# EDUCATIONAL LEADERSHIP DOCTORAL PROGRAM

## Student Handbook

## 2023

*The program reserves the right to change or alter any statement herein without prior notice.*
*Last updated: May 4, 2023*

# Table of Contents

# 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 at all educational levels. The online 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 in an area of focus that is approved by the student's advisor and has a clear connection to leadership.

## 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 |
|---|---|---|
| *Imperative I*. Broaden the Base of Productive and Educated Citizens. | **Goal I.** Broaden the Base of Productive and Educated Citizens.<br><br>**Objective 1.1:** Increase the number of students in the educational leadership program through a recruitment/advertising campaign.<br><br>**Assessment Measure:** The Department will continue a recruitment campaign at the state- and national-levels to increase enrollment in the program by 5%. | |
| *Imperative II*. Enhance Student Learning Through Civic, Professional, and Research Engagement. | **Goal II.** Enhance Student Learning Through Civic, Professional, and Research Engagement.<br><br>**Objective 2.1 (Learning Outcome):** Maintain or increase the number of faculty/student research presentations/publications.<br><br>**Assessment Measure:** The Department will maintain or increase the number of faculty/student research presentations/publications at local, state/regional, or national levels. | Maintain or increase the number of faculty/student research presentations/ publications. |
| *Imperative III*. Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs. | **Goal III.** Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs.<br><br>**Objective 3.1:** High quality academic program.<br><br>**3.1.a**. Understand the foundations and sources of successful leadership practices, processes, and effects.<br><br>**3.1.b.** Acquire knowledge and understanding of the most recent theory and research in education.<br><br>**3.1.c**. Understand psychological and philosophical foundations of curriculum design.<br><br>**3.1.d.** Appreciate the relationship between educational organizations and political | 1. Students will compare leadership theories and critique their effectiveness.<br><br>2. Students will differentiate educational philosophies and integrate ideas into a personal philosophy of education.<br><br>3. Students will analyze and summarize |

| | | |
|---|---|---|
| | and social environments in which they are embedded. | educational data utilizing statistical software. |
| | **3.1.e.** Understand the unique challenges involved in leading and influencing professionals in organizations. | 4. Students will create research designs for educational problems. |
| | **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. | 5. Students will formulate and evaluate educational innovations. |
| | **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 developed for that student. Written exams may be re-taken one time. | |
| ***Imperative IV.*** Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized. | **Goal IV.** Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.<br><br>**Objective 4.1:** Maintain the number of internal and external grant applications<br><br>**Assessment Measure:** Maintain the number of grant applications by doctoral faculty.<br><br>**Objective 4.2:** Continue scholarly activity on the state level while increasing faculty productivity in scholarly activity on the national/international level.<br><br>**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. | |

| | | |
|---|---|---|
| *Imperative V.* Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued. | **Goal V.** Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.<br><br>**Objective 5.1:** Maintain a timely and informative departmental web page.<br><br>**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.<br><br>**Objective 5.2:** Maintain funding for faculty and staff travel and development.<br><br>**Assessment Measure:** The Program will continue to encourage the Department to 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. | |

# 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:

https://www.tamuk.edu/education/departments/edlc/edlead.html

## 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 you are on financial aid and have finished all required coursework and is only registered for three credits of dissertation (EDLD 6306), then we advise you to talk to the financial aid office for implications.

1. After two Unsatisfactory (U) grades in EDLD 6306, the student will be dropped from the program.

2. Continuous enrollment in EDLD 6306 is required unless a leave of absence is approved by program faculty. If the student fails to maintain continuous enrollment, the dissertation chair will place an administrative hold on any subsequent course registrations. Eligibility to register again is permitted only after granted by dissertation chair.

3. The instructor will assign a letter grade (A, B, C, D, or F) when the student completes the dissertation proposal and the dissertation final defense on or before the published deadlines.

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 online class meetings.

As per the graduate catalog, students must be continuously registered for EDLD 6306 until final graduate requirements are completed.

## Continuous Enrollment

In spring (Semester 6) students take EDLD 6397 Dissertation Research and receive a letter grade. Students will be able to work on dissertation during the same semester (Semester 6) and may enroll in EDLD 6306 Proposal and Dissertation Research if they believe they can propose during that term. This is optional and enrollment in EDLD 6306 concurrently with EDLD 6397 and it does not guarantee that students will be ready to propose. Thereafter, students are required to enroll in EDLD 6306 Proposal and Dissertation Research until they successfully propose. Students at the proposal/dissertation writing stage must be continuously enrolled in EDLD 6306.   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. A doctoral student who has not enrolled for an academic

year must reapply for admission under current admission standards.

## 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.

## 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 21$^{st}$ 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.

**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 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 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**

## 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), instructional technology, reading, special education, STEM, or content areas (math, English, biology, etc.). Examples of cognates are listed below.

## Cognate in Superintendency
https://www.tamuk.edu/education/departments/edlc/edadmin.html
EDAD 5352 Educational Facilities Planning
EDAD 5351 Staff and Pupil Personnel OR
EDAD 5381 Administration of Special Programs
EDAD 5384 Adv. Problems in the Superintendency
EDAD 5313 School Finance
EDAD 5385 Superintendency Internship
EDLD 6323 (PLA Superintendent)

## Cognate in Principalship
https://www.tamuk.edu/education/departments/edlc/edadmin.html
EDAD 5301 (Concentrates on the competencies needed to pass the test)
EDAD 5345 (Internship)
EDAD 5383 (School Law)
EDAD 5344 (Supervision)
EDAD 5343 (Finance)
EDLD 6323 (PLA Principalship)

## Cognate in Higher Education Administration and Leadership
https://www.tamuk.edu/education/departments/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
https://www.tamuk.edu/education/departments/edlc/adulted.html
ADED 5319 Methods of Adult Education
ADED 5388 Introduction to Adult Education
ADED 5379 Adult Learning & Development
ADED 5389 Evaluation and Measurement in Adult Education
ADED 5391 Curriculum and Program Planning in Adult Education
ADED 5360 Instructional Materials
other ADED courses may be selected with approval from doctoral advisor

## Cognate in Instructional Technology
https://www.tamuk.edu/education/departments/edlc/tech.html
(students will choose six of the following seven classes)
EDIT 5311 Introduction to the Digital Learning Society
EDIT 5312 World Wide Web Learning Environments
EDIT 5313 Principles of Instructional Design and Technology
EDIT 5316 Instructional Design
EDIT 5321 Leadership in Instructional Technology
EDIT 5322 Computer and Internet Law
EDIT 5327 Intro to Online Learning
EDIT 5340 Emerging Trend in Instructional Technology
EDIT 5372 Special Problems in Instructional Technology


## Cognate in Science, Technology, Engineering, and Mathematics (STEM)
https://www.tamuk.edu/education/departments/edlc/stem.html
(students will choose six of the following seven classes)
STEM 6310   Introduction to STEM Education
STEM 6312   Theoretical Foundations of STEM Education
STEM 6314   Special Topics in STEM Education
STEM 6316   Instructional Design in STEM Education
STEM 6318   Trends and Issues in STEM Education
STEM 6320   Leadership in STEM Education
STEM 6322    Research in STEM Education


## 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 18 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.

## EDLD COURSE SEQUENCE

| | | | | |
|---|---|---|---|---|
| Year 1 | Semester 1 | EDLD 6335 Research in Ed Leadership | Summer 10-week | Select cognate |
| | | EDLD 6301 Philosophy of Education | Summer I | Advisor assigned |
| | | EDLD 6311 Contemporary Theory. of Ed Ld. | Summer II | |
| | | 9-hour review | | |
| | Semester 2 | EDLD 6324 Curriculum Theory | Fall | Initial degree plan |
| | | EDLD 6334 Qualitative Research Design | Fall | |
| | Semester 3 | EDLD 6333 Statistical Reasoning | Spring | |
| | | 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 Topics in Statistical Reasoning -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 (optional) | Spring | Potential proposal |
| | | | | |
| Year 3 | Semester 7 | EDLD 6306 Dissertation | Summer 10-week | Comp Exams Potential proposal or defense Hooding Ceremony Commencement |
| | | Take cognate/elective classes | Summer | |
| | Semester 8 | EDLD 6306 Research/Dissertation Writing Take cognate/elective classes | Fall | Potential proposal or defense Hooding Ceremony Commencement |
| | Semester 9 | EDLD 6306 Research/Dissertation Writing Take cognate/elective classes | Spring | Potential defense 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 four 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 faculty 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.

## Core Doctoral Faculty

**Dr. Kelly Hall**, Assistant Professor, Educational Leadership Doctoral Program Co-Coordinator; Higher Education Administration and Leadership Transcripted Certificate Program Coordinator

**Dr. Linda Challoo**, Professor, Instructional Technology Co-Coordinator, and STEM Transcripted Certificate Coordinator

**Dr. Don Jones**, Professor, Superintendent Program Coordinator, and Educational Administration Co-Coordinator

**Dr. Daniella Varela**, Assistant Professor, Educational Leadership Doctoral Program Co-Coordinator

**Dr. Jeff Chernosky**, Assistant Professor, Instructional Technology Co-Coordinator, and Educational Administration Co-Coordinator

## 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 <u>majority</u> 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 has final approval 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 <u>Resources in Education</u> and <u>Current Index to Journals in Education</u>. 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.

## Nine-Hour Review

Upon completion of the first nine 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 nine-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 nine hours. Students not passing the review will be informed of their status during the semester following completion of the first nine hours of core courses. Students who do not meet standards at the nine-hour review may be placed on program probation the following semester and must bring their GPA to 3.50 by the end of the following 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 following completion of all core coursework each year. 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 areas of the written exam. 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.

## 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, the following year and only
one time.

## THE DISSERTATION

The following information relates to the doctoral dissertation. Students should refer to the
*Dissertation Guidelines Document* and
**https://www.tamuk.edu/orgs/grad/current_students/forms_resources.html.** 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: https://www.tamuk.edu/osr/Research-Compliance/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.

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

2.  A bound copy of the dissertation in final form must be provided to committee members two weeks prior to the oral defense.

3.  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.

4.  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.

5. 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 online synchronous 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.

## 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 University 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 final study. 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 a particular date in mind 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. Students are responsible for

the deadlines for the application for graduation. Students are not eligible to apply for

graduation until they have successfully proposed.

## 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 to set up their TAMUK email and utilize that email for official university

correspondence. Note that faculty and staff are required to communicate via email with

students **only** through TAMUK email addresses, and all University communication and

communication through Blackboard automatically sends to the TAMUK student email

addresses as well.

## Academic Misconduct

Students are responsible for adhering to the TAMUK policy on Academic Misconduct

and Plagiarism. The TAMUK student handbook can be found on the following site:

http://www.tamuk.edu/dean/

Doctoral candidates are responsible for monitoring and meeting deadlines set by

Graduate Studies. [http://www.tamuk.edu/grad/](http://www.tamuk.edu/grad/)