

The University of St. Thomas Ethical Leadership Doctoral Program

Student Handbook



**UNIVERSITY OF
ST. THOMAS**

TABLE OF CONTENTS

Program Mission, Vision, and Objectives	3
Ed.D. Program Overview: Program in Ethical Leadership	3
Doctoral Cohort Composition	4
Three Year Course Sequence	4
Admission Requirements	5
Additional Requirements for International Students	6
Type of Student Targeted and Qualifications Required	6
Credit Policies-Transfer Credits	7
Faculty	7
Program Requirements and Expectations	9
Continuous Progress Monitoring and Selective Retention	9
Absenteeism Program Policy	10
Active Standing and Leave of Absence Active Standing	10
Academic Termination	10
Leave of Absence	11
Readmission	11
Reinstatement	11
Time-to-Degree Requirements	11
Grievance Procedures and Other Complaint Procedures	11
Receipt of Handbook and Policies	12
Course Requirements/Descriptions	12
Graduation	16
UST Support Systems	17
Computer Facilities and E-Mail	17
Personal Counseling	18
Student Financial Services	19
University Police Department	19
Library Resources and Student Access	19
Access to Library Collections	20
Databases	20
Outside Formal Arrangements or Agreements	21
Periodicals	21
Research Guides	21
Sexual Harassment	22
Code of Conduct/Academic Dismissal	22
Academic Dishonesty	22
Penalty	23
Procedures for Cases of Academic Dishonesty	23
Procedure without Appeal	23
Procedure with Appeal	23
Procedure in Second Offense Cases	23
Code of Student Conduct	23
Student Complaints	24

PROGRAM MISSION, VISION AND OBJECTIVES

Ed.D. Program in Ethical Leadership

Philosophy Statement

The University of St. Thomas Ethical Leadership Educational Doctorate is faithful to the Catholic intellectual tradition and the dialogue between faith and reason. Selected Catholic Social Justice Tenets and the Basilian charism of “Teach Me, Goodness, Discipline, and Knowledge” are foundational to the curriculum design. Grounded in the premise that educational environments are varied, complex and in a state of flux, we believe in the inherent calling of leaders to be creative and competent catalysts for transformative change who address social justice issues through advocacy and action. Through systematic inquiry and deliberate reflection, we provide a broad exploration, via a research agenda, that investigates professional competencies for use in leadership roles that build strong community through ethical service.

ED.D PROGRAM OVERVIEW: PROGRAM IN ETHICAL LEADERSHIP

The Ed.D. Program in Ethical Leadership is an innovative, student-centric program of study that provides a rich scholarly template to analyze administrative practices and promote socially responsible leadership in schools and organizations with an educational purpose. Undergirded by an integrated and coherent curriculum in an accelerated trajectory, this program examines the current spectrum of leadership intensity in organizations by exposing students, via advanced study and research, to ways of thinking that are compassionate and civic-minded as well as that encourage beliefs in social justice and community service. Utilizing cutting-edge technology, this 3-year, part-time program is interdisciplinary and designed for both public and private educators as well as individuals from fields other than education who already possess a master’s or equivalent professional degree. Venturing beyond traditional doctoral models, our cohort approach distinguishes itself through the use of academic benchmarks that monitor student progress throughout the duration of the program. Supported by a strong knowledge base, our students engage in relevant and meaningful research directed toward the creation of educational communities where all participants learn and thrive. Our course work sequence creates a rich cross-disciplinary platform for discourse leading to a research focus. Students have the opportunity to explore an array of educational interests, such as multicultural education, linguistically diverse populations, technology, organization and leadership, learning, and instruction. The common emphasis and culminating experience of the course work is the published dissertation. This program is for professionals who find themselves at a career threshold and who wish to challenge their heart, their mind, and their spirit!

DOCTORAL COHORT COMPOSITION

Each summer, a cohort of approximately 25-30 students is admitted into the Doctoral Program. Entering doctoral students often have either a master's degree or some years of professional experience. Entering students report a variety of professional expertise and interests, but they share a commitment to research and professional writing. A special effort is made to recruit a diverse student body.

Three Year Course Sequence

Below is the three-year course sequence for the Ed.D. Program:

Year 1

Summer Semester

- EDUC 8320 Ethical Leadership (3 hrs)
- EDUC 8330 Social Justice Principles (3 hrs)
- EDUC 8364 Mixed Research Methods (3 hrs)

Fall Semester

- EDUC 8321 Diversity-Equity Leadership (3 hrs)
- EDUC 8362 Qualitative Research Methods (3 hrs)

Spring Semester

- EDUC 8361 Quantitative Research Methods (3 hrs)
- EDUC 8340 Policy Development & Advocacy (3 hrs)

Year 2

Summer Semester

- EDUC 8360 Proposal Seminar (3 hrs)
- EDUC 8322 Leadership for Social Change (3 hrs)

Fall Semester

- EDUC 8363 Statistics (3 hrs)
- EDUC 8323 Politics & Leadership (3 hrs)

Spring Semester

- EDUC 8310 Ethical Resource Allocation (3 hrs)
- EDUC 8350 Technology Leadership (3 hrs)

Year 3

Summer Semester

- EDUC 8380 Dissertation I (3 hrs)

EDUC 8390 Independent Study

Fall Semester

EDUC 8381 Dissertation II (3 hrs)

EDUC 8370 Residency I (3 hrs)

Spring Semester

EDUC 8382 Dissertation III (3 hrs)

EDUC 8371 Residency II (3 hrs)

Total: 54 hrs

ADMISSION REQUIREMENTS

A. Admission criteria (Other admissions requirements; and provisions, if any, for conditional admission of selected applicants who do not meet all the requirements for admission)

Admission Requirements

This Ed.D. Program will admit candidates who meet the academic requirements for the program and who demonstrate professional experiences that suggest a strong potential for success as doctoral candidates and as leaders in schools and education-related organizations. In addition, a professional and/or personal commitment to educational social justice is required. Meeting the minimum requirements qualifies an individual for consideration, but does not guarantee admission to the program. Admission will be granted on a competitive basis.

The Ed.D. Program requires the following of all applicants for admission to the doctoral program:

- an earned baccalaureate degree and master's degree from accredited institutions of higher education with a GPA in graduate study of 3.25 or above;
- official transcripts from degree-granting institutions;
- demonstrated leadership skills and abilities in P-12 schools or related fields (e.g., school reform networks, policy institutions, higher education, non-profits, etc.);
- demonstrated professional or personal commitment to ethics and social justice;
- professional experiences which demonstrate problem-solving ability and an interest in critically impacting current educational policies and practices;
- two recommendation letters attesting to the leadership ability, social

- justice commitment and scholarship potential of the candidate;
- a written statement of purpose reflecting understanding of inequities in schools and the challenges facing leaders in bringing about sustained change that will result in equitable outcomes for all students;
- professional resume;
- response to a writing prompt (about professional goals and how a doctoral program will assist in meeting those goals) administered on-campus prior to the interview; and
- an interview with the Admissions Subcommittee.

In any one academic year, a limited number of students may be admitted on an exception basis without meeting one or more of the requirements established for the Ed.D. program. Exceptions are intended to provide for students who demonstrate particular strength in the qualities and characteristics sought for educational leadership and who, at the time of seeking admission to the Ed.D. Program, do not meet all the specified requirements. The number of exceptional admissions will not exceed 15 percent of those students regularly admitted to the Ed.D. Program. These recommendations reside with the Admissions Subcommittee and the Ed.D. Program Director.

The Ed.D. program is year-round, and each academic year will begin with the summer semester. Each academic year will consist of three consecutive semesters. The deadline for all complete applications for admissions is March 31st. Admissions letters will be sent in April.

Additional Requirements for International Students

An international student seeking admission to the Ed.D. Program must have completed the equivalent of a four-year bachelor's degree and a two-year master's degree from a regionally accredited institution. Course work taken at technical or non-university affiliated institutions may not be considered for academic credit. The Ministry of Education in the applicant's home country must officially recognize each school as a degree-granting institution. Transcripts written in a language other than English must be accompanied by an official translation. International students are individually responsible for satisfying visa requirements.

International applicants are required to submit official scores from the Test of English as a Foreign Language (TOEFL). A minimum TOEFL score of 90 on the Internet-based test or 580 on the paper-based test is required for full admission.

Type of Student Targeted and Qualifications Required

This doctoral program is designed for educators, or education-related employees, who have the following experience:

- positional leadership roles (site or district office administrator, department chairperson) ;

- leadership positions in education-related organizations;
- leadership of site/district/county-based initiatives (e.g., program or curriculum development; substantial assessment experiences [such as leading an accreditation team]);
- facilitation or coaching of site/district/county based group(s) in conducting inquiry, implementing reform efforts or building capacity for change.

Moreover, targeted students will demonstrate through their professional and community experiences and via their resume, a statement of purpose and exhibit a commitment to exploring and addressing social justice and ethical issues as they may impact the achievement of marginalized students in schools.

Targeted students have professional experiences that allow them to understand how school systems seem to be currently working and a commitment to bringing about improvements for all students.

CREDIT POLICIES-TRANSFER CREDITS

Six (6) semester hours (the equivalence of 2 courses of advanced level coursework (beyond the Master's degree) as a matriculated student from an accredited institution may be transferred into the doctoral program, subject to the approval of the Ed.D. Program Director. Certification coursework taken beyond a master's degree will not be considered for credit transfer. The coursework must be deemed equivalent to Ed.D. Program coursework. Students must have earned a B or better in the transferred course. Transfer courses may not have been taken more than 8 years prior to graduation from the Ed.D. Program.

FACULTY

Faculty Qualifications

The role of faculty in the Ed.D. program is to develop and deliver a sound and rigorous curriculum, adhere to the tenets of social justice, advise, support, and supervise internships and dissertations and participate in the evaluation and effectiveness of the program. Faculty are expected to conduct relevant research and have publications, and on-going research agenda and possess sufficient background knowledge, skills, and expertise in the field they are teaching.

Titles and ranks of faculty serving on the doctoral program are selected based on disciplinary expertise and a scholarly record relevant to the courses taught (see below).

Faculty

Core Doctoral Faculty Qualifications & Requirements

To receive appointment to the Core Doctoral faculty, the individual member must meet the following criteria:

1. Hold an Ed.D. Ph.D. or equivalent terminal degree in their field or appropriate discipline;
2. Have specific training or expertise (theoretical, methodological, or related to issues of educational policy and practice) in areas of educational leadership, reform, educational equity, research methodology or related fields;
3. Be tenured or have a tenure-track appointment;
4. Demonstrate a strong commitment to educational equity and social justice;
5. Serve in all of the primary roles within the Ed.D. program through academic advising, instruction, Chairing and being a member of the Dissertation Committees in their related field, program evaluation, proposal reader, governance and admissions; and other committees established to effectively govern the program;
6. Have outstanding student evaluations for teaching at the graduate level;
7. Evidence of an ongoing research agenda and must have a minimum of three articles in refereed journals every five years in accordance with list of refereed journals developed and accepted by program;
8. Evidence of outstanding peer reviews for teaching at the graduate level;
9. Participation in faculty development as it relates to the use of technology in teaching/learning; and
10. Meet, participate, and collaborate in ensuring the alignment of common assessments on a semester basis.

Affiliated Doctoral Faculty Qualifications & Requirements

1. Hold an Ed.D. Ph.D. or equivalent terminal degree in appropriate discipline;
2. Have minimum five years of significant school leadership experience (theoretical, methodological, or related to issues of educational policy and practice) in areas of educational leadership, reform, educational equity, research methodology or related fields;
3. Hold a one year appointment or be considered an adjunct;
4. Have special expertise or specialization pertinent to the program;
5. Demonstrate a strong commitment to educational equity and social justice;

6. Evidence of outstanding student evaluations of teaching at the graduate level;
7. Participate in the faculty development as it relates to the use of technology in teaching/learning;
8. Evidence of an ongoing research agenda with a minimum of one-to-two publications in refereed journals every five years in accordance with list of refereed journals developed and accepted by program; and
9. Meet, participate, and collaborate in ensuring the alignment of common assessment on a semester basis.

Other types of faculty with doctorates who may also participate in the program are as follows: 1) tenured or tenured track faculty from UST not in the School of Education & Human Services; 2) comparably other qualified faculty from related UST sister campuses or from other research universities; and 3) highly regarded and qualified educational researchers from UST campus or other institutions of higher education.

PROGRAM REQUIREMENTS AND EXPECTATIONS

Continuous Progress Monitoring and Selective Retention

All graduate level courses except for Ethical Leadership Doctorate courses must be taken for a letter grade and all students are expected to earn a grade of B- or better in every graded course.

- A minimum grade point average of 3.0 for graduation.
- A course grade of a B- or better is needed in all required coursework. Whenever a student obtains a substandard grade (C+, C, or F) in a course required as part of the student's program plan, the student must meet with his/her advisor to discuss his/her status in the program and develop a Professional Development Plan. This plan for substandard coursework will include retaking the class and earning the grade B- or better. The student has one academic year to demonstrate competence or probation or dismissal may occur, depending on the severity of the deficit and the lack of progress to remediate. According to University policy, the original substandard grade remains on the official transcript.
- Three situations can lead to an Program Probation status including: (a) failure to remediate a substandard grade in a course required in the student's program, (b) cannot have a below standard in a given benchmark for two consecutive semesters, or (c) a failing grade in any core professional course. Failure to remediate probationary status or failure to complete a professional development plan may lead to dismissal from the Program. A student who has been terminated under this policy may appeal the decision

by following the University Graduate Student Grievance Policies.

Absenteeism Program Policy

The Ed.D. program is designed for students to be able to complete all degree requirements in three calendar years (nine semesters), including summers. Attendance is imperative; therefore, two or more class absences in a given course, in any semester, *may* result in being placed on program probation. Absences will put the student in a disadvantaged posture given the breadth, depth, and intensity of a course. Absences will be negotiated with your professor. To the extent possible, students should synchronously log-in to the course during an absence using Skype or other two-way video and audio tool(s). Students will collaborate with their Think Tank to make up any work missed due to an absence.

Active Standing and Leave of Absence Active Standing

Students must register for at least one credit per academic year to maintain active student status.

Academic Termination

Dismissal from the program - Unsatisfactory progress in the graduate program, including poor academic performance, excessive time in completing degree requirements and unsuccessful doctoral exams, will serve as grounds for initiating procedures for academic termination. Students must have B- or better in every class and maintain GPA of 3.0 to advance to next level.

Leave of Absence

Because Ethical Leadership Doctorate is sequential, any breaks in study are disruptive. Under special circumstances, graduate students may apply for leave of absence at the university for a specific period up to one year. Assuming appropriate documentation is provided, the circumstances justifying a leave include but are not limited to personal or family medical conditions, call to active military duty, maternity leave, or death in immediate family. The rationale must be documented by the applicant using the official University form.

An approved leave of absence preserves the student's status in his or her degree program, and the time off will not be counted against the time limits for awarding degrees. Registration is not required during the leave period. A leave may be renewed for up to one additional year if the student applies for a leave extension at least four months prior to the end of his or her initial leave. Renewal of a leave is subject to the approval of the program, college, and the Graduate School. In no case may any student be granted a leave for more than two years.

Students are encouraged to work closely with their advisor and the Program

Coordinator throughout this process. Upon return to the Program, the student's status will be the same as when he/she started the leave. Students should be aware that any change in progress with their cohort may affect subsequent decisions such as availability of space.

Readmission

A student who has not been granted a leave of absence and who fails to register for coursework for a period of three years will be dropped from the program and cannot petition for reinstatement. In this case, the student must reapply through the normal admissions process to gain admission to the program. Readmission does not change the student's original entry date. Time to degree will be calculated from date of first entry.

Reinstatements

Students who have not been registered for at least one graduate credit hour at UST that contributes to degree requirements (as determined by the graduate program) in an academic year are considered inactive. To regain active student status, students may petition the Associate Dean of the Graduate School, through their program, for reinstatement. Additionally, students will need to apply for reinstatement and pay reinstatement fees to continue their degree. Reinstatements are available to students who have been inactive for **up to three years**. Students who have not been enrolled for any credits in their graduate program for a period longer than three consecutive years are not eligible for reinstatement and must apply for readmission to the university.

Time-to-Degree Requirements

University policy specifies total time-to-degree limits. The time limit for the doctoral degree is three years. Students are expected to have a successful dissertation proposal meeting within six months of advancement to candidacy, and to defend their dissertations within a year after their proposal meeting. Most students should be able to complete their dissertations successfully within a year after advancement to candidacy, depending on other personal commitments.

Program policy is to *not* recommend students be granted extensions for completion of their dissertation research requirement beyond the University limit of three years, except for unusual circumstances (e.g., illness). Any such request for an extension is reviewed by the Program Director for consideration. Final decisions are made by the Dean of the School of Education and Human Services.

Grievance Procedures and Other Complaint Procedures

Grievance on the part of any student will be processed as described in the *University of St. Thomas Graduate Handbook* and *Graduate Student Grievance Procedures* available at the University of St. Thomas School website. This includes but is not

necessarily limited to grievances pertaining to probation, dismissal from a graduate program, or improper handling of financial aid. Allegations of discrimination or sexual harassment will be handled according to the Office of Equal Opportunity.

Receipt of Handbook and Policies

It is the student's responsibility to turn in the form in Appendix to his or her advisor and ensure that the form is on file in his or her graduate record. The form in Appendix indicates that the student has read and accepts material, procedures, policy, and guidelines presented in this handbook.

COURSE REQUIREMENTS/DESCRIPTIONS

EDUC 8310 Ethical Resource Allocation (3 hrs)

This course is designed to provide the student with a broad understanding of the political and economic forces that influence equitable acquisition and management of human, fiscal, and information resources. The role of ethics in policy development and behaviors of educational institutions throughout the budgetary cycle is explored. The ethical dimensions of leadership will further be examined through both traditional and nontraditional paradigms. Students will reflect on personal ethical stances, examine the influence of ethics and values on decision-making, and analyze and critique ethical issues in a variety of contexts to frame their professional ethical perspectives.

EDUC 8320 Ethical Leadership (3 hrs)

This course explores the qualities of an ethical leader and an ethical organization. Students will develop perceptions of self in relation to trust, respect, integrity, honesty, fairness, equity, justice and compassion in action using faith and reason. Students will develop the ability to build cross-cultural relationships across multiple constituents for the purpose of improving student performance, promoting social justice, and building community.

EDUC 8321 Diversity-Equity Leadership (3 hrs)

This course is designed to engage students in the analysis of structural issues involved with diversity, equity, access, and excellence in complex organizations. Students will reflect and examine topics such as race and ethnicity, class, gender, language, and disability as they relate to equity. Students will gain knowledge and skills to effect positive changes in their respective organizations. Students will develop the ability to build cross-cultural relationships across multiple constituencies for the purpose of improving student performance, promoting social justice, and building community. By studying current research on diversity and equity, candidates will learn to advocate and promote excellence in educational institutions and complex organizations.

EDUC 8322 Leadership for Social Change (3 hrs)

This course makes leaders see beyond the four walls of their organization and examine the U.S. as a 'nation of immigrants' and the complex interactions of a linguistically and culturally pluralistic society in the USA. A focus is placed on individuals discarded by the global economy. This course aims to achieve the following: a) Reflect on the moral and ethical issues raised by examining their personal beliefs in relationship to social justice teachings to address and mitigate inequities; b) Examine, through Critical Pedagogy Lens, the decisions institutions make that perpetuate inequalities and disenfranchise individuals; and c) Advocate for all people through systematic change that promotes success for all stakeholders.

EDUC 8323 Politics & Leadership (3 hrs)

With a focus on scrutinizing how the larger political economy of educational systems, popular culture and politics of a society impact the dynamics of how educational environments are constructed, this course engages students in a sustained debate about the core questions of political power in education and other education-affiliated public sector agency relationships. Calling for the redirection of the dominant political paradigm governing the U.S., this course examines how relations of power in the context of community pressures and needs shape and impinge upon the internal workings and purposes of educational institutions. This course also familiarizes students with community power structures and how these political forces shape education legislative provisions leading to a call for political advocacy for enabling the less privileged.

EDUC 8330 Social Justice Principles (3 hrs)

With an emphasis on human dignity and social movements for justice, this course surveys social justice through an examination of multiple perspectives, education theory, research and practice in historical and ideological contexts. Making the theoretical and conceptual argument that social justice matters, students explore primary themes of social justice such as: international perspectives of social justice, race, ethnicity, language, gender, sexuality, social inequalities as well as the politics of social justice. Students also investigate the role of power in society, which serves to produce inequalities in the abilities of individuals and social groups to define and realize their needs.

EDUC 8340 Policy Development & Advocacy (3 hrs)

This course engages students in critical analyses of educational policy at the local, state, national and international levels. Policy structures and processes are examined to understand how inequities are perpetuated in educational systems. In addition, examination of advocacy behind ethical consequences, moral dilemmas, social justice and equity issues resulting from policy are closely analyzed. Students will understand how public policy is generated using critical thinking and analytic reasoning in examining a current problem and recommending policy-framing skills for continued renewal and change for the betterment of institutions.

EDUC 8350 Technology Leadership (3 hrs)

This course investigates the complex and rapidly changing nature of technology and how the digital divide impacts organizations and society in the 21st Century. The digital divide represents the gap between underprivileged members of society such as the poor, rural, elderly, and handicapped portion of the population who do not have access to computers or the Internet. An introduction to the study of technology leadership with an emphasis on leaders developing a shared vision, planning, and promulgating policies and utilizing resources for the comprehensive integration of technology to address the digital divide are addressed. Learned skills include technology planning and leadership that incorporate instructional design, curriculum integration with standards, logistics of technology implementation, professional development, and evaluation modeling responsible digital citizenship. Students will develop an understanding of how to create and support technological change through a systems approach by learning management systems, wikis, webinars, image repositories, document sharing, and bookmarking tools.

EDUC 8360 Proposal Seminar (3 hrs)

This course navigates the student through the proposal development process. With a focus on describing the problem statement, critically exploring the multiple perspectives in the literature and presenting a discussion on the appropriate methodology to conduct inquiry. During this course, the student demonstrates a command of both the topic area and the methodologies involved in conducting the research project. The student is guided to bring together the knowledge, skills and insights to develop a full dissertation research proposal. This course is designed to ensure the research design includes scholarly references, demonstrates a thorough understanding of research design and analysis, and clearly identifies the gap in the literature that is being addressed with the research.

EDUC 8361 Quantitative Research Methods (3 hrs) (Pre-requisite: EDUC 8362)

This course focuses on descriptive and quasi-experimental methods design with mention of experimental design. Students learn the purpose, appropriate research questions and hypotheses associated each method, and strengths and weaknesses of each method.

EDUC 8362 Qualitative Research Methods (3 hrs)(Pre-requisite: EDUC 8364)

This course examines the qualitative strategies of inquiry (case study, participatory action research, interpretive practice and social action, grounded theory, narrative theory, ethnography, clinical research) and acquaints students with various qualitative designs and methods. The course will familiarize students with the debates around qualitative inquiry; address ethical dimensions of doing qualitative studies; and students will explore methods for collecting and analyzing qualitative data by conducting a small-scale study.

EDUC 8363 Statistics (3 hrs)

This course provides a survey of fundamental descriptive and inferential statistics through an introduction of basic concepts and terminology, including chi-square,

analysis of variance, Pearson correlation, and regression analysis. Using statistical software as an analytical tool, students investigate educational issues and phenomena applying a variety of statistical methods resulting in understanding the difference between significance and meaningfulness of data.

EDUC 8364 Mixed Research Methods (3 hrs)

This course introduces the student to a way to integrate both quantitative and qualitative methods to study complex research questions that require a multi-faceted, multi-perspective approach. Students learn how mixed methods complement each other and be able apply mixed methods approaches to data collection and analysis.

EDUC 8370 Residency I (3 hrs)

The purpose of the residency is to provide students the opportunity to increase their knowledge and understanding of the areas they encounter in practical and problem-filled situations in everyday practice. It is a supervised field-based experience on engaging the mission of the organization, centering on systemic reform, strategies organizations can use to advance the goal of equity, and financial planning and budgeting to maximize use of resources. In addition to being enrolled in graduate school, a student must include activities approved by his/her doctoral advisor that are both research and scholarly based. A final reflective paper will be submitted at the end of the residency.

EDUC 8371 Residency II (3 hrs)

The purpose of the residency is to provide students the opportunity to increase their knowledge and understanding of the areas they encounter in practical and problem-filled situations in everyday practice. It is a supervised field-based experience on engaging the mission of the organization, centering on systemic reform, strategies organizations can use to advance the goal of equity, and financial planning and budgeting to maximize use of resources. In addition to being enrolled in graduate school, a student must include activities approved by his/her doctoral advisor that are both research and scholarly based. A final reflective paper will be submitted at the end of the residency.

EDUC 8380 Dissertation I (3 hrs)(Pre-requisite: EDUC 8360)

Dissertation I – Data collection - After preliminary defense of research plan (Chapters 1-3), approval by university Human Subjects Committee, and other required approvals, the student begins the data collection process and begins to revise Chapter 3 to reflect the actual research process.

EDUC 8381 Dissertation II (3 hrs)(Pre-requisite: EDUC 8380)

Dissertation II – Data analysis – Based on the findings, the student revises Chapters I and II as necessary. Student writes Chapter 4.

EDUC 8382 Dissertation III (3 hrs)(Pre-requisite: EDUC 8381)

Dissertation III – Dissertation completion and final defense – Student finalizes Chapters 1-4 and writes and revises Chapter 5. Student successfully defends dissertation and revises as necessary.

EDUC 8390 Independent Study (3 hrs)*

The purpose of this course is to afford students an opportunity for self-directed inquiry. Designed as an academic transaction between individual students and instructors, the students read assigned materials, prepare papers, or engage in projects and report frequently to the instructor of record. Independent study is deliberately arranged to promote the student's self-direction and independence in conducting scholarly work. This course will require prior approvals prior to enrolling as outlined in Independent Study Guidelines. (*Note: This course is not included in the 54-hour count).

Total: 54 hrs

GRADUATION

Each student who has successfully completed all requirements for the Ethical Leadership Doctorate must apply to the Graduate School for graduation. Deadlines for graduation are strictly adhered to by the Graduate School. Students are required to be aware of these dates which are posted on the Graduate School Website. **It is the student's responsibility to apply at the online graduation website before the deadline posted for the term in which they plan to graduate.**

In order to graduate, the student must meet the following requirements:

1. The student must earn satisfactory grades for all courses taken in the program.
2. The student must satisfactorily complete all applicable University and program requirements specific to the student's program of study.
3. The student must have maintained active student status throughout the program. That is, all students must register for at least one graduate credit in every academic year of their program in an academic year. If the student chooses to enroll for full-time dissertation guidance credits during the summer, enrollment of at least one credit is still required in the fall term immediately following this summer term. According to University policy, failure to do so will require a petition for reinstatement, with accompanying fees.
4. The student must satisfactorily remove all NG, I, and F grades.
5. The student must satisfactorily defend his or her dissertation,

complete necessary revisions consistent with dissertation committee review, and electronically deposit the completed dissertation document according to University guidelines and deadlines. The Ethical Leadership Doctorate Program faculty members encourage students to submit their dissertations or parts of these projects for publication. The recommended timeline for this submission is within six months of the dissertation defense.

6. Students must apply to graduation in the fall semester of their third year in the program.
7. Students must provide two bounded dissertations with original signatures. The Doherty Library and the Ethical Leadership Doctoral Department will each receive one dissertation. The Doherty Library will have the dissertations bounded. The current estimated cost is \$12 per copy. Students must provide a check for the bounding costs when the dissertations are turned into the library. If students wish to purchase additional copies, students will pay an additional \$12 per copy requested.

UST SUPPORT SYSTEMS

Graduate study is extremely challenging and demanding, both academically and personally. The *Doctor of Education (Ed.D.) in Ethical Leadership* faculty expects each graduate student to demonstrate maturity, initiative, and independence, yet we strive to support and assist students in their endeavors as much as possible. An emphasis on close student-faculty relationships is maintained by carefully limiting the number of students enrolled in the program (consistent with professional training standards) and through regular meetings between faculty advisors and advisees. Students also are actively encouraged to collaborate as a cohort and develop support networks for study.

Full-time faculty will teach, develop and strengthen course curriculum, supervise dissertations and field-based work, and evaluate educational effectiveness. Faculty members are experienced professors and they have taught both classroom and field-based Ed.D. classes.

Various support systems exist within the University itself to assist students. Information about support services is included in the folder distributed at the Program Orientation. Among these services are the following:

Computer Facilities and E-Mail

Students have wide access to computers, printers, and technical assistance in computer labs throughout the campus, as well as wireless access. All students must sign up for a CELT email account which provides access to internet, e-mail, and

various campus resources. This University-assigned e-mail is the official means for University and Program communications, so students are responsible for checking their e-mail regularly. E-mail from the program and faculty can only be sent to the student's UST e-mail account.

Find the contacts and answers to get your problem addressed quickly. What is the nature of your problem?

General Computer Issues, Software, Email, Passwords, MyStThom, Blackboard:

- Help Desk: 713-525-6900
- ithelpdesk@stthom.edu for Celt ID/Password

Blackboard-Student help:

- Issues with Blackboard Account ithelpdesk@stthom.edu
- Call help desk at 713-525-6900
- ithelpdesk@stthom.edu

Personal Counseling

Counseling and Disability Services (C&DS) continually offers support to University students to ensure a positive college experience. Services are offered at no cost to enrolled students and are generally on a short-term basis.

- In the event of an emergency, call 9-1-1 or go to a hospital emergency room.
- *Services*
 - Personal counseling and consultations
 - Educational and academic workshops
 - Campus mental health and wellness programs
 - Crisis intervention
 - Disability services

Appointments and Hours

To make an appointment, contact us at 713-525-2169 or ext. 6953 from a campus phone. Visit us in our office at:

- Crooker Center, 2nd Floor
- Monday-Friday from 9 a.m. to 5:00 p.m.

After-Hours Psychological Crisis

- In the event of a life-threatening emergency, call 9-1-1 or go to a hospital emergency room. If there is a psychological crisis after hours, you may call the [University Police Department](#) at 713-525-3888 to have an on-call counselor paged.
- Counseling and Disability Services (C&DS) continually offers support to University students to ensure a positive college experience. Services are

offered at no cost to enrolled students and are generally on a short-term basis.

Student Financial Services

Herzstein Enrollment Services Center, 2nd Floor
4115 Yoakum
713-525-6992
Fax: 713-525-2172

businessoffice@stthom.edu

Office Hours

- Monday-Thursday: 8:30 am to 5:30 pm
- Friday 8:30 am to 5:00 pm

University Police Department

The University Police Department offers the University safety and peace of mind by providing security and assistance 24 hours a day. Our office is located on the first floor of Moran Center Parking Garage.

Services Offered

- Emergency call boxes located throughout the campus
- Security Escorts
- Personal safety
- Shuttle services
- Parking policy
- Campus event security
- Pay my fine

Contact Information:

- Ext. 3888 from any campus phone or 713-525-3888
- Police @stthom.edu

LIBRARY RESOURCES AND STUDENT ACCESS

Library Collections

The library strives to maintain a high quality and applicable collection. The library contains more than 255,000 volumes and has access to more than 80,000 online, full-text periodical titles and over 225 online databases. Collection development tools are consulted such as Choice and ARBA. The School of Education and Human Services faculty are consulted periodically to discuss research needs and library

acquisition requests. Each spring semester, the librarians meet with newly hired faculty members to discuss their research needs and library acquisition requests.

Access to the Library Collections

The Doherty Library is open to all students, faculty and staff at UST. The library is open in the fall and spring semesters (7:45 a.m.-midnight, Monday-Thursday; 7:45 a.m.-9 p.m. Friday; 10 a.m.-9 p.m. Saturday; 1 p.m.-midnight Sunday) and 84-hours per week in the summer semesters (8 a.m.-10 p.m. Monday-Thursday; 8 a.m.-6 p.m. Friday; 10 a.m.-6 p.m. Saturday; 1 p.m.-10 p.m. Sunday).

The circulation desk is staffed during all regular library hours. The reference desk is staffed for all hours except late-night hours for the fall and spring semesters (staffed until 9 p.m. on weekdays, 6 p.m. on Saturdays and 9 p.m. on Sundays). Summer reference desk hours are similar although slightly modified: desk coverage is until 8 p.m. on weekdays and 5 p.m. on Friday and Saturday. The computer lab opens a half hour after the library opens and closes a half hour before the library closes. These library and computer lab hours allow both faculty and students ample access to library collections and services.

Databases

Education: K-12 Curriculum Resources

- EBSCO Kids
- EBSCO Student Research Center
- Funk & Wagnall's New Encyclopedia (K-12)
- Literature Resource Center
- MAS Ultra: School Edition (K-12)
- MasterFile Premier (K-12)
- Middle Search Plus (6-8)
- Primary Search (K-5)
- Searchasaurus (K-5)
- TopicSearch (current events)

Education: Research

- Academic Search Complete
- Ebooks (Ebsco)
- Ebrary
- Education Source
- Educational Administration Abstract
- ERIC (EBSCO)

- Mental Measurements Yearbook with Tests in Print
- Research Starters - Education
- Sage Knowledge
- Teacher Reference Center Index (EBSCO)
- Cabell's Directories (once there, click: Member Area)
- Credo Reference
- Family Studies Abstracts
- JSTOR
- Professional Development Collection
- Psychology & Behavioral Sci Collection
- PsycInfo & PsycArticles

Outside Formal Arrangements or Agreements

Consortium purchasing has significantly strengthened UST's collection development efforts. Reciprocal borrowing privileges among Texas libraries (TexShare card) and expedited interlibrary loan delivery (TexExpress) are part of the TexShare agreement. Local reciprocal book borrowing is further enabled by the Rice University reciprocal borrowing agreement. The Texas Council of Academic Libraries (TCAL) promotes communication and cooperation among Texas Academic libraries.

A consortium of the Texas Independent College and University Libraries has contracted for discounts (18 percent off list price) on book purchases through our book vendor (Baker & Taylor/ Yankee Book Peddler), accounting for approximately 75 percent of the book purchases. The library maintains formal agreements or membership with Amigos, OCLC, TexShare, and TexShare/SCELC consortia.

Periodicals

There are an estimated 3,400 periodical subscriptions that support the School of Education and Human Services program. Some periodicals cross list in more than one subject area.

Research Guides

Doherty Library online research guides serve students as supplements to in-class and distance instruction, workshops and individual instruction sessions. Online library guides support the degree programs at the School of Education and Human Services and are designed to be comprehensive resource guides. These guides are found on the library website at:

- **Action Research Resources from the UST School of Education** at http://libguides.stthom.edu/action_research
- **APA Citation Style 6th Edition** at <http://libguides.stthom.edu/apastyle>
- **Education Research** at <http://libguides.stthom.edu/education>
- **Education Resources for Distance Students** at <http://libguides.stthom.edu/DistanceEducation>

These guides are accessible from on or off campus. Screenshots of these online user guides appear later in this report. The guides include extensive hyperlinking to various resources.

SEXUAL HARASSMENT

Sexual harassment is gender-based verbal or physical conduct (male/female, female/male, or same-sex) that has the purpose or effect of either unreasonably interfering with an individual's work or academic performance or creates an intimidating, hostile, or offensive working or educational environment.

For more information see:

<file:///Users/wainesst/Downloads/Sexual%20Misconduct%20&%20Sexual%20Assault%20Policy.pdf>

Reporting Sexual Misconduct and Sexual Assault

To report an incident of sexual misconduct or sexual assault, please call the University of St. Thomas Police at (713) 525-3888 or call 911. The University Police is available 24 hours a day, 7 days a week. During business hours, you may also call or email the Title IX Coordinator or his/her designee at (713) 525-3813 or titleixcoord@stthom.edu or Vice President, Student Affairs office at (713) 525-3570.

CODE OF CONDUCT/ACADEMIC DISMISSAL

Full Policy:

[file:///Users/wainesst/Downloads/Student%20Code%20of%20Conduct%20\(1\).pdf](file:///Users/wainesst/Downloads/Student%20Code%20of%20Conduct%20(1).pdf)

Academic Dishonesty

Policy on Academic Integrity

Every offense against academic honesty seriously undermines the teaching-learning process for which the University exists, and such offenses will be dealt with expeditiously according to the following criteria:

Definition: Academic dishonesty includes but is not limited to:

1. Cheating on an examination or test; for example, by copying from another's paper or using unauthorized materials before or during the test.
2. Plagiarism, which represents as one's own the work of another, whether published or not, without acknowledging the precise source.
3. Knowing participation in the academic dishonesty of another student, even though one's own work is not directly affected.
4. Any conduct which reasonable persons in similar circumstances would recognize as dishonest in an academic setting.

Penalty

The penalty for an incident of academic dishonesty is, at the discretion of the faculty member, either a mark of zero for the work in question or the grade of "F" for the course.

Procedures for Cases of Academic Dishonesty

Faculty who consider that they have a valid case of academic dishonesty against a student must inform the student of the charge and penalty in writing, using the Report of Academic Dishonesty Form available from the Registrar. The faculty member will inform the student no later than the date when course grades are due for the semester or other academic session. If necessary, the faculty member will send the student a copy of the report by certified mail. The student has the right to appeal the facts of the charge but not the penalty.

Procedure without Appeal

1. The original signed report will be submitted for the record to the Registrar, who will keep it in a locked confidential file until the student graduates.
2. The case will be treated as a matter of deferred adjudication; if and when the student graduates, the record will be expunged.

Procedure with Appeal

Appeals vary by program, consult your Academic Dean for procedure details.

Procedure in Second Offense Cases:

1. Initially, second offense cases will be treated according to the procedures outlined above.
2. When a second charge of academic dishonesty has been upheld against a student, the student shall be dismissed from the University without the possibility of readmission. The transcript will note "Dismissed for Academic Dishonesty, Not Eligible to Return," along with the date.

CODE OF STUDENT CONDUCT

See:

<file:///Users/wainesst/Downloads/Student%20Code%20of%20Conduct.pdf>

The University of St. Thomas expects a high standard of conduct from all of its students. Appropriate to our Catholic identity, these standards are grounded in the University's mission statement and the Basilian tradition. The Code of Student Conduct specifies both individual and group behavioral expectations that students must maintain to meet these standards as well as the process followed when these standards are not met. The personal conduct of a student becomes a concern of the University when it contradicts the standards expressed in the Code of Student Conduct. The Office of the Vice President for Student Affairs administers the University's non-academic regulations listed in the Student Handbook, which can be found on the University of St. Thomas website at www.stthom.edu. All regulations apply equally to both residential and non-residential students. In addition, the University expects its students to obey all local, state and federal statutes. Questions regarding the Code of Student Conduct may be directed to the Office of the Vice President for Student Affairs (713) 525-3570.

STUDENT COMPLAINTS

[file:///Users/wainesst/Downloads/S0301Student Complaints.pdf](file:///Users/wainesst/Downloads/S0301Student%20Complaints.pdf)

The University of St. Thomas strives to provide a safe, humane, and responsive learning environment for students. When conflicts arise, students are encouraged to resolve the complaint informally. In the case that an issue cannot be resolved informally, the individual has a right to initiate a formal complaint through the Office of the Dean of Students. Student complaints may include, but are not limited to, issues regarding classroom instruction, campus services and offices, as well issues with other students.

Students are encouraged to resolve all complaints informally, first by meeting with the person directly involved with the complaint. If the complaint cannot be resolved, students are encouraged to submit a formal complaint.

NOTE: If the complaint is one regarding academics, see the Academic Grievance Policy for procedures.

Formal complaints must be made in writing, submitted on the official complaint form, found at www.stthom.edu/dos. No anonymous complaints will be accepted.

Upon receipt of the formal written complaint, the Dean of Students or designee will review the complaint, assess validity, and forward to the appropriate department for further review and resolution.

A. All academic / classroom complaints will be forwarded to the chair/dean of the academic department and the Provost / Vice President for Academic Affairs.

B. All complaints about a staff / faculty actions / behavior will be forwarded to their immediate supervisor and department chair/dean, and human resources (for record keeping purposes).

C. All complaints about general campus services, other students' actions/behaviors, code of conduct violations will remain in the office of Student Affairs.

D. All other complaints will remain in the office of Student Affairs.

The dean and/or next level supervisor will schedule a time to meet with the complainant to discuss and resolve the complaint. At this time, the complainant should bring all supporting documentation.

If the complainant does not agree with the resolution of the complaint, he/she may appeal the dean's or next level supervisor's decision to the vice president overseeing the department involved in the complaint. The student's written appeal, including all supporting documentation, will then be forwarded to the department's vice president, who may request an appointment with the complainant to discuss the appeal or may choose to make a decision based upon a review of the written documentation.

The vice president will make a decision concerning the complaint and notify the complainant of the decision in writing. The decision of the vice president is final.

After exhausting the University's complaint process, current, former, and prospective students may initiate a complaint with Texas Higher Education Coordinating Board. More information about how to file a complaint with THECB can be found at www.thecb.state.tx.us. Complaints will be accepted by sending the required forms (found on the THECB website) either by electronic mail to StudentComplaints@thecb.state.tx.us or by mail to: Texas Higher Education Coordinating Board, College Readiness and Success Division, P.O. Box 12788, Austin, Texas 78711-2788.



Questions regarding your degree plan should be directed to Dr. Ray Garcia, Doctoral Program Developer. He may be reached at 713.525.3547 or at garciarc@stthom.edu