



# UNION INSTITUTE & UNIVERSITY

## **Cohort Ph.D. in Interdisciplinary Studies Student Handbook**

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**UNION INSTITUTE & UNIVERSITY  
GRADUATE COLLEGE  
COHORT Ph.D. STUDENT HANDBOOK**

The policies and procedures described in this Handbook apply to students admitted to and enrolled in the Cohort Ph.D. program and are continually updated. Union Institute & University reserves the right to amend, to modify, or to revise the policies and procedures stated herein as deemed necessary and appropriate. **There is a separate Doctoral Student Handbook for students in the Pre-cohort Ph.D. program who matriculated before July 1, 2006.**

As a student, you should read the Handbook carefully to become familiar with its content, and discuss any questions you have with a Cohort Ph.D. program representative. This program handbook is a supplement document to the University Catalog. You should consult the Handbook and University Catalog regularly throughout your doctoral program, particularly when you are unsure about policy and procedural matters and when you have to meet particular program requirements.

University policies applicable to students are subject to change at any time—new policies are introduced and existing policies are revised. Students are strongly encouraged to periodically check the university policies Web page <http://www.myunion.edu/about/university-policies/index.html>

*Union Institute & University is accredited by The Higher Learning Commission and is a member of the North Central Association of Colleges and Schools. Union Institute & University is also authorized as a degree-granting institution by the Ohio Board of Regents, the Florida Commission for Independent Education, and the Vermont Board of Education.*

*Union Institute & University does not discriminate in admissions, employment, or policy on the basis of age, race, color, sex, sexual orientation, religion, national origin, or physical impairment. Union Institute & University policies and practices conform with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990, and the Age Discrimination Act of 1975. Union Institute & University conforms with the provisions of student rights under the Family Educational Rights and Privacy Act of 1974 as amended. Files are maintained and released under the provisions of the act.*

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## **A MESSAGE FROM THE DEAN**

Dear Student,

Welcome to Union Institute & University's Ph.D. in Interdisciplinary Studies program. In keeping with the university's rich history of academic innovation, we are proud to offer a distinctive and challenging interdisciplinary doctoral program which, through a cohort model and a combination of on-site and distance learning, is also designed to meet the needs of busy adults.

This handbook describes the program's areas of study, explains key procedures and requirements, and provides other information that will guide you from the time of admission through program completion. It is important for you to become thoroughly familiar with this handbook. The rules, regulations, and appendices in the handbook are approved under the authority of Union Institute & University's Board of Trustees and, therefore, constitute official university policy.

You have been admitted to the Cohort Ph.D. in Interdisciplinary Studies program on the basis of a thorough, demanding admissions process. You are embarking on study for the highest academic degree and, as such, implicitly and explicitly committing yourself to the most rigorous possible inquiry, to the acquisition of advanced knowledge, and to placing inquiry and the ongoing pursuit of knowledge above an acceptance of received opinion and perhaps even above your own currently-existing opinions, beliefs, and values. In all matters of knowledge and belief, these are your commitments as a scholar.

Congratulations on your admission to our doctoral program. The faculty and staff of Union Institute & University will support and assist you throughout your doctoral studies. We wish you every success. Please feel free to contact me and any member of the university community as you move forward with completion of the Ph.D. in Interdisciplinary Studies.

Sincerely,

The Faculty of the PhD Program

# UNION INSTITUTE & UNIVERSITY

## MISSION, VALUES AND PRINCIPLES

### **Mission**

Union Institute & University empowers adults to acquire, apply, and create knowledge through interdisciplinary, flexible, and collaborative programs focusing on social relevance, personal enrichment, and professional advancement.

### **Vision**

Union Institute & University aspires to educate generations of highly motivated adults who seek academic programs that engage, enlighten and empower them in their pursuit of a lifetime of learning and service.

### **Values**

#### *Social Relevance*

Union Institute & University requires that the programs of its students reflect their awareness of the social implications of their studies and of their obligation to share knowledge with integrity in uplifting the communities in which they serve.

#### *Creative and Critical Thinking*

Union Institute & University supports different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.

#### *Interdisciplinarity*

Union Institute & University promotes interdisciplinary scholarship as a means to advance the frontiers of knowledge and develop new modes of inquiry.

#### *Scholar-Practitioner Model*

Union Institute & University advocates an educational process whereby scholarship and theory are connected and applied to real-world action and practice.

### **Principles**

#### *Academic Quality*

Union Institute & University is committed to academic excellence and insures institutional quality through continuous assessment and review of programs, processes, policies, and outcomes.

#### *Diversity*

Union Institute & University reflects and celebrates diversity in all its forms.

#### *Service*

Union Institute & University engages in service to others with a commitment to transparency, integrity, and respect.

#### *Community*

Union Institute & University links engaged students with dedicated faculty mentors and the larger society in which they live and work, thus building a mutually beneficial, expansive, and collaborative community that lives beyond the classroom.

## COHORT PH.D. PROGRAM HISTORY AND MISSION

Since its inception four decades ago, Union Institute & University's Ph.D. program has been committed to providing interdisciplinary and socially relevant doctoral education for adult students pursued within the context of a mentoring-based pedagogy while, also, supporting inquiry related to each student's specific research interest.

The Ph.D. program's commitment to interdisciplinary and socially engaged knowledge remains a driving part of its mission and vision. The distinctive role of UI&U's Ph.D. program in American higher education, for now and the foreseeable future, is to retain its grounding in humanistic inquiry while bringing together recently developed and developing interdisciplinary fields of study in ways that draw from and advance understanding of ethics, the creative process, and the problems and possibilities of institutional and social change. Union Institute & University's Cohort Ph.D. program offers a new generation of adult students advanced understanding of alternative intellectual and cultural traditions, while also providing these students with the foundations for thoughtful and creative engagement with fundamental dimensions of their individual and public lives.

Grounded firmly in the belief that students need to interrogate the knowledge base and approach to discovery of more than a single academic discipline, the foundations of the Ph.D. in Interdisciplinary Studies are: 1) a commitment to academic excellence and advanced scholarship are expected at all levels of learning, research, teaching, and administration; 2) all study is interdisciplinary; 3) for matters of fact and value, a variety of views are at issue, hence there is a need to explore and acquire familiarity with a range of interpretations related to academic areas of concentration and research; 4) intellectual inquiry and creative efforts are carried on within and are inseparable from social contexts. In addition, Union Institute & University's Cohort Ph.D. in Interdisciplinary Studies emphasizes *praxis*, the co-involvement of theory and practice, through exploration of the several dimensions of this co-involvement while, also, providing an opportunity, through internships and other experiences, to engage theoretical understanding within the context of practical circumstances.

## **COHORT PH.D. PROGRAM VALUES**

UI&U's commitment to learning includes the following values and goals of the Cohort Ph.D. program:

### **EXCELLENCE IN SCHOLARSHIP**

Doctoral students will participate in a developing tradition of thought, discussion, exploration, and inquiry in their field of study. Achieving excellence in scholarship requires full and meaningful participation in this evolving, cooperative endeavor.

### **INTERDISCIPLINARY STUDY**

Students in Union Institute & University's Cohort Ph.D. program are expected to organize their programs around the concept of interdisciplinary study. By examining the tensions and relations between disciplines, students clarify, reorder, and redefine existing constructions of knowledge and thereby extend extant meanings and relationships among facts, theories, and methods. By advancing the frontiers of knowledge, students can engage in new modes of inquiry while building upon the foundation of those long established.

It is important to note that while the Cohort Ph.D. program encourages interdisciplinary inquiry into problems, it does not discourage specialization in a particular discipline. Rather, we ask that one's discipline be brought into conversation with others in fruitful ways. Research projects may be specific as long as they are placed within broader intellectual, social, and political contexts. Students with highly specialized goals and research study in any one discipline may enrich their inquiry within a framework that has examined interfaces with other disciplines, whether contiguous or encompassing. Interdisciplinary inquiry is a way of seeing, thinking, conversing with, and imagining how issues and problems cut across related fields.

The basic criteria for recognizing an area of learning as a discipline are threefold: first, a recognizable cluster of problems, concerns, and issues that define and limit content; second, accepted methodological and epistemological models that have explored and examined the content of the discipline; and third, a cumulative history of exploration that the discipline consistently examines and builds upon. Study within a discipline, however diverse and wide-ranging, does not constitute interdisciplinary inquiry. Students will be expected to reach beyond the sub-disciplines or interdisciplinary aspects of questions in order to engage in broader and more thorough interdisciplinary learning. The dissertation may be within one discipline so long as it emerges from an interdisciplinary program and is set within the context of appropriate disciplines.

### **INDIVIDUALIZED STUDY AND LEARNING**

Throughout its history, the interdisciplinary doctoral program at UI&U has acknowledged that adult students engage in doctoral study, in part, to pursue an advanced understanding of specific questions and issues that have taken on special importance within the context of their individual experiences and professional lives. The Cohort Ph.D. program is committed to supporting the individual academic and professional goals of students in two ways. First, within the program's three areas of concentration, the program incorporates the core substantive knowledge and methodological training that serve as the foundational building blocks for the pursuit of

individualized study. A minimum of twenty-five percent of each seminar is dedicated to relating the seminar's subject matter to students' individual learning goals and objectives. Second, the program systematically builds opportunities for electives and individualized study into the curriculum

### **ATTENTIVENESS TO SOCIAL JUSTICE**

Social justice is a matter of ensuring that all persons and groups receive their proper *due* from the storehouse of primary and secondary goods that are available, at any given time, within the context of social and political life. Primary goals of the Cohort Ph.D. program are: (1) to explore alternative theories' conceptions of the proper distribution of a society's resources; (2) to examine the implications of alternative systems of social exchange (market systems, moral systems, organizational systems) for realizing the alternative ideals associated with social justice; and (3) to closely consider and explore the implications of restorative justice and redistributive justice and compensatory justice and the requirements of reconciliation for those who have historically not been treated with justice; and (4), perhaps most importantly, to examine the importance of attending to social justice within the framework of extant and future circumstances. A concern for the goal of social justice is incorporated into the program of study for each of the Cohort Ph.D. program's three areas of concentration.

### **ENGAGEMENT OF DIFFERENCES**

Related to the concern for social justice, an additional goal of the Cohort Ph.D. program is for students to acquire advanced understanding of the complex issues (historical, sociological, psychological, political, philosophical and ethical) related to the presence of *difference* among individuals and a complex array of alternative identities and social groups. Grounded in studies within the humanities and social sciences, a related and equally important goal associated with the study of difference is to explore the various possibilities for engaging and addressing difference. The issues and possibilities explored include assimilation, mutual understanding, dissent and resistance, tolerance and accommodation, mutual respect, separatism, opposition, cooperation, discursive communication, negotiation and compromise and conflict as well as matters of translation, of possible reconcilability or irreconcilability, of synthesis, and transformation.

### **EXPLORATION AND ADVANCEMENT OF CREATIVITY**

At an earlier if indefinite time, our present ideas and knowledge, the ordering of our institutions, the ideals we believe in, the activities we now daily engage in and that give our lives shape and meaning (as hope and fear, as calm or anxiety, as sadness or happiness or desperation) simply did not exist. In complex and poorly understood ways, they were created from human inventiveness and imagination. Individuals, often by themselves but sometimes in concert with others, moved beyond inherited ways of thinking, of believing, of finding meaning and of giving meaning to their lives. Beginning with what they knew and believed and with familiar artifacts and icons, they tinkered with, disassembled and reassembled, held up and turned over in their hands and minds familiar ways of thinking and acting. They experimented with various means of human exploration and expression (diction, metaphor, rhythm, storytelling, performance, image, analysis, argument) to reach out to various (im)possibilities. In doing so, they recast the familiar, searched about in the unfamiliar, and through an engagement of the barely perceptible and unknown or with the clear and

familiar, they discerned/invented unexpected and previously unknown ways of apprehending and understanding the human condition.

The development of and experimentation with strategies designed to open up and move beyond current understanding through the creative process of engaging the familiar with the unknown is an additional goal of the Cohort Ph.D. program. The program is designed to produce scholars who, in addition to their scholarship, will have acquired knowledge of and facility with the creative process. In this way, an important goal of the Cohort Ph.D. program is for students to become creative in matters of scholarship in their areas of concentration, in addressing issues of social justice and problems of difference, and in their approaches to questions of *praxis* related to their individual professional and academic goals.

### **PRAXIS: THE INTEGRATION OF THEORY AND PRACTICE**

In the process of lifelong learning, the study of empirical theories provides an understanding of patterns of underlying causes and their effects within specific areas of natural and social worlds. Normative or value-oriented theories offer insight into the principles and practices that have served and might better serve as a guide to the organization of social, economic, and political life. While theoretical study has an importance in itself, the primary value of theoretical understanding, nonetheless, depends on the relative applicability of theories within the limits, tensions, and vicissitudes of specific personal, organizational, and institutional contexts. A thorough understanding of the problem of *praxis*, of relating and assessing the applicability and effectiveness of theories to practical circumstances—and, on occasion, of altering theories in light of such relative applicability and effectiveness—is another central value of the Cohort Ph.D. program. While the problem of *praxis* is examined in seminars and other learning activities, this problem is especially examined within the professional development experiences that are included within each academic residency.

# COHORT PH.D. DEGREE PROGRAM STRUCTURE

## PROGRAM DEGREE REQUIREMENTS

(see Appendix A for Program Degree Requirements for Students Matriculating Prior to July 1, 2008)

- Interdisciplinary Foundational Seminars (12 credit hours, four seminars)
- Academic Skills Seminars (nine credit hours, three seminars)
- Core Seminars in Primary Area of Concentration (six credit hours, two seminars)
- Advanced Seminars in Primary Area of Concentration (12 credit hours, four seminars)
- Optional Seminars in Secondary Area of Concentration (cannot choose a Secondary Area of Concentration and an Area of Specialization) – Completed through electives (six credit hours, two seminars)
- Optional Seminars in approved Area of Specialization (cannot choose an Area of Specialization and a Secondary Area of Concentration) – Completed through electives and Individualized Study (number of credits and seminars must meet the requirements of the specialization)
- Research Methods Seminars (six credit hours, two seminars)
- Electives (nine credit hours, three seminars) – Chosen from Cohort Ph.D. program seminar listings under supervision of the primary area of concentration chair. Students in the MLK Studies specialization are required to complete six credits of internship: three credits are completed as electives and three are completed as individualized study.
- Individualized Studies (six credit hours, two seminars) – Can be completed as individualized study or through successful completion of a seminar from the program seminar listings. 3 credits are supervised by the primary area of concentration chair and 3 credits are supervised by the dissertation chair. Students in the MLK Studies specialization are required to complete three credits of internship in lieu of Individualized Study..
- Comprehensive Examination (three credit hours) (written and oral components)
- Dissertation (includes one 3 credit seminar plus proposal, data collection, analysis and writing of the dissertation).

## **ACADEMIC RESIDENCY ATTENDANCE POLICY**

Students in the Cohort Ph.D. program must be present at all academic residencies during their matriculation in the Cohort Ph.D. program from beginning to end and engaged with the academic work for the current term, as verified by faculty and program administrators via the **Attendance & Engagement form**. All students, whether enrolled full-time or less than full-time, are required to be in attendance, in person, for at least six consecutive Cohort Ph.D. academic residencies beginning with the student's initial academic residency. After having attended six consecutive academic residencies in person, students enrolled less than full-time have the option of attending future academic residencies in person or continuing their academic studies entirely through electronic means. The daily schedule during the academic residencies is determined by the graduate college. In addition, students are asked to be in residence without spouse or guests for the duration of each academic residency. Attendance at all scheduled activities (unless indicated as optional) during in person attendance at an academic residency is required for continuation in the program. Students who miss a substantial amount of academic residency activities, as determined by program administrators, will be required to sit out the term and/or will be administratively withdrawn from the program for that term.

**Academic Residency Costs** – The costs incurred through participation in academic residencies are the responsibility of the student, and are in addition to the initial academic residency and registration deposit (See Annual Tuition and Fee Schedule). These costs vary for academic residency, based upon such variables as location and housing. After students complete the first academic residency, the registration deposit will be credited to the tuition account. If students fail to attend an academic residency for which they have registered, or if the student cancels registration less than 45 days prior to the event, the registration deposit is forfeited.

## **STUDENT EVALUATION OF THE ACADEMIC RESIDENCY**

An evaluation will be administered following the academic residency. The student's written analysis of the academic residency is an important opportunity to consider how well the student made use of the experience and to make suggestions for how future academic residencies might be improved.

## **STUDENT TRAVEL REIMBURSEMENT POLICY**

The Ph.D. program provides support for students' participation in professional conferences based on applicability to the program. The student travel reimbursement policy has been put in place to promote scholarly association and presentation as an opportunity for personal academic growth. The policy is intended to help support travel expenses for participation in national or international professional meetings or conferences in the student's field of study. Students submit a request for travel expense support to the graduate dean's office. The customary maximum allowance is up to \$200 per academic year for participation on a conference program. Students must provide evidence of an invitation to participate in a conference and submit the conference program page showing the student's name and presentation/paper with the request for reimbursement.

## REGISTRATION

Union Institute & University operates its Cohort Ph.D. program on a two term, 12 month academic year calendar. Cohort Ph.D. program students are required to pre-register each term prior to their onsite academic residency.

The program length is 66 credit hours. Any academic work in excess of 66 credit hours will carry zero credit.

The student's academic year is determined by the month of the initial academic residency (IAR). The first day of the term is the matriculation date throughout the student's program. Registration forms are initiated by the student and must be approved by the faculty advisor and graduate dean's office.

### **Full-time and less than full-time enrollment options:**

Students must register for the sequence of courses/seminars as described in the curriculum. Students may register full-time or less than full-time. Full-time enrollment status in the Cohort Ph.D. program is defined as nine or more credit hours per term. Less than full-time enrollment status in the Cohort Ph.D. program is defined as less than nine but at least six credit hours per term. Tuition for full-time and less than full-time is assessed on a per credit hour basis

The sequence of courses for full-time registration has been detailed in the University Catalog. However, described below is an example of a sequence of courses for less than full-time registration. Less than full-time registration is specified for the first four terms. After that, the registration will vary and is determined in consultation with the faculty advisor and the graduate dean's office. Students must register for at least six credit hours per term. A typical sequence of courses for a student who chooses to register for the minimum credit hours per term (six) for the duration of the program follows. For students enrolling for less than full-time, the cohort model will remain intact through term 4.

### Terms 1 – 4: Specified

Term 1 (Original Cohort):	FNDS 701, Ethics and Social Justice FNDS 702, The Creative Process	3 credits <u>3 credits</u> 6 credits
Term 2 (Original Cohort):	FNDS 703, Engaging Difference RMTH 705, The Logic of Inquiry	3 credits <u>3 credits</u> 6 credits
Term 3:	RMTH 707, Qualitative Inquiry or RMTH 709, Inquiry in the Humanities (Original Cohort) Primary Concentration Core/700 Series	3 credits <u>3 credits</u> 6 credits
Term 4:	FNDS 704, Interdisciplinarity (Original Cohort) Primary Concentration Core/700 Series	3 credits <u>3 credits</u> 6 credits

Terms 5 – 11

May vary as determined by advising.

Terms 5:	ACS 700, Critical Writing & Thinking I Primary Concentration Advanced/800 Series	3 credits <u>3 credits</u> 6 credits
Term 6:	ACS 705, Critical Writing & Thinking II Primary Concentration Advanced/800 Series	3 credits <u>3 credits</u> 6 credits
Term 7:	Primary Concentration Advanced/800 Series Elective	3 credits <u>3 credits</u> 6 credits
Term 8:	Primary Concentration Advanced/800 Series Elective	3 credits <u>3 credits</u> 6 credits
Term 9:	Individualized Study I Elective	3 credits <u>3 credits</u> 6 credits
Term 10:	Individualized Study II Comps	3 credits <u>3 credits</u> 6 credits
Term 11:	ACS 897, Critical Writing & Thinking III Dissertation	3 credits <u>3 credits</u> 6 credits

**TOTAL CREDITS = 66 (5.5 years). A maximum of 14 terms is allowed for completion of the program (including comprehensive examination and dissertation) for students registering for six credit hours per term. International students may not register for less than full-time.**

## **ATTENDANCE & ENGAGEMENT POLICY**

The student must be in attendance at the academic residency and specified seminars and other learning activities for the current term and the student must begin engagement with academic studies while at the academic residency. An Attendance and Engagement form (electronic version for students registered for less than full-time who have completed six in-person residencies and are attending the residency via electronic means) will document and verify compliance with this policy, as well as the student retaining evidence of the contact (copies of the students' records and dates, discussion notes, etc.) that will attest to the method of contact. Program representatives will submit the Attendance and Engagement form (paper for in person attendance; electronic for electronic attendance) at the end of each academic residency. (see catalog for definitions and status codes.)

## **ACADEMIC POLICIES**

(see University catalog for academic policies)

## **COMPREHENSIVE EXAMINATION**

In the sixth term or final term, students will register for ECL, HMS or PPS 841: Comprehensive Examination. The comprehensive examination is administered in two parts: written and oral.

## **COMPREHENSIVE EXAMINATION PHILOSOPHY**

The comprehensive examination is intended to test students' knowledge in their primary area of concentration. Students are expected to demonstrate comprehensive knowledge: facility with a wide range of texts and the ability to draw on main ideas of important thinkers and writers in their fields of study, linking them together in interesting and relevant ways to other scholars working in the field. In addition, students are expected to demonstrate depth of knowledge: the ability to engage, critically and substantively, with texts that both respect and interrogate the students' claims, positions, and arguments. Finally, students are expected to demonstrate advanced academic skills, including (but not limited to) the ability to develop and sustain a line of argument that is coherent and supported with viable, text-based evidence, while writing clear scholarly prose.

The two-part comprehensive examination is structured as follows:

### **Part I, Written**

Comprehensive examination materials comprise four reading lists: one in each of the three concentration areas: 1) Ethical and Creative Leadership, 2) Humanities and Culture and 3) Public Policy, and Social Change. The fourth is in the foundational themes. Students will be asked to write about their primary area of concentration and one of the foundational themes. Students will not know ahead of time which of the four foundational themes they will be asked to discuss.

### **Part II, Oral**

The oral component allows students to clarify understanding of key texts and theories within the primary area of concentration and foundational themes, and articulate how their thinking has been informed by the reading. This approach also acknowledges the importance of different learning styles. The oral component of the comprehensive exam will be approximately two-hours-long and held via an adobe connect/teleconference session with the evaluating committee.

The student can schedule the oral examination with the instructor of record for the comps course, ECL, HMS or PPS 841. During the oral, the student will present an opening statement of approximately 20 minutes in which, drawing from the written essay, s/he explains and assesses the ideas and information in key texts, suggests how her/his thinking has developed in relation to these texts, and presents and supports her/his own ideas with respect to issues raised in the examination question. The student's opening presentation will be followed by a discussion in which s/he will respond to questions and comments posed by members of the examination committee. While the comments and questions in the oral examination will be somewhat open and fluid, the discussion will focus, for the most part, on a student's further development or clarification of explanations and arguments/interpretations of key theories/texts as presented in the written component of the examination. The oral discussion may also range into the student's familiarity with related theories/texts on the reading lists (primary concentration as well as foundational theme).

Written (electronic) notification of comprehensive examination results, for all students taking the examination, will be sent out from the dean's office at the conclusion of the oral examination period. In reaching its decision, each comprehensive examination committee will assess the student's familiarity with central issues as presented in key texts/theories, how the student's thinking has developed in relation to these texts/theories, and the strength of her/his own views with respect to these matters. The strength of a student's understanding and thinking will be assessed holistically on the basis of the presentation in the oral as well as the written parts of the comprehensive examination.

Students who receive a "retake" recommendation will be enrolled in CEX 797, Comprehensive Examination Extension, for the next term. They will be scheduled to retake the comprehensive examination during the examination period following the extension term and will receive a new question and a new evaluating committee. Such students will be required to delay work on the dissertation proposal and dissertation until they have passed the comprehensive examination. After receiving a pass on the comprehensive examination, students may proceed with work on the dissertation proposal and dissertation.

## **COMPREHENSIVE EXAMINATION LOGISTICS**

### **Part I, Written:**

To be determined by dean's office.

### **Part II, Oral:**

To be determined by dean's office.

### **Relationship of Comprehensive Examination to Coursework:**

The comprehensive examination is based on reading drawn from coursework students have undertaken at Union Institute & University. However, not all texts studied in every course will be on the reading lists and lists may include texts that may not have been covered in students' coursework. While students' coursework should provide them with a good basis from which to begin studying for the comprehensive examination, students should also be attentive to those texts on the list that they may not have already studied in order to ensure both breadth and depth of coverage of their field(s).

## **Comprehensive Examination Preparation:**

*Students with special needs may petition the graduate college for an earlier and/or extended period of time for the comprehensive examination. Students who require ADA accommodations should initiate that request through the ADA office.*

*Students who share questions with students who have not yet taken the comprehensive examination will be subject to academic sanction.*

## **Comprehensive Examination Course Extension (CEX 797)**

If students fail to successfully complete the comprehensive examination, students must register for Comprehensive Examination Course Extension during the subsequent term. The graduate college must approve this registration. Students may register for one CEX 797 extension term to complete the comprehensive exam. No additional credits may be registered or earned during the extension term. Students cannot advance to work on the dissertation proposal or dissertation without successfully completing the comprehensive examination. During a term in which students are registered for CEX 797, they will not be eligible for federal student aid. Enrollment status will be reported as less than half-time to external agencies. Therefore, this term will not count against the seven year maximum time frame to be eligible for financial aid.

# DISSERTATION PROCESS

## DISSERTATION COMMITTEE FORMATION

The dissertation committee is the formal decision-making body whose purpose is to guide the student's dissertation and progress towards degree completion. The student should begin to actively search for dissertation committee members in term three. The dissertation committee is composed of three faculty members, one of whom serves as the chair. Outside of the chair, it is permissible to have committee members from other universities. The dissertation committee is nominated by the student.

The student must prepare **Dissertation Committee Rationale/Approval Form** that includes nominations for each member of her/his dissertation committee. The student must consult with the nominated dissertation chair concerning other prospective committee members. In each case, the student must submit a rationale statement (how the committee meets the student's academic needs) that describes each nominee's scholarly / professional background and expected committee role, a cover letter explaining the makeup of the committee as a whole (how they fit together) and a current vita or resume for each dissertation committee member who is external to UI&U.. It is important for the student to indicate not only the role that each member plays, but also how each member will complement the others in supporting the student's program. The student should be careful to provide information about any relevant prior relationship between the student and the nominee. The graduate college reviews and approves or disapproves the faculty nominees. If, for any reason, the graduate college does not approve one or more of the student's nominations, the student may then provide additional information in support of the original nominees or present alternative nominations.

To facilitate progress in his or her program, it is to the student's advantage to have the dissertation committee in place by the end of term three. The dissertation committee must be formed by the end of term four.

It is the student's responsibility to initiate and to maintain communication with the members of the dissertation committee as a means of receiving timely responses and evaluations.

### The students are expected to:

- Communicate productively and regularly with the dissertation chair, and dissertation committee, and the graduate college concerning their program.
- Design and carry out their dissertation with the advice and consent of the dissertation committee.
- Submit dissertation materials to the dissertation committee in a timely manner and work within the time frames outlined in this doctoral student handbook.
- Schedule and conduct meetings of the dissertation committee.
- Submit all forms and documents to the dissertation chair for review and signature before they go to the graduate college.
- Provide all necessary information to the dissertation chair and the graduate college whenever either must make a decision concerning their program.
- Ensure that their dissertation is of the highest academic quality.

### Dissertation committee members are expected to:

- Be open to divergent opinions in the committee and to evaluate them based upon what will promote the learning objectives of the student.

- Be responsible for managing their own roles and perform them with the same high standards expected of the student.
- Return dissertation material to the student in a timely fashion.
- Share in the responsibility for helping to make the committee an effectively functioning body.

## **DISSERTATION CHAIR**

The student's first step in nominating a dissertation chair is to establish a relationship with a member of the faculty of the graduate college. The faculty member must be qualified in the student's primary area of concentration. This individual must be someone who can help the student to conduct and complete a major doctoral research project. Because the graduate college faculty is diverse, students should consult with several faculty members before nominating a dissertation chair to the graduate dean's office for review and approval..

The dissertation chair helps the student to maintain an administrative link with the graduate college. As keeper of the process, the student is responsible for seeing that Cohort Ph.D. dissertation procedures are understood and respected in order to assure quality throughout the student's Cohort Ph.D. program. The dissertation chair also supervises the committee and has authority to veto other committee member's recommendations.

Students nominate members of the dissertation committee with the advice and consent of the nominated dissertation chair and graduate dean. The dissertation chair must be approved by the graduate college by the end of term four.

In some situations, such as when a dissertation chair has not previously served on dissertation committees, the dean may require that a co-chair with considerable experience serving on dissertation committees be assigned to the committee. The co-chair serves as one of the members of the dissertation committee and provides dissertation process coaching to the chair based upon past experience in advising dissertations. The co-chair meets periodically with the chair to review progress. The co-chair discusses committee membership with the chair. The co-chair reviews the dissertation proposal and dissertation with the chair and discusses final recommendation for approval of the dissertation with the chair. The co-chair also assists the chair with administrative responsibilities related to the dissertation process.

## **DISSERTATION COMMITTEE MEMBERS**

Students also nominate two qualified faculty members for their committee who are recognized authorities in their major areas of study and who must hold the Ph.D. or other appropriate terminal degree. They must be active or retired faculty of any accredited college or university, including Union Institute & University, or from other professions and occupational settings. Doctoral alumni of Union Institute & University become eligible to serve on dissertation committees five years after completion of their programs.

Faculty who serve as dissertation committee members ensure that the student has achieved a high level of scholarship and that their contributions to the body of knowledge will be acceptable to others in their field. Although faculty who live in the student's geographical area offer the advantage of frequent face-to-face contact, it is more important to consider their expertise and their readiness to demand high quality work.

Students may nominate dissertation committee members from a pre-approved pool, but are also encouraged to seek out and to approach the best authorities in their field. Students can begin developing a list of potential faculty by reading works by scholars in their field by consulting journals, by conferring with professors and students at other universities, and by generating information through their own developing network of contacts both inside and outside the graduate college.

## CONSULTANTS

The dissertation committee may include one or more consultants, whom the student may nominate to the committee as needed to offer expertise not otherwise available in areas critical to the student's dissertation. Although they do not have voting privileges, consultants may contribute significantly to the student's work. Consultants are nominated and appointed to the student's dissertation committee in the same fashion as other faculty. Students should recognize contributions by consultants in the acknowledgements in the dissertation.

## REPLACEMENT OF DISSERTATION COMMITTEE MEMBERS

Careful selection normally will enable the student's dissertation committee to retain the same membership throughout their program. Replacement of a member may become necessary, however, for such extreme reasons as illness, death, resignation, or change in the direction of their dissertation. Any such changes must be discussed with the dissertation chair and the members of the dissertation committee.

If the student wishes to replace the dissertation chair the student must first communicate with the chair about the issues surrounding the need to make the change. If agreement is not reached, a written request must be made to the dean, stating the name of the proposed dissertation chair, the rationale for the nominee, and the reasons for the change. The **Dissertation Committee Rationale/Approval form** must be used. The dean will make the final decision.

## DISSERTATION GUIDELINES

The dissertation integrates and adds to the learning accomplished in other phases of the program. It addresses the appropriate intellectual, cultural, and/or artistic traditions of the field and signifies grounding in the theoretical and critical scholarship in the field. It allows students to exercise originality and creativity so the work provides new knowledge and approaches to the larger scholarly community.

If conducting research for a traditional dissertation or social action project, students may incorporate qualitative and quantitative research methods or other methods appropriate to the research problem and the discipline(s) involved. Creative dissertations will likely not involve a research methodology. However, they are still expected to be grounded in the relevant literature. Regardless of which research design and methods the student may choose for traditional dissertations or social action projects, the dissertation proposal must include an explicit, detailed discussion of the proposed research methods and a rationale for the selection of methods. Discussion of methods should be framed in such a way that other scholars will understand the methods discussed and can critically evaluate them. In order to develop a sound proposal for the

dissertation, the student must be conversant with both general research methods and the research methods that characterize the field of study. When appropriate to the dissertation topic, the student must also achieve and document a knowledge of statistics. A thorough grounding in research methods, both quantitative and qualitative, and in the literature related to the area of inquiry, will prepare the student to read and evaluate the research of others in order to conduct their own doctoral. level research. To achieve proficiency in research design and methodology, students must complete at least two research courses before engaging in research.

Where doctoral work involves human subjects, the dissertation must include a section that addresses procedures for the protection of research subjects. That section should address any risks to research participants, informed consent, issues of confidentiality, and any other ethical or human subjects matters normally addressed within the disciplines or professions most closely related to the student's area of inquiry. See section on Research with Human Subjects: Institutional Review Board.

Union Institute & University accepts a dissertation in several forms, including a traditional dissertation, a creative/artistic project, or a social action project. Regardless of form, the dissertation must add to the learning accomplished in other phases of the program. Finally, the dissertation must demonstrate academic excellence.

### 1. Traditional Dissertation

A traditional dissertation is based on the collection and analysis of relevant data in the investigation of an empirical question, the exploration of a phenomenon of scholarly interest, the testing of a hypothesis, and /or the examination of a generalization or theoretical proposition. It presents both new knowledge and new approaches to the scholarly community, it addresses the intellectual traditions of the student's field, and it demonstrates the student's knowledge of the theoretical and critical scholarship in these fields. The student's dissertation must make an original contribution to human knowledge and demonstrate excellence in scholarship in their field of study.

The student's research methods must be appropriate to the nature of the scholarly inquiry, whether those methods are experimental, naturalistic, phenomenological, field-based, or some other scientific or social scientific approach, including combinations of methods.

A traditional dissertation may also be conceptual, philosophical, critical, or theoretical. Not only will it demonstrate the student's knowledge of what their predecessors in the field have written, it will incorporate a demonstrably original concept, system or application. Dissertations of this type include theory and knowledge construction, intellectual histories, and studies of the history of ideas.

In a dissertation in the form of a biography or other historical, critical, or analytical inquiry, students will build upon earlier scholarship and explore new territory. If they choose to do a dissertation of this type, they will be expected to properly document and to critically appraise source materials; to use both primary and secondary sources; and to interpret individuals and events within suitable theoretical, historical, cultural or other contexts. The student's work must have implications for understanding the past and the present.

### 2. Artistic/Creative Project

#### **Creative Dissertation Guidelines**

A creative dissertation is two-fold, containing both the creation of a work of art and an accompanying contextualization. Thus, when a student engages in a creative dissertation within our doctoral program, she

becomes a scholar-artist, engaged in a creative act as well as interpretative and analytical acts. The creative project informs and shapes the accompanying contextualization, and the contextualization informs and shapes the creative project.

An underlying assumption in the creative dissertation is the student's sophistication and dedication to her art form *and* scholarly pursuits. Serious artistic rigor is expected; the finished creative project should demonstrate an awareness of the field and genre in which the student is working as well as the traditions/history/major practitioners of that genre, and the ways in which the finished project will contribute to ongoing artistic and scholarly conversations.

### **Part 1: The Creative Project**

A creative dissertation can involve the creation of writing (such as poetry, nonfiction and drama), visual arts (such as painting, photography and video), music (such as opera), performance, etc. The student generated creative project should explore something new, demonstrate seriousness of purpose, convey a sense of depth, and communicate discovery and insight. The project should also provide clear evidence of the student's contribution to the chosen genre, furthering the work of other artists, past, present and future.

### **Part 2: Scholarly Contextualization**

The scholarly contextualization incorporates interpretive and analytical elements of a traditional dissertation, putting the student's creative project in conversation with larger conventions/movements/theories and course of study in our program. It may include discussions of methodology, epistemological framework for creative choices, conventions of craft, rationale for the creative project, examination of artistic choices, the student's own creative process, etc. Thus, it may contain both scholarly *and* personal contextualization of the creative project, as well as a literature review demonstrating a dialogue between the student's work and the work of earlier and contemporary artists and theorists.

### **Rubric**

A successful creative dissertation will:

#### **Creative Project**

- Make an original contribution to the student's chosen field and genre
- Demonstrate skill and purpose with the genre's structures and forms, to the degree they are followed or transformed
- Relate and dialogue with the chosen genre
- Engage themes/issues relevant to the student's course of study

#### **Scholarly Contextualization**

- Situate the creative project within the student's field and genre
- Highlight the creative project's contributions and relationship to ongoing artistic and scholarly conversations
- Demonstrate a clear rationale for genre choices
- Include a literature review that demonstrates knowledge of the chosen genre
- Engage themes/issues relevant to the student's course of study

### **3. Social Action Project**

As with artistic/creative projects, when the students choose a dissertation that takes the form of a social action project, they must plan to explore something new, demonstrate seriousness of purpose, convey a sense of depth, and communicate discoveries and insights. The project should further the understanding and social effort of others while clearly bearing the student's stamp.

For a social action project, students will develop and assess the impact of social structures, actions, or interventions in actual operation on the topics studied. An evaluation of the project or program will include documentation of the results achieved. If the study will result in a product, such as a handbook or training program, it is at the discretion of the dissertation chair whether the product must be field-tested, evaluated, and the results documented.

The most commonly chosen research designs for social action projects are action research, action advocacy research, case studies, and evaluation research. A social action project describes the development and institution of the project and its scholarly context, addressing its methodological, historical, critical, and theoretical implications. Depending on the design of students' projects, they may be able to incorporate both components in a single document. In other instances, a second text — a contextual essay — may be necessary.

The contextual essay addresses both audiences, incorporating the elements of a traditional dissertation that are not addressed in the presentation of the social action projects. The student's contextual essay must clearly express through careful presentation and analysis how scholarly components are related to the social action project. The contextual essay includes a section that describes the research methodology, the rationale, and its application to the study.

The literature review places the work in a context of scholarship associated with the project, showing the relationship between the project, those studies that preceded it, and the work of contemporary practitioners, activists, and theorists. Theoretical underpinnings of the work might include, for example, history, policy, strategies for collective action, issues of culture and identity, psychology, and/or communication. It is important that the student creates the bridge from practitioner to scholar-practitioner toward a more critical and effective social engagement. Finally, a social action dissertation must contain an analytic section in which the student reflects on the relationship of the project to contemporary and past theory in relevant fields of study.

### **PUBLIC PRESENTATION OF THE WORK TO BE DONE ON THE DISSERTATION**

Students will be scheduled to publicly present, via electronic means, a central idea, aspect, or argument related to the work to be done on the dissertation upon successful completion of the student's dissertation proposal defense. The public presentation is a requirement of RMTH 900: Dissertation.

### **DISSERTATION PROPOSAL**

Once the dissertation committee has been formed, the student should consult regularly with members as the proposal is developed, obtaining committee members' guidance on the manageability of the topic and general consensus on its direction and suitability. The written dissertation proposal should be submitted first to the dissertation committee chair; then, with the approval of the chair, to other members of the committee. Dissertation committee members are expected to provide timely feedback to students regarding their proposals. The proposal must include:

1. A well-written introduction to the topic and statement of the research question;
2. A clear rationale for the study (why the student is motivated to conduct it, and a description of the need for it);
3. a current preliminary literature review; and
4. a well-developed research design, including the method(s) for analyzing the data.

The introduction and the methods sections should be quite detailed, as they will, in most cases, not change significantly from the proposal to the finished dissertation. The main differences between the proposal and the completed dissertation are that the completed dissertation will include a results section with actual data instead of proposed analyses and a more comprehensive discussion section. The proposal must be written in a style, commonly used in the field of study: APA, MLAS, or Chicago style are all appropriate, depending on your field of study. The literature review, theoretical foundations, and methods must be well-developed for the dissertation proposal to be accepted. The proposal should include a list of references. Although it is not possible to specify how many references will be needed for the proposal, there needs to be a significant number to indicate that you are well advanced and knowledgeable in the topic. While dissertation proposals for creative dissertations and social action projects will, most likely, differ from the traditional format, they are still expected to be well written and to contain a well-developed literature review, as well as a sound theoretical foundation.

No credit is awarded for the dissertation proposal.

### **THE DISSERTATION PROPOSAL MEETING**

The dissertation proposal meeting is conducted using a desktop conferencing tool that provides a way to hold real-time meetings and recorded sessions in an online environment. The dissertation proposal meeting can be scheduled only after the dissertation chair gives the student approval to send a draft copy of the dissertation proposal to the dissertation committee. The dissertation chair then confirms receipt and approval of the dissertation proposal by all committee members and approves the student to schedule the dissertation proposal meeting. The student must schedule the dissertation proposal meeting at a time when all members of the committee can be present. Non-attendance of any faculty must have prior approval the dissertation chair. If more than one member cannot attend, or if the dissertation chair cannot be present, the meeting may not be held and must be rescheduled. No credit is awarded for the dissertation proposal meeting.

The purpose of the dissertation proposal meeting is to bring the dissertation committee together to evaluate the student's dissertation proposal. It is a working meeting so that the student can benefit from the committee's collective wisdom as the student prepares to request IRB approval and collect data. An important component of the dissertation committee's review of the research proposal will be consideration of the protection and safety of human subjects used in research and other ethical concerns. Students and the dissertation committee should be guided by the policies and procedures of Union Institute & University's Institutional Review Board (IRB) and professional standards of the discipline most clearly related to the student's area of concentration. The dissertation committee's charge is to review the student's proposal according to the Cohort Ph.D. program dissertation guidelines. The dissertation committee may make recommendations for additional study or research, revisions of the dissertation proposal or any other adjustments believed necessary.

If the student successfully completes the dissertation proposal meeting, the dissertation chair must submit the **Dissertation Proposal Approval form** to the dean's office.

### **RESEARCH WITH HUMAN SUBJECTS: INSTITUTIONAL REVIEW BOARD**

It is the policy of Union Institute & University that all planned scholarly inquiry with human subjects be approved by the Institutional Review Board (IRB). This policy applies to students, faculty, and staff at all degree levels who plan studies/projects involving human interaction.

The IRB is an institution-wide committee responsible for reviewing and approving (or denying) studies/projects involving interaction with human subjects through interviews, surveys, and questionnaires, including studies conducted online. The purpose of the IRB is to assure that all such studies/projects are conducted in accordance within ethical and procedural guidelines established by the IRB. These guidelines apply to studies conducted as part of a course, seminar, internship, thesis, culminating project, or dissertation.

Program level academic approval and human subject research training are prerequisites for IRB approval. Guidelines for conducting scholarly inquiry with human subjects, requirements for submitting an IRB application and proposal for scholarly inquiry, and directions for preparing related study documents are available through the following links:

- IRB Website: <http://www.myunion.edu/irb>
- Contact the IRB: [irb@myunion.edu](mailto:irb@myunion.edu)

After successfully completing the dissertation proposal meeting, students are required to seek and secure the IRB's approval for any aspect of the program that involves interaction with or collection/analysis of data about human subjects (such as surveys, interviews, observations, etc.). Students are not permitted to recruit for or start a study until receiving IRB approval. This requirement is not limited to dissertation research, but includes other activities involving human subjects that may be part of seminars or internships. In the case where students will not be working with human subjects, an IRB application still must be submitted, and an IRB exemption must be received before work can be started.

Upon approval of the dissertation proposal, all students should consult with their dissertation chair on how to develop and submit a proposal to the IRB, including those students seeking an IRB exemption. Contact the IRB Coordinator at 800.486.3116 ext. 1153 or [irb@myunion.edu](mailto:irb@myunion.edu) to assure that appropriate forms are used for submitting an IRB application. Proposals for creative dissertations, such as literary analysis, play writing or music writing, must be reviewed and approved by the IRB for purposes of receiving clearance that the project is exempt from a full review.

Students who plan creative and/or interpretive/theoretical dissertations that are based on publicly available documents and do not involve human subjects must submit a request for an **IRB exemption**. Students planning to write dissertations that do not involve human subjects may file for an IRB exemption as soon as the dissertation committee has been formed and the dissertation chair signs off on a preliminary summary of the proposed project. This summary must include (1) a description of the types of resources that will be used, (2) a statement that no human subjects will be involved in the project, and (3) a brief summary of the project, including, in some detail, the approach that will be used to explore the question under consideration in the inquiry. Once the dissertation chair, in consultation with the committee, has signed off on the preliminary summary of the proposed project, students must submit Form 682 (Application for IRB Exemption—Theoretical Research Projects) along with the approved project summary to the IRB Coordinator. It is important to note that the preliminary summary of the proposed project only serves the purpose of obtaining IRB exemption and that the chair's approval of the same **does not constitute acceptance of the**

**dissertation proposal**, which is to be developed subsequently and must be presented to and approved by the entire dissertation committee.

If a project definitely involves human subjects, two types of review are possible: expedited or full. If the IRB determines that the research project is eligible for expedited review, then Form 495 (consent form) and Form 540 (application form) need to be submitted. Note that oral histories are listed in the expedited review categories. Data collected prior to IRB review is often excluded from dissertations and other publications of the research even if the method is later approved.

Once the dissertation committee and the dean have approved the dissertation proposal, students must prepare and submit the **IRB Application and Research Proposal Outline form (Form 540)**. The application to the IRB should be reviewed and approved by the dissertation chair before it is submitted to the IRB. The IRB will require documentation of any required academic approvals of the proposed activity before it will consider applications.

All applications to the IRB must incorporate documentation of completion of the IRB's CITI online training program (which may be a requirement of one or more of the seminars taken while enrolled) and must follow the IRB's prescribed format. Detailed information about the IRB's requirements can be found on the IRB web site at <http://www.tui.edu/offices/irb/>. You should access and read the *IRB Handbook on Research with Human Subjects*. The IRB is registered with the Office of Human Research Protection (OHRP) of the U.S. Department of Health and Human Services. In accordance with OHRP standards for registered IRBs, an IRB decision may be appealed only to the IRB; it may not be overturned by any other individual or group.

## **DISSERTATION SUPERVISION EXTENSION (DIS 780/781)**

Students registered for RMTH 900, Dissertation, in term six or the final term of coursework who do not complete the research and writing of the dissertation by the end of term six or the final term of coursework, must register for dissertation supervision. Dissertation supervision is a non-credit course that is considered the equivalent of full time academic work for registration status and for financial aid purposes. Students may register for up to four dissertation supervision terms while completing research and writing of the dissertation. Any dissertation supervision beyond four must be approved by the dean's office. In no case may a student exceed the seven year maximum time-in-program. The dissertation chair is expected to monitor the student's engagement for each DIS 780/781 term registered.

## **DEAN'S REVIEW**

Upon consensus among the members of the dissertation committee that a student's dissertation is defensible, prior to scheduling the dissertation defense, the dissertation committee chair should submit an electronic copy of the full dissertation to the dean's office. The dean's office will assign two reviewers, who remain anonymous, to read the dissertation and provide feedback to the student and the dissertation committee chair. The student and the dissertation committee chair discuss the feedback with the dissertation committee and prepare a response to the feedback from the dean's review which should include detailing where suggestions for revisions were incorporated into the dissertation and/or providing a rationale for not accepting the feedback of the reviewers. The dean will review the student's response to the dean's review and determine whether it is sufficient. If the response is determined not to be satisfactory, the student may be required by the dean to do additional work on the dissertation. The dean makes the final determination about when a student has satisfactorily completed the dean's review. Upon notice from the dean's office that the student has successfully completed the dean's review, the dissertation committee chair may schedule the dissertation defense with consent of all of the dissertation committee members.

## **DEFENSE OF DISSERTATION**

The dissertation committee chair will schedule the dissertation defense by contacting the dean's office. The dissertation defense will take place via video enabled technology and a program representative will be present during the defense in addition to the student's dissertation committee. Once the student has successfully defended the dissertation and the dissertation committee approves the dissertation, the student will submit any necessary revisions back to the dissertation committee for review and approval. When the dissertation committee has formally approved the dissertation, the dissertation chair should sign and submit the Dissertation Recommendation and Approval form and the Graduation Recommendation and Approval form to the dean's office. The dean's office will secure the signatures of the other committee members. The dissertation committee must be satisfied that the student has fulfilled the dissertation requirements and met all Cohort Ph.D. program criteria for the doctoral degree. All dissertation committee members must agree. The signatures of dissertation committee members on the **Dissertation Recommendation and Approval Form** and the **Graduation Recommendation and Approval Form** indicate that, in their view, the student's work has provided evidence of having acquired demonstrated knowledge in a field of study and produced a dissertation meeting national standards for research at the doctoral level.

## **FORM AND STYLE REVIEW**

Upon successful defense of the dissertation and approval of the dissertation by the dissertation committee, an electronic copy of the dissertation should be submitted to the Dean's Office for the Form and Style review. This review is to ensure quality of document presentation and adherence to university policy for academic integrity.

## PREPARATION OF THE DISSERTATION MANUSCRIPT

The dissertation is the most significant academic outcome the student will produce during the Cohort Ph.D. program. It demonstrates that the student has achieved excellence in scholarship and proficiency in the chosen field and has made original and significant contributions to knowledge. All dissertations are published digitally and on microfilm by UMI Dissertation Publishing. Many students have subsequently published dissertations in book form.

Because all dissertations include a major portion of text, the graduate college recommends that students observe the following guidelines to produce a document suitable for microfilming:

1. Usage of the appropriate publication style manual of the discipline or field in which one is working, i.e., Publication Manual of the Modern Language Association (MLA), American Psychological Association ([www.apastyle.org](http://www.apastyle.org)), or Chicago. A professional style editor is strongly recommended. Copyedit thoroughly and have the dissertation proofread by at least one other person.
2. The dissertation must be submitted on plain white paper in letter-quality print.
3. Double-space the text and leave a one-and-one-half-inch margin on the left side and one inch margins on the other three sides, numbering each page.
4. Begin with the title page followed by the dissertation title and signature page (see Appendices C and D).
5. The dissertation title page will include the approved degree and area of concentration.
6. Follow the dissertation committee signature page with an abstract (see Appendix B) no longer than 350 words.
7. Follow the abstract with a table of contents.
8. Place references at the end of the dissertation in the form dictated by the style used. For footnotes and bibliographic citations, use the format appropriate for the major field, as reflected in the selected style manual. Hybrid styles are not accepted.
9. In the text, use standard English whenever possible. The Union Institute & University has adopted a policy that requires the use of gender neutral language.

## PROGRAM COMPLETION EXTENSION (PCX 799)

When doctoral students reach the end of the intended final term of full-time academic enrollment (last registered term of 9.00 or more credit hours or Dissertation Supervision) and need additional time to prepare final documents for graduation certification, they are required to register for **PCX 799 Program Completion Extension (zero credits)** for the subsequent six month term. In order for a student to have this six-month completion extension approved, the student must have successfully completed all prior enrollment terms.

The program completion extension affords a student additional time to respond to recommendations for edits as a result of the dissertation defense . No new academic learning activities may be undertaken during or after this program completion extension registration period. The extension period is not a new term of enrollment for academic credit. Registration of PCX 799 will be for a six-month extension of the student's non-academic registration status so that final documents can be reviewed and approved. No more than two extension terms will be approved.

The PCX 799 Program Completion Extension does not qualify students for continuing federal financial aid; therefore, students are reported as less than half-time.

## **GRADUATION AND BEYOND**

### **SUBMISSION OF GRADUATION MATERIALS TO THE DEAN'S OFFICE**

Upon completion of the Form and Style Review, the student should submit the following materials to the dean's office:

- Two hard copies of the dissertation in MS Word format
- A completed UMI (University Microfilming, Inc.) form (available from the dean's office)
- 1 check made out to ProQuest with the current fee amount required for microfilming. (Contact the dean's office for information on the current fee.)
- If copyrighting is desired, the current fee required may be combined with the microfilming fee.

All of the above should be sent to the dean's office, Cohort Ph.D. Program, Union Institute & University, in one package, using certified mail or other method verifying the date of shipment.

One unbound copy of the dissertation will be shipped from the graduate college to University Microfilms Inc./ProQuest where it becomes the original version that UMI will use to create both a microfilm archival copy as well as the digitized PDF version that is added to UI&U's online dissertation database linked from UI&U's Library homepage. UMI also accepts electronic versions of the dissertation, submitted as a PDF file on a CD. UMI stores the microfilm version of each dissertation at their production facility in Michigan for archival purposes on UI&U's behalf. The second unbound copy of the dissertation is retained by the university registrar for storage in the learner's permanent academic record.

## **GRADUATION CERTIFICATION**

Following the receipt of the materials listed above, the dean's office will take final inventory of the academic record and prepare and submit the student's graduation packet to the registrar. The registrar will inventory all academic requirements and confirm with the business office that the student's financial records are clear. The registrar then certifies the student's graduation date and awards the degree. The conferral date of the degree is the last day of the month in which the dissertation defense is completed. The final transcript and diploma will be released from the Registrar's Office when all clearances of the administrative review have been completed.

## **COHORT PH.D. FORMS**

All forms, mentioned in this handbook and applicable to the Cohort Ph.D. program can be found at <http://www.myunion.edu/academics/cohort/forms.html>.

## **APPENDIX**

### **A: COHORT PH.D. PROGRAM DEGREE REQUIREMENTS PRIOR TO JULY 1, 2008**

Students must complete each seminar listed in the program requirements.

## **Interdisciplinary Foundational Seminars (9 credit hours)**

There are three required 700-level foundations seminars: Ethics and Social Justice, The Creative Process, and Humanities/Engaging Difference. Students register for these foundational seminars in the first year.

### (3) 700-level Interdisciplinary Foundational Seminars: 3 CREDITS EACH

#### 1) Interdisciplinary Foundational Seminar I: Ethics and Social Justice, FNDS 701, Term 1

Ethics and Social Justice is one of the three foundational seminars for the Ph.D. in Interdisciplinary Studies. Organized around major thinkers and core concepts, this seminar examines alternative conceptions of ethics and explores their implications for social justice. The goal of this seminar is to provide students with a theoretical foundation capable of informing and enriching their socially-engaged intellectual pursuits, through a critical engagement with both classic texts and contemporary theories. Following Aristotle, our guiding assumption will be that ethical reflection is a process of reflective dialogue between one's current beliefs and assumptions, and more complex ethical problems and theories designed to spur not only thought, but self-reflection. We will begin with the classical understanding of ethics and justice, and then examine how beliefs about the individual's relation to the community change given modernity's assumptions about atomized individuals. From there we turn to more recent theories of ethics and justice that have emanated from excluded voices: justice as a form of caring for others, and as a means for transforming the social reality to recognize the identities of groups.

#### 2) Interdisciplinary Foundational Seminar II: The Creative Process, FNDS 702, Term 2

This seminar is designed to explore historical and contemporary theories regarding the source, nature, and development of creativity. We will focus on examining the creative person, process, product, and environment by viewing these through the eyes of creative individuals themselves as well as through those of the most eminent theorists, philosophers, and researchers. In a seminar, as you know, the students are major contributors to the actual course of study and, as such, bear greater responsibility for the direction and discussion of thought that takes place. Participation is not just important but critical to success. Given the content of the course, that should not be a difficulty, but let me encourage you to engage deeply with the material and your fellow students in addressing some of the provocative questions inherent in the subject of creativity.

#### 3) Interdisciplinary Foundational Seminar III: Humanities/Engaging Difference, FNDS 703, Term 1

Engagement of differences is one of the core foundational seminars of the Cohort Ph. D. Program in Interdisciplinary Studies at UI & U. This seminar will explore some of the dimensions of differences and its implications for social inequality. We will look at various ways in which the "Other" is constructed, abstractly, in theoretical terms, and more concretely, in terms of various social typifications including self, body, personhood, race, class, ethnicity, gender and sexuality. Central to our discussion will be the notion of representation. The seminar will examine the two basic approaches to the self in Western theorizing: those, which understand the self as somehow autonomous and those, which understand it in relationship to an

‘other.’ Is there a difference between ‘self’ and a ‘person’? Is the notion of the self the same across cultures? Do different individuals in different strata of different societies have different ways of thinking and acting? What can we learn from the construction of “other” in a society? And more fundamentally, how do we address these issues to initiate social change.

### **Core Seminars in Primary Area of Concentration (9 Credit Hours)**

There are three required 700-level Core Seminars 710, 720, & 730. Students register for these Core Seminars terms 2 through 4.

#### Ethical & Creative Leadership

##### 1) Core Seminar I: ECL 710: Foundations of Leadership, 3 Credits, Term 2

Leadership is one of the most studied and least understood human behaviors. Yet, leadership is critical for organizational success - especially in the demanding, global world of the 21st Century. What is leadership? Who has it? Where does leadership come from? Does leadership differ by culture? What are the theories of leadership? Do leaders differ from managers? How can one become a more effective leader?

This foundational course considers theories and models of leadership. Various classic and contemporary approaches to leadership will be explored. This course seeks to bridge leadership concepts to leadership practice by examining and applying leadership theory to general case situations to increase understanding. The overall course objective is to expand students’ theoretical and practical understanding of leadership. The course focuses upon understanding leader/follower relationships in the attainment of organizational and societal goals. Leadership styles are assessed, and effective leadership techniques explored. The intersection of leadership, ethics and creativity is explored with the intent of developing new insight into this critical confluence of ideas. The major goal of this course is to gain understanding in the concept of leadership historically, philosophically, and morally, and to test these understandings against one's own values and experiences. The course will begin with leadership issues at the macro level; this will be followed by the exploration of issues at the micro level, integrating the numerous leadership theories along the way.

##### 2) Core Seminar II: ECL 720: Leadership & Group Dynamics, 3 Credits, Term 3

Rena Palloff captured the essence of this seminar: “explores the practice of using one’s own knowledge of self and human dynamics to help individuals and groups become aware of their processes. It considers the variety of conceptual frameworks for understanding interpersonal and team dynamics and examines the use of diagnostic and intervention skills, in real time, to focus on intra- or inter-group relations, their consequences, and the mechanisms by which they can be changed.” This seminar on leadership and group dynamics will combine different models or theories of leadership with group dynamics to explore the stages and phases of group and leader development. Through the examination of group dynamics, concerns for social justice will be raised with the intent of proposing alternative courses of action. This seminar will pay particular attention to individual roles in groups—including leadership—and how they interact; different personal values associated with leadership and followership; the role of personality and personal preferences on leadership development; developing observation skills

and interventions to improve group dynamics, the 4 Cs of group dynamics: communication, conflict, creativity and collaboration; uses of power, control and manipulation; enhancing performance and productivity of individuals and groups through feedback and motivation; interpersonal and relationship skills in groups.

3) Core Seminar III: ECL 730: Interdisciplinary Approaches to Leadership, 3 Credits, Term 4

The study of leadership has been described as interdisciplinary by several scholars. Spitzberg (1995) explains that leadership has mainly been influenced from two broad fields of study: the disciplines of social psychology and management, and secondly, the humanities and social sciences – indeed a multidisciplinary approach frames this inquiry. Cronin (1995) calls leadership “a kind of intellectual challenge in itself” (p. 28), in part due to the inherent interdisciplinary nature of this topic. Bernard Bass (1995) reminds us that the word leadership “is a sophisticated, modern concept” (p. 37). Richard Couto (2007), speaking about the work of James MacGregor Burns remarks, “...he was among the first to produce an interdisciplinary synthesis of scholarship about, or related to leadership within an explicit theoretical framework that incorporated the values of social needs and wants” (p. 1).

The founding scholars in this relatively new field of study arise from a variety of disciplines, these early scholars laid the intellectual and conceptual foundation for the academic study of leadership, thus underscoring and to a certain degree, explaining, the interdisciplinary nature of leadership studies. Given this historical backdrop, this seminar begins by exploring the nature of interdisciplinary study. Next, the development of leadership theory beginning with the early seminal work of James MacGregor Burns (1978) is considered and critiqued. A recent work building on the foundation of Burns, the recent conceptualization of a general theory of leadership (Goethals & Sorenson, 2006) is reviewed. In keeping with the interdisciplinary foundations of leadership studies, this seminar seeks to create a literary interlude throughout the term by considering the intersection of leadership and literature through the reading of classic and modern writings.

Public Policy and Social Issues

1) Core Seminar I: PPS 710: Democracy & Difference, 3 Credits, Term 2

Soon after arriving upon the American shores in 1830 Frenchman Alexis de Tocqueville declared that the “equality of conditions” issued in by the age of democratic revolutions was a “providential fact.” Although it took Americans almost two centuries to realize in political and legal reality the words immortalized by Thomas Jefferson in the Declaration of Independence, perhaps Tocqueville was right about the global trend toward democratization. Yet the post-civil rights era has seen the emergence of a new set of challenges to the principles and practices of democracy. Various claims to “difference” – ethnic, class, race, gender, and sexual, to name only a few – have been made upon the democratic state by competing groups defined largely in terms of shared identities. As the foundational course for the Public Policy and Social Issues Core Area, this seminar grapples with the nature of these differences and the attempts by the democratic polis to respond to them. After examining a number of competing conceptions of democratic politics with an eye to the role of the demos, we enter the terrain of social, political, and cultural theory, including feminist theory and critical race theory, to gain a deeper contextualized, theoretical, and historical understanding of social issues of political economy and class, race and ethnicity, and gender and sexuality. The goal of this seminar is to provide students with a theoretical foundation capable of informing and enriching their socially-engaged

intellectual and policy-oriented pursuits, through a critical engagement with both classic texts and contemporary scholarly literature.

2) Core Seminar II: PPS 720: Public Policy & Social Justice, 3 Credits, Term 3

If politics, from its Greek roots polis, means the government of the city, public policy is politics in action as far as the welfare of citizens is concerned. It is a series of actions purposely taken by public authorities to address a problem or a set of problems. The course of actions taken by authorities is expressed through a body of laws, regulations, decisions and implementation processes on behalf of the government. The way the laws are implemented, as much as the laws themselves, reflects, deflects and inflects the nature of the society. Do the definition, the protection and the promotion of the public interest really take into account the needs of all stakeholders in the polis? This class will discuss the issue of public policy and social justice. It will particularly address how those without power find or can find their place and voice in a world of organized power and within a democratic system. The course balances theory and practice and is, in most part, based on case studies.

3) Core Seminar III: PPS 730: Politics, Economics, & Policy 3 Credits, Term 4

Humanities & Society

1) Core Seminar I: HMS 710: Building the Canon; Historical Survey, 3 Credits, Term 2

This seminar will examine some of the great ideas that have shaped human history from ancient times to the Enlightenment. As these ideas have frequently been expressed in a variety of forms, we will take a broadly inclusive approach to the study of humanities looking at philosophy, religion, music, painting, architecture, sculpture, and tapestry, as well as multiple genres of literature - poetry, history, epic, sacred scripture, drama, short story, essay, treatise, and novel. As a thread of continuity running through the seminar, the works will be examined in light of the Nietzschean concepts of the Apollonian and Dionysian. The contradictory yet complementary desires for a well-ordered society and for freedom from all restraint, as well as the desires for individuality and to lose oneself in a group, are deeply embedded in human nature. We will use this duality to contrast society and the individual, the rational and the imaginative, the orderly and the chaotic, the prescriptive and the permissive, the absolute and the relative, the ideal and the real, the intuitive and empirical, and the logical and emotional.

2) Core Seminar II: HMS 720: Critiquing the Canon; The Idea of Progress, 3 Credits, Term 3

This seminar invites participants to grapple with the idea of progress from a multitude of disciplinary perspectives (history, philosophy, economics, biology, literature, the arts, etc.) and to closely investigate the uses and abuses to which it has been put in the past, and may yet be put in the future. The exploration of the idea of progress will commence with the Enlightenment, during which it became closely associated with rationalism, the scientific method, capitalism, and liberal democracy. In the late 17th-century, then, the Romantic Movement gave rise to a powerful critique of what Thomas Carlyle called the "Age of Machinery." During the late 19th and early 20th-centuries, a slew of new theories in politics, science, and economics, (e.g., Socialism, Feminism, Taylorism, Darwinism, etc.) arose, all of whom shared a fundamental trust in humanity's ability to transform the material world for the better. This trust in progressivism and social reform suffered a serious blow during WWI and the Great Depression-two cataclysmic events that inaugurated a period of critical reevaluation.

Finally, the seminar will investigate the still very influential postmodern critique of progress, which, in the wake of WWII, the Nazi holocaust, the Stalinist purges, and the nuclear arms race, began calling for an end to totalizing "grand narratives."

- 3) Core Seminar III: HMS 730: Transgressing Boundaries; Interdisciplinary and the Humanities, 3 Credits, Term 4

This seminar offers a practical introduction to methods and theories in interdisciplinary thinking, research, and writing. Among other things, participants will explore the tensions and interrelationships between disciplines, study and critique theoretical approaches to synthesizing art, theatre, literature, philosophy, and religion in a cultural context, and critically examine how issues and approaches arising from fields outside the humanities (e.g., leadership studies and public policy) can be adapted and utilized within the humanities. Participants will both theorize and practice interdisciplinarity through a series of case studies that introduce pertinent issues of leadership, followership, political decision-making, conflict resolution, jurisprudence, globalization, education, and psychology to the humanities. Authors studied include Joseph Badaracco, Charles Chesnutt, Sigmund Freud, W.E.B. DuBois, Julie Thompson Klein, Jacques Lacan, Karl Marx, Brenda Murphy, Arthur Miller, Edgar Allan Poe, Booker T. Washington, and Jeremiah Moses Wilson.

### **Advanced Seminars in Primary Area of Concentration (9 Credit Hours)**

There are three required 800-level Advanced Seminars. Students register for these Advanced Seminars terms 3 through 5. The third and final Advanced Seminar III Comprehensive Exam (ECL/PPS/HMS 841) is required regardless of concentration area. If a student needs more time to successfully complete the Comprehensive Exam, they must register for PCX 799, a non-credit bearing course. See section on Comprehensive Exam for more information.

#### Ethical & Creative Leadership

- 1) Advanced Seminar: ECL 801: Diversity & Global Leadership, 3 Credits

The purpose of the seminar is to assist students in developing their knowledge, attitudes, skills and aspirations regarding theory and practice of leadership in the context of the challenges created by global organizations and societies. Students will investigate various theoretical approaches to understanding human behavior in the context of global and multicultural organizations and societies. Creative approaches to organizational and social issues arising from human differences will be explored.

Important definitions of leadership, diversity, and related concepts are considered toward the goal of developing a personal definition and philosophy of inclusive leadership. Concepts of power are examined in this seminar especially dominant / subordinate characteristics that manifest in a variety of ways as societies become more diverse and organizations become global. The seminar explores alternative conceptions of the proper distribution of power resource systems. It elaborates on the concept of moving from traditional top-down sources of power and privilege ('power over', dominant characteristics) to non-traditional models of 'power-with', stewardship, diversity of characteristics and the implication of such moves on organizations and societies.

- 2) Advanced Seminar: ECL 821: Community Based Leadership, 3 Credits

The purpose of the seminar is to provide students with an in-depth knowledge of the principles and approaches to community-based leadership based on Peter Block's approach to leadership, empowerment, stewardship, chosen accountability, and the reconciliation of community. Block's approach seeks to create ways to enable workplaces and communities that support and empower all constituents equally. In this way, Block offers an alternative to the patriarchal beliefs that dominate the cultures or organizations and society. By understanding his work, students will gain new insight to bring about change in the world through consent and connectedness rather than through mandate and force.

3) Advanced Seminar III: ECL 841: Comprehensive Exam, 3 Credits, Term 5

In their fifth term, students will take a comprehensive essay exam administered in two parts: Part I will focus on their primary concentration, and Part II will focus on their secondary concentration. In each essay exam, students will be responsible for demonstrating knowledge in their areas of concentration, an ability to integrate their two areas of concentration, and knowledge in the foundations of the program (the creative process, ethics & social justice, and engaging difference). Students must successfully pass Part I before receiving formal approval of their dissertation proposal. Students will write Part II in lieu of a final seminar paper for their advance seminar.

Public Policy & Social Issues

1) Advanced Seminar: PPS 801: Conflict Resolution, 3 Credits

Conflict Resolution is now an established field of study. Although it is a field in its own right, it integrates many disciplines. It is an interdisciplinary field of study par excellence. It draws from disciplines such as communication, psychology, group dynamics, sociology, history, political science and diplomacy. It applies to multi-levels of conflict such as interpersonal relationships, social interactions, and transnational transactions. In many instances, these conflicts are interlocked. Governance and public policy are, in an important way, mechanisms and processes of conflict resolution. This course has, therefore, two main goals: it is designed to train students in inter-personal skills that will help them success in their professional life; it is also designed to study the different levels and aspects of conflict, how conflict escalates and de-escalates, and to understand the techniques and processes whereby conflicts have been or can be resolved. It teaches students the theory and practice of conflict resolution, negotiation and communication.

2) Advanced Seminar: PPS 821: Policy Analysis, 3 Credits

Policy analysis is the subtle art and science of telling people who have more power than you what to do, whether advising legislators of the range of alternative strategies for addressing a public problem, recommending to interest group leaders whether they should support or oppose a proposed program, or informing citizens of the likely outcomes of an initiative. As the goal in all cases is to improve the world or some not insignificant part of it, there is good to be gained by doing this well, and serious consequences for doing it badly. This course is designed to help students gain skills and understandings that will help them do it better. To do so, this course is structured around three key themes: learning from past policy mistakes, learning from policy successes, and learning to create "public policy for democracy."

3) Advanced Seminar III: PPS 841: Comprehensive Exam, 3 Credits, Term 5

In their fifth term, students will take a comprehensive essay exam administered in two parts: Part I will focus on their primary concentration, and Part II will focus on their secondary concentration. In each essay exam, students will be responsible for demonstrating knowledge in their areas of concentration, an ability to integrate their two areas of concentration, and knowledge in the foundations of the program (the creative process, ethics & social justice, and engaging difference). Students must successfully pass Part I before receiving formal approval of their dissertation proposal. Students will write Part II in lieu of a final seminar paper for their advance seminar.

### Humanities & Society

#### 1) Advanced Seminar: HMS 801: The Art of Protest, 3 Credits

Through a series of selective case studies, this seminar invites participants to explore the rich tradition of protest literature in the United States, India, South Africa, as well as other regions of the world. Using a broad definition of “protest literature,” the course focuses on the production and consumption of dissent as a site of progressive social critique, using a wide variety of print, visual, and oral forms. Participants will examine the historical links between modes of protest and meanings of literature, and explore how various expressions of dissent function as aesthetic, performative, rhetorical, and ideological texts within specific cultural contexts. Moreover, taking a sociological bend, participants will investigate the underlying causes and sources of protest as well as its ultimate impact on society at large. Race, gender and class will serve as a critical prism to gauge the complexities of individual motivation, policy impact and societal change. Individual and collective actions that constitute the disruption of the status quo will be drawn from historical cases such as late 19th-century protests against poverty, the Indian struggle for liberation from colonial rule, and the anti-Apartheid movement. Seminar “readings” include novels, poetry, speeches, short stories, pamphlets, photographs, posters, films, music, and more.

#### 2) Advanced Seminar: HMS 802: Memoir & Identity, 3 Credits

Memoir and Identity is one of the advanced humanities seminars for the Ph.D. in Interdisciplinary Studies. The seminar examines the origins, evolution, and contemporary practice of life-writing (with references to autobiography, biography, and other related forms) with specific focus on personal, social, and cultural identities. The goal of the seminar is to introduce students to the core questions and issues raised in memoir writing particularly as related to identity, diversity issues, and social justice, for example the relationship between public and private identities, how identity politics relates to forms of power and empowerment as in the case of personal and public histories, how ethics and aesthetics converge in expressions of counter or post-memory, and how identity and community (questions about the civic society) relate and impact through the multiple forms of memoir. Throughout the seminar, we will examine how writing our own personal narratives, together with reading, research, and critical thinking, challenges us to consider such issues as ethics and identity, but also experience, memory, subjectivity, story, and interpretation—the meaning of stories within our contemporary culture. Such inherent dialogic conversations mature in a final writing project at seminar's end enabling us bring our critical and creative investigations to point.

#### 3) Advanced Seminar: HMS 821: Ethics After Postmodernism, 3 Credits

Debates that deeply divided the academy during the 1980s and 1990s surrounding the question of modernity/postmodernity appear to have run their course. The continued relevance of the theories and critiques that animated these controversies remains uncertain. Is it as some have argued that the “postmodern moment” has exhausted its transformative potential and passed, or have these texts contributed insights that continue to have critical purchase on the fundamental political and ethical issues of our day? Taking cues from contemporary pragmatist philosopher Richard Bernstein, this seminar seeks to discern the underlying “ethical-political” commitments of the various postmodern thinkers, commitments often obscured by the focus on negative critique that dominated previous debates. Even the late Jacques Derrida, perhaps the most maligned of the postmodernists for the apparently apolitical nature of his deconstructive writings, once argued, “I cannot conceive of a radical critique which would not be motivated by some sort of affirmation, acknowledged or not.” After surveying seminal postmodern texts from Derrida, Foucault, Lyotard, and Deleuze and Guattari, we will read an array of more explicitly political appropriations of postmodern theory, including perspectives from feminist, critical race, queer, and postcolonial theory, again with an eye to ethical-political values implicit in the philosophical critiques of modernist, Eurocentric assumptions. The seminar concludes by turning to the moral and ethical resources of a neglected tradition of American writers that provide a context for evaluating the claim that the trajectory of ethics after postmodernism is toward an aestheticization of the ethical, or the art of living.

4) Advanced Seminar III: HMS 841: Comprehensive Exam, 3 Credits, Term 5

In their fifth term, students will take a comprehensive essay exam administered in two parts: Part I will focus on their primary concentration, and Part II will focus on their secondary concentration. In each essay exam, students will be responsible for demonstrating knowledge in their areas of concentration, an ability to integrate their two areas of concentration, and knowledge in the foundations of the program (the creative process, ethics & social justice, and engaging difference). Students must successfully pass Part I before receiving formal approval of their dissertation proposal. Students will write Part II in lieu of a final seminar paper for their advance seminar.

**Core & Advanced Seminars in Secondary Area of Concentration (6 Credit Hours)**

- 1) Secondary Core Seminar: ECL/PPS/HMS 710, Term 3
- 2) Secondary Advanced Seminar: ECL/PPS/HMS 800-840, Term 5

Instead of producing a final research paper for the Secondary Advanced Seminar, students will write a comprehensive essay exam addressing their secondary concentration. If a student needs more time to successfully complete the Secondary Comprehensive Exam, they must register for PCX 799, a non-credit bearing course. See section on Comprehensive Exam for more information.

**Research Methods Seminars (9 credit hours)**

There are three required Research Methods seminars: 705, 1 seminar in the 706-716 series, and 1 seminar in the 880-890 series. Students register for these seminars in the first two years.

- 1) Research Methods I: RMTH 705: The Logic of Inquiry, Term 2

This course is intended to develop students’ skills in interpreting and applying the principles of research methods in the social and behavioral sciences and related humanities fields. Topics covered include the logic of scientific inquiry; causation; problem formulation; hypotheses;

operationalization of concepts; the interplay between research and theory; research design including experiments, quasi-experiments, surveys, and qualitative interview studies; principles of sampling; methods of data collection and measurement; reliability and validity; data analysis and interpretation; and ethics of research.

2) Research Methods II: RMTH 706: Qualitative Methods & Research Design, Term 3

This course will provide a critical perspective on the nature and use of research methods. The epistemological critique of Eurocentric research assumptions will be the basis for the discussion. The focus will be on how research can serve to strengthen democracy and aid democratic social change. Students will develop a hypothetical research design suited to their discipline or interest. All students will carry out an oral history interview and collectively evaluate the narratives they uncover. Careful attention will be paid to the interdisciplinary interests of the students.

3) Research Methods II: RMTH 707: Qualitative Inquiry, Term 3

The seminar has three major components. First, we will utilize Creswell's (2007) *Qualitative Inquiry and Research Design: Choosing Among Five Approaches* to explore, compare, and contrast the following research approaches: grounded theory, ethnography, phenomenology, narrative inquiry, and case study. Second, we will read examples of the various approaches to qualitative inquiry and evaluate their appropriateness for different kinds of research questions. Third, each student will engage in a practice research project using one of Creswell's five approaches.

4) Research Methods III: RMTH 880: Developing a Dissertation Prospectus, Term 4

The third research methods course is intended to focus on developing your dissertation prospectus (the format for a dissertation prospectus is in Appendix A. For that reason, it will be a highly individualized course, with readings and assignments tailored to your dissertation topic and how far you have already progressed in developing a dissertation prospectus. The third methods seminar emphasizes the specific method/approach that each student will be using in her/his dissertation research.

### **Academic Skills Seminars (12 credit hours)**

There are four required Academic Skills seminars: 700, 704, 711, & 899. Students register for these seminars in the first two years.

1) Critical Writing & Thinking I: Explorations, ACS 700, 3 Credits, Term 1

This writing-intensive seminar offers an introduction to academic research, Writing, and argumentation across the disciplines. Among other things, participants will be (re)acquainted with the processes of invention (through research journaling), composing thesis statements, crafting arguments for varied audiences, making conscious appeals to ethos, logos, and pathos, as well as finding, citing, and documenting sources in accordance with different style sheets (MLA, APA, and Chicago). Moreover, through a series of practical exercises and assignments

participants will be familiarized with the writing and argumentation conventions of the major disciplines within the social sciences and the humanities. Last but not least, participants will survey and analyze a number of interdisciplinary journals so as to become familiar with evolving standards of interdisciplinary argumentation and presentation.

2) Critical Writing & Thinking II: Analysis, ACS 704, 2 Credits, Term 2

Building upon the skills and techniques acquired in ACS 700, this seminar provides an introduction to the theory and practice of rhetorical criticism, metaphor analysis, visual analysis, and critical discourse analysis. As such, this seminar not only invites participants to engage in various forms of analytical thinking and writing, but also familiarizes them with methods of interdisciplinary inquiry that are applicable to their specific fields of research. Students will engage in various forms of analytical thinking and writing, read a variety of seminal texts, as well as poetry and personal narratives, study visual art and a documentary film, and familiarize themselves with methods of social inquiry applicable to their specific fields of research. This is the second of four required Academic Skills Seminars for the Ph.D. in Interdisciplinary Studies.

3) Critical Writing & Thinking III: Synthesis, ACS 711, 1 Credit, Term 3

This course offers participants the opportunity to gain additional practice using critical thinking and writing skills in an advanced academic setting. The emphasis of this workshop-style graduate seminar will be the social context of academic writing. Emphasis will be on the process of creating texts that participate in an ongoing dialogue in the student's field as well as collaborating with peers, mentors, editors, and committee members.

4) Critical Writing and Thinking IV: Original Contribution, ACS 899, 1 Credit, Term 4

An advanced writing seminar that helps participants to formulate precise research questions, to clearly identify and articulate gaps and omissions in the available literature, to carefully situate their own projects vis-à-vis previous studies (e.g., by drawing and expanding upon previous approaches).

### **Individualized Studies (6 credit hours)**

There are two required Individualized Studies, 850 & 860. Students register for these seminars in the third year.

1) Individualized Study I: ECL/PPS/HMS 850, 3 Credits, Term 5

Throughout its history, the interdisciplinary doctoral program at UI&U has acknowledged that adult students engage in doctoral study, in part, to pursue an advanced understanding of specific questions and issues that have taken on special importance within the context of their individual experiences and professional lives. This is the first of two seminars dedicated to the students' individual research objectives. During the ECL/HMS/PPS 850 seminar, students are required to work with their Dissertation Chair to generate individual reading lists that are specific to their dissertation topic to be incorporated in the review of literature component of the dissertation. The intent of this project is to support the student's preparation for the Dissertation Prospectus, which is presented in the same term (5). The project will also help the student prepare for the public presentation of a central idea, aspect or argument related to the dissertation at the beginning of the following term (6).

2) Individualized Study II: ECL/PPS/HMS 860, 3 Credits, Term 6

**Dissertation (10 credit hours)**

Each doctoral student must make a significant, original contribution to human knowledge by preparing a Dissertation, a major effort of scholarship, artistic creativity, or social action. During the Term 6 academic residency students are required to publicly present a central idea, aspect, or argument related to their dissertation. If a student needs more time to complete the Dissertation, they must register for DIS 780, a non-credit bearing course. Students must submit a **Dissertation Supervision Engagement form**, signed by their Dissertation Chair within the first week of the Term.

1) Dissertation: RMTH 900, 10 Credits, Term 6

## **B: SAMPLE DISSERTATION ABSTRACT**

A Graduate Student  
(Dissertation)

Title

Description

Note: Most abstracts are 250-300 words with a maximum of 350 words.

An abstract of no more than 350 words that places the dissertation's research within the context of existing literature and presents the dissertation's central contribution is required in all final official transcripts. This abstract must be exactly the same version as the one contained in the dissertation. If, during the dean's review of the graduation documents, there are errors, the abstract will need to be revised, and the time required to complete this revision may delay graduation.

**C: DISSERTATION TITLE PAGE**

**DISSERTATION**

*Title*

**by**

**Name**

**Submitted in partial fulfillment of the Requirements for the Degree of**

Doctor of Philosophy in Interdisciplinary Studies  
with a concentration in XXXXXXXX

**September 17, 2005**

**Dissertation Chair: Xxxx Xxxx, Ph.D.**

**Union Institute & University  
Cincinnati, Ohio**

**D: DISSERTATION SIGNATURE PAGE**

Title

By

John Doe

Baccalaureate degree: Institution X Date

Master's Degree: Institution X Date

A Dissertation Approved on: Date

by the following Dissertation Committee members:

Dissertation Chair: Signature/Date

Dissertation Committee member: Signature/Date

Dissertation Committee member: Signature/Date

Dean of the Graduate College: Signature/Date

Graduate College  
Union Institute & University  
Cincinnati, Ohio

## **E: COHORT PH.D. PROGRAM ADAPTATION OF UNIVERSITY OUTCOMES AND COMPETENCIES**

### **I. COMMUNICATION: Express and interpret ideas clearly, using a variety of written, oral and/or visual forms.**

1. Display sophistication and compellingness in written and oral presentation.
  - a. Frame questions or issues and provide necessary background information.
  - b. Put forward a persuasive interpretation.
  - c. Support and illustrate claims or insights.
  - d. Acknowledge, question, and/or concede alternative views.
  - e. Utilize data/evidence from edited books, peer-reviewed journals, and/or primary research and cite sources appropriately in accordance with the chosen style sheet (e.g., MLA, APA, or Chicago).
2. Expand computer literacy as a means of conducting and presenting research.
  - a. Find, cite, and document sources through academic research databases such as JSTOR.
  - b. Find, cite, and document websites, discussions groups, databases, etc. of institutions and organizations that have links with the theme/subject of the research project.
  - c. Critically assess internet sources used and their respective affiliations.
  - d. Present findings to peers as well as the broader scholarly community through various multimedia formats (PowerPoint presentations, Eluminate sessions, threaded discussion posts, pod- and/or videocasts, et cetera).

### **II. CRITICAL & CREATIVE THINKING: Use different modes of disciplinary and interdisciplinary inquiry to explore ideas and issues from multiple perspectives.**

1. Demonstrate an ability to generate compelling work of imagination insight and/or critical interpretation.
  - a. Offer critical assessments and/or creative insights regarding extant theories and texts
  - b. Assess perspectives, arguments, and texts through rich creative and/or critical approaches
  - c. Demonstrate sophisticated engagement with the critical/creative process through revision and the concomitant production of ever-strengthening imaginative/critical work.
2. Present compelling evidence of ability to raise critical questions, develop arguments or perspectives, and offer rich insights or alternative interpretations.
  - a. Review (summarize, relate, and critique) the relevant literature in the field.
  - b. Gather and present primary research data in accordance with established or well-regarded approaches
  - c. Compellingly interpret the data/evidence gathered.
  - d. Generate rich insights and/or offer compelling interpretations and/or draw appropriate conclusions through close consideration of appropriate information.
  - e. Document research through bibliographies.
3. Present evidence of capacity for sustained and significant scholarly intellectual inquiry in the form of original inquiry.

- a. Present a comprehensive overview of the scholarly work in the field.
  - b. Discuss and evaluate various research methods/modes of inquiry
  - c. Adopt/extend appropriate research design or mode of inquiry.
  - d. Explain and demonstrate the contribution to the field.
4. Demonstrate creativity in matters of scholarship in areas of concentration by addressing issues of social justice and problems of difference, and by discussing questions of *praxis* related to individual professional and academic goals.
    - a. Draw evidence from multiple sources, disciplines, and fields of inquiry.
    - b. Integrate various modes of presentation (narratives, statistics, audio-visuals, etc.)
    - c. Highlight how the scholarly contribution addresses (clarifies or complicates) issues of social justice and/or difference.
    - d. Indicate and discuss the practical implications of the scholarly contribution.
    - e. Conduct research that use innovative designs to tests the practicability of theoretical concepts and assumptions.

**III. ETHICAL & SOCIAL RESPONSIBILITY: Express ethical & social implications in one's social, professional, artistic and/or scholarly practice.**

1. Demonstrate an advanced understanding of the complex issues (historical, sociological, psychological, political, philosophical and ethical) related to the presence of *difference* among individuals and a complex array of alternative identities and social groups.
  - a. Contextualize studies/texts/sources by examining the institutions and forms in which knowledge appears.
  - b. Elucidate how gender, class, racial identity, ethnicity, economic status and regional identity are (a) constructed and (b) condition understanding.
  - c. Explore and illustrate how temporal and spatial relationships, institutional traditions, religious commitments, philosophic perspectives, and political objectives shape assumptions.
2. Assess the applicability and effectiveness of theories within the scholarly and professional arenas.
  - a. Foreground the basic assumptions (stated and unstated) that underlie theoretical concepts.
  - b. Conduct case studies, surveys, observational studies, speculative exercises, etc. that test the applicability and effectiveness of theories.
  - c. Investigate the implications of theories for ordinary citizens outside the walls of academia and established professions.
3. Examine the importance of attending to ethics and social justice within the framework of present and future historical circumstances.
  - a. Interrogate competing ethical systems and theories in light of implications for marginalized groups.
  - b. Assess (speculatively and/or empirically) the impact of alternative systems of social justice on the material and social well-being of past, present, and future populations.
  - c. Explore and describe to what ends past and present populations have espoused varying notions/ideas/concepts of social justice.

**IV. SOCIAL AND GLOBAL PERSPECTIVES: Articulate a perspective on power in the world and one's own place in the global community.**

1. Explore alternative theories' conceptions of the proper distribution of a society's resources.
  - a. Explicate how various theorists and their theories define the "proper" distribution of a society's resources.
  - b. Identify and elucidate the underlying assumptions (ideologies) that buttress and/or challenge alternative theories' conceptions of the proper distribution of a society's resources.
2. Examine the implications of alternative systems of social exchange (market systems, moral systems, organizational systems) for realizing the alternative ideals associated with social justice.
  - a. Identify and describe alternative ideals associated with social justice.
  - b. Explain in detail the mechanics (inner workings) of alternative systems of social exchange (e.g., in terms of exchange values assigned, moral codes enforced, or hierarchical structures established).
  - c. Weigh both the opportunities and limitations (materially or ideologically) alternative systems of social exchange provide for realizing the alternative ideals associated with social justice.
3. Investigate the complex and variegated ways in which power functions and is perpetuated at the local, state, national, and global levels.
  - a. Examine competing theories of power, their relation to discourse, and their implications for macro- and micro-structures.
  - b. Articulate an understanding of power from the perspective of subjugated groups and the powerless.
  - c. Assess one's own involvement in existing hierarchies of global and local power relations and consider the implications for scholarly and professional practice.

**V. AREAS OF CONCENTRATION: Explain and apply major terms, methods, concepts, and/or theories relevant to the areas of concentration.**

1. Acquire a coherent and sophisticated body of knowledge in the chosen field by undertaking new learning in the doctoral program and by building upon knowledge and skills brought forward from previous academic, professional, and experiential activity.
  - a. Regularly contribute to residency and online discussions.
  - b. Present research at conferences (external or internal, formal or informal).
  - c. Actively participate in workshops, study groups, etc.
  - d. Make explicit how previous personal, professional, and academic experiences lead to new insights *in* or novel approaches *to* the areas of concentration.
2. Demonstrate a thorough and comprehensive knowledge of the relevant history and current definition of the student's field, including the major literature, theories, practices, problems, ethical issues, and research methods.
  - a. Identify and critique (a) the most influential and (b) the most recent works and theories in the field.
  - b. Identify, describe, and make a case for the most pressing problems and ethical issues in the field.

3. Explain and critique current practices and research methodologies used in the field and institutional contexts.
  - a. Apply theoretical constructs and/or approaches to specific personal, communal, organizational, and/or institutional situations and problems.
  - b. Identify and discuss specific factors that may foster and/or inhibit the practical application of theoretical constructs and/or approaches.
4. Engage in interdisciplinary scholarship and research.
  - a. Explore and describe how issues and problems cut across relevant fields or disciplines.
  - b. Highlight and discuss relationships between various disciplines (e.g., in terms of subject matters, modes of inquiry, and epistemological assumptions).
  - c. Pinpoint tensions between various disciplines and discuss the roots and/or consequences thereof.
  - d. Develop, present, and justify new modes of inquiry that build upon/combine those used in established disciplines.
5. Explain *difference* among individuals and the complex array of alternative identities and social groups.
  - a. Explore theoretical and empirical approaches to understanding racial, gender, class, and other differences
  - b. Assess the ideas and evidence offered by alternative theoretical and empirical approaches through such lenses as: assimilation, mutual understanding, dissent and resistance, tolerance and accommodation, mutual respect, separatism, opposition, cooperation, discursive communication, negotiation and compromise, conflict, matters of translation and possible reconcilability or irreconcilability, synthesis and transformation.
  - c. Test the implications of alternative strategies/approaches through reflection on one's own experience and a consideration of the experiences of others.