



EDUCATIONAL LEADERSHIP PROGRAM

DOCTORAL PROGRAM (Ed.D., Ph.D.)

STUDENT HANDBOOK

2013-14

Educational Policy Studies & Practice
College of Education
P.O. Box 210069
Tucson, AZ 85721-0069
<http://coe.arizona.edu/epsp/edl>



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WELCOME

Dear EDL Doctoral Student,

Welcome to the Educational Leadership Doctoral Program in the department of Educational Policy Studies and Practice (EPSP) in the College of Education at the University of Arizona. We are pleased you have chosen the EDL Doctoral Program to guide you in furthering your professional and educational goals.

This 2013-2014 handbook is designed to describe the processes and paperwork requirements for the EDL program, the College of Education, and the Graduate College. While we have not included all the rules and regulations related to obtaining a degree, we have included descriptions of program requirements and date/time requirements. **Please refer to example forms in the handbook, but all official degree-related paperwork needs to be initiated and completed by you on GradPath.** The EPSP Administrative Associate and/or advisor will support and assist you but please remember it is your responsibility to meet all deadlines and inquire when you need more information. The Graduate College requires you to file certain forms throughout your program, which are available under the GradPath drop-down menu on the UAccess Student Self-Service page. A student FAQ can be found at grad.arizona.edu/GradPath.

The EDL Office is located in the College of Education Building, Room 321 It is open Monday through Friday, 8:00 a.m. – 5:00 pm. Program contact information follows:

Gary Rhoades, Ph.D., EPSP Head
Margo Sallet, Administrative Associate
Educational Policy Studies & Practice/EDL Program
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Web: <http://coe.arizona.edu/epsp/edl>

We ask that you

- keep this handbook accessible.
- consult the handbook each semester.
- work with your advisor to ensure that you are progressing through your program in a timely manner.

We look forward to working with you to meet your educational and career goals.

Sincerely,

The Educational Leadership Program Faculty

Vicki Balentine, Ph.D.
Jeffrey Bennett, Ph.D.

Kris Bosworth, Ph.D.
Lynnette Brunderman, Ed.D.

Jill Koyama, Ph.D.
John Taylor, Ed.D.

Rose Ylimaki, Ph.D.

FACULTY

Vicki Balentine, Ph.D., Professor of Practice (Reading, University of Arizona).

626-6313 Room 224 vbalenti@email.arizona.edu

Research Interests: Educational Policy Development and Implementation, Leadership Development, Organizational Management.

Jeffrey Bennett, Ph.D., Assistant Professor, (Educational Administration, The Ohio State University)

626-4549 Room 226 jbennett@email.arizona.edu

Research Interests: Collaborative Leadership and Ecology of Educational Change in Democratic Communities, Organizational and Civic Capacity Building, School–Community Partnerships, Business/Education Collaboratives.

Kris Bosworth, Ph.D., Professor, Smith Endowed Chair (Adult Education and Evaluation, University of Wisconsin-Madison)

626-4350 Room 234 boswortk@email.arizona.edu

Research Interests: Drug and Violence Prevention, Implementation of Reform, Resiliency, Professional Development and Leadership for Change.

Lynnette Brunderman, Ed.D., Associate Professor of Practice (Educational Leadership, University of Arizona)

626-8605 Room 218B lbrunder@email.arizona.edu

Research Interests: Leadership Development, Leadership for Change, Instructional Leadership, Turnaround Leadership, International Perspectives.

J. Robert Hendricks, Ed.D., Associate Professor Emeritus (Educational Administration, Arizona State University)

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Research Interests: Organizational Theory and Management, Educational Policy Issues, Curriculum Development, and Accreditation, School Governance and Human Resource Management.

Jill Koyama, Ph.D., Assistant Professor (Anthropology and Education, Teachers College, Columbia University)

626-1862 Room 228 jkoyama@email.arizona.edu

Research Interests: The intersection of schooling, policy and culture, controversies of globalizing educational policy, politics of language policy and immigrant/refugee education.

John Taylor, Ed.D., Professor with courtesy faculty appointment in Africana Studies, College of Humanities (Curriculum, Instruction, and Teacher Education, Stanford University)

626-7933 Room 232 johnt@email.arizona.edu

Research Interests: Education Policy Analysis, Schools and Diverse Community Relations, Ethnic Minority Leadership, African American Educational Advancement, Program Evaluation and Research on Athletics.

Rose Ylimaki, Ph.D., Associate Professor (Educational Administration, University of Wisconsin-Madison)

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Research Interests: The Principalship: International Perspectives, Curriculum Leadership, Social Change as Reflected in Education, Critical and Postmodern Discourse.

STAFF

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EDL PURPOSE AND STANDARDS

The Educational Leadership doctoral program is designed to advance knowledge and address enduring and future problems of schools by:

1. addressing the significance of the changing and challenging school contexts;
2. engaging in research projects that foreground current socio-cultural, economic, and political contexts (i.e., college readiness, turning around failing schools, building capacity, controversies of globalizing educational policy);
3. exploring the issues of social justice for the educational equity and opportunities of all students; and
4. following ethical principles.

Graduates will be able to adapt to a changing world, predict the consequences of proposed action, and sustain continuous education improvements over time. The development of skills and qualities that will enhance the ability of leaders to empower, inspire, and guide the performance of others in achieving the desired goals of a school, a school district or a community will be the focus of this program. All cohort courses in the cognate core as well as the specialization classes leading to certification are correlated with the **Standards for Arizona Administrators** and the **Educational Leadership Policy Standards for School Leaders: ISLLC 2008** as adopted by the National Policy Board for Educational Administration (NPBEA).

Standard 1: *An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders*

Functions:

- A. Collaboratively develop and implement a shared vision and mission
- B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Standard 2: *An education leader promotes the success of every student by advocating, nurturing and sustaining a school culture and instructional program conducive to student learning and staff professional growth.*

Functions:

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress.
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Standard 3: *An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.*

Functions

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4: *An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.*

Functions

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationships with community partners

Standard 5: *An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.*

Functions

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior
- C. Safeguard the values of democracy, equity, and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision-making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6: *An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.*

Functions

- A. Advocate for children, families, and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

UNIT REQUIREMENTS – Ed.D

A minimum of 63 units (12 of which may be transferred in from other doctoral level work based on Graduate College Guidelines) are required by the Graduate College for graduation with an Ed.D. A student may need to complete more units depending on research interests, dissertation topic and skill levels.

Type of Coursework	Units	Description
EDL Core	21	7 courses addressing educational leadership and research issues based on ISLLC standards
EDL Elective	3	Coursework to support research interest or enhance skills
Research Methods	9	3 units quantitative, 3 units qualitative + 3 units of an advanced quantitative or qualitative or methodology course
Minor Program	12	Coursework outside of EDL that will complement your major, 12-15 units
	<hr/>	
	45	Units of Coursework
Dissertation	18	Units of Dissertation (taken after completing the comprehensive exam)
	<hr/>	
	63	<u>Minimum Total Units</u>

UNIT REQUIREMENTS – Ph.D.

A minimum of 72 units (12 of which may be transferred in from other doctoral level work based on Graduate College Guidelines) are required by the Graduate College for graduation with a PhD. A student may need to complete more units depending on research interests, dissertation topic and skill levels. Students will work with their advisors and committee members to develop a plan of study that focuses on their academic and research goals. All students must take 12 credits in a substantive core. The substantive core reflects the Ph.D. focus on transitions, equity, and social justice. The following course requirements for the Ph.D. program are:

Type of Coursework	Units	Description
EDL Core	12	Substantive core in Educational Leadership (EDL 625 Leadership in Diverse Communities, EDL 620 Advanced Foundations of Educational Leadership, and EDL 621 Organizational, Operational, and Resource Leadership EDL 627 – Leadership and Change)
Electives / Theory	12	Coursework to support research interest or enhance skills, including a theory class (e.g. Sociology, Anthropology)
Research Methods	12-15	Research Methods Core* (Quantitative Methods, Qualitative Methods, Research Design, Advanced Qualitative or Quantitative Methods).
Internship	1-3	P-20 administrative internship (Students who want to focus on scholarship/research have the option of completing a research internship/ apprenticeship in lieu of this requirement.)
Minor Program	9-12	Coursework outside of EDL that will complement your major
	54	Units of Coursework
Dissertation	18	Units of Dissertation (taken after completing the comprehensive exam)
	72	<u>Minimum Total Units</u>

* Students who have not completed an academic master’s degree from a research institution will be required to take EDL 622 and complete a minor in an academic field.

Examples of possible Ph.D. elective classes

Curriculum Leadership (EDL 623)
Leadership for Social Justice (EDL 626)
Program Evaluation (EDL 601)
Policy (EDL 606)
The Superintendency (EDL563)
Advanced Organizational Theory (HED 609)
Politics of Education (EDL 696B)
Values, Consciousness, and Professional Practice (HED 630)
Funds of Knowledge and the Forms of Capital (HED 631)
College Access and Success (HED 636)
Introduction to Critical Race Theory (HED 633)
Private-Public Industry Partnerships (EDL 696C)

With advisor approval, students may also take elective courses from other departments, such as Economics, Sociology, Mexican American Studies, Management, Government and Policy, Psychology to complement the course of study and research interest.

CORE COURSE DESCRIPTIONS (△Ed.D., *Ph.D.)

EDL 601: Evaluation of Educational Programs and Personnel

Overview. In this course, students will understand and be able to apply program evaluation approaches. Why is this course important? First, evaluation has always been the basis for monitoring and improving education. Second, today evaluation is mandated at higher and more sophisticated levels by school boards, city and county governments, state legislatures, and the United States Congress. It is evident that policy makers are exercising firm oversight of funds tied to evaluation results. Evaluation results lead to public rewards or penalties, competition or cooperation, temporary sense of success or abhorrent classification. Despite these pressures and consequences, educators believe in evaluation as the cornerstone of good practice.

Students will learn those key evaluation standards, terms, and tools that guide local, state and federal programs such as: standards, accountability, assessment, accreditation, data, scientific research based evidence, testing (high stakes and teacher), outcome measures, etc. These terms and tools are applied at many levels: classroom, school, school district, higher education, state, and national agencies. Evaluation varies widely in the objects evaluated (Programs: Head Start, bilingual education, reading; people: teachers, administrators, bus drivers, etc.), the questions addressed, the methodologies (quantitative and qualitative) used, the data and evidence collected, the audiences served (Federal, state or local agencies, school boards, parents, etc), the funds expended, and the values invoked.

Students will learn that in performing evaluations, many things can and do go wrong. Yet, in all forms and practices of evaluation, ethical and moral behaviors are required. Evaluators and evaluations are subject to bias, misinterpretation, and misapplication. Evaluation can help solve complex, funky, messy, wicked, and sticky problems. On the other hand, they might address the wrong questions, provide erroneous information, waste time, resources, placed and forgotten on a shelf to collect dust. Yet, poorly performed or unfavorable evaluations produce dire consequences for people and institutions. Students will learn that even evaluations should be evaluated to assure that clients and constituents receive reliable information and ethical services.

Students will become familiar with evaluation approaches required of federal programs such as: NCLB, the Institutes of Education Sciences, Postsecondary Education Act, Individuals with Disability Education Act (IDEA), National Science Foundation, Health and Human Services, to name a few. Also, students will examine education evaluation approaches in Arizona. Students will have the opportunity to stay abreast of the consequential developments.

The course begins with (1) an emphasis on ethical, political, and interpersonal aspects of evaluations, (2) an introduction to evaluation processes generally, moves to (3) an examination of procedures for planning and conducting evaluations and case study research design and methods, then (4) explores a series of evaluation issues and the dynamics of local, state, professional associations, and federal evaluation policies that affect P-20 education. Because there are limits to the number of topics that can be covered during a single semester, this course will not address in detail a number of important topics, among them, personnel evaluation, evaluation research methodology and student testing.

More specifically, this course is intended:

- To familiarize the student with ways the education enterprise formulates and implement evaluation policies and practices with consequences on student, personnel, and program outcomes.
- To demonstrate the increasing importance of current evaluation approaches shaping education practices and policies;
- To describe the evaluation process and the mandates on education at the local, state, and national level; and
- To better equip students with current or potential responsibilities as teachers and administrators to comprehend nuances of the evaluation process and outcomes and to participate more effectively in it.

EDL 604: Leadership for Educational Change

Change is a critical component in any American educational organization. Leadership is essential to implement innovation or new practice, to make mid course corrections when problems arise and to create a culture in which planning for change is an integral part of the culture. Understanding the need for change, the nature of change, the change process, and the research on change provides a leader with tools to be more effective in dealing with change within their organizations. The purpose of this course is to explore a systems change framework for transforming our schools.

EDL 606: Policy Analysis in Higher Education

Overview. This course seeks to help students arrive at a better understanding of American education through an examination of education policy development, implementation, and impact. In general, the course will acquaint students with selected education policy issues and challenges that significantly influence current practices. As a foundation, students will explore the implication of political philosophy, ideology, and theories guiding politics and policy in education. The course is intended to give students (as education leaders, prospective researchers, and policy analyst) an appreciation of what drives education policy and its implementation.

As one primary activity, students will closely monitor the development of current policy positions by analyzing breaking information from media, think tanks, education associations, local, state, and federal agencies. In other words, students will stay abreast of the consequential developments of education policy implementation throughout the semester.

The course begins with an analysis of (1) political theory, philosophy, moral politics and ideology, and moves into greater depth (2) policy development and process generally. Students will examine the (3) respective roles of local, the states and federal governments, (4)

exploration of a series of education policy issues and the dynamics of political processes that affect P-20 education. Last, students will (5) examine education research that claims to explain the results of education policy intervention and implementation. Because there are limits to the number of topics that can be covered during a single semester, this course will not address in detail a number of important topics, among them, the financing of schools, the roles of the courts, and the research methodology.

EDL 620: Advanced Foundations of Educational Leadership Δ *

The purpose of this course is to examine leadership theories, the macro theories in which leadership is grounded, and how these theories inform leadership practices in school organizations. Classic and contemporary theory and research literature in educational administration will be explored as well as research processes for examining school leadership in practice. Further, this course will provide students with a knowledge bases in *the Standards for Arizona School Administrators and the Educational Leadership Policy Standards: ISLLC 2008* as adopted by the National Policy Board for Educational Administration (NPBEA). This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to articulate a broad theoretical foundation supported by literature from leadership and organizational research and apply this foundation in scholarship related to educational leadership. Applicable ISLLC Standards: 1.A., 1.C. and 1.D.

EDL 621: Organizational, Operational & Resource Leadership Δ *

This course is designed to provide a foundation for educational leaders to understand and apply principles of organizational theory to promote student success. Effective management of organizations including basic operations and resource allocation will be discussed and students will explore research which focuses on appropriate decision-making strategies in order to develop a personal understanding of the issues involved in creating effective and efficient learning environments. Students will be able to understand the relationship between leadership theory and organizational theory in order to help frame their perspectives about effective leadership as it applies to educational administration in the K-12 setting. This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to apply a broad theoretical foundation supported by literature from leadership and organizational research. Applicable ISLLC Standards: 3.A., 3.B., 3.C., 3.D. and 3.E.

EDL 622: Research and Data-Based Decision-Making in Educational Leadership Δ *

The purpose of this class is to engage the creation, analysis and use of data for research and school planning purposes. Part of the course will focus on the use of data in the research process. Procedures for gathering valid secondary data sources will be examined and data collected by others will be analyzed and critiqued. The use of APA style will be emphasized throughout. The foundations for this course are standard data analysis and representation techniques. Applicable ISLLC Standards: 1.B., 1.E. and 4.A.

EDL 623: Curriculum and Instructional Leadership Δ

This course is designed to examine leadership and its relationship to curricular development and organization; instruction and supervision; student learning; and school change processes. Curricular and instructional theories will be studied from political and policy perspectives and how they apply to current reform efforts, especially in the context of state and national agendas (AZ Learns and NCLB). Emphasis will also be placed on understanding the role of leadership in various reform movements and the implications these reform activities have for issues of equity and diversity in the school and/or district setting. In addition, the specifics of curricular and instructional reform components, such as standards and high stakes testing, will be critically examined as they apply to classroom practice, student achievement, program evaluation, school improvement, and school restructuring. This course will utilize a variety of methodologies to include direct instruction, case studies, simulations and authentic assessments. Students will be expected to understand and apply a broad theoretical foundation supported by literature in both the leadership and curriculum fields. Applicable ISLLC Standards: 2.B., 2.D., 2.E., 2.F., 2.G., 2.H. and 2.I.

EDL 625: Leadership for the School and the Diverse Community Δ *

The purpose of this course is to provide students the opportunity to apply theory and research to educational leadership practice diverse education settings. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the standards developed by the Educational Leadership Consortium. Applicable ISLLC Standards: 4.

EDL 626: Leadership for Social Justice, Ethics, and Law Δ

This course addresses the need for, resurgence of interest in, and recognition of the importance of the study of law and ethics for educational administrators and leaders. The purpose is to study the knowledge base of the multiple perspectives on ethics essential for administrators to know as they grapple with the ethical dilemmas inherent in school leadership. This is an interdisciplinary course drawing upon traditional readings in law, ethics, justice and human rights, newer paradigms such as feminist ethics and the ethics of care, and political, public and spiritual ethics, as these affect making meaningful and ethical decision making for children and society. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the standards developed by the Educational Leadership Consortium. Applicable ISLLC Standards: 5 and 6.

EDL 627: Leadership for Educational and Organizational Change Δ *

The purpose of this course is to provide students the opportunity to investigate the characteristics of leadership as they apply to changing educational organizational structures and processes. The knowledge bases for this course rest in the Standards for Arizona School Administrators and the standards developed by Educational Leadership Consortium. Applicable ISLLC Standards: 1.D., 2.A. and 2.C.

DOCTORAL PROGRAM REQUIREMENTS

PAPERWORK REQUIRED BY:				
Activity	Timing	EDL	GradPath	Completed
1. Meet program advisor	1st semester			<input type="checkbox"/>
2. Complete the Responsible Conduct of Research Statement (GradPath)	1st semester		X	<input type="checkbox"/>
3. Qualifying Exam (Bring Doctoral Program Planning Document AND Qualifying Exam Results Forms to the exam – see appendices)	2nd semester	X		<input type="checkbox"/>
4. Submit Doctoral Plan of Study (GradPath)	3rd semester		X	<input type="checkbox"/>
5. Select Comprehensive Exam Committee members: 3 major and 1 minor and submit via GradPath	Prior to comprehensive exam		X	<input type="checkbox"/>
6. Complete written Comprehensive Exam (see PhD or EdD requirements)	Courses close to completion			<input type="checkbox"/>
7. Complete Announcement of Doctoral Comprehensive Exam (GradPath)	Courses close to completion		X	<input type="checkbox"/>
8. Schedule and sit for oral Comprehensive Exam (3 major members, 1 minor member)	Courses close to completion			<input type="checkbox"/>
9. Complete the Doctoral Dissertation Committee Form through GradPath (at least 3 tenure or tenure-track members and 1 minor member)	After oral comps		X	<input type="checkbox"/>
10. Take Human Subjects Certification Page 14	After oral comps		X	<input type="checkbox"/>
11. Write dissertation proposal		X		<input type="checkbox"/>
12. Submit Human Subjects application Page 14		X		<input type="checkbox"/>
13. Schedule dissertation proposal review; bring Dissertation Proposal Approval form (Appendices)	After oral comps	X		<input type="checkbox"/>
14. Submit copy of dissertation to committee members	At least 2 weeks before Final Oral Exam	X		<input type="checkbox"/>
15. Schedule final oral examination (submit Announcement of Final Oral Defense form through GradPath)	Submit at least 14 days prior to exam		X	<input type="checkbox"/>
16. Submit bound copy of dissertation to EDL office and advisor		X	X	<input type="checkbox"/>

The EDL Graduate Office

The EDL Graduate Office is located in the College of Education Building, Room 321. It is open Monday to Friday between 8 and 5.

Educational Leadership Program
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coe-edlprog@email.arizona.edu

Important References

We ask that you obtain and peruse the following additional materials:

The Graduate Catalog, available at <http://grad.arizona.edu/Catalog/>. This provides information on the programs and regulations that govern graduate exams, ethics, graduate requirements, etc. These regulations will apply to you throughout your program.

The Manual for Theses and Dissertations, available online at http://grad.arizona.edu/system/files/etd_Diss_Manual.pdf. This tells you how to format your dissertation in a way acceptable to the University of Arizona Library.

Publication Manual of the American Psychological Association, 6th edition, available at the UA Bookstore. All papers submitted in fulfillment of course requirements will use APA style.

Advisor and Committee

Your first step in the process of completion of your EDL program should be your academic advisor, who will be assigned to you from available EDL faculty when you are accepted to the program. Prior to your comprehensive exam, you will need to choose a committee that will work with you in the preparation of your comprehensive exam and your dissertation study. The committee consists of **three** tenured or tenure-track faculty members representative of your area of study and **one** from the minor program. You and your advisor will discuss the composition of the committee.

The advising relationship between a student and their committee is based on mutual agreement. It is important that students communicate frequently with their advisors. You have the responsibility to communicate regularly with your advisor and to keep your advisor informed of your progress. In putting together a committee, you should ask faculty members from EDL (or approved by EDL) to act as committee members. Committee members may not have any potential conflict of interest with an advisee (e.g. employment, family, business or financial relationship).

Committee members may change during the course of your program. If you wish to change committee members, you should first discuss the change with your advisor and inform the EDL Administrative Associate of the change. *You may not change committee members after failing an exam.* If a member of the committee is not automatically acceptable to the Graduate College (e.g., is in another department, not a tenure-track faculty member, or from another institution), a form, accessed online at

<http://grad.arizona.edu/system/files/SpecialMemberForm.pdf>, must be filled out and then approved by the department head and the Graduate College. A written justification for the request must accompany the form.

If you and your advisor determine that a special committee member is appropriate, you must obtain approval from the department head and the Degree Certification office for this person to serve on your committee before you begin the exam process. Use the required form, available at <http://grad.arizona.edu/system/files/SpecialMemberForm.pdf>. Notify him or her that curriculum vitae will be required when the form is submitted.

Degree Options

M.Ed. – A Master’s degree in Educational Leadership is designed for the students wishing to become certified as principals in the state of Arizona. Two types of courses are offered, face-to-face and hybrid online. Thirty-six units are required.

Ed.S. – An Educational Specialist degree is a practitioner-oriented degree for those students who want to increase their knowledge of the research literature in various fields related to leadership, but do not want to continue to do research or have a career at a college or university. Sixty units including an action research project are required.

Ed.D. or Ph.D. – A doctorate in Educational Leadership has a strong emphasis on theory and research applied to practical situations. A minimum of 63 units and a dissertation is required for the Ed.D. degree program. The Ph.D. requires a minimum of 72 units, with greater emphasis on theory and research; the dissertation is integral for the Ph.D. as well. Leaders obtaining their doctorate are prepared to work in public school, policy or academic settings.

Selecting a Minor and Minor Advisor

To enhance and complement your study of educational leadership, you need to select a minor area of study. Your minor can be in the College of Education or in some other unit in the University. You need to have a minor area identified at the time of the Qualifying Examination. Your advisor can help you identify an appropriate minor area. Once you have identified a minor area, you need to identify a faculty member in that area to serve as your minor advisor. Your minor advisor will work with you to design a minor plan of study of 12-15 units. **You must follow the guidelines of the minor unit for course selection and examinations.** At your Oral Comprehensive Examination, your examination committee must include your minor advisor.

Qualifying Exam

The Qualifying Examination is administered in the third semester of core classes. Guidance for the preparation is given during your second semester of core classes.

Purpose: The Qualifying Examination is a formal process for the EDL faculty to work with you individually, after two and a half semesters of study, to determine the future direction of your studies. Faculty will assess your written and verbal communication skills, review progress in your coursework, and your plan of study in order to decide whether or not you *qualify* for continuation in the doctoral program. You will also have the opportunity, as well, to determine whether this is the field and the program in which you should choose to devote several years of serious study.

Format: The examination will contain both written and oral components.

Written Component: At the beginning of the Spring 2014 semester you will receive your advisor specific instructions on the written component.

Other Documents: You should include an updated vita and the **Program Planning Document**. See pages 31-34 for examples of the **Educational Leadership Program Planning Document**. Electronic copies are available. For information contact the Administrative Associate) *Important: This document should not be confused with the Plan of Study, which is a separate form that must be filed with the Graduate College (see "Plan of Study" below).*

Oral Component: The exam will be about 90 minutes and will include a discussion of your paper with a short presentation of the paper. Members of the examination committee will read and evaluate your paper prior to the oral exam. At the exam, they will question you on the substance of the paper. At the end of the oral examination time will be allotted to discuss your proposed minor and other elements of the **Educational Leadership Program Planning Document**. Your advisor will discuss the protocol. Please bring the **Qualifying Exam Report** (see page 39) with you to the exam for committee members to sign.

Evaluation: The faculty will consider four components in evaluating the student's qualifying examination. These are:

- Knowing, understanding, and being able to use the knowledge base of the field of educational leadership as presented to this point in the program;
- Ability to write and reference a short, scholarly paper;
- Ability to present an overview of the scholarly paper and to answer questions about it;
- Seriousness of the student's scholarly plans as demonstrated by the above three components and the reflection and planning demonstrated in the proposed plan of study.

At the end of the examination, the faculty committee will discuss with you their recommendation for continued study.

Plan of Study

You are responsible for developing a **Plan of Study** with your advisor, based on the recommendations made at the Qualifying Examination, to be filed with the Graduate College no later than your **third semester**.

The **Plan of Study** form is based on the **Educational Leadership Program Planning Document** and identifies courses the student intends to transfer from other institutions, courses already completed at The University of Arizona which the student intends to apply toward the graduate degree, and additional course work to be completed in order to fulfill degree requirements. The Plan of Study form can be accessed through UAccess Student/GradPath. A student FAQ can be found at <http://grad.arizona.edu/gradpath>.

Comprehensive Exam

The comprehensive examination is designed to assess your mastery and synthesis of knowledge garnered during your major and minor program. The exam is usually taken in the last semester of coursework or after all coursework has been completed. Each minor department has different requirements for the written comprehensive exam. Work closely with your major and minor advisors to organize a written comprehensive

exam plan. You may take the major and the minor written exams at different times. The oral exams include both the major (EDL) and minor.

Goals: For the Ed.D. - In both the written and oral comprehensive examination, you will demonstrate:

1. A deep understanding of foundational and contemporary educational leadership literature, models and theories.
2. An ability to apply educational literature, models and theories to practical leadership situations.
3. An ability to research a topic of interest and apply leadership theories to that topic.

For the Ph.D. – For the written exam, students must:

1. identify a research problem and analyze the problem using literature from Educational Leadership courses and the Minor program of study,
2. discuss findings of a pilot study conducted to examine that problem, written in the form of an article for submission to a refereed journal (if applicable from a research internship); and
3. provide a description of a study that could be completed to explore this problem or discuss a design for a larger follow-up study.

Timeline: You will submit the written exam to the advisor. If the advisor thinks that the exam is acceptable, you will be permitted to distribute copies to the other committee members. Committee members should be given at least 2 weeks to read the exam. The deadline for submitting the written exam is determined by your advisor and committee. Committee members give their feedback directly to the advisor who then notifies you as to whether you can schedule the oral comprehensive exam with them. Both the major and minor written examination must be completed **before** the oral examination can be scheduled. You are responsible for scheduling the exam with the EDL Graduate Coordinator.

Oral Comprehensive Exam: At least 4 weeks prior to scheduling the comprehensive oral exam, submit the **Comprehensive Exam Committee Form** electronically through GradPath. The Oral exam will be a minimum of 1 hour and a maximum of 3 hours in duration. All major and minor committee members must be present during the entire exam. The exam will cover the paper and content from any course that you have taken in the doctoral program. An understanding of research design and methodology necessary to complete a dissertation may be part of the exam. This is NOT a proposal meeting; however, your dissertation topic may be discussed.

After checking with your advisor and other committee members' schedules, set a time and date for the oral exam. Check with each of your committee members to determine whether there are particular issues or areas for which you should prepare. Schedule an exam room with the Graduate Coordinator *after you have confirmed a time and date of committee availability*. Complete the **Announcement of Doctoral Comprehensive Examination** form through GradPath at least two weeks prior to the exam.

After the exam, the committee chair submits the exam result containing your signature and the signatures of committee members to the Degree Certification Office in the Graduate College. At this time, you will be assessed a fee by the Graduate College to cover degree processing and dissertation processing/archiving, which is billed to your UA Bursar's account upon passing.

You must be enrolled for at least *3 units* during the academic semester in which you plan to take the exam.

Once you have passed your oral examination, you may begin registering for dissertation units (EDL 920). Once you have passed your comprehensive exam, **you must complete your degree within five years.**

Doctoral Dissertation Committee Form

After you have completed all of your coursework, passed your written and oral comprehensive exams, a **Doctoral Dissertation Committee Form** must be filed through GradPath at least one semester, or six months prior to the Oral Defense. If applicable, you must attach the letter from Human Subjects regarding authorization to conduct research.

Dissertation Proposal Meeting

The dissertation proposal meeting is held after the comprehensive oral examination and prior to the beginning of your study. You and your dissertation committee members will discuss your proposal. Usually, proposals consist of material related to the organization of the first three chapters of most dissertations: 1) Overview of dissertation; 2) Literature Review; and 3) Methodology.

It is important that you stay in close touch with your advisor during this time. In completing this step, you should:

1. Assemble a committee of eligible faculty members. Your committee must have at least 3 members. At least two of them must be EDL tenure or tenure-track faculty members. There must be no conflict of interest (e.g., employment, family or business connections).
2. Work with your advisor to choose the committee members that you want to serve on your dissertation committee. Usually, three major members from the preliminary exam are asked, and the minor members may waive their rights to be on the committee. However, more than three members may serve on your committee if you wish.
3. Obtain approval from your advisor to send your proposal to the other committee members.
4. Schedule a proposal meeting with the committee members. Obtain a **Dissertation Proposal Approval** form from the Graduate Coordinator and take it to the meeting for signatures. Return the form to the graduate coordinator after the form has been completed and signed by the committee.

Your proposal must be approved by your committee and the Human Subjects office prior to collecting data.

Human Subjects

You are required to complete Human Subjects training and become certified before you may submit your Human Subjects application. Visit <http://orcr.vpr.arizona.edu/irb> for more information. **You may not collect data until you have written notification of approval from Human Subjects Board.** Your advisor plays a critical role in preparation of an accurate and complete Human Subjects application. Your Human Subjects application needs to be approved by 1) a department representative (Rose Ylimaki, rylimaki@email.arizona.edu), 2) the department head and 3) the University committee. Expect to make revisions after each reviewer. Allow at least 4 – 6 weeks for your Human Subjects application to be approved

by the university committee. If you conduct research in a school district, you will need to complete the district review process as well. Consult with the district for criteria and guidelines.

Oral Defense of Dissertation

Once you have completed your written dissertation and obtained approval from your advisor, you may schedule your final oral defense with your committee. During the semester in which you defend your dissertation, you must be registered for a minimum of one unit only if you have already met all other program requirements, including the 18 dissertation units. If you have not completed all 18 dissertation units, you must be enrolled for a minimum of 3 units.

The oral defense may not exceed three hours.

To prepare for defending your dissertation, you should:

1. Prepare the penultimate copy of your dissertation and obtain your advisor's permission to send it to committee members.
2. Set up an oral examination date that is agreeable to committee members. This meeting may not take place until at least three months after your preliminary oral exam.
3. Prepare and submit an **Announcement of Final Oral Defense** form to committee members and minor committee members for approval, including those who are waiving involvement, and department chair. This form must be submitted at least ten working days prior to the exam through GradPath.
4. Provide a plan for sharing the results with the school or district that cooperated in the study, if appropriate.
5. Following the examination, make corrections in the dissertation as suggested by the committee members, and obtain remaining signatures on the **Approval Page Form**. Once approved, you will submit your dissertation electronically to the Graduate College. For instructions on submitting your dissertation, visit <http://dissertations.umi.com/arizona>. It is important that you adhere to the submission deadline in the semester in which you wish to graduate on the Graduate College's website at http://grad.arizona.edu/Current_Students/Deadlines.
6. It is customary to give a bound copy of the dissertation to your advisor and to the EDL department.

Student Annual Review

Student progress is reviewed annually. Continuation in the program is based on your academic progress, which is evaluated at the end of spring semester. You will be asked to complete a form that outlines your progress to date. Faculty will use your self-evaluation as part their assessment of your progress. See page 35 for the **Annual Student Self-Evaluation** form.

Incomplete Grades

The grade of **I** may be awarded only at the end of a term, when all but a minor portion of the course work has been satisfactorily completed. The grade of **I** is not to be awarded in place of a failing grade or when the student is expected to repeat the course; in such a case, a grade other than **I** must be assigned. Students should make arrangements with the instructor to receive an incomplete grade before the end of the term.

EDL faculty will use the **Report of Incomplete Grade** form as a contract with the student as to what course work must be completed by the student for the **I** grade to be removed and replaced with a grade. On the form, the instructor states: (1) which assignments or exams should be completed and when; (2) how this work will be graded; and (3) how the student's course grade will be calculated. Both the instructor and student sign this agreement and both should retain copies.

Continuous Enrollment /Leave of Absence /Readmission

You must enroll in at least three units of coursework each fall and spring semester until you complete your degree requirements. Once you have completed at least 63 units of coursework including 18 dissertation units, you may enroll for a minimum of one unit each semester until you complete the program.

If it becomes necessary to interrupt your studies, you must file a **Leave of Absence** form with the Graduate College. <http://grad.arizona.edu/system/files/absence.pdf> to download and complete the form.

If you do not maintain continuous enrollment and fail to file a leave of absence prior to the vacant semester, you must apply for readmission. Contact the EDL office to obtain a departmental **Application for Readmission** form and reapply for admission to the Graduate College at <https://apply.grad.arizona.edu/users>. Readmission is dependent upon advisor and department head approval.

Financial Aid Information

The College of Education also offers various types of financial aid, including scholarships, to graduate students for use in the following academic year. For information about availability and types of scholarships, current dates, deadlines, how to apply, and the online application, visit the College of Education financial aid website at <http://www.coe.arizona.edu/students/prospective/aid>.

The Graduate College financial aid web site provides a number of opportunities to students based on financial need, academic performance, membership in an underrepresented population, and other criteria. For information about qualifying for financial aid from the Graduate College, current dates, deadlines, and how to apply for financial aid through the Graduate College, visit <http://grad.arizona.edu/financial-resources>.

Convocation and Commencement

We hope that you and your family and friends will be able to celebrate your accomplishments in two ceremonies.

The College of Education **Convocation** is a smaller, more personal ceremony in which your advisor places the ceremonial hood on your shoulders. It takes place a day or two prior to the larger University commencement. Family and friends are invited to this ceremony. Tickets may be limited, depending on the number of graduates.

University of Arizona **Commencement** is a larger ceremony in which all university graduates and undergraduates from all colleges are recognized. Families and friends are also invited to this ceremony.

You will receive announcements about these two events, asked whether you will attend convocation, and provide an estimate of the number of family members and friends will be attending. Plan to rent or purchase regalia as soon as it becomes available at the UA Bookstore.

CHECKLIST: DOCTORAL DEGREE REQUIREMENTS

GENERAL DEGREE REQUIREMENTS -- ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE YES

- Were current catalog requirements followed?
- Were changes in name or addresses reported to Graduate Degree Certification?
- Did registration meet the minimum number of hours each semester (spring and fall - three graduate units, and summer session - one graduate unit)?
- Is the cumulative GPA 3.000 or higher?
- If undergraduate units were applied to the minor program (no more than six units), were they approved by the department?
- If TOEFL score was below 550, were all English courses specified by the English Placement Board completed?
- Did the department recommend change from provisional or international special status to regular graduate standing?
- Were deficiencies completed or cleared by the department?
- Was re-admission completed after a vacant spring or fall semester? (Exceptions: approved part-time status)
- Were all fees cleared by the Bursar's office?

GENERAL DEGREE REQUIREMENTS -- ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE NO

- Were any courses taken pass/fail? (graduate students may not take courses pass/fail)
- Were any courses repeated that are not designated as repeatable in the Graduate Catalog?
- Were more than 12 units taken as a non-degree student included on the program of study?
- Did any incompletes revert to E's after one year, or do any grades appear as Y on the transcript? (grade not reported)
- Did registration exceed the maximum number of units? (16 units spring or fall, including audit and undergraduate credit; summer session six units)

DOCTORAL DEGREE REQUIREMENTS--ANSWERS TO THE FOLLOWING QUESTIONS SHOULD BE YES

- Were all requirements completed within a 5-year period following the comprehensive oral examination (including transfer work)?
- Did the registration meet the minimum number of units (36 in the major and 9 in the minor, and 18 units of dissertation)?
- Were 30 units completed on campus?
- Were one-half the total units on the Doctoral Plan of Study in coursework graded A, B or C?
- Did all transfer units receive graduate level grades of A or B?
- Did the comprehensive oral examination committee consist of three members from the major and one member from the minor department?
- Were the written and oral comprehensive examinations completed within a six month period of each other?
- If a second attempt on the comprehensive examination was scheduled, did it receive the recommendation of the committee, endorsement of the department, and approval of the Graduate College?
- If a second attempt at the comprehensive examination occurred, did four months elapse between the first and second attempt?
- If the comprehensive examination committee exceeded five members, did the department head and you request permission to form such a committee?
- Did the department and the Graduate College approve advancement to candidacy before scheduling the final examination?
- Did three months elapse between the comprehensive oral and final examination?
- Did the final oral examination committee consist of three members of the major department (minor area may partially or fully waive representation)?
- Were all vacant semesters (semesters with no registration) approved by the department and reported to Graduate Degree Certification?
- Were you registered in all semesters in which exams were taken?
- Did you upload your dissertation at the Graduate Degree website?

Policies and Procedures

Delaying the Qualifying Examination

EDL policy is to have all first year doctoral students complete their qualifying examination during the second semester of their Cohort. On rare occasions and for extraordinary circumstances exceptions will need to be considered. The procedure in such cases is as follows:

1. The student, with support of the advisor, will petition the EDL faculty for a delay in the qualifying exam. The petition should contain the rationale for request for a delay.
2. If the EDL faculty approves the delay, the student will complete the written examination prior to the beginning of the third semester of doctoral study. The student may not enroll in third semester classes until the written examination has been successfully completed and approved.
3. The advisor and student will establish a written contract listing specific dates for the written and oral exam. The written paper is to be completed no later than August 1 of the current year and the oral examination completed no later than September 15.
4. The contract will be signed by all committee members and the department head and placed in the student's file.
5. It is the student's responsibility to make all the arrangements for the oral exam.

Grievance

Should a graduate student feel he or she has been treated unfairly, there are a number of resources available. With few exceptions, students should first attempt to resolve difficulties informally by bringing those concerns directly to the person responsible for the action, or with the student's graduate advisor, the department head, or the immediate supervisor of the person responsible for the action. If the problem cannot be resolved informally, the student may file a formal grievance. The **University Ombudsman** is also available to assist students with concerns or complaints.

Grievances that will be Reviewed by the Graduate College:

While the Graduate College is available to discuss any academic concern, only grievances that allege violation of a specific University rule, regulation, policy or practice will be considered for formal review as stated below. A grievance procedure is available to graduate students who have complaints that:

1. allege violation of a specific University rule, regulation, policy or practice;
2. are not remediable by other university grievance policies and procedures; and
3. are within the decision-making jurisdiction of the Graduate College.

The Associate Dean of the Graduate College or other delegate of the Dean of the Graduate College (hereinafter "Associate Dean") shall determine whether a complaint is within the decision-making jurisdiction of the Graduate College. Examples of complaints that are NOT suitable for formal grievance through the Graduate College are listed at the end of this section.

Grievance Procedure

To pursue a formal grievance, students must take the following steps:

1. If informal efforts to resolve the grievance have failed, students must file their written grievance complaint with the head of their academic unit. Such written complaint must be filed within 6 months of the incident that is the subject of the grievance. The grievance complaint must include a concise statement of the allegations that form the basis for the student's complaint, including a careful statement of the facts, the rule, regulation, policy or practice that was violated, a summary of the informal attempts at resolution, and a suggested remedy.
2. The academic unit head must review the grievance complaint and provide a written response to the student within 15 class days*. A student who wishes to appeal the unit head's response, must file a copy of the grievance complaint and the unit head's response with the Graduate College within 5 class days of receiving the unit head's response .
3. The Associate Dean (or designee) will then try to negotiate a resolution. If acceptable mediation of the grievance is not achieved within 15 class days of filing with the Graduate College, the student may request that it be forwarded to the Grievance Committee.
4. In accordance with the procedures set forth below, the Grievance Committee will hold a hearing and convey its recommendation to the Graduate Dean in writing within 15 class days of their final meeting. The Associate Dean will schedule the hearing date(s).
5. The Graduate Dean will render a final decision affirming, denying or modifying the Grievance Committee's recommendation within 15 class days following receipt of the recommendation.

* "Class days" exclude Saturday, Sunday, holidays, and days in which the University is not in session. All timelines refer to the first regular semester after the incident. Grievances are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Grievance Procedure Deadlines

In pursuing a formal grievance, students must take note of the necessary timeline for pursuing a formal grievance (Table 1). If a student adheres to this timeline, resolution of the grievance can be expected within about 65 class days of the student's written grievance complaint. If the Grievance Committee requires several meetings to reach a recommendation, more time might be required. Deadlines may be extended with the consent of the student, respondent, and/or the responsible party for the pending step in the process. Should there be an unavoidable delay at any step and the Graduate Dean determines that prompt disposition is not possible, he or she shall inform the grievant in writing.

The Graduate Grievance Committee

The Graduate Grievance Committee is a standing committee consisting of eight graduate students representing different academic units appointed by the Graduate and Professional Student Council (GPSC), four faculty members from the Graduate Council and twelve faculty members at large, appointed by the Graduate Dean. Faculty members serve three-year terms. Student members serve two-year terms. All terms are staggered.

To schedule a grievance hearing, the Associate Dean will select a subcommittee from the standing committee consisting of two students and four faculty members, at least one of whom is a member of the Graduate Council. This subcommittee is the hearing committee.

The Graduate Grievance Hearing

The Associate Dean of the Graduate College will arrange a time and place for a hearing. The hearing will be

closed to protect the privacy of the student. The hearing committee will select a chair. The chair will preside at the hearing and will rule upon all procedural matters. The formal rules of evidence will not apply, although objections to the introduction of specific statements or documents may be considered by the chair. Irrelevant, immaterial, privileged or unduly repetitious information will be excluded. The chair may establish reasonable limits upon the time allotted to the student and the department or academic unit for oral presentation and examination of witnesses.

All members of the hearing committee and all parties to the grievance will receive a copy of the grievance and the department's response. All parties may present evidence in the hearing. Committee members may question anyone presenting evidence during the hearing. Only evidence presented at the hearing and those documents submitted up to the time of the hearing will be considered in the adjudication of the grievance.

At the hearing, the student will first present his/her case to the hearing committee. He/she may present witnesses. The student may have one advisor present. That person will play an advisory role only and shall not present or participate in the presentation of the student's case at the hearing. If the student elects to have an attorney as an advisor, the Graduate College must be notified at least one week before the scheduled hearing.

The department or appropriate academic unit shall present its case before the hearing committee. Each party may question the other party or their witnesses. The student and the department or appropriate academic unit shall each have the right to rebuttal.

After each party has presented its case and left the hearing room, the hearing committee will begin its deliberations. Additional meetings of the hearing committee may be required for deliberation. Within 15 class days, the chair will communicate the hearing committee's recommendation to the Dean of the Graduate College who will render the final decision.

Some complaints that cannot be addressed through this procedure include:

- Allegations of gender (including sexual harassment), racial, ethnic, religious and sexual orientation discrimination; these are dealt with by the Affirmative Action Office.
- Grade appeals, procedures for which are available in General Catalog or from the Graduate College Information Desk. (Grade appeal procedures apply to course grades; appeals of comprehensive examination or oral defense results follow the general Graduate College Grievance Review Procedures.)
- Complaints against University employees and students that are covered by provisions of the University Handbook for Appointed Personnel ("UHAP"), the Staff Personnel Policy Manual ("SPPM"), and the Student Code of Conduct.
- Graduate College petitions requesting waivers of policy are not addressed through the general Graduate College Grievance Review Procedures; students may appeal denials of petitions by writing directly to the Dean of the Graduate College.

The University Ombudsperson is also available to assist students with concerns and complaints.

Table 1: Graduate Grievance Timetable

All timelines refer to the first regular semester after the incident. Grievances are not processed during the summer sessions unless the dean determines a case warrants immediate review.

	Steps	Time Limit
1.	Student submits written grievance complaint to Head of Academic unit	Within 6 months of incident
2.	Head of Academic unit responds in writing	15 class days
3.	To continue grievance beyond academic unit, student must file copy of complaint and unit head's response with the Graduate College	5 class days
4.	Associate Dean attempts to negotiate a resolution	15 class days
5.	If not resolved, hearing committee hears grievance and sends recommendation to Graduate Dean	15 class days after last Committee meeting
6.	Graduate Dean renders final decision	15 class days after receiving Committee recommendation

College Grade Appeal

A student may appeal a grade by using the following procedures. Where mentioned, the words college, dean, and department head are the department or college in which the course being appealed is offered. All timelines refer to the first regular semester after the semester or summer term in which the grade was awarded. Grade appeals are not processed during the summer sessions unless the dean determines a case warrants immediate review.

Written verification of each step below is critical. Steps three, five, and seven require the student to submit a written appeal. Therefore, either mail the appeal via return receipt or deliver it to the appropriate office and have a staff member verify the date and time of delivery. The dean's decision on whether or not the deadlines have been met is final. The dean has authority to extend the deadlines, but only in extraordinary circumstances shall the appeal extend beyond the first regular semester.

Step 1: Within the first five weeks of the semester, the student should discuss the concerns with the course instructor, stating the reasons for questioning the grade. If the instructor is a teaching assistant/associate and this interview does not resolve the difficulty, the student shall discuss the problem with the person in charge of the course.

Step 2: Within the first five weeks of the semester, the student shall go to the college dean's office to obtain any requisite forms and to review directions. The student must attest in writing that s/he has informed the instructor s/he intends to file a grade appeal.

Step 3: Within the first five weeks of the semester, the student shall carefully formulate an appeal in writing, and submit it to the instructor with a copy to the department head.

Step 4: Within two weeks from the date of receipt of the student's written statement, the instructor shall respond to the student in writing. The instructor should explain the grading procedures and how the grade in question was determined as well as other issues raised in the student's statement.

Step 5: If the instructor is not available or does not resolve the matter within the two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the department head.

Step 6: The department head has two weeks to consider the student's written statement, the instructor's written statement, and confer with each. The department head, who does not have the authority to change the grade, shall inform the instructor and the student in writing of his/her recommendation. If a grade change is recommended, the instructor may refuse to accept the recommendation. The instructor shall notify the department head and the student in writing of his/her decision.

Step 7: If the department head does not act on or resolve this matter within a two-week period, the student shall, within one week thereafter, readdress and submit the written appeal to the dean.

Step 8: The dean shall convene a committee to review the case. The committee consists of five members. Faculty representatives include one from the department of the instructor concerned, and two from closely related departments or colleges. The student council of the college provides two student representatives. Student representatives shall be full-time upper-division undergraduate students for appeals by undergraduate students or full-time graduate students for appeals by graduate students. If the college does not have an appropriate student council, the ASUA shall appoint the student members. All student members must be in good academic standing in that college.

Within the structure provided by the dean, the committee shall design its own rules of operation and select a chair other than the faculty representative from the department concerned. The student and instructor shall represent themselves. The committee may, or may not

- meet separately with the student, the instructor, and the department head
- request each party to submit a brief written summary statement of the issues, and/or
- interview other persons who have relevant information.

If feasible, the committee should meet with the student and the instructor together in an attempt to resolve the difference. The committee shall consider all aspects of the case before making its recommendation. The committee shall make a written report with recommendations and provide copies to the student, the instructor, the department head, and the dean.

Step 9: The dean shall make a final decision after full consideration of the committee's recommendation and within four weeks of receiving the student's appeal. The dean has the authority to change the grade and the registrar shall accept the dean's decision. The department head, the instructor, and the student shall be notified in writing of the dean's decision.

Grade Appeal Time Table

Prior to:	Complete steps:	Responsibility of:
Week 5	1, 2, and 3	Student
Week 7	4	Instructor
Week 8	5	Student
Week 10	6	Department Head/ Instructor
Week 11	7	Student
Week 15	8 and 9	Dean

Code of Academic Integrity

Principle

Integrity and ethical behavior are expected of every student in all academic work. This Academic Integrity principle stands for honesty in all class work, and ethical conduct in all labs and clinical assignments. This principle is furthered by the student Code of Conduct and disciplinary procedures established by ABOR Policies 5-308 through 5-404, all provisions of which apply to all University of Arizona students. This Code of Academic Integrity (hereinafter “this Code”) is intended to fulfill the requirement imposed by ABOR Policy 5-403.A.4 and otherwise to supplement the Student Code of Conduct as permitted by ABOR Policy 5-308.C.1. This Code of Academic Integrity shall not apply to the Colleges of Law or Medicine, which have their own honor codes and procedures.

Prohibited Conduct

Conduct prohibited by this Code consists of all forms of academic dishonesty, including, but not limited to:

1. Cheating, fabrication, facilitating academic dishonesty, and plagiarism as set out and defined in the Student Code of Conduct, ABOR Policy 5-308-E.6, E.10, and F.1.
2. Submitting an item of academic work that has previously been submitted without fair citation of the original work or authorization by the faculty member supervising the work.
3. Violating required professional ethics rules contained or referenced in the student handbooks (hardcopy or online) of undergraduate or graduate programs, or professional colleges.
4. Violating health, safety or ethical requirements to gain any unfair advantage in lab(s) or clinical assignments.
5. Failing to observe rules of academic integrity established by a faculty member for a particular course.
6. Attempting to commit an act prohibited by this Code. Any attempt to commit an act prohibited by these rules shall be subject to sanctions to the same extent as completed acts.
7. Assisting or attempting to assist another to violate this Code.

Student Responsibility

Students engaging in academic dishonesty diminish their education and bring discredit to the academic community. Students shall not violate the Code of Academic Integrity and shall avoid situations likely to compromise academic integrity. Students shall observe the generally applicable provisions of this Code whether or not faculty members establish special rules of academic integrity for particular classes. Students are not excused from complying with this Code because of faculty members' failure to prevent cheating.

Faculty Responsibility

Faculty members shall foster an expectation of academic integrity and shall notify students of their policy for the submission of academic work that has previously been submitted for academic advancement, as well as any special rules of academic integrity or ethics established for a particular class or program (e.g., whether a faculty member permits collaboration on coursework; ethical requirements for lab and clinical assignments; etc.), and make every reasonable effort to avoid situations conducive to infractions of this Code.

Student Rights

Students have the right to a fair consideration of the charges, to see the evidence, and to confidentiality as allowed by law and fairness to other affected persons. Procedures under this Code shall be conducted in a confidential manner, although a student has the right to an advisor in any appeal to a University Hearing Board under this Code.

Academic Integrity Procedures

I. Faculty-Student Conference

The faculty member of record for the course (i.e., responsible for signing the grade sheet) conducts these procedures. Faculty shall make sure that students receive notice and fair consideration of the charges against them. The faculty member must confer with the student within 15 academic days (hereinafter referred to as "days") of receiving evidence of a suspected violation of this Code, unless good cause is shown for an extension of no more than 30 days. The faculty member shall confer with the student in private, explain the allegations, present any evidence, and hear the student's response. If more than one student is involved in an incident, separate conferences are recommended but not required. When dealing with students who are unavailable for the conference, students not enrolled in the class, or graduate students, refer to the General Provisions. After the conference the faculty member shall decide, by a preponderance of the evidence, whether or not the student has committed an act prohibited by this Code. "Preponderance of the evidence" means that it is more likely than not that a violation of this Code occurred. If the evidence does not support a finding of a violation, the University will make no record of the incident in any University files. The student may continue in the class

without prejudice. If the evidence supports a finding that the student has engaged in misconduct, the faculty member shall impose sanctions after considering the seriousness of the misconduct, the student's state of mind, and the harm done to the University and to other students. In addition, the faculty member shall consider mitigating and aggravating factors in accordance with the provisions of ABOR Policy 5-308.H. A faculty member may impose any one or a combination of the following sanctions: a written warning, loss of credit for the work involved, reduction in grade, notation of the violation(s) on the student's transcript (temporary or permanent), or a failing grade in the course. The faculty member may also impose a sanction of suspension or expulsion from the program, department, college, or University. Within 10 days of the conference, the faculty member shall prepare a written decision outlining the charges, evidence, findings, conclusions and sanctions imposed. The faculty member should use the standard form entitled "Record of Faculty-Student Conference," and furnish copies to the student (as provided in the "Notice" section under General Provisions) and to all others as noted on the form, including the Dean of Students Office. See the General Provisions section for Grade Before Appeals.

II. Additional Sanctions for Multiple Violations

Multiple violations of this Code may subject students to additional sanctions, including suspension or expulsion at the discretion of the Dean of the student's College ("Academic Dean") or his/her designee. Students found responsible by a faculty member for a violation of the Code must immediately contact the Dean of Students Office to determine if they have multiple violations subjecting them to additional sanctions by their Academic Deans.

Upon receiving the Record of Faculty-Student Conference, the Dean of Students Office will notify the student and the Academic Dean of the existence of multiple violations. The Academic Dean will decide if any additional sanctions are to be imposed on the student as a result of multiple violations. The Academic Dean will convey this information to the faculty member, the student and the Dean of the college where the violation occurred ("Dean of the College"), as provided in the "Notice" section under General Provisions. The Academic Dean should use the form entitled "Sanctions for Multiple Violations," and outline the findings and conclusions supporting his/her decision for an additional sanction. If the case is appealed as set forth below, the Academic Dean will present the case for the additional sanction.

III. Appeal to Dean of the College

The student may appeal the faculty member's decision and sanctions to the Dean of the College or his/her designee. The student shall deliver the written appeal to the Dean of the College within 10 days of the date on which the notice of the decision is received. The Dean of the College may extend this filing period if the student shows good cause for the extension. If a student does not appeal within the time provided, the decision and sanctions of the faculty member will be final. Within 15 days of receiving the appeal, the Dean of the College shall review the faculty member's decision, sanctions and supporting evidence, and shall confer with the faculty member and the student. The Dean of the College shall have the authority to uphold, modify, or rescind the faculty member's decision and sanctions. If the Dean of the College finds:

1. that the conclusion of a violation is not supported by the evidence, then he/she shall render a finding of no violation and that the sanction(s) imposed be rescinded.
2. that the conclusion of a violation is supported by the evidence and the sanction imposed is appropriate, then he/she shall uphold the faculty member's decision and sanction(s).
3. that the conclusion of a violation is supported by the evidence, and the sanction(s) imposed are inadequate or excessive, then he/she shall modify the sanction(s) as appropriate.

The Dean of the College shall notify the student, the faculty member and the Dean of Students in writing of his/her decision as provided in the "Notice" section under General Provisions. The Dean of the College should use the form "Record of Appeal to Dean of the College" for this purpose. If the Dean of the College fails to act within the 15 day period, the student may, within 10 days thereafter, appeal to a University Hearing Board by

providing a written notice of appeal to the Dean of Students Office. If the Dean of the College decides no violation occurred, all reference to the charge shall be removed from the student's 4 University records, and the student may continue in the class without prejudice. If the semester has ended, the faculty member shall calculate the grade without the sanction. If work was not completed due to the academic integrity allegation, the faculty member and the student shall confer and a grade of "W" or "I" shall be assigned. If a grade of "I" is assigned, the student shall have the opportunity to complete remaining work without prejudice.

IV. Interim Action

1. The Dean of the College involved may suspend the student from one or more classes, clinics or labs for an interim period prior to resolution of the academic integrity proceeding if the Dean believes that the information supporting the allegations of academic misconduct is reliable and determines that the continued presence of the student in classes or class-related activities poses a significant threat to any person or property.
2. The Dean must provide a written notice of the interim suspension to the student, with a copy to the Provost. The interim suspension will become effective immediately as of the date of the written notice.
3. A student who is suspended for an interim period may request a meeting with the Provost or his/her designee to review the Dean's decision and to respond to the allegations that he or she poses a threat, by making a written request to the Provost for a meeting, including the student's dates of availability. The Provost or his/her designee will schedule the meeting no later than five (5) days following receipt of the written request and decide whether the reasons for imposing the interim suspension are supported by the available evidence.
4. The interim suspension will remain in effect until a final decision has been made on the pending academic misconduct charges or until the Provost, or his/her designee, determines that the reasons for imposing the interim suspension no longer exist or are not supported by the available evidence.

V. Appeal to University Hearing Board

The student may appeal any decision of the Dean of the College or the Academic Dean that imposes suspension or expulsion or provides for a notation on the student's transcript. The student may also appeal if the Dean of the College failed to act within the 15 day period. The Dean may grant the student the option to appeal if the sanction of a failing grade is imposed and the Dean believes reasonable persons would disagree on whether a violation occurred. The appeal must be filed within 10 days from receipt of the decision or the Dean of the College's failure to act, by providing written notice of appeal to the Dean of Students Office. If a student does not appeal within the time provided, the decisions of the Academic Dean, and the Dean of the College or the faculty member if the Dean of the College failed to act, will be final. The University Hearing Board shall follow the procedures set forth in the Student Disciplinary Procedures ABOR Policy 5-403.D. with the following modifications:

1. The Hearing Board shall be composed of three faculty and two students and shall convene within 30 days of the time the student files the appeal.
2. Wherever the term Vice President of Student Affairs appears, it shall be replaced with Senior Vice President for Academic Affairs/Provost. The Provost is empowered to change grades and the Registrar shall accept the Provost's decision. The Provost shall also notify the parties of the final decision.
3. Wherever the Dean of Students is indicated as presenting evidence or witnesses, it shall be replaced with the faculty member who made the charges or his/her representative. Additionally, the Academic Dean or designee may also present evidence to support sanctions for multiple violations.
4. The student may be assisted throughout the proceedings by an advisor or may be represented by an attorney. If the student is represented by an attorney, the faculty member may also be represented by an attorney selected by the University Attorney's Office.
5. The faculty member has the same right as students to challenge the participation of any Board member, as noted in the Student Disciplinary Procedures (5-403.D.3.f.).

6. The Board may, in its recommendations, address any egregious violations of process.
7. Sanctions for multiple violations will be recommended and presented to the Board by the Academic Dean or his/ her designee

General Provisions

Academic Days

“Academic Days” are the days in which school is in session during the regular fall and spring semesters, excluding weekends and holidays. If possible, Faculty-Student Conferences and appeals may be heard during the summer or winter break. The Dean of the College or Dean of Students may extend these time limits when serving the interests of a fair consideration or for good cause shown.

Advisor

An individual selected by the student to advise him/her. The advisor may be a faculty or staff member, student, attorney, or other representative of the student. The student will be responsible for any fees charged by the advisor.

Grade Before Appeals

Students must be allowed to continue in class without prejudice until all unexpired or pending appeals are completed. If the semester ends before all appeals are concluded, a grade of “I” shall be recorded until appeals are completed.

Graduate Students

In cases involving graduate students, faculty shall follow the procedures outlined for undergraduate students except that in all cases where the student is found to have violated this Code, the faculty member (and in the case of appeals, the Dean of the College or Hearing Board) shall notify the Associate Dean of the Graduate College.

Notice

Whenever notice is required in these procedures it shall be written notice delivered by hand or by other means that provides for verification of delivery.

Record

Whenever a sanction is imposed, the sanction and the rationale shall be recorded in the student’s academic file. It is recommended that the standard forms “Record of Faculty-Student Conference” and “Record of Appeal to Dean of the College” be used. These forms are available from the Dean of Students Office. Students may petition the Senior Vice President for Academic Affairs/Provost after five years from the semester of the determination or upon graduation, whichever occurs first, to have the record destroyed.

Rights and Responsibilities of Witnesses

Witnesses are expected to cooperate in any proceedings under this Code. The privacy of a witness shall be protected to the extent allowed by law and with consideration to fairness to the students charged and other affected persons. Retaliation of any kind against witnesses is prohibited and shall be treated as a violation of

the Student Code of Conduct or of other applicable University rules.

Students or Faculty Not Available For Conference

In cases where the student is not available, e.g., out of the area after final exams, the faculty member shall make every reasonable effort to contact the student through personal contact, telephone, University email, or mail to inform the student of the charges. If the faculty member is able to contact the student, the Faculty-Student Conference shall be scheduled as soon as both parties are available, e.g., at the beginning of the next semester. The student shall be given the grade of Incomplete until the conference is held. If either of the parties will not be available for an extended period, the Faculty-Student Conference shall be held via the telephone or by mail. If after several efforts, contact cannot be established, the faculty member may impose sanctions but must send a letter or copy of the "Record of Faculty-Student Conference" form via certified return receipt requested mail to the student's last permanent address outlining the charges, findings, conclusions and sanctions.

Students Not In Class

If students not enrolled in the class are involved in a violation of this Code, faculty shall file a Student Code of Conduct complaint with the Dean of Students Office.

EDUCATIONAL LEADERSHIP PROGRAM

Department of Educational Policy Studies & Practice DOCTORAL PROGRAM PLANNING DOCUMENT

This is ***not*** the official Degree Certification document required by the Graduate College. It is a helpful planning tool used to generate your official Plan of Study, the official document required by Degree Certification. ***Bring this completed form to your qualifying examination*** (electronic copies are available from the Administrative Associate).

Name	
Street Address	
City	
Work Phone	
Home Phone	
Email	

EDL Advisor			
Major	Educational Leadership	Program (Ph.D. Ed.D.)	
Minor			

Admissions:

Admitted to EDL Doctoral Program (Date)	
--	--

Qualifying Procedures:

1. Current vita / resume
2. Proposed plan of study and timeline
3. Paper.

Qualifying Examination (Date)	
--------------------------------------	--

Ed.D. Curriculum

1. EDL Major Core (24 units)

Semester	Grade	Units	Course #	Course Name
		3	EDL 620	Advanced Foundations of Educational Leadership: Theory, Research, & Practice
		3	EDL 621	Organizational, Operational, and Resource Leadership
		3	EDL 622	Research and Data-Based Decision Making
		3	EDL 623	Curriculum and Instructional Leadership
		3	EDL 625	Leadership for the School and the Diverse Community
		3	EDL 626	Leadership for Social Justice: Ethics and Law
		3	EDL 627	Leadership for Educational and Organizational Change
		3	TBD	Elective

2. Research Methods and Dissertation (27 units)

Ed.D: 9 units in research methods including 3 units of quantitative methods, 3 units of qualitative methods, and 3 units in an advanced quantitative or qualitative or methodology course. 18 units of Dissertation are required.

Semester	Grade	Units	Course #	Course Name
		3	TBD	Quantitative Research Methods
		3	EDL 605	Qualitative Research Methods
		3	TBD	Advanced Quantitative / Qualitative / Other Methods
		18	EDL 920	Dissertation

3. Minor Program _____ (12-15 units)

Minor Advisor _____

Semester	Grade	Units	Course #	Course Name

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TOTAL UNITS _____

Ph.D. Curriculum

1. EDL Core and Electives / Theory (24 units)

Semester	Grade	Units	Course #	Course Name
		3	EDL 620	Advanced Foundations of Educational Leadership: Theory, Research, & Practice
		3	EDL 621	Organizational, Operational, and Resource Leadership
		3	EDL 625	Leadership for the School and the Diverse Community
		3	EDL 627	Leadership for Educational and Organizational Change
		3	TBD	Theory
		3	TBD	Elective
		3	TBD	Elective
		3	TBD	Elective

2. Research Methods and Dissertation (12-15 units Methods, 1-3 units Internship and 18 Units Dissertation)

Ph.D.: minimum of 12 units in research methods including 3 units of quantitative methods, 3 units of qualitative methods, and 6 units in an advanced quantitative or qualitative or methodology course, 1-3 units Research Internship. Students who do not have an academic masters degree must take EDL 622. 18 units of Dissertation are required.

Semester	Grade	Units	Course #	Course Name
		3	TBD	Quantitative Research Methods
		3	EDL 605	Qualitative Research Methods
		3	TBD	Advanced Quantitative / Qualitative / Other Methods
		3	TBD	Advanced Quantitative / Qualitative / Other Methods
		1-3	EDL 699	Research Internship
		3	EDL 622	Research and Data-Based Decision Making
		18	EDL 920	Dissertation

3. **Minor Program** _____ (9-12)

Minor Advisor _____

Semester	Grade	Units	Course #	Course Name

TOTAL UNITS _____

EDUCATIONAL LEADERSHIP PROGRAM

Educational Policy Studies & Practice

ANNUAL STUDENT SELF-EVALUATION

You are required to complete an annual self-evaluation, the purpose of which is to assist you in making progress toward your academic goals, help faculty members provide better advisement and support, and contribute evidence of student progress for scholarship / fellowship eligibility. Your responses will be forwarded to your advisor; one copy will be placed in your file.

Please return the form to the graduate coordinator in education 321 by Monday, April 16, 2012.

Name _____ Advisor _____ Cohort _____

Current Contact Information: _____

Address

Email

School

Work Phone

Home or Cell Phone

Major / Minor Committee Members _____

Indicate the progress you have made in your program from May 200_ – May 200_, or in the time you've been here if less than one year:

EDL Units Currently Enrolled _____ Units Completed _____

Units Remaining to Complete Degree _____

Minor _____ Minor Units Currently Enrolled _____

Minor Units Completed _____ Minor Units Remaining to Complete Degree _____

Doctoral Plan of Study filed with the Graduate College? Yes _____ No _____

If Yes, Date Filed _____ If No, Date Anticipated to File _____

Advancement to Candidacy Form Filed? Yes _____ No _____

Work on dissertation: Proposal _____ Gathering data _____ Est. time to completion _____

Exams	Taken/passed	Scheduled (list date)	Planned (est. date)
Qualifying	_____	_____	_____
Written Comp	_____	_____	_____
Oral Comp	_____	_____	_____
Proposal accepted	_____	_____	_____
Dissertation defense	_____	_____	_____

1. What are your current plans for completing your program? Have your plans changed significantly since you entered the program? If so, how?
2. What changes if any have you made in your committee since your last exam? If changes have been made, have you notified your advisor and other committee members?
3. What progress have you made toward your degree in the past year? In what area would you like more support?

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**The University of Arizona
Report of Incomplete Grade**

College _____ Department _____

This form is to be completed by the instructor issuing the “I” grade, signed by all parties, and filed in the department with a copy to the student.

Student’s name _____ SID# _____

Year & Semester Enrolled _____

Course Number and Title _____ Credit hours _____

The student must complete and submit the following work by _____ (date).

The following work must be completed either by the above date or within one year for the “I” to be removed and replaced by the appropriate grade. Any exams to be taken and specific information for grading should be attached to the department copy of this form. The one year period starts on the last day of final exams of the term when the student was enrolled in the course. Thus, a student with an “Incomplete” grade for a course taken in Spring 2007 must submit the completed work no later than the last day of final exams for the Spring 2008 Semester. During the year that the “Incomplete” grade is active, **the student cannot re-enroll in the course to remove the “I.”** If the “Incomplete” grade is not replaced within one year, it changes to an “E.” Once the “I” has been replaced with a final grade, the student has the option of re-enrolling in the course and possibly using the Grade Replacement Opportunity (GRO). [Note: GRO policies differ for undergraduate and graduate courses.]

Describe what portion of the course remains to be completed and how the final grade will be determined after the required work has been completed and graded.

The University policy for issuing an “Incomplete” grade is stated in the University Catalogs. **An “Incomplete” can only be awarded at the end of the semester when all but a minor portion of the course has been satisfactorily completed, and when the student is unable to finish due to extremely unusual circumstances and/or exceptional hardship.** The grade of “I” is not to be awarded in place of a failing grade or when a student is expected to repeat the course; in such a case, the appropriate grade must be assigned. Students should make arrangements with the instructor to receive an “Incomplete” grade before the end of the semester. After the course work is completed, the appropriate grade will be submitted on a Change of Grade form to the Registration and Transcripts Office for processing.

Date _____ Student’s signature _____

Date _____ Instructor’s signature _____

5/26/04; revision approved by the Faculty Senate, 11/5/07

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EDUCATIONAL LEADERSHIP PROGRAM

Educational Policy Studies & Practice

QUALIFYING EXAM REPORT

Student Name: _____

Minor: _____

Date: _____

Committee Chair Checks an Exam Result:

Qualified for Selected Program:

_____ **Yes**

_____ **No**

Comments:

Major Committee

(student to type or neatly print committee members' names)

Initials

(committee to initial approval)

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DOCTORAL PLAN OF STUDY

This form must be completed through GradPath. The GradPath drop-down menu can be found on the UAccess Student Self-Service page.

A student FAQ can be found at **grad.arizona.edu/GradPath**.

1. You are responsible for submitting a Plan of Study to be filed with the Graduate College no later than the third semester of your program.
2. The Plan of Study identifies courses you intend to transfer from other institutions; courses already completed at The University of Arizona which you intend to apply toward the graduate degree; and additional course work to be completed in order to fulfill degree requirements.
3. Any transfer course work **MUST** be approved in advance to completing your Plan of Study. Please note that this is an additional form, also located in GradPath. Official transcripts may be requested by the Graduate College, should the transfer units were taken after your entry into the doctoral program.
4. Your Plan of Study must have the approval of your major and minor advisors and department heads before it is submitted to the Graduate College.
5. The form will be electronically routed for approval to the minor committee advisor and head before it is routed to the home department for approval. You are able to view the form as it is routed through for approval. We suggest that you follow up with the approvers, should you see that a form has been pending for more than 10 business days.

THE ORAL COMPREHENSIVE EXAMINATION FOR DOCTORAL CANDIDACY

Forms must be completed through GradPath. The GradPath drop-down menu can be found on the UAccess Student Self-Service page.

A student FAQ can be found at **grad.arizona.edu/GradPath**.

1. You must obtain approval in advance for special members to serve on your committee. Contact the Graduate Coordinator for information on how to request an outside committee member.
2. The written preliminary examinations must be passed before the oral examinations may be held. The written and oral portions of the preliminary examination shall take place within two successive semesters, not including summer sessions.
3. The committee chair will return the results of the examination to the Graduate Degree Certification office.
4. A second attempt to pass the preliminary oral must be recommended by the examining committee, endorsed by the major department and approved by the Graduate College. Four months must elapse between any first and second attempt.

EDUCATIONAL LEADERSHIP PROGRAM

Educational Policy Studies & Practice

DISSERTATION PROPOSAL APPROVAL

Committee member signatures attest to the appropriateness and accuracy of the proposal in content, format, design, grammar, instrumentation, referencing, and protection of subjects. After the dissertation proposal is approved and the form is appropriately signed, please submit this form with one copy of the approved proposal to the Administrative Associate, Educational Leadership, Room 321.

Name: _____

The Dissertation Committee met on _____ and approved the dissertation proposal.
(date)

MAJOR

All three members of the committee from the major department sign below if the proposal is approved.

Dissertation Director _____

Major Committee Member _____

Major Committee Member _____

MINOR

The minor division may waive participation in the dissertation preparation and final oral examination, unless the major division requests participation of one or two members from the minor division. **Therefore, members from the minor division should sign below and circle either Approved or Participation Waived.**

Circle one:

Minor Committee Member _____ Approved Participation Waived
Signature

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DISSERTATION COMMITTEE APPOINTMENT FORM

Forms must be completed through GradPath. The GradPath drop-down menu can be found on the UAccess Student Self-Service page.

A student FAQ can be found at **grad.arizona.edu/GradPath**.

1. Submit the Dissertation Committee Appointment form via GradPath no later than six months before you schedule the Final Oral Examination.
2. The diploma mailing address may **not** be a campus address. Use your permanent residence as your mailing address.

ANNOUNCEMENT OF FINAL DISSERTATION EXAMINATION

Forms must be completed through GradPath. The GradPath drop-down menu can be found on the UAccess Student Self-Service page.

A student FAQ can be found at **grad.arizona.edu/GradPath**.

1. You must be registered in the semester (with the exception of summer) in which the examination is held. A minimum registration of one unit of graduate credit is required for academic semesters.
2. You must submit the **Announcement of Final Oral Examination** form within ten business days of the scheduled exam date through GradPath.
3. Complete and print two copies of the **Approval Page Form**, which requires signatures of the dissertation director and committee members and bring them to your exam. The form is available at <http://coe.arizona.edu/epsp/gradresources>, under Sample Approval Page Form.
4. The dissertation director reports the results of the Dissertation Defense through GradPath, immediately following the exam.

DISSERTATION: ELECTRONIC SUBMISSION AND BOUND COPIES

Discussion of performance is initiated after the oral presentation and questioning and after the candidate and all visitors have left the room. Unless the CGS Representative deems otherwise, only the appointed members of the examining committee are present for the discussion and balloting. The discussion and ballot may result in one of the four alternatives:

1. **Unconditional Pass.** The committee agrees that the dissertation and defense are acceptable. The committee members and dissertation director then sign the *Notice of Completion of Final Examination and Dissertation Requirements*, indicating “Pass.” The dissertation director signs a second time in the appropriate space, certifying that the dissertation is satisfactory and has been accepted by the Committee.
2. **Pass with Minor Dissertation Revision.** The committee agrees that the defense is acceptable but that the dissertation still requires revision. The committee members and dissertation director then sign the *Notice of Completion of Final Examination and Dissertation Requirements*, indicating “Pass,” but the dissertation director withholds the signature certifying approval of the dissertation pending satisfactory revisions and corrections.
3. **Pass with Major Dissertation Revision.** The committee agrees that the defense is acceptable, but the dissertation requires substantial revision. In this case, the committee members and dissertation director mark “Pass” on the *Notice of Completion of Final Examination and Dissertation Requirements*, but the director withholds signing off on the dissertation. Such signing may take place only after the committee members have examined and approved the revised dissertation.
4. **Failure.** If the dissertation and/or its defense are not acceptable, the candidate fails. The *Notice of Completion of Final Examination and Dissertation Requirements* form is marked “Fail” and signed by the committee members and dissertation director. If the committee foresees the possibility that the student can revise the dissertation in a way that might eventually be acceptable, it may recommend a reexamination. The Dean of the Graduate College and Vice President for Research makes the decision as to whether to allow a second examination.

Upon successful completion of the Final Oral Defense Examination, you must submit your dissertation electronically. For instructions on completing this step, visit <http://grad.arizona.edu/academics/degree-certification/diss-theses/manuals>

EDL also requires that you submit two bound copies, one to your advisor and one to the department.

Student Center: GradPath

Frequently Asked Questions



What is GradPath?

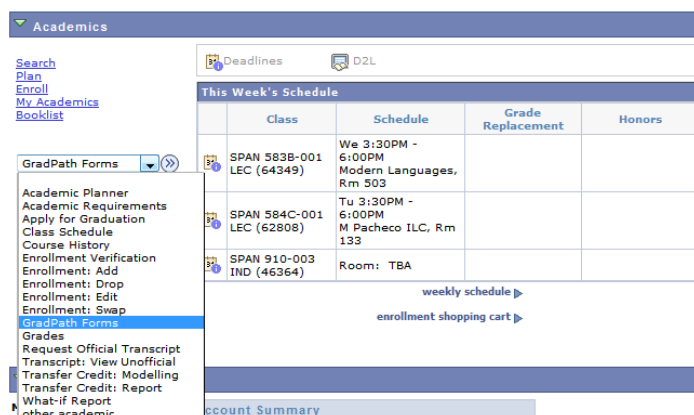
It is the Graduate College's new system for electronic processing of degree certification forms, which allows students to complete and submit forms online through UAccess Student. GradPath also includes an automated workflow engine that routes the electronic forms to everyone who needs to see or approve them.

What if I've already submitted some forms on paper?

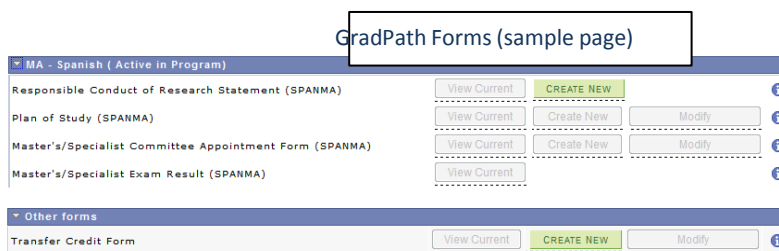
The forms are on file and do not have to be re-submitted electronically, but are not visible in GradPath, which you will use for your next form. If paper forms were submitted, the system picks up at the next step.

How do I navigate to the forms in UAccess Student?

In the Academics section click the dropdown and select GradPath forms.



You are first directed to the landing page, which contains links and other helpful information. From there, click the GradPath Forms link.



What is the Responsible Conduct of Research Statement?

This is the first form you must complete in GradPath and you cannot open the next form you need until this is completed. To see the form, click Create New. Make sure you've read the **General Information** section. Then, in the **Certified** section, read the statement and check the box.

This form does not require any approvals; once submitted you are immediately able to access the next applicable form. To return to your forms page, click the **Return** button.

Why are some buttons grayed out?

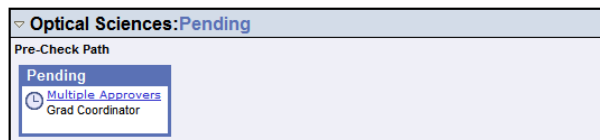
The forms can only be submitted in a controlled sequence. You cannot create a new form if there are prior

forms that have not been submitted and approved. In addition, modify is only available once a form has been approved.

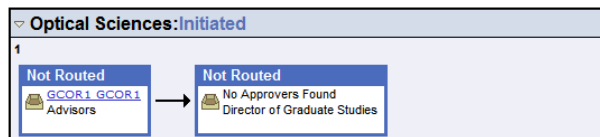
How do I know who my form is being routed to or where it is in the process?

This information is visible in the Workflow Approval Path, which displays at the bottom of the form as soon as you Submit. You can also go to any form and View Current to see the path.

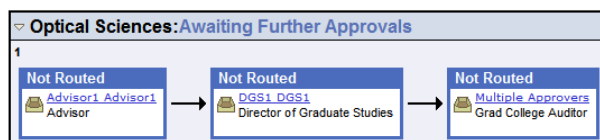
Pre-check Stage



Approval for Minor(s)



Approval for Major



The Workflow Approval Path shows you where the form has been, the action taken, and where it's going. Approvals progress through all the routing in a section before progressing to the next, and each section has at least one approval group. The approval group may contain a single name or may have multiple approvers. Click on the blue link in any approval group to see more details regarding the person/people in the group.

Note: The Pre-check Stage section displays if the program has asked that the Graduate Coordinator be sent notification of the form's submission. Many departments choose to have forms go directly to the faculty for approval and thus skip this pre-check stage.

I'm filling out my Plan of Study and my committee member is not listed. What do I do?

Contact your Graduate Coordinator so the committee member can be added.

Who do I contact if I have questions?

Please contact the degree auditor for your program. On the Graduate College website, identify your auditor by referring to the [Find Your Degree Auditor](http://grad.arizona.edu/academics/degree-certification/find-auditor) page (<http://grad.arizona.edu/academics/degree-certification/find-auditor>).