



**PRAIRIE VIEW  
A&M UNIVERSITY**

*WHITLOWE R. GREEN  
COLLEGE OF EDUCATION*

**DEPARTMENT OF EDUCATIONAL LEADERSHIP  
AND COUNSELING**

**HANDBOOK FOR DOCTORAL CANDIDATES IN  
EDUCATIONAL LEADERSHIP**

**2014 – 2015**

REVISED JULY 2014

The following iteration of the PHD Program Handbook constitutes a revision of the 2010 Program Handbook and as such contains sections included and/or modified from the 2010 version. Additional sections of this handbook contain material adapted and/or modified from the following universities: New York University; The University of Texas at Austin; Georgia Southern University; Peabody College of Education; Penn State University, Stanford University; and Texas A&M University – College Station

**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND  
COUNSELING  
DOCTORAL CANDIDATE HANDBOOK**

**WELCOME**

Insert Welcome Letter from Dean

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**SECTION I – DEPARTMENT OF EDUCATIONAL  
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# WELCOME

A Note from the Department Head – Educational Leadership and Counseling

## WELCOME

### A Note from the Program Coordinator – Doctoral Program in Educational Leadership

Dear Candidate:

Preparing future scholars and leaders for school districts and other educational institutions regionally and nationally is inherent in the mission of the Whitlowe R. Green College of Education at Prairie View A&M University. Consistent with this mission is the recognition that the changing environment of education demands that all candidates are prepared to assume transformational leadership roles in response to dynamic micro and macro level educational trends.

The Department of Educational Leadership and Counseling is committed to ensuring that candidates in the doctoral program in educational leadership experience the synchronicity of research and scholarly experiences aligned with national standards for research required in a comprehensive PHD program. We are extremely proud of our courses and our esteemed faculty and look forward to assisting you as you compete this journey.

All the best,

*Patricia Hoffman-Miller, PhD*

**Program Coordinator**

## ABOUT THE HANDBOOK

The Doctoral Candidate Program Handbook provides valuable information regarding policies, procedures, academic requirements and resources for all current and future candidates for the PHD in Educational Leadership. It is designed to serve as a guide to the resources available within the department, college and university. All candidates are expected to become familiar with the policies, procedures and regulations within this handbook.

While this handbook may not cover all applicable policies, regulations and procedures, every attempt was made to cover those policies considered to be most salient as you begin the program of study. Policies, regulations and procedures contained herein are current at the beginning of each academic year. However, university, college or departmental policy may change affecting the content of this manual.

***Prairie View A&M University and the Whitlowe R. Green College of Education reserve the right to make changes affecting policies, procedures, curriculum and other matters contained within this handbook.***

If you have any questions regarding the content of this handbook, please contact your faculty advisor, Doctoral Program Graduate Assistant, Doctoral Program Coordinator or the Department Head of Educational Leadership and Counseling at 936-261-3530 or 936-261-3652.

## UNIVERSITY MISSION

Prairie View A&M University is dedicated to excellence in teaching, research and service. It is committed to achieving relevance in each component of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and aspirations of individuals, families, organizations, agencies, schools, and communities—both rural and urban. Prairie View A&M University is a state-assisted institution by legislative designation, serving a diverse ethnic and socioeconomic population and a land-grant institution by federal statute.

Though the University's service area has generally extended throughout Texas and the world, the University's target service area for offering undergraduate and graduate programs of study includes the Texas Gulf Coast Region; the rapidly growing residential and commercial area known as the Northwest Houston Corridor; and urban Texas centers likely to benefit from Prairie View A&M University's specialized programs and initiatives in nursing, juvenile justice, architecture, education, and social work.

## COLLEGE MISSION

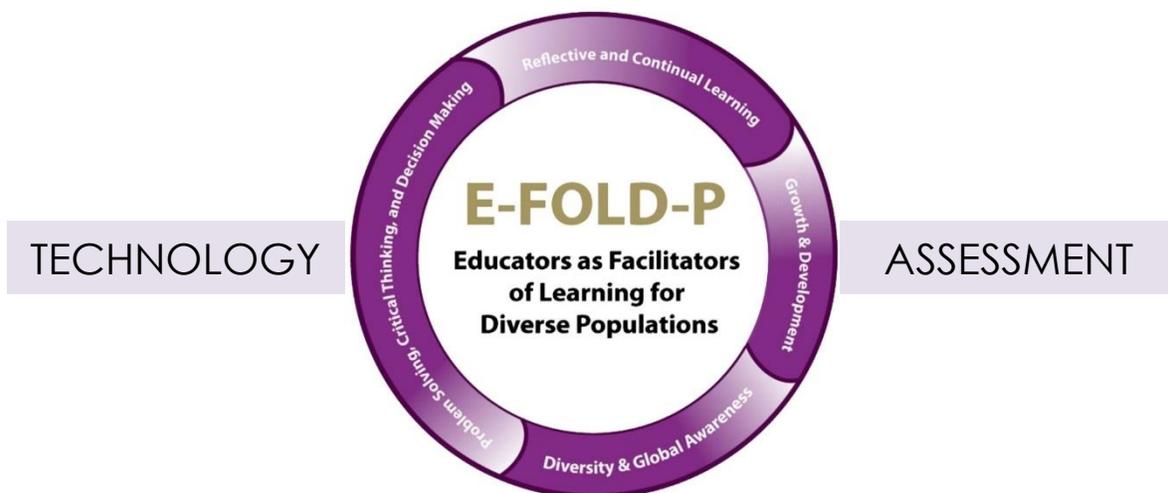
The Whitlowe R. Green College of Education is the designated teacher education unit of the University. The objectives of the College center on the areas of pre-service, in-service and continuing education of teachers and other school personnel in elementary and secondary schools. The purpose of the College's graduate programs is to help practitioners in the field gain a mastery of knowledge and skills in a particular area or discipline. Programs are designed to meet the needs of a diverse candidate population including but not limited to elementary teachers, subject area teachers, teachers of children with special needs, counselors and those who aspire for supervisory and administrative roles in elementary and secondary school districts. The graduate coursework also enables educators to receive certification and/or endorsement in additional fields. Individuals with degrees in fields outside of education who desire to be certified as teachers may pursue graduate studies to meet the state certification requirements.

The mission of the College of Education's educator preparation programs is to prepare candidates for teaching and related positions in public and private schools as well as in other institutions and organizational settings that promote the educational development and well-being of culturally diverse children and youth.

## CONCEPTUAL FRAMEWORK

The Whitlowe R. Green College of Education's Conceptual Framework, **Educators as Facilitators of Learning for Diverse Populations (E-FOLD-P)**, guides work with candidates both at the initial and advanced levels. The conceptual framework diagram was changed to a circular design in 2008 with permission from Western Oregon University. During the 2012/2013 academic year, the conceptual framework was modified to include the unit's commitment to continuous improvement, technology and assessment. In the modification of the conceptual framework, the unit sought to ensure that assessment was incorporated within E-FOLD-P in order to establish preeminence in meeting the challenges of diverse populations, as stipulated in our mission.

The conceptual framework consists of the following four basic tenets anchored by technology and assessment: *Problem Solving, Critical Thinking, and Decision Making; Reflective and Continual Learning; Growth and Development; and Human Diversity and Global Awareness; and Shared Vision*. These tenets are graphically illustrated in the unit's Conceptual Framework diagram.



Permission granted from Western Oregon University to adapt circular design of conceptual framework for Prairie View A&M University, Whitlowe R. Green College of Education.

## DEPARTMENT MISSION

The mission of the Department of Educational Leadership and Counseling is to provide quality instruction, research, and service and outreach programs that foster knowledge, appreciation and experience thus preparing graduates to meet the challenges of their educational goals. Through a comprehensive program of graduate courses, and practical experiences, candidates emerge as prepared facilitators of teachers and other district personnel and as professional decision makers capable of assisting all learners in meeting expected stakeholder outcomes.

## PROGRAM MISSION

The mission of the PHD program in educational leadership is to prepare reflective, visionary and culturally responsive scholars, researchers and leaders prepared to assume leadership roles in the transformation of teaching and learning organizations in a global environment.

## ADMINISTRATION

### PVAMU MAIN CAMPUS AND NORTHWEST CENTER CAMPUS

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**SECTION II – DOCTORAL PROGRAM IN  
EDUCATIONAL LEADERSHIP**

## PROGRAM OVERVIEW

### DOCTORAL PROGRAM PURPOSE AND OBJECTIVES

The PHD Program in Educational Leadership at Prairie View A&M University is designed to encourage bold, innovative, and successful leadership in teaching and learning organizations as well as develop new knowledge through research and problem-based learning for enhancing the effectiveness of schools and educational organizations. The Doctor of Philosophy Program in Educational Leadership is structured to prepare educational leaders who seek to develop and improve their skills and abilities to provide excellence in leading diverse organizations. The program is primarily geared towards the preparation of leaders in public and nonpublic schools, regional service centers, state departments of education, and national and state professional educational organizations. Graduates and candidates may also seek employment as professors and researchers in colleges, universities, research centers, and foundations.

The educational objectives of the program are:

1. To meet educational needs of the state and nation in this rapidly growing area;
2. To educate, train, and prepare individuals who possess the research and methodological skills to initiate, conduct, and evaluate independent research;
3. To prepare educated citizens who are able and willing to meet the leadership needs of both public and private sectors of society; and
4. To prepare liberally educated individuals who know how to think, reason, and apply knowledge that will enable them to work and use technology in an ever changing world.

## PROGRAM DESCRIPTION

Doctoral candidates are expected to exercise independent scholarship, develop a strong knowledge base, and emphasize the development of educational theory in research. The overarching goal of the program is for candidates to develop critical thinking abilities that center on knowledge of professional literature, reasoning skills, and data analysis methods. Major foci of the program include:

- Understanding the sources of successful leadership practices, processes, and effects.
- Acquiring knowledge and understanding of the most recent theory and research in education.
- Understanding psychological and philosophical foundations of education.
- Appreciating the relationship of educational organizations with their political and social environments in which they are embedded.
- Understanding the unique challenges involved in leading and influencing professional organizations.
- Applying research experience and data analysis to solving organizational problems.
- Applying theory and research on change in the improvement of educational programs.

## COMMITMENT TO TECHNOLOGY

The Whitlowe R. Green College of Education's Conceptual Framework guides the provision of all academic programs in the college ensuring an enhanced focus and commitment to technology as a guiding principle in the development and delivery of all instruction. The doctoral program in educational leadership is no exception. We embrace a culture where candidates recognize the essential role of technology in all aspects of education. Candidates for the Doctor of Philosophy in Educational Leadership are prepared to integrate technology in all field and course experiences and use data to inform decisions affecting outcomes. Integration of technology contributes to professional practice while concurrently enhancing the individual research of each candidate.

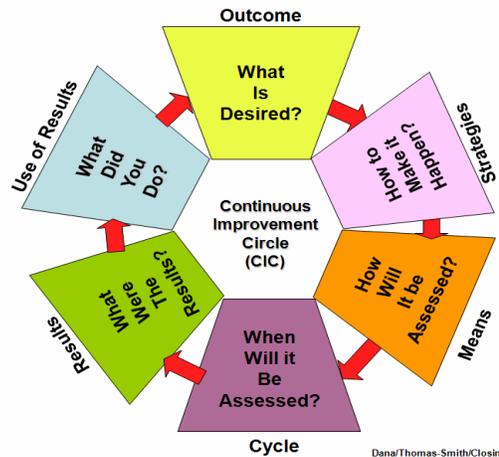
The Whitlowe R. Green College of Education uses a technology-based assessment system, Task Stream, which continuously gathers data at the unit, department, and program and course level. Data and data analysis from Task Stream facilitates an essential culture of continuous improvement and reflective practice.

Course delivery incorporates the use of traditional face-to-face instruction via Smart Rooms equipped with the latest technological equipment. Blended and on-line learning occurs using Panopto and Moodle. Candidates have access to technology labs on the main campus in DELCO and the Northwest Center.

## **COMMITMENT TO CONTINUOUS IMPROVEMENT**

The University and the College of Education utilizes a Continuous Improvement Process, Quality Without Compromise, to guide the development, enhancement, delivery and improvement of all course offerings and program areas. Faculty and leadership team members continually review the academic needs of the community, region and more importantly the candidates we serve. The continuous improvement model adopted by the university and college is best depicted in the graph below.

Quality Without Compromise  
Closing the Loop  
The Six Question Model at Prairie View A&M University



## AMENDMENT TO POLICIES AND PROCEDURES

The policies and procedures of this manual may be amended by the university, college or department in response to changes requested by accreditation organizations, federal and state statute or as a result of data analysis. In particular, all policies and procedures governing the doctoral program in educational leadership are subject to review, revision and amendment by majority vote of the educational leadership faculty. The Head of the Department of Educational Leadership and Counseling and the Dean of the Whitlowe R. Green College of Education must approve any such revisions, amendments or changes.

The College of Education and the Department of Educational Leadership and Counseling reserves the right to make needed changes and/or amendments in the best interests of candidates, the university and the college. Should the need arise to implement amendments to this manual, the department will provide updates as soon as reasonably possible after the amendments are approved.

## **EXCEPTIONS TO POLICIES AND PROCEDURES**

When a candidate is unable to resolve a problem, or when exceptions to the policies are sought, the candidate must follow the appeal process as outlined by the Whitlowe R. Green College of Education, Department of Educational Leadership and Counseling or the Graduate School.

Please see specific policies and procedures for exceptions later in this handbook.

## APPLICATION PROCESS

### GRADUATE SCHOOL APPLICATION REQUIREMENTS

The PHD Program in Educational Leadership Applications deadline for admission is January 1<sup>st</sup> and June 1<sup>st</sup> of each year for admission consideration in the fall semester. All materials must be received by this deadline for consideration.

There are two phases to the PHD in Educational Leadership Program application process. The first phase pertains to materials required for admission to the Graduate School. The second phase includes materials required for admission to the Department of Educational Leadership and Counseling.

To be admitted into the Educational Leadership program, prospective candidates must submit the following documents to the Prairie View A&M University Graduate School.

### PHASE I – GRADUATE SCHOOL APPLICATION

The first part of the application process includes submitting an application to the Graduate School. The Graduate School is the primary source of information regarding study for an advanced degree. Similarly, the Graduate Catalog is the official sourcebook for graduate programs. General inquiries about graduate study should be directed to the Graduate School. Graduate candidates are held fully responsible for understanding and adhering to all policies and procedures established by the Graduate School.

A completed application for admission is required and **must** be submitted to the Graduate School by the following deadlines:

#### Domestic and International Candidates

**GRADUATE SCHOOL:** May 1 for the Fall Semester; October 1 for the Spring Semester

**DEPARTMENT:** January 1<sup>st</sup> and June 1<sup>st</sup> for the Fall Semester

A statewide Apply Texas application can be accessed at [www.applytexas.org](http://www.applytexas.org) or through the Prairie View A&M University website, [www.pvamu.edu](http://www.pvamu.edu) , by following the “Admissions” link. It is the applicant’s responsibility to ensure that the required admission documents are received in the Graduate School on or before the application deadline. **An applicant whose admission credentials are received after a stated deadline date should contact the Graduate School to request admission for the next enrollment period.**

Even though the applicant may meet the general requirements for admission to the Graduate School, he/she must meet the admission requirements of specific programs. Admission to a department/program is not guaranteed until the applicant receives official notification by Graduate School. The candidate may not enroll in any graduate courses until this official notification is received. Failure to adhere to this policy will nullify any graduate level coursework undertaken by the candidate.

Requirements for the admission process are as follows:

1. A completed online application for admission to the Graduate School ([www.applytexas.org](http://www.applytexas.org)) and payment of a \$50 non-refundable application evaluation charge.
2. A master’s degree from an accredited college or university.
3. An official transcript of all graduate college work from the registrar of each college previously attended.
4. A minimum undergraduate cumulative Grade Point Average of 2.75<sup>1</sup> on a 4.00 grading scale for regular graduate degree status.
5. Three letters of recommendation from persons in the field of the applicant’s academic major or area of concentration.
6. Official scores on the Graduate Record Examination (GRE) **must be on file within the first semester of enrollment** and may not be more than 10 years old at the time of enrollment.

Information regarding the Graduate Record Examination (GRE) or the Graduate Management Admissions Test (GMAT) may be obtained from the Graduate School or by contacting the appropriate testing service below:

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<sup>1</sup> Candidates seeking admission to the PHD Program in Educational Leadership must have a minimum GPA of 3.00 on a 4.00 grading scale.

## Graduate Record Examinations

Educational Testing Service

P. O. Box 6000

Princeton, NJ 08541-6000

Telephone: 866-473-4373 (Princeton, NJ)

609-771-7670 (outside U.S. and Canada)

Website: [www.ets.org/gre](http://www.ets.org/gre)

## PHASE II - DEPARTMENTAL APPLICATION REQUIREMENTS

The second component of the application process is the submission of materials required by the Department of Educational Leadership and Counseling. The department requirements consist of the following:

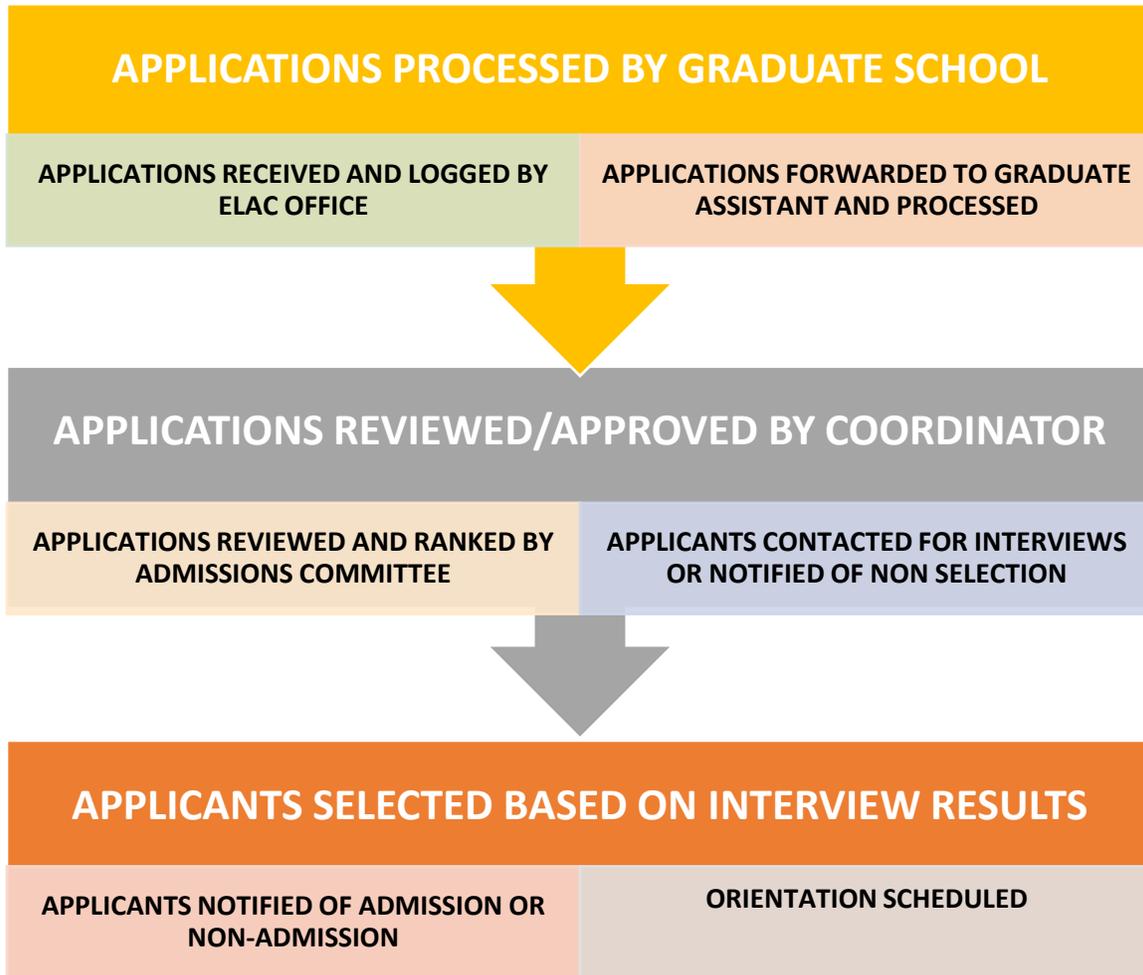
- A completed departmental application for the PHD in Educational Leadership program. The application may be found at:  
<http://www.pvamu.edu/education/educational-leadership-and-counseling/educational-leadership-doctoral-program/application-process/>
- An original essay of approximately 750 - 1000 words that describes your background and professional goals including your rationale for pursuing a doctoral degree.
- A current resume or vitae.
  - Three letters of references, including reference forms, must be submitted in sealed envelopes with the reference signature written on the outside across the seal. *The applicant bears the responsibility for distributing/collecting reference forms and letters, as well as sending them to the Graduate School as part of the application packet. Reference forms may be obtained at:*  
<http://www.pvamu.edu/education/educational-leadership-and-counseling/educational-leadership-doctoral-program/application-process/>

Please submit all departmental admissions materials to:  
Office of Doctoral Programs  
Department of Educational Leadership and Counseling  
Prairie View A& M University  
P.O. Box 519; MS 2420  
Prairie View, TX 77446

The PHD program in Educational Leadership Applications deadline for admission is **January 1<sup>ST</sup>** and **June 1<sup>st</sup>** of each year for admission consideration for the **fall** semester. All materials must be received by this deadline for consideration. In order to be considered for admission, both the Graduate School and departmental applications must be received. When your file is complete and your eligibility in meeting the requirements has been determined, you may be contacted for: (a) participation in an interview with departmental faculty; and (b) possible submission of a professional portfolio. Detailed information regarding the application process and other questions about the program can be found at the Frequently Asked Questions (FAQ) page - <http://www.pvamu.edu/pages/6385.asp>.

## ADMISSION REVIEW PROCESS

### **ADMISSIONS PROCESS FOR DOCTORAL PROGRAMS**



### **ADMISSION REVIEW CYCLE DEADLINE**

***ALL MATERIALS MUST BE RECEIVED BY THE DATE BELOW IN ORDER  
TO BE CONSIDERED FOR FALL ADMISSION***

**SPRING – JANUARY 15<sup>th</sup>**

**SUMMER – JUNE 1<sup>ST</sup>**

## **ADMISSION CRITERIA**

As indicated in the documents to be submitted for admission, the decision for admission is based on a combination of quantitative and qualitative factors. Ultimately, admission will be granted to candidates who demonstrate the propensity to complete the program successfully, given the availability of space and faculty support. No applicant should assume that he or she will be granted admission automatically.

## **ADMISSION STATUS**

Applicants who meet or exceed the criteria for admission may be granted unconditional admission into the doctoral program. Candidates are deemed to meet the admissions criteria, when all graduate school and program requirements are met, including a minimum score of 84.5% on the application screening matrix and interview process.

Those candidates who are granted provisional admission will enroll in no more than 6 hours of doctoral classes for each of two semesters for a maximum of 12 hours.

Candidates in provisional status may not be eligible for financial aid. It is the responsibility of each candidate to contact the Office of Financial Aid to determine the facts surrounding financial aid. After the completion of the first 12 hours of coursework, each candidate, provisional or unconditional, will be assessed by the doctoral committee during the annual review process and a recommendation will be made to the department head to upgrade the provisional candidate to unconditional status, maintain unconditional status for unconditional candidates, or to remove the candidate from the program.

## **ORIENTATION**

All candidates admitted to the PHD Program in Educational Leadership are required to participate in a doctoral program orientation prior to their first semester. The orientation is considered essential for the successful adaptation and immersion in post-graduate doctoral studies. During Orientation, candidates will become familiarized with an overview of university, college, departmental and doctoral program policies,

procedures and regulations. The Doctoral Program Coordinator, along with other university and college officials provide guidance and an overview of program expectations, including but not limited to, matriculation, degree requirements, advisement and registration.

The Orientation for doctoral candidates is typically held during the first two weeks of August.

## **REGISTRATION AND CONTINUOUS ENROLLMENT**

Continuous enrollment is generally defined as being enrolled in three (3) or more semester credit hours of coursework. After formal admission to the doctoral program, candidates are required to maintain continuous enrollment during each semester until the doctoral program is completed. Failure to maintain continuous enrollment may result in a change of status from active to inactive. Candidates must complete all core, elective and specialization courses within the required time limits. Exceptions to this requirement must be approved by the department head.

Candidates are also expected to demonstrate continuous progress throughout their program completion, particularly after all scheduled coursework is completed (excluding dissertation hours). Candidates receive optimum support when contact is maintained with their advisor and no significant lapse occurs in program completion.

Candidates must maintain contact with their Doctoral Committee Chair during the dissertation phase. If there is no contact with a candidate for one semester, despite written attempts by the Doctoral Committee Chair, the candidate will receive a Notice of Review regarding possible unsatisfactory progress. Failure to respond to this notice and demonstrate satisfactory progress may result in a recommendation to remove the candidate from the program. Faculty in the PHD Program meet annually to review the progress of candidates and any candidate not making satisfactory progress may be placed on academic probation or removed from the program.

## **PROGRAM EXPECTATIONS AND REQUIREMENTS**

### **PROGRAM OF STUDIES**

Candidates must file a Program of Studies (Degree Plan) form no later than March 30<sup>th</sup> of their first year of studies. A Program of Studies is based on a minimum of 69 semester credit hours, including a minimum of 12 semester credit hours for the dissertation.

Candidates develop their Program of Studies (Degree Plan) in consultation with their first-year advisor. All degree plans must be approved by the Doctoral Program Coordinator and the Department Head of Educational Leadership and Counseling.

Candidates should routinely review their Program of Studies to ensure they are meeting program requirements for their degree in a timely manner.

Candidates are allowed seven years to complete their doctorate degree. The PHD degree is composed of three broad activities: 1) coursework; 2) comprehensive examinations, and 3) dissertation proposal and dissertation.

### **COURSEWORK REQUIREMENTS**

A minimum of 69 semester credit hours is required to graduate from the PHD program in educational leadership. An overall GPA of 3.2 must be maintained throughout the program. The PHD Program is designed on a cohort model and includes a shared set of core courses for all PHD candidates, as well as additional advanced coursework specific to one of the available three areas of concentration: general administration, higher education administration and human resources administration.

## PROGRAM OF STUDIES<sup>2</sup>

### CORE COURSES

18 SCH

EDUL 7003	Fundamentals of Strategic Thinking
EDUL 7013	Strategic Planning
EDUL 7023	Organizational Theory
EDUL 7033	Dynamics of Leadership
EDUL 7043	Organizational Development and Change
EDUL 7053	Cultural Diversity

### CONCENTRATION CORE HOURS - Choose 12 SCH

12 SCH

#### General Administration, the Superintendency and Leadership:

EDUL 7063	Philosophy of Leadership in Education
EDUL 7071	Special Topics
EDUL 7072	Special Topics
EDUL 7263	Critical Issues in Educational Leadership
EDUL 7203	Organizational Behavior
EDUL 7213	Educational Laws and Policies
EDUL 7223	Educational Governance
EDUL 7233	School-Community Relations
EDUL 7243	Educational Facilities Planning and Management
EDUL 7253	Ethical Decision Making in Educational Leadership
EDUL 7293	Organizational Theory and Development
EDUL 7273	Human Resources Administration
EDUL 7303	Educational Budget and Resource Allocation
EDUL 7103	Evaluation

#### School Finance:

EDUL 7303	Educational Budget and Resource Allocation
EDUL 7313	Economic Dimension of Education
EDUL 7323	Global Economy
EDUL 7333	Grant Writing

#### Human Resources Administration:

EDUL 7503	Human Resources Administration in Schools
EDUL 7273	Human Resource Management
EDUL 7513	School Personnel Selection and Appraisal
EDUL 7013	Law and School Personnel
EDUL 7523	School Professional Development
EDUL 7533	TQM in Schools

<sup>2</sup> Any one course listed in this section may be offered as an Independent Study with the Course Name/Number as EDUL 7993 with permission from the professor and Department Head.

EDUL 7083 Special Topics in Educational Leadership

**School Law and Policy:**

EDUL 7403 School Law for Administrators  
EDUL 7413 Special Education Law for Administrators  
EDUL 7423 Law and School Personnel  
EDUL 7213 Educational Laws and Policies  
EDUL 7223 Educational Governance  
EDUL 7083 Special Topics in Educational Leadership

**Technology**

EDUL 7163 Technology, Teaching and Learning  
EDUL 7113 Technology and Human Development  
EDUL 7123 Issues in Distance Ed  
EDUL 7153 Microcomputer Applications  
EDUL 7133 Technology and Disabilities  
EDUL 7143 Ed Technology and Organizations

**RESEARCH**

EDUL 7603 Quantitative Research Design and Analysis  
EDUL 7613 Qualitative Research Design  
EDUL 7623 Advanced Research  
EDUL 7633 Advanced Statistics  
EDUL 7073 Special Topics: Advanced Statistics  
EDUL 8003 Dissertation Seminar

**INTERNSHIP**

**3 SCH**

EDUL 7083 Internship I  
EDUL 7093 Internship II

**ELECTIVES**

**6 SCH**

Six elective hours relating to candidate interest.

**DISSERTATION**

**12 SCH MINIMUM**

EDUL 8003 – 6 Dissertation Hours

**TOTAL MINIMUM DEGREE REQUIREMENTS – 63-69 SCH**

**REQUIRED COURSE SEQUENCE**

Candidates for the PHD Program in Educational Leadership are required to follow a prescribed degree plan outlined in the below course sequence as a part of the program's cohort model of course delivery.



## SUGGESTED COURSE ROTATION

YEAR ONE <sup>3</sup>			TOTAL SCH
SEMESTER	COURSE NUMBER	COURSE NAME	
FALL	EDUL 7033	Dynamics of Organizational Leadership	3
	EDUL 7023	Organizational Theory	3
SPRING	EDUL 7053	Cultural Diversity	3
	EDUL 7003	Strategic Planning	3
SUMMER I	EDUL 7043	Organizational Development and Change	3
	EDUL 7613 – Ten Weeks	Qualitative Research	3
SUMMER II	EDUL 7613	Qualitative Research	
	EDUL 7013	Strategic Thinking	3
			<b>24 SCH</b>
YEAR TWO			
FALL	EDUL 7253	Ethical Decision Making	3
	EDUL 7603	Quantitative Research	3
	EDUL 7083	Internship	3
SPRING	EDUL 7643 or 7073	Research and Statistics or Advanced Statistics	3
	EDUL 7223	Governance	3
SUMMER I	EDUL 7233	School Human Resources Administration	3
	EDUL 7063	Philosophy of Leadership	3
SUMMER II	EDUL 7233	School Community Relations	3
	One Concentration Course/Elective		3
			<b>27 SCH</b>
YEAR THREE			
FALL	EDUL 8013	Dissertation Seminar	3
	EDUL 7423	Laws and School Personnel	3
	EDUL 7435	Grant Writing	3
SPRING	One Concentration Course/Elective		3
SUMMER	EDUL 8003	Dissertation Hours	3
			<b>15 SCH</b>
FALL	EDUL 8001 - 8012	Dissertation Hours	9 <sup>4</sup>

**TOTAL MINIMUM DEGREE REQUIREMENTS: 63-69 SCH**

<sup>3</sup> Some courses listed may count as both an elective and a concentration course. Please do not double-count these courses as part of your degree plan.

<sup>4</sup> Minimum number of dissertation hours is 12. Candidates may exceed this number by a maximum of 12 SCH

## WHEN COURSES ARE OFFERED<sup>5</sup>

<b>COURSE</b>	<b>FALL</b>	<b>SPRING</b>	<b>SUMMER I</b>	<b>SUMMER II</b>	<b>SUMMER III</b>
<b>CORE</b>					

### CONCENTRATIONS

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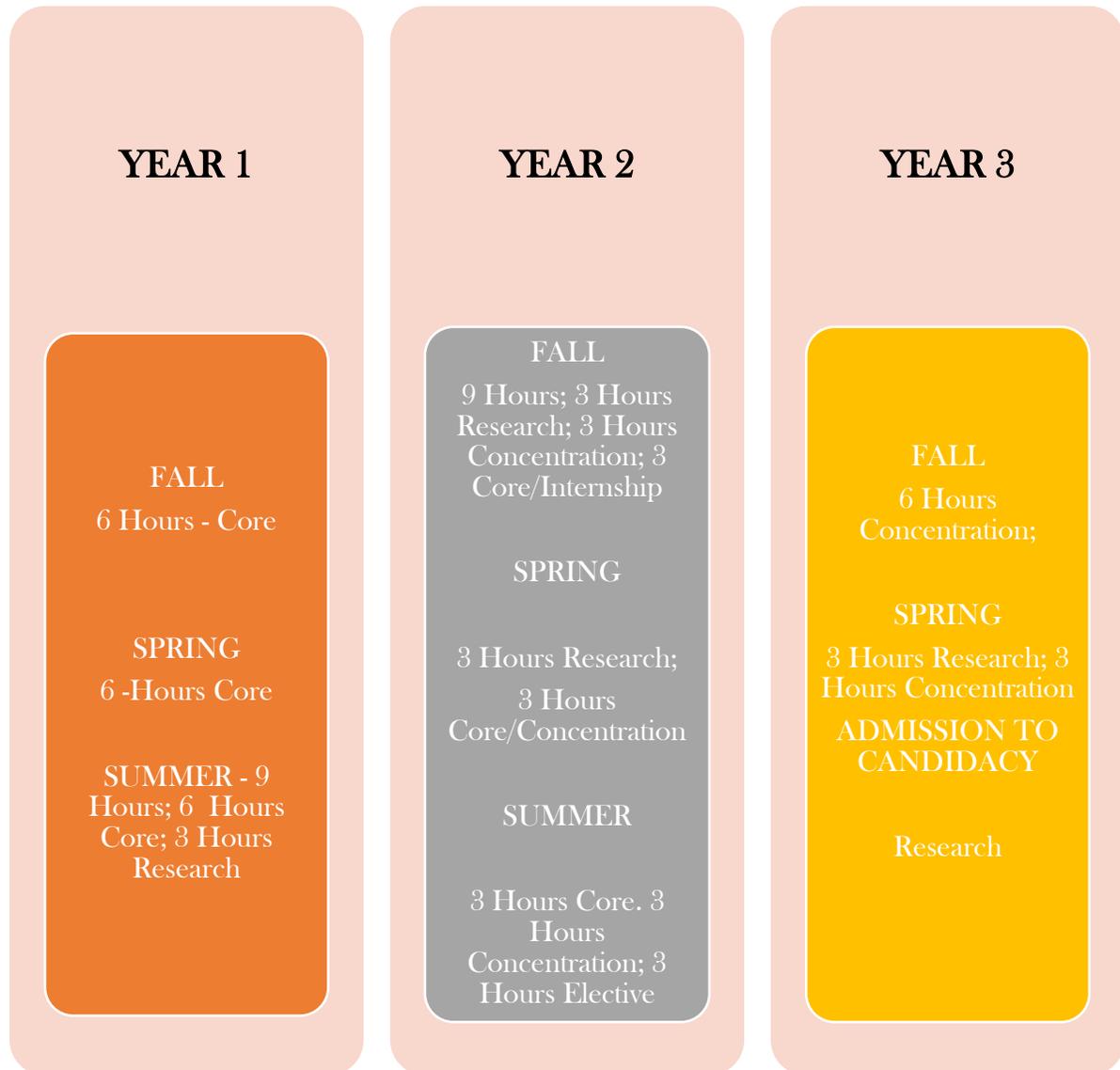
### RESEARCH

### ELECTIVES

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<sup>5</sup> Candidates are advised to check with the university registrar and departmental staff for official course offerings as courses cannot be guaranteed in the sequence shown.

## FULL TIME COURSEWORK FLOW CHART EXAMPLE



## COURSE DESCRIPTIONS

**EDUL 7003** Fundamental Components of Strategic Thinking. (3-0) Credit 3. Designed to help candidates understanding the process of strategic thinking, visioning and the establishment and achievement of organizational goals and objectives.

**EDUL 7013** Strategic Planning in Educational Leadership. (3-0) Credit 3. Focus on the

process of strategic planning in educational leadership and how external environments and internal dynamics affect planning procedures.

**EDUL 7023** Organizational Theory. (3-0) Credit 3. Focus on organizational theories that shape educational institutions and provide educational leaders with the knowledge of theories as well as strategies to transfer theory into effective practice.

**EDUL 7033** Leadership. (3-0) Credit 3. Designed to provide candidates with the history, development and understanding of scientific leadership and issues confronting modern and contemporary leadership through a review of research, literature, and the examination of great personalities in education, business, industry, philanthropy, government, environment and politics, including women and other minorities.

**EDUL 7043** Organizational Development and Change in Education. (3-0) Credit 3. Explore global educational change from the perspectives of classical/rational organizational theory, open systems theory, contingency theory, and social systems theories. Educational leaders will understand the dynamics of educational change and the process to manage change.

**EDUL 7053** Cultural Diversity in Educational Leadership. (3-0) Credit 3. Examine critical issues related to providing leadership for diverse candidate populations. Educational and Social Service leaders will understand what it means to be a culturally responsive and learn strategies to rectify current race, class, and gender inequities that exist throughout educational systems.

### **Research, Concentration and Elective Course Descriptions**

**EDUL 7163** Special Topic in Educational Leadership. 1-3 semester hours. An examination of special topics related to educational leadership. This course may be repeated when topics vary.

**EDUL 7083** Internship I Observation and Field Experience. (3-0) Credit 3. Field based experience designed to provide educational leaders with the opportunity to observe in varied social agencies.

**EDUL 7093** Internship II Administrative Applications. (3-0) Credit 3. Field based experience designed to provide educational leaders with the opportunity to participate in actual administrative situations and problems in varied educational settings.

**EDUL 7103** Research and Evaluation. (0-3) Credit 3. Generation, analysis, and use of data and information relevant to decision making at the case, program, and policy levels. Candidates will learn and expand skill in the collection, analysis and use of data related to fundamental aspects of social service work practice, problem assessment and definition, intervention formulation, refinement and evaluation.

**EDUL 8001-8012** Studies, program procedures, and dissertation issues.

**EDUL 8013** Dissertation Seminar. (3-0) Credit 3. Design and complete dissertation including data collection, analysis, written report, and oral defense.

### **General Administration, Leadership and Superintendency**

**EDUL 7203** Organizational Behavior in Education. (3-0) Credit 3. Through the examination and application of theories of organizational behavior (i.e. motivation, power and influence, group dynamics, change, decision-making, etc.) in educational institutions, this course is designed to develop diagnostic and problem-solving skills necessary for successful leadership of educational organizations.

**EDUL 7213** Educational Laws and Policies. (3-0) Credit 3. An examination of legal principles and laws affecting the management and administration of educational institutions. Emphasis will be placed on federal and state laws, local system; current legal issues; and the interconnectedness of policy-making and laws and policies.

**EDUL 7223** Educational Governance. (3-0) Credit 3. Examine school governance and the current practices related to governance in education. Class participants will have the opportunity to create and or refine their understanding of governance with the exploration of current issues in the governance process.

**EDUL 7233** School - Community Relations. (3-0) Credit 3. Explore the relationship between schools and the communities in which they are imbedded. Specific focus will be placed on, but not limited to, school board relations; site based decision-making, parental involvement, community politics, bond elections, and informing the public.

**EDUL 7243** Educational Facilities Planning and Management. (3-0) Credit 3. An in-depth study of the planning and management of educational facilities will be examined in this course. Attention will be given to the programmatic needs, building design, maintenance of the school plant and accessing community growth patterns and needs.

**EDUL 7253** Ethical Decision Making in Educational Leadership. (3-0) Credit 3. Provide candidates with the opportunity to apply the concepts of ethical decision making to the personal and professional aspects of educational leadership. The concepts of reasoning, problem solving, and critical thinking will be examined.

**EDUL 7263** Critical Issues in Educational Leadership. (3-0) Credit 3. Examine the current and critical issues in educational leadership. Class participants will have the opportunity to develop strategies to address critical issues found in the educational arena.

**EDUL 7273** Human Resource Management. (3-0) Credit 3. Study of the principles of planning for human resource management in education. Employee recruitment, selection, evaluation, staff development, promotion and retention will be addressed.

**EDUL 7303** Educational Budgeting and Resource Allocation. (3-0) Credit 3. Explore all facets of the budgeting and resource allocation process. The administrative functions of planning, organizing, staffing, and evaluating will be stressed as it related to local, state, and federal fiscal requirements.

**EDUL 7023** Organization Theory and Development. (3-0) Credit 3. Examines historical evolution of administrative theory including classical, sociological and social-psychological dimensions, decision-making theory, implications of public interest theory for public management, basic concepts of organization development and impact on public administration paradigms, new urban administration, and future urban administration.

### **School Finance**

**EDUL 7303** Educational Budgeting and Resource Allocation. 3 semester hours. This course is designed to explore all facets of the budgeting and resource allocation process. The administrative functions of planning, organizing, staffing, and evaluating will be stressed as it related to local, state, and federal fiscal requirements.

**EDUL 7313** Economic Dimension of Education. 3 semester hours. Examines the economic thinking as well as the theory and practice of funding public education. An in-depth study of the follow topics will be addressed (sources and characteristics of school revenue, bond elections, equity, private funding sources).

**EDUL 7323** Global Economy. 3 semester hours. Examines the global economy and the adverse effect it has on the funding of public education. Topics addressed could include: international financial markets, interest and inflation rates, foreign investments and consumer spending.

**EDUL 7163** Special Topic in Educational Leadership. 1-3 semester hours. An examination of special topics related to educational leadership. This course may be repeated when topics vary.

**EDUL 7333** Grant Writing:3 semester hours. Examines the art of grantsmanship and the procedure to locate and submit grants to public and private funding sources.

### **School Law and Policy**

**EDUL 7403** School Law for Administrators: (3 hours) Designed to identify essential legal issues and concepts found in the United States and Texas constitutions, statutes, regulations, and judicial decisions, emphasis us on candidate learning and mastering legal knowledge and applying the law in educational settings.

**EDUL 7413** Special Education Law for Administrators (3 hours) Candidates learn the importance of special education law and policy found in the United States and Texas

constitutions, statutes, regulations, and judicial decisions, with emphasis on mastering vital knowledge and on applying the law in educational settings.

**EDUL 7423** Law and School Personnel (3 hours) This course is designed to acquaint the school leader with federal and state laws that impact on the personnel functions of schools.

**EDUL 7213** Educational Laws and Policies. (3-0) Credit 3. Examination of legal principles and laws affecting the management and administration of educational institutions. Emphasis will be placed on federal and state laws, local system; current legal issues; and the interconnectedness of policy-making and laws and policies.

**EDUL 7223** Educational Governance. (3-0) Credit 3. Examine school governance and the current practices related to governance in education. Class participants will have the opportunity to create and or refine their understanding of governance with the exploration of current issues in the governance process.

**EDUL 7303** Educational Budgeting and Resource Allocation. (3-0) Credit 3. Explore all facets of the budgeting and resource allocation process. The administrative functions of planning, organizing, staffing, and evaluating will be stressed as it related to local, state, and federal fiscal requirements.

**EDUL 7163** Special Topic in Educational Leadership. 1-3 semester hours. An examination of special topics related to educational leadership. This course may be repeated when topics vary.

**EDUL 7083** Internship I Observation and Field Experience. (3-0) Credit 3. Field based experience designed to provide educational leaders with the opportunity to observe in varied social agencies.

**EDUL 7093** Internship II Administrative Applications. (3-0) Credit 3. Field based experience designed to provide educational leaders with the opportunity to participate in actual administrative situations and problems in varied educational settings.

**EDUL 7293** Organization Theory and Development. (3-0) Credit 3. Examines historical evolution of administrative theory including classical, sociological and social-psychological dimensions, decision-making theory, implications of public interest theory for public management, basic concepts of organization development and impact on public administration paradigms, new urban administration, and future urban administration.

## Higher Education

**EDUL 7213** Educational Laws and Policies (3 hrs.) Examination of legal principles and laws affecting the management and administration of educational institutions. Emphasis will be placed on federal and state laws, local system; current legal issues; and the interconnectedness of policy-making and laws and policies.

**EDUL 7223** Educational Governance (3 hrs.) Examine school governance and the current practices related to governance in education. Class participants will have the opportunity to create and or refine their understanding of governance with the exploration of current issues in the governance process.

**EDUL 7303** Educational Budgeting and Resource Allocation (3 hrs.) Explore all facets of the budgeting and resource allocation process. The administrative functions of planning, organizing, staffing, and evaluating will be stressed as it related to local, state, and federal fiscal requirements.

**EDUL 7253** Ethical Decision Making in Educational Leadership (3 hrs.) Provide candidates with the opportunity to apply the concepts of ethical decision making to the personal and professional aspects of educational leadership. The concepts of reasoning, problem solving, and critical thinking will be examined.

**EDUL 7073** Special Topics in Leadership in Higher Education Settings (3 hrs.) An examination of special topics related to educational leadership in higher education. This course may be repeated when topics vary.

**EDUL 7073** Special Topics in Higher Education Teaching (3 hrs.) An examination of special topics related to teaching in higher education. This course may be repeated when topics vary.

### **Human Resources Administration**

**EDUL 7503** Personnel Administration in Education (3 hours) Survey and examination of roles, responsibilities, and functions of personnel officers in education; studies in general personnel policies; review of administration of insurance, salary, retirement, sick leave, and other programs under personnel administration.

**EDUL 7273** School Personnel Selection and Evaluation (3 hours) Course will identify the process of recruitment, selection, induction and evaluation of teachers by school administrators.

**EDUL 7523** School Professional Development (3 hours) Explore the knowledge base, standards, and theory base of staff development; activities that allow candidates to design a comprehensive staff development program in K-12 schools.

**EDUL 7533** TQM in Schools (3 hours) Total Quality Management (TQM) is a management theory designed to promote team-building, customer-oriented leadership, and data-driven decision-making through the integration of traditional management theories.

**EDUL 7013** Law and School Personnel (3 hours). This course is designed to acquaint the school leader with federal and state laws that impact on the personnel functions of

**EDUL 7253** Ethical Decision Making in Educational Leadership (3 hours) Provide candidates with the opportunity to apply the concepts of ethical decision making to the personal and professional aspects of educational leadership. The concepts of reasoning, problem solving, and critical thinking will be examined.

**EDUL 7163** Special Topics in Educational Leadership (1-3 hours) semester. An examination of special topics related to educational leadership. This course may be repeated when topics vary.

### **School Finance**

**EDUL 7303.** Educational Budgeting and Resource Allocation. (3-0) Credit 3. Explores all facets of the budgeting and resource allocation process. The administrative functions of planning, organizing, staffing, and evaluating will be stressed as it related to local, state, and federal fiscal requirements. Prerequisite: Admission to doctoral program.

**EDUL 7313.** Economic Dimension of Education. (3-0) Credit 3. Examines the economic thinking as well as the theory and practice of funding public education. An in-depth study of the following topics will be addressed (sources and characteristics of school revenue, bond elections, equity, private funding sources). Prerequisite: Admission to doctoral program.

**EDUL 7323.** Global Economy. (3-0) Credit 3. Examines the global economy and the adverse effect it has on the funding of public education. Topics addressed include: international financial markets, interest and inflation rates, foreign investments and consumer spending. Prerequisite: Admission to doctoral program.

**EDUL 7333.** Grant Writing. (3-0) Credit 3. Examines the art of grantsmanship and the procedure to locate and submit grants to public and private funding sources. Prerequisites: Admission to doctoral program.

### **ANNUAL REVIEW<sup>6</sup>**

Completion of all doctoral program requirements is of primary concern to all faculty and

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<sup>6</sup> Annual Review is under consideration by doctoral faculty at the time of this version of the handbook.

administrative team members in the Department of Educational Leadership and Counseling. To ensure that all candidates are following the recommended matriculation schedule, candidates are required to complete the Matriculation Progress Report on an annual basis. This form must be completed and submitted to the candidate's advisor, Doctoral Program Coordinator and Department head no later than March 15<sup>th</sup> of each academic year. Upon receipt, educational leadership faculty meet during the month of April to review candidate progress and make recommendations and/or suggestions that may be warranted. By June 15<sup>th</sup>, each candidate will receive a letter from the Doctoral Program Coordinator attesting to the faculty recommendations and suggestions.

This process is used as a guide in designing strategies, where warranted, to ensure candidates complete their program requirements while simultaneously providing faculty with key assessment data regarding program performance, potential revisions to curricula and other program changes.

### **TEACHING, RESEARCH AND ORGANIZATIONAL INTERNSHIPS**

An integral component of the doctoral program in educational leadership consists of providing the candidate with an immersion experience in a P-20 educational institution or other organization demonstrating coherence with educational performance. The Internship in teaching, leadership, the superintendency, and research is an exceptional opportunity for candidates to learn from master leaders, professors and researchers while simultaneously enhancing their knowledge, skills and dispositions in education. Internships incorporate faculty and site advisement and mentoring to ensure the experiences are congruent with non-classroom based observation.

Candidates seeking to become a member of the professoriate are encourage to participate in research and teaching internships available through the Whitlowe R. Green College of Education and the Department of Educational Leadership and Counseling. These assignments are designed to enhance the expertise of the candidate, while tailoring

the experience to meet candidate, university and college needs. All internships are for one semester and involve activities aligned with course planning, evaluation, lecturing, test construction and other elements of the role of a faculty member. Teaching Assistant and Research Assistant internships are available throughout the academic year and may be taken any semester after the first year coursework is satisfactorily completed with a grade of “B” or higher.

Before the internship begins, candidates are advised to meet with their advisor and identify the semester in which the internship will begin. Advisors will develop objectives for the internship, based on the candidates prior experience, identify a faculty mentor and assist in the identification of courses or programs that may be suitable based on program concentration and institutional structure. Upon completion, the candidate must submit an Application for Internship Assignment Form. This form identifies the educational objectives of the assignment, assignment location and other pertinent information used by the department to ensure congruence with candidate post-doctoral plans, accreditation and assessment requirements in addition to departmental mission and needs. No candidate may begin an internship without filing a completed form in of the Office of Doctoral Studies.

Please contact the Doctoral Program Coordinator for more information.

## **STUDY ABROAD OPPORTUNITIES**

The Department of Educational Leadership and Counseling is committed to providing all candidates with an enriched educational experience designed to expand educational outcomes and candidate knowledge. In this regard, the Department is authorized to provide Study Abroad Opportunities in specific international locations such as Belize, Jamaica, and Africa. The university offers numerous opportunities to participate in international study abroad programs in concert with universities in Belize, Egypt, China, Nigeria, South Africa and Ghana. Please contact the Office of Doctoral Programs for more information.

## COMPREHENSIVE EXAMINATIONS

### PURPOSE OF COMPREHENSIVE EXAMINATIONS

The purpose of Comprehensive Examinations is to assess a candidate's ability to complete the rigorous requirements of completing a dissertation and thus successfully achieving a PHD. Comprehensive examinations provide faculty with the assurance that the candidate possesses the research and scholarly skills through an assessment of the candidate's ability to engage in research, scholarly writing, and research analysis and design.

Comprehensive examinations in the program focus primarily on whether the candidate is sufficiently prepared in professional knowledge, inquiry, and mastery of personal leadership skills to become a candidate for the doctorate. Candidates take these examinations after they complete all core course work as well as the required research. To be admitted to candidacy the candidate must pass all sections of the comprehensive exams. No requests for waiver of comprehensive examinations will be considered.

Faculty members teaching in the doctoral program develop and grade comprehensive examinations. The scope and content of comprehensive examinations vary but typically cover educational leadership theory and practice, philosophy of education, educational innovation and change, and Educational Research Methods.

### COMPREHENSIVE EXAMINATION REGISTRATION PROCESS

Upon completion of all required coursework, candidates are eligible to sit for Comprehensive Examinations. In order to be considered eligible for the examinations, candidates must provide the following:

- An Application for Comprehensive Examinations
- Copy of their Degree Plan
- Advisor Approval

➤ Transcript of Program Courses

The registration process for examinations is all inclusive. Failure to provide one or more of the documents delineated above will render the candidate's registration null and void.

### **COMPREHENSIVE EXAMINATION GRADING PROCESS**

Comprehensive examinations receive grades by two faculty members, with a final grade of *Pass/Fail*. Criteria for grading comprehensive examinations include an assessment of the candidate's ability to:

- Demonstrate synthesis in the form and organization of topical research;
- Demonstrate the relevance of a topic through critique, integration of existing and supporting research with contributions to the discipline;
- Demonstrate written communication proficiency, following the research and writing standards of the American Psychological Association;
- Demonstrate clarity in writing and purpose suitable for post-graduate doctoral work;
- Demonstrate the ability to translate specifics to a higher level of generalization, while developing ideas for future inquiry; and
- Demonstrate proficiency in qualitative and quantitative research design

If the results are satisfactory, the candidate passes with notification provided to the candidate, department head and the graduate school. If the results are unsatisfactory, a third reader reviews the examination and submits a recommendation. If the third reader concurs with the decision of the previous readers, the candidate will be given one month after being informed of the decision, to retake that portion of the exam. If the third reader does not concur, the majority decision is held, indicating pass or fail.

Candidates who fail the second administration of the exam will be given up to one year to retake the exam. Candidates may elect to retake the relevant section of the comprehensive examination within a six-month period but they are encouraged to consult with the relevant professors before doing so. Those candidates who do not pass

all sections of the examination cannot advance to candidacy and therefore cannot register for dissertation hours.

Students who fail the comprehensive examination **two times** will be notified in writing by the Dean of the Whitlowe R. Green College of Education of their dismissal from the program within 30 days after the results are released by the Program Coordinator and the Department Head.

## EXAMPLES OF COMPREHENSIVE EXAMINATION RUBRIC(S)

### COMPREHENSIVE EXAMINATION RUBRIC – PART A WRITTEN EXAMINATION

Grade/Competence	Points	Narrative Translation
Excellent	4	Narrative provides a detailed response to all components of the question(s) posed; outstanding demonstration of mastery of theories and concepts; claims/points are supported in detail with evidence from the literature; candidate goes beyond a simple repetition of existing ideas to demonstrate a thoughtful, subjectively developed critical integration of ideas; prose is clear and compelling.
Good	3	Narrative provides a detailed response to most components of the question(s) posed; very good demonstration of mastery of theories and concepts; claims/points are supported with evidence from the literature, however, response requires greater detail; ideas are generally repetitions of existing ideas, however there is some evidence of subjectively developed critical integration of ideas; prose is clearly written and persuasive.
Average	2	Narrative responds to most components of the question(s) posed; evidence of good level of mastery of theories and concepts; claims/points are supported with evidence from literature; however, responses lack detail; quality of prose is adequate.
Minimally Average	1	Narrative provides a detailed response to some but not most components of the question(s) posed; nominal demonstration of mastery of theories and concepts (candidate demonstrates familiarity with key concepts, but provides little compelling evidence of ability to critically use or integrate those concepts); claims/points are supported with only minimal evidence from literature; quality of prose is adequate.

Reviewer Comments:

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Candidate: \_\_\_\_\_ Pass \_\_\_\_\_ Fail \_\_\_\_\_ Score: \_\_\_\_\_

## PART B: COMPREHENSIVE EXAMINATION CASE STUDY

Criteria	4	3	2	1	Rating
<b>Conceptualization</b>	Case Conceptualization is well organized, clear and concise; demonstrates thorough knowledge of topic and case constructs	Case Conceptualization is sufficient, with sufficient attention to case dynamics and evidence to support ideas is acceptable	Case Conceptualization is reasonable however attention to case dynamics and synthesis of information is limited	Case Conceptualization is highlighted but little attention given to address case dynamics and synthesis of information is insufficient to support ideas	
<b>Description of Theoretical Approach:</b>	An informed Theoretical Approach is clearly identified and serves as a framework for the conceptualization of the case	Description of a Theoretical Approach is provided; greater level of detail is required to address conceptualization of the case	A Theoretical Approach is provided; limitations in application to conceptualization of the case	Theoretical Approach while present, is not provided in sufficient detail to clearly frame the conceptualization of the case	
<b>Discussion of Critical Issues:</b>	Discussion of critical issues is clear and cohesive; issues are discussed in relation to past literature; includes implications of issues identified	Discussion of Critical issues is provided, however, more detail is needed for a more complete integration of critical issues identified in past literature and research	Some Critical issues are identified but limitations are noted in their application to the case presented	A few Critical issues are highlighted but not addressed in sufficient detail to inform the presentation of the case; not all relevant critical issues are addressed	
<b>Writing: Grammar, punctuation, word choice, spelling</b>	Is free of grammatical errors; clearly written and developed, good transitions, succinct, well-organized and effective synthesis of literature; engages reader	Mostly free of grammatical errors with clear transitions and flow. Needs development of material and original thinking	Quality of writing is adequate, however needs more detail in development of material, original thinking, flow, and organization; needs to be more succinct and engaging	Quality of writing is minimally adequate, however is missing details in support of material, transitions are abrupt or not clear, not well organized; major points are minimally supported from theory and findings from research and past literature	
<b>APA</b>	Is free of errors and is properly formatted	Some formatting and citation and reference errors are noted but do not interfere with overall work	Formatting, citation, and references errors; inconsistencies minimally interfere with overall work	Formatting and citation and reference errors and inconsistencies interfere with overall work	
<b>Research</b>	Method section	Methods section is sufficient but	Methods section is sufficient but	Methods section	

<b>Design/Methods</b>	includes all subsections, and ideas are developed, organized, and clear	some subsections require greater detail to fully address procedures and statistical and/or qualitative methods employed	some subsections are not clear and need more development and greater detail to establish rationale for match between research questions and research method	addresses some subsections; some need to be developed; missing or confusing rationale for match between research questions and research method	
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Reviewer Comments:

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Candidate: \_\_\_\_\_ Pass \_\_\_\_\_ Fail \_\_\_\_\_ Score: \_\_\_\_\_

**PART B: COMPREHENSIVE EXAMINATION DATA BASED PAPER**

<b>Criteria</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>Rating</b>
<b>Introduction</b>	Introduction is well organized, clear and concise; demonstrates knowledge of the area and importance of the study	Introduction addresses relevant areas but greater detail is required regarding critical integration of ideas	Introduction highlights most important areas, however, response lacks sufficient detail	Introduction minimally addresses important areas, and discussion of features of introduction are not complete	
<b>Literature Review</b>	Literature review is well organized, clear and concise; demonstrates thorough control of the topic	Literature review demonstrates very good mastery of material related to topic; response requires greater detail; need for more fully developed integration of literature and critical analysis	Literature review addresses most components of the literature review; evidence of good level of mastery of theories and concepts; points are supported by relevant literature; responses lack detail	Literature review addresses some important aspects but key points are not compellingly and clearly supported by relevant literature	
<b>Methodology</b>	Method section includes all subsections, and ideas are developed, organized, and clear	Methods section is sufficient but some subsections require greater detail to fully address procedures and statistical and/or qualitative methods employed	Methods section is sufficient but some subsections are not clear and need more development and greater detail to establish rationale for match between research questions and research method	Methods section addresses some subsections; some need to be developed; missing or confusing rationale for match between research questions and research method	
<b>Results</b>	Methods section addresses some subsections; some need to be developed; missing or confusing	Results are presented in a clear and concise manner but some areas of analysis require a few more details to clarify their	Results are presented in a sufficient manner but some areas of analysis need more specific details to clarify their	Results are presented in a minimally sufficient manner but need correction of specific details to	

	rationale for match between research questions and research method	relationship to the research questions	relationship to the research questions	understand their relationship to research questions	
<b>Discussion</b>	Discussion is clear and cohesive; findings are discussed in relation to past research; includes implications of the study, limitation are addressed, and suggestions for future research are provided	Discussion of findings is clear and concise but a few more details are needed to link the results to the relevant literature; implications of findings for CP, limitations, and future directions are indicated	Discussion of findings is sufficient but more specific details and key concepts are needed to link the results to the relevant literature; implications of findings for CP, limitations, and future directions need more development and details	Discussion of findings is sufficient but specific details and key concepts needed to link the results to the relevant literature need to be developed and clarified; Implications of findings for CP, limitations, and future directions are not developed and/or are confusing	
<b>References</b>	All sources are appropriate and empirically valid	Referencing is good; some additional references pertaining to topic would be useful	References are appropriate but need to be expanded to include more recent citations and others relevant to topic	References are minimally adequate; need expansion (more recent and relevant to topic); some references not clearly linked to topic or do not meet empirical standards	

*Adopted/Modified from New York University*

Reviewer Comments:

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Candidate: \_\_\_\_\_ Pass \_\_\_\_\_ Fail \_\_\_\_\_ Score: \_\_\_\_\_

## COMPREHENSIVE EXAMINATION SCHEDULE

Comprehensive examinations are typically scheduled in October and March of each academic year. Under rare circumstances, comprehensive examinations may be offered during the summer semester if a sufficient number of candidates are eligible to take the examination, and/or delaying the results of the examination would significantly affect the ability of candidates to make progress in the completion of the dissertation phase of their program. The examinations are scheduled mid-way in the semester in order to allow time for any possible remediation within the same semester. Should a third reader be required as part of the process, the results must be provided to the candidate one week before the last day of classes during the same semester the examination was taken.

## COMPREHENSIVE EXAMINATION REGISTRATION

To be eligible for Comprehensive Examinations, candidates must complete a Comprehensive Examination packet and submit to the Doctoral Program Coordinator *not later than the second week* of the semester in which the candidate is eligible to sit for the comprehensive examination. The packet must consist of the following:

- Comprehensive Examination Application
- Completed Degree Plan
- Copy of Transcript
- Verification of GRE Scores

All documents must bear the signature of the candidate advisor where required.

## PREPARING FOR COMPREHENSIVE EXAMINATIONS

Comprehensive examinations represent a significant milestone in the candidate's program of study and as such are a key assessment in the department's doctoral program.

Candidates are cautioned to devote ample time for the research, preparation, writing and submission of examinations and should not, if possible, schedule any additional activities during this period. Remember: the results of comprehensive examinations

determine your ability to continue with dissertation hours and represent the knowledge acquired during coursework in the program.

## ADMISSION TO CANDIDACY

Admission to Candidacy for the Doctorate in Educational Leadership requires approval from your advisor and completion of the following:

- Completion of the approved course of study – with no incompletes
- Passage on the program’s Comprehensive Examination
- Copies of GRE Scores on file in the Graduate School
- Selection of a Dissertation Chair
- Completion of Admission to Candidacy Application

The Admission to Candidacy requires the completion and submission of the program’s departmental application. This application may be obtained on-line at

<http://www.pvamu.edu/education/educational-leadership-and-counseling/educational-leadership-doctoral-program/application-process/>.

A hard copy of the application is submitted to the Office of Doctoral Studies and the Graduate School. The application consists of: a degree plan, signed by your advisor; verification of passage of the comprehensive examination; a signed Selection of Dissertation Chair form; a copy of your valid CITI training certificate; a copy of your dissertation chair’s valid CITI training certificate; and a copy of your latest program transcript.

After completion of the above, the candidate is admitted to Candidacy. The application for Admission to Candidacy and the application for Graduation cannot be filed in the same semester.

### **CONTINUOUS REGISTRATION FOR DISSERTATION CREDIT**

After a doctoral candidate is admitted to candidacy, candidates must register for EDUL 8003 during each semester in which they use university facilities or the professional time of faculty members. In rare cases, the candidate may successfully complete his or her

dissertation, but fail to meet the deadlines for graduation. In those cases, the student may register for EDUL 8001.

Candidates that experience unusual problems during the dissertation phase may be granted an Extension of Doctoral Matriculation *or* permission to register in Absentia. The exceptions are reviewed on a case-by-case basis and must receive the approval of the department head and the dean of the college.

## ACADEMIC STANDARDS, GRADES AND PROBATION

PHD candidates remain in good standing when they maintain a minimum graduate GPA of 3.2 for coursework. Only grades of “B” or better count toward required coursework and dissertation hours. Any grade lower than “B” in a required area course will necessitate that the course be retaken and passed with a grade of “B” or higher. No grades of “C” in any course may be counted toward the PHD. Only grades of “B” or better indicate satisfactory completion of courses required for the PHD. If a candidate receives a “C” for a class grade, there will be an automatic review of that candidate’s progress within one semester of when the grade is received. The Doctoral Committee will meet with the candidate to develop an appropriate response. If a second such grade is earned, the candidate will be dismissed from the program, but may petition the Doctoral Committee for readmission. After reviewing the petition, the committee may allow readmission under such conditions as it deems appropriate. A third grade lower than “B” will result in permanent dismissal from the program with no recourse to petition.

In the Spring semester of each academic year, a formal evaluation will be made of the progress of each doctoral candidate by the Doctoral Committee. This evaluation will focus on the candidate’s progress toward the PHD degree. Candidates, attending full time and taking 6-12 SCH’s each semester, should be able to complete formal doctoral coursework within two full years. However, this constitutes a heavy course load and candidate progress in the program will be measured against the more reasonable average of 6 semester credit hours per a semester. Where needed, the Committee will provide recommendations and guidance to candidates. The Graduate Program Coordinator will provide evaluation forms the Committee is currently using. Committee decisions related to candidate progress will be one of the following:

1. Progress is satisfactory, candidate is encouraged to continue in the program;
2. Progress is potentially unsatisfactory, remediation work is suggested, candidate is encouraged to continue in the program, or
3. Progress is unsatisfactory, candidate should be terminated from the program.

Candidates receiving an unsatisfactory evaluation may petition the Dean to remain in the program. A copy of the petition form may be obtained in the Doctoral Program office. One petition is allowed.

Grading for coursework is based on the following: A (90-95); B (85-94); C (75-84); D (65-74); and F (64 and below). A grade of “S”, may be given during the doctoral dissertation process; however, prior to submission of the final dissertation document the conventional grading system must be used. A grade of “S” may not be given as a final grade for doctoral candidates.

If a candidate receives an Incomplete (I) in any course, due to circumstances beyond their control, the candidate has one academic year from the time the incomplete was received, to complete all missing coursework. Candidates may not re-enroll in a course for which a grade of “I” has been recorded. The grade of “I” will automatically revert to an “F” if the missing coursework is not completed within the allowable academic year.

An “IP”, in progress, may be assigned to dissertation hours provided the candidate remains enrolled and makes satisfactory progress as certified by the committee chair, dean and coordinator of the doctoral program. The time allocated for removal of the “IP” shall be the same as the maximum time for completion of a degree or certificate.

## **ACADEMIC APPEALS POLICY AND STEPS**

### **Probation and Dismissal**

All graduate candidates are required to maintain a 3.0 cumulative grade-point average. If a candidate’s cumulative GPA falls below 3.0 during any semester of enrollment, the candidate will be placed on academic probation. In the next semester of enrollment, the

candidate must raise his/her GPA to 3.0 or above or be dismissed from the Graduate School.

### **Academic Appeal Process**

A Notice of Academic dismissal will be provided by the Office of the Registrar for graduate candidates who have been dismissed for failure to maintain the required 3.0 cumulative grade-point average. The Notice will include instructions for submitting an electronic appeal. Candidates should carefully review the instructions for submitting the electronic appeal and adhere to the prescribed format. An incomplete appeal will not be processed. Candidates should not email, contact by phone or visit any member of the Appeals Committee. The Notice of Academic Dismissal will generally be transmitted to affected graduate candidates via email by the 5<sup>th</sup> working day after grades have posted for the term. The term deadlines for submitting the electronic appeal will be determined by the Graduate School and provided in the Notice of Academic Dismissal. Information regarding deadline dates will also be available in the Graduate School, on its website, and via Campus Announcements.

<b>Notice of Academic Dismissal</b>	<b>Deadline for Submitting Electronic Appeal</b>	<b>Notice of Approval or Denial of Academic Appeal</b>
5th Working Day after Grades have been posted for the term of dismissal	Not later than 2 weeks after Notice of Academic Dismissal	Not later than 20th Class Day of the term immediately after the term of dismissal

### **Readmission after Academic Dismissal**

A graduate candidate may file a written appeal to the Dean of the College or School in which he/she was previously enrolled. An Appeals Committee in the College or School shall review the appeal and transmit a recommendation to the Dean of the College or School, who will make a recommendation to the Dean of the Graduate School. If a graduate candidate is re-admitted after dismissal, he/she must maintain a cumulative 3.0 GPA in each semester of enrollment or be dismissed again. Individual graduate programs may also impose additional cumulative GPA restrictions for their candidates.

## GRADING/CLASS RELATED APPEALS

Generally, student complaints about grades or other class related performance assessments can be addressed by the instructor of record and the student. When that cannot be achieved, the student may have his/her complaint addressed by the procedure outlined below. Faculty, other classroom professionals, and students' rights are to be protected and their human dignity respected. Grading and other class related complaints are to be filed initially within thirty days following the alleged precipitating action on which the complaint is based. Except where extenuating circumstances render it unreasonable, the outcome of a complaint that reaches the level of department/division head (exception Dean of Architecture and of Nursing) will be reviewed within thirty days and a written notification of outcome will be provided to the student. Where a complaint must be reviewed at each level, the entire process should be completed within ninety days of receipt of the complaint.

In those instances where students believe that miscommunication, errors, or unfairness of any kind may have adversely affected the instructor's assessment of their academic performance, the student has a right to appeal by following the procedure listed and by doing so within thirty days of receiving the grade or experiencing any other problematic academic event that prompted the complaint:

1. The student should meet with the instructor of record, preferably during his/her office hours, to present the grievance and any supporting documentation that the grade or outcome of a class related concern should have been different.
2. If the instructor is no longer at the university or if the subject of the grievance arises when faculty are not expected to be on duty for a week or more, the student should report to his or her (in this order) advisor or the absent faculty member's immediate supervisor, (department head, division head, or dean.

3. If the issue is not resolved at the faculty level and the student wishes to pursue the issue beyond the instructor, he/she should meet with his/her academic advisor even if the grade or other issue is not in the department, division, school, or college in which the student's class is being offered. The advisor will intervene appropriately, but if unable to negotiate an agreement between the student and his/her instructor, will direct the student to follow each level of the appeals procedures items 4 through 10 below.

4. If no agreement can be reached following discussion among the advisor, the student, and the instructor, the student should write a letter to the instructor's immediate supervisor. In the School of Architecture or College of Nursing, the Dean; in all other colleges the immediate supervisor of faculty, teaching assistants, laboratory assistants and other classroom professionals is the department or division head. The letter or form should present the grievance, the rationale for it, and the remedy sought. The letter or form should be sent at least one week prior to the student's scheduled appointment to meet with the instructor's immediate supervisor.

5. If the instructor's immediate supervisor cannot resolve the issue to the student's satisfaction and the student wishes to pursue the matter, the instructor's immediate supervisor will refer the matter to a three to five person faculty appeals panel, one of whom must be a part-time faculty person if part-time faculty members are employed in the department, school or college. The panel will review the grievance and make a recommendation to the instructor's immediate supervisor.

6. If no agreement is reached and the student decides to appeal the matter further, he/she should send a letter or any published form used for this purpose to the person above the instructor's immediate supervisor.

7. If the student believes that the decision of the highest official in the College or School, the dean, deserves further review due to flaws in the previous reviews or due to his/her having information of such nature as to potentially impact the outcome, the student should provide a written request for review to the Provost and Senior Vice President

for Academic Affairs who will employ a review process appropriate to the situation and notify the dean of the outcome. The dean will notify the student of the outcome. A decision that has reached review by the Admissions and Academic Standards Committee is final.

8. Grading and other class related academic issues are referred in writing to the Office of the President only in instances where a preponderance of the evidence reveals that a student's Constitutional rights or human dignity may have been violated. The Provost and Senior Vice President for Academic Affairs will transmit to the President the entire record of reviews conducted at each level if requested by the President following his/her receipt of the student's written appeal. The President will employ a review processes appropriate to the matter presented and notify the Provost and Senior Vice President for Academic Affairs and Dean of the Whitlowe R. Green College of Education of the outcome. The Dean will notify the student of the outcome.

9. If the class related complaint is related to issues including but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state law, Texas A&M University System policy or University regulations, the student may select one of the following options:

Option A: Report the incident, in writing, to the instructor's or other classroom professional's immediate supervisor (department head, division head, or dean).

Option B: Report the incident, in writing, to the Director of Human Resources in Room 109 Harrington Science Building or to the Provost and Senior Vice President for Academic Affairs in Room 212 A.I. Thomas Building.

10. If the class related complaint involves another student(s) and is related to issues including, but not limited to sexual harassment, violence, drug use, possession of firearms, or other behaviors prohibited by federal law, state law, Texas A&M University System policy or University regulations, the student should report the incident to the Office of the Vice President for Student and Enrollment Services

## **ACADEMIC MISCONDUCT**

Candidates and faculty members are responsible for maintaining academic integrity at the university by refusing to participate in or to tolerate academic misconduct. Commission of any of the following acts will constitute academic misconduct:

- Plagiarizing or submitting academic work for credit that includes examinations, themes, reports, drawings, laboratory notes, computer-processed materials, published or unpublished material copied or paraphrased without documentation or citation.
- Fabricating information to falsify results obtained from a research or laboratory experiment.
- Falsifying written and/or oral presentations including the results of research or laboratory experiments.
- Cheating or knowingly assisting another candidate in committing an act of cheating or other form of academic dishonesty.
- Unauthorized possession of examinations, reserved library materials, laboratory materials, or other course related materials.
- Falsification of candidate transcript or other academic records; or unauthorized access to academic computer records.
- Nondisclosure or misrepresentation in filling out applications or other university records in, or for, academic departments or colleges.
- Attempting, aiding, abetting, conspiring, hiring or being an accessory to commit any act prohibited in this code shall be considered substantive violations.
- Violation of departmental, college, or university policies.

## **PLAGIARISM**

Plagiarism is defined as the improper use of another's material without providing proper attribution. All works and materials cited must identify the source of materials when the source is not from the candidate. There are correct ways of identifying sources in research. While many people think of plagiarism is copying another's work, or

borrowing someone else's ideas, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward.

All of the following are considered plagiarism:

- Turning in someone else's work as your own
- Copying words or ideas from someone else without giving credit
- Failing to put a quotation in quotation marks
- Giving incorrect information about the source of a quotation or citation
- Copying so many words or ideas from a source that it makes up the majority of your work, whether you give credit or not.

Most cases of plagiarism can be avoided by citing or referencing sources. Simply acknowledging that certain material has been borrowed, adapted or modified providing the appropriate identifying information necessary to find the source is usually enough to prevent plagiarism. Please see the most recent edition of American Psychological Association's for guidance and direction.

## **MATRICULATION TIME LIMITS**

A candidate must complete all requirements for the doctoral degree, including the dissertation, within seven consecutive years from the time of initial registration for the degree. Graduate credits older than seven years cannot be applied toward the doctoral degree without written approval of the Graduate Dean.

All post-masters, doctoral course work (including the dissertation) must be satisfactorily completed by the doctoral candidate within a maximum of 99 semester credit hours. If the Graduate Dean approves, in writing, that a candidate may proceed beyond the 99 credit hour limit, the candidate will be assessed out-of-state tuition for all credits over the 99 credit hour limit.

## **REINSTATEMENT TO DOCTORAL PROGRAM**

If you fail to maintain continuous enrollment and allow your matriculation to lapse, you must request reinstatement. All requests for reinstatement must be approved by the academic department, as indicated on the required form and are contingent upon

satisfactory progress toward completion of the degree and payment of the required course registration. Candidates should note that reinstatement approvals are not automatic and such requests may be denied at the discretion of the department.

### **EXTENSION OF DOCTORAL MATRICULATION**

Doctoral candidates must complete their program requirements within seven years from the date of matriculation. Therefore, a candidate must complete all requirements for the doctoral degree, including the dissertation, within seven consecutive years from the time of initial registration for the degree. Graduate credits older than seven years cannot be applied toward the doctoral degree without written approval of the Graduate Dean.

All post-masters, doctoral course work (including the dissertation) must be satisfactorily completed by the doctoral candidate within a maximum of 99 semester credit hours. If the Graduate Dean approves, in writing, that a candidate may proceed beyond the 99 credit hour limit, the candidate will be assessed out-of-state tuition for all credits over the 99 credit hour limit. Delays in matriculation that are directly attributable to university, college or departmental policies will not affect the candidate's timeline.

If extraordinary circumstances prevent the candidate from completing the degree within the matriculation period, you may request an Extension of Matriculation.

Full-time candidates who do not complete the degree within seven years should contact their academic advisors regarding the procedure to request an extension of up to two years (nine years from the date of initial matriculation).

The following policies apply to extending doctoral matriculation:

- An extension of matriculation must be requested in writing prior to the end of the seven-year matriculation period. This form is available from the Department of Educational Leadership and Counseling.

- All requests for extension require the approval of the candidate's dissertation committee chairperson and the chairperson of the department as indicated on the above-mentioned form. The Dean of the College of Education and the Dean of the Graduate School must approve all extension requests
- Candidates should also be aware that extensions are approved only if the candidate is making adequate progress toward the completion of the degree. For example, if by the end of the matriculation period, the candidate does not have an approved dissertation proposal, it is unlikely that an extension will be approved.
- No request for extension will be considered if the candidate has not been admitted to degree candidacy and does not have an approved dissertation committee prior to the end of the matriculation period.
- All requests for extension must be accompanied by a statement explaining the reasons for the inability to complete the degree within the matriculation period, a candidate's copy of the transcript, a detailed description of remaining work, and a proposed timetable for the completion of that work including a projected date of graduation. This timetable must be considered reasonable by the dissertation committee and must include ample time for review of dissertation drafts prior to the dissertation filing deadline.
- Course work must represent knowledge in the candidate's field at the time of graduation; therefore, any course completed more than five years prior to the anticipated date of graduation, or any course completed within five years with substantive changes in content, must be evaluated by the chair of the Department of Educational Leadership and Counseling. Any course not considered current in content must be repeated or an appropriate substitution must be completed.

The above-mentioned requirements are in addition to any eligibility requirements mandated by a candidate's program, or dissertation committee chairperson.

## IN ABSENTIA

**PURPOSE – THIS SECTION UNDER REVIEW BY THE OFFICE OF ACADEMIC AFFAIRS AND HAS NOT YET BEEN APPROVED.**

A candidate in a graduate degree program requiring a dissertation, internship or record of study, who has completed all coursework on his/her degree is required to be in continuous registration until all requirements for the degree have been completed. The continuous registration requirement may be satisfied by registering *In Absentia*.

Doctoral candidates occasionally need to perform dissertation research *in absentia*. The purpose, therefore, of allowing candidates to register in absentia is to provide candidates with this opportunity, while continuing to work on their dissertation research and writing. During this period, candidates may receive indirect supervision from the dissertation chair in a manner consistent with evaluating the progress of the candidate, reviewing written work or responding to email inquiries.

Candidates are eligible to apply for *in absentia* status provided all of the following requirements are met:

- Completion of all required program coursework
- Must be enrolled full time and in good academic standings (GPA of 3.2 or above)
- Passage of Comprehensive Examinations
- Successful defense of the dissertation proposal
- Completion of a minimum of 12 SCH's in Dissertation Hours

Registration *in absentia* is limited to no more than four consecutive semesters, excluding summer, and may not extend beyond two academic years.

## DEADLINES

To be considered for *in absentia* registration, candidates must submit an application (Appendix C) by the following deadlines. Failure to adhere to the appropriate deadline

will render the application null and void. Candidates who miss the graduation deadline or dissertation defense deadlines may register in absentia for the ensuing semester.

- September 30<sup>th</sup> for consideration in Spring;
- February 20<sup>th</sup> for consideration in Summer;
- June 30<sup>th</sup> for consideration in Fall

## THE DISSERTATION

### DISSERTATION CONSTRUCTS

An integral part of the PHD program is the candidate's research experience that makes a contribution to knowledge in Educational Leadership. The dissertation is the written record of the research that the candidate conducts and must provide evidence of the candidate's ability to perform independent, original research. Thus, the dissertation must demonstrate the candidate's technical mastery of the subject, independent scholarly work, and make an original and significant contribution to the field by exploring a topic that is based on a contemporary educational issue. In principle, the dissertation is expected to:

- Define research questions in Educational Leadership;
- Describe the current literature and knowledge base of the area;
- present possible answer(s) to the questions;
- Report the research conducted, substantiate the results, and indicate the originality and contribution of the results; and,
- Report recommendations, conclusions, and implications for Educational Leadership.

As part of the alignment of the PHD program to the current directions regarding Doctoral degrees, candidates have five (5) dissertation options available to help conceptualize their intended topic: *Traditional Dissertation*, *Program Evaluation Dissertation*, *Policy Formation Dissertation*, *Organizational Problem Analysis Dissertation*, and *Systems Analysis Dissertation*.

Candidates can refer to the Educational Leadership website for specific details regarding dissertation options. The format of the dissertation must conform to the current Graduate School standards and those established by the department and program area in the most current edition of the Doctoral Program Handbook in Educational Leadership. For the PHD degree, the candidate is required to present a dissertation that gives evidence of his or her ability to apply knowledge to a professional question or problem

in education. This work must be an original contribution to the field of Educational Leadership, that is, it must answer a researchable question in a new or unique way. The dissertation must satisfy the dissertation committee with respect to both professional proficiency and literary quality. The dissertation must also reflect content in Educational Leadership. It is expected that the candidate will submit the substance of the dissertation research to refereed journals and/or professional conferences upon completion of the degree.

Candidates are encouraged to explore potential dissertation topics early in the doctoral program; extensive reading and consultation with faculty members will assist the candidate in selecting an appropriate research topic. Candidates should remember that approximately one year of intense reading and professional investigation is necessary to develop sufficient competence in a field to substantiate a knowledge base and provide a general working knowledge sufficient to begin in-depth research in an area.

Throughout this process the doctoral candidate conducts the research project with guidance from his or her Dissertation Committee Chair. There may be some style differences in how Dissertation Committee Chairs prefer to have candidates work with other committee members. Each candidate should discuss such issues with the Dissertation Committee Chair prior to major work on the dissertation. For example, it is customary for the chair to have the candidate discuss the methods section with the methodologist but ask that other dialogue between candidate and other committee members occur only before (while in the review stage) and during the defense.

The candidate must provide drafts of chapters to the Dissertation Committee Chair and must be available for conferences with the chair. Overall, the candidate should concentrate on working mainly with their chair. When necessary, the chair will direct the candidate to consult with other committee members when their expertise or knowledge can address questions that cannot be adequately answered by the chair and the candidate. When all applicable changes have been completed to the Chair's satisfaction,

the candidate consults with the Chair concerning a date for the defense of the dissertation.

## **RESPONSIBILITIES OF THE DOCTORAL PROGRAM COORDINATOR**

The Doctoral Program Coordinator is the initial contact for graduate candidates interested in pursuing the doctoral degree. The coordinator is the expert on the policies of the Whitlowe R. Green College of Education, departmental, and program regulations, and procedures pertinent to the doctoral program. In addition, the coordinator is the candidate's initial academic adviser immediately before and immediately following admission to the doctoral program and prior to the selection of a Faculty Advisor. Faculty Advisors assist the candidate up until the candidate selects a Dissertation Committee Chair (Major Professor), to guide the development of the dissertation process.

The role of the Coordinator includes the following:

- Coordinates doctoral admissions
- Makes recommendations regarding fellowship offers
- Serves as preliminary adviser to new candidates
- Coordinates the PHD Comprehensive Exam
- Interacts with the Graduate School on many matters, including, but not limited to, admissions, candidate status, fellowships, etc.
- Coordinates doctoral recruiting
- Coordinates doctoral seminars and meetings
- Handles all matters related to the doctoral program

## **RESPONSIBILITIES OF THE DISSERTATION COMMITTEE CHAIR**

Dissertation committee chairs must have graduate faculty status at Prairie View A&M University and hold a rank of either Associate Professor or Professor. The roles and

responsibilities of dissertation committee chairs will be defined, including expectations for quality work for those serving in that role. This may require reducing the number of candidates with whom they work. The chair and doctoral candidate relationship is a very important one and candidates should consider carefully a faculty member who can fully support the candidate through the dissertation process and with their intended topic. Documents that go to committee members at any stage need to be carefully reviewed and approved by the committee chair in advance. Committee members should receive well-constructed, revised, and edited documents to review so that their input and feedback can focus on the content and methodology of the dissertation research/document. It is recommended that candidates secure the services of an editor/expert in writing and APA stylistic requirements prior to submission of the final draft to Dissertation Committee Chairs. Candidates should be well prepared, with the assistance of the committee chair, to pass each scheduled defense.

## **COMMITTEE COMPOSITION**

The recommended size of the doctoral dissertation committee is five members; however, the committee must include at least three (3) members. The chair must be a member of the educational leadership program faculty. All members must have applied and been appointed as members of the Graduate Faculty of the Graduate School. One member (ideally, not the chair) will serve as the methodologist. Other members may be members of the College of Education faculty; however, members from other Colleges in Prairie View A&M University may also serve when their expertise meets the needs of the candidate's research project. Those individuals must also be appointed as members of the Graduate Faculty. In addition, the committee may include one individual from outside the Prairie View A&M University faculty.

The dissertation chair will work with the candidate to select additional committee members to ensure that each committee member, as well as the committee itself, meets all requirements and will work in concert in the best interest of the candidate.

## **SUPERINTENDENT PREPARATION**

Doctoral candidates may apply for a Superintendent's certificate by registering for applicable elective courses required for superintendent certification during the course of their program. All coursework must be completed and the candidate must complete all program requirements before seeking certification programs within the college.

Candidates are not permitted to enroll in certification programs while enrolled in the PHD program in Educational Leadership.

To determine courses required, please contact the Certification Officer in the Whitlowe R. Green College of Education or the Doctoral Program Coordinator.

## **DOCUMENTATION PROCEDURES**

Upon selection of committee members, it is the candidate's responsibility to complete the Assignment of Dissertation Committees form, available on-line or from the Program Coordinator, and submit the form to the committee chair and other committee members for their signatures. Individuals as noted on the form will then review the form for approval. Copies of the signed form must be submitted to the Program Coordinator.

## **CHANGE IN THE DISSERTATION COMMITTEE**

There are times when a doctoral candidate may wish to change his or her Dissertation Committee membership. That is a decision that should be reached by not only the candidate but also the Chair of the Committee as well. A formal process must be followed in order for any committee member to be removed from and/or replaced, and removal of a committee member should only occur with good cause. Committee members should not be replaced based solely on his/her challenge of the candidate's work. If a doctoral candidate wishes to remove or replace a committee member, the candidate should first meet with the committee member out of professional courtesy and then promptly notify the member through receipt of a copy of the signed form. A word

of caution: because of both professional courtesy and difficulty in finding a suitable committee member replacement, the candidate should proceed with extreme caution in replacing a committee member. The person being asked to replace a member should be advised by the candidate of the circumstances in advance. A candidate may make no more than one change in committee membership without the expressed approval of the Educational Leadership and Counseling department head.

If the committee structure is altered in any way, the candidate must submit a “Change of Dissertation Committee” form to the Program Coordinator, Department of Educational Leadership and Counseling and the Graduate School with all appropriate signatures. A copy of this form is contained in the appendix section of this manual as well as on the departmental website.

### **DUTIES OF THE DISSERTATION COMMITTEE**

The Dissertation Committee Chair has the primary responsibility for guiding the candidate’s research. This is the candidate’s main point of contact. At times, the committee chair may direct the candidate to consult with other members to draw upon their expertise in relevant areas. The Dissertation Committee’s function is to assist with and approve the research endeavors of the candidate and to conduct all doctoral examinations, particularly the final oral dissertation defense. The Dissertation Committee is charged with approving a subject for the dissertation, approving the dissertation proposal, ultimately approving the completed dissertation, and approving the candidate's oral defense of his/her research. The Committee will advise the candidate of the skills and levels of understanding required for satisfactory completion of all degree requirements.

### **LINES OF COMMUNICATION AND PROCEDURES**

Doctoral candidates should contact the following individuals with their questions within the department in the following order: advisor (1st), doctoral program coordinator

(2nd), and department head (3rd). Graduate School and departmental staff will help address issues related to Graduate Admissions including:

- Requiring all application materials to be due by established application deadline, including transcripts, etc.
- Placing notification of writing sample or interview requirement on the Graduate Admission checklist so candidates can acquire that information while checking application status.

### **SOURCES OF FINANCIAL AID GRADUATE TEACHING AND NON-TEACHING ASSISTANTSHIPS**

University Graduate Non-Teaching and Teaching Assistantships are managed by the schools and colleges. These appointments are available for full-time, enrolled graduate candidates. Assistantships may be distinguished as follows:

1. A graduate teaching assistant has at least a bachelor's degree and eighteen graduate credits in the field in which employment is held. A graduate teaching assistant may assist the professor of record by giving lectures and carrying out other classroom teaching, and may prepare and grade examinations under the direct supervision of an experienced faculty member.
2. A graduate non-teaching assistant must have a bachelor's degree and may be assigned to tasks that do not involve classroom teaching. Such activities may include laboratory assistance, research assistance, grading objective examinations, keeping class records, and performing similar functions.
3. A doctoral teaching assistant must have a master's degree, be fully admitted to a PHD program and have a minimum of 18 graduate credits in the field in which employment is held. A doctoral teaching assistant is the teacher of record but performs teaching duties under the supervision of an experienced faculty member.
4. A doctoral research assistant must have a master's degree and be fully admitted to a PHD program. Assignments may include assisting in faculty research, writing grant proposals, and performing grant related assignments.

International candidates “for whom English is a second language” may be appointed as graduate teaching assistants only when results of a test of spoken English or other reliable assessment of the applicant's proficiency in oral communication and speech indicates that the appointment is appropriate.

## **Supervision**

Each assistant must be assigned to a supervisor who will give guidance and assist the candidate in carrying out work assignments. The supervisor is responsible for assigning tasks, monitoring the progress of work, keeping a record of hours worked, and evaluating the performance of the candidate. At the end of each school year, each supervisor must submit an evaluation of the work performance of the candidates supervised.

### ***Graduate Teaching Assistant Appointment Criteria***

1. Must be enrolled as a full-time graduate candidate at Prairie View A&M University.
2. Must have a minimum of eighteen (18) graduate credits in the teaching field.
3. Must be in good academic standing.

### ***Graduate Non-Teaching Assistant Appointment Criteria***

1. Must be enrolled as a full-time graduate candidate at Prairie View A&M University.
2. Must be in good academic standing.

### ***Doctoral Teaching Assistant Appointment Criteria***

1. Must be enrolled as a full-time doctoral candidate at Prairie View A&M University.
2. Must have a master's degree and a minimum of eighteen (18) graduate credits in the teaching field.
3. Must be in good academic standing.

### ***Doctoral Research Assistant Appointment Criteria***

1. Must be enrolled as full-time doctoral candidate at Prairie View A&M University.
2. Must be in good academic standing.

## **Application Procedures**

Candidates who wish to apply for assistantships must do so on forms available in the Office of Graduate Programs. Approval of an application depends upon the candidate's academic background, present status, and the availability of funds. Assistants in academic departments work under the supervision of appointed faculty members. In other units, the Head of the Department or the appointed supervisor provides supervision.

An application approved by a department is submitted to the Coordinator of Graduate Programs for final action. Once approved, appropriate forms are submitted to the candidate employment office for processing. Once the candidate's name is entered on the payroll, payment is made at a designated time each month.

Where separate funding sources are involved, doctoral candidates who wish to apply for assistantships must do so on forms available in their program office. Approval of an application depends on the candidate's academic background, current skills, and the availability of funds. Doctoral assistantships are awarded on a competitive basis. The Dean of the college or school housing the doctoral program and overseeing the funding source is the final authority. However, appropriate forms are submitted to the Office of Graduate Programs for normal processing.

### **Remuneration**

Assistants may work no more than 20 hours per week. The rate of pay is based on the academic training and experience of the assistant.

## THE DISSERTATION – PHASE I

### PREPARING FOR RESEARCH

For most candidates seeking a dissertation topic, the first step is to become immersed in the literature of the field. It is only after a thorough indoctrination to the literature that a candidate can identify an idea for further consideration. Although the dissertation process typically requires several years, the most challenging part is the selection of a research topic. Candidates who identify a topic early in the matriculation process will be able to complete their dissertation in a shorter time frame. At its discretion, the Dissertation Committee may require a candidate to take additional courses deemed necessary to complete preparation for research in the intended area of specialization.

With the guidance of the doctoral professors in the Department of Educational Leadership and Counseling, the candidate identifies a research area that is of interest to the candidate. This prospective topic should be selected early in the candidate's study in order to ensure that course work and research experiences are congruent with the prospective dissertation topic.

The candidate develops, with the guidance of his or her Dissertation Committee Chair, a proposal identifying the research plan and presents a formal written description of the research area and topic. In consultation with the Dissertation Committee chair, the candidate conducts the research project and reports the research dissertation according to standards for doctoral candidates. All doctoral candidates are expected to complete research of publishable quality, and to submit the material for presentation at state, regional, national and/or international conferences. The successful doctoral candidate must integrate knowledge from formal courses, independent research, and other experiences in order to mature as a professional. The PHD in Educational Leadership is designed to prepare graduates for leadership positions in the profession. Each candidate

is encouraged to tailor the course activities and assignments around his or her special interests.

## **ITEMS TO CONSIDER WHEN SELECTING AND SHAPING THE RESEARCH TOPIC**

There are several items that the doctoral candidate should consider when selecting or shaping a research topic:

- The research must be a contemporary educational matter and have an educational leadership component in its analysis.
- The research must be sustainable. It must sustain the interest, creativity, and imagination of the candidate researcher.
- The research must be manageable in size and complexity.
- The research must be within the candidate researcher's range of competence.
- The research must have the potential for contributing to the knowledge base in Educational Leadership.
- The research must provide the candidate researcher with the opportunity to demonstrate mastery of both the research methodology and the content of the topic.

## **DISSERTATION MODELS**

To make our program consistent with the expectations of the Doctor of Philosophy and the doctoral dissertation, while summarily supporting the program's vision to develop scholars and researchers, the following dissertation options are available for candidates.

### ***TRADITIONAL RESEARCH DISSERTATION***

This option is for PHD candidates particularly interested in producing knowledge in response to a research problem from within a disciplinary or theoretical perspective. The quantitative research dissertation may seek to test or generate hypotheses or to establish generalizable propositions. The qualitative research dissertation may seek to explain phenomena or events by exploring the multiple meanings experienced by individuals, to

explore and advance theory, or advance an argument. Mixed methods research dissertations involve both collecting and analyzing quantitative and qualitative data to provide a better understanding of a research problem through more comprehensive evidence than if either dataset had been used alone.

### ***PROGRAM EVALUATION DISSERTATION***

This option is for the PHD candidate particularly interested in exploring the effectiveness of educational interventions and developing implications for practice. The Program Evaluation Dissertation will identify, clarify, and apply defensible criteria to determine the effectiveness of an educational program, project, process, policy, or product. The program evaluation is intended to improve candidate learning and achievement or institutional effectiveness. The program evaluation dissertation must address a significant program that involves sizeable budget expenditures and affects a substantial number of people. The program evaluation dissertation will use accepted evaluation models, methods, and practices. When program evaluations are done well, they have the scope and depth of a traditional dissertation.

### ***POLICY FORMATION DISSERTATION***

This option is for PHD candidates interested in impacting education issues through the review, research, and development of educational policy. This option begins with the review of an educational issue ranging from federal involvement in public education to accountability and standards to something as specific as vouchers, charter schools, or safety on campus. Through this review, new or revised policy recommendations and implications are developed by considering internal requirements, external requirements, existing policy, and stakeholder recommendations. Methodologies for data collection and analysis most useful in completing a policy formation dissertation include quantitative methods, educational assessment, legal research, historiography, and document analysis. Policy formation dissertations can include implementation plans.

### ***ORGANIZATIONAL PROBLEM ANALYSIS DISSERTATION***

This option is for PHD candidates particularly interested in exploring an issue, problem, or need in a school, district, or postsecondary campus to develop and implement plans for improving organizational effectiveness. The focus is ultimately on improving candidate learning and achievement and institutional effectiveness. Tasks and skills used in an organizational problem analysis (OPA) dissertation include: understanding and using local data sources; using data to evaluate and document performance; using research to guide decisions; identifying/prioritizing organizational needs; understanding the structure and logic of problem definitions; establishing an improvement vision and performance goals; analyzing causes systemically and objectively; employing multiple perspectives in causal analyses; applying cost-benefit analyses, organizational values, and ethical criteria to solutions; and using appropriate technologies to support problem analysis, decision making, and communication. OPA dissertations will often require mixed quantitative and qualitative methodologies.

### ***SYSTEMS ANALYSIS DISSERTATION***

This option is for PHD candidates particularly interested in exploring an educational concept based on order and the interdependence among phenomena within the system of education whether at the micro, macro, or supra level. The focus of the dissertation is using the study to break down existing wholes into their constituent parts or elements for the purpose of depicting the relationship of the parts to the whole and to each other. At its base level, the candidate will include an analysis of the purpose, the content, and the process of the system. Each system will have a purpose, the content is the sum of the operations and functions of the system, and the process is the operations and functions in which the content is engaged to accomplish the purpose of the system. Candidates will develop a sound and relevant understanding of system's theory to inform their research design. Methodologies for data collection and analysis include quantitative methods, historiography, document content analysis, and mixed methodology research.

## AMERICAN PSYCHOLOGICAL ASSOCIATION (APA) GUIDELINES

All dissertation proposals and dissertations presented for approval and defense in the Department of Educational Leadership and Counseling are required to follow the guidelines of the latest edition of the American Psychological Association (APA). APA Nuances and guidelines are distributed during initial candidate orientation or alternatively on the departmental website.

### DISSERTATION PROPOSAL COMPOSITION

Dissertation proposals typically contain chapters one-three. The candidate will work with the Dissertation Committee Chair to develop a dissertation proposal. The proposal is essentially equivalent to the first three chapters of the dissertation and should clearly identify a researchable problem, a theoretical/conceptual/analytical framework, and the appropriate research methodology. With the consent of all members of the dissertation committee, the candidate and dissertation committee chair will schedule a dissertation proposal defense. The Committee Chair should submit the Application for Dissertation Proposal Defense with signatures to the Doctoral Program Coordinator for scheduling. (See Appendix).

Dissertation proposals are open to the Prairie View A&M University community; however the committee members are independently charged with the responsibility of determining if the written proposal meets the requisite standards of scholarship. All dissertation proposals and dissertations must adhere to the current American Psychological Association (APA) publication guidelines.

The following example contains the requirements of chapters one – three and should be included in the dissertation proposal. Use this guideline in the writing and development of your dissertation. Qualitative specific requirements are delineated in **Bold**.

## **CHAPTER ONE: INTRODUCTION**

- Introduction
- Background of the Problem (i.e. educational trends related to the problem, unresolved issues, etc.)
- Statement of the Problem
- Theoretical or **Conceptual** Framework
- Research Questions to be investigated or answered
- Hypothesis or hypothesis statements
- Purpose of the study
- Importance of the study
- **Opportunities for New Research and Areas of Interest for Study (Qualitative)**
- **Researcher Interest**
- **Researcher Perspectives**
  - **Epistemology**
  - **Research Theory**
  - **Connections of Researcher Position to the study**
- Assumptions
- Delimitations of the study
- Limitations of the study
- Definition of terms
- Organization of the study

## **CHAPTER TWO: REVIEW OF RELATED LITERATURE**

- Organization of the present chapter – overview
- Historical background
- **KEY WORDS:** Use key words in each research question in this section and supplement those key words as appropriate

### ***Purposes to be served by Review of the Literature:***

- Acquaint reader with existing studies relative to what was found, who has done work, when and where latest research studies were completed and what approaches involving research methodology, instrumentation and statistical analysis were followed (this can also be used in Chapter Three)
- Establish possible need for study and likelihood of obtaining meaningful, relevant and significant results
- Furnish from delineation of various theoretical positions, a conceptual framework affording basis for generation of hypotheses and statement of rationale
- Organize this chapter in the same order as the research questions are stated in chapter one. Fully align the review of the literature with the research questions

### ***Sources for Literature Review:***

- General investigative reviews cited that relate to the problem situation or research problem

- Specific books, monographs, bulletins, reports and research articles with preference given to research within the last five years UNLESS the research is a seminal study and provides the framework for subsequent research
- Unpublished manuscripts (e.g. dissertation theses, presentations, professorial quotes, comments and/or definitions)
- Internet news reports, bulletins etc.
- Summary of lit review (brief)

### **CHAPTER THREE: METHODOLOGY**

- Overview or introduction
- **Brief History of Qualitative Design**
- **Choice of Research Design, i.e. Ethnographic, Case Study, Grounded Theory**
- **Researcher Perspectives**
- Restate Research Questions
- Hypotheses stated In NULL form
- Description of research methodology or approach, i.e. experimental, quasi-experimental, Correlational, causal-comparative, or survey
- Spell out (clearly) the research design, including dependent and independent variables
- **Outline of Qualitative Design in study**
- **Recording observations**
- Subjects of the study (clearly spell out the sample and population)
- Instrumentation (tests, measures, observations, scales and questionnaires)
- Pilot studies, as they apply to the research design, development of instruments, data collection techniques and characteristics of the sample
- Validity: provide specifics on how you will establish validity or provide validity data specific to your instrument from other studies with similar populations
- Reliability: provide specifics on how you will establish reliability or provide data specific to your instrument from other studies; if you plan or modifying or developing your own instrument, *remember the instrument must be field tested at least twice*
- Procedures, i.e. field, classroom or other with instructions to subjects, etc.
- Data collection and recording
- Data analysis (statistical analysis or qualitative analysis *explained in detail including statistical formulae*)

Upon successful defense of the proposal, the dissertation committee chair will submit a Doctoral Proposal Approval form (Appendix), a PDF copy of the final proposal, a signed Proposal Title Page (Appendix), and an abstract, to the Dean of the Graduate School via the Program Coordinator, the department head and the Dean of the Whitlow R. Green College of Education. This becomes the basis for the candidate's original dissertation research. Upon completion of the dissertation proposal, candidates are required to

submit an Institutional Review Board (IRB) application to the Prairie View University's Office of Research Compliance. Details of the IRB process can be found online at <http://www.pvamu.edu/pages/3450.asp>.

## **PROPOSAL DEFENSE PROTOCOL**

Defense protocols will include the dissertation proposal including the defense of chapters one, two, and three. Candidates should remember that there will likely be recommendations for revision after each defense.

The dissertation is never static; it is an evolving document that will require final revisions even at the last minute. The candidate may never assume that just because the proposal was successfully defended that there will be no requirements of revision throughout the dissertation process. While the candidate should look to his or her Chair to guide the defense process and should ultimately follow the final recommendation of his or her Dissertation Committee Chair, input from all Committee Members is critical. For this reason, it is extremely important for a Defense to be scheduled only when all Committee Members may be present. If, through no fault of their own, a member of the committee is not able to present during the defense, the committee member may approve the candidate's dissertation proposal, by submitting such approval in writing to the Dissertation Committee Chair and the Coordinator of the Doctoral program.

Dissertation proposal and dissertation defenses typically occurs ideally over three – four semesters. Under rare circumstances, the defenses may occur over two semesters. In any event, the minimum 12 semester hours of Dissertation Hours are still required for completion of the PHD. Doctoral candidates should follow the below suggested guidelines for proposal defenses.

- Defenses occur for proposals, and then a final defense of the dissertation occurs at the end of the program.
- All defenses are to be conducted on campus.
- Doctoral candidates are to schedule defenses according to the checklist guidelines.

- Defenses should not be scheduled unless the committee chair has provided sufficient feedback and confirmed that the document is ready for a successful defense.
- Defense sessions should honor the unique perspectives and expertise that committee members offer. Diverse perspectives and opinions should be respected, and the defense process should foster committee consensus in feedback to candidates and defense decisions. All committee members must agree on defense results.
- Once a defense is scheduled (including proposal, and final dissertation defenses) and proceeds, the appropriate Approval of Dissertation Defense Report form must be submitted with a committee decision, inclusive of original signatures.
- Committee members should not sign off after a defense unless satisfied with the document and defense performance.
- Doctoral candidates are expected to make revisions within ten days after a defense, in cooperation with the Committee Chair.
- Doctoral candidates will be allowed only one repeat of the Oral Defense of the dissertation.
- In the event that a candidate fails any of the defenses, candidates will have a window of two – six months before the proposal or final dissertation can be defended again. This means that the second defense can be no sooner than two months after the failed attempt and no later than six months after the failed attempt.

All defense materials must be in the hands of all committee members at least two weeks before defense takes place to ensure that all committee members has time to mark the paper for suggested revisions. Dissertation Committee members are required to return the document to candidates before the end of the two week review period in order to allow ample time for corrections and recommendations. If committee member input is received within three days prior to the scheduled defense, the recommendations of the member will be incorporated during the proposal or dissertation defense and will not

constitute a delay in the sign off of the defense results. It is the responsibility of the Committee Chair to ensure that all recommendations are included in the final dissertation proposal or dissertation.

In the case of the final dissertation defense, it is recommended that the committee receive the document from three to four weeks prior to provide time to review the. The dissertation defense paper must either be hand-delivered to the office of the committee member, or it may be mailed – insuring that the committee member receives the paper at least three - four weeks before the defense. Candidates should also send an electronic version to the committee members as some prefer this format to a hard copy. The printing and delivery is the responsibility of the candidate.

Once the committee receives the document, the candidate should send no further copies. The candidate should have made all edits, taking the advice of his or her Chair, prior to the document being sent to committee members. Edits can be made, if necessary, before, during and after the defense. To make edits after the committee members receive the document and before the defense may result in different content pagination, making it difficult for committee members to ask questions about certain content and reference to certain pages of the document.

Candidates must use the correct formatting from the beginning, including latest APA rules and the Graduate School Thesis and Dissertation guidelines found on the college and university websites. Candidates will find a link for downloading the latest free Acrobat Reader required for proper execution of guidelines. In addition, there are many essential elements of dissertation formatting at the Department of Educational Leadership and Counseling website, including a full electronic template that provides correct spacing, margins, and content matter. While some parts of the template may not be relevant in the proposal stage, the routine practice of the candidate following correct formatting rules will be significant as the dissertation progresses. Candidates may go back periodically and provide correct page numbers for chapters and tables in the Table of

Contents. At the Final Defense, all components are required, including Abstract, correct page numbers in the Table of Contents, Acknowledgements and Dedication. The program faculty is expected to provide candidates with templates for a Quantitative and Qualitative Proposal and a Quantitative and Qualitative Final Dissertation.

Candidates can refer to the Educational Leadership website for specific details here.

## **FORMS**

There are a variety of forms that candidates need to complete, including obtaining signatures in order to track their academic progress. Candidates should refer to the departmental website for links to these forms.

Candidates should also be aware that there are other forms that may be needed during the dissertation process, such as the Dissertation Proposal or Dissertation Defense Announcement and Scheduling Form required for scheduling the Defense. These forms must be completed, hand delivered and submitted electronically to the Program Coordinator when the Final Proposal or Dissertation Defense is scheduled, insuring that place, location and time have been decided and announced ten days before the Final Defense. Room numbers should be listed as TBA, as special approvals are required for Smart Room use.

In addition, candidates should remember that neither the Dissertation Committee Chair, Program Coordinator nor department administrative staff is personal errand runners. Although chairs do occasionally complete tasks for candidates, the doctoral candidate should not burden the Program Coordinator or department staff with unnecessary complications in the submission of documents or scheduling in meeting required deadlines.

## **INSTITUTIONAL REVIEW BOARD PROCESS**

All candidates seeking to conduct research as a part of the dissertation process are required to obtain approval from the Institutional Review Board (IRB). The following guidelines reflect the policies of the Prairie View A&M University.

### **Roles and Responsibilities**

The Prairie View A&M University's Human Subjects Protection Program developed from the University's commitment to address and comply with federal and local requirements regarding the protection of human subjects in research.

## **RESEARCH METHODS**

Research and education at Prairie View A&M University must meet the highest professional and ethical standards. As the interpretations of research and normal classroom activities do vary, questions arise on what falls within the federal guidelines of research. Activities designed to educate/train students in research methods, under the normal classroom setting, usually do not fall within the federal definition of research as described in 45 CFR 46.102(d).

- Undergraduate and graduate student research activities, which reach outside of the classroom, may fall under the federal definition of research depending upon the type of interaction with the research participant(s).
- Graduate theses and dissertations are clearly understood as research, and fall within the IRB preview when human participants are involved.

However, any research conducted with the intent to contribute to generalizable knowledge through publication or presentation within an academic discipline, even that originating from classroom activity, may fall within the jurisdiction of the IRB.

When teaching a research methods course or other related courses, the *classroom research project form* may be used. The student completes the form and provides to the instructor all pertinent information necessary to determine if the project needs IRB review and/or approval. For these activities, faculty shall provide ethical supervision, followed by faculty advisors, committee chairs, department heads, and deans. Areas in

question such as: self-reported behavior, special populations, or sensitive topic areas will need further review and may be resolved on a case-by-case basis through consultation with the IRB. The Prairie View A&M IRB would appreciate the classroom instructors providing their students information about IRB procedures. Additionally, the Prairie View A&M IRB would like to see a listing of the research topics at the end of each semester for a continuing review of these types of activities.

For questions regarding the use of the form or classroom activities, the IRB may be contacted through Office of Research Regulatory Compliance, at 936.261.1590, or 936.261.1553.

Additional information regarding the university's Institutional Review Board may be found at: <http://www.pvamu.edu/research/office-of-research-compliance/207-revision-v1/institutional-review-board-human-participants/guidelines-for-classroom-activities-involving-research-methods/>

## **INFORMED CONSENT PROCESS**

- *Waivers to Obtaining Written Informed Consent*
- *Waivers to Obtaining Informed Consent and Alternatives*
- *From Whom Does the Investigator Obtain Informed Consent?*
- *Retaining and Storing Signed Informed Consent Documents*

The informed consent process constitutes an invitation to volunteer to participate in a research project. Every researcher (faculty, staff, or student) at Prairie View A&M University must obtain the informed consent of any human subject participating in research. Sample informed consent documents are included in IRB Forms.

## **OBTAINING INFORMED CONSENT:**

The investigator must ensure that the circumstances under which consent is sought will provide the subject (or his/her representative) with sufficient opportunity to consider whether or not to participate. The circumstances must also minimize the possibility of coercion or undue influence that might be experienced by the subjects. Often the

situation of the subjects may be inherently coercive; i.e., their freedom of choice may be restricted by the nature of their employment, age, associations with certain groups, or their mental or physical capacities. Restriction of freedom of choice may also occur due to confinement in a mental hospital or in a jail, penitentiary, or correctional institution. Subjects in any of these categories are not excluded from research; rather, the investigator must make special efforts to ensure that potential subjects are given every opportunity to exercise free choices in consenting to participate in a research project.

Broadly, the informed consent document communicates to the prospective research subject the purpose, procedures, risks and benefits of the study, the subject's rights in participating in the research, and the freedom to decline to participate without jeopardy. If applicable, alternative treatments available will be explained. The individual will also be given the opportunity to obtain further information and answers to questions related to the study before signing. The informed consent document will provide contact information for the primary investigator and the IRB Chair to enable the subject to ask questions after the consent form has been signed. The expiration date of the informed consent document will be the approximate date of completion of data collection for the subject. The date may be different for each subject, depending upon the timetable for the research. The subject should receive a copy of the informed consent.

#### **OBTAINING ORAL CONSENT:**

If oral consent is necessary due to limited literacy or language comprehension, the subject or his/her legal representative will be asked to sign a consent form stating that the basic consent form elements have been orally presented. Both the consent form and the outline of the oral presentation must be approved by the IRB. A witness must also be present for this presentation and must sign both the consent form and a written summary of the oral presentation.

#### **OBTAINING ASSENT:**

If the subject is a minor an assent form must be signed by those subjects capable of reading and understanding a simplified version of the consent form signed by the parent

or guardian. A copy of the assent form to be used should be included with other materials submitted to the IRB for approval. For those subjects who are too young to read an assent form, but who would be capable of understanding oral explanation of the procedures, a copy of the outline of the oral explanation to be given must accompany the request for IRB approval. The age, maturity, and emotional state of the subjects must be taken into account by the principal investigator when creating an assent form or an outline of the oral presentation to obtain oral assent from such subjects.

## **WAIVERS TO OBTAINING WRITTEN INFORMED CONSENT**

### **SOLE IDENTITY:**

The IRB may waive the written consent requirement if the only record linking the subject and the research would be the consent document and the principal risk would be the potential harm resulting from a breach of confidentiality; or the research presents no more than minimal risk of harm to subjects and involves no procedures for which written consent is normally required outside the research context.

This type of waiver applies especially to anonymous interviews (including face-to-face and telephone interviews) wherein the investigator's sole knowledge of the identity of the interviewee would come from the consent document. (45CFR 46.117)

Waiver of written consent procedures does not imply waiver of the researcher's responsibility to obtain consent from the subject. In all cases, the researcher must provide the subject with a statement of the research that includes all relevant elements of informed consent. It is the recommendation of the IRB that, wherever practicable, when an Informed Consent Form is waived, *a cover letter be submitted to subjects which outlines the purpose and procedures of the project with a statement such as "completion of the survey and/or return of the questionnaire indicates consent to participate in the study."*

This procedure is applicable when subjects are not at risk and to enable preservation of anonymity. The subject must be given a clear and free choice to accept the invitation to participate or to refuse without prejudice or penalty. If subjects are students, patients, or employees of an institution in which research is being conducted, they must be informed that non-participation or withdrawal from the study will not affect their grade, treatment, care, or employment status, etc.

### **WAIVERS TO OBTAINING INFORMED CONSENT AND ALTERNATIVES**

Under certain circumstances, the use of written consent documents may be waived. All waivers must be approved by the IRB, and requests for waiver must be fully justified by the research when submitting an application to the IRB. A waiver includes both those cases in which the researcher desires not to use written consent documents and those cases in which the researcher desires to alter the consent form or to omit some elements of informed consent. In survey based research, the answering of the survey and passing or mailing in of said survey instrument is evidence of consent and often preferable because the subject's name is never linked to the research data.

The IRB may approve a consent procedure that does not include, or that alters, some of the elements of informed consent. The IRB may also waive the requirement for obtaining written informed consent under the following three sets of conditions. In each case, the researcher must request a waiver with a full justification of the request. The sets of conditions are as follows: Benefit and service programs, biased results and sole identity.

### **FROM WHOM DOES THE INVESTIGATOR OBTAIN INFORMED CONSENT?**

Every potential subject who is a physically and mentally able adult must provide consent to participate in research prior to the conduct of any activities that constitute the research encounter. This is the most general case and applies to all research. Regulations define an adult as anyone 18 years of age or older. The ideas of mental and physical normalcy revolve around the ability of the subject to provide truly informed and voluntary consent. Variations from this norm may be a function of age or the circumstances of the

subject. Although one cannot predict every possible variation from the norm, there are certain requirements for each age group and for other types of subjects such as prisoners, wards of the state, individuals with mental disabilities, fetuses, pregnant women, and other special populations.

***Notable Risk Projects:***

When research involves greater than minimal risk, the subject needs a reasonable enumeration of the risk in order to decide whether or not to participate. The list should not be constructed either to minimize real risks or to overstate them. Projects with risks should also list protective measures used to lower the risk potential or to ensure safety while the subject encounters the risk(s). If a project presents one or more risks, an injury clause needs to be included in the consent document.

Although the regulations specifically mention only these special categories of subjects, the overall intent is clear. Whenever the potential subjects of research have special features or circumstances that might alter their ability to render informed and voluntary consent to participate in research, the researcher has special responsibilities. There is no way to anticipate every situation, therefore, researchers must use extreme care to respect the rights of potential subjects in developing the means of obtaining their informed consent.

***Anonymous Questionnaires:***

Many types of survey research use anonymous questionnaires returned by mail or placed in drop-box locations. (Remember that a subject is *anonymous* only if his/her identity remains individually unknown to the investigator. Where the identity is known, but held secure from being known by others, the researcher is maintaining the *confidentiality* of the identity.) With anonymous questionnaires, the researcher may fulfill the requirements of informed consent by providing the subject with a cover letter or set of instructions that includes the following items, as applicable: An explanation of the research project, its purpose and duration of participation time; an offer to answer questions concerning

the project and information on how to contact the investigator; a statement indicating anonymity or confidentiality; and an indication that the return of the questionnaire will constitute the subject's consent to participate (a statement of voluntariness must be included).

### **RETAINING AND STORING SIGNED INFORMED CONSENT DOCUMENTS**

Signed informed consent forms are legal documents, and the researcher has the legal responsibilities in handling them. They should be stored in a secure location that is accessible to the University in the event that an inquiry should require their examination. Access to these documents should be limited to those persons who have a right to know their contents, ordinarily, the investigator (and co-investigators), a representative of the IRB (usually the chair), the IRB Administrator on behalf of the University, and authorized federal officials. In compliance with federal regulations, consent documents must be retained for a period of *three years following the completion of the research*.

Consent documents become part of the IRB file of a project and as such, are subject to Federal Audit. Therefore, the IRB will review carefully both the content of and the storage provisions for all consent forms.

The Progress Report requires an account of the exact location, the method of storage, and the names or titles of individuals (other than University and federal officials) having access to the consent documents. A copy of the informed consent document is to be submitted with the Progress Report if subjects are still being recruited. The IRB cannot approve the continuation of projects that omit this information.

An investigator who leaves the University prior to the end of the three-year retention period for consent forms should notify the IRB of this fact, specifying the new location of the consent documents. Signed consent documents must be turned over to the responsible faculty member after data collection is completed if a student or research

assistant maintained the consent documents. A change of location within the University that results in a new storage place for consent forms should also be reported to the IRB.

For more information regarding the university's informed consent process, please visit the IRB website at: <http://www.pvamu.edu/research/office-of-research-compliance/207-revision-v1/institutional-review-board-human-participants/informed-consent-process/>

## **IRB – SUBMISSION PROCESS**

### **ITEMS NEEDED AT SUBMISSION**

- 1 Hard copy with original signatures
- 10 Hard Copies of the original protocol
- Proof of CITI training
- Informed Consent/ Assent
- Copy of Instrument(s)
- Conflict of Interest form (COI), if applicable
- Electronic copies of all documents submitted

### **STEP BY STEP EXPLANATION OF THE PROCESS**

1. First, you will need to complete the electronic training (CITI), the Conflict of Interest form (COI), if applicable, and submit a Protocol application to the IRB.
2. If your research is for your thesis or dissertation, each of your committee members **MUST** provide evidence of their completion of the current CITI training before you can be placed on the agenda. NIH is not acceptable.
  1. We will need a copy of the signature page of your proposal defense and one copy (electronic and hard) of your proposal.
3. If you are involving another institution as a part of your research we will need a letter from the administration granting access to the population or data set.
4. If you are using a survey instrument that is public domain, we will need evidence that the instrument is public domain. If it is private a letter indicating that the instrument is used with authorization will be needed.
5. In the event of direct contact with participants provide letters of consent/assent and all promotional materials and scripts.

**Please submit all documents to:**

Campus Mail: MS 2800

In Person: Office of Regulatory Research Compliance, Delco, Suites 163 and 164

Off Campus: Marcia Shelton, P. O. Box 519, Prairie View, Texas, 77446

Once you have met all of the requirements listed above, you will be notified of the date in which you will go before the board (if necessary).

If you have any questions or need assistance completing this application, please call (936) 261-1553 or email [Research@pvamu.edu](mailto:Research@pvamu.edu). Or by visiting the university website at:

<http://www.pvamu.edu/research/office-of-research-compliance/207-revision-v1/institutional-review-board-human-participants/irb-submission-process/>

## STUDENT RESEARCHERS

### FREQUENTLY ASKED QUESTIONS

1. I'm a PVAMU student interested in conducting my own research project do I need IRB approval before I can begin?
2. Can I be listed as the Lead Researcher on the IRB Application?
3. Should I submit a new IRB application, or be added to my Faculty Advisor's protocol?
4. Is IRB review necessary if my study involves anonymous surveys or interviews?
5. How do I apply for IRB review?
6. How long does it take to obtain IRB Approval/Registration?
7. How will I be notified when my IRB application is approved?
8. How long is my approval good for?

**I'm a PVAMU student interested in conducting my own research project do I need IRB approval before I can begin?**

Yes. Students conducting human subjects' research require IRB approval or registration before they can initiate their project. Please consult with the Office of Research Compliance staff if you are unsure whether your project constitutes human subjects research.

**Can I be listed as the Lead Researcher on the IRB Application?**

No. PVAMU doctoral students cannot be Lead Researchers/Investigators on human subjects' protocols. Faculty Sponsorship is required for all research applications to include outside investigators that desire access to the university student population.

**Should I submit a new IRB application, or be added to my Faculty Advisor's protocol?**

When a student's research project consists of the collection and/or analysis of data that is part of the scope of an existing faculty member's IRB approved research, the student can be added to the Faculty member's protocol, rather than submitting as Lead Researcher on a new IRB Application.

## **Is IRB review necessary if my study involves anonymous surveys or interviews?**

Yes. An application is required if you plan to conduct anonymous survey or interview research.

## **How do I apply for IRB review?**

1. Faculty Sponsorship – Find a faculty advisor who will sponsor and guide you throughout research process.
2. Formulate your research question and study design. If your study involves interviews, surveys, or questionnaires identify the standardized instruments that will be used. If a new measure will be used develop your survey or questionnaire instrument or interview protocol.
3. Define your sample population and develop recruitment procedures.
4. Determine how you will obtain informed consent.
5. All study team members are required to successfully complete the CITI training. Even non-PVAMU investigators on PVAMU protocols are required to complete the training(s). Applications may be withheld pending training completion.
6. Complete the IRB Application. See: [IRB Submission Process](#)
7. Faculty Sponsor and Department head's signatures are required on IRB applications for student research. Applications will be withheld until all required signatures are provided. Please note that if your Faculty Sponsor, or any member of the study team is the Department head/Director, the signature of the next highest level of administrative authority is required.
8. Submit the original and 10 copies of the application to the Office of Research Compliance.
9. Save a copy of your application packet for your records and back-up all files relating to your application on your computer, as you may be asked to submit revisions following the Initial Review.

## **How long does it take to obtain IRB Approval/Registration?**

Full Committee protocols are reviewed monthly. The turnaround time from submission to approval generally takes 4-8 weeks for full Committee protocols depending on the completeness of the submission including the required additional documents (e.g., informed consent/assent forms, recruitment materials, questionnaires) and whether other PVAMU Committees must first approve the research (e.g., IBC, IACUC).

## **How will I be notified when my IRB application is approved?**

An official IRB approval letter will be sent by e-mail to the Principal Investigator when all requirements are met, according to the IRB deliberations. If you are listed on a full Committee protocol, deliberations from the IRB meeting are sent within a week of the IRB meeting via e-mail.

### **How long is my approval good for?**

Most full Committee protocols are approved for one year from the date of approval (the IRB may grant a shorter approval period). Continuation of an approved protocol requires submission of the Continuing Protocol Application. A research protocol is registered for three years and requires a yearly update. Continuation of a protocol beyond three years requires submission of a new IRB Application.

Additional information may be obtained at: <http://www.pvamu.edu/research/office-of-research-compliance/207-revision-v1/institutional-review-board-human-participants/student-researchers/>

### **IRB FORMS**

The following forms are for use to gain initial IRB approval:

- [Instructions for Submitting an IRB Application](#)
- [IRB Application Protocol](#)
- [IRB Application Sponsored Program](#)
- [IRB Classroom Research Protocol Application](#)
- [CITI Training Instructions](#)
- [IRB Conflict of Interest](#)
- [IRB Informed Consent Template](#)
- [IRB Social Consent Template](#)

**30 days before your initial approval expires, complete the following form:**

- [IRB Protocol Annual Update Form](#)

For issues regarding confidentiality or ethics send an email to: [research@pvamu.edu](mailto:research@pvamu.edu)

### **Where to Send Documents and Other Helpful Information:**

IRB Research Compliance Office Address and Phone Numbers  
Office of Regulatory Research and Compliance

Dr. Marcia C. Shelton, Director  
[Research@pvamu.edu](mailto:Research@pvamu.edu)

**\*\*\*Protocol applications emailed directly to Crysta Mendes at [crmendes@pvamu.edu](mailto:crmendes@pvamu.edu) will experience a delay in processing.\*\*\***

#### Office Location

Wilhelmina Fitzgerald Delco Bldg., Suite 163 and 164  
Prairie View A&M University

Forms may be downloaded at: <http://www.pvamu.edu/research/office-of-research-compliance/207-revision-v1/irb-forms/>

## IRB TRAINING

### EDUCATION/TRAINING REQUIREMENTS

#### CITI Training for Investigators

Effective August 1, 2009, CITI is the only recognized training for PVAMU affiliated personnel and students. If the CITI training has not been completed, the attached CITI training information document will provide instructions. CITI training cannot be extended and must have viability of a minimum of six months.

***All dissertation committee members MUST have a valid CITI training certificate on file.***

***Please obtain a copy of committee member CITI training certificates and submit to the***

***Doctoral Program Coordinator.***

### TRAINING FOR RESEARCH WITH HUMAN SUBJECTS

Human subjects' training must be renewed every three years, i.e., before the three-year anniversary of the investigator's most recent human subjects in research training. The online refresher course provided by CITI takes approximately one hour to complete. The completion report for the refresher will be due at the time of expiration. CITI provides a 30, 60, and 90 day reminder on expiration dates. Once an investigator's training has expired, any approvals or exemptions will be withdrawn until training is updated.

### INITIAL TRAINING COURSE

CITI is a web-based ethics training course for those conducting research with human subjects. All principal investigators, co-investigators, and study personnel must complete CITI training with a minimum score of 90 percent. The course may be re-taken as many times as necessary to obtain a 90 percent average overall. Investigators can re-enter the modules with their lowest score and re-take the associated quizzes to reach a score of 90 percent.

Initial and continuing reviews require an up-to-date study personnel form in which you will list all the personnel on the project and their CITI completion dates. Completion records of all study personnel should be maintained by the principal investigator and are subject to periodic inspection. Follow the steps below to sign up for the CITI course:

- Step 1: Go to [www.citiprogram.org](http://www.citiprogram.org)
- Step 2: Select "New Users"
- Step 3: Participating Institutions: Texas A&M University
- Step 4: Create a username and password
- Step 5: Enter your name
- Step 6: Enter email address
  - When you set up or update your CITI account information, the email used needs to match the email address in. CITI allows two email addresses to be given in case a researcher wants an additional email used.
- Step 7: Complete contact information fields:
  - 1. Course in the Protection of Human Subjects: Select Group 2: Social and Behavioral Research for Investigators and Key Study Personnel
  - Skip 2. The CITI Lab Animal Welfare Course
  - Select "no" unless you are working with an additional university

## **BELMONT REPORT**

All principal investigators and co-investigators are required to read and adhere to the principles contained in the Belmont Report, "Ethical Principles and Guidelines for the Protection of Human Subjects of Research."

## **CITI ONLINE REFRESHER COURSE**

Follow the steps below to sign up for the CITI Refresher Course:

- Step 1: Go to [www.citiprogram.org](http://www.citiprogram.org)

- Step 2: Log in with username and password
- Step 3: Under "My Courses," enter the course entitled "Human Research"
- Step 4: Complete the "Integrity Assurance Statement"
- Step 5: Completing the "Integrity Assurance Statement" will allow entrance into each required module:
  - "How to Complete the CITI Refresher Course and Receive the Completion Report"
  - "Refresher Course 101 Introduction"
  - Modules 1-5

The course may be re-taken as many times as necessary to obtain a 90 percent average overall. Investigators can re-enter the modules with their lowest score and re-take the associated quizzes to reach a score of 90 percent.



## THE DISSERTATION – PHASE II

### DISSERTATION TEMPLATE

A dissertation template for use in the submission of all PVAMU dissertations is found in the Appendix section of this handbook.

### APA GUIDELINES

The over-arching concern, excluding the actual writing and research involved in dissertation hours, focuses on the preparation of dissertation proposals and final dissertations congruent with the proper formatting required by APA – Sixth Edition or most current edition. The style guide required by APA continues to be, a challenge for all candidates seeking to complete their dissertation.

The department developed a style guide for use by doctoral candidates. This style guide is intended to mitigate APA formatting challenges and provide candidates with an overall roadmap during this process. It is not meant to take the place of APA's guide; rather it is meant to supplement and explain the many nuances associated with APA's style requirement. Please consult APA's Sixth Edition for more detailed information.

The Link to the Nuances of APA may be found at: [www.pvamu.edu](http://www.pvamu.edu). A hard copy is provided in the Appendix section of this handbook.

### GRADUATE SCHOOL GUIDELINES

The Graduate School of Prairie View A&M University developed a Thesis and Dissertation Manual for use in the adhering to style requirements in the preparation of a thesis or dissertation. A link to the Graduate's School Thesis and Dissertation Manual may be found at [www.pvamu.edu](http://www.pvamu.edu). A hard copy of this document is also found in Appendix

## DISSERTATION DEFENSE MEETING PROTOCOL

The role of the Chair of the Dissertation Committee is to convene members of the Committee and the candidate to discuss the full dissertation. The Committee must make an assessment as to whether: (1) the proposed study is logically and rationally presented; (2) the proposed study has developed an efficient and effective review of literature; (3) the methodology is thoroughly documented and presented in a manner that permits the completion of the study; and, (4) the study is of sufficient depth to insure contribution to the field of Educational Leadership. The Committee may make recommendations to enhance the quality and conduct of the study that may be addressed by the candidate during the coming months.

### Meeting Protocol

The following guidelines provide an overview of the expected meeting protocol for final dissertation defenses.

1. The Chair convenes the meeting of all Supervising Committee members and the candidate.
2. The Chair states the purpose of the meeting and the Committee's principle tasks.
3. The Chair will provide a protocol for the conduct of the meeting to all members which will include the candidate's presentation, the order in which members will be able to ask questions, and the sequence of the areas which will be discussed. The sequence of areas will typically follow the major headings of the dissertation.
4. The Chair will introduce the candidate and give the title of the proposed study.
5. The Chair will allow the candidate 30 - 45 minutes to present the proposed study to the Committee. This presentation should be based on the major sections of the dissertation but should minimally cover: (a) the introduction/background of the study, (b) a statement of the problem, (c)

- an overview of the review of literature, (d) the procedures (methodology); (e) findings, and (f) recommendations for further research.
6. The role of the Chair is to not only conduct the proceedings, ensure fair treatment of the individual by members of the Committee and the audience during open question/comment sections, and to assess the pertinence of questions and comments, but also to take notes on recommendations offered by Committee members (section by section).
  7. At the close of the discussion, the Chair will ask the candidate to leave the examination room.
  8. The Chair will ask the Committee whether or not the study is appropriate and defensible as a doctoral dissertation. If the Committee votes yes, the Chair will invite the candidate in and inform her/him of the vote and oversee that all required signatures are affixed to the dissertation. If the vote is no, the Chair will invite the candidate into the examination room and inform her/him of the vote and what options are open to the candidate. If the Committee elects to suspend their vote, the Committee will be required to develop a specific set of recommendations for corrective action and a time-line for their completion before they convene for the formal vote.
  9. The Chair will debrief the candidate at the close of the meeting and discuss how to improve the dissertation.
  10. The Chair will provide appropriate University officials with all signed documentation required for official acceptance of the dissertation.

### **SCHEDULING THE DEFENSE**

The dissertation committee chair will schedule the final dissertation defense in concert with the candidate and other committee members. Dissertation defenses require the use of the college's Smart Rooms via an electronic request. Request for the use and scheduling of the Smart Rooms may be obtained through Distance Learning and approval

must be obtained prior to releasing the Dissertation Announcement. The form required for this request may be found at \_\_\_\_\_ :

All defense materials must be in the hands of all committee members at least three - four weeks before the final defense takes place in order to allow everyone ample time to mark the paper for suggested revisions. Dissertation Committee members are required to return the document to candidates before the end of the three week review period in order to allow ample time for corrections and recommendations. If a committee member input is received within three days prior to the scheduled defense, the recommendations of the member will be incorporated after the dissertation defense is concluded and will not constitute a delay in the sign off of the defense results. The defense paper must either be hand-delivered to the office of the committee member, or it may be emailed – insuring that the committee member receives the paper at least three - four weeks for final before the defense. Candidates should also send an electronic version to the committee members as some prefer this format to a hard copy. The printing and delivery is the responsibility of the candidate.

### **REQUIRED FORMS FOR SUBMISSION AND APPROVAL**

Forms required for the scheduling and conducting the dissertation defense may be found in the Appendix section of this handbook.

### **GRADUATE SCHOOL APPROVAL**

All dissertations must be reviewed and receive final approval from the Graduate School of Prairie View A&M University. Therefore, candidates are required to allow a minimum of two weeks for Graduate School Approval and signatures. Final dissertations for approval by the Graduate School must adhere to the following:

- Approval forms signed by the department and college acknowledging completion of all college and departmental requirements;
- Approval and signatures of all members of the Dissertation Committee;

- An original copy of the candidate's dissertation signatory page with original signatures;
- Original signatures of the required Graduate School Dissertation Transmission form; and
- A PDF copy of the candidate's dissertation

## **SEMESTER DEADLINES - FINAL DEFENSE/APPROVAL**

Dissertation Chairs and candidates desiring to graduate during a specific semester are required to adhere to the following deadlines in order to participate in the Commencement Ceremony and be awarded the Doctor of Philosophy in Educational Leadership.

**Fall Semester:** Candidates must successfully defend, receive approval on all required documents from their committee, and submit a final PDF copy of the dissertation to the Graduate School for review and approval, no later than **November 15<sup>th</sup>**.

**Spring Semester:** Candidates must successfully defend, receive approval on all required documents from their committee, and submit a final PDF copy of the dissertation to the Graduate School for review and approval, no later than **April 15<sup>th</sup>**.

**Summer Semester:** Candidates must successfully defend, receive approval on all required documents from their committee, and submit a final PDF copy of the dissertation to the Graduate School for review and approval, no later than **July 15<sup>th</sup>**.

Candidates failing to meet these guidelines will be eligible for graduation during the next semester.

## COMMENCEMENT – PHASE III

### APPLYING FOR GRADUATION

Commencement is an exciting time for all doctoral candidates as it represents the final steps in your journey. Candidates intending to graduate must complete and submit an **Application for Graduation** online through **Panthertracks** via **PVPlace**. Before applying for graduation, make sure you read all the information provided on the Graduation page. Once you have read and understood the information and are ready to apply for graduation, follow the steps below:

1. Make sure you have completed the graduation checklist.  
*Applying for graduation prior to completing the checklist may result in being disapproved by your department. Reapplication and repayment will be required.*
2. After completing the graduation checklist, login to PVPlace and navigate to Panthertracks.
3. In Panthertracks, go to Student Records and click on Apply To Graduate
4. Follow the instructions on each page presented during the application process
5. Upon submitting your application, follow steps on sections called “After Applying” on Graduation checklist

### PAPER APPLICATION

If you are unable to submit the online application for graduation for any reason (i.e. you were disapproved on the first attempt, you are applying in absentia, etc.), please fill out the paper application and submit it in-person at the Office of the Registrar.

### GRADUATION

University guidelines and deadlines regarding graduation may be found on the university website. Deadlines change each semester; therefore, it is up to the candidate to become familiar with these deadlines.

The student should review their academic records with their academic advisor or department head to determine if they are eligible to graduate **prior** to applying for graduation. Please see the Graduation Checklist link below and follow the instructions.

Students intending to graduate must complete and submit an Application for Graduation online through Panthertracks via PVPlace. The deadline for applying for graduation is printed each semester in the Academic Calendar

- [Graduation Checklist](#)
- [Apply for Graduation](#)
- [How to Apply \(tutorial\)](#)
- [Paper Application](#)
- [Academic Calendar](#)

## COUNTDOWN TO COMMENCEMENT

**CANDIDATES SHOULD VISIT THE REGISTRAR'S WEBSITE FOR ADDITIONAL INFORMATION AT**

<http://www.pvamu.edu/registrar/graduation/>

### **Missed the Application for Graduation deadline?**

Students may apply through the late period with an additional \$25 late fee. Please note the late deadline dates on the Academic Calendar. No applications will be accepted after this time and you will need to apply for the following semester.

***Reminder: You run the risk of not having your name printed in the commencement program and a delay in processing your graduation audit when applying for graduation late.***

## **GRADUATION CHECKLIST**

The university's Graduation Checklist may be downloaded at:

<http://www.pvamu.edu/PDFFiles/pvamu-thesis-and-dissertation-manual.pdf>

### **Missed the Application for Graduation deadline?**

Students may apply through the late period with an additional \$25 late fee. Please note the late deadline dates on the Academic Calendar. No applications will be accepted after this time and you will need to apply for the following semester.

## **BINDING OF THE DISSERTATION**

There are numerous book binding companies in the Houston metropolitan area. Please consult your local telephone directory for additional information. Guidelines regarding paper type, weight, font and other pertinent information may be found on the Graduate School's website at: <http://www.pvamu.edu/PDFFiles/pvamu-thesis-and-dissertation-manual.pdf>

## **PRO-QUEST AND COPYRIGHT REGISTRATION**

Candidates are encouraged to register their dissertations with ProQuest. ProQuest will add your dissertation to its comprehensive data-base while simultaneously ensuring copyright protection. Information regarding ProQuest may be obtained at:

<http://www.proquest.com/>

## **SURVEY OF EARNED DOCTORATES**

The Survey of Earned Doctorates (SED) is an annual census conducted since 1957 of all individuals receiving a research doctorate from an accredited U.S. institution in a given academic year. The SED is sponsored by six federal agencies: the National Science Foundation, National Institutes of Health, U.S. Department of Education, U.S. Department of Agriculture, National Endowment for the Humanities, and National

Aeronautics and Space Administration. The SED collects information on the doctoral recipient's educational history, demographic characteristics, and post-graduation plans. Results are used to assess characteristics of the doctoral population and trends in doctoral education and degrees. Instructions for completing the Survey of Earned Doctorates may be obtained at: <http://www.nsf.gov/statistics/srvydoctorates/>

## **FINANCIAL AID EXIT COUNSELING**

All Candidates receiving financial aid during the course of their program must complete financial aid Mandatory Exit Counseling. For more information, please visit this website at: <http://www.pvamu.edu/faid/before-you-leave-exit-counseling-for-student-borrowers-2/>

## **CANDIDATE EXIT SURVEY**

The Department of Educational leadership is committed to continually improving the quality of all programs and services in the department. To this end, we monitor candidate satisfaction and program revisions on an annual basis. The completion of a Candidate Exit Survey is an important part of this process. Candidate exit surveys may be found at:

## **COMMENCEMENT**

### **GRADUATION REQUIREMENTS**

#### **General Requirements**

The following requirements apply to all graduate degree programs. Specific degree requirements may be found in previous sections of this manual. All candidates expecting to graduate must file an application for the degree. The deadline for filing an application for the degree is published each semester by the registrar.

## **GRADUATE THESIS AND DISSERTATION COMMITTEES**

The dean, school/college graduate program coordinator, department head, and the University graduate program director are responsible for approving the assignment of faculty to graduate committees. Members of the departmental faculty chair thesis and dissertation committees. It should be noted on all documents, including thesis, when the graduate committee chair is not the thesis/research advisor.

## **APPROVAL OF THESIS, DISSERTATION OR PROJECT REPORT**

The graduate thesis, dissertation or project report must be prepared in a style and format that is prescribed by the specific degree program. No later than two weeks prior to the last day of classes for the term or semester the student must submit a final draft of the thesis, dissertation or project report to the Graduate School for approval. If the manuscript meets the style and format criteria established by the faculty of a specific degree program, the student will be permitted to submit the document to the student's graduate advisory committee for approval and signature.

The bound copies of the signed thesis, dissertation or project report must be submitted to the Graduate School on or before the last day of classes for the Dean's approval and signature (the specific number of copies will be designated by the College or School). The Graduate School will be responsible for distributing the copies to the appropriate offices.  
Academic Information and Regulations

## **ORAL EXAMINATION**

An oral examination (dissertation defense) is required of thesis and dissertation students. The oral examination is designed to test verbal and explanatory abilities of students as they explain and defend their research. The examining body is the student's Graduate Thesis/Dissertation Committee and may include other interested departmental faculty. The graduate school may assign a member of the graduate council to attend or monitor an oral examination. The examination can be repeated only once.

## **COMMENCEMENT AND THE CONFERRING OF DEGREES**

Students may not graduate until completion of all degree requirements has been certified by the registrar. Formal conferring of degrees and awarding of diplomas take place at the earliest commencement exercise following graduation. Commencement exercises are scheduled in May, August and December of each year. Participating students must wear appropriate academic attire. Graduating students who wish to receive their diplomas in absentia may do so by filing a request with the registrar at least one week prior to commencement.

The university has the right to rescind a previously granted degree if it becomes aware of information leading to the determination that the degree should never have been granted.

## **SECTION III – OTHER INSTITUTIONAL POLICIES**

## **SEXUAL HARASSMENT**

### **PVAMU SEXUAL HARASSMENT POLICY**

#### **POLICY STATEMENT**

Prairie View A & M University is dedicated to excellence in teaching, research and service. It is committed to values and policies that enhance respect for individuals and their culture. Our student body and our workforce are comprised of people of color, women, immigrants, non-traditional students and persons with disabilities. To reap the rewards of diversity, the University has developed and will continue to develop policies and programs that combat bigotry and other biases in all their forms and will build on the strengths offered by a multicultural, multiracial and multigenerational campus.

Prairie shall be free from all forms of sexual discrimination and sexual harassment. Sexual misconduct is prohibited and will result in appropriate sanctions. Sexual harassment, a form of sex discrimination, creates an atmosphere that is harmful to our university's academic missions. It interferes with faculty, staff and student's ability to perform their duties. Sexual harassment creates an environment of disrespect, insensitivity and mistrust.

This policy provides information every member of the University community should read and understand. It defines sexual harassment according to federal law and University policy, discusses impermissible conduct and offers procedures for seeking help.

Prairie View A & M University will absolutely not tolerate sexual harassment of any student, faculty, staff or visitor. Our community must address allegations as they occur without delay. The responsibility for eliminating sexual harassment rests on the shoulders of the entire University community. Faculty, staff and students should be aware that violations of this policy will lead to serious disciplinary action up to and including dismissal.

## **TITLE VII DEFINITIONS OF SEXUAL HARASSMENT**

*(Texas A&M University System Policy 08.01, Civil Rights Protections and Compliance, March 24, 2011 and Regulation 08.01.01 Civil Rights Compliance, May 3, 2011 (Employees only)*

Sexual Harassment is a form of sex discrimination which is a violation of Title VII of the Civil Rights Act of 1964. For purposes of this policy, sexual harassment is defined as *unwelcome* sexual advances, requests for sexual favors, or other verbal, visual, or physical conduct of a sexual nature when:

- Submission to such conduct is either explicitly or implicitly in a term or condition for an individual's employment or academic standing.
- Submission to or rejection of such conduct by an individual is used as a basis for employment or academic decisions affecting such individual; or
- Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile or abusive work or academic environment

## **PROHIBITED CONDUCT**

It is a violation of University policy for any member of the University community to:

- Engage in sexual harassment
- Retaliate against any member of the University for filing a complaint alleging or participating in any investigation/proceeding to determine if sexual harassment has occurred
- Making intentionally false accusations of sexual harassment

## **TITLE IX OF THE EDUCATION AMENDMENTS OF 1972**

**\*(Students/Employees)**

Title IX protects both male and female students and employees from unlawful sexual harassment in all school programs or activities.

Sexual harassment can occur between individuals of different sexes or of the same sex; employee to student; non-University employee to student; employee to employee; non-University personnel to employee.

Although sexual harassment most often exploits a relationship between individuals of unequal power (such as between a faculty member and student, supervisor and employee, tenured and untenured faculty members), it may also occur between individuals of equal power (such as between fellow students or co-workers) or in some cases even where it appears that the harasser has less power than the individual harassed (for example, a student sexually harassing a faculty member). Sexual harassment is not determined by the intent of the harasser instead by the impact the behavior has on the person being harassed.

## **TYPES OF SEXUAL HARASSMENT**

### **QUID PRO QUO**

*Quid pro quo* occurs when a person in authority such as a manager, supervisor or faculty member makes an **unwelcome** sexual advance or request for a sexual favor to an employee or student and submission to or rejection of the advance is a condition of employment or academic standing.

One version of this type of harassment is “*If you do this (sex favor) for me, I will do that (work/academic favor) for you.*”

The other version is, “If you don’t do this (sex favor) for me, then I won’t do that (work/academic favor) for you”

### **HOSTILE WORK ENVIRONMENT**

Hostile environment harassment consists of unwelcome sexual misconduct that substantially interferes with work/academic performance or creates a hostile working/learning environment.

This is a type of harassment that can take place between an employee/student and anyone with whom the employee/student interacts with during their performance of work/academic responsibilities-faculty, supervisors, co-workers, contractors, suppliers, vendors, etc.

## **FORMS OF SEXUAL HARASSMENT**

Sexual Harassment generally occurs by one or more of the following forms of conduct—physical, verbal and/or visual.

### **SEXUAL HARASSMENT FORMS COMES IN MANY FORMS**

#### **Physical Conduct**

- Touching
- Unwanted massages
- Patting, caressing, or fondling
- Impeding or blocking movement
- Standing closer than appropriate or necessary for the work being done
- Touching or rubbing oneself sexually around or in view of another person
- Assault

#### **Verbal Conduct**

- Targeting a person with sexual comments, slurs, jokes, epithets or rumors
- Verbal sexual advances, threats or propositions
- Verbal abuse of a sexual nature
- Making sexual comments about a person's clothing, body, or looks
- Sexually degrading words used to describe an individual
- Suggestive or obscene letters, notes, or invitations
- Turning work/academic discussions into sexual discussions
- Asking about sexual fantasies, preferences, or history
- Asking personal questions about social or sexual life
- Telling lies or spreading rumors about a person's sex life

#### **Visual Conduct**

- Leering (looking at someone in s sexually suggestive manner)
- Making suggestive gestures
- Displaying pornography, sexually suggestive pictures, cartoons, posters or literature
- Having sexually suggestive software on a work/academic computer

#### **Consensual Relationships**

Dating or sexual relationships that might be appropriate in other circumstances have inherent dangers when they occur in a university setting. Negative consequences may result from a faculty member, supervisor or other member of the university community

engaging in a relationship with any person for whom he or she has (or will have) professional responsibility.

These dangers can include:

1. a student or employee may feel coerced into an unwanted relationship because he or she fears that refusal to enter into the relationship will adversely affect their education or employment;
2. inappropriate conflicts of interest when it comes to evaluating the employment or academic abilities of a dating partner;
3. the perception of sexual favoritism from students or fellow-co-workers; (4) physical or emotional harm to one party when, and if, a breakup occurs.

Faculty members, supervisors and other members of the university community who have professional responsibility for other individuals should be aware that any romantic or sexual involvement with a student or employee for whom they have such a responsibility may raise questions as to the mutuality of the relationship and may lead to charges of sexual harassment. For the reasons stated above such relationships are strongly discouraged.

If such a relationship does occur, action may be taken to alleviate the conflict of interest and remove professional responsibility over the affected subordinate.

For purposes of this section, an individual has “professional responsibility” for another individual at the university if he or she performs functions; including, but not limited to, teaching, counseling, grading, advising, evaluating, hiring, supervising or making decisions or recommendations that confer benefits such as promotions, financial aid or awards or other remuneration that may impact upon other academic or employment opportunities.

## **ACADEMIC FREEDOM**

This policy shall not be interpreted to constitute interference with academic freedom.

## **FILLING FALSE COMPLAINTS**

Any person who knowingly and intentionally files a false sexual harassment complaint is subject to disciplinary action up to and including dismissal from the University.

## **POLICY ENFORCEMENT**

The University may assess a range of corrective actions for policy violations. Such corrective actions may include termination of employment or permanent dismissal from the University. Any student, faculty or staff found in violation, following applicable disciplinary proceedings will be subjected to these varying penalties.

## **CONFIDENTIALITY**

The privacy of individuals who bring complaints of sexual harassment, who are accused of sexual harassment or who are otherwise involved in the complaint process should be respected and information obtained in connections with the filing, investigation, or resolution of complaints should be handled as confidentially as possible. It is not possible; however, to guarantee absolute confidentiality and no such promises should be made by anyone who is in the complaint process.

## **RESPONSIBILITY OF UNIVERSITY COMMUNITY**

Members of the University community who become aware of allegations of sexual harassment should encourage the offended individual to report the alleged sexual harassment to the Office of Equal Opportunity or the Vice President of Student Affairs and Institutional Relations immediately.

## **RESPONSIBILITIES OF SUPERVISORS**

Each dean, director, department chairperson, executive officer, administrator or other person with supervisory responsibility is responsible within his or her area or jurisdiction for the implementation of the policy. Supervisors must report to the Office of Equal Opportunity, or in its absence, The Vice President of Student Affairs and Institutional Relations, any complaint of sexual harassment or any incident of sexual harassment that he or she becomes aware of or reasonably believes to exist. Having reported such

complaint or incident, the supervisor should keep it confidential and not disclose it further, except as necessary during the complaint process.

### **RETALIATION PROHIBITED**

A student, faculty or staff member who retaliates in any way against the individual (s) who initiated a sexual harassment complaint or who participated in a sexual harassment investigation is subject to disciplinary action up to and including dismissal.

### **MAKING A SEXUAL HARASSMENT COMPLAINT**

Members of the University community who believe themselves to be offended under the policy are strongly encouraged to report the allegations of sexual harassment as soon as possible within **(90) days of the latest incident**. Delay in making a complaint may make it difficult to investigate the allegations.

Report all allegations and complaints of sexual harassment to the Office of Equal Opportunity, A. I. Thomas Building, Suite 013, (936) 261-2123 or 2130.

### **INFORMAL RESOLUTION OF COMPLAINTS**

After receiving a complaint of sexual harassment, the Office of Equal Opportunity shall, in appropriate cases, make efforts to resolve the complaint informally; i.e., by an arrangement that is acceptable to the complainant, the accused and the university. Examples of informal resolutions include; but not limited to:

- Having a supervisor or the Office of Equal Opportunity speak to the accused regarding the allegations of sexual harassment and counsel the accused as to the appropriate behavior;
- Arranging for a training/workshop session on sexual harassment for the unit, division or department in which the sexual harassment is alleged to have occurred;
- Having the accused write a letter of apology.

Whenever possible, an informal resolution should be acknowledged in writing and signed by the complainant. The accused should also be asked to sign such an acknowledgement.

## **FORMAL RESOLUTION OF COMPLAINTS**

*(Refer to PVAMU's Procedures for Handling Sexual Harassment Allegations, June 1, 2008)*

If no informal resolution of a complaint is achieved, the Office of Equal Opportunity shall conduct a formal investigation of the complaint. In the event that a complaint is anonymous, the complaint should be investigated as thoroughly as possible under the circumstances. Promptly following the completion of the investigation, the Office of Equal Opportunity shall report his or her findings to the appropriate Vice President of the accused and in the event that the accused is a Vice President to the President.

Following such report, the appropriate Vice President or a designee shall promptly take such action as he or she deems necessary and proper to correct the effects of or to prevent further harm to an affected party or others similarly situated. Actions could range from a letter in personnel file up termination.

## **ACADEMIC DISHONESTY**

The University Policy on Academic Dishonesty is detailed in the University Code of Conduct Student Handbook. The policy describes academic dishonesty as (a) cheating (using unauthorized materials, information, or study aids in any academic exercise or national board examination), plagiarism, and dual submissions, falsification of records, unauthorized possession of examinations, and any other actions that may improperly affect the evaluation of a student's academic performance or achievement; (b) assisting others in such acts, or (c) attempts to engage in such acts.

A complete listing of academic guidelines and instructions can be found in the University Student Conduct Code and Handbook.

Course credit is to be earned by students and may not be obtained through acts of dishonesty. Disciplinary action will be taken against any student who alone or with others engages in any act of academic dishonesty such as cheating or plagiarism.

## **PLAGIARISM**

Plagiarism as defined by the University includes:

1. Failure to credit sources used in a work or product in an attempt to pass off the work as one's own.
2. Attempting to receive credit for work performed by another, including papers obtained in whole or in part from individuals or other sources (University Code of Student Conduct). Faculty members have the choice of evaluating plagiarism using a computerized program

## **CHEATING**

Cheating is defined as acquiring and/or providing information such as

1. Using unauthorized materials, information or study aids in any academic exercise.
2. Acquiring answers for an assigned work or examination from an unauthorized source.
3. Copying the work of another student during an examination.
4. Informing a person of the contents of an examination prior to the time of the examination is given.
5. Cutting and Pasting directly from textbooks, websites and other sources is not acceptable and considered dishonest.

## **TRANSFER OF CREDIT**

Graduate credit earned at another accredited institution, not exceeding six (6) semester hours, may be transferred and applied toward the master's or the doctorate degree at Prairie View A&M University.

Only courses with a grade of "B" or better may be transferred. An "A" grade from another institution

or earned in extension may not be used to validate a grade of “C” earned at Prairie View A&M University. An official transcript denoting the transfer course(s), year, and grade received must be on file in the Office of the Registrar before acceptance of transfer credit is official.

This institution will not consider credits from other institutions to meet requirements for a graduate degree unless the institution offering the courses will allow these credits to be applied toward the requirements of an advanced degree on its own campus. Under no circumstances will transfer course work be considered that will be more than six (6) years old at the time the degree is awarded.

## **COURSE CHANGES AND WITHDRAWALS**

Course changes and withdrawals are accepted only as designated in the academic calendar. All such changes in registration require the approval of the student’s advisor and/or dean. No change in registration is complete until filed with the Office of the Registrar for recording. A student who wishes to withdraw from a course other than an undergraduate pre-college developmental course (reading, writing, mathematics, study skills) but whose advisor, department head, or dean will not approve may appeal to the Provost and Vice President for Academic Affairs.

## **VOLUNTARY WITHDRAWAL FROM A COURSE**

1. A student may withdraw from a course before the Change of Program Period ends without having the course recorded on his/her permanent record. Academic Information and Regulations
2. Withdrawal from a course will be allowed until two weeks after mid-term examinations period during the fall and spring semesters, and one week before the date of the final examination during a summer term. No Withdrawal from a course will be allowed after that point. Withdrawals must be approved by the advisor/department head/dean.

3. Upon official notification that a student has withdrawn, a grade of “W” will be assigned. The “W” will not be calculated in the GPA.
4. Withdrawals from courses may affect housing, graduation, financial aid, membership in organizations or other opportunities.

### **VOLUNTARY WITHDRAWAL FROM THE UNIVERSITY**

Students seeking to withdraw from the University may seek advice and counsel from several sources:

Registrar, Course Instructors, Department Head, or Dean. Whatever the initial contact, the student will be referred to a Transition Coordinator in the Division of Student and Enrollment Services, Evans Hall, Room 307. The Transition Coordinator is the official starting point for the withdrawal process.

A student may be required to meet with a transition coordinator who will assess the student’s rationale for withdrawal, and will, through referral, coordination, counseling, or other University resources, assist the student with remaining enrolled if possible.

A student who officially withdraws after the Change of Program period will receive a grade of “WV” for all courses affected by the withdrawal.

### **WITHDRAWAL OF STUDENTS ORDERED TO MILITARY ACTIVE DUTY**

A student called to active duty after November 15, 1990, should be given a grade of “MW” in each of his or her academic courses. The student should provide a copy of the military order to the academic dean. The Dean will ensure that the Registrar has a copy of this order to keep in the permanent file and that grades of “MW” are recorded for courses in which the student is enrolled. The instructor for each course will prepare the necessary documentation for removing the “MW” grade and forward the information to the department head for storage in the student’s record in the college, or school. In

addition, a copy of the documentation will be forwarded to the Registrar for storage in the student's permanent file. The time limit for the removal of a grade of "MW" for a student called to active military duty after November 15, 1990, shall be one calendar year from the official date of release from military active duty. Failure to enroll as a student during the one calendar year following release from military active duty will result in the grade of "MW" remaining permanently on the academic record. The student will be required to register for and repeat the course.

### **ADMINISTRATIVE WITHDRAWAL**

To be administratively withdrawn from the University is to be dismissed from the University. A student may be dismissed from the University for failure to make satisfactory academic progress, failure to pay legitimate debts on schedule or for inappropriate behavior that is detrimental to good order. Administrative withdrawal does not relieve the student of the responsibility for all debts, including tuition, fees, room and other incidental charges for the full semester. Administrative withdrawal due to failure to meet financial obligations will result in the following:

- Transcripts being withheld
- Classroom admittance being denied

A student who has been dismissed for financial reasons can have privileges restored upon payment of all outstanding charges and a reinstatement fee.

### **CLASS ATTENDANCE POLICY**

Prairie View A&M University requires regular class attendance. Attending all classes supports full academic development of each learner whether classes are taught with the instructor physically present or via distance learning technologies such as interactive video. Excessive absenteeism, whether excused or unexcused, may result in a student's course grade being reduced or in assignment of a grade of "F".

Absences are accumulated beginning with the first day of class during regular semesters and summer terms. Each faculty member will include the University's attendance policy in each course syllabus.

### **EXCUSED ABSENCES**

Absences due to illness, attendance at university approved activities, and family or other emergencies constitute excused absences and must be supported by documentation presented to the instructor prior to or immediately upon the student's return to class. Students are always responsible for all oral and written examinations as well as all assignments (e.g., projects, papers, reports).

### **EXCESSIVE ABSENCES**

Accumulation of one week of unexcused absences (for the number of clock hours equivalent to the credit for the course) constitutes excessive absenteeism. The instructor is not required to accept assignments as part of the course requirement when the student's absence is unexcused.

### **ABSENCES ON RELIGIOUS HOLY DAYS**

In accordance with Texas Education Code, Section 51.925, subchapter (Z), a student may be absent from classes for the observance of a religious holy day and will be permitted to take missed examinations and complete missed assignments provided the student has notified the instructor of the planned absence in writing and receipt of the notice has been acknowledged by the instructor in writing. "A religious holy day means a holy day observed by a religion whose place of worship is exempt from property taxation under the Texas Tax Code, Section 11.20."

### **ADA COMPLIANCE - CANDIDATES WITH DISABILITIES**

At Prairie View A&M University, the Office of Diagnostic Testing and Disability Services is within the Division of Student Affairs. Its mission is consistent with the mission and core

values of Prairie View A&M University. The office exists to create and sustain a supportive environment that includes policies and practices that assist persons with disabilities to achieve at their fullest potential.

To accomplish our mission we utilize two general approaches:

- Our first approach is to provide direct services to persons with disabilities. Services are individualized based on the needs of the person and the level of the disability.
- The second approach involves coordination of services with University faculty, staff and external community agencies.

The goal of each approach is to ensure that persons with disabilities are provided equal access to the programs and services of the University.

## **PROGRAM GOALS**

The goals of the Office of Diagnostic Testing and Disability Services are found within the document titled, PRAIRIE VIEW A&M UNIVERSITY GOALS AND OBJECTIVES FOR THE NEXT FIVE YEARS, published April 27, 2005. The relevant subsections of the university goals which nestle office goals are as follows:

**University Goal 7:** Promote Programs that Contribute to Student Success.

**University Goal 9:** Increase and Enhance the Visibility and Awareness of the University to the Community at Large/all Stakeholders.

**University Goal 9.3** To improve the climate for diversity.

<http://www.pvamu.edu/sa/office-of-diagnostic-testing-and-disability-services/mission-goals/>

## **REASONABLE AND APPROPRIATE**

The law requires colleges and universities to make reasonable accommodations for all students with documented disabilities, without compromising the integrity of the academic standard or degree. The Director of the Office of Disability Services will determine the appropriate accommodation based on documentation and the degree of limitation of the individual with a disability. Students self-identify for services with the

Office of Disability Services and voluntarily provide faculty and service providers with a letter from the Office of Disability Services. Examples of reasonable accommodations may include, but are not limited to: extended time for testing, interpreters, note-taking assistance, use of tape recorders, use of colored overlays, large tables and seating space, small-group or individual test environments, accessible housing, accessible parking, readers for exams, books on tape, alternate forms, etc.

The most appropriate accommodations are unique to the individual student and most often stem from a collaborative relationship among the Office of Disability Services, the student, and the instructor/service provider. There is no substitute for effective communication between the instructor and the learner. The key to effective communication of accommodation needs is to register early with the Office of Disability Services and for instructors to include a disability statement in their syllabi. According to the PVAMU Faculty Handbook, during the first week of a class, faculty are to inform students of their responsibility to self-report any disabilities that they believe require accommodation in order for them to participate in and benefit from instruction. It is the responsibility of the student to provide the instructor with documentation showing that they have registered with Disability Services and requested accommodations.

What accommodations are not covered?

The purpose of an accommodation is level the playing field and allows students with a disability to have equal access to an education and to achieve at his highest potential. The Office of Disability Services does not provide the following:

1. Personal assistants for services such as dressing, eating, bathing, or personal devices such as wheelchairs, hearing aids or glasses.
2. Accommodations that lower or change the course mastery requirements.
3. Accommodations that would compromise the integrity of the program or degree.

Prairie View A&M University maintains multiple complaint procedures based on the nature of the dispute. The website of various offices as well as the Faculty Handbook and the Student Conduct Code and Handbook contains an exhaustive listing of procedures to address each particular case. In accordance with the Texas A&M University at College Station, the following procedure addresses ADA grade disputes. While ADA complaints are infrequent at PVAMU, grade disputes are most prevalent among the few.

### **08.01 TAMUS POLICY STATEMENT**

The Texas A&M University System (system) will strictly comply with all applicable legal requirements prohibiting discrimination against employees, students, applicants for employment, or the public.

#### **08.01 Authority and Scope of the Equal Opportunity Program**

1.2 No individual will, on the basis of race, color, sex, religion, national origin, age, or disability, be excluded from participation in, or be denied the benefit of, or be subjected to discrimination under any system program or activity.

### **RULES**

The student's semester grade shall be based upon the grading rule statement included in the course information distributed at the first class meeting. The rule shall include the calculation of grades, including weights as applicable for tests, laboratory assignments, field study work, projects, papers, homework, class attendance and participation and other graded activities. No such rule should be in contradiction of other provisions of University or System Rules. Additional rules on grades are listed in PVAMU Faculty Handbook, subsection on Classroom Responsibilities and Information.

## **PROCEDURE – GRADE DISPUTES BASED ON DENIAL OF REASONABLE CLASSROOM ACCOMMODATIONS**

1. The instructor of the class is the primary authority with respect to a student's proficiency and final grade in that course. Eligible students should self-identify with the Office of Disability Services by providing documentation of a disability. Eligible students are issued a letter of accommodations to notify faculty of reasonable accommodations for which the student qualifies. A student who believes that his or her final grade reflects a capricious, arbitrary or prejudiced academic evaluation (after official notice of a disability and letter of accommodations have been issued to the instructor at the beginning of the grading period) should first discuss the matter with the instructor of the class within 90 days of the grade being issued.
2. If no satisfactory resolution is reached with the instructor, or if the instructor is unavailable, and the student wishes to appeal, the student shall report the dispute to the department head. A grade appeal must be initiated in writing with the course instructor or, if the instructor is unavailable, with the department head within 180 days (six months) of the last day of the semester or summer session in which the disputed grade was earned. The department head will examine the student's appeal in order to determine if the student has established a prima facie case of capricious, arbitrary or prejudiced academic evaluation. If not, the department head will so inform the student and the instructor without delay.
3. If a prima facie case exists, the department head will then secure from all parties statements and such other information as he or she deems helpful and will issue his or her findings and remedies, if any. In doing so, the department head will be guided by the principle that it is up to the student to show that a capricious, arbitrary or prejudiced academic evaluation has occurred.
4. The student or the instructor may appeal the department head's decision to the dean or designee of the college in which the course is offered. The dean or designee will attempt to resolve the matter by informal means within a reasonable period of time.

5. If no resolution can be reached, the Dean or designee will notify the student, the instructor and the department head. Upon receipt of such notification, the student and/or the instructor may file a formal appeal with the appeals panel in the office of the Provost and Senior Vice President for Academic Affairs.

## **COMPLIANCE WITH DISABILITY LAWS**

The University is committed to providing reasonable accommodations, upon request, to employees, students and visitors to the University. All announcements in University publications and for University events shall contain a statement informing persons with disabilities with the procedures for requesting special accommodations. New construction projects and renovations shall comply fully with all federal, state and local codes, including the Americans with Disabilities Act Accessibility Guidelines.

Prairie View A&M University strives to ensure non-discrimination and to resolve complaints related to disability in a prompt and equitable manner. The Director of Disability Services shall be an active participant and resource in there solution of complaints following the University's informal and formal grievance procedures.

### **Informal Grievance Procedure**

1. An individual who wish to raise a specific complaint regarding University compliance with the Americans with Disabilities Act (ADA) or its amendments is encouraged to informally seek resolution of the dispute at the lowest level through discussions with the alleged violator.

### **Formal Grievance Procedure**

2. If a formal ADA complaint becomes necessary, the individual should document the complaint in writing using the System Complaint Form through the Office of Disability Services. The documentation should be given to the Administrator of Diagnostic

Testing and Disability Services within 30 calendar days of the root or trigger event. The written complaint must include a) concise statement of the University rule or policy upon which the grievance is based; b) the date of any action the student is appealing; c) summary of actions the student has taken or has been offered to resolve the matter informally; and d) documentation which support the complaint. The complaint and documentation will be forwarded to the appropriate administrator as specified by the issue. These documents will be reviewed by the appropriate administrator who shall meet with the complainant within 15 calendar days of the receipt of the documentation to gather more information and attempt to resolve the conflict. The appropriate administrator shall respond in writing to the grievance within 15 calendar days of the meeting. It is recommended that the written response be mailed to the complainant by certified mail, return receipt requested.

### **Appeals**

1. If the appropriate administrator is not able to reach a resolution, the complainant may report the grievance in writing to the Vice President in the relevant area of the complaint within 10 calendar days of receipt of the response. The Vice President or designee shall conduct a meeting with the complainant and all persons involved in the grievance and shall, within 30 calendar days issue a written answer to the complainant and respondent. A copy of the written decision of the Vice President shall be provided to the EEO and ADA Compliance Officers who shall maintain the files and records relating to the complaint.
2. The appropriate Vice President will conduct an appeals review with advice from the Office of General Counsel within 15 business days of receipt. The review will determine if the appeal:
  1. Involves new facts, which if true, would demonstrate a violation of an anti-discrimination statute or regulation.
  2. Contains new allegations that appear to be substantially credible.
  3. Addresses a violation, which if true, results in a personal wrong to the grievant.
  4. Is not frivolous.

3. If the above conditions are not met; the Vice President may terminate the appeal and notify the complainant.
4. If the appeal meets all of the above criteria, the Vice President will conduct interviews and obtain information, as deemed appropriate and necessary and conclude to uphold, modify, or reverse the original determination of the administrator in the former process.
5. The determination of the appropriate Vice President is the final decision.

## **EQUAL OPPORTUNITY**

Prairie View A&M University provides equal opportunity to all employees, students, applicants for employment, and the public regardless of race, color, religion, sex, national origin, disability, age, genetic information or veteran status. Prairie View A&M University will promptly and thoroughly investigate all complaints of discrimination, sexual harassment, and related retaliation in accordance with applicable federal and state laws, A&M System Policy 08.01 and Regulation 08.01.01, and university rules and/or procedures.

Sexual harassment is a form of discrimination based on sex. It is defined as unwelcome conduct of a sexual nature, which includes unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Sexual violence, which includes rape, sexual assault, sexual battery, and sexual coercion, is a form of sexual harassment.

The Office of Equal Opportunity's mission is to promote and provide a discrimination free workplace, learning and living environment, where every employee, student and visitor knows that he or she is valued as an individual and is treated with respect and dignity; free of discrimination and harassment.

Consistent with the University's core values and central mission of research, service, and teaching and commitment to achieving relevance of its mission by addressing issues and proposing solutions through programs and services designed to respond to the needs and

aspirations of faculty, staff and students. The Office of Equal Opportunity Title IX compliance is responsible for ensuring that University policies, procedures and practices relating to equal opportunity and non-discrimination in the work, learning and living environments are adhered to, practiced and applied in all personnel and academic related decision making, regardless of an individual's race, color, religion, sex, national origin, disability, age, genetic information or veteran status.

Any member of the campus community or public who witness, are subjected to, or are informed about incidents of discrimination, sexual harassment, sexual violence and/or related retaliation involving faculty, staff or students should contact the office.

## **SECTION IV – ACADEMIC RESOURCES**

## **REGISTRATION**

Priority registration occurs prior to the beginning of each semester. All candidates must have a registration pin number in order to register for courses. Candidates must register for courses according to the approved degree plan course rotation. Any exceptions to this rotation must be approved by the candidate's faculty advisor.

Late registration will be assessed a late registration fee in accordance with university policies.

## **TEXTBOOKS AND THE HIGHER EDUCATION OPPORTUNITY ACT**

Textbooks may be ordered through the university bookstore or as instructed by program area faculty. In accordance with the Higher Education Opportunity Act, a list of textbooks required for program courses will be listed with the professor and contained within all syllabi. If you cannot afford to purchase your required textbooks, please contact your professor immediately for accommodations.

## **MOODLE**

The university uses MOODLE for all blended and on-line course delivery. Moodle is a comprehensive distance learning program that contains course content, Imail and other course related information. Please contact your professor for additional information.

## **TASK STREAM**

Task Stream is the university's learning management system and is a key component of the Whitlowe R. Green College of Education's data storage and retrieval system. Your professor will provide you with additional information in the use of and access to Task Stream.

## WEBINARS

The Department of Educational Leadership and Counseling will periodically provide access to Webinars deemed to be of sufficient rigor and interest to candidates. Information regarding these webinars will be distributed via ELEAD, the department's communication tool assigned to the doctoral program.

## CONFERENCES

Candidates are encouraged to participate in and submit scholarly research for peer review to national and regional conferences of particular interest to doctoral level research. Information regarding conferences will be distributed each semester for possible participation by doctoral candidates.

## PARKING

Parking Permits

**A parking permit is required to park on campus.**

To register a vehicle, [click here](#). Once you have completed the online registration process and your vehicle is registered, stop by the Parking Management Office located at Harrington Science Room 117 Monday through Friday, 8 am – 5 pm or by phone 936-261-1701. During regular registration, the office will be open the first three Saturdays of the semester.

### **Parking Rules and Regulations**

Parking is permitted only in areas clearly identified for parking. A valid parking space is defined as an area designated on the side by painted lines, posts, curbs or other types of barriers. Traffic and parking regulations posted on signs apply at all times including holidays and intermission periods during the year.

**Street parking is prohibited except where signs indicate parking is permitted.**

The absence of “No Parking” signs does not imply that parking is allowed. Vehicles parked on the street must be in designated parking spaces. Vehicles parked in unassigned lots will be ticketed and possibly towed. Unauthorized vehicles parked in reserved spaces will be towed. Vehicles parked in access ways or fire zones will be towed immediately. Student parking areas are divided into two types: resident & commuter. All resident students should keep their vehicles in residential lots from 7 a.m. to 7 p.m.

<http://www.pvamu.edu/auxiliaryservices/parking-management/parking-permits/>  
<http://www.pvamu.edu/pvplace/>

## **PV PLACE**

PV Place is the place for students, faculty and staff to easily locate and use web content they need on a regular basis. It integrates several PVAMU Web applications like Panther Tracks, Panther Email and other online services into one convenient and secure location.

For students, the portal will allow for easy access to on-line bill paying, registering for classes, using financial aid, locating campus resources and accessing eCourses and Panther Email.

### **Panther Email**

Information regarding Panther email may be accessed via the university website. Candidates are assigned a Panther email upon admission to the university and registering for their first course.

- [Google Email \(Panther Email\)](#)
- [Google Start Page](#)
- [Google Docs](#)
- [Google Calendar](#)
- [Help Center](#)

## **TECHNOLOGY**

All candidates have access to Wi-Fi and must re-activate their passwords each semester. The Wilhelmina Delco Building is a Wi-Fi hotspot for candidates. Smart Rooms contain state-of-the-art technology with individual Mac computers for candidate use. A computer lab is located on the third floor of DELCO and is available for candidate research and word processing. Lab hours are posted each semester for ease of access.

## **CAMPUS PRINTING**

Candidates may print from the third floor computer lab during posted hours. The maximum allocation for campus printing is 500 sheets per semester.

## **SECTION VI – APPENDICES**