g. mixed methods, survey, case study, ethnography, narrative inquiry). This section includes a discussion (paraphrased and quoted) with citations from scholars who have written extensively about the research design and related methods used in your study. In the remainder of this section, please note that guidelines are divided into a discussion of typical quantitative proposals and typical qualitative proposals.

Quantitative

Population and Sample; Sampling Process: This section describes the population used in the study and the process and criteria used in selecting a sample. Instrumentation: This section describes the procedures used for developing an instrument to gather data from your selected population/sample. This generally includes sources of items for the instrument as well as a description of the instrument itself (e.g. number of items on the instrument, response format of the items, etc.). Sources of items for an instrument might include information gleaned from the literature review or may be an adaptation of a previous study or commercially available instrument. Instrument reliability and validity data should be described in this section.

Pilot Test: Instruments developed by the researcher should always be pilot tested. Results of the pilot testing should be used to revise the instrument before distributing it to the actual sample. Instruments may also be juried or critiqued by having experts examine it and make recommendations prior to, or in lieu of pilot testing.

Data Collection Procedures: This section describes in detail how the data will be obtained and the timelines involved in collecting the data. Information commonly provided in this section includes what materials will be distributed (e.g. the survey instrument, instruction sheets, number and methods for follow-ups). It should also include how and when they will be distributed to participants.

Data Analysis Procedures: This section describes in detail analysis of the data in relation to the hypotheses to be tested and research questions to be answered. It is important to remember that the research questions also determine the format of the instruments and data collection as well as data analysis. When several hypotheses and research questions are being addressed, it is helpful to describe the data analysis that will be used for each hypothesis/research question.

In this section, if appropriate, independent and dependent variables for each analysis must be determined and identified. In addition, any complex statistical procedures being used should be briefly described with all sources referenced. A statement of the level of significance that will be used should accompany tests of significance. You should also describe any statistical software package used for your data analysis.

Qualitative

Sampling: In this section, you describe your approach to developing a sample for your study. For example, if you use purposive sampling strategies, begin with a discussion of purposive sampling using paraphrased or directly quoted descriptions from methodologies. Then tell the reader how you will apply or adapt those strategies for your particular study. In this section, you then describe your proposed sample in terms of characteristic required for your site(s) and participants.

Data Sources and Collection: In this section, describe your sources of data and how you propose to collect data in your study. Data collection examples might include interviews, participant observations, and documents among others. Provide a paragraph or two on each data source and collection strategy, how you will apply the strategy and why the source and your application are relevant for your study. In each sub-section, it is helpful to begin with a description of the data collection strategy using recommendations from key methodologists and then tell how you propose to apply that strategy. You will need to develop and pilot research questions and include the revised questions in an appendix.

Data Analysis: Here you describe how you will analyze your data. Begin with a description of your data analysis approach using recommendations from key methodologists. Then tell the reader how you propose to apply that data analysis approach and why that approach is appropriate for your study. Please be specific in describing your plan for data analysis. For example, many qualitative studies use coding strategies. How are you going to code data? Why is your coding approach appropriate for your particular study and its underlying framing?

There should be a good alignment among your theoretical or conceptual framework, and its underlying paradigm, your research methods and design.

All Proposed Methods Sections should also include:
- Sections that describe validity and reliability or trustworthiness
- A section on protection of human subjects
- A section on researcher identity or positionality. (The way in which you write this section will differ depending upon your approach and underlying framing, but you should tell the reader something about who you are as the researcher and what you bring to the proposed study)
- Summary of the approach and why it is relevant for the problem under study.

Human Subjects

Your proposal must be approved by your committee and the University of Arizona Human Subjects Protection Program prior to collecting data. Data collected prior to committee approval of your proposal or approval from the University of Arizona Institutional Review Board (IRB) may not be used in your dissertation study. You must obtain IRB approval before collecting any data for your study. Data collected prior to approval may not be used in your dissertation.

You are required to complete human subjects training and become certified before you may submit your human subjects application. See p. 11 for more information. You may not collect data until you have written notification of approval from the IRB. Your advisor plays a critical role in preparation of an accurate and complete IRB application. Your IRB application needs to be approved by 1) a department representative, 2) the department head and 3) the University committee. Expect to make revisions after each reviewer. Allow at least 4 – 6 weeks for your IRB application to be approved by the university committee. If you conduct research in a school district, you will need to complete the district review process as well. Consult with the district for criteria and guidelines.

Written Dissertation

The written dissertation includes revised Chapters 1-3 from your proposal as well as Chapters 4 and 5 that feature a critical analysis of the findings that tie back to the theory and literature as well as implications/conclusions.

Oral Defense of Dissertation

Once you have completed your written dissertation and obtained approval from your advisor, you may schedule your final oral defense with your committee. During the semester in which you defend your dissertation, you must be registered for a minimum of one unit only if you have already met all other program requirements, including the 18 dissertation units. If you have not completed all 18 dissertation units, you must be enrolled for a minimum of 3 units. Students must be enrolled in at least 1 graduate unit during the semester of the final defense if all other program requirements have been met.
The Announcement of Final Oral Defense must be submitted through GradPath at least 10 business days prior to the scheduled defense date. The oral defense may not exceed three hours.

To prepare for defending your dissertation, you should:

1. Prepare the penultimate copy of your dissertation and obtain your advisor's permission to send it to committee members.
2. Set up an oral examination date that is agreeable to committee members. This meeting may not take place until at least three months after your preliminary oral exam.
3. Following the examination, make corrections in the dissertation as suggested by the committee members, and obtain signatures. Once approved, you will submit your dissertation electronically to the Graduate College. For instructions on submitting your dissertation, visit [this page](#). It is important that you adhere to the submission deadline in the semester in which you wish to graduate on the Graduate College's website [here](#).

Completion of the Graduate College Exit Survey is required for degree certification and must be submitted prior to graduation.

Satisfactory Academic Progress & Grievance and Appeals

Satisfactory Academic Progress (SAP)

Doctoral students in the Educational Leadership and Policy program are expected to maintain consistent academic progress toward the completion of their degree. The following criteria apply:

Minimum GPA

- Students must maintain a cumulative GPA of 3.0 or higher in all graduate coursework.
- Falling below a 3.0 GPA may result in academic probation.

Annual Progress Review

- Students are encouraged to meet with their advisor at least once per year to discuss academic progress, update the Plan of Study if needed, and plan for upcoming milestones (e.g., comprehensive exams, dissertation work).
- The advisor may document progress formally or informally based on departmental practices.

Milestone Completion

- Students must complete coursework, comprehensive exams, dissertation proposal, IRB approval, dissertation writing, and defense within the expected timeframes.
- In general, students are expected to complete the Ph.D. within ten years of admission and five years after passing comprehensive exams.

Academic Probation and Remediation

- Students who do not meet SAP expectations may be placed on academic probation.
- A remediation plan will be developed in collaboration with the student's advisor and must be completed within a specified time frame.
- Continued failure to meet expectations or make timely progress may result in dismissal from the program, as outlined in Graduate College policy.

Grievance and Appeals

The University of Arizona and the College of Education provide procedures for students to resolve conflicts or appeal academic decisions.

Informal Resolution

- Students are encouraged to address concerns first with their faculty advisor or relevant instructor.
- If unresolved, the student may bring the matter to the Graduate Program Director or Department Head for further review.

Formal Grievance Process

- If informal attempts fail, students may submit a formal grievance or appeal through the Graduate College.
- The Graduate College's grievance procedures can be found here: Graduate College Grievance Policy

Students are advised to keep written records of communications related to grievances and to consult with their advisor or the Graduate College Ombudsperson as needed (https://ombuds.arizona.edu/)

COLLEGE OF EDUCATION
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