DOCTORAL HANDBOOK

The Buchholz Doctoral Programs in Educational Leadership

Effective Fall 2017

Program of Educational Leadership
Department of Teacher Education & Administration
College of Education, University of North Texas
Matthews Hall, 1300 W. Highland Street, Denton, TX 76201
940-565-2175
UNIVERSITY OF NORTH TEXAS
COLLEGE OF EDUCATION

Mission
The College of Education at UNT prepares professionals and scholars who contribute to the advancement of education, health, and human development.

DEPARTMENT OF TEACHER EDUCATION AND ADMINISTRATION

Mission
The Department of Teacher Education and Administration integrates theory, research and practice to generate knowledge and to develop educational leaders who advance the potential of all learners.

Vision
We aspire to be internationally recognized for developing visionary educators who provide leadership, promote social justice, and effectively educate all learners.

EDUCATIONAL LEADERSHIP CORE VALUES AND BELIEFS

➤ Lead learning organizations
➤ Engage ethically with the community
➤ Advocate for diversity, equity, and inclusion
➤ Develop theory to practice solutions
TABLE OF CONTENTS

OVERVIEW OF DOCTORAL PROGRAMS ................................................................. 6
   EdD in Educational Administration/Educational Leadership ............................. 6
   PhD in Educational Administration/Educational Leadership ............................. 6
APPLICATION PROCESS ................................................................................. 7
   Application to Toulouse Graduate School ..................................................... 7
   Admission Requirements for Buchholz Doctoral Programs in Educational Leadership .... 7
COURSE REQUIREMENTS, EdD and PhD ....................................................... 9
   Course Requirements for the Ed.D. Degree (effective Fall 2017) ......................... 9
   Course Requirements for the Ph.D. Degree (effective Fall 2017) ......................... 10
   Transfer Courses or Course Substitutions ...................................................... 11
TIMELINE FOR THE DOCTORAL PROGRAM ............................................. 11
THE DEGREE PLAN .................................................................................... 13
ENROLLMENT REQUIREMENTS ...................................................................... 13
   Academic Standards/Satisfactory Progress/Good Standing/Probation/Dismissal from Program ............................................................ 13
   Assessment of Student Progress .................................................................. 14
   Satisfactory Progress Timeline .................................................................... 14
   Admission to Candidacy and Continuous Enrollment ..................................... 15
   Residency Requirement .............................................................................. 15
QUALIFYING PAPER PROCEDURES ......................................................... 15
   Selection of Dissertation Chair and Committee .............................................. 15
   Qualifying Paper Oral Defense Procedure .................................................... 16
   Doctoral Qualifying Paper ........................................................................... 17
THE DOCTORAL DISSERTATION ................................................................. 20
   Overview of the Dissertation Process .......................................................... 20
   Dissertation Proposal ............................................................................... 21
   Dissertation Formats ................................................................................. 21
   The Defense and Filing of the Dissertation ................................................... 22
   Dissertation Support Grants from the College of Education ......................... 22
Superintendent Certification Tuition Reimbursement .......................................................... 23
Dissertation Fellowships from Toulouse Graduate School .................................................. 23
GRADUATE ASSISTANTSHIPS .......................................................................................... 24
GRADUATION ................................................................................................................... 24
  Graduation Materials ....................................................................................................... 24
  Graduation Fees ............................................................................................................... 25
  Graduation Commencement, Regalia, Announcements & Diplomas ............................... 25
  Graduate School Contact Information ............................................................................. 26
OTHER RELEVANT POLICIES ......................................................................................... 26
  Intellectual Integrity ......................................................................................................... 26
  Incomplete in Course ...................................................................................................... 27
  Professional and Ethical Standards/UNT Policies ............................................................ 27
  Code of Student Conduct and Discipline ....................................................................... 27
  Acceptable Student Behavior .......................................................................................... 27
  Violation of the Code of Student Conduct and Discipline .............................................. 28
  Code of Ethics and Standard Practices for Texas Educators ............................................ 28
  Appeals Process ............................................................................................................... 28
  99 Hour Limit .................................................................................................................. 28
  Dismissal and Appeals of Dismissal ................................................................................ 29
SUPPORT STRUCTURES AND NETWORKING ............................................................... 30
  Doctoral Student Association ............................................................................................ 30
  Toulouse Graduate School Workshops .......................................................................... 30
  Willis Library Services ...................................................................................................... 30
  Office of Research Consulting (ORC) ............................................................................ 30
  Writing/Research/Discussion Groups .............................................................................. 31
  Seminars and Conferences .............................................................................................. 31
  Graduate Student Travel Awards .................................................................................... 31
LIST OF DOCUMENTS TO COMPLETE ........................................................................... 33
  I. Appointment of Doctoral Dissertation Committee ...................................................... 34
  II. Doctoral Degree Plan (EdD) ...................................................................................... 35
III. Doctoral Degree Plan (PhD) ................................................................. 37
IV. Doctoral Oral & Written Qualifying Examination Application .................. 40
V. Doctoral Degree Plan Change and/or Committee Composition Change ........ 41
VI. Dissertation Proposal Defense Scheduling Form ........................................ 42
VII. Examining Committee Signatures .......................................................... 43
VIII. Dissertation Defense Scheduling Form .................................................. 44
UNT EDUCATIONAL LEADERSHIP DOCTORAL FACULTY ...................... 45
OVERVIEW OF DOCTORAL PROGRAMS

The Educational Leadership faculty provide innovative experiences to meet educational leaders’ specialized and advanced academic and practical needs. Our programs lead to doctoral degrees and superintendent certification. The program supports both the public and private educational sectors by providing advancement and application of knowledge while emphasizing research and creative activities in the Dallas-Fort Worth area and beyond.

The doctoral degree programs include both a scholar practitioner Doctor of Education (EdD) and a scholar researcher Doctor of Philosophy (PhD) in Educational Leadership. Certification as a superintendent may be part of either program through the Hilltop Holdings/UNT Superintendent Certification Program.

Many of the steps doctoral students take as they progress through their program require specific forms. The UNT College of Education makes most of these forms available at http://www.coe.unt.edu/graduate-forms.

EdD in Educational Leadership

The Doctor of Education degree program is designed to prepare students to be scholar practitioners, who plan careers as school/district leaders. Certification as a superintendent may be part of this program. This degree emphasizes the application of educational research and theory to practice solutions in the field of educational leadership. The aim of this program is to assist students as they prepare for leadership roles in K-12 settings.

PhD in Educational Leadership

The Doctor of Philosophy degree is offered with a major in Educational Leadership. Minor fields may be selected from any other discipline at the university. The PhD program prepares individuals to be scholar researchers, to conduct and evaluate research that will expand knowledge in educational leadership. Typically, the PhD student plans a career as a university professor, a policy analyst, or a research director in a state or local education agency.
APPLICATION PROCESS

The application process is a two-step process. Applicant must meet requirements for admission to: (1) the Toulouse Graduate School and, (2) the Educational Leadership (EDLE) program.

**Step 1: Apply to Toulouse Graduate School (by January 2)**

Students should apply to the Graduate School first (usually by February 1) and follow the application procedures detailed on the website of the UNT Toulouse Graduate School [http://www.tsgs.unt.edu/](http://www.tsgs.unt.edu/). Please apply online at [www.applytexas.org](http://www.applytexas.org). All official transcripts must be sent.

Applicants must also submit official scores for the verbal, quantitative, and analytical writing sections of the GRE. These scores must be no more than 5 years old at the time of application. Any exceptions must be approved by the EDLE Doctoral Coordinator.

**Step 2: Apply to the Buchholz Doctoral Programs in Educational Leadership (by February 1)**

Admission dates for both the PhD and EdD programs are the same. Applicants must submit documentation to the Educational Leadership Program Office by March 1 for a fall semester start. Applicants must apply for admission to either the PhD or EdD program. Students applying for the PhD program will be expected to declare as an objective a career as a university professor or a research position within a state or federal agency or school district. Students applying for the EdD program will be expected to declare as an objective a career as a school/district administrator.

A candidate for admission to either doctoral program must have completed 24 hours in education at the master’s level. Students who do not have a master’s degree in school leadership or administration must complete a minimum of 15 leveling hours of courses in educational leadership. These courses, generally taken prior to the doctoral courses, are specified by the Doctoral Coordinator. These courses are generally the online master’s courses offered by our program faculty.

Each EdD and PhD applicant must submit an admissions portfolio to the Educational Leadership Program Office (Matthews Hall 218) in the Department of Teacher Education and Administration. The portfolio should be well organized and include:

1. Letters of recommendation from three persons who can give evidence of the applicant’s reading, writing, and critical thinking skills. One of the letters should be from a college or university professor, and one letter should be from a supervisor familiar with the individual’s professional work;

2. A detailed résumé;

3. Documentation of having experience as a public or private school teacher at the elementary or secondary school level;

4. Documentation of having experience in administrative, managerial, or other leadership positions;
5. A three-page double-spaced narrative description including the applicant’s two most important professional achievements; the applicant’s future career goals; how securing the degree in educational leadership will relate to those goals; and what the prospective student’s interest is in relation to the Core Values and Beliefs of the EDLE Program.

6. A sample of the applicant’s best written work in the form of a published article or book chapter, a research term paper, or a district or agency report.

Submit as an electronic packet with each item in order to COE-EdLeadership@unt.edu. It is the responsibility of the applicant to make sure that all requested items have been submitted and received by February 1.
<table>
<thead>
<tr>
<th>Term</th>
<th>Year One 15 units</th>
<th>Year Two 18 units</th>
<th>Year Three 15 units</th>
<th>Year Four (2020-2021) 6 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDLE 6450: Public School Finance, Business Mgmt. &amp; Facilities</td>
<td><strong>Overview of Dissertation Format and Ch. 1:</strong> Topic, purpose and problem statements, research questions, and theoretical/conceptual frameworks*</td>
<td><strong>By the end of this semester, complete dissertation draft of Ch. 3:</strong> Research Design*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EPSY 6010: Statistics for Educational Research</td>
<td>Choose (1) of the following courses:</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>EDCI/EPSY 6280: Qualitative Research in Education</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>EDCI/EPSY 6285: Qualitative Data Analysis in Education</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>EPSY 6210: Multi Regression Analysis and Related Methods</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>EPSY 6290: Multivariate Statistics in Education</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLE 6590: The Superintendency</td>
<td>EPSY 6020: Research Methods in Education</td>
<td>EDLE 6600: Writing and Research Design for Educational Leadership</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td><strong>Complete Qualifying Paper</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td><strong>Graduation!</strong></td>
</tr>
<tr>
<td></td>
<td>EDLE 6530: Educational Facilities</td>
<td>EDLE 6580: Administration and Supervision of the Instructional Program <strong>Dissertation Ch. 2:</strong> Development of Literature Review*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Dissertation Journey chapter readings in selected courses.*
<table>
<thead>
<tr>
<th>Term</th>
<th>Year One 18 units</th>
<th>Year Two 18 units</th>
<th>Year Three 18 units</th>
<th>Year Four (2020-2021) 6 units</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>EDLE 6450: Public School Finance, Business Mgmt. &amp; Facilities</td>
<td>Overview of Dissertation Format and Ch. 1: Topic, purpose and problem statements, research questions, and theoretical/conceptual frameworks*</td>
<td>Choose (2) of the following courses: EDCI/EPSY 6280: Qualitative Research in Education EDCI/EPSY 6285: Qualitative Data Analysis in Education EPSY 6210: Multi Regression Analysis and Related Methods EPSY 6290: Multivariate Statistics in Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>EDLE 6400: Policy and Politics of Educational Administration</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EDLE 6590: The Superintendent</td>
<td>EPSY 6020: Research Methods in Education</td>
<td>EDLE 6600: Writing and Research Design for Educational Leadership Complete Qualifying Paper*</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>EPSY 6010: Statistics for Educational Research</td>
<td>EDLE 6580: Administration and Supervision of the Instructional Program Dissertation Ch. 2: Development of Literature Review*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Dissertation Journey chapter readings in selected courses.

7/12/2017
COURSE REQUIREMENTS, EdD and PhD

Transfer Courses or Course Substitutions

A maximum of 18 transfer hours or course substitutions in the degree plan must be approved by the student’s adviser and the doctoral Program Coordinator following the relevant policies of the Toulouse Graduate School. Transfer courses must be from a doctoral degree granting institution of higher education that also aligns with UNT standards.

TIMELINE FOR THE DOCTORAL PROGRAM

Students in the Buchholz Doctoral Program in Educational Leadership are expected to complete their degree in a timely manner. The suggested timelines for EDLE students are outlined on pages 9-10, where a student is expected to take 2 classes each semester while engaged in coursework (fall, spring and summer).

The current College of Education expectations for doctoral program completion are as follows: A program of 60 to 72 hours should be completed in 6 years by a part-time student and 4 years by a full-time student. In the following table, part-time students are those who, for most semesters, take fewer than 9 hours each long semester; full-time students take 9 or more hours each long semester. (Note that this is not the definition of full-time students used for financial aid qualifications.) (See Residency Requirement, p. 15).

<table>
<thead>
<tr>
<th>Hours on degree plan</th>
<th>Expected years to completion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part-time student</td>
</tr>
<tr>
<td>36 - 44</td>
<td>4 years</td>
</tr>
<tr>
<td>45 - 59</td>
<td>5 years</td>
</tr>
<tr>
<td>60 - 72</td>
<td>6 years</td>
</tr>
</tbody>
</table>

All degrees are expected to be completed no later than the time frames outlined here. Failure to complete the degree in the designated time limit may result in dismissal from the program. The Graduate School allows an 8-year limit on completing a doctoral degree. A leave of absence should be filed if gaps of more than a semester are anticipated, but the 8-year clock does not stop with a leave of absence unless this absence is a medical leave as requested by a physician.

During the last semester of coursework, students must register for EDLE 6600 Research and Writing Design for Educational Leadership, to prepare the qualifying paper. If the student does not complete the Qualifying Paper during the semester, an Incomplete will be given and they must
complete the QP during the next semester. The major adviser will manage the Incomplete. After passing the qualifying paper, they become doctoral candidates and begin registering for dissertation hours (EDLE 6950). During the first semester of dissertation hours, students should present and defend their dissertation proposal to their committee. Upon proposal approval, they continue to register for the dissertation course until the dissertation is defended. Once students begin dissertation hours, **continuous registration is required during the academic year (fall and spring)**. All students, with limited exceptions, should complete their dissertation and defend it in the 9-12 hours that are required for dissertation credit.

Appeals for extensions of time (past the 8 years) will rarely be supported and then only if the case made is compelling and related to serious health or emergency situations. Occasionally, such situations create legitimate reasons for a student needing more time to complete their degree. Students who anticipate exceeding the recommended time may request an extension. The student submits this request in writing to her/his major adviser. The recipient of the request, in consultation with the student’s advisory or dissertation committee, decides whether or not to endorse the request. If the request is endorsed, the request is forwarded to the Department Chair for endorsement and on to the COE Dean for Academic Affairs for approval.

Students for whom exigent (non-medical) circumstances arise during their degree programs are expected to take a leave of absence rather than just discontinue coursework. Both the COE and the Graduate School time-to-degree limits begin with the student’s first semester of enrollment; no student may exceed the Graduate School degree limit including time on leaves of absence.
THE DEGREE PLAN

The initial faculty adviser and the student work together to prepare a degree plan. **This plan must be filed no later than the semester when 18 semester credit hours are completed.** All hours taken after admission to the program count toward this requirement. A continuing student who does not submit a degree plan within the hours required will be blocked from enrollment in the following semester, and a student who has not filed a degree plan after one blocked semester will be dismissed from the program.

Before filing with the Toulouse Graduate School, the degree plan must be signed by the adviser, the Program Coordinator, the department chair, and the dean. After it is signed by the adviser, the administrative assistant in the program area will see that other signatures are obtained.

It is possible to make a change in the degree plan at some point in the program if a change is required. This would be the case, for instance, if a course on the plan is no longer offered. There is a degree plan change form for situations like this which is initiated by the student with approval by the major adviser, signed and sent on for signatures from the college and graduate school.

**Independent study and special problems courses may not be substituted for core courses, required concentration courses, or core research courses. Special permission may, in rare cases, be approved by the Educational Leadership Doctoral Coordinator and major adviser.**

ENROLLMENT REQUIREMENTS

*Academic Standards/Satisfactory Progress/Good Standing/Probation/Dismissal from Program*

The educational leadership program holds students to a high level of academic performance. Academic excellence is the expectation for all students.

Each student is expected to make satisfactory progress toward the completion of the doctoral program and conform to professional standards of ethics and the policies of the University of North Texas. A student who fails to make satisfactory progress, as determined by the Educational Leadership graduate faculty, will be dismissed from the doctoral program. The student will be notified in writing with an explanation of the reason(s) for dismissal by the Educational Leadership Program Coordinator at the last address filed with the university.

To remain in good academic standing, graduate students must maintain a minimum cumulative grade point average of 3.0. A graduate student is placed on academic probation at the end of any enrollment period in which the cumulative GPA drops below 3.0. A graduate student who is placed on academic probation and who does not receive either a semester or a cumulative 3.0 graduate GPA during the semester of probation will be subject to academic suspension for a period of up to one calendar year before becoming eligible to reapply for graduate admission and enroll for further graduate courses. After the one-year period of suspension, students may re-enroll in graduate courses under probation. Students who are then suspended a second time without having returned to good academic standing will be dismissed from the university.
A student who makes a second grade of C or lower will be placed on academic probation, even if the overall GPA is 3.0 or above.

To remove probationary status, the student must retake one of the courses where a grade of C or lower was earned and receive a grade of B or higher within two semesters (including summer where two terms count as one semester).

Failure to remove academic probation status by the end of two semesters will result in dismissal from the program. Students who have been dismissed from the program are not eligible for readmission.

The doctoral degree must be completed within the requirements established by the Graduate School, the UNT College of Education, and the Department of Teacher Education and Administration. Please see the Graduate Catalog for other relevant policies. For instance, a course in which a student’s grade is D or lower cannot be used toward completion of graduate degree requirements.

**Assessment of Student Progress**

At the completion of each year of enrollment, a doctoral student’s progress will be assessed by the doctoral faculty of the student’s major area. This review will consider the student’s academic achievements in light of the knowledge and processes required in the program. These assessments will be shared with the student in writing by the student’s adviser. If a student is not able to meet the requirements of the program courses, he or she will be counseled about whether or not to continue doctoral work.

The student is required to complete and defend the qualifying paper one semester following EDLE 6600. Successful completion of the qualifying paper results in a student’s admission to candidacy. After admission to candidacy, a student must complete and successfully defend the dissertation proposal within one year. A student who fails to meet these requirements will be reviewed by program faculty for potential dismissal from the program.

A student is expected to submit written evidence of the dissertation research to the major professor each semester the student is enrolled in dissertation hours. The student is strongly encouraged to complete and defend the dissertation within one year after proposal defense.

**Satisfactory Progress Timeline**

Satisfactory progress through an annual review is determined, in part, by the following timeline:

<table>
<thead>
<tr>
<th>1. Degree plan designed and approved</th>
<th>Within one calendar year from admission to program.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Course work completed</td>
<td>Three to four years (based on degree plan EdD/PhD).</td>
</tr>
<tr>
<td>3. Written and defended qualifying paper</td>
<td>Within a year after completion of coursework.</td>
</tr>
<tr>
<td>4. Dissertation proposal approved</td>
<td>Within a year after completion of qualifying paper.</td>
</tr>
<tr>
<td>5. Dissertation progress review</td>
<td>Each long semester (see requirements below).</td>
</tr>
<tr>
<td>6. Dissertation completed</td>
<td>Within 1 year from proposal defense.</td>
</tr>
</tbody>
</table>
The review of student progress is a shared responsibility between the student and the major adviser. It is the student’s responsibility to maintain regular contact with the major adviser and to follow the expected time line. Should progress be interrupted by unexpected serious illness or an emergency, the student must inform the major adviser as soon as possible. It is the major adviser’s responsibility to monitor the student’s progress and inform the Program Coordinator when the student fails to progress as expected.

It is the student’s responsibility to maintain continuous enrollment in EDAD 6950 each long semester and also any summer in which the dissertation defense is scheduled. The student must attend all required meetings scheduled with the major adviser.

In the long semester following successful completion of the qualifying paper and all subsequent long semesters, students and the major professor will schedule at least two meetings.

**Admission to Candidacy and Continuous Enrollment**

A doctoral student must be in continuous enrollment in the long semesters after the QP and achieving candidacy, until the completion of the degree. A student who cannot maintain continuous enrollment may apply for a leave of absence if circumstances warrant the leave, and should notify their doctoral adviser immediately. If the pattern of non-enrollment moves into the second long semester, when the student is not taking courses and is not on a leave of absence, the student will be reviewed by the program faculty and may be dismissed from the program.

**Residency Requirement**

The minimum residence requirement is 18 hours and consists of three consecutive terms, which is usually 6 graduate hours in each term. Other combinations of hours, e.g. 9-6-3, may be approved by the Graduate School upon recommendation by the major adviser. The student may also complete a residency in two semesters, taking 9 hours each semester.

**QUALIFYING PAPER PROCEDURES**

**Selection of Dissertation Chair and Committee**

The doctoral student’s major adviser (dissertation chair) and dissertation committee may be formed at any point in the program prior to the Qualifying Paper. Generally, the major adviser is determined jointly by the EDLE faculty and the student. After the major adviser is determined, then other committee members are identified, based on the student’s research interest. Members outside of the university setting must be approved by the Toulouse Graduate School and should hold a doctorate in a related field for at least three years. There is a form that must be signed by
the major adviser and committee members and filed in the program area and with the Graduate School.

The College of Education now requires that students have four-member committees: the chair plus three other members. Of this four-member committee, two members should be from the student’s program area. Students who had dissertation proposals approved prior to January 2010 may continue with a three-member committee if their proposal was approved with only three members.

For the QP only, the student’s committee can be three members: the major adviser, the other educational leadership faculty, and the concentration or other department member.

**Qualifying Paper Oral Defense Procedure**

In preparing for the oral defense of the Qualifying Paper, the following procedures should be addressed:

- Copies of the completed qualifying paper should be submitted to the department chair, major adviser and doctoral committee members at least two weeks prior to the scheduled oral defense date.
- With the guidance of the doctoral adviser, the student is responsible for emailing committee members to coordinate a date for the Qualifying Paper Oral Defense. The Dean’s office should be called to schedule the room, followed by another email notifying the committee members of the room and reminding them of the date and time.
- Students are recommended not to use PowerPoint for presenting the QP, but rather rely on their discussion of the selected problem.
- Students may have a copy of their Qualifying Paper for their use, as well as any necessary notes.
- The major adviser will serve as the facilitator of the oral defense meeting.
- The student will be expected to present a brief introduction/bio, overview (5 minutes) of their selected problem. The student will then share major research findings from the literature relating to the problem (10 minutes) and will conclude by presenting the methods (5 minutes).
- After the 20-minute presentation by the student, the committee members will conduct a series of questions focused on assessing the student’s ability to demonstrate logical thinking, critical analysis of the literature, and overall understanding of the methods presented.
- In addition to demonstration of the above skills during the oral defense, the committee members will have reviewed the paper for presentation of ideas and content, organization, writing style and conventions, and critical thinking within the written paper.
- Upon completion of the oral defense of the Qualifying Paper, the committee members determine what additional work is necessary and recommended for successful completion of the Dissertation Proposal Defense.
- If the student does not satisfy the Qualifying Paper requirements, the student will have to work with the major adviser to complete the revisions and gain approval of the committee. The
approval can be given electronically after an online review, or the committee can decide to meet again to review the Qualifying Paper.

- Upon completion of the Qualifying Paper the student advances to candidate status and begins continuous enrollment of dissertation hours in the next long semester.

**Doctoral Qualifying Paper**

**Purpose of Qualifying Paper**

The purpose of the Qualifying Paper is to determine, in part, student preparation, qualifications and potential to pursue original research in the form of the doctoral dissertation. The dissertation is the undertaking of an independent research effort that is creative, scholarly, and of high quality. Consequently, the paper involves not only an evaluation of the student's ability to apply, analyze, and synthesize the knowledge, skills and professional attitudes developed in doctoral program course work, but it is also an evaluation of the student’s ability to use these competencies in a creative and scholarly manner. The paper allows judgment of the student’s ability to think judiciously and critically about the theoretical, empirical, and practical aspects of a topic related to educational leadership. The paper is equivalent to an examination as it replaces the former "proctored written comprehensive examination," as one of the requirements to progress to doctoral candidacy.

There is a wide range of topics that students may pursue. More importantly, the competencies demonstrated in a Qualifying Paper are the same, regardless of the topic. Students learn about the Qualifying Paper and demonstrate competencies in developing a critical analysis of the literature. This analysis frequently leads to the Qualifying Paper. In these courses, students should have reviewed significant theoretical and empirical literature about their topic and also have a level of expertise or sufficient knowledge base about the topic area. Foundational skills necessary for successful writing of the paper include, but are not limited to, critical reading, thinking and writing, critiquing and synthesizing theory and empirical studies, research, statistics, use of APA, information literacy, and computer applications.

**Description of the Qualifying Paper**

The student’s major adviser must approve the topic for the Qualifying Paper. The topic may be revised at any time, but must be approved by the major adviser. Students can submit their Qualifying Paper in the final semester of coursework for the EdD curriculum.

A topic is selected that is sufficiently narrow to permit an in-depth investigation, relevant to an area of advanced study/educational leadership that guides a range of inquiry, results in an extensive search of scholarly literature, and generation of questions for further inquiry. It is recommended the topic be related to the intended research area of the student’s dissertation.

The Qualifying Paper is a substantial review of approximately 35-45 pages (excluding preliminary pages and references) focusing on the introduction of the problem, the purpose
of the study, a critical analysis and synthesis of the literature on a topic, the proposed research methodology, and the references. The development of the problem and research question(s) are proposed to guide the review. The literature review is both descriptive and evaluative of an area of inquiry of scholarly work done in the past. The review is a report of primary or original scholarship of mostly written documents. It is not merely a summary of the literature, but a thoughtful and comprehensive analysis and synthesis that places the topic in the context of work in the field. A good review results in a synthesis of the literature, identifying gaps in the literature which can be addressed by the current study. The research method section includes the following: research design, population, variables, instrumentation (if necessary), procedures, data analysis, and summary. References are included in APA, 6th edition format.

Students who are successful in completing the Qualifying Paper demonstrate several competencies and skills that contribute to the graduate faculty’s determination the student is appropriately qualified to pursue original research in the form of the doctoral dissertation. These competencies and skills include:

1. **Critical Thinking and Scholarly Inquiry**
   a. Search, read, interpret, analyze, critique (appraise), integrate and synthesize research literature pertaining to selected topic
   b. Generate implications for future research, theory and practice through analysis of empirical, theoretical, critical/analytic, and methodological literature
   c. Facilitate the application of theory to practice
   d. Use and contribute to a variety of knowledge bases developed to deal with contemporary, as well as future problems and issues
   e. Cultivate a comprehensive understanding of the dynamics of educational change to be able to distinguish its causes, effects, magnitude and cultural significance.

2. **Mature, Professional, and Effective Writing Style**
   a. Write a scholarly paper at a level commensurate with advanced graduate study
   b. Use current APA Editorial Style
   c. Develop an effective writing style that is at a level commensurate with advanced graduate study: organized, understandable, smooth, cohesive, explicit, concise, and grammatically correct (language use and sentence structure); avoids bias in language; and is in APA manuscript style.

3. **Accountability and Responsibility**
   a. Understand ethical responsibilities of providing accurate information.
   b. Communicate effectively.

4. **Technology, Computer Applications, and Information Literacy in Scholarly Inquiry**
   a. Use technology in scholarly inquiry mastering information literacy skills (information seeking and retrieval methods).
   b. Use computer applications to document information logically, efficiently, and ethically.
Organization of the Qualifying Paper

The quality of the paper and presentation demonstrate critical thinking and scholarly inquiry. Students should follow guidelines for developing a critical review of the literature.

Pages preceding the Introduction include:

- **Title page**
  - **Abstract** 100-120 words - Review APA textbook pp. 12-15 and focus on preparing an Abstract for a theoretical or review article, p. 14): Include the: Topic, Purpose, Sources, and Conclusions

- **Table of Contents**

Four sections of the Qualifying Paper include **Introduction, Review of Literature, Method, and References:**

1. **Introduction**
   - Is organized with the following headings:
     - Topic Overview, Problem of Study, Purpose, Conceptual Framework, Research Question(s), Rationale, Significance, Definitions, and Organization of the study.

2. **Review of the Literature About . . . (Insert Topic)**
   a. Is organized in a logical, meaningful, and orderly manner with appropriate level subheadings to connect main ideas, pertinent themes, and topics.
   b. Elicits competence in reading, summarizing, interpreting, analyzing, critiquing and integrating research literature pertaining to selected topic that is substantially significant and more than superficial investigation.
   c. Is more than simply a summary of the research? It is both a critical evaluation of the existing research and a synthesis of that work. The literature is synthesized in some logical manner. Opposing views, contradictory findings, and gaps in the literature (what questions are being suggested) are presented, bringing clarity to the issues.
   d. Groups together minor studies that have similar results, methodologies, strengths and/or weaknesses.
   e. Discusses major studies or seminal writings in detail.
   f. Contains few "anecdotes" or "opinion articles" and "critically appraises" past empirical studies and other theoretical, methodological, and analytic/critical areas of inquiry. Review conveys to the reader what knowledge and ideas have been established on a topic.
   g. Integrates and synthesizes related facts and content of primary reports into a comprehensive view. New knowledge is created from existing theory and research findings on topic.
   h. Employs mostly primary sources, and few "secondary sources" all which are adequately paraphrased (with few strings of quotations).
   i. Includes references from a variety of sources. Scholarly peer-reviewed journals including empirical studies, theoretical articles, research reviews, and methodological studies are the primary sources used in the review literature.
   j. Distinguishes between an author’s theorizing and suggesting versus author’s research findings.
k. Is objective and avoids vague generalities, bias, opinions, conclusions, or recommendations.

3. **Method**
   a. Research Design: Briefly discusses research design and includes a conceptual framework or diagram that clearly delineates the study.
   b. Participants: Discusses and describes the participants in detail.
   c. Variables Examined/Instrumentation: Lists and defines each variable or instruments for collecting data in the study (include citations where appropriate).
   d. Procedure: Describes in detail the procedure to conduct the study.
   e. Data Analysis: Discusses in detail the analysis used to examine data collected for the study.
   f. Brief Summary: Provides a summary overview of the method section.

4. **References**
   a. Includes all references cited. Complete bibliographic information must be provided for each source, according to APA (6th ed.).
   b. 20-40 references that include the following types and forms of literature relevant to the topic:
      i. Non-periodical (book representing theoretical literature), non-periodical (chapter in a book), empirical studies (at least three that are quantitative in nature and three qualitative studies), theoretical article, critical analysis review; methodological study, national and international peer-reviewed journal articles, dissertations, and government documents.
      ii. At least one periodical that is a hard copy and at least one periodical that is electronic.

**THE DOCTORAL DISSERTATION**

*Overview of the Dissertation Process*

The dissertation must be an original contribution to knowledge in the field, a demonstration of the candidate’s ability to conduct original and significant research. The dissertation is the culminating product associated with the doctoral degree and must receive approval by the committee at a dissertation defense. The major adviser (who serves as a guide as the student prepares the dissertation) and committee members are all chosen because of their expertise in the area of inquiry. The candidate should consult with the major adviser and all other members of the committee throughout the process. Some committee members may want to see chapters as they are completed, and others may want to see only the pre-defense version of the dissertation with all chapters. The candidate’s responsibility is to determine how each committee member prefers to work with the student.
Dissertation Proposal

Candidates propose and defend their dissertation plan and conduct dissertation research under the supervision of a dissertation committee, chaired by the major professor who has agreed to work with the candidate. After achieving candidacy, a student must register for a minimum of 3 hours of dissertation credit each fall and spring semester until the dissertation is defended. Students need to enroll during the summer only if they are using university resources, including consultations with members of their dissertation committee. The development of a dissertation proposal involves careful thought and planning by the doctoral student, the major professor, and committee members. The goal is to produce a proposal that is scientifically and methodologically sound as well as written clearly and accurately and formatted correctly. The exact format used for the proposal is determined by themajor adviser in consultation with the committee.

When the major adviser believes the proposal is ready to defend, the student provides a complete copy of the proposal to each committee member and to the department chairperson. Copies of the proposal must be received by committee members and department chair ten or more working days prior to the date of the desired defense, and committee members and department chairperson must sign the scheduling form five days prior to the defense. This timeline allows committee members and department chair five days to read the proposal before signing the scheduling form. Obviously, this is a very brief turn-around time, and the student should provide more than two weeks when possible for committee members to read the proposal. A period greater than two weeks for review is highly recommended.

The committee then determines whether the proposal is ready to defend. The major adviser and student, in consultation with the committee members, determine the defense site, day, and time. It is the student’s responsibility to secure committee members’ signatures, reserve a room, and complete a Dissertation Proposal Defense Scheduling Form and submit it to the administrative assistant of the EDLE program in Matthews Hall 218, who then forwards the form to the Student Advising Office, Matthews Hall 105, at least five working days prior to the defense so that it can be announced publicly. The candidate should allow a few working days for the administrative assistant to process the form.

There are four possible results of the proposal defense: (1) accept with minor revisions, (2) accept with major revisions, (3) require major revision and another defense, (4) or reject with dismissal from program.

Dissertation Formats

Early in the process, a student should download the *UNT Thesis and Dissertation Manual*. The student is again reminded that the exact format should be determined in consultation with the major professor and dissertation committee members. The following are example formats.

Many dissertations have five chapters: Introduction, Literature Review, Method, Results, and Discussion. These divisions may not be appropriate for all. Depending on methodologies and results, more than five chapters may be necessary.

Another possibility is the journal-formatted dissertation. A doctoral candidate and his or her committee may decide that the candidate should follow procedures for a journal-formatted
dissertation. This format also includes the traditional components of a chapter-formatted dissertation, but they are organized differently. For more information, the candidate and committee should consult Toulouse Graduate School’s formatting requirements for expanded journal format located at http://tsgs.unt.edu/thesis-manual.

The Defense and Filing of the Dissertation

Copies of the complete dissertation, including the abstract, are given to the major adviser, all dissertation committee members, and the Department Chair of Teacher Education and Administration. The copies must arrive ten or more working days prior to the date of the defense. However, three to four weeks prior to the defense date is recommended because committee members and the department chairperson must have time to read the dissertation before signing the Dissertation Defense Scheduling Form. They sign the form only after they have read the entire dissertation and have determined that it is ready to be defended. The signed scheduling form and the abstract (which must also be approved by the committee and the Department Chair) are then forwarded by the Department Chair to the Student Advising Office, Matthews Hall 105, at least five working days prior to the defense so that the defense can be announced publicly. The candidate should allow a few working days for processing of the form. The abstract that is posted with the dissertation defense announcement should be a compression of the entire study and should, for most empirical studies, include rationale, purpose/questions, method, findings, and contribution. It should be no more than 350 words in length.

After a successful defense and completion of any revisions that are required by the committee, the document submitted to the Toulouse Graduate School must be the final version. All documents must be turned in by the appropriate deadlines and by the approved Graduate School process. In addition, a form is signed by committee members and department chairperson verifying that the dissertation was successfully defended.

After the dissertation is filed and processed, it will be available to a wide range of readers electronically by means of the UNT repository in the online libraries catalog. It will also be indexed by online search engines, such as Google. There are, however, some rare instances for particular dissertations and particular kinds of data when limited access may be granted. (See UNT Thesis Manual and the current Toulouse Graduate School guidelines.)

Electronic versions of dissertations are also sent to ProQuest. As part of the graduation paperwork, students must sign and submit a ProQuest publication agreement. The microfilm graduation fee covers ProQuest's Traditional Publishing option. In preparing the dissertation, students should keep in mind that ProQuest limits the abstract to 350 words.

Dissertation Support Grants from the College of Education

The Don A. Buchholz Doctoral Program in Educational Leadership Scholarship is awarded to doctoral students in the Educational Leadership program who are full (9 hours) or part-time (6 hours) students who meet the academic standards of the College of Education. These scholarships are a minimum of $1000 per semester and can be awarded on an annual basis in successive years if the student reapsplies and continues to meet the eligibility requirements. Deadline is generally late February.
Doctoral students in the College of Education are also eligible to apply for small grants, up to $1000, to support research expenses associated with dissertation research. Candidates should submit the application to the Department Chair by February 15 and September 15. Department Chair reviews and forwards up to five applications to the Dean’s Office for review. Deadlines for submission to the Dean’s Office are March 1 and October 1. Priority in funding is given to proposals that have strong potential for publication in national/international refereed journals. Each applicant must submit the grant form, an annotated budget, a one-page abstract, and required approvals (obtained from the major professor and department chairperson). The annotated budget must demonstrate how the requested funds will be directly used for collection of data (e.g., materials, tests, travel, mailings, data collection processes).

**Superintendent Certification Tuition Reimbursement**

If interested, students who want to pursue a Superintendent Certification along with the Doctoral Degree, can submit an application for the certification. They may also submit an application for ½ tuition reimbursement for the five superintendent certification courses. This opportunity is based on funding availability. Please check with the EDLE Doctoral Coordinator for more information.

**Dissertation Fellowships from Toulouse Graduate School**

Doctoral candidates who are in the last year of dissertation research and writing are eligible to be considered for a dissertation fellowship, which provides financial support to the fellows. Program faculty members nominate the master’s or doctoral candidates. This highly competitive award provides tuition and fees plus a monthly stipend competitive in one’s academic field.

Dissertation Support Grant Information can be found at [http://www.tsgs.unt.edu/graduatelifefellowships-assistantships-and-scholarships](http://www.tsgs.unt.edu/graduatelifefellowships-assistantships-and-scholarships)

The Toulouse Graduate School offers a variety of scholarships and fellowships for financial support to promising scholars including:

- Toulouse Fellowship
- McNair Fellowship
- Dissertation Fellowship
- Doctoral Fellowship
- Academic Achievement Scholarship
- Graduate Student Travel Grants
- The UNT Graduate Student Research and Fellowship Support Program
- Toulouse Dissertation Award
- General Academic Scholarship
GRADUATE ASSISTANTSHIPS

The Department of Teacher Education and Administration provides graduate assistantships on a competitive basis to full-time doctoral students. To qualify, students must be enrolled in a minimum of 9 semester credit hours during the term they hold an appointment unless they have achieved doctoral candidacy. Assigned duties for a semester require 20 hours of work per week, which in most cases means teaching two undergraduate classes. However, some graduate assistants serve as teaching assistants or research assistants for faculty. Because graduate assistants are full-time at the university (half for their coursework and half for their assistantship responsibilities), they cannot be employed elsewhere. If it is determined that a recipient is employed elsewhere on a full-time basis, that individual’s assistantship will be terminated. Assistants who hold a full appointment of 20 hours a week receive a monthly stipend and their tuition is paid by the university. They are also eligible to participate in the university’s group insurance program.

For students who have completed all coursework and are registered for the dissertation, the minimum number of hours for course load is reduced to three semester hours. Upon achievement of candidacy, the pay scale is increased beyond the salary for students who are still taking courses. Graduate assistants are expected to maintain high performance in their academics and their teaching and/or research responsibilities and to make satisfactory progress toward the completion of their degree.

Students are encouraged to apply when they submit an application for a doctoral program. Assistantships are limited and are awarded based on the student’s qualifications and the department’s needs.

GRADUATION

Graduation Materials

It is the responsibility of the student to file the appropriate graduate degree applications with the Toulouse Graduate School. All application materials should be submitted to the Graduate School early in the graduation semester. (See deadlines on website.) A completed application will include the following:

1. Graduation Application. [Login and apply to graduate online.]

2. Approved Degree Plan. If you do not have an approved Degree Plan on file with TGS upon applying for Graduation, processing of your application will be delayed until a Degree Plan is submitted by your academic department. You will be cc'd on any correspondence with your department regarding this issue; it is your responsibility to make sure that a plan is actually submitted to TGS.

3. [UNT Graduating Student Survey]

4. Survey of Earned Doctorates (Doctoral Students only). [Mac users: Open the form in Adobe Acrobat and use the “save via email” link at the bottom.]

The graduation application will only be accepted if the student has a current 3.00 overall GPA and an approved degree plan on file with the Toulouse Graduate.
No more than one application should be submitted per degree. If a correction or added information is needed, a separate email should be sent to graduation@unt.edu.

Students who are pursuing more than one degree need to submit a separate application for each degree. The major selected on the application must match the degree being sought (for example, if you are in both a PhD program and an MS program and are applying to graduate with the MS, the major you select should be for the MS, not the PhD.)

For more information, browse our Frequently Asked Questions.

**Graduation Fees**

If an application was submitted late, the student will receive an email from graduation@unt.edu within 14 days alerting you that the fee has been added to the account and is ready to pay. If the paper is not complete, appropriate fees will be added to the account when the final defended paper is submitted to the Graduate School. An email from graduation@unt.edu provides notification that payment is due. A student may also go in person to the Student Accounting Cashier windows on the ground floor of the Eagle Student Services Center and ask to have the fees posted to his or her account. Fees are due when posted, so one should not delay making this payment.

- Master’s Degree: No fees
- Master’s Degree & Thesis: $20 archiving, $25 microfilming
- Doctoral Degree & Dissertation: $20 archiving, $25 microfilming

A $25 late processing fee will apply to all applications received after the first deadline as listed above.

Students who wish to take advantage of additional ProQuest services (such as ProQuest's "Open Access" publishing option) will need to pay any additional fees directly to ProQuest.

**Graduation Commencement, Regalia, Announcements & Diplomas**

Beginning in spring 2015, the University will hold two commencement ceremonies. Students who want to participate in a ceremony, but who will not graduate until later in the year will be able to apply to take part in the ceremony. Check with the Toulouse Graduate School for details.

Information regarding the Doctoral and Master’s Commencement Ceremony will be sent from the Registrar’s Office approximately three weeks prior to graduation via U.S. mail to the "mailing" address on file in the MyUNT account.

Please contact Barnes & Noble UNT to order regalia, either by visiting their campus location at 1700 Chestnut Street, Denton, TX 76203, by phone at 940.565.2592, or on the web at unt.bncollege.com/

Diplomas are mailed approximately eight to ten weeks after graduation to the mailing address linked to the student’s MyUNT account.
Intellectual Integrity

“As a student-centered public research university, the University of North Texas promotes the integrity of the learning process by establishing and enforcing academic standards. Academic dishonesty breaches the mutual trust necessary in an academic environment and undermines all scholarship.” This statement is from UNT’s policy on Student Standards of Academic Integrity.

According to the policy, violations of academic integrity include the following:

**Cheating.** The use of unauthorized assistance in an academic exercise, including but not limited to:

1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments; acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
3. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
4. any other act designed to give a student an unfair advantage on an academic assignment.

**Plagiarism:** Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to:

1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation;
2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.”

Other violations are forgery, fabrication, and facilitation of academic dishonesty.

Instructors of students who violate academic integrity are expected to report the violations to the
university’s database. The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred: admonition, assignment of educational coursework, partial or no credit for an assignment or assessment, or course failure. Admonitions and educational assignments are not appealable.

Other sanctions may be imposed by the UNT Academic Integrity Office: probation extending for up to two long semesters, suspension for up to one year, expulsion from the university, or revocation of degree.

The complete policy is available at [http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf](http://policy.unt.edu/sites/default/files/untpolicy/pdf/7-Student_Affairs-Academic_Integrity.pdf)

**Incomplete in Course**

I — incomplete is a non-punitive grade given only during the last one-fourth of a term/semester and only if the student is (1) passing the course and (2) has a justifiable reason (such as serious illness or death in the family) for not completing the work on schedule. An incomplete form must be completed by the student and the instructor that provides (1) the rationale for the incomplete, (2) the work that must be completed, (3) the date by which the work must be submitted, and (4) the grade the student will receive if the work is not submitted on time. This form is signed by both the student and the faculty member and is forwarded to the department chairperson before grades for the course are submitted.

**Professional and Ethical Standards/UNT Policies**

Educational leadership students are expected to follow the Code of Ethics and Standard Practices for Texas Educators in their professional practice and maintain standards of academic integrity and appropriate behavior described in the UNT Code of Student Conduct and Discipline.

**Code of Student Conduct and Discipline**

By enrolling in the University of North Texas and the educational leadership program a student implicitly accepts UNT policies applicable to all students including those identified in the Code of Student Conduct and Discipline. Misconduct for which students are subject to discipline includes acts of dishonesty such as cheating, plagiarism, furnishing false or misleading information to any university office or person acting in an official capacity; forgery or alteration of any university record and conduct which adversely affects the verbal abuse, threats, intimidation, harassment, coercion or other conduct which threatens university policy or federal, state, civil or criminal laws as well as other activities as identified in the Code of Student Conduct and Discipline.

**Acceptable Student Behavior**

Student behavior that interferes with an instructor’s ability to conduct a class or other students’ opportunity to learn is unacceptable and disruptive and will not be tolerated in any instructional forum at UNT. Students engaging in unacceptable behavior will be directed to leave the classroom and the instructor may refer the student to the Dean of Students to consider whether the student’s conduct violated the Code of Student Conduct. The university’s expectations for student conduct apply to all instructional forums, including university and electronic classroom,
labs, discussion groups, field trips, etc. The Code of Student Conduct can be found at www.deanofstudents.unt.edu.

An allegation of violation of the Code of Student Conduct and Discipline will be investigated and adjudicated according to the procedures described in the Code. Sanctions may include lowering of grade, probation, suspension, expulsion, and revocation, or denial of a degree.

**Violation of the Code of Student Conduct and Discipline**

Cases related to academic dishonesty are initiated by the faculty member, and other Code of Conduct violations may be initiated by faculty, administrators, and officials outside of the program.

**Code of Ethics and Standard Practices for Texas Educators**

Educational Leadership students are expected to conduct themselves according to the standards identified in the Code of Ethics and Standard Practices for Texas Educators when carrying out assignments requiring school-based activities as well as the internship and practicum as well as in their professional roles in schools. Any violation of the Code of Ethics and Standard Practices for Texas Educators that results in disciplinary action by the state may also result in dismissal from the program in educational leadership.

**Appeals Process**

Students who believe they have not been fairly treated in any aspect of their graduate program, including dismissal from the program, have the right of appeal. The appeal process is described in the Graduate Catalog.

**99 Hour Limit**

Students with more than 99 doctoral hours will pay nonresident tuition, regardless of their residency status, unless exempted by the Texas Higher Education Coordinating Board.

Unless students have had exemptions approved by the Coordinating Board (under either the program or individual exemption provisions of this policy), teaching or research assistantships, teaching or research fellowships, and all other internal or external scholarships, fellowships, or financial aid will not exempt them from payment of nonresident tuition when they have accumulated more than 99 doctoral hours, regardless of their residency.

Students with more than 99 doctoral hours will pay nonresident tuition until any program or individual exemptions affecting them are officially approved by the Coordinating Board. However, in any given semester, students otherwise entitled to pay resident tuition who pay nonresident tuition as a consequence of this policy and who receive their exemption approvals prior to the audit class day of a semester will be refunded the difference between nonresident and resident tuition. Refunds will not be considered for exemptions that are officially approved after the audit class day or for prior semesters.
Dismissal and Appeals of Dismissal

During the first semester following dismissal from a program, a student may appeal the dismissal decision. The student must submit the appeal in writing, directed to the Program Coordinator. The Program Coordinator, in consultation with the program appeals committee, decides whether to grant the appeal. Upon receiving the appeal, the committee must render a judgment and designate a specific action in regard to the student’s readmission in a timely manner by the end of the following long semester. The judgment of the appeal committee is final. If the appeal is granted, the student is reinstated to pre-dismissal status. In the case of dismissal for failure to complete the degree within the COE time limit, an appeal may be granted for reinstatement of up to one additional year.
SUPPORT STRUCTURES AND NETWORKING

Doctoral Students Association

The UNT Doctoral Students Association is an organization open to all doctoral students in the College of Education. The purpose of this organization is to promote scholarship, research, and peer relationships within the college. The goal of this group, which meets several times each year, is to support the needs and interests of students as they pursue their doctoral studies. As well as the regular meetings, the DSA hosts an annual conference, which is open to all doctoral students. Information is available at the DSA website at http://www.coe.unt.edu/doctoral-students-association and meeting times, dates, and topics are announced two weeks prior to the meeting. The DSA is here to serve the doctoral student community.

Toulouse Graduate School Workshops

The Graduate School offers a number of workshops centered on the four themes of planning, resilience, engagement, and professionalism. Workshops for graduate students address such practical matters as preparing your curriculum vitae, learning about the job market, and getting ready for graduation. To participate in the workshops, hosted by the library, individuals must first register at http://www.library.unt.edu/workshops. Access the following site to participate in workshops offered by the graduate school http://tsgs.unt.edu/workshops

Willis Library Services

Doctoral students at UNT are fortunate to have access to an excellent library, which carries countless journals in electronic and in print form and is well stocked with scholarly books associated with various fields of education and related areas. One of the first things a new doctoral student should learn is how to access the online catalog and the journals electronically. The library also provides an Interlibrary Loan service. Doctoral students can use their university ID to request materials that are not available at UNT.

The UNT library offers various services to assist students in their research. Through the Ask Us service, students can contact a reference specialist by means of live chat, email, phone, or in person; and workshops are provided to show students how to conduct searches. The College of Education has a librarian dedicated to COE students. Consultation with Jo Monahan is highly recommended in learning how to access the various databases. She is located in Matthews Hall 119-B and can be contacted at jo.monahan@unt.edu or 940-565-3955. Other library facilities on campus include photocopy machines, public computers, printing from most public terminals, and a cyber café. http://www.library.unt.edu/

Office of Research Consulting (ORC)

The mission of the Office of Research Consulting (ORC) is to support the research needs of faculty and graduate students with grants, research, dissertations, classwork, and statistical understanding. We are dedicated to enhancing the research atmosphere at UNT. The director and the ORC staff are committed to faculty and student success by:
- collaborating on grant applications,
- assisting with data analysis for funded grant projects (contact us for our schedule of fees),
- improving statistical understanding of students and faculty,
- providing seminars and support on latest developments in data analysis and research methods, and
- archiving publicly available national and international data.

**Writing/Research/Discussion Groups**

Many doctoral students have benefited from organizing and participating in regular meetings of small groups of students who get together for specific purposes related to their doctoral studies. The purpose may be, for instance, to discuss readings that they are all doing, to look into an interesting line of research, or to respond to one another's writing. This kind of informal group is a kind of support system that can contribute to a student's success in meeting the rigorous demands associated with doctoral studies.

**Seminars and Conferences**

UNT provides many opportunities for students to expand their knowledge of research methods and, at the same time, expand their network of colleagues. Doctoral students are encouraged to participate in these various events and also to begin to propose conference presentations of their own. Along with the meetings here at UNT, there are a number of state, national, and international research conferences students should attend.

When writing papers or conducting research for their courses, students are expected to demonstrate a depth of scholarship that is suitable for high quality, peer-reviewed research presentations and publications.

**Graduate Student Travel Awards**

**Travel Grants from Toulouse Graduate School**

The Graduate School offers a limited number of grants to selected graduate students who are in good academic standing. These travel grants are offered to support the costs of travel to professional meetings that are relevant to their degree.

To be eligible, graduate students should present research or a creative activity which they have authored or co-authored. It must have been peer reviewed and accepted for presentation. If acceptance is pending, students can still apply, but the awarding of travel grants is contingent upon final acceptance.

Travel grants are also available for students who are conducting or participating in professional development workshops that will enhance their professional skills. Students who are simply attending a meeting without any active participation are ineligible for travel grant funding.
Interested students must have an approved degree plan on file in the Graduate School and must receive at least $100 in matching funds from their departments (or other appropriate sources). The guidelines and forms are available at the website for Toulouse Graduate School, and students submit their applications online.

Travel grant applications can be submitted at any point throughout the academic year. The grants are awarded on a rolling basis with three evaluation deadlines throughout the semester (October 1, February 1, and June 1). Students are advised to submit their applications as early as possible because applications that are not awarded will be forwarded to the next review period and reconsidered for funding during that period. Applications must be submitted and travel must occur within the same academic year (September 1-August 31). Preference is given to students who are first space authors of scholarly research or creative presentations.

The maximum amount awarded ranges between $300 and $500, and students can receive only one travel grant from the Graduate School in a single academic year. For projects that involve more than one student, a maximum of two travel grants can be awarded. The application from each student should identify the coauthor who is also applying.

**Travel Awards from the College of Education**

The College of Education supports the scholarly development of our graduate students. As part of this support, the COE provides awards for graduate students to travel to conferences. Graduate students seeking this support must be enrolled in at least 6 hours of coursework in the semester they apply for the funds. Students are limited to one COE Graduate Student Travel award per academic year (September 1-August 31). Awards will be made until funds are exhausted. These awards are intended to support students attending national and international conferences, although presentations or training at regional conferences will be considered. The funds are not available for state or local conference presentations or training. The amounts for the awards are $500 for students presenting at a conference and $300 for students attending specific training sessions at a conference.

To qualify, students must have a degree plan on file with the Graduate School. Forms and detailed guidelines are available on the COE webpage, and the proposal should be given to the Associate Dean for Academic Affairs and Research, MH 214. Applications will be processed as received.

Awardees must attach a list of two journals to which this paper might be submitted. A copy of the manuscript should be sent to the College of Education after submission and notification of acceptance. Students are strongly encouraged, after receiving a COE travel award, to submit their paper for publication after the conference.
LIST OF DOCUMENTS TO COMPLETE

Below is a list of the forms required to complete during your doctoral program. All forms can be accessed and downloaded.

I. Appointment of Doctoral Dissertation Committee

II. Doctoral Degree Plan (EdD)

III. Doctoral Degree Plan (PhD)

IV. Doctoral Oral & Written Qualifying Examination Application

V. Doctoral Degree Plan Change and/or Committee Composition Change

VI. Dissertation Proposal Defense Scheduling Form

VII. Dissertation Defense Scheduling Form

VIII. Examining Committee Signatures

*Other graduate forms can be downloaded from here: http://www.coe.unt.edu/graduate-forms
Appointment of Doctoral Dissertation Committee

A committee may be formed at any point in a doctoral student’s career prior to the qualifying examination. No student may sit for their examinations without their committee being formed and a dissertation chair selected. Committee members may be added or deleted and the dissertation chair changed later if there is need. Keep a copy of this form in the department and/or program area and file one with the Graduate School.

Student name: ________________________________  UNT ID: ________________

Degree (kind and name): ________________________________  Date: ________________

Major Professor signature: ________________________________  Printed name: ________________________________

Co-Major Professor Signature (if there is one): ________________________________  Printed name: ________________________________

Committee member signature: ________________________________  Printed name: ________________________________

Committee member signature: ________________________________  Printed name: ________________________________

Committee member signature: ________________________________  Printed name: ________________________________

Committee member signature: ________________________________  Printed name: ________________________________

Department Chair signature: ________________________________  Date: ________________
The University of North Texas
College of Education
Doctoral Degree Plan

Please TYPE. Submit an original and four copies. See Graduate Catalog and COE Guidelines for time limitations for completion of doctoral degree. Responsibility for reading catalog, COE requirements, EDLE Doctoral Handbook, and knowing program requirements rests entirely upon the student. Application for graduation must be filed in the Toulouse School of Graduate Studies (TSG) before the appropriate deadlines (see university calendar).

Name: ____________________________ ____________________________ ____________________________ ____________________________
Last Name First Name Middle Name UNT ID \\
Address: ____________________________ ____________________________ ____________________________ ____________________________
Street City State Zip E-Mail (personal)
Home Phone Work Phone Cell Phone

Tool Area (if required):
Not Required
Prefix/no. Prefix/no. Prefix/no. Prefix/no.

Major area for degree sought: ____________________________
Educational Leadership
Minor area: ____________________________ Cognate

SUMMARY OF PROPOSED CREDIT HOURS

<table>
<thead>
<tr>
<th>UNT</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses</td>
<td>12</td>
</tr>
<tr>
<td>Research and Statistics</td>
<td>9</td>
</tr>
<tr>
<td>Qualifying Paper</td>
<td>3</td>
</tr>
<tr>
<td>Dissertation</td>
<td>0</td>
</tr>
<tr>
<td>Concentration Areas (I2 + 9)</td>
<td>21</td>
</tr>
<tr>
<td>Related Field (optional)</td>
<td></td>
</tr>
<tr>
<td>Total for each column</td>
<td>54</td>
</tr>
<tr>
<td>TOTAL</td>
<td>54</td>
</tr>
</tbody>
</table>

APPROVAL SIGNATURES

Graduate Advisor / Major Prof: ____________________________ ____________________________ ____________________________
Signature Printed Name Date

Department Chair: ____________________________
Signature

Dean, College of Education: ____________________________
Signature

Dean, Toulouse Graduate School: ____________________________
Signature

Doctoral_Degree_Plan_EDLE_EdD.docx Updated May 2016
1. List UNT and approved courses from other universities by prefix, number, and title as they appear on your transcript.
2. Indicate courses from other universities with an asterisk (*) and write in at what institution those courses were taken.
3. Official transcripts showing all transfer work must be on file in the Toulouse Graduate School.

NOTE: Refer to 'Course Requirements Handout' for the sequence in which you are required to take courses.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hrs.</th>
<th>Date/Term Hrs. Are Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Core Courses (12 hours):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6100</td>
<td>Theories of Org. Development &amp; Reform</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6160</td>
<td>Professional Learning Communities: Research and Practice</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6130</td>
<td>Cultural Foundations in Educ. Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6180</td>
<td>Administration and Supervision of the Instructional Program</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degree Core Total</strong></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research and Statistics (9 hours):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6010</td>
<td>Statistics for Educational Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6020</td>
<td>Research Methods in Educ. (pre req. 6010) and one (1) of the following courses</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6210</td>
<td>Mult. Regression Anal. &amp; Related Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6190</td>
<td>Multivariate Statistics in Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCE/EPBY</td>
<td>6180</td>
<td>Qualitative Research in Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCE/EPBY</td>
<td>6285</td>
<td>Qual. Data Anal. in Educ. (pre req. 6280)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research and Statistics Total</strong></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualifying Paper Requirement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6600</td>
<td>Writing and Research Design for Educ. Leadership (take last semester in program)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualifying Paper Total</strong></td>
<td></td>
<td></td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation (9 total hours: note dissertation usually takes several semesters):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6550</td>
<td>Dissertation</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation Total</strong></td>
<td></td>
<td></td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concentration, Minor, or Cognate Courses (total of 24 hours):</strong></td>
<td></td>
<td></td>
<td>24</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Superintendency (12 hours):</strong></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6110</td>
<td>Advanced Theory &amp; Research in Admin.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6450</td>
<td>Public School Finance, Business Management and Facilities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6110</td>
<td>Seminar in Advanced Education Law</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6500</td>
<td>Superintendency</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Concentration/Minor/Cognate (12 hours):</strong></td>
<td></td>
<td></td>
<td>12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6150</td>
<td>Ethics, Social Justice and Policy</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6120</td>
<td>Personnel Administration in Public Schools</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6130</td>
<td>Educational Facilities</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6000</td>
<td>Writing and Research Design for Educational Leadership (take last semester in program)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grand Total of Hours in this Degree: **54**
The University of North Texas
College of Education
Doctoral Degree Plan

Please TYPE. Submit an original and four copies. See Graduate Catalog and COE Guidelines for time limitations for completion of doctoral degree. Responsibility for reading catalog, COE requirements, EDLE Handbooks, and knowing program requirements rests entirely upon the student. Application for graduation must be filed in the Toulouse School of Graduate Studies (TGS) before the appropriate deadlines (see university calendar).

Name: 
Last: 
First: 
Middle: 
UNT ID #: 
Address: 
Street: 
City: 
State: 
Zip: 
E-Mail (personal): 
Home Phone: 
Work Phone: 
Cell Phone: 

Tool Area (if required):
Not Required: 
Prefix/no.: 
Prefix/no.: 
Prefix/no.: 
Prefix/no.: 

Major area for degree sought: 
Educational Leadership: 
Minor area: 
Cognate: 

SUMMARY OF PROPOSED CREDIT HOURS

<table>
<thead>
<tr>
<th></th>
<th>UNT</th>
<th>Non-resident</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree Core Courses</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td>Research and Statistics</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Qualifying Paper</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Dissertation</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Concentration Areas (12 + 9)</td>
<td>21</td>
<td></td>
</tr>
<tr>
<td>Related Field (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total for each column</td>
<td>60</td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>60</td>
<td></td>
</tr>
</tbody>
</table>

APPROVAL SIGNATURES

Graduate Advisor / Major Prof:
Signature: ____________________________
Printed Name: ________________________
Date: ________________________________

Department Chair:
Signature: ____________________________

Dean, College of Education:
Signature: ____________________________

Dean, Toulouse Graduate School:
Signature: ____________________________

Doctoral_Degree_Plan_EDLE_PhD.docx Updated May 2016
1. List UNT and approved courses from other universities by prefix, number, and title as they appear on your transcript.

2. Indicate courses from other universities with an asterisk (*) and write in at what institution those courses were taken.

3. Official transcripts showing all transfer work must be on file in the Toulouse Graduate School.

**NOTE:** Refer to 'Course Requirement: Handout' for the sequence in which you are required to take courses.

<table>
<thead>
<tr>
<th>Course Prefix</th>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester Hrs</th>
<th>Date/Term Hrs. Are Earned</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Degree Core Courses (15 hours):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6100</td>
<td>Theories of Org. Development &amp; Reform</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6190</td>
<td>Professional Learning Communities: Research and Practice</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6130</td>
<td>Cultural Foundations in Educ. Leadership</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6380</td>
<td>Administration and Supervision of the Instructional Program</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6400</td>
<td>Policy and Politics of Educational Admin.</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Degree Core Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td><strong>Research and Statistics (12 hours):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6010</td>
<td>Statistics for Educational Research</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6020</td>
<td>Research Methods in Educ. (pre-req 6010)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6210</td>
<td>Mult. Regression Anal. &amp; Related Methods</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EPSY</td>
<td>6290</td>
<td>Multivariate Statistics in Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI/EPSY</td>
<td>6280</td>
<td>Qualitative Research in Education</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDCI/EPSY</td>
<td>6285</td>
<td>Qual. Data Anal. in Educ. (pre-req 6280)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Research and Statistics Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>12</td>
</tr>
<tr>
<td><strong>Qualifying Paper Requirement</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6900</td>
<td>Writing and Research Design for Educ. Leadership (take last semester in program)</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualifying Paper Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td><strong>Dissertation (9 total hours; note dissertation usually takes several semester):</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDLE</td>
<td>6950</td>
<td>Dissertation</td>
<td>9</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dissertation Total</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>9</td>
</tr>
</tbody>
</table>

*Doctoral_Degree_Plan_EDLE_PhD.docx Updated May 2016*
Concentration, Minor, or Cognate Courses (total of 24 hours): For the Ph.D., the student has a choice of classes from 3 different areas. The three areas are: (1) Minor or Concentration (e.g. Curriculum & Instruction, Business, Political Science, Educational Psychology, Counseling, Special Education, or another area of the student’s choosing.) (2) Superintendency Cognate (see below), (3) EDLE Cognate (see below).

**Minor or Concentration (12-18 hours):**
Note: Students wanting to teach at the university level generally must have 18 hours in an academic area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Superintendency Cognate (12 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE</td>
<td>6110 Advanced Theory &amp; Research in Admin.</td>
<td>3</td>
</tr>
<tr>
<td>EDLE</td>
<td>6450 Public School Finance, Business Management and Facilities</td>
<td>3</td>
</tr>
<tr>
<td>EDLE</td>
<td>6510 Seminar in Advanced Education Law</td>
<td>3</td>
</tr>
<tr>
<td>EDLE</td>
<td>6590 Superintendency</td>
<td>3</td>
</tr>
</tbody>
</table>

**EDLE Cognate (9 hours):**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDLE</td>
<td>6150 Ethics, Social Justice and Policy</td>
<td>3</td>
</tr>
<tr>
<td>EDLE</td>
<td>6520 Personnel Administration in Public Schools</td>
<td>3</td>
</tr>
<tr>
<td>EDLE</td>
<td>6530 Educational Facilities</td>
<td>3</td>
</tr>
</tbody>
</table>

**Grand Total of Hours in this Degree:** 60
# University of North Texas
College of Education

<table>
<thead>
<tr>
<th>Student’s Name</th>
<th>UNT ID#</th>
</tr>
</thead>
<tbody>
<tr>
<td>Address</td>
<td>Zip</td>
</tr>
<tr>
<td>Home Phone</td>
<td>Work/Cell Phone</td>
</tr>
</tbody>
</table>

## Doctoral Written & Oral Qualifying Examination Application

**Examination Date:**

Check (✓) the Qualifying Exam(s) to be taken:

- Major: ___  
- Minor/Cognate: ___  
- Research/Statistics question(s): ___

**Requirements to sit for the Qualifying Exam:**

- *ALL Incomplete Grades (I) in required courses are removed and grade is posted before filing this application;
- *Student is fully admitted to the program and passed the Admissions Exam (if exam is required for the Program);
- *Degree plan is filed and is signed by the Graduate School;
- *Student has completed all courses or is in the final semester of coursework;
- *The subject courses have been completed (Ph.D. only); and
- *Residency Established.

___ (Student, initial to the left that) "I certify that I have fulfilled the above requirements and am eligible to sit for the Qualifying Exam."

### Committee Member Information:

<table>
<thead>
<tr>
<th>Major Professor</th>
<th>Minor Professor</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dept.</td>
<td>Academic Dept.</td>
</tr>
<tr>
<td>Phone #</td>
<td>Phone #</td>
</tr>
<tr>
<td>Fax #</td>
<td>Fax #</td>
</tr>
<tr>
<td>E-mail</td>
<td>E-mail</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comm. Member</th>
<th>Comm. Member</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Dept.</td>
<td>Academic Dept.</td>
</tr>
<tr>
<td>Phone #</td>
<td>Phone #</td>
</tr>
<tr>
<td>Fax #</td>
<td>Fax #</td>
</tr>
<tr>
<td>E-mail</td>
<td>E-mail</td>
</tr>
</tbody>
</table>

### Signatures:

<table>
<thead>
<tr>
<th>Student Signature</th>
<th>Date</th>
<th>Minor Professor Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Major Professor Signature</th>
<th>Date</th>
<th>Department Chair Signature</th>
<th>Date</th>
</tr>
</thead>
</table>

## Results of the Written and Oral Qualifying Exam

This student has successfully completed all parts of the Written and Oral Qualifying examination and is eligible to proceed with the dissertation proposal.

Major Professor:  
Date:
University of North Texas  
College of Education  

**Master’s / Doctoral**  
Degree Plan Change and/or Committee Composition Change Form  

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>UNT ID #</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City/St</th>
<th>Zip</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Major</th>
<th>Minor</th>
<th>Home Phone</th>
<th>Work/Cell Phone</th>
<th>email</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Drop Course**

<table>
<thead>
<tr>
<th>Delete Committee Member (name &amp; role)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Add Course**

<table>
<thead>
<tr>
<th>Add Committee Member (name &amp; role)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

*Note: If there is a change in Major Professor, please indicate Graduate Faculty Status.*

<table>
<thead>
<tr>
<th>Major Professor</th>
<th>Date</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department Chair</th>
<th>Date</th>
<th>Assoc. Dean, Graduate School</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Dissertation Proposal Defense Scheduling Form

All dissertation proposal defenses are open to the public.

The development of a dissertation proposal involves careful thought and planning between the doctoral student, the major professor, and committee members. The goal is to produce a proposal that is scientifically and methodologically sound as well as written clearly and accurately and formatted correctly. The exact format used for the proposal is determined by the chair and the program.

After getting input from the committee and when the dissertation chair and the student believe the proposal is ready to defend, the student provides a complete copy to each committee member and to the department chair. The major professor and student, in consultation with the committee members, schedule the defense site, day, and time. The committee determines if the proposal is ready to defend. Copies of the proposal must arrive ten or more working days, two weeks is recommended, prior to the date of the desired defense. This timeline allows committee members to read the proposal before signing the scheduling form. This form with all signatures is then submitted to the Student Advising Office, Matthews Hall 105, at least five working days prior to the defense. Please note that modifications or even rejection of the proposal are possible by the examining committee at the defense.

Student Information

Last Name
First Name
UNT ID #

Address
City/State
Zip

Degree Sought
Home Phone
Work/Cell Phone
Email address

Proposed Dissertation Title:

Seminar is to be held:

Day of Week
Date
Time
Building
Room

Doctoral student:

- To reserve a conference room in Matthews Hall, please call the Dean’s Office at (940) 565-2235.
- Submit completed “Use of Human Subjects” form to Administration Building, Room 310, (940) 565-3940.
- Download and use the document “Preparation and Filing of Dissertations, Theses, and Problems In Lieu of Thesis in the Toulouse School of Graduate Studies” from www.tsgs.unt.edu
Examining Committee Signatures

My signature is verification that I received the proposal manuscript at least 10 working days prior to the proposal defense date. It also signifies that after reviewing the manuscript, I believe it is sufficiently ready to be presented at the proposal defense.

Major Professor: __________________________________________________________________________
Printed Name __________________________ Signature __________________________________________________________________________

Minor/Cognate Professor: __________________________________________________________________________
Printed Name __________________________ Signature __________________________________________________________________________

Committee Member: __________________________________________________________________________
Printed Name __________________________ Signature __________________________________________________________________________

Committee Member: __________________________________________________________________________
Printed Name __________________________ Signature __________________________________________________________________________

Committee Member: __________________________________________________________________________
Printed Name __________________________ Signature __________________________________________________________________________

Department Chair’s Signature

My signature is verification that I received the proposal manuscript at least 10 days prior to the proposal defense date and I approve scheduling of the proposal defense.

Department Chair: __________________________________________________________________________
Printed Name __________________________ Signature __________________________________________________________________________
University of North Texas  
College of Education  
Dissertation Defense Scheduling Form  
All dissertation defenses are open to the public.

Copies of the complete dissertation are sent to the dissertation chair, all dissertation committee members, and the chair of the department where the degree is sought. The copies must arrive ten or more working days prior to the date of the defense, two weeks early is recommended. This timeline allows committee members time to read the dissertation before signing the scheduling form. The signed scheduling form and an abstract are then submitted by the candidate to the Student Advising Office, Matthews Hall 105, at least five working days prior to the defense. The abstract is posted with the dissertation defense announcement.

Student Information

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>UNT ID#</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Address</th>
<th>City</th>
<th>State/Zip</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Degree Sought</th>
<th>Home Phone</th>
<th>Work/Cell Phone</th>
<th>Email</th>
</tr>
</thead>
</table>

Examining Committee Signatures

My signature is verification that I received the dissertation manuscript at least 10 working days prior to the defense date. It also signifies that after reviewing the manuscript, I believe this work it is ready to be presented to the Examining Committee at dissertation defense.

Major Professor: 
Printed Name  
Signature

Minor/Cognate Professor: 
Printed Name  
Signature

Committee Member: 
Printed Name  
Signature

Committee Member: 
Printed Name  
Signature

Committee Member: 
Printed Name  
Signature

Department Chair’s Signature

My signature is verification that I received the dissertation manuscript at least 10 days prior to the defense date and that I give my approval for the defense to be scheduled.

Department Chair: 
Printed Name  
Signature  
Date

Dissertation Information

Dissertation Title: 

Seminar is to be held: 
Day of Week  
Date  
Time  
Building & Room

Doctoral Student:
- To reserve a conference room in Matthews Hall, please call the Dean’s Office at (940) 565-2235.
UNT Educational Leadership Program Doctoral Faculty

Dr. David A. Brackett earned a Bachelor of Arts in Economics and a Master of Science in Education from Johns Hopkins University. Dr. Brackett graduated from the University of Nevada, Reno with a Ph.D. in Educational Leadership in 2014. As a graduate student, he participated in the David L. Clark National Graduate Student Research Seminar in Educational Administration and Policy, sponsored by UCEA, AERA, and SAGE Publications, in April 2014 at the AERA Annual Meeting. Dr. Brackett’s research interests include school law, educational leadership development, educational policy and the convergence of school law and social justice. Prior to his appointment at UNT, he taught math in Maryland, directed a public charter school in Nevada and consulted at an at-risk charter school in Nevada. Aside from being an educator of leaders, he enjoys spending time with his wife, Micha, partaking in outdoor activities, and supporting the arts in any capacity.

Dr. Bill Camp has contributed actively to the graduate programs in Educational Administration since coming to UNT in 1997. His research interests include educational law and finance, and he teaches courses on various aspects of educational leadership. He also supervises interns in the public schools and directs doctoral dissertations. His bachelor’s and master’s degrees are both from Texas Tech University, and his doctorate is from Virginia Tech University. Prior to his work at UNT, he served as professor, chair, and acting associate dean at California State University. He also taught previously at Oklahoma State University and Texas Tech. Other educational experience includes serving as assistant superintendent of schools, high school principal, and high school science teacher.

Dr. Miriam D. Ezzani is an assistant professor of educational leadership at the University of North Texas. With academic and professional roots in urban education, her research interests are related to organizational leadership and systems thinking within the contexts of cultural proficiency, ethics, and equity. Prior to her arrival at UNT, she served as a school leader in the state of California and prior to that as a literacy coach and teacher in the Los Angeles Unified School District. She is an alum of the University of Southern California (USC), where she earned a doctorate in K-12 Educational Leadership.

Dr. Johnetta Hudson is currently serving as a visiting professor of educational leadership at the University of North Texas, where she joined the faculty in 1999. Her scholarship focused on race, class, and gender issues in education. A secondary area of interest was leadership development utilizing technology. Prior to coming to UNT, Dr. Hudson was on the faculty of Midwestern State University, where she held the West Distinguished Professor Chair in Educational Administration. She has also been on the faculty of the University of Missouri-Kansas City. Dr. Hudson entered higher education after completing 11 years as a school district administrator. She served as a high school assistant principal and principal, assistant superintendent of secondary education and an area assistant superintendent. In 2015 the board of regents awarded her the distinction of associate professor emeritus in recognition of meritorious service to the university. Her degrees are from Kentucky State University (B.A., Spanish), University of Nebraska (M.A., Spanish) and Indiana State University (Ed.S. and Ph.D., Educational Administration).
Dr. Elizabeth T. Murakami is a professor and the Mike Moses Endowed Chair in Educational Leadership at UNT. She earned her M.A. in Curriculum and Instruction, and Ph.D. in Educational Administration at Michigan State University. Her research focuses on qualitative methods to examine school leadership, their preparation and professional experiences, including superintendent and principal leadership identity, school improvement, gender, race, ethnicity, and the academic success of underserved populations in the educational pipeline from K-12 to higher education.

Dr. Noelle A. Paufler is an assistant professor of educational leadership at the University of North Texas. She received her Ph.D. in Educational Policy and Evaluation from Arizona State University, and her experiences as a high school social studies teacher, district administrator, and applied researcher in large urban and suburban school districts inspired her to conduct research related to teacher accountability policies and systems. Her research interests include: educational policy, the communication of educational research and its influence on policy, and the impact of standards and accountability systems on practitioners on local contexts. In her most recent research, she examined the perceptions of school administrators and teachers regarding the standards they used to measure the effectiveness of their teacher evaluation system in practice.

Dr. Barbara L. Pazey received her Ph.D. in Educational Administration with an emphasis on Special Education Administration and Disability Policy at The University of Texas at Austin. She earned a Bachelor’s degree in Music from Muskingum University and a Master of Arts degree in Music from The Ohio State University. Barbara Pazey’s research interests focus on the development of equity-oriented administrator and teacher leadership preparation programs; ethical leadership and decision-making processes; education and dis/ability policy and reform; and the analysis of P-12 education programs within urban and/or turnaround school settings. Through qualitative and mixed-methods research, teaching, and service, she seeks to empower student voice; recognize and foster the growth of students’ 21st century skills such as creativity, communication, collaboration, and critical thinking; and provide the prerequisite knowledge, skills, and dispositions that enable them to graduate from high school, ready to pursue a post-secondary education and/or enter the workforce. Barbara Pazey has served as an educational administrator and educator in both K-12 education and higher education. Her experiences as a K-12 music teacher, high school special education teacher, high school administrator span positions in Ohio, South Carolina, and Texas.

Dr. Frances van Tassell is an Associate Professor Emeritus, serving as a UNT full-time faculty member from 1993-2013, now as an adjunct professor. She currently teaches the last course in the EDLE doctoral program - Writing and Research in Educational Leadership - where students develop their dissertation proposal. She currently also serves as major professor for six-ten EDLE doctoral students. Her background is in program development and assessment. Her doctoral degree was in supervision, curriculum, and instruction, from Texas A&M Commerce and she holds a master's degree in reading, with a bachelor's in education. Her research endeavors included program development and program assessment. She directed over 150 thesis-type action research projects for the UNT Master's in Curriculum and Instruction program. She held numerous leadership positions at the university, state, regional, and international levels while a full-time faculty member and currently serves on the Board of Directors for the World Federation of Associations for Teacher Education, which she helped found. She served two terms as the UNT Faculty Senate chair and as president of the Association of Teacher Educators.
Dr. Robert H. Voelkel, Jr. earned his Ed.D. in Educational Leadership with a focus in social justice from the University of California, San Diego and California State University, San Marcos. He earned a Bachelor of Arts in Liberal Arts with an emphasis in Education and a Master of Arts in Education with an emphasis in Curriculum and Instruction from San Diego State University. He is National Board Certified in English Language Arts (6th-10th grades). He was a practitioner for over 20 years, serving as an elementary and middle school teacher, middle school assistant principal, and middle school principal. His research interests include school reform, professional learning communities and teacher collective efficacy, transformational leadership, and social justice. His most recent research explores the relationship between professional learning communities and collective efficacy. He also continues to examine high functioning and less well functioning PLC teams within schools. Prior to his appointment at UNT, he was an assistant professor in northern Georgia. He also served in the United State Marine Corps for eight years. In addition to supporting leaders, he enjoys spending time with his wife, Kimberly, and their seven children (Lauren, Sara Jo, Natalie, Leah, Joshua, Matthew, and Corrie), reading and exercising.
I have received and read the Doctoral Student Handbook (effective Fall 2017)

Signed: ____________________________________________
Date: ______________________________________________

*Please sign, date, scan and send via email to COE-EdLeadership@unt.edu