THE CUNY GRADUATE CENTER
PH.D. PROGRAM IN
EDUCATIONAL PSYCHOLOGY

INTERIM STUDENT GUIDELINES FOR
THE PH.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY
2017-18

STUDENTS ARE EXPECTED TO BECOME FAMILIAR WITH THE CONTENTS OF THESE GUIDELINES, WHICH CONTAIN THE WORKING PROCEDURES FOR ALL ASPECTS OF THE PROGRAM.
# Contents

1. General Requirements for the Program of Study ........................................ 3
   A. Core Courses ........................................................................... 3
   B. Area Courses ......................................................................... 3
   C. Major Area Courses ................................................................. 4
   D. Student Program of Studies ....................................................... 4
   E. Registration ............................................................................ 4
   F. Full-Time .............................................................................. 5
   G. Attendance at Colloquia and Dissertation Seminars ...................... 5
   H. Auditing Policy ....................................................................... 5
   I. Incompletes ............................................................................ 5
   J. Course Changes ...................................................................... 6
   K. Leave of Absence ................................................................... 6

2. Credits for Advanced Standing ................................................................. 6

3. Faculty Review of Student’s Progress ....................................................... 6

4. First Doctoral Examination .................................................................. 7

5. Second Doctoral Examination ................................................................ 8

6. Dissertation Procedures ..................................................................... 10
   A. Preparation of the Dissertation Topic ........................................... 10
   B. Advancement to Candidacy ......................................................... 11
   C. The Dissertation Proposal ............................................................... 11
   D. The Oral Defense of the Dissertation .......................................... 12

7. Time To Degree ........................................................................... 12

8. Student Representation .................................................................... 13

9. Appeals ....................................................................................... 13

10. Appendix A: Dissertation Procedures ............................................... 15
1. General Requirements for the Program of Study

Students will complete a program of study including a minimum of 60 credits in Educational Psychology and related fields. Three concentrations are offered: Quantitative Methods in Educational and Psychological Research; Learning, Development, and Instruction, and Educational Policy Analysis.¹

A. Core Courses

The core courses are for students in all three concentrations and are foundation courses that prepare students for the First Level examinations.

The core courses are as follows:

70200 Overview of Educational Psychology: Foundations and Contemporary Issues, 3 cr.
70500 Statistics and Computer Programming I, 30 hours lecture, 30 hours laboratory, 3 cr.
70600 Statistics and Computer Programming II - 30 hours lecture, 30 hours laboratory, 3 cr.
70700 Research Methods in Educational Psychology, 3 cr.

TOTAL REQUIRED: 12 credits

All students must take 70200, 70500, 70600 and 70700 during the first two semesters that they are matriculated in the program.

B. Area Courses

In addition to the core courses, there are 18 credits of required area courses. The four courses from menu (I) must be taken, and two courses must be chosen from menu (II).

(I) Learning, Development, and Instruction

71100 Cognitive Development and Learning Processes in Education
71300 Socio-Emotional & Cultural Factors & Development & Education
71400 Instructional Issues: Individual and Cultural Factors
71700 Language and Communicative Development: Research and Education

TOTAL REQUIRED: 12 credits

¹ Please note that the School Psychology specialization is APA accredited by the Department of Education of the State of New York and the American Psychological Association, but is currently in “Accredited, Inactive” status and is no longer accepting new applicants. Information regarding APA accreditation can be obtained from the Office of Program Consultation and Accreditation, American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242 Phone: 202-336-5979.
(II) Quantitative Methods in Educational and Psychological Research

73000 An Introduction to Psychometrics
73100 Evaluation Research
83300 The General Linear Model
83400 Path Analysis, Factor Analysis, and Structural Equation Models
83500 Categorical Data Analysis
84200 Hierarchical Linear Models

TOTAL REQUIRED: 6 credits

C. Major Area Courses

Descriptions of the course requirements for each of the three concentration areas are described in “Major Area Concentrations” and are available from the Educational Psychology webpage or from the Assistant Program Officer. Supervised Research (89000) is required as part of the concentration area sequence and as preparation for the dissertation. Customarily, students can register for up to two semesters of Supervised Research. The first semester students register for three credits; the second semester they register for zero credits.

D. Student Program of Studies

Incoming students are assigned a faculty advisor. As students’ progress in the program, they may select a new advisor who more closely matches their research interests. Students must meet with their advisor at the beginning of each semester to plan and record a program of studies. Advisors will approve the choice and number of courses students plan to take in each semester. At this time, their personal PIN number to register online will be released to them. It is then the students’ responsibility to request their advisor’s approval of any intended changes in the program.

E. Registration

Students must obtain prior approval and their PIN number from their advisor before registering for courses each semester. Students must obtain approval of their advisor prior to any changes in their intended course load during the semester.

Students are classified for registration and tuition purposes according to three levels defined as follows:

First Level. Students who have earned no more than 45 credits – including approved advanced standing transfer credits are classified as First Level.
Second Level. Following the completion of 45 credits and successful completion of the first level exams, students are classified as Second Level.

Third Level. Following the completion of all coursework and successful completion of the second level exams, students are advanced to candidacy and classified as Third Level.

Students continue to register each semester, even after coursework is completed, until they graduate. Students may register as Level III “Maintaining Matriculation” status only when advanced to candidacy. After advancing to candidacy, students register for EPSY 90000 Dissertation Supervision each semester until finishing the dissertation.

F. Full-time Status

When the student is at Level 1, full-time study is defined as carrying at least 9 credits per semester. All students are expected to maintain full-time status.

G. Attendance at Colloquia and Dissertation Seminars

Attendance at departmental colloquia and dissertation proposals is considered to be a critical component of the student’s doctoral studies. It is expected that each student will regularly attend these presentations.

H. Auditing Policy

To audit a course, permission of the instructor is required.

I. Incompletes

A student who finds it necessary to take an Incomplete for coursework must obtain prior approval from the course instructor. The student is to inform the instructor in writing of a date for completion of course requirements mutually agreed upon by the student and the instructor. It is the student’s responsibility to inform the advisor of any pending Incompletes. Students are not permitted to request or carry more than two Incompletes at any time during their matriculation. Students should be aware of the Graduate School policy that Incompletes must be resolved within the next two semesters after the course is taken; after that time, the Incomplete is permanent. An Incomplete carried beyond one semester is counted as part of the student’s course load the next semester. Having Incompletes can result in a student being determined as not making satisfactory academic progress, which can negatively affect fellowships and financial aid.
J. Course Changes

A student wishing to withdraw from a course without penalty must do so before the end of the third week of the semester. Please check the Graduate Center’s academic calendar for the exact date.

K. Leave of Absence

Students may petition in writing to the Executive Committee for a leave of absence. Typically, requests for leaves of absence will be granted for up to two (2) semesters. In exceptional cases, students may be granted a maximum of four (4) semesters of leave during their entire period of matriculation. Students should request the leave during the semester preceding the anticipated leave. It is the responsibility of students to check the filing deadline published in the Graduate Center’s academic calendar.

2. Credits for Advanced Standing (Transfer Credits)

The transfer of credits from other institutions should be limited to courses that are comparable to those taken in the Educational Psychology Doctoral Program at the City University. The request for transfer credits must be initiated by the student after completion of one semester of study. Transfer credits will be awarded by the student’s advisor with the consent of the Executive Officer. When requesting transfer credits, a student must present in writing to the advisor: the names, course numbers, grades, and institutions where the credits were earned, as well as a course description and syllabus, and transcript showing that the credits have been earned. Requests for advanced standing for more than nine credits must be approved by the Executive Committee.

3. Faculty Review of Student’s Progress

At the end of each semester, the faculty meet to review all students’ progress in the program. Following the review, each student receives a written notification of the faculty’s assessment of progress. Two general categories are used to report student progress: Satisfactory, indicating that a student has met program requirements on schedule and has maintained an approved level of performance (i.e., at least a B average), and Unsatisfactory, meaning a student has not maintained satisfactory progress through having one or more Incompletes, by failing to maintain an acceptable grade-point average of 3.0, by not passing First or Second Examinations, or by not making satisfactory progress with respect to dissertation research.

Students who are given an unsatisfactory rating are placed on probation. Students on probation will be required to satisfy all deficiencies prior to the end of the following semester. Failure to do so will result
in the student continuing to be on probation for a second semester, and being on probation for two semesters (consecutive or non-consecutive) may result in the loss of matriculation status.

Students who receive a C+ or lower in any course may be required by the Executive Committee to retake the course. Typically, students will be required to complete all coursework, however, it should be noted that the initial grade will not be changed.

4. **First Doctoral Examination**

The purpose of the first level doctoral exams is to assess whether a student has reached competency in the following six areas of Educational Psychology to justify further advancement in the program:

1. Statistics
2. Research Methods
3. Cognition
4. Socio-Emotional & Cultural Factors
5. Instruction
6. Language Development

Exams are administered in the following pairs: (i) Statistics and Research Methods; (ii) Cognition and Socio-Emotional & Cultural Factors; and (iii) Instruction & Language Development. All examinations are two hours long with the exception of Statistics and Research Methods, which are one and one-half hours long each (offered in two sessions on the same day). Students are required to successfully complete all six first-level exams.

Prior to the beginning of the third semester, all students must successfully complete the examinations in Statistics and Research Methods **AND** complete at least one additional pair of exams, that is, (a) Cognition and Socio-Emotional & Cultural Factors, or (b) Instruction and Language Development. All students must sit for all six examinations prior to beginning their fifth semester, and must successfully complete all first-level examinations to remain matriculated in the program.

Any examination that the student fails must be retaken in the following semester, and **may be retaken only once**. Students are urged to discuss any examination failed with their academic advisor and appropriate faculty.

Examinees will be identified on their exams only by ID numbers. Where there is disagreement in the judgment of two examiners, a third member of the faculty will participate in judging the examinations. The student will be informed of the membership of the readers and in case of failure, an appropriate faculty member will explain the basis of the failure to the student.
Updated reading lists will be available by June 1st. These lists apply to the examinations to be given in August of the current year and January of the following year. The examinations will be given approximately one (1) week prior to the beginning of both the Fall and Spring semesters each year. Students must register for the examination with the Assistant Program Officer by the deadline date on the examination application form.

5. **Second Doctoral Examination**

The Second Doctoral Examinations are designed to assess the students’ knowledge of their area of concentration within Educational Psychology. Students are expected to demonstrate competency, and should be conversant with the empirical research, theories, methodologies, and history of their major area. The Second Examinations take place after completion of the courses indicated in the student’s plan of studies. In accord with Graduate School regulations, students are required to complete the Second Examinations prior to beginning their 11th semester in the program. Students who do not successfully complete their Second Examinations within the above time frame will receive an unsatisfactory progress letter from the Registrar. In extraordinary circumstances, students may petition the Executive Committee no less than three weeks prior to the examination date to request to delay their exam until the next scheduled exam period without penalty. Students who register for the exam, but do not show up to take the examination will receive a failure for that examination.

Permission to take the Second Examination must be obtained from the students’ faculty advisor who must sign the registration form. For students in the *Learning Development and Instruction* concentration, the second level exam is a defense of the pilot study completed for EDPSY 89000. For students either the *Quantitative Methods in Educational and Psychological Research* or *Educational Policy Analysis* programs, the second level exam is a written exam.

**Exam for Learning, Development, and Instruction Students**

The second level exam for *Learning, Development and Instruction* students is an oral defense of their pilot study. The pilot study will consist of an empirical study with data collection, a meta-analysis, or secondary analyses of a significant data set, such as the *Child Language Data Exchange System* (CHILDES); or the *National Institute of Child Health and Human Development Study of Early Child Care and Youth Development* (NICHD-SECCYD). The study will be designed with the potential to be published or to be presented at a scholarly conference. The study will be evaluated on its quality, not on the significance of its results. In the case of a meta-analysis, a preliminary analysis is acceptable. Once the written report for the pilot study has been written and approved by the advisor, the adviser and student will select a second committee member from the faculty in Educational Psychology (or another scholar who would be considered appropriate to serve on a dissertation committee) to review the student’s pilot study report and recommend
revisions. Once the revisions are completed, the written report will be evaluated by the two-member committee as pass or fail.

Once the report has received a pass from the committee, the student will register for the second level oral presentation with the Assistant Program Officer. The student is responsible for scheduling a time for the presentation and reserving a room for at least one hour. All faculty and students in the Educational Psychology program will be invited to attend by email at least two weeks ahead of the targeted date. The invitation will include the title, an abstract, the date, time, and location of the presentation. Also, an announcement will be posted in the student room. The presentation may be scheduled at any time during the semester.

For the pilot defense, the student will prepare a presentation (e.g., with PowerPoint or similar software) consisting of no more than 30 slides and lasting 30 minutes with an additional 20-30 minutes for questions and discussion. The student’s pilot study faculty committee will attend the presentation and then evaluate the work to decide whether the student passes or fails the second level requirement.

Evaluation of the oral defense will be based on presentation of sufficient background and rationale for the study, accurate and appropriate analyses and interpretation of the results, and meaningful discussion of the study’s contribution to the literature and to a dissertation. The committee will complete a sign-off sheet reporting their evaluation. If during the oral presentation, suggestions arise necessitating further revision of the pilot study written report, the committee will identify these and ask the student to make the revisions. Once revisions are completed, the committee will make a final decision as to whether the student passes or fails the exam. Once the oral presentation has occurred and all necessary revisions of the written report have been completed and approved by the student’s committee, the report will be filed with the Program Officer.

If the pilot study committee decides that the student has failed the exam, then the committee will decide what must be done in order to satisfy the requirement (e.g., redo current study; conduct a new pilot study). The necessary steps must be taken within a year following the oral presentation.

Exam for Quantitative Methods in Educational and Psychological Research and Educational Policy Analysis Students.

For Quantitative Methods in Educational and Psychological Research and Educational Policy Analysis students, the second level exam is a written exam, which is written during the same exam period as the level one exams. An updated reading list will be available by June 1st. This reading list applies to the examinations given in August of the current year and January of the following year (approximately one (1) week prior to the beginning of the Fall and Spring semesters). Examinees will be identified only by ID numbers. Where
there is disagreement in the judgment of the two examiners, a third member of the faculty will participate in judging the examinations. In case of failure, an appropriate faculty member will explain the basis of the failure to the student.

In accord with Graduate School regulations, students are required to complete the Second Examinations prior to beginning their 11th semester in the program. Students who do not successfully complete their Second Examinations within the above time frame will receive an unsatisfactory progress letter from the Registrar. In extraordinary circumstances, students may petition the Executive Committee no less than three weeks prior to the examination date to request to delay their exam until the next scheduled exam period without penalty. Students who register for the exam, but do not show up to take the examination will receive a failure for that examination. Students who fail the examination must retake it during the following semester. Students have only two opportunities to successfully complete the second exam.

If a student fails a section of the examination, the student will be permitted one additional opportunity to pass that section. Both sections of the examination must be passed to maintain matriculation in the Program.

**Dissertation Procedures**

**A. Preparation of the Dissertation Topic**

After completing all required coursework and passing the Second Examinations, students begin the process of writing their dissertations. A full description of this process can be found in Appendix A. The first step is to develop the dissertation topic in consultation with an Educational Psychology faculty member who will serve as the chair of the Dissertation Committee. This Dissertation Committee will have three members: the chair, and two other faculty, at least one of whom must be a member of the Educational Psychology Program.

Following is a detailed description of the rules governing the composition of the Dissertation Committee as well as the final examination committee for the Defense of the dissertation.

(1) The dissertation committee must consist of 3 members.

(2) The chair of the committee must be a member of the Educational Psychology doctoral faculty, or, if a student chooses to have a chair from outside the program, then the dissertation must be co-chaired by a faculty member from Educational Psychology.
(3) At least one of the remaining two committee members must also be a member of the Educational Psychology doctoral faculty.

(4) For the final dissertation defense, the committee is enlarged by adding two “outside readers”. Note that the use of outside readers is our requirement but is not a Graduate School requirement. Further note that we only require that the outside readers be “qualified scholars” who were not members of the original committee. For example, the outside reader need not have a doctoral degree. Outside readers are chosen by the student’s dissertation chair and must be approved by the Executive Officer.

(5) The Graduate School requires that a minimum of 3 of the members of the final dissertation defense committee be members of the CUNY doctoral faculty.

The completed topic description and the proposed committee members are then submitted to the Executive Committee for approval.

B. Advancement to Candidacy

The student is Advanced to Candidacy (Level III status) when all coursework is completed and the second exams have been passed. Upon advancement to candidacy, a student is eligible to apply for the Master of Philosophy Degree. A notice of advancement, along with an application for the Master of Philosophy degree will be forwarded to you by the Registrar. If you do not receive this application form, contact the Registrar directly.

C. The Dissertation Proposal

When a student has prepared a dissertation proposal, in which the theoretical rationale, the design, and the justification for the study are made explicit, the proposal is presented, with the concurrence of the three members of the dissertation committee, to an ad hoc meeting of the Educational Psychology faculty and students at the Dissertation Proposal Seminar. Committee membership requires advisor approval. Email copies of the proposal must be distributed to faculty and students of the program through the program office no later than two weeks prior to the seminar date. The student should ask the committee members if they require a hard copy as well. For more details, see APPENDIX A.

The Dissertation Proposal Seminar will be chaired by the student’s dissertation committee chair. Following the presentation at the Dissertation Proposal Seminar, the dissertation committee and Educational Psychology faculty will meet to discuss the proposal, and the committee will vote whether to accept with or without changes, or to reject the proposal. The student should prepare the “Approval of Dissertation
Proposal” form at the end of this document and bring it to the dissertation proposal seminar. The Committee members will certify their decision to approve or reject the proposal.

If the proposal is rejected and the student appeals the decision, the appeal procedure detailed below is followed:

a. The Executive Officer will seek the recommendation of the student’s dissertation committee. If the sponsor and one other member agree to support the appeal, the Executive Officer will forward the proposal to three scholars in the appropriate academic area. These scholars will be eminent in their field and cannot be personal acquaintances of either the student or the committee members. The Executive Officer will select these readers after consulting with the sponsor, as well as with a faculty member who voted to disapprove the dissertation proposal.

b. With the proposal, a form will be sent that lists criteria to be considered when evaluating the document.

c. These readers will be financially compensated for their services by the Graduate.

d. The recommendations of the readers will be presented to the faculty members of the Executive Committee during the Closed Session; that body will render the final decision on the appeal.

D. The Oral Defense of the Dissertation

When the dissertation study is complete and the final draft of the document is approved by the three members of the dissertation committee, the oral defense may be scheduled. The Executive Officer will, in consultation with the dissertation committee, appoint two outside readers. An outside reader is a qualified scholar who did not serve on the committee. The outside readers are given three weeks to prepare their reactions to the dissertation, which are then discussed at the oral defense. The student’s oral defense takes place with all sponsoring committee and outside readers present. A student must submit the completed dissertation to the Graduate School by the end of April in order to graduate in June.

6. Time to Degree

In accordance with Graduate School regulations students have eight years to complete requirements for their degrees, or seven years if 30 or more transfer credits have been accepted for the student’s program. A time extension beyond the eight years is granted only in exceptional circumstances and only when the dissertation proposal has been approved by the Educational Psychology faculty at the Dissertation Proposal Seminar.
The following time frame and deadlines should also be noted:

(a) Students must sit for their Second Examinations prior to beginning their 11th semester in the program.

(b) Following completion of the Second Examination, students are expected to develop and have their dissertation topic approved within two semesters,

(c) Following approval of the topic, the dissertation proposal must be approved within an additional two semesters,

(d) Following approval of the proposal, the dissertation must be completed within two semesters.

Failure to meet the deadlines given in (a) – (d) will result in an unsatisfactory progress review.

7. **Student Representation**

Students are represented by delegates to various committees of the Educational Psychology Program as well as to committees at the Graduate School level. These student delegates are elected by fellow students consistent with Graduate School By-Laws and Program Governance.

(1) Two student delegates who are elected in August for that academic year attend the monthly Educational Psychology Executive Committee meetings. If possible, this will consist of one incoming, first year student and one student who is in second or higher year.

(2) The Doctoral Student’s Council (DSC) and the Graduate Council are university-wide organizations which represent students’ interests. The names of student delegates to these groups are available from the Program office. Students having procedural or technical concerns about program/university matters should contact the appropriate delegate(s)

8. **Appeals**

The program follows the Graduate School regulations for disputes and appeals concerning grades and program procedures, as outlined in the Student Handbook, Appeal Policies and Procedures.
APPENDIX A

DISSERTATION PROCEDURES

FOR THE

Ph.D. PROGRAM IN EDUCATIONAL PSYCHOLOGY
Dissertation Topic Proposal

After you have completed all of your course work and examinations, you are eligible to begin the process of writing your doctoral dissertation.

The first step in the process is to develop a dissertation topic proposal with your dissertation chair. The topic is briefly described in a 2-4 page (double-spaced) document. The topic description should include the following information:

(a) Provisional dissertation topic.
(b) Brief statement of the problem area including relevant research citations. (c) General statement of the dissertation research focus.
(c) List of Committee members and chair (see Student Guidelines for composition of the dissertation Committee).

After all coursework is completed and the second exams have been passed, you are eligible to be advanced to candidacy and become a Level III student with an associated reduced tuition rate. The Assistant Program Officer submits a form to the Registrar, notifying them that you have advanced to candidacy.

Writing the Dissertation Proposal

You now begin the process of writing your dissertation proposal under the supervision of your dissertation chair and your committee. Although each dissertation proposal will be different, they will typically consist of the following sections:

(a) An Introduction section which clearly states the goal of the proposed research and its importance to the field of Educational Psychology.

(b) A Literature Review section which provides an integrated and comprehensive review of all relevant research. The review should include a clear statement of the relationship for your proposed study to past research.

(c) A Methods section, which describes in detail the research questions, and/or hypotheses you will be investigating, and the methods you will be employing. Full descriptions of the following should be included: method of choosing subjects, measures to be administered, experimental or research design, statistical analyses.
After acceptance of the dissertation proposal by your dissertation committee, you are required to orally defend the proposal. The dissertation proposal seminar will typically consist of a short (maximum of 30 minutes) presentation by the student describing the proposed research followed by questions from the faculty. The following procedures should be noted:

(a) Except for unusual circumstances, it is expected that the proposal seminar will be scheduled on either a Monday or a Wednesday from 10:00 am – 12:00 pm, 12:00 pm -2:00 pm. Note that on the first Monday of every month, the AM slot is reserved for Executive Committee meetings. It is imperative that you inform the Assistant Program Officer of your scheduled time so that a room may be reserved and the faculty and Provost notified.

(b) No later than two weeks before the date of the presentation the student must provide the Assistant Program Officer with an email of the full proposal and a 2-3 page summary to be distributed to students in the program.

(c) Prior to the proposal seminar, the student should obtain from the Assistant Program Officer an “Approval of Dissertation Proposal” form which should be given to the dissertation chair. (see attached)

All students involved in research using human subjects must complete the Committee on the “Protection of Human Subject Disposition Form” available in Sponsored Research (Room 8308). Also available from this office is a list of committee’s scheduled meeting dates.

The Final Dissertation and Oral Defense

For “Instructions for Preparing the Doctoral Dissertation,” please visit:

http://libguides.gc.cuny.edu/dissertations

When all research has been completed and the final dissertation has been judged to be acceptable by the student’s doctoral committee, the final oral defense of the dissertation can be scheduled. Educational Psychology regulations require that two “outside” readers be added to the student’s committee for the final defense. These two individuals are chosen by the student’s dissertation chair in consultation with the student. In addition, Graduate School regulations require that at least 3 of the members of the final examination committee be members of the CUNY doctoral faculty. Email and hard copies of the full dissertation are provided to the outside readers at least three weeks prior to the final oral. The following additional procedures should be noted:
(a) The same procedures used in scheduling the dissertation proposal should be employed in scheduling the final defense.

(b) The final oral examination follows the same basic format of the dissertation proposal seminar except that it is the completed dissertation that is being defended.

For additional information see the Human Research Protection Program (HRPP) website: http://www2.cuny.edu/research/research-compliance/human-research-protection-program-hrpp/

Please contact the Assistant Program Office for assistance with these procedures.
Student’s Name: _________________________________________________
Date of Presentation: ____________________________________________
Title of Dissertation Proposal: ____________________________________

Please check one:

[ ] We certify that the student’s Dissertation Proposal has been approved by the Educational Psychology faculty as presented.

[ ] We certify that the student’s dissertation Proposal has been approved, after revisions are approved by the Chair.

[ ] We certify that the student’s Dissertation Proposal requires revisions. It must be resubmitted for approval by the Chair and two members of the Dissertation Committee.

[ ] We certify that the student’s dissertation proposal has not been approved by the Educational Psychology faculty and make the following recommendations:

________________________________________________________________
________________________________________________________________
________________________________________________________________

Committee Members:
________________________________________________________________
________________________________________________________________
________________________________________________________________