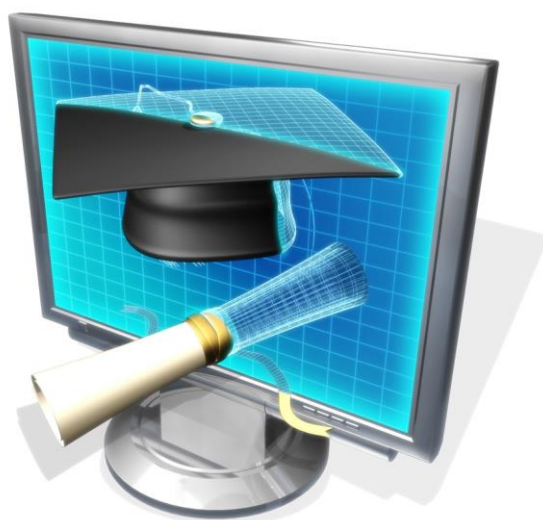




TEXAS A&M | UNIVERSITY
KINGSVILLE
JAVELINAS

**EDUCATIONAL LEADERSHIP
DOCTORAL PROGRAM**



Student Handbook

2017

DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

The purpose of this handbook is to provide students with information concerning the nature and progression of the program. Changes to the handbook may occur at any time at the discretion of the program administration. This handbook reflects several policies that directly impact students enrolled in the doctoral program. As a general rule, these policies will be uniformly applied. However, the faculty recognize that from time to time exceptional circumstances may arise that necessitate an exception. In such cases, the core faculty reserve the right to review the matter and make a final decision.

The Doctor of Education Degree (Ed.D.) in Educational Leadership is a professional degree designed to prepare leaders throughout the state at all educational levels. The degree program has been approved by the Texas Higher Education Coordinating Board. Courses emphasizing leadership in the areas of educational theory, philosophy, and policy development, as well as courses in educational innovations, curriculum and instruction, research, and statistics, are required in the program. Additional emphasis is given to advanced courses in an area that supports their professional goals chosen by the candidate in conjunction with and on the advice of their committee chair/advisor.

The degree is designed primarily for individuals who hold positions of leadership in educational institutions or who aspire to hold such positions. The expression "positions of leadership" is broadly construed to include teacher collegial leaders as well as individuals in administrative positions. Indeed, one of the assumptions underlying the program is that leadership in educational organizations should be broadly defined and distributed.

Program Features

The program features course work, seminars, a residency year, dissertation, and a cohort structure designed to promote peer support and interaction. The 60-hour program includes required core coursework while also allowing for a cognate in a professional support field. The cognate includes 18 hours of courses with which students may pursue certifications or hours toward higher education teaching expertise. For example, students may concurrently enroll in courses to acquire the principal and/or superintendent certification and/or the transcribed doctoral certificate in Higher Education Administration and Leadership (HEAL) while in the doctoral program.

Program Outcomes

The overarching goal of the program is for the student to develop a style of thinking, feeling, and behaving that centers on knowledge of professional literature, a respect for data of various kinds, careful, reflective, and constructive reasoning, effective leadership behavior, and an overall leadership vision. Our students exercise high levels of independent scholarship, remain current with issues of the field, and give a great deal of emphasis to educational leadership theory and research. The applications of theory and research experiences impact personal and organizational change to improve educational programs.

Program Goals

TAMUK Imperatives	EDLD Program Goals and Objectives	PROGRAM SLOs
<p>Imperative I. Broaden the Base of Productive and Educated Citizens.</p>	<p>Goal I. Broaden the Base of Productive and Educated Citizens. Objective 1.1: Increase the number of students in the educational leadership program through a recruitment/advertising campaign. Assessment Measure: The Department will continue a recruitment campaign at the state- and national-levels to increase enrollment in the program by 5%.</p>	
<p>Imperative II. Enhance Student Learning Through Civic, Professional, and Research Engagement.</p>	<p>Goal II. Enhance Student Learning Through Civic, Professional, and Research Engagement. Objective 2.1 (Learning Outcome): Maintain or increase the number of faculty/student research presentations/publications. Assessment Measure: The Department will maintain or increase the number of faculty/student research presentations/publications at local, state/regional, or national levels.</p>	<p>Maintain or increase the number of faculty/student research presentations/publications.</p>
<p>Imperative III. Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs.</p>	<p>Goal III. Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs. Objective 3.1: High quality academic program. 3.1.a. Understand the foundations and sources of successful leadership practices, processes, and effects. 3.1.b. Acquire knowledge and understanding of the most recent theory and research in education. 3.1.c. Understand psychological and philosophical foundations of curriculum design. 3.1.d. Appreciate the relationship between educational organizations and political and social environments in which they are embedded. 3.1.e. Understand the unique challenges involved in leading and influencing professionals in organizations. 3.1.f. Applying research experience and data analysis to solve school problems. 3.1.g. Applying theory and research on personal and organizational change to improve educational programs. Assessment Measure: 100% of students will pass comprehensive exams. Note: In the event that students do not pass any section of the comprehensive exam, an individual growth plan will be</p>	<ol style="list-style-type: none"> 1. Students will compare leadership theories and critique their effectiveness. 2. Students will differentiate educational philosophies and integrate ideas into a personal philosophy of education. 3. Students will analyze and summarize educational data utilizing statistical software. 4. Students will create research designs for educational problems. 5. Students will formulate and evaluate educational

	developed for that student. Written exams may be re-taken one time.	innovations.
Imperative IV. Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.	<p>Goal IV. Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.</p> <p>Objective 4.1: Maintain the number of internal and external grant applications</p> <p>Assessment Measure: Maintain the number of grant applications by doctoral faculty.</p> <p>Objective 4.2: Continue scholarly activity on the state level while increasing faculty productivity in scholarly activity on the national/international level.</p> <p>Assessment Measure: While maintaining current scholarly activity at the state/ regional conferences, the program will increase its activity at the national/ international level with six presentations being made (i.e., an average of one per doctoral faculty member). Additionally, 75% of manuscript submissions will be to national/ international peer reviewed journals.</p>	
Imperative V. Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.	<p>Goal V. Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.</p> <p>Objective 5.1: Maintain a timely and informative departmental web page.</p> <p>Assessment Measure: Web page will be maintained that contains timely information for current/potential students and the general public which includes, but is not limited to: current program news, program overviews, curricular information, faculty information, links to faculty homepages, student activities, and faculty/student accomplishments.</p> <p>Objective 5.2: Maintain funding for faculty and staff travel and development.</p> <p>Assessment Measure: The Department will continue to financially support (at least \$2000/AY) faculty travel for (in priority order) presentation of original research (peer-review), professional learned society leadership, and professional development at the (in priority order) national/ international and state/regional levels.</p>	

PROGRAM DESCRIPTION

The character of doctoral work is different from that of other graduate programs. While there are some similarities between master's level work and that of doctoral programs, doctoral students are expected to exercise more independent scholarship, concentrate on the cutting edge of knowledge, and give more emphasis to educational and leadership theory and research.

Course Work

The total program consists of 60 semester hours beyond the master's degree. Candidates enter as a cohort group and follow the program in a designated course sequence leading to the research component and the writing of a dissertation.

The EDLD degree plan is online: <http://education.tamuk.edu/edld>

Residency

The residency consists of three consecutive semesters beginning with a full time course load in the summer term, followed by consecutive fall and spring semesters.

Full-Time Status

A full-time graduate student is one registered for 9 semester credit hours in a fall or spring semester, 3 hours in each summer term or 6 semester credit hours during a ten-week summer semester. No graduate student may enroll in more than 15 hours (five academic courses) during the fall or spring semester or 6 hours (two academic courses) each summer term.

A graduate student taking 9 hours of course work during long semesters will be classified as a full time student. If a student finishes all required coursework and is only registered for 3 credits of dissertation (EDLD 6306), the student may be considered full time for the first 2 attempts of EDLD 6306 subject to the following. (Please note that if you are on financial aid, full time status differs. Talk to the financial aid office for implications.)

- The instructor may assign an S (Satisfactory Progress) or U (Unsatisfactory Progress) grade if the student does not finish all the requirements of EDLD 6306 satisfactorily at the end of the first semester.
- The instructor must assign a letter grade (A, B, C, D, F) after 4 attempts at EDLD 6306.

Further registration in a section in which a student receives a U grade will not qualify the student to be classified as full time and will be counted only as a 3 credit load. A student may maintain full time status in this case by registering for other graduate courses as needed. Students should access course syllabi via Blue and Gold prior to the beginning of each semester to ensure that necessary textbooks are in student possession the first day of class including both online and face-to face-class meetings.

Continuous Enrollment

A doctoral student who has not enrolled for an academic year must reapply for admission under current admission standards. Students at the proposal/dissertation writing stage must be continuously enrolled in one of three classes: In spring (Semester 6) students take 6397 Dissertation Research and receive a letter grade. Students will be able to work on dissertation during the same semester (Semester 6) and must enroll in EDLD 6306

Proposal and Dissertation Research. Thereafter, students are required to enroll in EDLD 6306 Proposal and Dissertation Research until they successfully propose. If students have successfully defended the proposal, they should enroll in EDLD 6306 and remain continuously enrolled until graduation. Continuous enrollment consists of fall, spring and summer semesters.

Course Longevity

A student must complete all requirements for the doctoral degree, including the dissertation, within *ten consecutive years* of initial registration for that degree. All post-master, doctoral course work (including the dissertation) must be satisfactorily completed by the doctoral student in a maximum of 99 semester credit hours. If the Graduate Dean approves in writing that a student may proceed beyond the 99 credit hour limit, the student will be assessed out-of-state tuition.

Credit for Cognate Area and Electives

Courses for credit toward the 18-hour cognate area for the program must *not* have been credited toward any other graduate-level degree. In addition, course work for the cognate must be current and shall *not be older than ten (10) years at the date of graduation*. A maximum of 15 hours may be transferred in from another accredited institution and counted toward the cognate area component of the program. Additionally, all transfer courses must be 5,000 or 6,000-level courses and must be approved by the student's doctoral faculty chair and the program coordinator. Only courses with grades of B (3.0) or better are considered for transfer credit.

Program Core Course Descriptions:

EDLD 6301. Philosophy of Education.

Ontological, epistemological, and axiological perspectives on various philosophical schools of thought related to education.

EDLD 6303. The Politics of Education.

Educational functioning from a political systems perspective; internal and external political forces influencing organizational effectiveness; shaping of educational policy; functional means of attaining and utilizing political power.

EDLD 6306. Proposal/Dissertation Research.

Students are allowed no more than 6 hours of course credits to complete the dissertation proposal and the final dissertation. Additional enrollment for dissertation proposal and dissertation research beyond an approved proposal are in EDLD 6306.

EDLD 6311. Contemporary Theories of Educational Leadership.

Assumptions of the major schools of thought regarding leadership; findings from research conducted pursuant to trait theory, behavioral theory, and situational/contingency models; conceptions of leadership effectiveness; implications for leadership in educational organizations; assessment of personal leadership skills.

EDLD 6313. Policy Development and Decision-Making.

Study of policy conceptualization; development and implementation integrated with decision-making processes; ethical and moral responsibility of educational leadership.

EDLD 6315. Multicultural Analysis: Concepts for Educational Leaders.

This course examines multicultural relations in American society and explores solutions to critical problems confronting educational systems in the 21st century.

EDLD 6324. Curriculum Theory.

An analysis of theoretical structures underlying curriculum development; implementation and evaluation.

EDLD 6331. Educational Innovations.

An examination of the basic elements of successful school renewal programs with emphasis on systematic approaches to educational innovation and the process of change; studies of successful innovative programs.

EDLD 6333. Statistical Reasoning.

Introduction to statistics for educational leaders. Topics include descriptive and inferential statistics: frequency distributions, central tendency, variability, the normal curve, z -scores, percentile ranks, hypothesis testing, t tests, ANOVA procedures, bivariate

correlation, bivariate regression, and effect size indices. The course also includes hands-on microcomputer experiences in the use of the Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered.

EDLD 6334. Qualitative Research Methods.

The course is an experimentally based study of qualitative research philosophy, nature, purposes, design, and practice. Additionally, the course will elaborate as well as expand knowledge of the methods and various approaches to social science and educational research diversely known as ethnographic, participant observation, qualitative, case study, naturalistic, or interpretive.

EDLD 6335. Research in Educational Leadership.

Designed to extend the student's knowledge of and expertise in areas of qualitative and quantitative research, use of electronic resources, styles and format of writing research. Prerequisite: admission to the doctoral program in Educational Leadership. (3-0)

EDLD 6392. Advanced Topics in Statistical Reasoning.

Topics covered will be parametric and non-parametric procedures, prediction and association methods, and test construction and scaling. The course includes hands-on microcomputer experience in the use of the Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered. Prerequisite: EDLD 6333.

EDLD 6345: Advanced Qualitative Research

An advanced level understanding of the process and method of data collection and the various methods of data analysis strategies in qualitative research as well as a deeper grasp of the description, analysis, and interpretation of qualitative research.

EDLD 6397. Dissertation Research.

Principles of research design as they apply to both descriptive and experimental studies in educational leadership. Prerequisite: EDLD 6335.

Additional Course Descriptions:

EDLD 6302. Research Seminar.

Current issues in educational leadership research; national, state, and regional perspectives examined.

EDLD 6314. Professionals in Educational Organizations.

The nature of professionalism in education; points of conflict between bureaucratic and professional norms; accommodations to conflict; integrating professional norms with organizational requirements; organizational leadership of professionals; the character of professional associations in education.

EDLD 6321. Instructional Theory.

Theoretical basis for understanding instructional models and processes; research relevant to factors influencing instructional effectiveness and the interaction among instructional and learning variables.

EDLD 6323. Advanced Topics in Educational Leadership.

Selected topics in an identified area of educational leadership; advanced investigations of selected topics and problems dealing with curriculum, theory, legal issues, program design, and experimental formulations. May be repeated for credit when topics vary.

EDLD 6323. PLA – Principalship

EDLD 6323. PLA – Superintendency

Higher Education and Administration Leadership Transcribed Certificate

HEAL 6325. Student Personnel Services in Higher Education.

This course provides an overview of the conceptual and operational aspects that impact the student personnel programs of higher education institutions in the United States. The course is designed to prepare individuals for leadership positions in the field. An overview of content areas of personnel services offered in colleges and universities. Legal, ethical, and professional identity issues are also examined.

HEAL 6326. Curriculum/Program Planning and Evaluation in Higher Education

This course provides an overview of the conceptual and operational aspects that impact curriculum and instruction in higher education institutions in the United States. Emphasis is on strategies for anticipating future societal needs and developing higher educational curriculum to meet those needs. The course is designed to prepare individuals for teaching and leadership positions in higher education and education related fields.

HEAL 6327. Higher Education Administration.

This course provides an overview of various elements in higher education administration, including an understanding of the role of boards of trustees, presidents, faculty, unions, students, state and federal governments, coordinating boards, and accreditation agencies. Focus is on attributes of successful contemporary leadership in higher education.

HEAL 6328. Strategic Enrollment Leadership.

This course focuses on strategic enrollment management, an approach to improved relationships within an institution. It provides a review of principles and practices for leading recruitment, enrollment management and leadership within community colleges, 4-year colleges and universities. Specific attention is given to effective enrollment

management and leadership, recruitment, retention, institutional advancement, student service, and targeted communication.

HEAL 6336. Teaching and Research in Higher Education.

This course provides an detailed study of teaching and research in higher education. Research, theory and principles of teaching and learning are explored with a specific emphasis on differentiation between university and community college environments. Application of theory is presented and analyzed along with research findings and practices for curricula design and instruction in the higher education environment.

HEAL 6338. Legal and Ethical Issues in Higher Education.

This course surveys the legal issues arising from the relationship between higher education institutions and their governing boards, administrators, faculty, students, and governmental bodies. This course will explore the role of landmark and current legislation and course decisions in academic and student affairs, distance learning, and fiscal and campus management.

Cognates

The cognate is 18 credit hours of specialization in a selected field. Candidates may choose a cognate in an area that supports their professional goals. The most common cognate areas are higher education and the superintendency; however, any area in which there is a graduate degree is eligible for use as a cognate area, including adult education, early childhood, educational administration (Principal Certificate - http://www.tamuk.edu/cehp/edlc/docs/EDAD%20Certification%20Plan%2012_2014%20v2.pdf), instructional technology, reading, special education, or content areas (math, English, biology, etc). Examples of cognates are listed below.

Cognate in Superintendency (<http://users.tamuk.edu/kfcpc00/SuptdPlan.htm>)

- EDAD 5352 Educational Facilities Planning
- EDAD 5351 Staff and Pupil Personnel
- EDAD 5384 Adv. Problems in the Superintendency
- EDAD 5313 School Finance
- EDAD 5385 Superintendency Internship
- EDAD 5381 Administration of Special Programs

Cognate in Principal-ship

(http://www.tamuk.edu/cehp/edlc/docs/EDAD%20Certification%20Plan%2012_2014%20v2.pdf)

- EDAD 5301 (Concentrates on the competencies needed to pass the test)
- EDAD 5345 (Internship)
- EDAD 5383 (School Law)
- EDAD 5344 (Supervision)

EDAD 5343 (Finance)

EDAD 5341 (Administration – test is based around these core theories)

Cognate in Higher Education Administration and Leadership

(<http://www.tamuk.edu/cehp/edlc/heal.html>)

EDLD 6325 Student Personnel Services in Higher Education

EDLD 6326 Curriculum/Program Planning and Evaluation in

EDLD 6327 Higher Education Administration

EDLD 6328 Strategic Enrollment Leadership

EDLD 6336 Teaching and Research in Higher Education

EDLD 6338 Legal and Ethical Issues in Higher Education

Cognate in Adult Education (<http://www.tamuk.edu/cehp/edlc/adult-education.html>)

ADED 5319 Methods of Adult Ed

ADED 5388 Intro to Adult Ed

ADED 5379 Adult Learning & Development

ADED 5391 Curriculum/Prog Plan

ADED 5301 Admin of Adult Ed

ADED 5360 Instruct Materials

Cognate in Instructional Technology

(<http://www.tamuk.edu/cehp/edlc/instructional-technology.html>)

EDED 5310 Microcomputers in the Classroom

EDED 5311 Intro to Digital Learning Society

EDED 5312 WWW Learning Environments

EDED 5313 Principals of Inst. Tech

EDED 5318 Adv. Inst. Strats and Learning Theories

EDED 5320 Multimedia Design and Production

EDLD COURSE SEQUENCE 26

Year 1	Semester 1	EDLD 6335 Research in Ed Leadership	Summer I/II	Select cognate Advisor assigned
		EDLD 6311 Contemporary Theories of Ed Ld.	Summer I	
		EDLD 6301 Philosophy of Education	Summer II	
	Semester 2	EDLD 6324 Curriculum Theory	Fall	Initial degree plan
		EDLD 6334 Qualitative Research Methods	Fall	
	Semester 3	EDLD 6333 Statistical Reasoning	Spring	15 hour review
EDLD 6331 Educational Innovations		Spring		
Year 2	Semester 4	EDLD 6303 The Politics of Education	Summer I	
		EDLD 6315 Multicultural Analysis	Summer II	
		Take cognate/elective courses	Summer	
	Semester 5	EDLD 6392 Advanced Statistical Methods or EDLD 6323 Advanced Qualitative Methods	Fall	Request chair
		EDLD 6313 Policy Dev. and Decision-Making	Fall	
	Semester 6	EDLD 6397 Dissertation Research	Spring	Write proposal
EDLD 6306 Proposal and Dissertation Research		Spring		
Year 3	Semester 7	EDLD 6306/6306 Dissertation	Summer I/II	Comp Exams
		Take cognate/elective classes	Summer	
	Semester 8	Take cognate/elective classes	Fall	Defend proposal
	Semester 9	EDLD 6306 Research/Dissertation Writing	Spring	Defend dissertation Hooding Ceremony Commencement

EDLD PROGRAM SUPPORT

The Cohort Group

Students in the Educational Leadership program are admitted as members of a cohort group. The intent of the cohort group feature is to provide social support, to foster communication, to furnish peer critique and feedback, to encourage learning from associates, and to develop a network to sustain and support students throughout their doctoral work and professional careers.

Mentors and Advisors

During the first two semesters, each student will be paired with a faculty mentor assigned by the program administrator. The mentor will serve as program advisor to the student.

Selection of the Dissertation Chair

A dissertation Chair who is a core faculty member in the Educational Leadership doctoral program will be selected by students and/or assigned by the program administrator during year two of the program for assistance in the development of the dissertation. Students should refer to the *Dissertation Guidelines* for information on when/how to select a dissertation committee as well as other dissertation information.

The Core Doctoral Faculty are:

Dr. Marie-Anne Mundy, Associate Professor, EDLD Program Coordinator

Dr. Linda Chaloo, Associate Dean, Graduate Studies

Dr. Don Jones, Associate Professor, Superintendent Program Coordinator

Dr. Lori Kupczynski, Associate Professor, Higher Education Administration and Leadership Certificate Program

Dr. Gerri M. Maxwell, Associate Professor, Teacher and Bilingual Education Department Chair

Dissertation Committees

The functions of dissertation committees are to approve the student's research proposal, give direction to the development of the dissertation, conduct the dissertation defense, and determine when the dissertation has been successfully defended. Committee decisions shall be by a majority of its members. In the event of conflict, the final decision rests with the Chair. Dissertation committees shall consist of three, four, or more graduate faculty members, one of which will be the dissertation Chair. The dissertation Chair will be a member of the core faculty of the Educational Leadership doctoral program. At least one member of the committee must be a member of the core faculty of the Educational Leadership doctoral program. Members of the dissertation committee must hold graduate faculty status at the time they become members, to serve on the dissertation committees. Because of special expertise, an additional member may be added to the dissertation committee. To be eligible to serve as an additional member, this person must meet the requirements of graduate faculty membership and be approved by the College of Graduate Studies. Graduate Council Representatives are appointed to be present at the defenses (e.g. the Graduate Dean's representative). The representative is a non-voting, non-participating member.

Dissertation committee meetings are initiated by the student's dissertation Chair.

Dissertation committees review and approve the student's research proposal, give direction to the development of the dissertation, conduct the dissertation examination, and determine when the dissertation has been successfully defended.

A quorum is required for a meeting of the dissertation committee, but absent members may vote by proxy. Committee decisions shall be by a majority of its

members. While the Chair of the committee has primary responsibility for providing direction to the student's research, all members of the committee share in the responsibility for the quality of the work and are expected to make contributions in their respective areas of specialization. The dissertation chair determines whether guests are permitted at *proposal* defenses. At the final defense, visitors are permitted and have the right to ask the student questions within reason. The dissertation chair will have the final say on what is reasonable and appropriate.

Library Resources

The resources of the library at TAMUK in fields relevant to this program are made available to students in the program. The library holds a complete file of ERIC (the Education Resources Information Center) materials: this includes both Resources in Education and Current Index to Journals in Education. Students also have access to the on-line resources which locates references and summaries or articles in a variety of electronic and other databases.

The TAMUK library is a depository for both federal and state documents. The Jernigan library takes all state documents offered. In addition, almost all documents generated by the U.S. Department of Education, the National Center for Educational Statistics, and the National Institute of Education are available. Media material collections are provided. Faculty and students in the educational leadership doctoral program at TAMUK have reciprocal borrowing/use privileges at institutions of higher education in Texas through TexShare.

EDLD PROGRAM ASSESSMENTS

Course Assessments

Each course has student learning outcomes and assessments of those outcomes. Courses with a grade of C must be repeated.

Fifteen-Hour Review

Upon completion of the first fifteen credit hours taken at Texas A&M University - Kingsville, all doctoral student progress will be reviewed by the faculty program committee and program administration to determine future status of each student in the program. The fifteen-hour review will include an assessment of academic achievement, attendance, ability to collaborate with faculty and other cohort members and other pertinent evaluation information. Students are expected to keep a 3.50 GPA on the first fifteen hours. Students not passing the review will be informed of their status during the spring semester. Students will be placed on scholastic probation the following semester and must bring their GPA to 3.50 by the end of the summer semester or be dropped from the program.

Comprehensive Examinations

Comprehensive examinations are administered to ascertain whether the student is sufficiently prepared in professional knowledge, inquiry, and mastery of personal leadership skills to become a candidate for the doctorate. Comprehensive examinations

will be scheduled and administered to students after they have completed all *core* course work in the program, excluding EDLD 6306. There are two phases in the comprehensive examinations: written and oral. To be admitted to candidacy the student must pass both phases, as described below. No requests for waiver of candidacy examinations will be considered. The comprehensive examination committee for each student will consist of doctoral faculty from the department.

Written Phase of the Comprehensive Examinations

The written phase of the examinations consists of essay questions submitted by faculty members and generally covers Leadership Theories and Organizational Change, Philosophy of Education, Social and Political Contexts of Education, and Research, Statistics, and Methodologies.

The examination will be administered once each year. Comps will be scheduled in the summer semester. Responses are identified by code, and examinations are graded blindly. Papers received from students are marked by the faculty member submitting the question as “Pass” or “Fail.” To proceed to the oral examination phase, a student must pass all four areas. Failing grades may be accompanied by recommendations for additional course work, outside reading, or field experience prior to retaking the examination.

Oral Phase of the Comprehensive Examinations

The oral phase of the examination assesses the student's ability to articulate ideas, engage in professional dialogue, demonstrate personal leadership skills and apply relevant scientific knowledge to problems of practice. Faculty may also pose questions related to

the student's responses on the written phase of the examination and/or student's dissertation research. Oral examinations will occur during the semester of written exams. This policy is effective with Cohort XVIII.

Retaking Comprehensive Examinations

In the event of failure in either the oral examination or any part of the written examination, the faculty may require a professional growth plan, which may include additional course work, a research paper, additional face to face meetings with faculty, or other plans to remediate area(s) of concern before repeating the examination. The student may retake a written or oral examination, totally or in part, only one time.

The Dissertation

The following information relates to the doctoral dissertation. Students should refer to the *Dissertation Guidelines Document* and http://www.tamuk.edu/grad/images/pdfforms/thesis_manual.pdf). In preparing a dissertation, the doctoral candidate demonstrates the ability to conceptualize a problem, think it through logically, and conduct systematic inquiry towards its solution. The dissertation is considered the capstone of the program. The student demonstrates not only understanding of program content, but also the capacity to use what has been learned either to discover new knowledge or to address a problem of practice in the field. While successful completion of the dissertation is the final requirement for the degree, the student is encouraged to begin early in the program to reflect on possible research topics

for investigation and then to select one among those topics to pursue in a dissertation and develop competency in the methods appropriate to the problem.

Dissertation Proposal

The basic structure of the dissertation proposal should be developed while the student is enrolled in EDLD 6397 Dissertation Research. One of the requirements of that course is to write the drafts of the first three chapters of the dissertation (introduction, theory/literature review, and description of the methodology). This work should form the foundation for further development of the proposal under the direction of the dissertation Chair.

Human Subject Clearance (IRB Application)

Students must abide with each university's requirements with respect to the treatment of human subjects. Forms for submission to the Institutional Review Board may be obtained here: <http://www.tamuk.edu/osr/Forms/index.html> . A signed clearance from the IRB must be in the student's file before data collection begins.

Oral Dissertation Defense

The student's work culminates with the oral defense of the dissertation. In the defense, the student responds to examiners' questions concerning the soundness of the study and the significance of the findings.

- The time and place of the defense must be announced two weeks in advance.

- A bound copy of the dissertation in final form must be provided to committee members two weeks prior to the oral defense.
- The Chair will ask the student to present a brief summary of the dissertation and then the student will entertain questions from committee members. When all questions are exhausted, all except the committee leave the room while the committee debates the outcome.
- The vote shall be either “Pass” or “Not Pass.” A vote of “Pass” may be conditional on changes required by the committee. If the student fails the first defense, he/she will be allowed one more opportunity.
- The Chair files the necessary forms. A quorum of three is required for a meeting of the dissertation committee. A vote of “Pass” or “Not Pass” may be sent in absentia.

EDLD PROGRAM POLICY

In addition to the policies regarding course longevity, residency, and continuous enrollment, the following policies apply to all students.

Attendance

A vital part of each student’s education is regular attendance at all class meetings. Every faculty member will keep a current attendance record on all students. Frequent absences tend to lower the quality of a student’s work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member.

The administration of the Educational Leadership Doctoral Program defines certain types of absences as "official" or "excused" absences. These are absences due to confining illness, serious illness or death in the family, and participation in an officially approved class activity. Students wishing to be excused for any other reason must obtain the approval of each instructor concerned. These should be kept to a minimum.

A student will not be penalized for official or excused absences provided the work missed is made up in a manner satisfactory to the faculty member. If a student is absent for any other reason, each faculty member concerned will determine whether or not the student will be permitted to make up the written work missed during the absence. Students who persist in being absent from class without providing satisfactory explanation to their instructors may be dropped from the course regardless of whether or not they are passing.

Grades

Students are expected to maintain a 3.50 GPA during the first fifteen hours. A grade point average of 3.00 or better must be earned on *all graduate work* completed at this university. If a course is retaken, the last grade will be counted toward graduation and computation of the overall grade point average.

Scholastic Probation

Students are expected to keep a 3.50 GPA on the first fifteen hours. Students not passing the first fifteen hour review will be informed of their status during the spring semester. Students will be placed on scholastic probation the following semester and must bring their GPA to 3.50 by the end of the summer semester or be dropped from the program. A

doctoral student may also be placed on scholastic probation if, at the end of either the spring semester or the second summer session, the cumulative grade point average of the student falls below 3.0. If the probationary status is not removed during the next semester for which the student enrolls, the student will be dropped from the program.

Appeals

Appeals for program decisions or coursework related problems will be accepted in writing and reviewed by a sub-committee appointed by the Coordinator of the Educational Leadership Doctoral Program. The committee shall consist of three members from the Program faculty, the Program Coordinator, and the Department Chair. All students are expected to follow and respect the due process chain of command. All appeal procedures shall follow the policy, procedures, and rules of the respective campus and the Texas A&M System.

Dissertation and Proposal Submission to Faculty for Reading

When submitting a few pages of a proposal or dissertation to a faculty member, expect a one-week turnaround time for response. When submitting a substantial amount of work, such as one or more chapters, expect a two-week turnaround time for a response.

Scheduling Proposal and Dissertation Defenses

EDLD 6306 Proposal and Dissertation Research is the class for defending the proposal and the defense. Dissertation defenses are to be scheduled a minimum of two weeks following the announcement of successful passage of comprehensive examinations.

Dissertation defenses will be scheduled no later than three weeks prior to the dissertation submission deadline by Graduate Studies. Dissertation proposals and defenses may be canceled if hard copies are not provided by the student to the committee two weeks before the scheduled defense.

Graduation Dates

Often students have in mind a particular date in which they expect to graduate. Because the dissertation writing process is long, faculty need time to read, and dissertations often have to be revised a number of times, it is difficult to pinpoint a certain semester for graduation. If the dissertation is not completely approved by February 1, June 1, or October 1, do not expect to graduate in the given semester. This especially applies to students who are taking comprehensive examinations during the fall semester.

Professionalism when Communicating with Faculty

When communicating with faculty through email, text, or phone, you are expected to demonstrate professionalism and courtesy expected of educational leaders. In turn, we will also communicate with you respectfully. Per university policy, students are required set up their TAMUK email and utilize that email for official university correspondence. Be aware that only TAMUK email addresses will be contacted through Blackboard.

Academic Misconduct

See Student Handbook at <http://osa.tamuk.edu/dean/studenthandbook.pdf> .

EDLD STUDENT RESOURCES

The student handbooks, faculty handbooks, as well as the policies and procedures of TAMUK are available for your review at the following web addresses:

<http://www.tamuk.edu/>

<http://www.tamuk.edu/campusdirectory/>

Library Resources

<http://lib.tamuk.edu/>

ProQuest Dissertation Abstracts: <http://wwwlib.umi.com/dissertations/gateway>

Educational Leadership Doctoral Program Site

<http://www.tamuk.edu/cehp/edlc/educational-leadership.html>

Colleges of Graduate Studies

<http://www.tamuk.edu/grad/>

Thesis Manual: http://www.tamuk.edu/grad/images/pdfforms/thesis_manual.pdf

Request GCR: http://www.tamuk.edu/grad/images/pdfforms/grad_council_rep_form.pdf

Research Sites

APA Style Links: <http://education.tamuk.edu/policy/apalinks.htm>