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Doctor of Education --- in Educational Leadership



Doctoral Student Handbook of Policies and Procedures

The University of Texas Pan American-College of Education
Educational Leadership Doctoral Program
1201 West University Drive
Edinburg, Texas 78541

2006-2007

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Doctoral Program in Educational Leadership 2006-2007 Edition

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The University of Texas-Pan American
Doctoral Program in Educational Leadership

Student Guidebook
2006-2007 Edition

INTRODUCTION

Mission

The mission of the Doctoral Program in Educational Leadership is the improvement of educational and economic opportunities for the residents of South Texas and the Rio Grande Valley.

Purpose of Guide

This guide is intended to assist students and faculty to understand the structure and procedures of the Doctoral Program in Educational Leadership at the University of Texas-Pan American by providing a general overview of the program.

Objectives of the Program

The Doctor of Education degree emphasizes preparation for leadership careers in a variety of settings in the field of education. The program prepares individuals to apply research and theory to practical problems. It enhances students' management skills that assist them to exhibit informed leadership. The dissertation is expected to inform policy and practice towards the solution of important education and human development problems in a democratic society. The educational objectives of the program are:

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1. to prepare professional individuals capable of achieving the highest levels of educational competence in daily practice;
2. to prepare outstanding academic and administrative leaders of educational agencies at the campus, district, county, regional, state and national levels, with emphasis on leadership skills required to educate minorities, particularly Hispanics;
3. to provide deeper understanding of the legal, financial and operational demands on the professional educator, as well as adequate historical and contemporary contexts that influence their role;
4. to provide an understanding of the theories and research methodologies that illuminate the significant role of the professional education practitioner;
5. to provide professional educators with problem solving and applied research skills;
6. to offer access to a doctoral level program in educational leadership to all Rio Grande Valley citizens who have the qualifications and motivation to pursue it;
7. to assist in the formation of professionals who will serve in administrative and policy positions in order to enhance the educational and economic opportunities of persons who need the most development of their human potential; and
8. to provide uniquely qualified leadership, teaching and research skills required to meet the special needs of the culturally diverse student population in the area.

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ADMISSION

Prerequisites

The following are criteria for pre-selection screening. Applicants are expected to:

- a) be admitted to the UTPA graduate school;
- b) be in some educational, administrative, supervisory, or other leadership role at time of admission;
- c) have completed a master's degree in an educational field or in a supporting discipline with a good academic record of at least 3.0 (on 4.0 scale) GPA;
- d) have documented experiences reflecting strong potential for leadership in Hispanic community settings. (Please refer to the most current catalog for details.)

This program is not intended to be a certification program for the Texas public schools; however, doctoral students who desire certification will be advised to take the appropriate steps to attain certification. Some courses offered in the doctoral program may also apply toward certification.

Even if applicants have completed courses similar to those required in the UTPA doctoral program, they will not be excused from taking the required courses in the cohort sequence. The cohort program core courses are sequenced and taken as one major element of the cohort learning process essential to the basic concept of this program. A variety of professional specialization courses are being developed. This handbook will be revised as specializations are developed; specializations will be described and added to the Appendices.

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Application Filing

The following information is necessary for individuals seeking admission to the Ed.D. Program at UTPA. ***The application to the University graduate office must precede the application process for the doctoral program.***

Individuals with incomplete files, in accordance with specified timelines, will not be considered for selection in the Assessment Center. Applicants will be required to:

- 1) file an application for admission to the UTPA Graduate School using the forms available in that office (116 Administrative Building);
- 2) file an application for admission to the Ed.D. Program using the forms available in the doctoral program offices in the College of Education (3.40 ECC);
- 3) include official transcripts (upper division and graduate) in the applicant's file;
- 4) request four to five personal references, which must be completed on the official reference forms available in the doctoral program office. References must include applicant's last employer and the advisor for their master's program and at least two of the references must be from individuals holding a Ph.D. and/or Ed.D. in Educational Leadership or related field. References must be mailed directly to the doctoral program office; and,
- 5) supply an essay (500-1000 words) on a topic specifically relating to the applicant's interests in educational leadership.

Matriculation Sequence

Matriculation in the Ed.D. Program in Educational Leadership at UTPA involves a sequence of events scheduled approximately as shown every other year:

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September to January

- (1) Application – Applicants submit a complete application file to the Graduate School, as well as materials requesting admission to the UTPA doctoral program.

February

- (2) The Graduate School pre-screens candidates for graduate and doctoral study. Names of viable applicants are forwarded to the doctoral program.
- (3) Pre-Selection – A group of individuals are selected by the doctoral program to become members of the “pool of pre-candidates” for the up-coming cohort in the Ed.D. Program in Educational Leadership.

March to April

- (4) Assessment Center – All of the pre-selected “candidates” are invited to participate in the Assessment Center activities on a scheduled date.

April to May

- (5) Final Selection - All information gathered on “candidates” is reviewed to select those to be invited to become doctoral students in a cohort beginning in the fall semester following admission.

May

- (6) Cohort Formation - All those invited to doctoral student membership are notified and asked to accept or decline the invitation for fall enrollment.

Assessment Center

The Assessment Center is a process of selection for membership in a cohort of the doctoral program. It requires an entire day and provides the primary basis for

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selection for those who are then offered a place in the cohort. The places and times of the Assessment Center, usually held in February or March of odd-numbered years, are made public by the doctoral program staff, and the requirements are advertised along with the date and place of the Assessment Center. The idea of the Assessment Center comes from military and government sources and is now about three decades old. Other universities in Texas have been using it as a part of a selection process since at least 1970. The advantages of an Assessment Center are that all applicants are assessed in identical activities, a variety of kinds of assessments are completed, a variety of scholars and practitioners are involved in the assessing, and the faculty are all privy to the assessment data provided, which is used in making the final admission decisions.

The Assessment Center tasks are standardized so that all applicants are asked to perform in the same way. All participating professors and other assessors score these tasks using standardized scoring procedures. Among those invited to participate as assessors in the selection process are former doctoral graduates, and administrators and supervisors from various schools and colleges. Scores of the applicants on the various tasks of the Assessment Center are kept on file for the purposes of validating and improving the selection process over the years.

Those individuals invited to participate in the Assessment Center will assemble on the UTPA campus during the spring session on the date, time, and place specified in the invitation. There will be no alternative dates. Those who do not participate in the Assessment Center cannot be accepted into the program. However, if an invited individual cannot participate in the Assessment Center at that time, that individual may

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request that she/he be placed in the pool for the next Assessment Center two years later.

Steps in the Assessment Center process may include, but are not necessarily limited to:

- (1) a test designed to measure cognitive skills and levels;
- (2) an interview with a group of assessors;
- (3) a writing exercise measuring the ability to conceptualize and communicate clearly;
- (4) a structured discussion to reflect the ability to speak extemporaneously on a subject selected by the assessors; and,
- (5) the ability to interact effectively in a group of colleagues. The ability to work with others and the interpersonal skills of the candidate will be assessed throughout the daylong process.

Through a composite analysis of the judgments of assessor-professionals, a group of students will be invited to form a cohort. Invited individuals selected for the cohort will be notified as soon as possible following the day of assessment. Those not accepting the invitation within 30 days following notification of selection, or who fail to register for the initial cohort courses will be replaced with alternate candidates who participated in the assessment process.

Appeals of Admission Decision

Recognizing that no policy can be sufficient to every need and circumstance, any applicant who feels that he/she could be successful in the UTPA doctoral program and who has not been selected for admission to the program may:

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(1) appeal a Graduate School decision to that office according to their procedures;

(2) appeal a program decision to the Program Director and Chair of the Department of Educational Administration within 10 days of receipt of that decision by:

- i. addressing in the appeal the specific reasons why the non-selection decision should not stand; and,
- ii. stating specific conditions that mitigate the individual's case;

A doctoral program faculty review committee will review the petition and will render a decision within two weeks;

If the review committee decision is still negative, the student may appeal to a committee consisting of the Director of the Doctoral Program, the Chair of the Department, the Dean of the College of Education and the Associate Vice President for Graduate Studies. The decision of the appeal committee is final.

Cohort Concept

The core concept of instruction in the UTPA Ed.D. Program in Educational Leadership is “cohort study.” Admission to the program is to a cohort group only that takes place during the spring semester of alternate years. Admission decisions will be announced in March to allow professionals time to arrange for leaves, resignations, or workload adjustments for the following fall semester.

The cohort is intended to be a cohesive, supportive, critical, interactive group of individuals engaged in intellectual inquiry with each other, their professors, and selected educational practitioners. The courses, seminars, field experiences, and other

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academic opportunities offered within the program are the vehicles through which this intellectual inquiry takes place. Each member is required to participate fully in the activities and to contribute to the community of scholars. The cohort proceeds as a group through three or four years in a sequence of required core courses offered on a calendar year basis. Exceptions to this policy will be made only upon written request of a candidate and will be granted only under the most extreme and unique circumstances.

Cohort members have the responsibility to communicate their ideas about the program in general and about their own program to both the Director and his/her Advisor for the doctoral program.

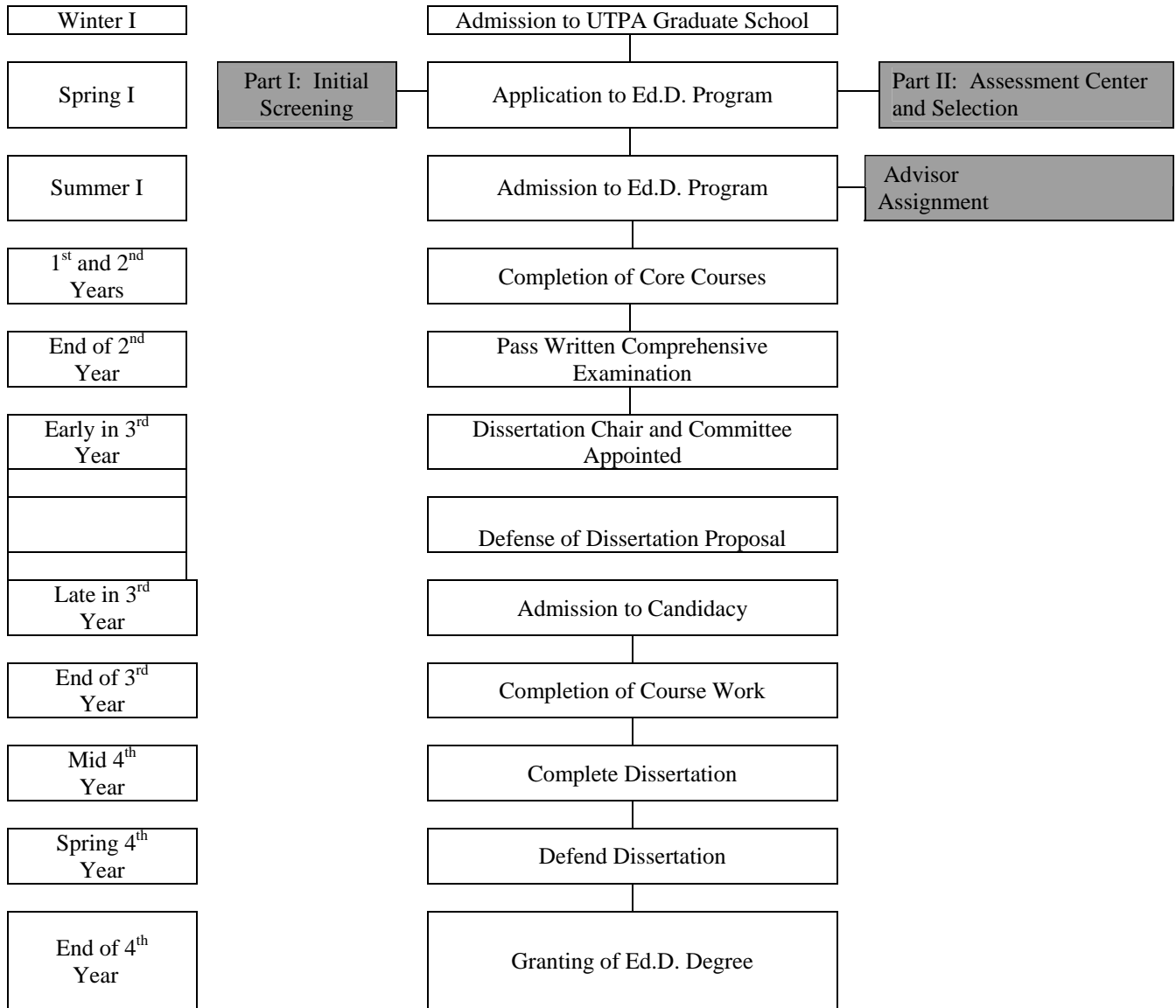
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Admission to Completion Chart

Figure 1

Admission to Completion Process for Ed. D. in Educational Leadership

Please note that the approximate times stated are under ideal circumstances.



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ACADEMIC ADVISORS AND THEIR ROLES

Roles

Each student will be assigned a faculty member as his or her Academic Advisor. This is not to prohibit freedom of access between students and other faculty; however, it is intended for the advisor to be available to the student at reasonable times. The advisor's role is to advise, discuss perceived problems, provide support, and generally to guide the student in the early stages of doctoral study. The student will work with the Academic Advisor in exploring the dissertation topics of interest. Unless, through appropriate channels, either a cohort member or the Advisor requests a change in the appointed advisor, that faculty member will remain advisor until the Dissertation Committee and its chair assume full responsibility. Advisors will monitor the progress of students in the cohort and counsel with individual students on a regular basis.

Cohort and Individual Student Evaluation

At the end of each year, the Academic Advisors will review the academic standing of students in the cohort. Students are expected to maintain at least a 3.33 GPA during the entire program of studies. Recommendations regarding each individual student's GPA, research work, need for incompletes, and progress toward the formation and completion of the dissertation will be made at a meeting of the doctoral program core faculty. The Academic Advisors will file records of counseling and written agreements with each student on areas of needed improvement. If a student disagrees with the recommendations presented by the Advisor, the student will prepare a letter,

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which sets out the student's position on the matter under contention, and the letter will be sent to the Program Director.

On appeal from a student, the Academic Advisor must provide evidence of counseling and written agreements between the student and the advisor on areas of needed improvement. The Advisor may recommend to the Program Director that a student repeat a course that has been failed. The Educational Leadership Doctoral Program has as its main objective the preparation of people to take high leadership positions in education. It is not a program that emphasizes failure. A student may take a leave of absence but the student should notify the Advisor in writing of circumstances that force the student to take any semester off, or which affect the student's ability to complete course requirements on time. The students are not permitted to take incompletes except in rare cases brought about by health, family, or economic reasons. A record of incompletes or of inactivity in pursuit of the course of study may result in a recommendation by the Academic Advisor or Program Director to dismiss a student from the program.

In the rare case of a recommendation that a student be dismissed for academic reasons, the student must be provided due process procedures, which are stated in the policies of the University of Texas system, the University of Texas Pan American, and the Statutes of Texas and the United States of America (See Appendix B).

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DEGREE REQUIREMENTS

Hours Required

A minimum of 63 semester hours of post-master's degree coursework, plus 6 semester hour of dissertation are required for the Doctor of Education degree at UTPA. Courses at the 6000, 7000, and 8000 level may be applied toward the degree. The majority of the coursework will be at the 8000 level. The degree plan (See Appendix A) will be structured as follows:

Semester Credit Hours

| | |
|-------------------------------|------------|
| Research courses | 9-12 hours |
| Core, Major courses | 27 hours |
| Resource, Field-based courses | 12 hours |
| Internship | 3 hours |
| Electives | 9-12 hours |
| Dissertation | 6 hours* |

A maximum of 6 semester hours of relevant coursework may be transferred to the doctoral program and applies to the degree plan. No course with grade lower than "B" may be transferred.

In addition to these requirements, courses are offered at UTPA in a variety of fields which may be related to the doctoral student's particular area of interest. Many graduate courses currently in UTPA's inventory may be used as supporting work.

* Continuous Enrollment

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Students may choose from among those courses with the advice from their advisors in order to support their career and research goals.

Maximum Period for Completion

A student has a maximum of 10 years from the date of first entry into doctoral level courses to complete the degree. Under special circumstances, an additional year may be granted by the student's Doctoral Dissertation Committee. If a student exceeds the 10-year limit, the Doctoral Dissertation Committee will determine if the student will be permitted to continue in the program and what additional coursework or activities will be required to complete the degree.

Courses Offered

All courses are not taught each semester session. Students should consult the UTPA Schedule of Classes, published before registration each semester, to determine which courses will be offered during a particular semester session. Only students admitted to the doctoral program may enroll in 8000 level courses. Enrollment is with approval of the Educational Leadership Doctoral Program Director. Courses offered (See Appendix D for course descriptions):

| | | | |
|-----------|-----------|-----------|-----------|
| EDUL 8301 | EDUL 8302 | EDUL 8303 | EDUL 8304 |
| EDUL 8305 | EDUL 8306 | EDUL 8307 | EDUL 8320 |
| EDUL 8321 | EDUL 8322 | EDUL 8323 | EDUL 8123 |
| EDUL 8223 | EDUL 8323 | EDUL 8330 | EDUL 8134 |
| EDUL 8234 | EDUL 8334 | EDUL 8336 | EDUL 8350 |
| EDUL 8351 | EDUL 8353 | EDUL 8381 | EDUL 8990 |

DISSERTATION WRITING: EDUL 8395, EDUL 8695, EDUL 8995

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COHORT RESIDENCY AND RESEARCH

Residency

The program requires three or four consecutive years of cohort study. Later cohorts will take four years if full-time employees. The student may be employed in a full time position in educational administration or in another leadership position. During this three-or four-year period, the student will complete the required sequence of core courses with the cohort while pursuing a specialization, electives and the dissertation on an individual basis. Each student will be encouraged to use her/his position to discover administrative, instructional, organizational, and policy problems that can provide a grounded basis for the concepts and theories being taught in the classes.

Research

During the first year of cohort study, students will develop knowledge of prior research and knowledge in the field. Whenever possible, they will apply this knowledge in guided research projects in selected field situations. These field research sites will provide the opportunity to participate in problem-based learning in real situations and examine theories and methods of research. Through these methods, students will be encouraged to identify possible dissertation topics, usually related to schooling problems of significance in the Rio Grande Valley. Thus, the doctoral research emanating from this program is intended to directly improve the education of the people of the Rio Grande Valley and indirectly improve the social, political, and economic conditions of the Rio Grande Valley and its residents.

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The program strives to engage each student in obtaining in-depth knowledge of educational literature, problem-based, and other kinds of learning. All of these should lead to the development of research questions, resulting in data collection and appropriate methodological analysis in order to answer important educational questions. As the cohort group engages in these activities, it is expected that group intellectual norms will develop, continuing professional support groups will be formed, and individuals will pursue their inquiry throughout their careers. In an effort to accomplish these objectives, students will be expected to engage throughout their cohort residency in presentations at state and national conferences, participate in publication with their cohorts and the faculty, and work with their dissertation chair and/or committee in the publication of their findings. The College of Education's Center for Applied Research in Education (CARE) is a partner in doctoral training (See Appendix E for details on CARE). The center has the mission of aiding students and faculty in the objective of publishing and disseminating research results from the program to all schools in the area.

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WRITTEN COMPREHENSIVE EXAM

Near the end of their coursework, the students will be required to pass a written comprehensive exam based on themes covered in the core courses of the program. The Academic Advisor will assist the student in the preparation for the exam. The student must pass all areas of the exam prior to defending his/her final dissertation proposal and attaining advancement to candidacy status.

Themes Comprising Exam

The themes to be used in the examination items are as follows:

- Area A** – Leadership, organizational theory, and change
- Area B** – Research applications (qualitative and quantitative)
- Area C** – School and university culture
- Area D** – Policy, politics, and ethics
- Area E** – Law, finance, and economics
- Area F** – Comparative and international education

The examination questions in each exam item will be prepared and graded by two or more faculty members with expertise in the area. Each item will be graded “Pass” or “No Pass.” When all exam items are passed, the student will receive a pass for the comprehensive exam.

When receiving a “No Pass” in one or more areas, a student must arrange with the Doctoral Program Director to retake the exam in each of those areas. When all areas are “passed” as reported to the Doctoral Program Director by professors reading the questions, the student will be certified as “Passed.” (See Appendix F for guidance when preparing for the Written Comprehensive Exam.)

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DISSERTATION

Dissertation Chair and Committee Selection Process

The doctoral student will nominate the Chair of his/her dissertation based on that person's knowledge of and familiarity with the topic being researched. With the advice and counsel of the designated committee Chair, the student will also nominate preferred committee members. Dissertation committee chairs must hold full graduate faculty status. A faculty member outside the Department of Educational Leadership may be selected as Chair if there is also a Co-Chair from the Department of Educational Leadership.

If any committee member-designate declines or is unable to serve on a committee, the Chair-designate shall, after conferring with the student, nominate a replacement to be approved by the Director of the Program. If the Chair-designate declines or is unable to serve, the Director of the Doctoral Program shall, with the agreement of the student, designate and approve a new chair.

The Program Director and Dean will confer with the faculty each semester with respect to the load of each professor and the possibility of nominating qualified persons to serve on dissertation committees from various departments and institutions.

Composition of the Dissertation Committee

Selection of the Dissertation Chair and Committee is crucial to the progression of the student through the doctoral program. In most cases, students will become familiar during their studies with individual faculty members' personalities, teaching styles, and expertise. However, some individual faculty members with valuable expertise will be

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relatively unknown to students if they have not taken classes with them. Because it is important to select a group of dissertation committee members that **best** represent the skills and backgrounds needed to guide their doctoral research, students are encouraged to familiarize themselves with the backgrounds, experiences, and expertise of **all** doctoral program faculty COE faculty with graduate status. To facilitate this, vitas for all doctoral program faculty will be available for public review on the doctoral program website found at <http://www.utpa.edu/programs/eldp>

Below the process is described to aid the student in the selection.

1. The Dissertation Committee

- a. Preferably all, but at least **three** of the members of the dissertation committee shall be nominated from among the faculty and practitioner-scholars who have earned doctorates and who possess the expertise to contribute to the proposed study. Faculty members nominated to dissertation committees shall have graduate faculty status.
- b. Dissertation committees will have a minimum of four members and will normally not exceed five members, including the Chair. At least two of the committee members shall be members of the doctoral program faculty. At least two committee members will hold faculty appointments in the Department of Educational Leadership.
- c. All designated dissertation committee members, including the Chair and Co-chair (if appropriate) shall be approved by the doctoral student, the designated Chair, and the Director of the Doctoral Program before submission to the Dean of the College of Education for approval and

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subsequently to the Associate Vice President for Graduate Studies (AVPGS).

- d. Doctoral students and chairs are encouraged to consider inviting a professionally qualified practitioner to be a member of the dissertation committee. Such invitations should be extended in writing by the Chair to the Program Director following exploratory contacts by the student with a promising appointee. Such practitioner-scholars should be invited to join dissertation committees only when their professional experience is likely to make a significant contribution to the study. Ordinarily, non-faculty appointees will have a doctorate in an appropriate field and in the absence of the degree, have unusually strong professional credentials relevant to the student's dissertation study.

Non-faculty appointees, like other committee members, serve without remuneration and agree to contribute their time and to assume responsibility for any expenses incurred. Prior to being appointed, a non-faculty member being considered shall submit a curriculum vitae or resume for review. Approval of such a member of the dissertation committee is otherwise subject to the same approval process as all others.

The Director of the Doctoral Program, the Dean of the College of Education, and the Associate Vice-President for Graduate Studies must approve such appointments, a process taking six to eight weeks; therefore, this process must begin early in the formation of the student's doctoral committee. (See Appendix G for Graduate Council Guidelines).

Only after approval by the university's Graduate Council to a dissertation

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committee can the non-faculty appointee act as a committee member carrying out duties and responsibilities.

- e. Only with the approval of the Director (while other approvals are pending), the designated Chair and (Co-chair) and committee members are authorized to review proposals, recommend changes, and approve the initiation of plans for conducting the dissertation research. However, it is strongly advised that students have all approvals in hand before commencing research.
- f. Official advancement to candidacy status will be confirmed only after the committee membership has been approved by the AVPGS.
- g. Doctoral students and designated chairs should actively seek qualified practitioner/scholars to serve on dissertation committees to emphasize the professional development character of the Ed.D. Program in Educational Leadership.

2. The Chair Person(s)

- a. The Chair shall be nominated by the doctoral student with the approval of the Program Director and the concurrence of the designated faculty member. With the approval of the Program Director, the Academic Advisor may become the student's dissertation Chair
- b. The Committee Chair shall be a faculty member, with **full** graduate faculty status, and with experience guiding dissertation study, serving on dissertation committees, carrying out research, teaching doctoral level courses, and who possesses expertise in the area of the proposed study.

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- c. A Co-chair may be designated to serve with the Chair with the consent of the student and approval of the Program Director. Co-chairs shall be faculty members with more limited experiences than those required for Chair, but shall have special expertise to contribute to the proposed study. In rare cases and with approval of the Chair, the Co-Chair will work with the student to publish.
3. A Faculty Review Committee will be appointed by the Dean of the College of Education to recommend individual faculty members for inclusion on approved lists of those qualified for being chairs and those qualified for membership on doctoral committees.
4. Prerequisites for Advancement to Candidacy
 - a. The successful completion of the Comprehensive Written Examination is one of the prerequisites for approval of the Chair and the committee for the dissertation study.
 - b. The successful defense of a proposal for dissertation study also is a prerequisite.
 - c. Only with approval of the Doctoral Program Director, dissertation committees with designated Chair(s) are authorized to proceed with the study, even though final approvals for memberships are still in progress. However, it is strongly advised that students have all approvals in hand before commencing research (See Appendix H Application for Dissertation Committee).

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5. Committee Actions

The individual committee members and the Chair(s) are expected to be of service to the doctoral candidate in finalizing a full proposal, developing instrumentation and procedures, and reviewing draft portions of the dissertation. Such service by individual committee members is coordinated by the Chair(s) to assure continuity of effort and to avoid conflicting guidance or efforts. Actions to be taken by the Dissertation Committee will include the following:

- a. To approve the full dissertation proposal;
- b. To serve as a resource to the student during dissertation research and writing;
- c. To agree on a date for the defense of the dissertation once it is in near-final form;
- d. To decide on the defense of the dissertation as: Passed, Pass pending revisions, or No pass;
- e. Ensure that if the dissertation study involves human subjects, the student has also received approval from the Institutional Review Board (IRB) before the collection data process (See Appendix I); and
- f. To sign multiple copies of the title page of the dissertation as evidence of its acceptance.

All actions A through E above shall be by consensus.

6. Certifying the Candidates for the Degree

Following the successful defense of the dissertation and upon completion of the following, the doctoral candidate will be recommended for the degree of Doctor of Education in Educational Leadership.

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- a. A copy of the completed dissertation will be provided to all committee members and other officials of the college and University as directed.
- b. The approved program of studies for the candidate will be reviewed and the Program Director will certify completion of all program requirements.
- c. A transcript of all courses completed will be secured, reviewed, and presented to the Associate Vice President for Graduate Studies to document completion of degree requirements.
- d. A letter of transmittal certifying the candidate as qualifying for the Ed.D. will be signed by the Chair(s) and Program Director, and submitted to the Associate Vice President for Graduate Studies via the Chairman of the Department of Educational Leadership and the Dean of the College of Education.

Role and Responsibility of the Dissertation Chair and Committee

Once nominated and approved by the Director, Dean, and Associate Vice President, the dissertation committee shall have full responsibility for guiding the development of the student's proposal for study, approving the proposal, defense of the proposal, reviewing the dissertation, and approving the final product leading to the recommendation for the degree of Doctor of Education in Educational Leadership.

When the Chair and members of the Dissertation Committee are satisfied that the dissertation meets the scholarly standards for such a document, the Chair will recommend to the Director of the Doctoral Program that the student is ready for the conferral of the doctoral degree. The Director of the Doctoral Program checks with the Graduate Office of the University to determine if all the requirements for the degree

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have been met. After the Graduate Office certifies the completion of all student requirements, the Director of the Doctoral Program recommends the student to the Dean of the College of Education for conferral of the doctoral degree at the next commencement. Once the Dean is satisfied that all requirements have been completed for the doctoral degree, the Dean then recommends the candidate to the Associate Vice President for Graduate Studies (AVPGS) for conferral of the doctoral degree. The Chair of the dissertation committee has the responsibility of seeing that an approved format for a dissertation in the doctoral program is followed and submitted to the graduate school for approval. The Dissertation Committee has the responsibility of seeing that the dissertation reflects the high standards of the scholarly community.

Upon mutual agreement, the dissertation chair and doctoral student may continue to work together after the dissertation has been completed to publish the results of the research in a scholarly journal or in book form. Publishing the results of research is highly recommended in that it creates new knowledge for other educational leaders.

Dissertation Proposal

During the first year after admission to the program, students explore the disciplinary knowledge base and educational problems in seminar fashion with cohort colleagues and selected faculty. The focus is on learning how to use literature and theory to define problems, and learning methods to investigate the problems. Coursework and discussions are intended to lead to understanding how data may suggest whether or not a selected solution or intervention has improved the condition of schooling.

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Toward the end of their coursework and upon successful completion of the Written Comprehensive Exam, the student will, with the guidance of a faculty member, select a topic and develop a preliminary dissertation proposal. The student, working with faculty dissertation advisor and in research seminars, will develop this **25 to 35 page** proposal with a full array of references following APA style and will present it to his or her faculty advisor for its critique. The proposal shall then be presented publicly to cohort members and program faculty for collegial review and suggestions for revision.

The dissertation proposal will include at least three sections as outlined in **Figure 2** in this section.

1. The introduction will include the statement of the problem and/or statement of purpose, identify specific hypotheses and/or research questions, designate necessary limitations, and provide definitions of key terms. A rationale for the importance of or need for the study should be included in this introductory section along with some background on the context and/or history of the problem.
2. A review of relevant literature in educational leadership will be included with a proposed conceptual framework for the study.
3. The third section should propose research methodology that will guide data collection and analysis.

Based on the public presentation and collegial review, the student will revise and extend the proposal as warranted. Once the student augments and/or revises the proposal to the satisfaction of the dissertation advisor and all committee members, a dissertation proposal defense will be scheduled.

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Outline for Development of Dissertation Proposals Figure 2

BASIC REQUIREMENTS:

- Select a topic – develop a proposal
- Twenty-five to thirty-five page write-up of topic (for proposal)
- References cited in text and listed in a bibliography
- Presentation to cohort and faculty colleagues
- Proposal modified as warranted
- Advisor acceptance
- Defense of proposal to committee
- Final refinements of proposal

PROPOSAL FORMAT:

Section One – Introduction

- Statement of the problem
- Statement of the purpose
- Limitations of the study
- Definitions of terms
- Significance: Theoretical/Practical

Section Two – Review of Literature

- Relevant sources in the field reviewed
- Synthesis and Integration of necessary/relevant ideas
- Conceptual framework for the study

Section Three – Design of the Study

- Proposal focus of research
- Research questions and/or hypotheses
- Methodology-plan to follow
- Data collection – strategy and overall plan
- Data analysis process
- Timeline for work

OTHER CONSIDERATIONS:

- Theoretical framework
- Feasibility of proposal
- Alterable variables (identify independent and dependent variables; prediction and outcome for quantitative studies)
- Epistemological orientation and perspective (for qualitative studies)

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Defense of the Dissertation Proposal

Following completion of both the Comprehensive Exam and the Dissertation Proposal, the selected Committee Chair will guide the doctoral student in developing a full proposal for a dissertation study. This proposal, when approved by the Chair, will be presented to the dissertation committee, defended, and when approved, will be the plan of action for the research to be completed (See Appendix J).

The proposal will be submitted to all members of the dissertation committee when approved by the Chair. The student will schedule a meeting for defending the proposal through the office of the Program Director at the convenience of the members of the Committee. At least two full weeks will be allowed for committee members to review the proposal before the scheduled defense.

The defense of the proposal for a study will involve a brief oral review by the student of the design of the study followed by systematic asking of questions by committee members to clarify intent, but also to check and clarify understanding of the student. The questioning should be followed by suggestions for revisions of the proposal. Finally, after temporarily dismissing the student, the committee will, by consensus, decide on the dissertation proposal as follows:

- Approval without revisions,
- Approval with revisions, or
- Not approved.

If approved, the student will, subject to final certification as such by the Program Director and Associate Vice President for Graduate Studies, be considered “advanced to candidacy” and allowed to proceed with the work of the study. If the dissertation study involves human subjects, the student must also receive approval from the

Form A

Institutional Review Board (IRB) before the collection of data process begins. If not approved, the student shall, with the assistance of the Chair and others, develop a new or substantially modified proposal for later defense. The Chair will report in writing on the outcome of the proposal defense to the Program Director.

Any student may petition, in writing, to the Dean of the College of Education (COE) to replace the Chair or any other member of the committee for cause (See Appendix K for procedures). In such a case, the Dean and Program Director will meet with the Chair of the committee and, if deemed desirable, with the entire committee to determine whether changes are in the best interest of the student, the program, and the University. If a change is to be made in the Chair or committee membership, the Dean of the College of Education will consult with the Program Director concerning the desirable course of action.

The preparation of a dissertation proposal that is approved by the Dissertation Committee serves as a contract between the student and the Dissertation Committee. If the Chair or other members of the dissertation committee leave the university, the student cannot be required to change the dissertation topic once approved. In such an event, the Program Director will consult with the student to find a new Chair and/or committee members to replace those who have left.

Development of the Dissertation

The approved dissertation proposal provides a detailed plan of action for the doctoral candidate to follow in pursuing a research study to completion. The precise form of the dissertation will evolve from the character of the research methodology. While many dissertations contain the standard five chapters with appendixes, some

Form A

may take different forms. Quantitative studies will specify research hypotheses, detail analytical procedures, and report findings with detailed tabulations. However, qualitative and other research methodologies call for modifications in the dissertation format and the way the design, methodology, findings, and conclusions are presented. Exhibit 8 reflects a format that will work for many forms of research, but which may need to be modified under the guidance of the candidate's chair.

Research methodologies that may require variations in format for the dissertation in its final form include:

- Qualitative/ethnographic studies, case studies
- Survey research studies (practices, opinions, perceptions)
- Evaluation research studies (measures of relationship between intents and outcomes)
- Analysis of studies (reviews and comparisons of findings from various studies)
- Meta-analysis studies (re-analysis of statistical findings across studies)
- Program development studies (descriptive analysis of program implementation events)
- Historical, policy analysis, legal cases, etc.

Many of these research methodologies can serve as effectively as traditional methods in generating new understandings about problems, issues and practices in educational institutions. However, all research methods must be rigorously applied and carefully guided. (See **Figure 3** in this section for Common Components of Dissertations). Alternative methods of research are not a haven for those inclined to sloppy procedures or unscientific analysis. All studies require intellectual engagement,

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care, rigor, and thus, the guidance of professors who are competent to guide the research. A student cannot proceed without an advisor who has appropriate expertise.

Final Oral Defense

A final draft of the complete dissertation must be presented to the Chair several weeks prior to the anticipated date for dissertation defense (refer to **Figure 1** in the Admission section for sequence and timeline). The following sequence will be followed.

1. If the Chair approves the completed draft after recommended corrections have been made, the final dissertation will be given to each member of the Committee and another copy delivered to the Director of the Program and the Office of the Dean, COE, at least two weeks prior to the final defense date.
2. The meeting date for a final defense shall be set with Committee agreement. The final draft of the completed dissertation should be delivered to the committee members before or at the same time as the schedule defense form (See Appendix L for sample).
3. Accompanying the final draft will be an abstract of the study in two or three pages.
4. All faculty members of the COE will be notified of the date of the defense and provided with a copy of the dissertation abstract.
5. The Committee will meet on the scheduled date and the candidate will review his/her findings, defend the dissertation from methodological, theoretical and applications perspectives, respond to and receive suggestions for final revisions.

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6. The defense of the dissertation will be open to all faculty members of the university and to doctoral students. The final defense must be scheduled during a time inclusive to the academic semester. The defense is a public meeting; therefore, the date, time, and place must be when faculty and students are in session, not during a break within or between semesters. Candidates can expect that faculty other than committee members, students in the doctoral program, and sometimes staff will be in attendance. At some point during the defense, the dissertation Chair will invite questions from individuals in the audience.
7. At the completion of the oral defense, the Committee, in executive session, will vote on the product and the ability of the candidate to defend it orally. The possible votes on the defense are to:
 - Approve with honors
 - Approve
 - Approve with minor revisions
 - Approve with major revisions in which case another oral defense may be required; or
 - Fail, without the opportunity for the student to repeat the process.

The Committee and the Chair will make every effort to see that the dissertation that is presented at a final oral defense is worthy of defense. Ordinarily, the candidate is not allowed to proceed to the defense of the dissertation if the Chair deems the dissertation to be not of the quality which merits a defense before the full Committee. The Chair ordinarily insists on revisions until she/he believes it is worthy of defense before the full committee. Hence, failure of a student in the final defense is anticipated

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to be a rare event. But it can occur, given the fact that each committee member votes on the product and the ability of the student to defend it. The vote to fail should be based only on thoughtful committee discussions, leading to consensus that the student cannot be expected to produce a satisfactory study even with further time and assistance.

If the committee's decision is to fail and dismiss the candidate, the candidate may appeal that decision to a committee appointed by the Dean of the College of Education. If that appeal committee votes to reinstate the candidate, it will also request the Director of the Program to appoint a new dissertation Chair and Committee. The Dean of the College of Education must approve the new appointments. If the appeal Committee appointed by the Dean of the College of Education votes not to reinstate the candidate, the candidate may appeal the decision to the Associate Vice President for Graduate Studies, whose decision is final.

Dissertation Completion

After committee approval and review by the Doctoral Program Director, the dissertation will be sent to the Office of the Associate Vice President for Graduate Studies for recording. The Associate Vice President for Graduate Studies may write a memo to the Chair of the Committee, with copies to the committee members and the COE Dean, commenting on the quality and relevance of the final work, and suggesting how future work might be improved.

The Associate Vice President for Graduate Studies (AVPGS) must approve the graduation of a candidate for the degree. The AVPGS will review the record of the candidate to ascertain whether all other requirements of the University have been met,

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such as the proper fees, clearing incompletes, clearing the library and other such matters (See Appendix M). The AVPGS then sees to it that the candidate's name is placed on the graduation list for the next scheduled graduation ceremony.

The submission of the paperwork to the AVPGS must be done with enough time to clear all records and processes so that the student may graduate when ceremonies are scheduled (refer to **Figure 1** for timeline). It is the student's responsibility to see that all matters such as library clearances, review of grades, submission of the dissertation to the AVPGS for review, binding of dissertation, registering the dissertation with the University of Michigan microfilming center for dissertation abstracts, and distributing the copies to all concerned parties are done so as to allow time for the name of the candidate to be placed on the appropriate graduation list.

The Chair of the dissertation committee will present the candidate at a luncheon honoring the doctoral candidates, hosted by the University, on or near the day of graduation. The Program Director will notify the public information office of the University in time so that publication of the event can be communicated to the public. The Chair of the dissertation committee will, at the ceremony of graduation, place the hood on the graduate's shoulders.

Binding and Distribution of Dissertations and Abstracts

Students should correct all errors and format (See Appendix N and <http://www.panam.edu/programs/gradprograms/Thesis%20manual.pdf>)

Hardback bound copies of student dissertations should be distributed to the following:

1. The UTPA Library
2. The Doctoral Program Office

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3. The Dissertation Chair
4. The Center for Applied Research in Education (CARE)

Softbound copies should be distributed to all members of the Committee. Abstracts must be revised based on committee suggestions and provided to the following:

1. The University of Michigan (microfilm, candidate pays for this)
2. Members of the Dissertation Committee
3. Office of Community Relations, UTPA
4. UTPA Library
5. COE Dean

CARE will be responsible for coordinating efforts to distribute abstracts and to facilitate the preparation of journal articles and news releases for public and professional information.

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Components Common in Many Dissertations

Figure 3

Title page
Signature page
Acknowledgements
Abstract of the Dissertation

Chapter One – INTRODUCTION

- Background to the topic
- Purpose of the study
- Focus and research questions
- Design and theoretical framework
- Limitations
- Overview of methods

Chapter Two – REVIEW OF RELATED LITERATURE

Several sections discussing scholarly literature from each theoretical and research perspective related to the study. Some indication of how these have been integrated in a conceptual or theoretical framework for the study.

Chapter Three – METHODS AND PROCEDURES

- Overview of design
- Research questions
- Sampling procedures and rationale
- Instrumentation (development, selection, reliability, utility)
- Data gathering procedures
- Data analysis procedures
- Schedule of events

Chapter Four – FINDINGS

- Review of procedures
- Presentation of data
- Detailed analysis and/or interpretation of data
- Detailed displays and discussion of findings from each analytical procedure
- Detailed reporting of answers to research questions or hypotheses
- Discussion of cautions and limitations in interpreting findings

Chapter Five – SUMMARY AND CONCLUSIONS

- Review of purpose and focus of the study
- Summary of relevant findings
- Interpretation of findings in perspective
- Implications for professional practice, policy, and further research

Bibliography or References
Appendixes

Form A

RIGHTS AND RESPONSIBILITIES

Student Rights

All students have the right to privacy concerning their performance, confidential advice received from faculty and staff, and all of their records. All students have a right of full disclosure of their academic and performance records. A recommendation from anyone is presumed to be accessible to the student who is referred to in the statement of recommendation unless the student specifically and in writing exempts his/her own right to review the recommendation report.

The student's dissertation is the intellectual property of the doctoral student. The dissertation chair and committee must respect that property right, citing the work of the student whenever the Chair uses the dissertation in writing or oral presentations.

Harassment of students by other students, by faculty members, or by university staff shall be referred to the proper university authority. Subsequent action must accord with the Handbook of Operating Procedures of the University of Texas Pan American.

Student Responsibilities

Students are expected to make continuous progress toward completion of the degree. Points to keep in mind:

1. Students who wish to take a leave of absence from the program must present a request to that effect in writing to the Program Director before beginning a leave from the program. The student will be informed of the decision regarding such a request in a timely manner.

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2. If the student has successfully defended a proposal and collected the relevant data, she/he is expected to make continuous progress toward completing the research and successfully defending it. If more than two academic years have passed without a final defense, the student may be required to repeat the proposal defense process and collect new data.
3. The Program Director will confer with the Dissertation Committee Chairs for each student annually to determine if continuous progress is being made. If after such conferring, it is determining that the student is not making continuous progress toward completion, a letter will be sent to the student informing them of this assessment and directing them to contact their dissertation Chair immediately. Student receiving two such letters will be dropped from the program.
4. If a student is to be dismissed from the program, due process must be followed as stated in the UTPA Handbook of Operating Procedure (HOP), the regulations of the University of Texas System, the common and statutory law of the State of Texas, and the Constitution of the United States. Notice and Hearing must be conducted in accordance with the norms established in all the above bodies of law.
5. Additional Helpful Hints and Resources: (See Appendix O.)

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Appendix B Educational Leadership Course Descriptions

EDUL 8123 Selected Topics in Research

Group and individual projects in research design, research methodologies and research execution. May be repeated for credit.

EDUL 8134 Topical Seminar

May be repeated for credit when the topics vary.

EDUL 8223 Selected Topics in Research

Group and individual projects in research design, research methodologies and research execution. May be repeated for credit.

EDUL 8234 Selected Topics in Research

May be repeated for credit when the topics vary.

EDUL 8301 Leadership and Organizational Behavior

Application of theories or organization to the problems of educational institutions. Subjects such as motivation, work and careers, power and influence, communication and perceptions, group dynamics, work design and organizational control considered from the perspective of the leader and decision-maker.

EDUL 8302 Theories of Learning and Instruction

Examination of various theories of learning and instruction and their impact on current teaching practices. Instructional leadership will receive emphasis.

EDUL 8303 Educational Politics and Policy

Survey of theoretical and empirical literature related to educational politics and policy, including political systems theory, intergovernmental relations, power and conflict, community relations and intergroup theory, and policies dealing with equity, quality, efficiency and choice.

EDUL 8304 Social and Cultural Contexts of Education

Survey of theoretical and empirical literature related to the economic context of educational institutions, including scarcity, income determination, expenditures, resource allocation and perspectives on progressivity and economic development.

EDUL 8305 Economics of Education

Survey of theoretical and empirical literature related to the economic context of educational institutions, including scarcity, income determination, expenditures, resource allocation and perspectives on progressivity and economic development.

EDUL 8306 Ethics and Values in Educational Administration

Examination, from the point of view of various ethical systems of issues of equity, distributive justice, codes of ethics in educational professions, treatment of students and

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other issues that face administrators of educational systems. Designed to sensitize prospective educational leaders to the ethical content of educational decisions.

EDUL 8307 Organizational Theory in Education

Application of theories of organization to problems of educational institutions; designed to develop diagnostic skills necessary for successful administration of complex educational enterprises.

EDUL 8320 Design and Analysis of Field Studies

Concepts and methods for designing and analyzing research: surveys, nonequivalent control groups and time-series.

EDUL 8321 Data Analysis

Computer methods for descriptive and exploratory analysis of data from surveys and management of field research.

EDUL 8322 Qualitative Research I

Students will examine qualitative and ethnographic research methods, including participant observation and open-ended interviewing to address the problems of educational organizations.

EDUL 8323 Selected Topics in Research

Group and individual projects in research design, research methodologies and research execution. May be repeated for credit.

EDUL 8330 Education Law Seminar

Analysis of legal problems in education, sources of law and the methods of legal research.

EDUL 8334 Topical Seminar

May be repeated for credit when the topics vary.

EDUL 8336 Problems in Education

Major emphasis on current innovations in education. Students will conduct research related to selected problems, including action research, and working with educational determinants, new education programs, classroom teachers and/or persons in the community in order to improve the educational program. Credit may be applied toward the graduate programs in education when the appropriate problem is chosen by the student. This course may be repeated once for credit.

EDUL 8350 Doctoral Internship

As stated the THECB Standards for EdD Programs in Educational Administration/Leadership, "Each doctoral student will participate in, and be extensively evaluated in, an internship in an operational setting distinct from prior or concurrent work experience." The site will be determined by agreement between the student and her/his advisor. Each student will have this experience during the final 30 hours of the program. The advisor, in cooperation with the on-site cooperating supervisor, will provide continuous monitoring and advisement of the student experience, beginning

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with the selection of a set of objectives for the student of the period of the internship. The practicing school leaders used to coordinate field experiences will also be involved selectively in doctoral internships.

EDUL 8351 Introduction to Applied Research Methods

This course will include an introduction to research methodology used in historical, case study, survey, descriptive, experimental, correlational and inferential research.

EDUL 8353 Quantitative Research Methods I

Specialized research design and methodology of quantitative inquiry, in univariate and multivariate analysis.

EDUL 8381 Problems in Organization and Administration of Public Schools

Research, readings and thorough study of the organization and administration of elementary and secondary schools; a careful analysis of the role of middle management personnel in the improvement of instruction; an analysis of administrative function and leadership style will be emphasized.

EDUL 8190, 8390, 8690, 8900

Dissertation Research

(One, three or six semester credit hours.)

EDUL 8195, 8395, 8695, 8995

Dissertation Writing

(One, three or six semester credit hours.)

APPENDIX C

The Educational Leadership Curriculum Certification and Doctoral Course Correlations

Purpose: To ensure that students in the Educational Leadership Doctoral Program Complete their program concurrently with the school leadership state certifications required for service in leadership roles in Texas Public Schools.

In order to ensure that students completing the coursework for the Doctoral Degree in Educational Leadership are eligible or near eligible for principal and/or superintendent certification, the department faculty has approved course correlations as detailed in the attachment. The intent of course correlation matrix is to exempt students from having to complete certification coursework for licensing purposes after having completed a doctorate curriculum in Educational Leadership—much of which not only correlated with the general concepts taught in Education Leadership certification courses, but in most cases, surpasses the content and expectations of those same certification courses.

Students completing the principal of superintendent certifications' curricula must also meet the entrance requirements for the principal and or superintendent programs.

This approach to doctorate/certification course correlations is standard procedure in Educational Leadership Programs at UT Austin, The University of Houston and other major universities offering doctoral degrees and Educational Leadership certification programs respectively.

Form A

EDUCATIONAL LEADERSHIP CURRICULUM
Principalship Certification

Principal Certification Requirements

Doctorate Requirements

MATCHING COURSES

| | |
|--|--|
| EDUL 6367 Introduction to Statistical Methods | EDUL 8353 Quantitative Research |
| EDUL 6300 Introduction to Research | EDUL 8351 Introduction to Research |
| EDUL 6384 Introduction to Education Administration | EDUL 8307 Organizational Theory |
| EDUL 6333 Elementary & Secondary Curriculum | EDUL 8302 Theories of Learning and Instruction |
| EDUL 6385 Public School Law | EDUL 8330 Education Law |
| EDUL 6388 Socio-Cultural Foundations of Education | EDUL 8304 Social/Cultural Context |
| EDUL 6369 Administration Technology in Schools | EDUL 8321 Data Analysis |
| EDUL 6392 School- Community Relations | SOC 6353 Border Context |
| * EDUL 7300 Thesis | Course to be selected by Principalship Certification Advisor |
| * EDUL 7301 Thesis | Course to be selected by Principalship Certification Advisor |
| EDUL 6338 The School Principalship | EDUL 8381 Problems in Organization and Administration |
| EDUL 6337 Administration of Special Instructional Programs | EDUL 8334 Topical Seminar |
| EDUL 6336 Problems in Education | EDUL8334 History of Education |
| EDUL 6389 Administration of School Business Services | EDUL 8305 Economics of Education |
| EDUL 6398 Internship in Principalship | EDUL 8350 Doctoral Internship |
| EDUL 6399 Internship in Principalship | EDUL 8350 Doctoral Internship |

* These two courses will be satisfied with two courses from the Non-Matching list as approved by the student's principalship certification advisor.

NON- MATCHING COURSES

| | |
|--|--|
| EDUL 6334 Curriculum Development | EDUL 8334 The Sociology of Education |
| EDUL 6386 Administration of Pupil Personnel Services | |
| EDUL 6393 Administration of Staff Personnel | EDUL 8320 Design/Analysis Field Studies |
| | EDUL 8323 Review of the Literature |
| | EDUL 8323 Advanced Quantitative Research |
| | EDUL 8306 Ethics/Values in Education |
| | EDUL 8323 Advanced Qualitative Research |
| | |
| | |
| | |

Form A

EDUCATIONAL LEADERSHIP CURRICULUM
Superintendent Certification

**Superintendent Certification
Requirements**

Doctorate Requirements

MATCHING COURSES

| | |
|--|--|
| EDUL 7314 The Superintendency | EDUL 8301 Leadership and Organizational Behavior- Political Foundations. |
| EDUL 7312 Socio-Political Problems of the Superintendent | EDUL 8303 Politics and Policy |

NON-MATCHING COURSES

Superintendent Certification

Doctorate Requirements

| | |
|---|--|
| * EDUL 7315 School Finance | |
| EDUL 7310 School Facilities Planning | EDUL 8334 The Sociology of Education |
| **EDUL 7313 Internship in the Superintendency | EDUL 8320 Design Analysis Field Studies |
| | EDUL 8323 Review of the Literature |
| | EDUL 8323 Advanced Quantitative Research |
| | EDUL 8306 Ethics/Values in Education |
| | EDUL 8323 Advanced Qualitative Research |
| | |
| | |
| | |

* If student has completed EDUL 6389 – Administration of School Business Services, EDUL 8305 Economics of Education will substitute for EDUL 7315 (School Finance).

** If student has completed EDUL 6398 (6399)- Principal Internship, EDUL 8350 Doctoral Internship will substitute for EDUL 7313, Superintendent Internship.

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APPENDIX D:

Academic Appeals

Periodically, misunderstandings arise with regard to academic expectations and final grades. Students wishing to appeal final grades or misunderstandings in academic standards should discuss the matter with the instructor of the class. If no resolution occurs, and the student wishes to pursue the matter further, he or she should appeal in writing to the department chair involved. The department chair will respond in writing to the student within 10 class days of the receipt of the student's written appeal.

Pursuant appeals will be written and directed within 10 class days of the date of the department chair's decision to the College Academic Appeals Committee. The committee will consist of a panel of three faculty members, two of whom may not be from the department in which the appeal originated. The dean of the college will appoint the panel members upon receipt of the written appeal and notify the student in writing of the date, time and location of the hearing and the names of the members of the panel. The student and the faculty member involved may appear in person before the panel and present evidence and/or witnesses. The hearing will be closed to the public and no person other than the student, the faculty member involved and panel members may be present. No person may represent the student or faculty member.

After the College Academic Appeals Committee has heard the appeal, it will deliberate and come to a decision. The committee's decision will be written and mailed or delivered in person to the student and faculty member within three class days of the close of the hearing. The student may appeal in writing within 10 class days to the dean. The dean's decision will be final and must be mailed or delivered in person to the student within 10 class days of the receipt of the student's written appeal. This policy may be found in the Student Guide.

APPENDIX E

Center for Applied Research in Education

(CARE)

The Center for Applied Research in Education (CARE) was founded in 1994 to serve as the research arm of the College of Education. CARE performs the following four functions for the College of Education:

1. Conducts and supports educational research in South Texas and the Rio Grande Valley
2. Disseminates research to the local education community
3. Facilitates the professional development of College of Education students and faculty, and
4. Procures funding for educational research.

The center engages in cooperative research agreements with school districts in South Texas and the Rio Grande Valley in order to improve the quality of education for students at grades pre-k through higher education. CARE maintains a World Wide Web site on the Internet (<http://care.utpa.edu>) to serve as a research and information tool for students, faculty and clients. CARE is located in the Education Building, Room 114, telephone 956/381-3437.

Form A

Appendix F Written Comprehensive Exam

General Information

- Write for two hours on each domain
- Domains will be given in order
- Plan to arrive between 8:00-8:30 a.m. We will begin writing at 8:30.
- You can bring snacks, drinks, etc.
- Unless you request otherwise, you will be “writing” on a laptop computer. If you wish to handwrite your tests, please let the secretary know so that she can have the material ready.

Domains

- A. Leadership, Organizational Theory, and Change
- B. Research Applications (qualitative and quantitative)
- C. School and University Culture
- D. Policy, Politics and Ethics
- E. Law, Finance & Economics
- F. Comparative and International Education, Foundations and Learning Theory

A. Leadership, Organizational Theory, and Change

- Leadership for transforming organizations (schools and districts)(Bass, Sergiovanni, Burns, Fullan, etc.)
- Change theory(ies) – terminology, history, models
- Definitions of leadership
- Leadership actions as they might differ based on the theoretical lens used
- (pros and cons of different lenses used)
- Beliefs/credo – theoretical, philosophical base
- Developmental history/evolution of leadership/organizational theory
- Followers
- Effective as it applies to leaders and organizations
- Capacity building; moral purpose

B. Research Applications (qualitative and quantitative)

- Design
- Methods
- Data analysis
- Compare/contrast qualitative-quantitative methods, purpose, designs, analysis, strengths, weaknesses, etc.
- Positivist
- Interpretive
- Variables – dependent –independent

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- Experimental design – sampling, hypotheses, levels of significance
- Presentation of finds/results (differences for audiences)
- Application to a topic of interest
- Regression
- Use in decision making

C. School and University Culture

- Definition(s) of culture
- As influenced by organizing
- Culture as contributor to school issues – drop-out rates, course enrollment, school attendance, achievement, discipline, achievement, parent participation, etc.
- Sub-cultures, dominant cultures, ethnic cultures, economic cultures – how they influence individuals, groups and the organization
- Organizational culture as a source of change, of stability, of resistance
- Leadership role in forming, changing and/or sustaining organizational culture
- Carol Weiss – evaluation (program)

D. Policy, Politics and Ethics

- Political culture
- Culture/subcultures and policy
- “Political reports” as influencing policy (Breaking Ranks, A Nation at Risk, etc.)
- Values, ethics and political frames
- Politics, power, interest, conflict
- Current education governance system – historical and legal – new proposals
- Ethics for Boards, administrators, teachers
- Ethics frames
- Political and philosophical (philosopher) theories – impact on ethics and governing

E. Law, Finance & Economics

- Efficient and effective
- Equality and equity
- Adequate
- History of equal educational opportunity – philosophy
- Legal cases – major works
- Forms of capital from a socio-economic perspective (human, social, cultural)
- School finance theory and resulting systems (taxation/revenue)
- Important Supreme Court Cases & their effects on schools/schooling
 - Doe v Plyler*
 - Brown v Bd. Of Education*
 - Tinker v Des Moines*

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- iv. *Goss v Lopez*
- v. *Hazelwood, etc.*

F. Comparative and International Education, Foundations and Learning Theory

- Persons/events from U.S. history and their impact on education
- International studies – academic achievement, teaching, governance, curriculum
- Evolution of education/school for women and minorities (laws, policies, higher education, social acceptance)
- Names & major ideas of learning theorist influencing the teaching of English Language Learners
- Theorists such as -- Vygotsky, Schumann, Heath, Cummins, Gee, Valdes') their big ideas and how they can be applied
- Research on ESL/Bilingual learners – pros/cons of programs, theoretical base; specific references to: Cummins, Crawford, Hakuta, Collier and Thomas, etc.

APPENDIX G

Graduate Council Guidelines

The primary purpose of the Graduate Council is to make recommendations on all matters related to graduate curricula, policies and practices.

The graduate council is composed of a least fifteen graduate faculty members and two non-voting graduate students from all academic units. The Collection Development Librarian is an ex-officio member.

The Graduate Council has responsibility for

- Approving the admission of faculty members to Graduate Faculty status.
- Formulating and reviewing policies and proposals affecting graduate courses, degree programs, and, as appropriate, professional certification.
- Reviewing proposals for new graduate programs, or changes in existing graduate programs, certification programs and courses.

Form A

APPENDIX H
Application for Dissertation Committee
Defense Form

The University of Texas-Pan American
Office of Graduate Studies

Student's Name _____ Date _____

Degree Sought _____ in the department of _____

Dissertation Title _____

**TO BE APPROVED BY THE STUDENT'S ADVISOR, THE DEAN OF THE COLLEGE
AND BY THE ASSOCIATE VICE PRESIDENT FOR GRADUATE STUDIES**

Name of Committee Chair _____

Name of Committee Member _____

Name of Committee Member _____

Name of Committee Member _____

Type a brief statement of the proposed dissertation topic:

I agree to supervise this student in the preparation of the dissertation above

Signature of the Committee Chair _____

APPROVAL OF THE COMMITTEE AS NOTED

Student's Graduate Advisor _____ Date _____

Dean of College _____ Date _____

Associate Vice President for Graduate Studies _____
Date _____

Form A

Appendix I Institutional Review Board (IRB)

The University of Texas-Pan American's Institutional Review Board (IRB) reviews all research related to human subjects. The board is made up of UTPA faculty and members of the community. The board evaluates research proposals to make sure the protocols follow university and federal guidelines involving human subjects. University research involving human subjects must have IRB approval prior to conducting research. All researchers involved with the research protocol must have read the Belmont Report and be familiar with the federal guidelines involving human research. (CFR Title 45, Part 46). Address any questions and comments to The Office of Research and Sponsored Projects or call 384-5004.

The IRB Committee meets every third Tuesday of each month (Fall and Spring). Protocols submitted for full Committee review must be received on or before the first Tuesday of the month in order to be considered for that month's IRB meeting. The IRB Committee does not meet during the summer months. If research is to be conducted during the summer, protocols must be submitted by the May deadline. Expedited and exempt protocols are reviewed by the IRB Chair or a designated IRB member and are not subject to the Full Committee Review deadlines. Please note that "expedited" refers to the fact that it is not subject to review by the full committee, but does not guarantee a fast approval process. The IRB application must be submitted as early as possible before the anticipated start date.

First Steps in Preparing IRB Proposal

1. See link on left column under IRB procedures of the Educational Leadership Home Page go to <http://www.panam.edu/dept/sponpro/> or proposal development then to IRB and scroll down
2. Once you have linked to the IRB website; then click on IRB Forms (on this page, scroll down to "Federal and UTPA Regulations Links" and click on Human Participant Protections for Education Research Teams (Tutorial and Web Certificate).
3. Finally, once you have completed printing your certificate, on that same page, return to the top and click on "Click here to obtain documents for submission".

Some Tips to Avoid Any Delays Before Submitting Proposal to IRB

1. Any person assisting the doctoral students with dissertation data collection or data analysis (i.e. data entry, transcription, etc.) must complete a Citi Course tutorial and complete this online training at www.citiprogram.org/default.asp.
2. It is required that the doctoral student complete the IRB online training. Once completed, the Certificate is attached to the IRB form before submitting it.
3. All signatures must be on the forms. If any required signatures are missing, the IRB will be returned.
4. The university campus address must be specified on the consent form not residence.

Form A

IRB detailed information and forms follow on the following pages.

Revised
6/16/04

PROCEDURES FOR REQUESTING APPROVAL TO CONDUCT RESEARCH INVOLVING HUMAN SUBJECTS AT

A. THE UNIVERSITY OF TEXAS-PAN AMERICAN

B. EDINBURG, TEXAS 78541-2999

All research projects involving human subjects, conducted by UTPA employees or students or using members of the UTPA Community as subjects, must be approved by the University's Institutional Review Board (IRB). This packet describes the information required by the IRB to review and approve projects involving human subjects.

The guiding principles for such research are based on *The Belmont Report* - Ethical Principles and Guidelines for the Protection of Human Subjects of Research (National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, April 18, 1979), and related statements as the World Medical Association's Declaration of Helsinki, as amended, 1989.

There are three categories in which your research may be submitted.

- 1. Exempt from IRB Review (Use Form B)**
- 2. Expedited IRB Review (Use Form A)**
- 3. IRB Full Review (Use Form A)**

The forms required by IRB to conduct its review, are on the website in word format.

Form A or B - Summary Cover Sheet- These checklists provide a summary of your research protocol and help ensure that all the relevant information required by the IRB has been approved.

Form C - Protocol Format- This six-part form specifies the information required by the IRB to review your proposal. (Do not include a research proposal and state" see research proposal" on Form II).

Informed Consent Documents Format- An informed consent document is a stand alone document that explains your research in clearly written lay terms to your research subjects. All subjects participating in research must read and sign an informed consent document. This section outlines the format you must follow and highlighted points that you may need to include when creating an informed consent and/or documentation of informed consent may be waived but only with prior approval of the IRB.

The IRB usually meets on the third Tuesday of the month. In order to process your completed protocol, the forms must be submitted to the Office of Research and Sponsored Projects and Associate Vice President for Graduate Program and Planning, a **minimum of 10 days** before the IRB meeting. For more information, call the office at 384-5004. To help you prepare the required

Form A

information for IRB review, the Office of Research and Sponsored Projects has copies of the following documents available:

- **Federal Policy for Protection of Human Subjects Notices and Rules;**
- **Answers to Commonly Asked Questions About the Use of Human Subjects in Research at UTPA.**
- **Procedures for Evaluation of Participant Health Status Exercise or Workload Testing;**
- **Belmont Report, Declaration of Helsinki, and**
- **UTPA Policy for the use of human subjects in research.**

NOTE TO GRADUATE STUDENTS:

BEFORE SUBMITTING YOUR PROPOSAL (SIGNED BY YOUR COMMITTEE) THAT WILL RESULT IN A THESIS OR DISSERTATION, TO THE OFFICE OF GRADUATE STUDIES, THE APPROVED IRB FORMS MUST ACCOMPANY YOUR PROPOSAL. AMENDMENTS TO THE PROTOCOL CAN BE MADE AT ANY TIME BY INFORMING THE IRB. YOU ARE ENCOURAGED NOT TO DELAY IN SUBMITTING YOUR RESEARCH TO THE IRB AS THIS MAY DELAY THE DEGREE GRANTING PROCESS.

Form A

CHECKLIST FOR HUMAN RESEARCH PROTOCOLS

The following is a checklist of the items you must provide to the IRB in order for them to approve your research. Please check and attach all items that apply to your research. **Please note that you must provide proof of either web based IRB training or UTPA IRB workshop training. All research investigators on your project must have attended either a web base IRB workshop or attended an IRB workshop at UTPA.**

FOR FULL REVIEW ONLY:

Attach **10** copies each of Forms A and C along with the informed consent document.

___ Form A : Summary Cover Sheet (Form B is Exempt from IRB Review.)

- ___ Debriefing form (if deception is used)
- ___ Recruitment Media:
 - ___ Newspaper Ad
 - ___ Letter
 - ___ Posted Notices
 - ___ Other – Please specify
- ___ Compensation condition, schedule of payment

___ Form C: Protocol Format

___ Informed Consent Document

- ___ Assent form if research involves minors
- ___ For informed consent documents longer than one page, number each page in the format “page x of y” of pages.
- ___ Videotape/audio tape release form

FOR EXPEDITED AND EXEMPT PROTOCOLS:

Attach **two** copies of Form A or B (Summary Cover Sheet) and Form C along with the informed consent document. An informed consent must be submitted unless the research uses anonymous mail-out surveys or telephone interviews.

Form A

SAMPLE OF PROPOSAL SUBMITTED

Federal Assurance Number # FWA00000805 Reviewed by:

_____ UTPA IRB#: _____

FORM B (Exempt Review)

Summary Cover Sheet

The University of Texas – Pan American Institutional Review Board

Project Title: Knowledge and Attitudes In Division I Female Athletes Regarding The Female Athlete Triad

Principal Investigator (PI) Name: Dr Steve Round

PI Email address:

sround@panam.edu

PI Classification: Faculty

If student, provide name of Faculty Advisor: N/A

If "Other" please describe: N/A

PI Mailing address: 123 Semano Road, Edinburg, TX

PI College/Department: Health Science

Faculty Advisor

College/Department: N/A

PI Campus Mail: HSE Room 1.234

Faculty Advisor Campus Mail: N/A

PI Telephone #: 956-381-2000

Faculty Advisor Telephone #: N/A

PI Fax #: 956-381-FAXU

Sub-Investigators/Key study personnel: N/A

Sub-Investigators/Key study personnel Role: N/A

Sub-Investigators/Key study

personnel Tel # N/A

Type of study: Select one from below

If prospective, Estimated Project start date: 1/1/2005

Estimated Project end date: 1/1/2006

If retrospective, Data extraction beginning date: N/A

Data extraction ending date: 1/1/2000

Sex of participants Female

Age(s): 21-29

Total # participants 10

Unless otherwise required by Department or Agency heads, research activities in which the only involvement of human subjects will be in one or more of the following categories are exempt from this policy:

Form A

Please the relevant check box if the following categories apply to your project

(1) Research conducted in established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods

Check here if number 1 is relevant.

(2) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) any disclosure of the human subjects' responses outside the research could reasonably place the subjects at risk of criminal or civil liability or be damaging to the subjects' financial standing, employability, or reputation.

Check here if number 2 is relevant.

(3) Research involving the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior that is not exempt under paragraph (b)(2) of this section, if: (i) the human subjects are elected or appointed public officials or candidates for public office; or (ii) Federal statute(s) require(s) without exception that the confidentiality of the personally identifiable information will be maintained throughout the research and thereafter.

Check here if number 3 is relevant.

(4) Research involving the collection or study of existing data, documents, records, pathological specimens, or diagnostic specimens, if these sources are publicly available or if the information is recorded by the investigator in such a manner that subjects cannot be identified, directly or through identifiers linked to the subjects.

Check here if number 4 is relevant.

(5) Research and demonstration projects which are conducted by or subject to the approval of Department or Agency heads, and which are designed to study, evaluate, or otherwise examine: (i) Public benefit or service programs; (ii) procedures for obtaining benefits or services under those programs; (iii) possible changes in or alternatives to those programs or procedures; or (iv) possible changes in methods or levels of payment for benefits or services under those programs.

Check here if number 5 is relevant.

(6) Taste and food quality evaluation and consumer acceptance studies, (i) if wholesome foods without additives are consumed or (ii) if a food is consumed that contains a food ingredient at or below the level and for a use found to be safe, or agricultural chemical or environmental contaminant at or below the level found to be safe, by the Food and Drug Administration or approved by the Environmental Protection Agency or the Food Safety and Inspection Service of the U.S. Department of Agriculture.

Check here if number 6 is relevant.

Form A

Location of Experiment: McAllen

Please indicate what type of IRB training you have completed: ORHP Web-based training, completed on (MM/DD/YY)

UTPA IRB Workshop, completed on MM/DD/YY

Will there be unique identifiers between the data and the research subject (i.e. SSN#, names) Yes No

Will the research data be accessible to anyone other than the P.I., P.I. support personnel, the IRB and the sponsor? Yes No

If yes, who: Enter if applicable

Could any part of this activity result in identifying criminal activities? Yes No

Could this activity expose communicable diseases (HIV, TB)? Yes No

Could this research result in identifying possible domestic abuse (child or adult)? Yes No

Have you requested a Certificate of confidentiality? Yes No

Please read below:

Please note that the final decision concerning the classification of the Review (exempt, full or expedited) resides with the IRB Committee.

Incomplete forms will be returned without processing. This means all items in red must be addressed, please type N/A when not applicable. When complete please deliver a copy of this form along with other required documents to the Office of Research and Sponsored Projects, Room 2.316 of the Math and General Classroom (MAGC) building.

For off campus mailing address to:

The Office of Research and Sponsored Projects, MAGC Building, The University of Texas Pan American, 1201 University Drive, Edinburg Texas, 78541-2999. For further assistance call 956-384-5004, or email at sponpro@panam.edu

It is recommended that you save a copy of this form on a diskette or on your hard drive before filling out the form so you will have a copy of the template. When you have completed the form, rename the file with suitable name related to your project title, the PI name or the focus group.

If your project does not meet the criteria for an exemption, then you will be contacted and given instructions.

Thank you,

Office of Research and Sponsored Projects

Form A

FORM C
PROTOCOL FOR HUMAN SUBJECTS
IN RESEARCH

PART I.

| | | |
|----------------------|---|--------------------------------|
| Project Title | Knowledge and Attitudes In Division I Female Athletes Regarding The Female Athlete Triad | |
| Primary Investigator | Steve Round, Ph.D. | Department: Health Department |
| Co-Investigator 1 | E-mail: | Campus Address: Department: |
| Co-Investigator 2 | E-mail: | Campus Address: Department: |
| Graduate Advisor | E-mail: | Campus Address: Department: |
| Department Head | E-mail: | Campus Address: Department: |

PART II.

I have read The Public Health Service Act as Amended by The National Institutes of Health Revitalization Act of 1993 Public Law 103-43, June 10, 1993—The Code of Federal Regulations Title 45 CFR Part 46. Furthermore, I have read the Belmont Report, “Ethical Principles and Guidelines for the protection of Human Subjects of Research” and subscribe to the principals it contains. I understand that I must keep a copy of Title 45 CFR Part 46 and the Belmont report in my files along with this proposal. Included in this proposal where applicable are specific citations that relate to specific elements of 45 CFR Part 46. I have completed the Human Subjects Assurance Training at <http://cme.nci.nih.gov/> In view of this declaration, I present for the Board’s consideration of the following information that will be explained to the subject about the proposed research.

Form A

PART III.

EXPERIMENTAL PROCEDURE:

The purpose of this investigation is to establish the knowledge and attitudes of division I female athletes with regards to the Female Athlete Triad, [Section 46.116(a)(1)(ii)]. Approximately 30 healthy female subjects between the ages of 18-25 will be asked to volunteer for a survey on the Female Athlete Triad, [Section 46.116(a)(1)(i)]. The Female Athlete Triad has been defined as the relationship of disordered eating, amenorrhea, and osteoporosis. Subjects will consist of female athletes within The University of Texas Pan American Athletics' Department. Permission from the respective coach will be attained, as well as permission from the Athletics Compliance Office, Stacey Wright prior to any orientation meeting.

The data collection instrument is a 25 question surveyed (see attached) constructed by The College of St. Scholastica, Duluth Minnesota; Elmhurst College, Elmhurst, Illinois; Carroll College, Waukasha, Wisconsin, and The University of Wisconsin-Stevens Point, Stevens Point, Wisconsin. It is designed to address questions about menstrual history, attitudes about missing a period, disordered eating practices, and the athlete's risk for developing osteoporosis. Information will also be asked of the subject including years competing, height, weight, menarche age, use of oral contraceptives, and history of seeking help from a medical professional for menstrual and/or eating disorders or treatment for stress fractures, [Section 46.116(a)(1)(iii)].

Athletes will read an informed consent form prior to answering any questions from the survey. A blank size envelope will be distributed along with the survey.

Athletes will be instructed to complete the survey and place it in the blank size envelope

Form A

and seal it. Athletes will also be instructed to put no names on the survey. They will then place the sealed envelope into a larger office size envelope that will be collected by the investigator(s). Athletes will be asked to complete the survey to the best of their ability.

PART IV

RISK AND BENEFITS TO SUBJECTS:

The health risks associated with this survey are none-existent as all each subject will be doing is answering questions. Every effort will be done to maintain confidentiality and all survey responses will in a locked cabinet in the Human Performance Laboratory HPE-I, room 142, [46.116(a)(5)]. The purpose of this study is to determine knowledge and attitudes in female division I athletes regarding the Female Athlete Triad. There are no direct benefits associated with this research investigation for each subject. Female athletes and coaches may indirectly from this study because results may suggest better education program for such athletes, [46.116(a)(3)].

PART V

SOURCE OF SUBJECTS:

Subjects are being recruited from The University of Texas Pan American Athletic Department. Subjects will be unpaid volunteers recruited through direct contact. Subjects are between the ages of 18-25 years old. Each participant is free to withdraw from the survey at any time without any penalties from the coach. Results from the survey will be confidential and no names will be used that could identify any respondent(s).

Form A

PART VI

REQUIRED SIGNATURES FOR CURRENT INVESTIGATION:

| | | | |
|------------------------|-----------------------|------|-------|
| Principal Investigator | _____ | Date | _____ |
| | Steve Round, Ph.D. | | |
| Co-Investigator 1 | _____ | Date | _____ |
| Graduate Advisor | _____ | Date | _____ |
| | Please Type Name Here | | |
| Department Head | _____ | Date | _____ |
| | Please Type Name Here | | |

Form A

APPENDIX J SCHEDULING FORM Dissertation Proposal Defense Date for:

Submit this form to the doctoral program office, EDUCATION, 3.240 , at least two weeks before the dissertation proposal defense date.

Date of Proposal Defense: _____ **Day of Week:** _____

Scheduled Time: _____ **Location:** _____

*I acknowledge: 1) receiving the dissertation proposal titled _____
_____ at least two weeks before the
proposal defense date, and 2) agreeing to attend the proposal defense meeting as indicated above:*

Committee Chair: _____ **Date:** _____

Committee Member: _____ **Date:** _____

Committee Member: _____ **Date:** _____

Committee Member: _____ **Date:** _____

Committee Member: _____ **Date:** _____

* Dissertation Committee members should receive the dissertation proposal at least two weeks prior to the scheduled defense date. That can happen before, but no later than the date that this form is submitted. The dissertation proposal should be submitted with this form to the doctoral program Director in Room 3.240 EDUCATION.

✓ Submit the IRB proposal with this form and the IRB approval letter as soon as available. Failure to submit the latter in a timely manner could delay graduation, as materials will not be submitted to the Graduate School until they are complete.

For use by doctoral program staff:

Date Form Received: _____ **Proposal Copy Attached?***: ____Y ____N

Date Proposal Distributed to: **Committee Members:** _____ **Director:** _____

IRB Proposal # _____ (indicate number assigned by IRB Committee Chair)

IRB Proposal Copy attached?: ____Y ____N **IRB Approval Date** ✓: _____

Form A

Appendix K

Replacement of Dissertation Committee Member

This procedure does not apply to complaints based on allegations of discrimination, matters concerning grade appeals, or matters that are reviewable pursuant to other procedures provided by the Rules and Regulations or Policies of the Board of Regents, the UTPA Handbook of Operating Procedures or other approved policies or procedures of The University of Texas System. Students with questions concerning grade appeals or discrimination must contact the appropriate academic personnel or compliance officer and refer to appropriate policies in the Handbook of Operating Procedures (See Subsection D. for related policies).

In an effort to resolve misunderstandings or concerns, a student must first make every effort to resolve the problem by discussing his or her concerns with the faculty or staff member against whom the complaint is lodged. If the concern still exists, the student may discuss the complaint with the appropriate chair or hear of the department in which the complaint originated.

In addressing the student's complaint the department chair or head should solicit information from both the student and the employee, may confer with anyone having information pertinent to the complaint, and/or may hold a meeting between the student and the employee in an effort to mediate and resolve the complaint.

If the complaint is not resolved to the student's satisfaction, the student may appeal in writing to the next administrative level. The appeal must be made within sixty (60) days after the student's initial meeting with the department chair or head. A decision made at the administrative level must be mailed or delivered in person to the student within (30) days of the receipt of the student's written appeal.

Additional appeals may be pursued through the appropriate lines of authority to the vice president level. The thirty (30) day time line applies to each appeal and to each notification of decision as described above. Decisions at the vice presidential level will be final.

The aforementioned procedures are as stated in Student Complaint Procedures Section 5.8.1 Handbook of Operating Procedures.

Any student may petition, in writing, to the Dean of the College of Education to replace the Chair or any other member of the committee for cause.

Questions to consider before a written request for a change in dissertation chair or any member.

1. What have you done before this to resolve your problem?
2. Have you discussed your concerns with the member against whom the complaint will be lodged?
3. Have you discussed your concerns with a third party who could also serve to mediate and resolve the problem?
4. How will the change resolve your concern?
5. Have you considered all possible solutions before submitting a written request?

Form A

Appendix L SCHEDULING FORM

FINAL Dissertation Defense Date for:

Submit this form to the doctoral program office, Education, 3.240, at least two weeks before the FINAL dissertation defense date. Because the dissertation defense is a public event, this information will be distributed to faculty in the program, department, and college.

Date of FINAL Defense: _____ **Day of Week:** _____

Scheduled Time: _____ **Location:** _____

*I acknowledge: 1) receiving the FINAL dissertation write-up titled _____
_____ at least two weeks before the
scheduled FINAL defense date, and 2) agreeing to attend the FINAL defense meeting as indicated above:*

Committee Chair: _____ **Date:** _____

Committee Member: _____ **Date:** _____

Committee Member: _____ **Date:** _____

Committee Member: _____ **Date:** _____

Committee Member: _____ **Date:** _____

* Dissertation Committee members should receive the FINAL dissertation document at least two weeks prior to the scheduled defense date. That can happen before, but no later than the date that this form is submitted. A copy of the approved FINAL dissertation should be submitted to the doctoral program Director in Room 3.240 EDUCATION with the title page signed by all committee members .

For use by doctoral program staff:

Date FINAL Dissertation Defense Scheduling Form Received: _____

Date FINAL Dissertation Distributed to: Committee Members: _____ Director: _____

FINAL Dissertation copy Attached?*: ____ Y ____ No **To Grad. Sch. on:** _____

Notice of Defense Date ____ **Doctoral Faculty** ____ **COE Faculty**
Distributed to: ____ **Doctoral Students** ____ **UTPA Media Relations**

Form A

**Appendix N
Dissertation Format and Binding**

**THE UNIVERSITY OF TEXAS—PAN AMERICAN
EDINBURG, TEXAS**

THESIS MANUAL

**Instructions Concerning the Preparation of Proposals,
Theses, and Dissertations**

Revised 04/02

Form A

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Form A

PROQUEST Dissertations Publishing Price List

FULL PUBLISHING SERVICES

Doctoral Dissertations \$55.00_____

Master Theses \$45.00_____

COPYRIGHT SERVICES (Dissertation or Masters Thesis)*

\$45.00_____

Includes application, preparation and submission
(for the author) of the required copies, paperwork,
and \$20.00 registration fee.

COPIES FOR SCHOOL AT TIME OF PUBLICATION

School-Microfilm or fiche \$13.00_____

BINDING FEE

For original dissertation/masters thesis** _____X\$16.50_____

Plus additional copies_____ TOTAL

PAYMENT:_____

ACCT. NO. _____

Name:_____

*Optional

** The University requires three copies. (One for the department and two for the Library.) Students can order any number of extra copies they desire.

Form A

Appendix O Helpful Hints and Resources

Helpful Hints

Always check timelines for submitting paperwork on final dissertation to the graduate office to walk during graduation. (See the EDUL website.)

Helpful Links

American Educational Research Association: <http://www.aera.net/>

Care Home Page: <http://care.panam.edu>

CITI-Course in the Protection of Human Research Subjects:
<https://www.citiprogram.org/default.asp>

Comprehensive Exam:
<http://www.panam.edu/programs/eldp/CompExampg.htm>

Dissertation Research:
<http://www.panam.edu/programs/eldp/DissertationResearchpg.htm>

Doctoral Oversight Committee:
<http://panam.edu/programs/eldp/CommitteeList.htm>

Educational Leadership Homepage:
<http://www.panam.edu/programs/eldp/index.htm>

IRB Procedures: <http://www.panam.edu.dept/sponpro/>

Texas Digital Libraries-Online Dissertations: <http://repositories.tdl.org/search>

UTPA Library- Deirdre McDonald- Instructional Services: mcdonald@utpa.edu

Resources:

For further information and to obtain application, materials contact:

Director, Educational Leadership Doctoral Program

College of Education

The University of Texas – Pan American

1201 W. University Drive

Edinburg, TX 78541-2999

Telephone: 956-316-7173

Fax: 956-381-2941

Web: www.utpa.edu/programs/eldp

Form A