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College of Graduate Studies
Degree Plan for Doctor of Philosophy in
Mathematics and Science Education,
Chemical Education



Part I - Student Information

Name: _____ MTSU ID # _____ M

Current Mailing Address: _____

City, State, Zip: _____ MTSU Email Address: _____

Degree Sought: _____ Major: _____

If applicable:
Concentration: _____ Specialization: _____ Minor: _____

I understand that if human or animal subjects are involved in my research (including dissertation research), it is my responsibility to file a research protocol application with the Institutional Review Board (Sam H. Ingram Building, 0118) before I begin collecting data. Failure to secure this permission prior to conducting my data collection using human or animal subjects will negate the use of that data for any academic purpose including dissertation.

Signature of Student _____ Date _____

Part II - Signatures and Approvals

Signatures in this area are required for approval of all degree plans.

I certify that the following program, when successfully completed, meets all coursework requirements for this degree.

Graduate Advisor Name (Print) _____ Signature _____ Date _____
College of Graduate Studies Approval _____ Date _____

Signatures in this area are required for approval only if applicable to degree program.

This individual holds a professional license, or licensure requirements will be met by the courses listed below.

Teacher Licensure Office Approval (Print) _____ Signature _____ Date _____

Programs that require educational component

Chair of Educational Leadership/Elementary Education (Print) _____ Signature _____ Date _____

Minor Advisor

Graduate Minor Advisor (Print) _____ Signature _____ Date _____

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Psychology Major Plan of Study - Bachelor of Arts

Name: _____ Student Advisor ID: _____

Student Advisor: _____

Graduation Year: _____ Term: Fall/Spring Spring/Summer Summer/Summer Summer/Summer

Plan of Study Type: BA Bachelor BA Bachelor

Requirements: General Honors Special

Area I: _____ Area II: _____ Area III: _____ Area IV: _____ Area V: _____ Area VI: _____ Area VII: _____ Area VIII: _____ Area IX: _____ Area X: _____

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Reiss, Rhona G., [A Comparison of the Leadership Styles Of Occupational Therapy Education Program Directors and Clinic Administrators](#), Doctor of Philosophy (Higher Education), December 2000, 194 pp., 48 tables, references, and 129 titles.

Are there differences in leadership styles among occupational therapy clinic administrators and program directors in professional and technical education programs? This study investigated transformational and transactional leadership behaviors and effectiveness as measured by the Multifactor Leadership Questionnaire (MLQ) Form 5x-Short behaviors and demographic characteristics of leaders and their organizations using a questionnaire designed by the researcher. MLQ Leader Forms were received from 50 clinic administrators randomly selected from the membership list of the Administration and Management Special Interest Section (AMSIS) of the American Occupational Therapy Association (AOTA), 56 professional program directors, and 41 technical program directors from accredited occupational therapy education programs in the United States, for a total of 147 leader respondents. Rater forms were received from 2 to 5 occupational therapy staff or faculty per leader and average scores calculated. More than 86% of leader respondents were female and white.

Major findings indicate that administrative positions indifferent institutional contexts relate to leadership behaviors and effectiveness. Technical education program directors and clinic administrators scored higher on transformational behaviors and effectiveness than professional education program directors. Consistent with other research on leadership, the self-ratings of leaders were higher than ratings of subordinates. The data indicated statistically significant positive correlations between transformational leadership behaviors and perceived effectiveness, a frequent finding in the literature. With the exception of Contingent Reward (CR), all transactional behaviors had a negative correlation with effectiveness. No significant relationships were found

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- 1) **The course material that will be provided to you is written in such a manner that promotes self learning. Further, you may also refer to textbooks and reference books given at the end of each Unit under References and Suggested Readings. You may also visit libraries attached to the Study Centres, Regional Centres and IGNOU Headquarter. There is no need to refer to cheap and abridged guides available in the market for the programme. It is advised that the learners do not take resort to such type of guides.**
- 2) **The University reserves the right to change the rules and procedures described in this programme guide.**
- 3) **The University sends study material and assignment, wherever prescribed, to the learners by registered post and if a learner does not receive the same for any reason whatsoever, the University shall not be held responsible for that.**
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Honors program in the school of behavioral and brain sciences that have a junior or senior position and have completed at least 12 credit hours with a 3.5 or higher GPA can be applied to the honors of the BBS school. Larry Cauler Undergraduate Research Travel Award The Neuroscience Travel Award supports university neuroscience or applied cognition students and neurosciences that are the first and present author in a presentation at a scientific conference. Share your visit with an academic advisor at the School of Behavioral and Brain Sciences to create a degree plan. As a specialist in psychology, our program offers practical learning experiences. SPPS (n = 152)students graduates in sports psychology (n = 165) have completed the survey on sports psychologists applied to explore their experiences and perceptions ofstnedutS .noitcnuf niarb fo yduts yranilpisciditlum eht si ecneicsorueN .noitamrofni erom rof egaP gnisivdA eht tisiV .detceles bal eht hitw ssteretni hcræaser fo ecnegrevnoc a dna .krow bal fo sretsesm erom ro owt rof keew rep sruoh 01 ot tnenimimoc a .sesruoc ecneicsoruen suovierp fo sruoh erom ro enin yilacitpyt era stnemeriuqer ehT .marorp sronoh ediw-ytisrevinu a .JV muigelloC Äot gniiylppa redisnoc dluohs rehghil ro 6.3 fo APG loohcs hgjih a dna serocS tset dezidradnats hgih hitw namhsarf gnimocni .etisbew gnisivda Äruo tisiV .metsys gnitrotnem dna gnisivda sbb eht tuoba erom nrael ot .launam etaudargrednu ruo 12 .evoba deteisi sessalc eroc ni apg 52 mumimin a dna Esruoc HCAE ni c a nrae tsum 0064 cysp & 0563 cysp & 0563 CNALSP & 0563 CNAL CYSF: EROC YGOLOHCYSP EDULCNI OSLA TSUM .Gnites Desivrepus a ni ecneirepxe lacitcarp EVIECER OT 0154 cysp ni llorne rsla nac nacaped development Devierped Devierped Deviecter Evah ecneicsoruen Älaudividni tcatnoc ot degru era sallaD TU ta secneicsoruen eht ni seitnuroppo hcræaser tuoba erom nrael ot gnihsiw stnedutS .gniniart etaudarg fo tcepsa lacitirc a si stneduts rieht dna)sPPS(silanoisseforp ygholohcysp tropS neewteb pilhsnoitaler gniniart ehTTICARTISBA poI ot keab ecneicsorueN rof yteicoS sallaD TU ta noitacoosa tnedutS ecneicsorueN JCAPH(retneC gnisivdA snoisseforP htlaEH snoitazingro .retsesmes hcae stiderc latot xis fo mumixam a rof .dellorne era yeht hcilhw ni esruoc eroc .ecneics laroiwaheh hcae rof ÄICER(stiderc .erusopxe hcræaser Äowl nrae ot deriuqer era stnedutS)deMerP(sesruoc detaleR rojAM SB ecneicsorueN sesruoc detaleR rojAM SB ecneicsorueN .srojam ecneics yrotanaperp lanoididart rehto ot evitanretia elhavi dna detcepsar a reffo dna mulucirruC latned-erp ro lacidem-erp deworppa eht edulcni nac sovitecle deduhg dna sesruoc deriuqer .sphisnoitaler gniniart nihitw sgmissore yradnuob dna snoitcarta snoitcarta .Also strongly encouraged to acquire research experience as part of their university education in neurosciences. The maintenance of ethical and appropriate boundaries within training relationships is imperative, since border crossings can have harmful effects on students. Program Contacts Program Postal Address Bachelor Program in Neuroscience The School of Behavioral and Brain Sciences The University of Texas in Dallas 800 W. Freshmen must speak with a consultant before registering. Almost 30% of SPPs recognized sexual attractions towards their students, but few students (8.5%) perceived such attractions. To fill out all your academic, campus and extracurricular interests in a presentation you can print, follow the steps to create your guide to UT Dallas. Talk to a consultant to decide which option is best for you. Please read the full criteria and requirements for more information. Applicants must be U.S. citizens or permanent residents with an FAFSA filed at the UTD Financial Aid Office. The minor takes 18 credit hours. Nine students and 13 SPPs reported engaging in sexual behavior (e.g., kisses, appointments, sexual intercourse) with each other. Within the larger sample, the three most common non-sexual border crossings were becoming social friends, attending social meetings and the SPP that started a non-sexual touch. It is recommended for both groups to engage in ongoing monitoring of their behaviors, to receive specific training for ethics in training relationships and to seek advice/supervision to ensure that adequate boundaries remain intact. Examines the complex interactions of multiple neuronal systems that are the basis of emergence and rich diversity of cognitive function and etalerroc etalerroc e airtsudni .acidemoh acrecir allen ereirrac rep o acititsnid a acidem .aeral id aloucs alla enoissimmaI rep enoizaraperp etnellece nu [®]Ä oiduts id opmac otseuQ .eiceps ertla el ettut ni e omouIIlen .otnematroppoc id emrof el ettut id enoisserpseIIled e Health science fields. Learn more about the internship class. The individual who requires the trip must be currently enrolled and must be in a good academic position. All other students should consult a consultant before registering each semester. semester.

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