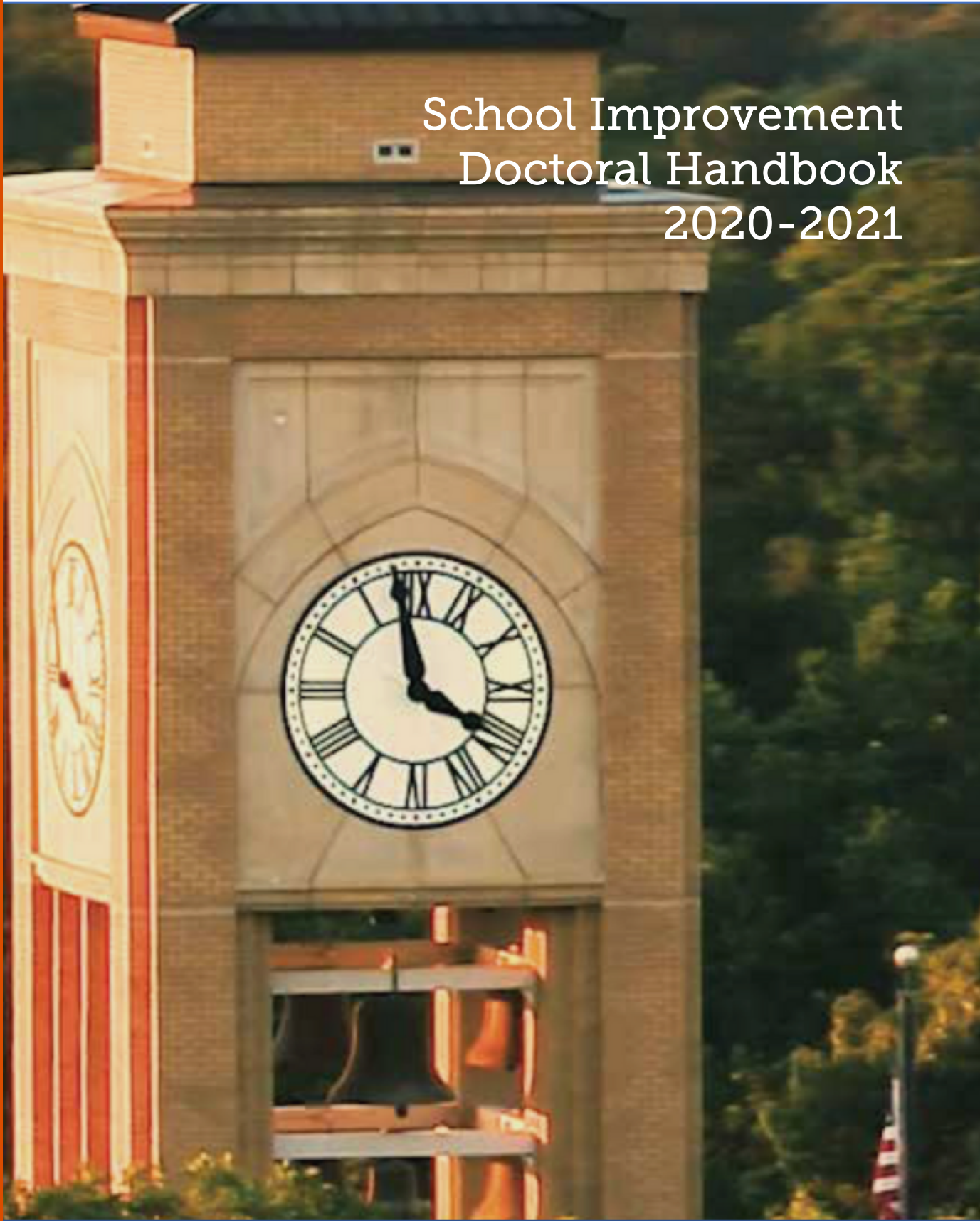


The University of Texas at Tyler

School Improvement
Doctoral Handbook
2020-2021



College of Education & Psychology
School of Education

3900 University Blvd. Tyler, TX 75799 • 903.566.7055

The University of Texas at Tyler
College of Education & Psychology

School of Education (BEP 247)

3900 University Blvd. Tyler, TX 75799

Ed.D. in School Improvement

Program Established in 2020

Doctoral Program Handbook

Phone 903.566.7055

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CEP Website <https://www.uttyler.edu/educpsych/>

SOE Website <https://www.uttyler.edu/education/>

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Welcome!

Congratulations on your acceptance into the School Improvement doctoral program in the College of Education and Psychology at the University of Texas at Tyler. The Ed.D. in School Improvement degree is designed with a Texas *public school* emphasis to meet the demands of education today, specifically in the areas of school improvement and school turnaround.

Graduates of the doctoral program often pursue leadership positions in public school districts, higher education, state or federal agencies, or the private sector. The Ed.D. degree is an online doctoral program delivered in a seminar or professional learning community format, providing flexibility for working students as well as personal interaction with UT Tyler faculty. Each Summer there is a 1-week mandatory seminar.

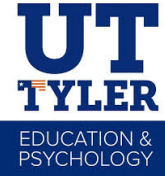
Applicants for the School Improvement doctoral program may have completed a master's degree in Education Leadership, Curriculum and Instruction, or other related degree. However, we recognize that those with master's degrees from other disciplines that support public school or higher education settings help us create cohorts of students that reflect those involved in the school improvement process.

Prerequisites for success include a demonstration of strong academic attainment, polished technical writing skills, potential scholarship ability, leadership abilities, and commitment to data-driven education.

If you have any questions about this program, you can contact the Office of Graduate Studies or the Doctoral Program Co-Coordinator, Dr. Michael Odell (modell@uttyler.edu) or Dr. Yanira Oliveras-Ortiz (yoliverasortiz@uttyler.edu).

Once again, congratulations on your acceptance in the School Improvement doctoral program at the University of Texas at Tyler.

Note: This handbook is subject to change. Updates will be available on the College of Education and Psychology Website and the EdD in School Improvement Information Canvas course. This is not a catalog and all current policies and procedures are found in the [University Catalog](#). Students are responsible for knowing and acting in accordance and compliance with UT Tyler's Policies & Procedures.



**Be an Architect of
Human Potential**

Dean's Welcome

The Japanese use the word "kaizen" to represent the philosophy of constant and never-ending improvement. This term could easily represent the foundation of The University of Texas at Tyler's EdD in School Improvement. Our program is about identifying areas within schools that impact student achievement and strategically making them better. An approach in which school functions are consistently improved upon has the outcome of excellence.

This doctorate is more than just addressing school turnaround, but that is a part of understanding school improvement. Low-performing schools have specific needs, and creating targeted scientifically-based solutions for academic achievement are needed for improvement. The faculty working in our program have addressed issues of school turnaround, and their experience provides a stronger understanding of the process.

Regardless of working at a school rated as an A or F, improvement needs to occur. A low-performing school is often easier to change because there are a number of obvious needs, but failing to make improvements in a high-performing school leads to stagnation. The importance of kaizen cannot be overstated, and working together to improve all education is a goal we can all pursue.

Respectfully,

Wesley Hickey, Ed.D.

Dean, College of Education and Psychology

COLLEGE OF EDUCATION AND PSYCHOLOGY

Core Purpose

To prepare competent, caring, and qualified professionals in the fields of education, psychology and counseling and to advance the knowledge base in our respective disciplines.

Vision

The College of Education and Psychology is nationally recognized and respected for its academic programs and opportunities. It is a center of academic excellence, scholarly inquiry, and public service. The College prepares leaders to meet the critical challenges of the 21st Century, to make significant contributions to local and global communities, and to work toward individual and cultural equity.

Mission

The mission of the College of Education and Psychology is to provide a positive environment that fosters the acquisition of knowledge and skills. The mission is individually and collectively realized through a community of scholars that contributes to knowledge through scholarly inquiry, organizes knowledge for application, understanding and communication, and provides leadership and service. Additionally, the College is committed to affirming and promoting global perspectives, cultural diversity, social justice, ethical practice and respect for individual differences as a means of enhancing learning, service, leadership and scholarship.

[College of Education and Psychology Strategic Plan 2020-2021](#)

[College of Education and Psychology Vision 2025](#)

[UT Tyler Status Report 2017-2018](#)

SCHOOL OF EDUCATION

Director's Welcome

Welcome to the School of Education! The faculty and staff of the School of Education serve as architects of human potential. We combine a strong academic program with practical preparation in the field to prepare future teachers, educational leaders, and educational diagnosticians to meet the unique and diverse needs of today's learners. Our faculty have a robust presence within the university, state, and nation with several winning prestigious local, state and national awards for teaching, research, and service.

As teachers, scholars, and community members, we champion the core values of respect, responsibility, teamwork, collaboration, and excellence.

- Respect - We value, support, promote and encourage diversity, equity, acceptance, and community.
- Responsibility - We take seriously our charge for making a difference in teaching, service, and research and promoting educational equity and access.
- Teamwork - We encourage and value interdisciplinary and collaborative endeavors, within and outside of our college, institution, state, and beyond.
- Excellence - We are committed to continuous improvement in our teaching, service and scholarship that promote excellence

The faculty and staff of the School of Education wish you a successful academic year!

Frank Dykes, Ed.D.
Director, School of Education

SCHOOL OF EDUCATION

Vision

Become a leading Educator Preparation Program in East Texas and beyond.

Mission

Prepare the next generation of educators for the ever-increasing demands of a diverse, complex, and changing world by engaging students in high-impact teaching, research, and service opportunities shaped to advance the educational, economic, technological, and public interests of East Texas and beyond.

Core Values

As teachers, scholars, and community members, we champion the core values of respect, responsibility, teamwork, collaboration, and excellence.

- **Respect.** We value, support, promote and encourage diversity, equity, acceptance, and community.
- **Responsibility.** We take seriously our charge for making a difference in teaching, service, and research and promoting educational equity and access.
- **Teamwork.** We encourage and value interdisciplinary and collaborative endeavors, within and outside of our college, institution, state, and beyond.
- **Excellence.** We are committed to continuous improvement in our teaching, service and scholarship that promote excellence.

Goals

The goals of the School of Education, which are consistent with the College of Education and Psychology Vision 2025 and the University of Texas at Tyler's Strategic Plan, are designed to advance the school's mission and vision in dynamic and constructive ways.

[School of Education Strategic Plan](#)

DOCTOR OF EDUCATION IN SCHOOL IMPROVEMENT

The UT Tyler Ed.D. in School Improvement will provide Texas educators the option to complete an online doctoral program that is a unique opportunity for educators to develop a deep understanding of change theory, foundations of school improvement, and issues of diversity. The program will facilitate the transfer of theoretical constructs and understanding to practice.

Our primary method of delivery is in an online environment. Students will be required to attend an annual summer face-to-face seminar where they will have the opportunity to collaborate with their classmates and the Ed.D. faculty.



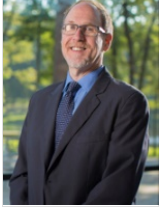



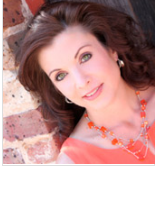

The goals of the Ed.D. in School Improvement are to:



- Produce the next generation of educators who understand the philosophical and historical perspectives of school reform, diversity, learning opportunities for all, and can address educational issues using a variety of strategies.
- Develop critical reasoning and a deep understanding of improvement science and change theories to address challenges in school improvement contexts. This will include the skills to provide transformative leadership to schools that are failing, at risk of failing or are seeking ways to continuously improve to meet academic, social, and emotional standards.
- Provide opportunities to develop doctoral students' ability to approach challenges in innovative data-driven ways, including the use of interdisciplinary teams, as well as expand their problem solving, creative design, communication, and collaboration skills.
- Conduct research of practice and responsiveness to improve teaching and learning experiences, counseling and support services, school leadership, educational organizations and structures, and all other educational disciplines.

SCHOOL IMPROVEMENT FACULTY











The faculty of the School Improvement Doctoral Program are professional educators who bring their public-school improvement experiences to the program. Our faculty have served as teachers, assistant principals, principals, coordinators, directors, assistant superintendents, and superintendents in various school districts and as school improvement consultants. Their field-based understandings combined with active research agendas make for the best possible learning opportunities as students seek to become educational leaders who will make a difference in schools, school districts, and local communities.

Core Faculty

 <p>Ed.D. Program Co-Coordinator</p>	<p><u>Michael Odell, Ph.D.</u> Roosth Endowed Chair, Professor of STEM Education</p> <p>Executive Director, Ingenuity Center</p> <p>Email: mmodell@uttyler.edu Phone: 903.566.7132 Office: HPR 263</p>	 <p>Ed.D. Program Co-Coordinator</p>	<p><u>Yanira Oliveras-Ortiz, Ph.D.</u> Associate Professor, Assistant Director, School of Education</p> <p>Email: yoliverasortiz@uttyler.edu Phone: 903.565.5639 Office: BEP 238</p>
	<p><u>Frank Dykes, Ed.D.</u> Director, School of Education Professor of Special Education</p> <p>Email: fdykes@uttyler.edu Phone: 903.565.5772 Office: BEP 247</p>		<p><u>Wesley Hickey, Ed.D.</u> Dean of the College of Education & Psychology and Professor</p> <p>Email: whickey@uttyler.edu Phone: 903.565.5669 Office: BEP 223</p>
	<p><u>Teresa Kennedy, Ph.D.</u> Professor, International STEM and Bilingual/ELL Education</p> <p>Email: tkennedy@uttyler.edu Phone: 903.566-7448 Office: BEP 229F</p>		<p><u>Kouider Mokhtari, Ph.D.</u> Associate Provost for Research and Scholarship, Anderson-Vukelja-Wright Endowed Professor and Professor of Literacy</p> <p>Email: kmokhtari@uttyler.edu Office: STE 312</p>
	<p><u>Julie Delello, Ph.D.</u> Associate Professor and Director, Center for Excellence in Teaching and Learning</p> <p>Email: jdelello@uttyler.edu Phone: 903.566.7489 Office: BEP 235</p>		<p><u>Annamary Consalvo, Ph.D.</u> Associate Professor of Literacy</p> <p>Email: aconsalvo@uttyler.edu Phone: 903.565.5576 Office: HPR 267</p>

	<p><u>Christopher Thomas, Ph.D.</u> Assistant Professor of Education Email: cthomas@uttyler.edu Phone: 903.566.7171 Office: BEP 204A</p>		<p><u>Dr. Jo Ann Simmons</u> Superintendent University Academy and Coordinator, Superintendent Program Email: josimmons@uttyler.edu Phone: 903.730.3988 Office: University Academy</p>
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Supporting Faculty

	<p><u>Eric Stocks, Ph.D.</u> Professor of Psychology Email: estocks@uttyler.edu Phone: 903.565.5637 Office: HPR 224</p>		<p><u>John Lamb, Ph.D.</u> Professor of Mathematics Education Email: jlamb@uttyler.edu Phone: 903.566.7390 Office: BEP 248C</p>
	<p><u>Gina M. Doepker, Ph.D.</u> Associate Professor of Literacy Education Email: gdoepker@uttyler.edu Phone: 903.566.6206 Office: HPR 265</p>		<p><u>Joanna Neel, Ed.D.</u> Associate Professor of Elementary Education Email: jneel@uttyler.edu Phone: 903.565.5750 Office: HPR 268</p>
	<p><u>Jessica Rueter, Ph.D.</u> Associate Professor of Special Education Email: jrueter@uttyler.edu Office: BEP 240</p>		<p><u>Robert Stevens, Ed.D.</u> Professor of Education Email: rstevens@uttyler.edu Phone: 903.566.7315 Office: BEP 237</p>
	<p><u>Woonhee Sung, Ed.D.</u> Assistant Professor of Instructional Technology Email: WSung@uttyler.edu Phone: 903.566.7175 Office: BEP 243</p>		<p><u>Colleen Swain, Ph.D.</u> Associate Provost for Undergraduate and Online Education, Professor of Education Email: cswain@uttyler.edu Phone: 903.565.5898 Office: STE 313</p>
	<p><u>Staci Zolkoski, Ph.D.</u> Assistant Professor of Special Education Email: szolkoski@uttyler.edu Phone: 903.565.5612 Office: BEP 241</p>		<p><u>Gary Miller, Ed.D.</u> Associate Professor of Educational Leadership Email: gmler@uttyler.edu Phone: 903.565.5675 Office: BEP 247F</p>

ED.D. IN SCHOOL IMPROVEMENT

Admission Requirements

To be admitted to the Ed.D. in School Improvement program, a prospective student must:

- Hold a master's degree in an education related field from a regionally or nationally accredited institution.
- Have at least three years of experience in education (record of service)
- Write and submit an essay related to a school improvement problem of practice limited to 1,000 words.
- Submit a resume in .pdf or Word format.

Program Coordinators

Dr. Michael Odell
HPR 263
903.566.7132
modell@uttyler.edu

Dr. Yanira Oliveras-Ortiz
BEP 238
903.565.5639
yoliverasortiz@uttyler.edu

For admission information, contact the School of Education Graduate Admissions Coordinator at SOEgraduate@uttyler.edu.

The Office of Graduate Admissions, STE 345
The University of Texas at Tyler
3900 University Blvd
Tyler Texas 75799
You may also email the graduate school ogs@uttyler.edu

Overview of Degree Requirements

All students must complete a total of 60 doctoral-level credits in the following component areas:

School Improvement Major - 30 hours
Research and Statistics - 15 hours
Dissertation in Practice - 12 hours
Summer Residency - 3 hours

A student may transfer a maximum of 12 semester hours of graduate credit in which a grade of "B" or better has been earned from approved institutions. Transfer credit must be approved by the Ed.D. Program Directors. Transfer credit cannot be approved unless an official transcript of all transfer work is on file in the Office of Graduate Studies. Transfer credit should be evaluated and approved prior to the completion of the degree plan.

COURSE DESCRIPTIONS

60 CREDIT HOURS

School Improvement Courses (30 hours)

EDSI 6311 – Data-Driven Planning for School Improvement

This course is focused on developing an understanding of educational improvement initiatives; exploring the application of knowledge to formulate objectives and implementation strategies to lead systemic school improvement efforts; and examine strategic plans that promote long-term improvement for educational systems at the district, school, and classroom levels.

EDSI 6312 – The Study and Application of Improvement Science

A course focused on the study and application of principles and practices of improvement science to enhance teaching practices, raise student performance, and reduce the achievement gaps.

EDSI 6313 – School Improvement and Accountability Models

This course is designed to examine Texas, national and international educational change models; analyze the sustainability and effectiveness of the models; and the survey the impact of these models on school improvement efforts. Additionally, the course explores current school accountability models, systems, and strategies at the national, state, and local levels, including the Texas and locally developed school accountability systems.

EDSI 6314 – Research-Based Pedagogies for School Improvement

This course examines the analysis and use of research-based pedagogies by critically reviewing previous and current learning theories and instructional practices that have proven to support school improvement.

EDSI 6320 – Leading Critical Conversations for School Improvement

This course employs an interdisciplinary approach to examine how educational leaders can determine, promote, support, and achieve successful, systematic school improvement through the use data and meaningful feedback, and the implementation of systems to monitor the teaching and student learning. Furthermore, the course explores the skills needed to engage in critical conversations and conflict resolution while enacting change and creating a culture of continuous improvement.

EDSI 6321 – Support Systems for Job-Embedded Professional Learning

This course focuses on the design, implementation and evaluation of effective professional learning and development programs to promote school improvement. The course will also explore the use of observation data to design teacher-centered professional development that applies research-based andragogy and the tenants of high qualify professional learning.

EDSI 6322 – Culturally Responsive Practices for School Improvement

This course is focused on strategies to meet the needs of evolving diversity of public-school settings and developing school cultures that promote high achievement. This includes awareness of self, cultural responsiveness, and sensitivity about cultures, concepts and methods in society, communities and in educational settings while exploring the challenges faced by educational leaders in an increasingly diverse society.

EDSI 6323 – Effective Coaching Skills for School Improvement Teams

This advanced course explores and define instructional coaching philosophies and focuses on the development of the individual's coaching and communication skills.

EDSI 6330 – School Culture and Community Engagement for School Improvement

This course examines methods to establish a plan and systems to authentically engage the community in the school improvement process while establishing a school culture of continuous improvement. The community engagement plan will include but will not be limited to systems to enhance communication with parents and other stakeholders, and how to turn community supports into advocates.

EDSI 6331 – Educational Policy and School Improvement

A course focused on the development and analysis of education policy, and policy's influence on schools and school improvement efforts.

Educational Research Methods (15 hours)

EDRM 6350 – Program Evaluation in the Education Setting

A course designed to introduce program evaluations and mixed-methods research design. This includes mixed methods research methods and methodology focused on the design and implementation of research that combines qualitative and quantitative data collection and analysis within educational research contexts. This includes survey research as practiced in education. The course examines methods and procedures for conducting effective evaluation of educational programs.

EDRM 6351 – Design-Based Implementation Research

A course designed to introduce design-based implementation research as a method to design, sustain and evaluate programs in education. The course will focus on the use of the approach to ground systematic inquiry and build capacity to engage in continuous improvement while adhering to the four principles of design-based implementation research.

EDRM 6352 – Quantitative Research Methods in the Education Setting

This course focuses on the field of quantitative research and statistics. It focuses on the stages of quantitative research including the development of educational research questions, research designs, conceptual frameworks, methodological stances, data collection and analysis, statistics, and instrument design, and implementation in education settings. The course will focus on the interpretation and use of quantitative

data with emphasis on the implications for school improvement, educational policy and research design.

EDRM 6353 – Qualitative Methods in the Education Setting

A course focused on the field of qualitative research and foundational philosophies of and approaches to qualitative research in educational settings. In this course, students explore the stages of qualitative research including the development of educational research questions, research designs, conceptual frameworks, methodological stances, data collection and analysis and instrument design and implementation in education settings.

EDRM 6354 – Design-Based Implementation Research II

An advanced course designed collaborative projects focused on persistent problems of practice, while developing theory and knowledge related to learning and the implementation of systematic inquiry. The course will also focus on the development of capacity for sustaining school improvement.

School Improvement Summer Residency (3 hours)

EDSI 6370 – School Improvement Policy Residency

The course will give students the opportunity to meet with school improvement policy makers, state leaders and other educational organization representatives to explore the issues and policy critical to quality, stability, change in teaching, curriculum and school organization, toward the aim of fundamental reform for school improvement.

Dissertation/Dissertation in Practice (12 hours)¹

- EDSI 6160 – Dissertation (2 hours)²
- EDSI 6161 – Dissertation (3 hours)²
- EDSI 6162 – Dissertation (1 hour)
- EDSI 6360 – Dissertation (6 hours)

Students will be required to attend an annual five-day summer workshop. The workshops will be structured like a conference with a range of sessions depending on the students' cohorts. The focus of the workshops will be a combination of core skills to succeed in a doctoral program and motivational sessions. As students progress through their program of study, they will have the opportunity to attend sessions focused on the development of a research proposal and research-based practices to succeed in writing and defending a dissertation.

¹ Once students complete the required 12 credit hours of dissertation or dissertation in practice, the student will be required to register for 1-credit per semester until the successful completion of the dissertation.

² The summer dissertation sessions will be face-to-face and will be scheduled during the required annual summer workshop. All other 1-credit dissertation courses will be online synchronous courses.

Course Sequence

Year 1	
Fall	
EDRM 6352	Quantitative Research Methods in the Education Setting
EDRM 6353	Qualitative Methods in the Education Setting
Spring	
EDRM 6350	Program Evaluation in the Education Setting
EDSI 6312	The Study and Application of Improvement Science
EDSI 6160	Dissertation (synchronous)
Summer	
EDRM 6351	Design-Based Implementation Research
EDSI 6313	School Improvement & Accountability Models
EDSI 6160	Dissertation (face to face)
Year 2	
Fall	
EDSI 6320	Leading Critical Conversations for School Improvement
EDSI 6314	Research-Based Pedagogies for School Improvement
EDSI 6160	Dissertation (synchronous)
Spring	
EDSI 6321	Support Systems for Job-Embedded Professional Learning
EDSI 6311	Data-Driven Planning for School Improvement
EDSI 6160	Dissertation (synchronous)
Summer	
EDSI 6323	Effective Coaching Skills for School Improvement Teams
EDSI 6322	Culturally Responsive Practices for School Improvement
EDSI 6160	Dissertation (face to face)
Year 3	
Fall	
EDRM 6354	Design-Based Implementation Research II
EDSI 6330	School Culture & Community Engagement for School Improvement
EDSI 6160	Dissertation (synchronous)
Spring	
EDSI 6331	Educational Policy and School Improvement
EDSI 6360	Dissertation
Summer	
EDSI 6370	School Improvement Policy Residency (face to face)
EDSI 6360	Dissertation ³

³ Students who complete 9 hours of dissertation and will be required to register for 1-credit per semester until the successful completion of the dissertation.

PROGRAM REQUIREMENTS & POLICIES

Time Limitation

The Ed.D. in School Improvement is a cohort program and students are expected to progress through the program as part of their assigned cohort. The program allows students complete rigorous doctoral study while maintaining full-time employment as a professional. Candidates may complete the entire program in as few as 3 years. All degree requirements must be completed within ten calendar years from the date of admission to the doctoral program. No coursework that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree.

Time Extension

When extenuating circumstances warrant, the Dean of The Graduate School may grant an extension for one year. The student must submit a written request to the dissertation advisor and obtain approval from both the major advisor/dissertation chair and the program's graduate director, who forwards the request to the Dean of The Graduate School. Final approval of the request rests with the Dean of The Graduate School.

Transfer Credit

With advisor recommendation and program coordinator approval, a student may transfer a maximum of 12 semester credit hours from another regionally accredited institution of higher education toward the doctoral degree. Hours transferred into an Ed.D. program should represent credit earned after the award of the master's degree. Only credit with a grade of "B" or better may be transferred. Credit earned more than six calendar years before admission to the program will not be accepted for transfer. Approved courses will be posted on the degree plan. Under no circumstances may a student transfer more than 12 hours toward the doctoral degree.

Course Related Travel

UT Tyler is committed to your success in completion of your doctorate. Each summer you will be required to attend a 1-week seminar. The seminar will have a different focus each summer. Doctoral candidates are responsible for all travel costs. The summer locations will include Tyler, Austin, and perhaps Washington D.C. In addition to focusing on the Dissertation of Practice, students will network with education policy makers at all levels.

Coursework Expectations

Time Commitment

Time Commitment Guidelines are provided to assist candidates in planning for successful completion of courses. Because the program is online the following time guideline should be taken into consideration.

In a traditional face-to-face setting, a 3-credit course requires 3 contact hours per week and there is the expectation of 2 hours of outside time per credit in additional assignments. The course load for the Ed.D. in School Improvement is 6-7 credits per semester, which translates to 18-21 hours per week each semester.

In the online environment, videos and discussions are the equivalent of "in-class" activities. Approximately 3 hours should be devoted to these activities each week in each course. Other activities, such as readings, homework assignments, projects, and papers are considered "outside class" activities. Up to 6 hours each week should be devoted to these types of activities.

In semesters where students are enrolled in dissertation credits, each credit is equal to 3 hours of work per week.

Quality Class Discussions

Although the instructor may set a deadline for a discussion this is not an indication that students should post at the last minute. Canvas discussions are part of class-time and students should dedicate 2-3 hours a week in a discussion. This means, posting early in the week and throughout the week until the instructor closes the discussion.

Participation Analytics

Canvas provides instructors analytics of participation.

Writing Expectations

Writing is to be of professional quality. There should be no grammar errors. Students may want to craft answers in an electronic document, i.e. in Word, to assure no errors and then paste into Canvas. Students are expected to refer to the research literature when writing papers and participating in discussions. Students are expected to cite research and format papers using APA 7 Guidelines.

Minimal Progress

The academic progress requirements for all doctoral students include a minimum grade point average (GPA) of 3.0, and timely completion of department and program requirements (e.g., courses, candidacy, dissertation requirements). In addition, students earn "CR" (credit) indicating satisfactory progress for 12 semester credit hours (SCH) of dissertation work. Receipt of two consecutive "NC" (no credit) is considered a failure to meet minimum academic progress. Earning a C in one course is also considered failure to meet minimum academic progress. Doctoral students may retake the course in which they earn a grade of C, D or F but they are not eligible for grade replacement. In cases where a student repeats a course, the student must note the course as repeated "Not for Grade Replacement" on a Course Repeat / Grade Replacement Enrollment Form at the time of enrollment. For a course repeat using the "Not for Grade Replacement" option, both the original and last grade earned in the course will be used to calculate the overall grade point average.

Once the student has advanced to candidacy, the student must complete a minimum of an additional 6 hours of doctoral dissertation credit to fulfill the requirements of the degree. Failure to meet the minimum academic progress milestones will result in a review of the student's progress to date by a committee to include program coordinator, program faculty, college dean and, if appropriate, dissertation committee. A letter will be sent to the student outlining the specific requirements to be met and the timeline within which to satisfy them. Actions may occur, including the placement of an enrollment hold on the student's account until specific conditions outlined in the letter are satisfied. The committee could also recommend termination of the student from doctoral degree program. Students who earn 2 Cs will be permanently dismissed from the program.

Incomplete Policy ("I" Grade)

If a student, because of extenuating circumstances, is unable to complete all of the requirements for a course by the end of the semester, then the instructor may recommend an Incomplete (I) for the course. The "I" may be assigned in lieu of a grade only when all of the following conditions are met:

- a. the student has been making satisfactory progress in the course;
- b. the student is unable to complete all course work or final exam due to unusual circumstances that are beyond personal control and are acceptable to the instructor; and
- c. the student presents these reasons prior to the time that the final grade roster is due. The semester credit hours for an Incomplete will not be used to calculate the grade point average for a student.

The student and the instructor must submit an Incomplete Form detailing the work required and the time by which the work must be completed to their respective department chair or college dean for approval. The time limit established must not exceed one year. Should the student fail to complete all of the work for the course within the time limit, then the instructor may assign zeros to the unfinished work, compute the course average for the student, and assign the appropriate grade. If a grade has not been

assigned within one year, then the Incomplete will be changed to an F, or to NC if the course was originally taken under the CR/NC grading basis.

Candidacy

For a student to advance to candidacy, he or she must complete all coursework from the following components: major, research and statistics, and 6 dissertation credit hours.

In addition, the student must prepare a dossier that includes:

- a. a school improvement manuscript submitted to a practitioner-oriented journal;
- b. evidence of conference presentation on a school improvement concept or issue at a state or national conference;
- c. review of literature for approved dissertation concept or the introduction to the dissertation in practice; and
- d. presentation from a successful defense of the dissertation proposal by the student's doctoral committee.

Dissertation

Students will be expected to identify a problem of practice at the beginning of the program. In order to facilitate inquiry of practice and the development of scholarly practitioners, to bridge the gap between theory and practice, students will take 1 dissertation credit per semester starting in their second semester in the program. During the first dissertation course, students will be required to choose to complete a traditional dissertation or dissertation in practice. Their problem of practice and choice of the culminating project will dictate the student's work throughout the program. The fall and spring dissertation courses will be synchronous online courses while the summer dissertation course will be face to face and part of the required on-campus summer workshops. Students are highly encouraged to choose a dissertation in practice format but a traditional dissertation might be approved by the program coordinators, Drs. Odell and Oliveras.

Dissertation in Practice

Multiple Paper Format. In comparison to the long history of the traditional dissertation format, there has only recently been a sustained discussion of alternative formats in the literature (Cassuto & Jay, 2015; Couch, 1995; Duke & Beck, 1999; Hill, Kneale, Nicholson, Waddington, & Ray, 2011; Maxwell & Kupczyk-Romanczuk, 2009; Thomas, Nelson, & Magill, 1986). In order to increase the opportunities to disseminate the scholarship produced by our doctoral students among practitioners, students are highly encouraged to choose a dissertation in practice rather than a traditional dissertation format.

Multiple manuscripts - typically two to three - that have either been submitted to or accepted for publication. Within the alternative format, the doctoral student still has a traditional advisory committee as prescribed by policy and outlined by UT Tyler's Office of Graduate Studies. Typically, three manuscripts support a singular theme, and the need for each manuscript should be clear and approved by the committee in advance of the proposal defense.

Additionally, the student will continue to have one “dissertation book” with five chapters: Chapter 1 is the introduction; Chapter 5 is the conclusion. Chapters 2, 3, and 4 are the individual papers. Students are responsible for ensuring that their dissertation is consistent with the UT Tyler’s Office of Graduate Studies formatting guidelines.

A multiple-paper thesis/dissertation must contain reports of research that have conceptual coherence and must have

1. an inclusive abstract;
2. an introductory chapter that sets the context for the thematic research; and
3. a summary and conclusions chapter that integrates all of the studies.

Only papers for which the student is the sole or major contributor may be included. If a paper is coauthored, that should be acknowledged in a footnote to the chapter title(s) in the thesis/dissertation, and a release letter from each coauthor who is not on the supervisory committee must be included in an appendix.

When preparing a thesis/dissertation composed of multiple papers, a student must:

1. include a separate abstract or summary before each paper (chapter), in addition to the always-required general thesis abstract; and
2. include separate reference lists after each paper (chapter) rather than a single reference list for the entire thesis/dissertation.

When a student prepares a multiple-paper thesis/dissertation, reference citations in text and reference lists for each paper (chapter) are prepared according to the journal style for that paper (chapter).

A style manual for the journal, a copy of the journal being used, or an off-print of an article from the journal (the article must include examples of all pertinent style components) must be submitted to the Graduate School’s reviewer with the thesis/dissertation.

If a paper (chapter) has been published or accepted for publication, permission to reprint must be obtained from the journal holding the copyright. The signed permission letter is then included in an appendix.

Students using the multiple-paper format are advised to check with the UT Tyler’s Office of Graduate Studies **before** submitting their paper for clearance.

A candidate cannot defend dissertation during the summer.

Additional information, timelines and requirements will be available in the Candidacy & Dissertation Guide.

Institutional Review Board (IRB) Approval

Federal regulations and University policy require that all investigations using animal or human beings as subjects of research be reviewed and approved by the appropriately constituted committees before such investigations may begin. Data based on the use of animals or human beings as subjects cannot be collected for any dissertation without prior review and approval in accordance with university procedures.

Leave of Absence

A student may request a Leave of Absence for academic and/or non-academic reasons. Examples of non-academic reasons include, but are not limited to: childbearing or adoption; personal illness; critical care of a family member; financial or job-related interruption; and military service. The Leave of Absence is approved for a specific time period and allows the student to return to the college without formally reapplying for admission to the College.

A condition of the Leave of Absence is that the student must complete their course of study in 5 years or less from the original date of matriculation into the program, excluding on an approved leave of absence. Failure to successfully complete conditions listed within the Leave of Absence within the agreed upon timeframe will result in the student being placed on Academic Dismissal from the Ed.D. Students requesting a Leave of Absence who are failing one or more course(s) need to obtain approval for the leave. Students who request a leave of absence after the last day to withdraw from a course, will receive a "W" on their transcript unless a retroactive withdrawal has been approved by the appropriate university committee.

Inactive Status

A student not yet admitted to candidacy who has not enrolled for three consecutive semesters and who has not been granted an extension or a leave of absence will be placed in inactive status.

In order to resume graduate studies, the student must complete a new graduate school application at uttyler.edu/graduate and meet all admission requirements in force at the time of the new application. Readmission under these circumstances is not guaranteed. If readmitted, the student will be subject to all program requirements in force at the time the student is readmitted.

Graduation

Once the student has advanced to candidacy, the student must complete a minimum of an additional 6 hours of doctoral dissertation credit to fulfill the requirements of the degree. Upon completing the 12 required hours of dissertation credits, the student must take a minimum of one doctoral dissertation credit each semester while he/she is engaged in the research and writing of the dissertation or dissertation in practice. The topic dissertation for Ed.D. in School Improvement must be grounded in practice related

to a school improvement issue or concept. Students are not confined to a specific type of research or research methodology to study their selected problem of practice related to school improvement. To graduate, the student must complete and successfully defend his or her Ed.D. dissertation or dissertation in practice.

Filing for Graduation

As specified in the University Catalog, the student must file for graduation in the Registrar's Office by the deadline indicated in the [academic calendar](#) for that particular semester. A student is entitled to graduate under the degree provisions of the catalog in effect at the time of admission into the doctoral program or a subsequent year, provided that in all cases the student fulfills the requirements of a catalog within ten years of currency.

Commencement

The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is expected to be present at the ceremony. Summer graduates participate in the following Fall commencement ceremony and are automatically included in the program. Early participation in the preceding Spring ceremony is not permitted.

RESOURCES FOR SUCCESS

Co-Coordinator

- Provide general information regarding the department and the doctoral program to the student as needed, and
- Assist with the student's degree plan.
- Assign a faculty member to serve as the student's Committee Chair
- Assign appropriate committee members base upon expertise
- Support student and core faculty during the dissertation process to ensure all university timelines and forms are submitted as required by the Office of Graduate Studies.

Dissertation Committee Chair and/or Co-Chairs

By the end of first semester of the program, students will be assigned a committee chair or co-chairs. This process includes matching faculty with research expertise to assist the student in the completion of their dissertation of practice. In addition, committee members will be assigned based on enhancing expertise to match research needs.

Dissertation Committee

The committee is composed of three to four faculty members, one of whom is a School Improvement core-faculty member. The remaining member(s) will be from the education department and in some instances a member from outside the department. More detailed information about dissertation committees and required forms can be found on the [UT Tyler Thesis and Dissertation Center's website](#).

Office of Graduate Studies

The Office of Graduate Studies and Research works closely with program faculty and the dean in providing a student-focused program. You may contact this office with any questions specific to the dissertation process. For information and forms, please go to the following web address:

<https://www.uttyler.edu/graduate/forms/>

Faculty Office Hours

These are times when students can meet with your faculty to ask questions about the content, better understand the discipline, make career connections and more. Make use of office hours. Doctoral faculty are available to students by appointment.

Writing Center

The Writing Center provides all students a place to work on their writing projects and skills. There are tutoring options as well as workshops available to support students in their academic writing.

Robert R. Muntz Library Staff

UT Tyler has an incredible staff of librarians ready to assist students. [Vandy Dubre](#) serves as the Education librarian; she is available to support doctoral students. Students can schedule appointments for research consultations. In addition, the Robert R. Muntz library's Head of University Archives and Special Collections can assist students with scholarly communications, primary sources, and archive materials.

Canvas 101

This Canvas course provides students with a wealth of information – including how to navigate in Canvas, use ProctorU (and even take a practice test), tips for being a successful online and hybrid learner, how to use Zoom, and more!

UT Tyler Testing Center

The Testing Center provides securing testing opportunities to meet the needs of students and the community in an environment conducive to student and academic success.

Student Accessibility and Resource (SAR) Office

The SAR Office works to provide students equal access to all educational, social, and co-curriculum programs through the coordination of services and reasonable accommodations, consultation, and advocacy.

Student Counseling Center

The Student Counseling Center supports students in developing balance, resiliency, and overall well-being both academically and personally. They have in person and virtual counseling options. In addition, the Student Counseling Center offers [TAO](#), a self-help, completely private online library of behavioral health resources. Sign in to the TAO website using your UT Tyler credentials.

ED.D. PROGRAM CHECKLIST

Many of the events a doctoral student encounters are listed below. The order of events is reflective of the doctoral process. The time frame is simply a helpful guide, and it is the *student's responsibility* to know and follow university policy regarding the completion of doctoral studies. This checklist is designed for you to maintain a record of completion of each step.

_____ **File Initial Degree Plan** with department (immediately upon admission into the program). Make sure necessary signatures are on the degree plan.

_____ **Participate in Summer Orientation/EdD Workshop** prior to the beginning of the first fall semester.

_____ **Major Advisor.** A major advisor will be assigned to you soon after entering the program. This advisor can assist you with your degree plan, completing requirements, and candidacy. Depending on research interests, another School Improvement core faculty member may be assigned as chair of the dissertation committee. The department will provide a process for matching students with an appropriate dissertation chair at the appropriate time.

_____ **Appointment of Dissertation Chair(s).** The department facilitates a matching process, based upon research topic and methodology, to support you in identifying your dissertation chair.

_____ **Participate in Annual EdD Summer Workshops**, including at least one summer trip to Austin.

_____ **Meet Research Course Requirements.** Five research classes are scheduled in the cohort sequence and are required for students to be eligible for candidacy.

_____ **Meet Dissertation Course Requirements.** Six 1-credit hour courses are schedule in the cohort sequence and are required for students to be eligible for candidacy.

_____ Download and use checklist from **Candidacy and Dissertation Manual**.

_____ **Prepare for Proposal Oral Defense** after gaining approval from your major advisor. The program co-coordinators will contact each cohort at the proper time with information about the oral defense.

_____ **Obtain Admission to Candidacy Status.** After core courses and candidacy are passed, *and* all research courses are completed, the student's advisor will file a Notification of Admission to Candidacy form.

_____ **Enroll in EDSI 6360** with your dissertation chair.

_____ **Pass the Dissertation Oral Defense.** Prepare and schedule the defense after gaining approval from your major advisor. The program co-coordinators will contact each cohort at the proper time with information about the oral defense.

Note: The dissertation chair and program advisors will guide you through the processes related to candidacy and dissertation defense. All forms required will be posted in the Ed.D. in School Improvement Canvas Course.

UNIVERSITY POLICIES

UT Tyler Honor Code

Every member of the UT Tyler community joins together to embrace: Honor and integrity that will not allow me to lie, cheat, or steal, nor to accept the actions of those who do.

Students Rights and Responsibilities

To know and understand the policies that affect your rights and responsibilities as a student at UT Tyler, please follow this link:

<http://www.uttyler.edu/wellness/rightsresponsibilities.php>

Campus Carry

We respect the right and privacy of students 21 and over who are duly licensed to carry concealed weapons in this class. License holders are expected to behave responsibly and keep a handgun secure and concealed. More information is available at

<http://www.uttyler.edu/about/campus-carry/index.php>

UT Tyler a Tobacco-Free University

All forms of tobacco will not be permitted on the UT Tyler main campus, branch campuses, and any property owned by UT Tyler. This applies to all members of the University community, including students, faculty, staff, University affiliates, contractors, and visitors. Forms of tobacco not permitted include cigarettes, cigars, pipes, water pipes (hookah), bidis, kreteks, electronic cigarettes, smokeless tobacco, snuff, chewing tobacco, and all other tobacco products. There are several cessation programs available to students looking to quit smoking, including counseling, quitlines, and group support. For more information on cessation programs please visit

www.uttyler.edu/tobacco-free.

Census Date Policies

The Census Date is the deadline for many forms and enrollment actions of which students need to be aware. These include:

- Transient Forms
- Requests to withhold directory information
- Approvals for taking courses as Audit
- Pass/Fail or Credit/No Credit.
- Receiving 100% refunds for partial withdrawals (There is no refund for these after the Census Date).
- Schedule adjustments (section changes, adding a new class, dropping without a "W" grade)
- Being reinstated or re-enrolled in classes after being dropped for non-payment

- Completing the process for tuition exemptions or waivers through Financial Aid State-Mandated Course Drop Policy

Disability/Accessibility Services

In accordance with Section 504 of the Rehabilitation Act, Americans with Disabilities Act (ADA) and the ADA Amendments Act (ADAAA) the University of Texas at Tyler offers accommodations to students with learning, physical and/or psychological disabilities. If you have a disability, including a non-visible diagnosis such as a learning disorder, chronic illness, TBI, PTSD, ADHD, or you have a history of modifications or accommodations in a previous educational environment, you are encouraged to visit <https://hood.accessiblelearning.com/UTTyler> and fill out the New Student application.

The Student Accessibility and Resources (SAR) office will contact you when your application has been submitted and an appointment with Cynthia Lowery, Assistant Director of Student Services/ADA Coordinator. For more information, including filling out an application for services, please visit the SAR webpage at <http://www.uttyler.edu/disabilityservices>, the SAR office located in the University Center, # 3150 or call 903.566.7079.

Student Absence due to Religious Observance

Students who anticipate being absent from class due to a religious observance are requested to inform the instructor of such absences by the second-class meeting of the semester.

Student Absence for University-Sponsored Events and Activities

If you intend to be absent for a university-sponsored event or activity, you (or the event sponsor) must notify the instructor at least two weeks prior to the date of the planned absence. At that time the instructor will set a date and time when make-up assignments will be completed.

Social Security and FERPA Statement

It is the policy of The University of Texas at Tyler to protect the confidential nature of social security numbers. The University has changed its computer programming so that all students have an identification number. The electronic transmission of grades (e.g., via e-mail) risks violation of the Family Educational Rights and Privacy Act; grades will not be transmitted electronically.

Emergency Exits and Evacuation

Everyone is required to exit the building when a fire alarm goes off. Follow your instructor's directions regarding the appropriate exit. If you require assistance during an evacuation, inform your instructor in the first week of class. Do not re-enter the building unless given permission by University Police, Fire department, or Fire Prevention Services.

Student Standards of Academic Conduct

Disciplinary proceedings may be initiated against any student who engages in scholastic dishonesty, including, but not limited to, cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts.

“Cheating” includes, but is not limited to:

- copying from another student’s test paper;
- using, during a test, materials not authorized by the person giving the test;
- failure to comply with instructions given by the person administering the test;
- possession during a test of materials which are not authorized by the person giving the test, such as class notes or specifically designed “crib notes”.
- The presence of textbooks constitutes a violation if they have been specifically prohibited by the person administering the test;
- using, buying, stealing, transporting, or soliciting in whole or part the contents of an unadministered test, test key, homework solution, or computer program;
- collaborating with or seeking aid from another student during a test or other assignment without authority;
- discussing the contents of an examination with another student who will take the examination;
- divulging the contents of an examination, for the purpose of preserving questions for use by another, when the instructors has designated that the examination is not to be removed from the examination room or not to be returned or to be kept by the student;
- substituting for another person, or permitting another person to substitute for oneself to take a course, a test, or any course-related assignment;
- paying or offering money or other valuable thing to, or coercing another person to obtain an unadministered test, test key, homework solution, or computer program or information about an unadministered test, test key, home solution or computer program;
- falsifying research data, laboratory reports, and/or other academic work offered for credit;
- taking, keeping, misplacing, or damaging the property of The University of Texas at Tyler, or of another, if the student knows or reasonably should know that an unfair academic advantage would be gained by such conduct; and
- misrepresenting facts, including providing false grades or resumes, for the purpose of obtaining an academic or financial benefit or injuring another student academically or financially.

“Plagiarism” includes, but is not limited to, the appropriation, buying, receiving as a gift, or obtaining by any means another’s work and the submission of it as one’s own academic work offered for credit.

For information about **“self-plagiarism”**, visit <https://apastyle.apa.org/instructional-aids/avoiding-plagiarism.pdf>

“Collusion” includes, but is not limited to, the unauthorized collaboration with another person in preparing academic assignments offered for credit or collaboration with another person to commit a violation of any section of the rules on scholastic dishonesty.

All written work that is submitted will be subject to review by plagiarism software.