

## Department of Educational Psychology

### Qualifying Process Student/Adviser Agreement

*(required of all students going through the qualifying process beginning Fall 2015)*

The purpose of this document is to provide guidance and structure to the qualifying process (QP). This agreement should be completed as soon as possible following the assignment of the faculty adviser, and after both parties have familiarized themselves with the process as covered in the Doctoral Student Handbook, as that information is foundational for this document. Particularly relevant to this document is the section on Advisement Guidelines. This agreement is complementary to the information in the Doctoral Student Handbook, but is not comprehensive in what needs to be reviewed and understood.

I understand this is a non-binding agreement. This agreement documents the initial understanding between

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a student in the Educational Psychology Doctoral Program, and

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faculty adviser for the QP.

The purpose of this agreement:

1. to provide a framework for setting expectations for the qualifying document (QD)
2. to establish an initial consensus between the student and their adviser about mutual responsibilities.

It is the intent of this document to encourage dialogue about both the writing process and the structure of the advising to be provided throughout the QP. It is hoped that having this conversation at the start of the process will help both the student and the adviser set realistic expectations for the process.

#### **Questions the adviser asks the student:**

- What are you looking for from an adviser?
- Do you understand the QP?
- How structured do you feel you need your experience to be?
- Do you expect to have deadlines and work quotas set by the adviser?
- Do you expect to be using data or information from one of your adviser's projects?
- What type of QD are you planning to do (see below)
- Do you expect to or wish to publish the QD?
- Do you anticipate using the same subject for your dissertation?
- Anything else of concern to discuss?

**Questions the student asks the adviser:**

- What are your overall expectations of the student?
- How do you like to structure the advising time?
- How much oversight of the document do you prefer to have (may depend on if the topic is related to the adviser's research)?
- Do you prefer to have a regular meeting schedule or meet at the student's request?
- What is your availability (if any) over breaks that occur during the two semesters of registered hours?
- Anything else of concern to discuss?

Once the adviser and student have had some time to discuss these questions and any others that may arise, please **jointly** complete the following:

We agree said student will complete a QD that is consistent with the stated recommendations for one of the options listed in the appendices of the Doctoral Student Handbook.

Option chosen: \_\_\_\_\_

\_\_\_\_\_ We mutually understand that the QP semester due date is: \_\_\_\_\_

\_\_\_\_\_ We mutually understand that the student may expect on average one hour of faculty supervision (this is actual meeting time and does not include time spent in reviewing the document) per week between the time when the adviser is assigned and the document is turned in. Students should not expect to 'save up' hours to use during the final weeks.

\_\_\_\_\_ We mutually agree that assistance with research design and quantitative methods should be obtained by reading appropriate texts and seeking free consultation from the Department of Statistics and Data Sciences. The Educational Psychology Quantitative Methods faculty are not to be contacted about the qualifying document at any time.

\_\_\_\_\_ We mutually understand that if a regular meeting schedule is not set, it is the student's responsibility to contact the adviser and request meetings.

\_\_\_\_\_ We mutually agree the student may NOT expect faculty supervision during the summer session or during holiday breaks without the prior explicit consent of the faculty adviser.

\_\_\_\_\_ The student understands that registration in two semesters of EDP 395R (Qualifying Process Research) is required, and registration in those may occur in any two of the three long semesters between assignment of the adviser and completion of the QP.

Semesters the student plans to be registered for QP hours: \_\_\_\_\_

Dates of holiday break between fall and spring semesters: \_\_\_\_\_

Other understandings reached by the student and adviser:

Preferred Supervisor Contact Method & Information

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

Preferred Student Contact Method & Information

Name: \_\_\_\_\_

Phone: \_\_\_\_\_

E-mail: \_\_\_\_\_

\_\_\_\_\_  
Signature of Student

\_\_\_\_\_  
Signature of Adviser

\_\_\_\_\_  
Date

After signing, the original form is to be imaged and uploaded to the student's UTBox Program of Work folder within one month after the faculty adviser being assigned. If the form is not uploaded by the deadline, the Program Director or Area Chair will be notified.