# Doctor of Education in Educational Leadership

# Program Handbook

## Department of Organization and School Leadership

2021 Edition

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**Doctoral Program in Educational Leadership**
**2021 Edition (all cohorts)**


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## About This Handbook

This handbook details the policies, procedures, resources, and expectations for students in the Ed.D. program offered through the Department of Organizational and School (OSL) at the University of Texas Rio Grande Valley. This version of the handbook supersedes and replaces all previous versions, memos, and updates. A current version of the handbook is available through the departmental website. Its information is subject to correction or change by the OSL department at any time. The department will attempt to notify current students by email or memo of any handbook changes. However, students are responsible for meeting the policies and requirements of the most recent handbook version applying to their cohort.

## Mission

The Doctoral Program in Educational Leadership mission is to provide students opportunities to extend educational leadership knowledge and research in PK-12, higher education, and community settings.

## Objectives of the Program at the University of Texas Rio Grande Valley

The Doctor of Education degree in Educational Leadership 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 generate knowledge and solve practical problems. It enhances students' management skills that assist them in exhibiting informed leadership. The dissertation is expected to inform stakeholders of policy or practice towards the solution of significant education and leadership problems. The educational objectives of the program are described next.

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 diverse populations.
3. To provide a deeper understanding of the legal, financial, and operational demands on the professional educator, as well as historical and contemporary contexts that influencetheir role.
4. To provide an understanding of the theories and research methodologies that clarify the role of the professional education practitioner.
5. To provide professional educators with problem-solving and applied research skills.
6. To assist in the development of professionals who will serve as educational leaders.
7. To provide uniquely qualified leadership, teaching, and research skills required to meet the special needs of diverse student populations.

## Program Student Learning Outcomes

The evaluation of student learning outcomes consists of the student's ability to demonstrate (1) comprehensive knowledge of research and theory related to educational leadership, (2) an understanding of the research process, and (3) an ability to apply research and data analysis skills.

## Carnegie Project on the Education Doctorate (CPED)

The OSL Department is proud to be a consortium member of the Carnegie Project on the Education Doctorate (CPED). CPED is a Consortium of over 100 colleges and schools of education, which have committed resources to work together to undertake a critical examination of the doctorate in education (Ed.D.) through dialog, experimentation, critical feedback, and evaluation.

**CPED vision.** The vision of the Carnegie Project on the Education Doctorate (CPED) is to inspire all schools of education to apply the CPED framework to the preparation of educational leaders to become well-equipped scholarly practitioners who provide stewardship of the profession and meet the educational challenges of the 21st century.

**CPED mission**. The Carnegie Project on the Education Doctorate (CPED) mission is to strengthen, improve, support, and promote the CPED framework through continued collaboration and investigation.

**CPED framework**. Through a collaborative, authentic process, members of CPED developed a framework for EdD program design/redesign that supports creating quality, rigorous practitioner preparation while honoring the local context of each member institution. As a result of our work, the members of CPED believe:

*The professional doctorate in education prepares educators for applying appropriate and specific practices, the generation of new knowledge, and the stewardship of the profession*.

**CPED guiding principles.** This understanding has identified the following statements that will focus a research and development agenda on testing, refining, and validating principles for the professional doctorate in education. The CPED Professional Doctorate in Education:

1. *It is framed around questions of equity, ethics, and social justice to bring about solutions to complex problems of practice.*
2. *Prepares leaders who can construct and apply knowledge to make a positive difference in the lives of individuals, families, organizations, and communities.*
3. *Provides opportunities for candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and build partnerships.*
4. *Provides field-based opportunities to analyze problems of practice and use multiple frames to develop meaningful solutions.*
5. *It is grounded in and develops a professional knowledge base that integrates practical and research knowledge, linking theory with a systemic and systematic inquiry.*
6. *Emphasizes the generation, transformation, and use of professional knowledge.*

## Ed.D. Program Processes

**Requirements for Admission**

- The Educational Leadership Doctoral Program selection criteria are as follows:
- Hold a Master's Degree in Education or a related field.
- 3.00 Grade Point Average on graduate course work.
- Five years of full-time leadership, supervisory, or classroom experience in education
- Evidence of strong personal and professional qualities with potential for leadership.
- Demonstrated writing ability in English.

**Application Procedures**

The application process is initiated by submitting an online application, transcripts, three letters of recommendation, resume, applicant statement, and writing sample.

1. **Online application for admission:** The application process for admission into the Educational Leadership Doctoral Program begins by completing the online admission application via the UTRGV Graduate College. The URL for the graduate college is https://www.utrgv.edu/graduate/index.htm

2. **Transcripts: Official college transcripts are to be sent to the Graduate College directly from all the institutions attended.** If the applicant attended UTRGV at any time, those official transcripts would be handled by the Graduate College; however, the applicant is responsible for requesting official transcripts to be sent directly from all other institutions. Transcripts will be considered unofficial if they are hand delivered by the applicant or third party, regardless if sealed by the institution. Failure to submit a complete/correct application and official transcripts from all institutions attended will result in one of the following: a rejection of an application, withdrawal of admission offer, or disciplinary action including expulsion if the student is enrolled.

3. **Letters of Recommendation:** Select three individuals and ask them to submit letters of recommendation (one person **mus**t be your current supervisor, and another person **must** be able to attest to your academic abilities, e.g., a former academic advisor or professor and who also holds a terminal degree). The individuals must be able to attest to your leadership qualities and academic potential. It is your responsibility to make sure that the letters of recommendation have been submitted electronically.

4. **Resume:** Attach your resume (converted to PDF), which should include, but not be limited to, professional presentations, publications, grants, recognitions (e.g., honors and awards for leadership, teaching, academics), five years of full-time leadership, supervisory or classroom experience (college/university level, school/district), leadership activity in community organizations, professional associations, or

community service.

5. **Applicant Statement:** Attach a typed statement (converted to PDF) to the online application. The statement should be typed using double space, should not exceed five pages, and should include the following headings: Purpose for Pursuing an Ed.D. in Educational Leadership at UTRGV; Description of Professional Goals; and Commitment and Dedication. Two 168-hour week dedication charts must be completed.

6. **Writing Sample:** Attach your writing sample (converted to PDF) to the online application. The purposes for including a writing sample in the pre-screening process are to evaluate your skills as a writer and allow us to identify those characteristics that make you an outstanding applicant for the program.

All application materials, including transcripts and letters of recommendation, must be received by the Graduate College on or before the posted deadline.

The doctoral faculty will screen applicants and invite finalists for the program to participate in a required Assessment Center. Only finalists for the program will be asked to take part in the assessment. Those who do not participate in the Assessment Center cannot be selected for the doctoral program but may re-apply for future cohorts. More information on the Assessment Center will be sent to the applicants who are invited to participate.

**Matriculation Sequence for Fall Admission**
Matriculation in the Ed.D. Program in Educational Leadership at UTRGV involves a sequence of events scheduled approximately as shown:

***September - January***

1. Application – Applicant submits a complete electronic application through the Graduate College. (Due February 1)

***February***

2. The Graduate College and Organization and School Leadership faculty pre-screen candidates for doctoral study.
3. Pre-Selection – A group of individuals is selected to become members of the "pool of candidates" for the Assessment Center.

***March to April***

4. Assessment Center – All *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* during the Assessment Center Day is assessed to determine the selection of those to be invited to become students.

***May***

6. Cohort Formation - All prospective doctoral students are notified and asked to

accept or decline the invitation for Fall enrollment and attend a New Student Orientation.

***August***

7. Enrollment in classes.

**Assessment Center**

The Assessment Center is a selection process for membership into a cohort group of *prospective doctoral students* for the doctoral program. This assessment provides the primary basis for selection for doctoral students. The Assessment Center's location, date, and times are made public by the doctoral program staff. The Assessment Center allows applicants to be assessed in identical activities and a variety of assessments.

Participating professors and other assessors score the tasks using standardized scoring procedures. Faculty, former doctoral graduates, and school administrators are among those invited to participate as assessors in the selection process. Scores of the applicants on the various tasks of the Assessment Center are kept on file to validate and improve the selection process over the years.

Applicants invited to participate in the Assessment Center will assemble on one of the UTRGV campus sites during the semester for a day of assessment activities. Those who do not participate in the complete Assessment Center cannot be accepted into the program.

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

1. A test designed to measure reasoning skills and levels.
2. An interview with a group of assessors.
3. A writing exercise to measure the ability to conceptualize and communicate clearly.
4. A structured discussion to reflect the ability to speak extemporaneously on a subject.
5. The ability to interact effectively with a group of colleagues. The ability to work with others and the interpersonal skills of the candidate will be assessed.

Invited applicants selected for the cohort will be notified as soon as possible. Those not accepting the invitation within 30 days following notification of selection or who fail to register for the initial cohort courses may be replaced with alternate candidates who participated in the assessment process.

**Appeals of Admission Decision**

Any applicant who has not been selected to the doctoral program for admission may:

1. Appeal a Graduate College decision to that office according to their procedures.
2. Appeal a program decision to the Program Coordinator and Chair of the Department of Organization and School Leadership within ten days of receipt of that decision by:
   i. Addressing in the appeal the specific reasons why the admission denial should not stand; and,

ii. Stating specific conditions that mitigate the individual's case;

- If the appeal relates to a program decision, a doctoral program faculty review committee will examine the petition and will render a decision within two weeks;
- Suppose the review committee decision is still unfavorable. In that case, the student may appeal to a committee consisting of the Coordinator of the Doctoral Program, the Chair of the Department, the Dean of the College of Education & P-16 Integration, and the Dean of the Graduate College. The decision of this appeal committee is final.

**Cohort Concept**

The core concept of instruction in the UTRGV Ed. D. Program in Educational Leadership is "cohort study." Admission to the program also provides entry into a cohort study group. Admission decisions will be announced within three months of the application deadline to allow prospective students time to arrange for leaves, resignations, or workload adjustments for the following 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 academic opportunities offered within the program are the conduits 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 for two to three years in a sequence of required core courses. Students must be enrolled in two courses each Spring/Fall semester and summer term until students are dissertation candidates. Once students are candidates for dissertation, they must continuously enroll in dissertation courses in the fall and spring semesters.

| **Admission to Completion Chart**<br>Please note that the approximate times stated are under ideal circumstances | | | |
|---|---|---|---|
| Spring | Part I: Initial Screening | Application to Ed.D. Program<br>Admission to Ed.D. Program<br>Academic Advisor Assignment | Part II: Assessment Center and Selection |
| | | | |
| 1st and 2nd Years | | Completion of required Courses | |
| | | | |
| End of 3rd Year | | Pass Written Comprehensive Exam | |
| | | | |
| Upon passing the comprehensive exam | | Application for Dissertation Committee | |
| | | | |
| 4th or 5th Year | | Defense of Dissertation Proposal<br>Apply for Graduation | |
| | | | |
| 4th or 5th Year | | Admission to Candidacy<br>Completion of Course Work<br>Complete and Defend Dissertation | |

- According to the Graduate College, the application for graduation deadlines are October 1 for Spring graduation, February 1 for summer graduation, and May 1 for Fall graduation. Students may move the graduation date after the initial submission.

## III. UNIVERSITY POLICIES FOR GRADUATE STUDENTS

**Students with Disabilities**
Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive reasonable academic accommodations should contact Student Accessibility Services (SAS) for additional information. In order for accommodation requests to be considered for approval, the student must apply using the *mySAS* portal located at www.utrgv.edu/mySAS and is responsible for providing sufficient documentation of the disability to SAS. Students are required to participate in an interactive discussion or an intake appointment with SAS staff. Accommodations may be requested at any time but are not retroactive, meaning they are valid once approved by SAS. Please contact SAS early in the semester/module for guidance. Students who experience a broken bone, severe injury, or undergo surgery may also be eligible for temporary accommodations.

**Pregnancy, Pregnancy-related, and Parenting Accommodations**
Title IX of the Education Amendments of 1972 prohibits sex discrimination, including discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to apply to **Student Accessibility Services** using the following link: Pregnancy Accommodations Request Form https://www.utrgv.edu/pregnancy

**STUDENT ACCESSIBILITY SERVICES:**
**Brownsville Campus**: Student Accessibility Services is located in 1.107 in the Music and Learning Center building (BMSLC) and can be contacted by phone at (956) 882-7374 or via email at ability@utrgv.edu.

**Edinburg Campus:** Student Accessibility Services Office is located in 108 University Center (EUCTR) and can be contacted by phone at (956) 665-7005 or email at ability@utrgv.edu.

**ACADEMIC INTEGRITY**
Members of the UTRGV community uphold the Vaquero Honor Code's shared values of honesty, integrity, and mutual respect in our interactions and relationships. In this regard, academic integrity is fundamental in our actions, as any act of dishonesty conflicts as much with academic achievement as with the values of honesty and integrity. Violations of academic integrity include, but are not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give an unfair advantage to a

student; or the attempt to commit such acts (Board of Regents Rules and Regulations, STU 02-100, and UTRGV Academic Integrity Guidelines). **All violations of Academic Integrity will be reported to Student Rights and Responsibilities through** Vaqueros Report It.

**University Email Policy** – All email communication between professors and students must be done through university email addresses. Please refer to the university's email policy: http://www.utrgv.edu/is/_files/documents/utrgv-aup.pdf

## IV. PROGRAM POLICIES, PROCEDURES, AND REQUIREMENTS

**Academic Advisors and Their Roles**

Each student will be assigned a faculty member as their academic advisor. This is not to prohibit freedom of access between students and other faculty; it is intended for the advisor to be available to the student at reasonable times. The academic advisor's role is to advise, discuss perceived issues or problems, provide support, and generally guide the student in the early stages of doctoral study. By contacting the program coordinator, either a cohort member or the advisor may request a change in the appointed advisor. The academic advisor will guide the doctoral student until the dissertation chair assumes full responsibility. Advisors will monitor students' progress in the cohort and counsel individual students on a regular basis. It is the student's responsibility to meet with their advisor regularly and submit an updated degree plan to the program coordinator annually after one of the meetings with the advisor.

**Individual Student Evaluation and Academic Standing**

A student in the program is expected to enroll continuously in coursework. Once a student is eligible to enroll in dissertation courses (EDUL 8390 and 8395), the continuous enrollment policy only applies to fall and spring terms. Students who do not continuously enroll will need to re-apply to the graduate school for enrollment.

In order for a student to be in good academic standing, she or he is expected to maintain a GPA of 3.25 or higher during the entire program of study and receive grades above a C in all courses. Upon receiving a C in a course, the student **must make an appointment with his or her academic advisor and the doctoral program coordinator** to discuss future courses and expectations. In collaboration with the advisor and the doctoral program coordinator, the student will develop a written plan for improvement and retake the course. Upon successful execution of the terms of the plan, the student will be released from academic probation.

Upon receipt of an F, the student will be dismissed from the program. A student desiring to appeal such dismissal may petition the program coordinator. The appeal must be received within ten days of notification to the student. A final appeal may be made to the dean of the College of Education and P-16 Integration.

At the end of each year, the academic advisors will review students' academic standing in the cohort. Recommendations regarding each student's GPA, research work, progress

toward the formation and completion of the dissertation, and degree will be made at a meeting of the department faculty. Students in collaboration with their advisors must update their degree plan annually. The updated degree plan must be submitted to the doctoral program coordinator by the student.

A student may take a leave of absence. Still, the student must notify the advisor and program coordinator in writing of circumstances that force the student to take any semester off affecting the student's ability to complete course requirements on time. Students are not permitted to take incompletes except in extenuating circumstances. A record of incompletes or inactivity in pursuit of the course of study may result in a recommendation to the faculty by the academic advisor and program coordinator to dismiss a student from the program.

Should a recommendation be made that a student is dismissed for academic reasons, the student shall be provided due process, as stated in the University of Texas system policies and the University of Texas Rio Grande Valley.

Special enrollment and grading procedures are applied once a student enrolls in dissertation proposal development, EDUL 8690 or 8390. All Graduate College and Program guidelines will be followed in the scheduling of a formal defense. **It is a requirement to be enrolled in at least three credit hours of EDUL 8390 at the time of the dissertation proposal defense. Students not completing the requirement for the course must enroll in EDUL 8390 the next semester.** The following grades will be utilized for dissertation proposal development courses based on students' performances: CR – Credit or NC– Non-Credit
Students who do not progress successfully in dissertation research will be dismissed from the program.
Upon successful defense of the dissertation proposal before the committee, a -Pass- will be assigned. An unsuccessful defense results in a -No Pass-.

After successfully completing the dissertation proposal, students are eligible to enroll in dissertation research and writing, EDUL 8395 or 8695. The same grading policies are applied in dissertation proposal development and dissertation research and writing.

## V. DEGREE REQUIREMENTS

**Degree Plan**
A minimum of 63 semester hours of post-master's degree coursework, plus six semester hours of dissertation, are required for the Doctor of Education degree in Educational Leadership at UTRGV. 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:

| | |
|---|---|
| Research courses | 12 hours |
| Core courses | 27 hours |
| Specialization courses | 18 hours |

| | |
|---|---|
| Electives | 6 hours |
| Dissertation | 6 hours |

A maximum of 6 semester hours of approved, relevant coursework may be transferred to the doctoral program and applied to the degree plan. Courses with a grade lower than "B" may be transferred. The academic advisor and the program coordinator must approve courses transferred into the degree plan.

In addition to these requirements, courses are offered at UTRGV in a variety of fields, which may be related to the doctoral student's particular area of interest. Many graduate courses currently in UTRGV's inventory may be used as supporting work for a specialization area or elective coursework. For instance, students may take 12-15 credit hours in higher education administration (EDUL 8340, 8341, 8342, etc.) and 3-6 credit hours of internship in a higher education setting. Similarly, a student may work towards earning their superintendent credential by selecting related courses as specialization courses. Certification requirements may change, so regular visits with the student's academic advisor are recommended. A separate application is required for the certification programs, and doctoral students are not automatically accepted into the certification programs that the Organizational and School Leadership Department offers (Appendix B).

**Changes to the Degree Plan**

Students and their academic advisor will collaborate in the planning of coursework in the specialization area and electives. Courses substitutions for required courses should only be made in exceptional circumstances and upon the academic advisor's recommendation to the program coordinator, department chair, CEP dean, and the Graduate College Dean.

**Maximum Period for Completion**

Students entering the program must sign a milestone agreement form (program progress timeline) as the UT system requires by the end of their first semester (Appendix C).

A student has a maximum of 10 years from the date of first entry into doctoral-level courses to complete the degree. Under exceptional circumstances, the Dean of the Graduate College may grant an additional semester if the student's Doctoral Dissertation Committee supports the request. Transferred courses taken prior to admission into the doctoral program cannot be older than 10 years at the time a student graduates.

**Courses Offered**

All courses are not offered each semester. Students should consult the online UTRGV Schedule of Classes; the doctoral program website published courses and their advisors before registering each semester. Appendix D provides course descriptions and examples of specialization/field-based and elective courses.

The following courses are offered:

| | | | |
|---|---|---|---|
| EDUL 8300 | EDRE 8300 | EDUL 8340 | EDUL 8350 |
| EDUL 8301 | EDRE 8301 | EDUL 8341 | EDUL 8381 |
| EDUL 8302 | EDRE 8302 | EDUL 8342 | EDUL 8190 |
| EDUL 8303 | EDRE 8303 | EDUL 8343 | EDUL 8390 |
| EDUL 8304 | EDRE 8304 | EDUL 8344 | EDUL 8690 |
| EDUL 8305 | EDRE 8305 | | EDUL 8195 |
| EDUL 8306 | EDRE 8306 | | EDUL 8395 |
| EDUL 8307 | EDRE 8307 | | EDUL 8695 |
| EDUL 8308 | EDRE 8308 | | |
| EDUL 8330 | | | |
| EDUL 8334 | | | |
| EDUL 8336 | | | |

**Cohort Research**

During the first year of study, students will develop knowledge in the field of research. Whenever possible, this knowledge will be applied to guided research in selected field situations. These field research sites will allow the participant in problem-based learning in real situations that enable a student being able to examine theories and research methods. Through these methods, students will be encouraged to identify possible dissertation topics. Thus, the doctoral research emanating from this program is intended to directly improve education and indirectly improve society's social, political, and economic conditions.

The program strives to engage each student in obtaining in-depth knowledge of educational literature, utilizing a problem-based approach, and other kinds of learning. It is expected that these will lead to the development of research questions, resulting in data collection and appropriate methodological analysis. As the cohort group engages in these activities, it is expected that group intellectual norms will develop, and professional support groups will be formed. In an effort to accomplish these objectives, students will be expected to engage in presentations at state and national conferences, in publications with their cohorts and faculty, and work with their dissertation chair and/or committee in the publication of their findings.

**Written Comprehensive Exams**

At the completion of required coursework, the students must pass a written comprehensive exam based on the content covered in the core and research courses of the program. Students will address six prompts, five leadership, and one research prompt and must pass all of them.

Two or more faculty members will grade the examination questions with expertise in the area. Each item will be graded “Pass” or “No Pass.”

When a student has successfully met the pass criteria, the student will be certified as “Passed.” When receiving a “No Pass” in one or more domains, a student must retake

the exam in each of those domains at the next administration of the comprehensive exam. The comprehensive exam is only administered once in the fall and spring term, respectively. Should a student not meet the criteria to pass on the second attempt, an individual evaluation of the student's work will be conducted. The student will be required to re-enroll in courses pertaining to the domains in which he or she was unsuccessful. Students who fail on their third attempt will be dropped from the program.

## VI. DISSERTATION

### *Dissertation Chair and Committee Selection Process*

To chair or co-chair a doctoral dissertation, the faculty are encouraged to have experience in the topic/area and/or have published work in the topic/area. The doctoral students will nominate the Chair of their dissertation. Dissertation chairs must be tenured faculty; however, a non-tenured or tenure-track faculty member may co-chair with a tenured faculty member. With the advice and counsel of the designated committee chair, the student will nominate committee members. A faculty member outside the Department of Organization and School Leadership may serve as dissertation Co-Chair with a faculty member from the Department of Organization and School Leadership.

If any committee member-designate declines or is unable to serve on a committee, the Chair-designate and the student shall select a replacement. If the chair-designate declines or is unable to serve, the student will nominate another chair. Once the committee is formed, an application for the dissertation committee form must be filed with the Graduate College.

### *Composition of the Dissertation Committee*

The selection of the dissertation chair and committee is crucial to the student's progression. Students will become familiar with individual faculty members' teaching styles and expertise. However, some individual faculty members with valuable expertise will be relatively unknown to students if they have not taken classes with them. Because it is crucial to select a group of dissertation committee members with expertise to guide their doctoral research, students are encouraged to familiarize themselves with all faculty backgrounds, experiences, and expertise. CVs of all faculty members are available for public view on the various department websites.

The process to aid the student in their selection of the dissertation committee is delineated below.

1. <u>The Dissertation Committee</u>
   A. All of the members of the dissertation committee must have terminal degrees.
   B. Dissertation committees will have a minimum of four members and will typically not exceed five members, including the Dissertation Chair. At least three committee members will hold faculty appointments in the Department of Organization and School Leadership.

C. All designated dissertation committee members, including the Dissertation Chair and Co-Chairs (if appropriate), shall be approved by the designated Dissertation Chair or the graduate advisor, the Dean of the College of Education & P-16 Integration for approval and subsequently to the dean of the Graduate College.

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 coordinator 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 significantly contribute to the study. Ordinarily, non- faculty appointees will have a doctorate in an appropriate field. In the absence of the degree, professionals with credentials relevant to the student's dissertation study may be appointed.

* 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 resume for review. The department chair, the dean of the College of Education, and the UTRGV Graduate College must approve such appointments; therefore, this process must begin early in the formation of the student's doctoral committee. After approval by the university's Graduate College to a dissertation committee, the committee member can begin carrying out duties and responsibilities.

2. <u>The Dissertation Chair Person(s)</u>
   A. The Dissertation Chair shall be selected by the doctoral student with the approval of the student's graduate advisor or Dissertation Chair, College of Education Dean, and the Dean for Graduate College. The graduate advisor may become the student's dissertation chair.
   B. The committee chair shall be a tenured OSL faculty member with experience in serving on a dissertation committee, and should have expertise in the topic/area, or have published on the topic/area.
   C. A Co-Chair may be designated to serve with the Dissertation Chair with the consent of the student, the College of Education & P16 Integration Dean and the Graduate College Dean. Co-Chairs may be faculty members with more limited experiences than those required for Dissertation Chair, but shall have expertise in the topic/area or has published on the topic/area.

3. <u>Prerequisites for Advancement to Candidacy</u>
   A. The successful completion of the Comprehensive Written Examination.
   B. The successful defense of a dissertation proposal.
   C. The dissertation committee, designated Chair, and the Institutional Review Board authorize candidates to proceed with the study.

4. <u>Committee Actions</u>
   Upon agreement to serve, an application for the dissertation committee will be

processed according to university procedure. Once the dean of the Graduate College has approved the dissertation committee, the student will develop a dissertation proposal under the guidance of the Chair. The Chair of the dissertation committee coordinates all stages of the dissertation by reviewing draft portions of the proposal and dissertation prior to distribution to the committee for feedback. Service by individual committee members is coordinated by the Chair (s) to ensure effort continuity and avoid conflicting guidance or efforts. Actions to be taken by the dissertation committee will include the following:

A. To approve the complete dissertation proposal.
B. Ensure that if the dissertation study involves human subjects, the student has also received approval from the Institutional Review Board (IRB) before data collection. (See links in Appendix F and information in Appendix G related to IRB procedures).
C. To serve as a resource to the student during dissertation proposal development and dissertation research and writing.
D. To agree on a date for the defense of the dissertation at near-final status.
E. To decide on the defense of the dissertation as APPROVE or DECLINE APPROVAL
F. To sign the certification of completion of dissertation form as evidence of its acceptance. For additional information, access http://www.utrgv.edu/graduate/_files/documents/certification-of-completion-of- thesis-or-dissertation-form.pdf

* All actions A through F above shall be by consensus of the dissertation committee.

5. 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.

A. The dissertation chair will review the approved program of studies for the candidate, and the program coordinator will certify completion of all program requirements.
B. A transcript of all courses completed will be secured, reviewed, and presented to the dean of the Graduate College to document the completion of degree requirements.
C. A copy of the completed dissertation will be provided to all committee members, and other college and university officials as directed.

***Role and Responsibility of the Dissertation Chair and Committee***

Once the dissertation committee is approved by the Dean of the Graduate College, the dissertation committee coordinated by the Dissertation Chair shall have complete responsibility for guiding the development of the student's proposal for the 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. The dissertation committee is responsible for seeing that the dissertation reflects high standards of scholarly work and that the

research problem relates to Educational Leadership.

When the Chair and members of the dissertation committee verify that the dissertation meets the scholarly standards for such a document, the student will submit a certification of completion form signed by the dissertation chair and committee members to the university's Graduate College. The Graduate College certifies the completion of all student requirements. Upon mutual agreement, the Dissertation Chair and doctoral student may continue to work together after the dissertation has been completed to publish the research results in a scholarly journal or in book form. Publishing the research results is highly recommended in that it nay create new knowledge for other educational leaders.

***Dissertation Proposal—Components Common in Dissertation Proposals***

Toward the end of the coursework, and upon successfully completing the Written Comprehensive Exam, the student enrolls in a dissertation proposal development course (EDUL 8390) assigned to the dissertation chair.

The dissertation proposal may include three sections as outlined in this sub-section of the handbook.

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

Once the student augments and/or revises the proposal to the satisfaction of the dissertation chair and all committee members, a dissertation proposal defense will be scheduled.

*Sample Outline for Development of Dissertation Proposals*

BASIC REQUIREMENTS:

- Select a topic – develop a proposal
- Write-up of the topic (for proposal)
- References cited in the text and listed in references
- Proposal modified as warranted
- Chair and member acceptance
- Defense of proposal to the committee
- Final refinements of proposal

PROPOSAL FORMAT:

Students and their dissertation committee will select a proper proposal format for the

study. A proposal format may consist of the following section:

*Section One* – **Introduction**

- Statement of the problem
- Statement of the purpose
- Limitations and delimitations 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, including sampling and instrumentation
- 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)

***Defense of the Dissertation Proposal***

The proposal will be submitted to all members of the dissertation committee when approved by the Chair. The student will schedule a meeting to defend the proposal through the office of the program coordinator at the convenience of the committee members. 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 study's design followed by questions by committee members to clarify intent and check the student's understanding of the study. Finally, after temporarily dismissing the student, the committee will, by consensus, decide whether to approve without revisions, approve with revisions, or not approve the dissertation proposal.

If the dissertation study involves human subjects, the student must also receive approval from the Institutional Review Board (IRB) before the collection of data process begins. If approved, the student will be subject to final certification by the program coordinator and Dean for the Graduate College, be considered "advanced to candidacy,"

and be allowed to proceed with the work of the study. 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 coordinator (memorandum and report of dissertation proposal defense forms).

Any student may petition, in writing, to the program coordinator, dean of the College of Education and P16 Integration (CEP), and dean of the Graduate College to replace the Chair or any other member of the committee for cause (See Appendix H for procedures). In such a case, the College of Education Dean, Dean for Graduate College, Department Chair, or Program Coordinator 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.

The preparation of a dissertation proposal that the dissertation committee approves serves as a contract between the student and the dissertation committee. Suppose the Chair or other members of the dissertation committee leave the university, the student cannot be required to change the dissertation topic once approved unless the student exceeds the 10-year degree completion deadline or does not adhere to the signed milestone agreement. In such an event, the program coordinator will consult with the student to find a new chair and/or committee members to replace those who have left. A chair of a dissertation committee may remain as Chair for one year, should he or she choose to, after leaving the university (e.g., due to retirement).

***Development of the Dissertation***

The approved dissertation proposal provides a detailed plan of action for the doctoral candidate to pursue 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 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. The University's dissertation guide 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 studies, survey research studies, evaluation research studies, and mixed methods research. 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. Alternative methods of research are not a haven for those inclined to sloppy procedures or unscientific analysis. All studies require intellectual engagement, 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 in the area of research.

***Final Oral Defense***

A complete dissertation draft must be presented to the chair before the anticipated date for dissertation defense in the program sequence and timeline or the signed milestone agreement. The following sequence will be followed.

1. If the chair approves the completed draft after recommended corrections have been made, the revised dissertation draft will be given to each member of the Committee and another copy delivered to the program coordinator at least two weeks before the final defense date.
2. The meeting date for a final defense shall be set with committee agreement. The revised dissertation draft of the completed dissertation should be delivered to the committee members before or at the same time they sign the form for a scheduled defense.
3. Accompanying the draft or completed dissertation will be a two-to-three page abstract of the study. All faculty members of the CEP will be notified of the date of the defense via email. A copy of the dissertation will be available in the doctoral program office.
4. The committee will meet on the scheduled date. The candidate will review his/her findings, defend the dissertation from methodological, theoretical, and application perspectives, respond to and receive suggestions for final revisions if needed.
5. The defense of the dissertation will be open to the public. The final defense must be scheduled during a time inclusive of 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.
6. At the completion of the oral defense, the committee, in the 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
    - Decline Approval

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. The candidate is not allowed to proceed to the dissertation's defense if the chair deems the dissertation to be not of the quality, which merits a defense before the full committee. The Chair insists on revisions until they believe it is worthy of defense before the full committee. Hence, the failure of a student in the final defense is anticipated to be a rare event. But it can occur, given 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 a consensus that the student cannot be expected to produce a satisfactory

study even with additional time and assistance.

Suppose the committee chooses to fail and dismiss the candidate. In that case, the candidate may appeal that decision to a committee appointed by the Dean of the College of Education & P-16 Integration. If that appeal committee votes to reinstate the candidate, it will also request the program coordinator to appoint a new dissertation chair and committee. The Dean of the College of Education & P-16 Integration must approve the new appointments. Suppose the appeal committee appointed by the Dean of the College of Education & P-16 Integration votes not to reinstate the candidate. In that case, the candidate may appeal the decision to the Dean of the Graduate College, whose decision is final.

***Dissertation Completion***

After committee approval, the dissertation will be sent to the Dean of the Graduate College for recording. The Dean of the Graduate College must approve the graduation of a candidate for the degree. The Dean of the Graduate College will review the candidate's record to ascertain whether all other requirements of the university have been met, such as the proper fees, clearing incompletes, clearing the library, and other such matters. The Dean of the Graduate College then sees that the candidate's name is placed on the graduation list for the next scheduled graduation ceremony, if the student has applied for graduation.

The submission of the paperwork to the Dean of the Graduate College must be made with enough time to clear all records and processes so that the student may graduate when commencement ceremonies are scheduled. It is the student's responsibility to see that all matters such as library clearances, review of grades, submission of the dissertation draft, and final dissertation to the Dean of the Graduate College for review, electronic submission of the dissertation including securing signatures from the dissertation committee on the Certification of Completion Form, to allow time for the name of the candidate to be placed on the appropriate graduation list.
Dissertation submission deadlines are available on the Graduate College website.
https://www.utrgv.edu/graduate/for-new-and-current-students/thesis-and-dissertation/index.htm

The Chair of the dissertation committee will hood the doctoral candidate. If the student has a Chair and Co-chair, both will hood the student.

***Binding and Distribution of Dissertations and Abstracts***

Students should correct all errors and format and adhere to the Graduate College guidelines, including set deadlines for submitting drafts and final products. A dissertation guide is available on the Graduate College website.
http://www.utrgv.edu/graduate/_files/documents/utrgv-dissertation-manual-101716.pdf

Students will request copies when submitting the dissertation electronically through the Proquest website, and the dissertation will be added to the Proquest online database.

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

1. The UTRGV Library
2. The Doctoral Program Office
3. The Dissertation Chair

Softbound copies should be distributed to all members of the committee.

## VII. 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 the right to full disclosure of their academic and performance records. A recommendation from anyone is presumed to be accessible to the student 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 adhere to the Handbook of Operating Procedures of the University of Texas Rio Grande Valley.

**Student Responsibilities**

Students are expected to make continuous progress toward the 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 coordinator before beginning a leave from the program. The student will be informed of the decision regarding such a request in a timely manner.
2. If the student has successfully defended a proposal and collected the relevant data, the student 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 coordinator will confer with the dissertation committee chairs for each student annually to determine if continuous progress is being made. Suppose after such conferring, it is determined that the student is not making continuous progress toward completion. In that case, a letter will be sent to the student informing them of this assessment and directing them to contact their dissertation chair immediately. A student receiving two such letters will be dropped from the program.
4. Suppose a student is dismissed from the program. In that case, due process must be followed as stated in the UTRGV 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 F.)

## XIII. APPENDICES

# APPENDIX A
# Doctoral Degree Plans Samples

| **Doctoral Degree Plan Ed.D. in Educational Leadership** | | | | | | |
|---|---|---|---|---|---|---|
| **Higher Education Administration Specialization** | | | | **SID:** | | |
| | | **Sem./Yr.** | | **Grade** | | **Credit hrs** |
| **Research 12 hours** | | | | | | |
| EDRE 8300* | Introduction to Research Methods | | | | | |
| EDRE 8301* | Qualitative Research | | | | | |
| EDRE 8302* | Quantitative Research | | | | | |
| EDRE 8303 | Advanced Qualitative Research | | | | | |
| EDRE 8304 | Advanced Quantitative research | | | | | |
| EDRE 8305 | Program Evaluation | | | | | |
| EDRE 8306 | Multivariate Analysis | | | | | |
| EDRE 8307 | Select topics in research | | | | | |
| EDRE 8308 | Proposal Development and Conceptual Framework | | **Subtotal:** | | | **12** |
| **Core Courses 27 hours** | | | | | | |
| EDUL 8300 | Scholarly Writing | | | | | |
| EDUL 8301* | Leadership & Organizational Behavior | | | | | |
| EDUL 8302* | Theories of Learning & Instruction | | | | | |
| EDUL 8303* or EDUL 8342* | Educational Politics & Policy OR Policy, politics, and governance of Higher Education | | | | | |
| EDUL 8304* | Social & Cultural Contexts of Education | | | | | |
| EDUL 8305 | Economics in Education | | | | | |
| EDUL 8306* | Ethics & Values in Educ. Admin. | | | | | |
| EDUL 8307* | Organizational Theory in Education | | | | | |
| EDUL 8308 | History of Education | | | | | |
| EDUL 8330* or EDUL 8340* | Education Law Seminar OR Higher Education Law | | | | | |
| EDUL 8336 | Problems in Education: | | | | | |
| EDUL 8381 | Problems in Org./Admin. of Pub. Sch. | | | | | |
| | | | **Subtotal:** | | | **27** |
| **Specialization & Field-Based 18 hours** | | | | | | |
| EDUL 8350** | Doctoral Internship | | | | | |
| EDUL 8340 | Higher Education Law (If not used in core) | | | | | |
| EDUL 8341 | Student Affairs in Higher Education | | | | | |
| EDUL 8342 | Policy, Politics & Governance in HE (If not used in core) | | | | | |
| EDUL 8343 | Higher Education Finance | | | | | |
| EDUL 8344 | The American Community College | | | | | |
| e.g., EDUL 8334 | Topical Seminar: Subtopic TBD | | | | | |
| | | | **Subtotal:** | | | **18** |
| **Electives 6 hours** | | | | | | |
| TBD | To be determined (TBD) by advisor and | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| TBD | student (6000, 7000, & 8000-level courses) | | | | | |
| | | | | **Subtotal:** | | **6** |
| **Dissertation 6 hours** | | | | | | |
| EDUL 8390 | Dissertation Proposal Development | | | | | |
| EDUL 8395 | Dissertation Research and Writing | | | | | |
| | | | | **Subtotal:** | | **6** |
| | | | | **Total:** | | **69** |
| *Required and comps related | **May be taken twice | | | | | |

| **Doctoral Degree Plan Ed.D. in Educational Leadership** | | | | | | |
|---|---|---|---|---|---|---|
| **Needs-Based Specialization** | | | | | | |
| | | **Sem./Yr.** | | **Grade** | | **Credit hrs** |
| **Research 12 hours** | | | | | | |
| EDRE 8300* | Introduction to Research Methods | | | | | |
| EDRE 8301* | Qualitative Research | | | | | |
| EDRE 8302* | Quantitative Research | | | | | |
| EDRE 8303 | Advanced Qualitative Research | | | | | |
| EDRE 8304 | Advanced Quantitative research | | | | | |
| EDRE 8305 | Program Evaluation | | | | | |
| EDRE 8306 | Multivariate Analysis | | | | | |
| EDRE 8307 | Select topics in research | | | | | |
| EDRE 8308 | Proposal Development and Conceptual Framework | | | | | |
| | | | | **Subtotal:** | | **12** |
| **Core Courses 27 hours** | | | | | | |
| EDUL 8300* | Scholarly Writing | | | | | |
| EDUL 8301* | Leadership & Organizational Behavior | | | | | |
| EDUL 8302* | Theories of Learning & Instruction | | | | | |
| EDUL 8303* | Educational Politics & Policy | | | | | |
| EDUL 8304* | Social & Cultural Contexts of Education | | | | | |
| EDUL 8305 | Economics in Education | | | | | |
| EDUL 8306* | Ethics & Values in Educ. Admin. | | | | | |
| EDUL 8307* | Organizational Theory in Education | | | | | |
| EDUL 8308 | History of Education | | | | | |
| EDUL 8330* | Education Law Seminar | | | | | |
| EDUL 8336 | Problems in Education: | | | | | |
| EDUL 8381 | Problems in Org./Admin. of Pub. Sch. | | | | | |
| | | | | **Subtotal:** | | **27** |
| **Specialization & Field-Based 18 hours** | | | | | | |
| EDUL 8350* | Doctoral Internship | | | | | |
| TBD | To be determined (TBD) by advisor and student (6000, 7000, & 8000-level courses) | | | | | |
| | | | | **Subtotal:** | | **18** |
| **Electives 6 hours** | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| TBD | To be determined (TBD) by advisor and student (6000, 7000, & 8000-level courses) | | | | | |
| | | | **Subtotal: 6** | | | |
| **Dissertation 6 hours** | | | | | | |
| EDUL 8390 | Dissertation Proposal Development | | | | | |
| EDUL 8395 | Dissertation Research and Writing | | | | | |
| | | | **Subtotal: 6** | | | |
| | | | **Total: 69** | | | |
| *Required and comps related | **May be taken twice | | | | | |

| **Doctoral Degree Plan Ed.D. in Educational Leadership** | | | | | | |
|---|---|---|---|---|---|---|
| **Special Education Specialization** | | | | | | |
| | | **Sem./Yr.** | | **Grade** | | **Credit hrs** |
| **Research 12 hours** | | | | | | |
| EPSY 8351* | Critical Inquiry in Special Education | | | | | |
| EDRE 8301* | Qualitative Research | | | | | |
| EDRE 8302* | Quantitative Research | | | | | |
| EDRE 8303 | Advanced Qualitative Research | | | | | |
| EDRE 8304 | Advanced Quantitative research | | | | | |
| EDRE 8305 | Program Evaluation | | | | | |
| EDRE 8306 | Multivariate Analysis | | | | | |
| EDRE 8307 | Select topics in research | | | | | |
| EDRE 8308 | Proposal Development and Conceptual Framework | | | | | |
| | | | **Subtotal:** | | | **12** |
| **Core Courses 27 hours** | | | | | | |
| EDUL 8300* | Scholarly Writing | | | | | |
| EDUL 8301* | Leadership & Organizational Behavior | | | | | |
| EDUL 8302* | Theories of Learning & Instruction | | | | | |
| EDUL 8303* | Educational Politics & Policy | | | | | |
| EDUL 8304* | Social & Cultural Contexts of Education | | | | | |
| EDUL 8305 | Economics in Education | | | | | |
| EDUL 8306* | Ethics & Values in Educ. Admin. | | | | | |
| EDUL 8307* | Organizational Theory in Education | | | | | |
| EDUL 8308 | History of Education | | | | | |
| EPSY 8352 | Special Education Law & Practice | | | | | |
| EDUL 8336 | Problems in Education: | | | | | |
| EDUL 8381 | Problems in Org./Admin. of Pub. Sch. | | | | | |
| | | | **Subtotal:** | | | **27** |
| **Specialization & Field-Based 18 hours** | | | | | | |
| EDUL 8350* | Doctoral Internship | | | | | |
| EPSY 8355 | Special Topics | | | | | |
| EDPSY 8355 | Special Topics | | | | | |

| | | | | |
|---|---|---|---|---|
| EPSY 8355 | Special Topics | | **Subtotal:** | **18** |
| EPSY 8355 | Special Topics | | | |
| EPSY 8355 | Special Topics | | | |
| **Electives 6 hours** | | | | |
| TBD | To be determined (TBD) by advisor and student (6000, 7000, & 8000-level courses) | | | |
| TBD | | | | |
| | | | **Subtotal: 6** | |
| **Dissertation 6 hours** | | | | |
| EDUL 8390 | Dissertation Proposal Development | | | |
| EDUL 8395 | Dissertation Research and Writing | | | |
| | | | **Subtotal: 6** | |
| | | | **Total: 69** | |
| *Required and comps related | **May be taken twice | | | |

| **Doctoral Degree Plan Ed.D. in Educational Leadership** | | | | |
|---|---|---|---|---|
| **Superintendent Specialization** | | | | |
| | | **Sem./Yr.** | **Grade** | **Credit hrs** |
| **Research 12 hours** | | | | |
| EPSY 8351* | Critical Inquiry in Special Education | | | |
| EDRE 8301* | Qualitative Research | | | |
| EDRE 8302* | Quantitative Research | | | |
| EDRE 8303 | Advanced Qualitative Research | | | |
| EDRE 8304 | Advanced Quantitative research | | | |
| EDRE 8305 | Program Evaluation | | | |
| EDRE 8306 | Multivariate Analysis | | | |
| EDRE 8307 | Select topics in research | | | |
| EDRE 8308 | Proposal Development and Conceptual Framework | | | |
| | | | **Subtotal:** | **12** |
| **Core Courses 27 hours** | | | | |
| EDUL 8300* | Scholarly Writing | | | |
| EDUL 8301* | Leadership & Organizational Behavior | | | |
| EDUL 8302* | Theories of Learning & Instruction | | | |
| EDUL 8303* | Educational Politics & Policy | | | |
| EDUL 8304* | Social & Cultural Contexts of Education | | | |
| EDUL 8305 | Economics in Education | | | |
| EDUL 8306* | Ethics & Values in Educ. Admin. | | | |
| EDUL 8307* | Organizational Theory in Education | | | |
| EDUL 8308 | History of Education | | | |
| EPSY 8352 | Special Education Law & Practice | | | |
| EDUL 8336 | Problems in Education: | | | |
| EDUL 8381 | Problems in Org./Admin. of Pub. Sch. | | | |
| | | | **Subtotal:** | **27** |
| **Specialization & Field-Based 18 hours** | | | | |
| EDUL 8350* | Doctoral Internship | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| EDUL 7312 | Socio-political problems of the Superintendent | | | | | |
| EDPSY 8355 | Special Topics | | | | | |
| EDUL 7313** | Ethics and Decision-Making | | | | | |
| EDUL 7314** | The superintendent | | | | | |
| EDUL 7315** | TX School Finance & Facilities Administration | | | | | |
| EDUL 7398** | Superintendent practicum | | | **Subtotal:** | | **18** |
| ** Only two superintendent courses may be used on the degree plan if the courses were completed prior to being accepted to the Ed.D. | | | | | | |
| **Electives 6 hours** | | | | | | |
| TBD | To be determined (TBD) by advisor and student (6000, 7000, & 8000-level courses) | | | | | |
| | | | | | | |
| | | | | **Subtotal: 6** | | |
| **Dissertation 6 hours** | | | | | | |
| EDUL 8390 | Dissertation Proposal Development | | | | | |
| EDUL 8395 | Dissertation Research and Writing | | | | | |
| | | | | **Subtotal: 6** | | |
| | | | | **Total: 69** | | |
| *Required and comps related | **May be taken twice | | | | | |

| **Doctoral Degree Plan Ed.D. in Educational Leadership** | | | | | | |
|---|---|---|---|---|---|---|
| **Research Specialization** | | | | | | |
| | | **Sem./Yr.** | | **Grade** | | **Credit hrs** |
| **Research 12 hours** | | | | | | |
| EPSY 8351* | Critical Inquiry in Special Education | | | | | |
| EDRE 8301* | Qualitative Research | | | | | |
| EDRE 8302* | Quantitative Research | | | | | |
| EDRE 8303 | Advanced Qualitative Research | | | | | |
| EDRE 8304 | Advanced Quantitative research | | | | | |
| EDRE 8305 | Program Evaluation | | | | | |
| EDRE 8306 | Multivariate Analysis | | | | | |
| EDRE 8307 | Select topics in research | | | | | |
| EDRE 8308 | Proposal Development and Conceptual Framework | | | | | |
| | | | | **Subtotal:** | | **12** |
| **Core Courses 27 hours** | | | | | | |
| EDUL 8300* | Scholarly Writing | | | | | |
| EDUL 8301* | Leadership & Organizational Behavior | | | | | |
| EDUL 8302* | Theories of Learning & Instruction | | | | | |
| EDUL 8303* | Educational Politics & Policy | | | | | |
| EDUL 8304* | Social & Cultural Contexts of Education | | | | | |
| EDUL 8305 | Economics in Education | | | | | |
| EDUL 8306* | Ethics & Values in Educ. Admin. | | | | | |
| EDUL 8307* | Organizational Theory in Education | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| EDUL 8308 | History of Education | | | | | |
| EPSY 8352 | Special Education Law & Practice | | | | | |
| EDUL 8336 | Problems in Education: | | | | | |
| EDUL 8381 | Problems in Org./Admin. of Pub. Sch. | | | | | |
| | | | | **Subtotal:** | | **27** |
| **Specialization & Field-Based 18 hours** | | | | | | |
| EDUL 8350* | Doctoral Internship | | | | | |
| EDRE 8303 | Advanced Qualitative Research | | | | | |
| EDRE 8304 | Advanced Quantitative research | | | | | |
| EDRE 8305 | Program Evaluation | | | | | |
| EDRE 8306 | Multivariate Analysis | | | | | |
| EDRE 8307 | Select topics in research | | | | | |
| EDRE 8308 | Proposal Writing and Conceptual Framework | | | | | |
| | | | | **Subtotal:** | | **18** |
| **Electives 6 hours** | | | | | | |
| TBD | To be determined (TBD) by advisor and student (6000, 7000, & 8000-level courses) | | | | | |
| | | | | | | |
| | | | | **Subtotal: 6** | | |
| **Dissertation 6 hours** | | | | | | |
| EDUL 8390 | Dissertation Proposal Development | | | | | |
| EDUL 8395 | Dissertation Research and Writing | | | | | |
| | | | | **Subtotal: 6** | | |
| | | | | **Total: 69** | | |
| *Required and comps related | **May be taken twice | | | | | |

## APPENDIX B

## Certification and Doctoral Course Correlations

**Notice**: Texas Education Agency standards coursework alignment applies to Principal and Superintendent certification. Doctoral students pursuing to earn such credentials must apply to the respective certification program and are NOT automatically admitted by being classified as doctoral students.

### *Principal Credentials*

No doctoral coursework may be used to meet the requirement for a principal certification. Set an appointment with your advisor to plan your course of study.

### *Superintendent Credentials*

No doctoral coursework may be used to meet the requirement for superintendent certification. Set an appointment with your advisor to plan your course of study.

# APPENDIX C

## Milestones Agreement Form
## The University of Texas Rio Grande Valley Educational Leadership Doctoral Program (Ed.D)

This form is provided to inform students about the academic milestones that they will be expected to reach to earn their Ed.D. degree and when they are expected to complete these milestones. Students are expected to reach each milestone within the specified time period in order to make satisfactory progress through the program. Students who are not making satisfactory progress may lose funding, be placed on academic probation, or be dismissed from the program.

Academic Advising

Upon entering the Educational Leadership Doctoral program, all students will be assigned an advisor. The advisor will be a member of the program department. Faculty members who teach in the doctoral program will initially be assigned an advisee. In such cases, when students know which area of emphasis they would like to pursue, an advisor with such specialization will be assigned to the student. The Program student handbook outlines processes related to changing advisors.

Academic advising includes the following elements that are designed to ensure that students remain in good academic standing and make satisfactory progress through the program. Advisors are responsible for the following:

- Ensuring that annual reviews between student and advisor occur. The results of this review will
  be included in the program's annual doctoral progress report.
- Providing suggestions on course selection.
- Reviewing the student's Degree Plan to determine if the student is making progress consistent with the expectations of the program and reaching milestones according to the timeline provided on this form; working with the Doctoral Studies Committee and student to determine if modifications are necessary.
- Clarifying the timetable for completing any remaining course requirements, examinations, and other requirements.
- Providing the student with assistance in understanding the requirements for successful completion of the dissertation.
- Providing the student with assistance in assembling a dissertation committee.
- Providing the student with experiences and information will optimize the student's career opportunities and success.
- Providing students with information related to transferring post-master's courses completed prior to being admitted to the doctoral program.

**Requirements for all Students in the Educational Leadership Doctoral Program**

| Milestones | Expected Time of Achievement |
|---|---|
| Review degree requirements, degree plan, and milestone agreement | File degree plan and milestone agreement with Graduate College by the end of the first semester |
| Review of student's progress with an advisor | Annually |
| Successful completion of the written comprehensive exam | No later than three years after entering the program |
| Coursework successfully completed | Required courses should be completed in 3 years in order to be eligible to take the comprehensive exam |
| Dissertation Committee appointed and approved by Graduate College | Immediately after successfully completing the comprehensive exam. |
| Dissertation proposal completed and approved | No later than four years after entering the program. |
| Research protocols and/or IRB approval | Immediately following the approval of the dissertation proposal defense. |
| Student admitted to doctoral candidacy | Immediately following the approval of the dissertation proposal defense. |
| Dissertation completed, successfully defended, and approved by Committee | No later than five years into the program. |
| Student completes and files all paperwork required for graduation | Approximately 6-7 months prior to graduation or according to UTRGV's schedule |
| Dissertation accepted by Graduate College | According to the Graduate College schedule |
| Exit interview completed | Immediately following the acceptance of the dissertation by Graduate College |

Degree Completion Checklist for Students

- Maintain active student status by registering for courses every fall, spring, and summer session according to the cohort schedule until all required courses have been completed. Once the required courses have been completed, students must be continuously enrolled during the Fall and Spring terms.
- Submit a degree plan no later than the end of the first semester.
- Complete the *Milestones Agreement Form* with your advisor no later than the last class day of the first semester.
- Complete all required coursework
- Schedule and successfully complete required comprehensive exam (must be enrolled in a course the semester one takes the comprehensive exam)
- Form your dissertation committee in consultation with your advisor and prospective dissertation chair
- Have your committee approved by the program coordinator, college dean, and Graduate School
- Prepare and successfully present your dissertation proposal
- Enroll in required dissertation hours and complete your dissertation
- Successfully complete your defense of your dissertation
- Submit required documentation to the Graduate School for completion and graduation

I have read this form and have had the opportunity to discuss its information with my advisor. I understand the academic milestones that I am expected to reach to successfully complete the Ed.D. in the Educational Leadership program and the expected timeline for achieving these milestones.

# Appendix D

## Course Catalog Descriptions

**EDUL 8300**
**Scholarly Writing [3-0]**
**as scheduled**
This course will provide students with the skills and knowledge to write a literature review, a scholarly paper and organize a research proposal through conceptualization, design, and writing that includes the major components of a research plan. Students will enhance their researcher capacity and ability to critically analyze research-based publications, proposals, reports, and literature reviews.

**EDUL 8301**
**Leadership and Organizational Behavior [3-0]**
**as scheduled**
Application of theories of 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 [3-0]**
**as scheduled**
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 [3-0]**
**as scheduled**
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 [3-0]**
**Social and Cultural Contexts of Education**
**as scheduled**
The relationship of contemporary educational institutions, both public school and higher education, to their social setting.

**EDUL 8305 [3-0]**
**Economics of Education**
**as scheduled**
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 [3-0]**
**Ethics and Values in Educational Administration**
**as scheduled**
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 other issues that face administrators of educational systems. Designed to sensitize prospective educational leaders to the ethical content of educational decisions.

E**DUL 8307**

**Organizational Theory in Education [3-0]**
**as scheduled**
Application of theories of an organization to problems of educational institutions; designed to develop diagnostic skills necessary for successful administration of complex educational enterprises.

**EDUL 8308**
**History of Education [3-0]**
**as scheduled**
The development of American education, formal and informal, from colonial times until the present. Areas of emphasis include the historical influences on educational development, the issues of each time period, and current trends.

**EDUL 8330**
**Education Law Seminar [3-0]**
**as scheduled**
Analysis of legal problems in education, sources of law, and the methods of legal research.

**EDUL 8334**
**Topical Seminar [3-0]**
**as scheduled**
May be repeated for credit three times when the topics vary.

**EDUL 8336**
**Problems in Education [3-0]**
**as scheduled**
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 8340**
**Higher Education Law [3-0]**
**as scheduled**
An overview of historical and contemporary influences of the United States and state constitutions, federal and state statutes, case law, and agency regulations that impact higher education institutions and their administrators, faculties, and students.

**EDUL 8341**
**Student Affairs in Higher Education [3-0]**
**as scheduled**

A study of the professional foundations and conceptual models for student affairs administration, programs, and services in community colleges and four-year institutions. Also included will be the development of higher education administrative skills, including those of particular relevance to student affairs.

**EDUL 8342 [3-0]**
**Policy, Politics, and Governance of Higher Education as scheduled**
This course is an advanced study of problems, issues, and trends related to governance, organization, and control of higher educational institutions.

**EDUL 8343**
**Higher Education Finance [3-0]**
**as scheduled**
Higher Education Finance is a study of contemporary policies and practices in the finance of American higher education. The interpretation and uses of financial data in the administration of institutions, sources and methods of securing funds, budget processes, and policies and issues regarding the finance of higher education are some of the topics considered.

**EDUL 8344**
**The American Community College [3-0]**
**as scheduled**
The American Community College is a study of the institutional components of the community college including a review of history, purposes, clientele, organization, finance, programs, and societal functions. Current issues facing community colleges are studied.

**EDUL 8350**
**Doctoral Internship**
**as scheduled**
As stated in the THECB standards for Ed.D. 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 adviser. Each student will have this experience during the final 30 hours of the program. The adviser, in cooperation with the onsite cooperating supervisor, will provide continuous monitoring and advisement of the student's experience, beginning with the selection of a set of objectives for the student for the period of the internship. The practicing school leaders used to coordinate field experiences will also be involved selectively in doctoral internships. May be repeated for credit once.

**EDRE 8300: Introduction to Research Methods [3-0]**
This course introduces the research process, and focuses on the various quantitative, qualitative, and mixed methods inquiry strategies, including the epistemological differences between these approaches. Attention is given to formulating problem statements, posing research questions and hypotheses, and devising appropriate research designs.

**EDRE 8301: Qualitative Research [3-0]**
An examination of qualitative research methods including ethnography, case studies, grounded theory, narrative, and other qualitative inquiries applied to education is the focus of this course. Prerequisite: EDRE 8300.

**EDRE 8302: Quantitative Research [3-0]**
An examination of quantitative research methods including descriptive, experimental, correlational, and other inquiries. Strength, weaknesses, and appropriate uses of quantitative methods of inquiry will be stressed.
Prerequisite: 8300.

**EDRE 8303: Advanced Qualitative Research [3-0]**
The purpose of advanced qualitative research is to develop a deeper understanding of qualitative designs, data

collection, and data analysis. Prerequisite: EDRE 8300 and EDRE 8301.

**EDRE 8304: Advanced Quantitative Research [3-0]**
The purpose of advanced quantitative research is to develop a deeper understanding of quantitative designs, data collection, and data analysis. Prerequisite: EDRE 8300 and EDRE 8302.

**EDRE 8305: Program Evaluation [3-0]**
Methods related to planning and implementing evaluation of educational programs, including formative and summative evaluations, are the focus of this course. National standards are examined for assessing the quality of evaluations relative to utility, feasibility, propriety, and accuracy. Prerequisite: EDRE 8300, EDRE 8301, and EDRE 8302.

**EDRE 8306: Multivariate Analysis in Educational Research [3-0]**
The content of this course will include introduction to exploratory and confirmatory factor analysis; principal component theory; number of factors extracted; path analysis; canonical analysis; and analysis of covariance structures. Prerequisite: EDRE 8300, EDRE 8302, and EDRE 8304.

**EDRE 8307: Selected Topics in Research [3-0]**
Group and individual projects in research design and methodologies, and research execution in response to student needs and interests, and faculty expertise. Course may be repeated for credit. Prerequisite: EDRE 8300, EDRE 8301, and EDRE 8301.

**EDRE 8308: Proposal Writing and Conceptual Framework Development [3-0]**
This course is designed to empower students in their dissertation research endeavors through developing a research proposal. Emphasis will be on constructing a problem statement, designing research questions, reviewing and identifying theories and frameworks to be used with research, reviewing literature, and identifying methodologies in which to approach their research problem. The class activities relate to planning and conducting research, with an emphasis on developing a draft document of a three-chapter proposal. Prerequisite: EDRE 8300, EDRE 8301, and EDRE 8302.

**EDUL 8190, 8390, 8690,**
**Dissertation Proposal Development**
(One, three, or six semester credit hours.)
Students will develop and defend a dissertation proposal before his or her committee. Students must be enrolled in a 3-credit hour dissertation proposal development course at the time of a proposal defense. **Prerequisite:** Pass a written comprehensive exam.

**EDUL 8195, 8395, 8695,**
**Dissertation Research and Writing**
(One, three, or six semester credit hours.)
Students will submit an application to conduct research to the University of Texas Rio Grande Valley Institutional Review Board and secure permission to conduct research prior to beginning any data collection, if applicable. Students must be enrolled in a 3-credit hour dissertation research and writing course at the time of a dissertation defense. **Prerequisite:** Successful dissertation proposal defense, EDUL 8390.

# Appendix E

## Helpful Hints and Links

**Helpful Hints**

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

**Helpful Links**

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

University Council for Educational Administration
http://ucea.org/

Graduate Catalog
http://www.utrgv.edu/_files/documents/academics/catalogs/graduate-catalog-2017-2018.pdf
https://www.utrgv.edu/en-us/academics/catalogs/index.htm

Graduate School Handbook
https://www.utrgv.edu/graduate/_files/documents/20620---grad-college-handbook_hr_final.pdf

Educational Leadership Doctoral

https://www.utrgv.edu/osl/degree-programs/traditional-programs/edu-lead-edd/index.htm

Application for Dissertation committee
http://www.utrgv.edu/_files/documents/graduate/utrgv-application-for-disertation-comitee.pdf

University Dissertation Manual
https://www.utrgv.edu/graduate/_files/documents/utrgv-dissertation-manual-101716.pdf

Application for Degree
https://www.utrgv.edu/graduate/_files/documents/utrgv-graduation-application-on-campus-and-online.pdf

Institutional Review Board (IRB) Procedures
http://www.utrgv.edu/research/for-researchers/human-subjects-research/index.htm

CITI-Course in the Protection of Human Research Subjects:
https://www.citiprogram.org/default.aspElectronic submission guide for dissertations
https://www.utrgv.edu/graduate/_files/documents/thesis-supplemental-instruction.pdf

Certification of Completion Form
http://www.utrgv.edu/graduate/_files/documents/certification-of-completion-of-thesis-or- dissertation-form.pdf

**Resources:**

For further information and to obtain application, materials contact:

Coordinator, Educational Leadership Doctoral Program
College of Education and P-16 Integration
The University of Texas Rio Grande Valley
1201 W. University Drive
Edinburg, TX 78541-2999
Telephone: 956-665-3436
Web: www.utrgv.edu/osl

# APPENDIX F

## Institutional Review Board (IRB)

Information related to ethics training, samples of IRB applications, application forms, and the like are available at

https://www.utrgv.edu/irb/

The University of Texas Rio Grande valley's Institutional Review Board (IRB) reviews all research related to human subjects. The board is made up of UTRGV 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 665-3598.

Protocols submitted for full committee review must be received on or before the published 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 but **after a successful dissertation proposal defense**.

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.), recruiting, etc., must complete a CITI Program tutorial, the responsible conduct, and research, and human subjects research www.citiprogram.org/. Additional courses may be added depending on the nature of the research.
2. The student and the student's dissertation chair may have to enroll in a refresher course to remain certified

All protocols are submitted electronically via https://lar.utrgv.edu/tickatlab/default.aspd

# Appendix G

## 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 UTRGV 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.

In an effort to resolve misunderstandings or concerns, a student must first make every effort to resolve the problem by discussing their 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 head 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 receiving 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 timeline applies to each appeal and each decision notification as described above. Decisions at the Graduate College level will be final.

The procedures mentioned above 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 a 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?

Link to form on grad college website https://www.utrgv.edu/graduate/_files/documents/petition-for-change-in-thesis-or-dissertation.pdf

## APPENDIX H

## Student Related Policies
## Handbook of Operating Procedures

https://www.utrgv.edu/hop/handbook/index.htm

### STU 01s:

| | | | |
|---|---|---|---|
| STU 01-100 | University Food Services Advisory Committee | Finance & Administration | 09/20/18 |
| STU 01-200 | Meningitis Vaccination | Academic Affairs | 09/21/16 |
| STU 01-300 | Student Travel | Academic Affairs | 05/26/17 |
| STU 01-400 | Notification Regarding Missing Resident Students | Finance & Administration | 10/06/15 |

### STU 02s:

| | | | |
|---|---|---|---|
| STU 02-100 | Student Conduct and Discipline | Academic/Health Affairs | 10/06/15 |
| STU 02-200 | Student Grievances and Complaints | Academic/Health Affairs | 01/15/16 |

### STU 03s:

| | | | |
|---|---|---|---|
| STU 03-700 | Family Educational Rights and Privacy Act (FERPA) Policy | Academic/Health Affairs | 07/19/16 |

### STU 05s:

| | | | |
|---|---|---|---|
| STU 05-100 | Excess Repetition and Credit Hour Charges Exemption | Academic/Health Affairs | 01/21/16 (A) |

# Academic Appeals

Students wishing to appeal final grades or decisions regarding academic standards should first discuss the matter with the instructor of the class. Suppose no resolution occurs, and the student wishes to pursue the matter further. In that case, the student may appeal in writing to the appropriate department chair within one long semester after the disputed grade or decision is issued. The department chair will respond in writing to the student within 14 calendar days (excluding holidays) of the receipt of the student's written appeal.

Pursuant appeals will be written and directed within 14 calendar days (excluding holidays) of the date of the department chair's decision to the school, college, or division 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 or director 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. 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 the 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 14 calendar days to the dean/director (excluding holidays). The dean's/director's decision will be final, and it must be mailed or delivered in-person to the student within 14 calendar days (excluding holidays) of the receipt of the student's written appeal.

# Student Complaint Procedures

## Purpose

The University of Texas Rio Grande Valley endeavors to provide fair and objective procedures for hearing student complaints. Students are protected from coercion, intimidation, interference, harassment, retaliation, or discrimination for filing a complaint or assisting in an investigation.

## Student Advisement for Concerns/Complaints

University policies and procedures direct students about how to file a complaint. The applicable policy will depend on the nature of the complaint. If a student has questions about the applicable policy, The Office for Student Rights and Responsibilities, located in the University Center, Rm. 315, on the UTRGV Edinburg Campus and in Cortez Hall, Rm. 205 on the UTRGV Brownsville Campus, can assist a student. Methods to file complaints are outlined more fully in the UTRGV Handbook of Operating Procedures.