



TEXAS TECH UNIVERSITY
College of Education™

Educational Leadership

Doctor of Education Program Handbook

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Graduate Education and Research
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Educational Leadership

Doctor of Education (Ed.D.) Program Handbook

Program Overview

The Doctoral program in Educational Leadership is designed to prepare key leaders in school districts and college or university faculty. The program's primary focus is the preparation of leaders who are reflective professionals developing vision and acquiring skills to renew and improve schools and school systems.

The Doctor of Education (Ed.D.) Program in Educational Leadership is designed to provide advanced study opportunities for aspiring professional leaders in the field of education. The meaningful, reflective study of organizational change leadership principles and practices is best realized when solidly grounded in students' own professional career experiences. Thus, individuals applying for admission to the Ed.D. Program in Educational Leadership should have a minimum of one (1) year successful performance in one or more administrative and/or supervisory school leadership positions.

Doctoral-level work in Educational Leadership is conducted in the Department of Educational Psychology and Leadership of the College of Education. Students must meet the requirements of the Graduate School, the College of Education, and the Educational Leadership Program to receive a doctoral degree.

Graduate Faculty

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Admissions and Advisement Procedures

The Graduate School

- A. Apply through the Office of Graduate Admissions in Holden Hall for “General Admission” to the Graduate School online at <http://www.depts.ttu.edu/gradschool/admissions/how.php>. Read the *Graduate Catalog* of the University for admission requirements. The Graduate School requires official transcripts, official GRE scores, and an application for admission. Consult the Graduate School web site for other possible requirements. Applicants can take the Graduate Record Examination (GRE) through the Testing and Evaluation Center in West Hall on the campus or at other authorized testing locations.
- B. The Graduate School has two admission statuses, described briefly here. Official descriptions are in the current graduate catalog. The graduate admissions categories are: (1) Full admission to the doctoral program in Educational Leadership and (2) Graduate temporary (GTMP). **Be advised that program faculty will not accept students into Ed.D. courses unless they have been admitted into the program, which requires official GRE scores submitted to The Graduate School. If students enroll in courses, those grades earned during this G-TMP period may not apply toward credits earned in the program of studies.**

The Educational Leadership Program

The standards for admission to the Educational Leadership Program go beyond those for admission to the Graduate School. The Educational Leadership program faculty review applicants’ admissions materials once every year in the fall. Only complete admissions portfolios will be reviewed. Applicants to the Ed.D. Program in Educational Leadership must submit a cover letter and a professional portfolio to the contact person for the EDLD Doctoral Program at the College of Education no later than October 15th of any given year. Incomplete admissions materials will not be reviewed.

The EDLD admissions process consists of several screening procedures the first of which is: 1) submission of the professional portfolio to the EDLD program coordinator and the application to The Graduate School by October 15th. At the end of October, the program faculty will invite semi-finalists to submit additional materials consisting of a writing sample and a 10-15 minute video. Those materials will be reviewed by the middle of November. Finalists may be invited to campus for interviews. The purpose of the **writing sample** is to enable the applicant to demonstrate his/her ability to a) synthesize or compare key ideas across a sample of current research and best practice literature; b) discuss differences in viewpoints and omissions of key ideas or viewpoints in this sample of current research and best practice literature; c) critically examine pertinent connections between the research and best practice literature and a situational case; and d) draw implications for professional practice and future research. The purpose of the **interview** is to provide EDLD faculty with an opportunity to a) interact with each applicant, b) ask questions regarding the applicant’s understanding and interpretation of the sample of current research and best practice literature, 3) gather additional perspectives regarding the applicant’s writing sample, and d) discuss the applicant’s reasons for pursuing doctoral study in Educational Leadership.

Upon receipt of an applicant’s file from the Graduate School, portfolio materials from the applicant, writing sample, and interview, the Educational Leadership program faculty will conduct a holistic review of the candidate’s potential for successful doctoral-level work and the fit between the goals of the candidate and those of the program.

After finalists for the program are selected, the Educational Leadership faculty will provide a recommendation to the Graduate School regarding the admission of the applicant to the Educational Leadership doctoral program.

Notification of acceptance. The official letter of rejection or acceptance will be sent by the Office of Graduate Admissions. Applicants are also notified by a letter from the Program Coordinator. A copy of the acceptance or rejection letter is forwarded to The Graduate School and to the College of Education Associate Dean for Graduate Education and Research.

Barring unexpected or extenuating circumstances, applicants submitting admissions materials in the fall will be notified by December for full admission in the spring term.

Appeal process. Applicants who are not accepted into the Doctoral Program in Educational Leadership have the right to appeal the Educational Leadership program faculty’s decision. The first level of appeal is to reapply to the program, addressing the program faculty’s reasons for rejection, as delineated in the notification of the rejection letter. If an applicant is still rejected by the Educational Leadership program faculty, the next level of appeal is the College of Education Graduate Studies Committee. In making an appeal to the Graduate Studies committee, the applicant would have to address the Educational Leadership program faculty’s reasons for rejection as defined in the two letters. If the

applicant's appeal is denied by the College of Education Graduate Studies Committee, there is no further recourse for admission.

Advisement Procedures

Upon the student's admission into the Ed.D. Program in Educational Leadership, a temporary advisor is appointed to assist the student with the process of developing a degree plan and registering for approved courses. The advisor will review the student's progress in completing course work and all other degree requirements. When nearing completion of all course work, the student selects a professor to serve as dissertation committee chair, and doctoral advisory committee before the student takes the Qualifying Exam. It is at this time that advising responsibilities shift from the temporary advisor to the dissertation chair. The dissertation chair and doctoral committee review the student's course work, prepare and evaluate the student's Qualifying Exam, guide the student through the development of the dissertation proposal, and guide the student's development of the dissertation. The student's major professor may change over time due to changes in program faculty or research focus of the student.

Degree Plan

Once admitted, the doctoral program coordinator will prepare a preliminary degree plan to guide course selection as soon as possible after acceptance into the program. Graduate courses taken at other institutions may be included as a part of the degree plan. After the student selects a permanent dissertation chair and committee, this degree plan may be modified as determined by the committee. In most cases, modifications, if any, are likely to be minor.

Transfer credit. Work completed in the doctoral program of another recognized graduate school will be considered on the recommendation of the student's doctoral advisory committee, but no assurance can be given that such work will reduce the course or residence requirements at Texas Tech University. Students normally can transfer in 33-36 hours of courses they have taken in educational leadership from other universities. TTU requires that students take 42 hours of graduate-level courses at TTU as well as the 12 hours of dissertation. In no case can transfer credit reduce the minimum residence. (Information concerning residence requirements is available in the current TTU graduate catalog.)

Continuation of Enrollment

Students who have been granted admission are required to register in the term following admission. Any student who fails to register during any one-year period prior to graduation, and who does not have an official leave of absence from study granted by the Educational Leadership Program and the Graduate School, will be required to apply for re-admission to the EDLD program according to the procedures and standards in effect at the time of reconsideration.

Doctor of Education in Educational Leadership Program of Studies

The Ed.D. Program in Educational Leadership is 96-99 credit hour program, which includes a minimum of 12 semester hours of dissertation research (8000 hours). The course of study includes an appropriate master's degree and other graduate credit (e.g., Principal/Mid-Management certification) that is less than 7 years old at the time admission is approved. The Graduate School and the EDLD program faculty, on a case-by-case basis, must approve exceptions for older course work. The student's temporary advisor evaluates previous graduate work and graduate credit earned at another institution.

Core Curriculum – 24 hours

College of Education Foundation Core (9 hours)

EDCI 5320	Curriculum Theory: Foundations (required)
EPSY 5323	Cultural Foundations of Education (required)
EPSY 5310	Philosophy of Education
EPSY 5314	History of Education
EPSY 5331	Human Development in Education
EPSY 5332	Educational Psychology

Research and Statistics Core (15 semester hours)

EPSY 5380	Introduction to Educational Statistics
EPSY 5381	Intermediate Educational Statistics
EPSY 5382	Qualitative Research in Education
EPSY 6301	Advanced Data Analysis
EPSY 6302	Survey Research in Education
EPSY 6304	Qualitative Research Methods
EPSY 6305	Qualitative Data Analysis in Education

Major (42 semester hours)

General Core (21 semester hours)

EDLD 5306	School-Based Leadership
EDLD 5310	Instructional Supervision
EDLD 5330	Staff Development
EDLD 5340	Educational Law
EDLD 5350	School Personnel and Fiscal Resources
EDLD 5351	Communication for School Leaders
EDLD 5361	Process of Educational Change
EDLD 5380	The Superintendent and Educational Governance
EDLD 5381	School District Resource Management
EDLD 5382	The Superintendency, Organizational Politics and Legal Issues
EDLD 5391	School and Community
EDLD 5392	Principal Internship in Education
EDLD 5394	Superintendency Internship in Education

Advanced Core (21 semester hours)

EDLD 6001	Advanced Study of Special Topics in Educational Administration
EDLD 6300	Organizational Theory in Education (required)
EDLD 6310	Educational Leadership Ethics
EDLD 6321	Educational Finance
EDLD 6330	Educational Leadership, Democracy, and Schools (required)
EDLD 6340	Educational Policy and the Law (required) (or)
EDLD 6341	Legal Issues with Special Populations
EDLD 6351	Organizational Communication in Education (required)
EDLD 6361	Doctoral Seminar in Educational Administration
EDLD 6380	Contemporary Perspectives of Educational Leadership
EDLD 6385	Research in Educational Administration
EDLD 6392	Doctoral Internship in Educational Leadership
EDLD 7000	Research

Minor or related fields – (15 semester hours)

In addition to the core requirement, the Doctor of Education degree program allows a minimum of 15 hours in a minor or related field. The doctoral student is allowed to have a selection of courses that permits him or her to have more flexibility in their major area of emphasis. If there is no minor or related field, 15 hours are added to the major.

A **minor** focuses on courses in a clearly defined area of study. **Related fields** focus on courses from several areas of study. If a student wants to include a **minor** in the doctoral degree plan, there must be a representative from the minor area of study on the doctoral advisory committee, and the qualifying exam must include a focus on the minor area of study. If a student selects **related fields** courses, there does not have to be a representative from the related fields on the doctoral advisory committee. Including a focus in the related fields on the qualifying exam is optional.

Doctoral Dissertation (12 semester hours)

A student must enroll in EDLD 8000 to take dissertation hours during the development of the student's dissertation proposal and the dissertation.

Additional Information

Residency Requirement

Texas Tech University requires one year of residency for all doctoral study. The intent of residency is to provide for concentrated study as a full-time student with minimal outside distractions. Residency for the Ed.D. in Educational Leadership can be accomplished in any one of the following ways:

1. Two consecutive fall and spring semesters with at least 12 semester hours of graduate study each term;
2. Three consecutive full summers (at least 9 weeks each) of at least 9 semester hours of graduate credit during each term;
3. A full summer term (12 weeks) of at least 12 semester hours of graduate credit plus at least 12 semester hours of graduate credit in the adjacent spring or fall semester;
4. For students who hold half-time graduate assistantships, or students involved for no more than half-time in other work closely related to the doctoral study, 9 semester hours in each of the long terms plus at least 6 semester hours in the preceding or subsequent summer term.

With the increased use of electronic/distance technology in the delivery of doctoral coursework, the Educational Leadership program in the College of Education and the Graduate School at Texas Tech University recognize the opportunity to explore new avenues for satisfying doctoral residency requirements. Along these lines, students in the EDLD doctoral program will be expected to satisfy residency requirements utilizing a variety of concentrated and well-sequenced courses and instructional activities. These activities may include: week-long summer sessions involving a cohort of students and two or more courses/faculty members at satellite campuses, in conjunction with organized coursework, attendance at and structured involvement with various state-wide or national education conferences sponsored by such groups as the American Association of School Administrators, the Texas Association of School Administrators, and the Texas School Boards Association; and the use of two-way teleconferencing and WEB-based means of course delivery regardless of whether students are on- or off-campus.

Adherence to Timeline

The doctoral student maintains ultimate responsibility for adhering to established timelines and progressing through the program of studies, internship, and dissertation in a timely manner. Continual contact should be maintained with the major professor and members of the doctoral advisory committee. Also, the doctoral student should be thoroughly familiar with the information presented in the College of Education Doctoral Student Handbook, available from the Office of Graduate Education and Research.

Qualifying Examination

The qualifying examination requires synthesis and application of knowledge acquired during the course of study for the doctoral degree in Educational Leadership. Satisfactory performance in course work does not necessarily guarantee successful performance on the qualifying examination. A student may take this examination after receiving approval of the degree plan from the Dean of the Graduate School and completing most of the course work prescribed by the degree plan.

Reasonable accommodations will be made to allow students with disabilities to take the qualifying examination. The student should discuss individual needs with the chair of the advisory committee to arrange needed accommodations.

The qualifying examination is judged on a pass/fail basis by the student's advisory committee. At the discretion of the advisory committee, the student may be asked to complete an oral examination to provide additional evidence of the ability to synthesize and apply knowledge of Educational Leadership and/or the minor or related field. If a student fails, the qualifying examination can be repeated one time after a lapse of at least four months. Once the qualifying examination is passed, the student is admitted to candidacy on recommendation of the advisory committee.

Application for Candidacy

A recommendation for candidacy is forwarded to the Graduate School by the chairperson of the advisory committee after the student passes the qualifying examination. The student will have four years to complete the dissertation after admission to candidacy by the Graduate Council.

Dissertation and Oral Defense

After successfully passing the doctoral qualifying examination, the student is eligible to present a formal proposal for the dissertation research to the doctoral advisory committee and other interested faculty. When the proposal is approved, the student may begin the dissertation process by enrolling in EDLD 8000. A minimum of 12 semester hours of registration is required. The dissertation, a work of original research or creative scholarship, must be defended in an oral defense administered and evaluated by the major professor and the doctoral advisory committee.

Statement of Intention to Graduate and Graduation Fees

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees. Since specific deadlines exist for filing forms and paying fees, students should contact the Texas Tech Graduate School for additional information.

Financial Aid

A limited number of College of Education Graduate Research/Teaching Assistantships are available on a competitive basis. Please see COE website for specifics. In addition, a number of University Fellowships, scholarships, work study, and other awards are available. The deadlines for these awards vary from year to year. Information concerning financial aid is available from the Office of the Associate Dean for Graduate Education and Research at

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Box 41071
Lubbock, TX 79409-1071
Phone: 806-742-2344

Additional Information and Suggestions

Other important issues such as registration, financial assistance, ethics, and appeals procedures are outlined in the *Texas Tech University Graduate Catalog*, *College of Education Doctoral Student Handbook*, and the *Education Student Handbook*.

The Graduate School Timeline, Forms, and Steps

Please consult The Graduate School web page at <http://www.depts.ttu.edu/gradschool/> for important information. Also, contact your temporary faculty advisor to set up a temporary degree plan so that you have a “road map” of courses to take. The program faculty members have discovered that students who have a temporary degree plan feel more confident about their program of studies and what is required of them.

Application Materials

Steps in Application Process

- Contact one of the program faculty for advisement in the doctoral degree admissions process
- Submit the Application for Admission, GRE scores, official transcripts and residency questionnaire to the Graduate School of Texas Tech University to the Graduate School (03 Holden Hall) or online at <http://www.depts.ttu.edu/gradschool/admissions/how.php>.
- International students: Submit Test of English as a Foreign Language (TOEFL) score to the Graduate School
- Submit the Professional Portfolio which includes the application cover sheet, resume, statement of professional goals, research, publications or presentation materials, leadership information to the contact person for the Doctoral Program by October 15th each year.
- Send 3 letters of recommendation (see attached format) to the EDLD Program Doctoral Studies Coordinator.
- IF YOU RECEIVE AN OFFICIAL LETTER OF ADMISSION from the Graduate School, develop the Program for Doctoral Degree (degree plan) with your faculty advisor, who will also advise you on course selection and registration.
- IF YOU RECEIVE A REJECTION LETTER from the Graduate School, contact the Associate Dean of Graduate Education and Research (806) 742-1998 x 447 (Ed. 110AA) for advisement regarding the admissions appeals process. Contact the program coordinator if you have any questions regarding this process.
- Graduate School link for deadlines: <http://www.depts.ttu.edu/gradschool/current/DocHowTo.php>

Professional Portfolio

Admission to the Educational Leadership Doctoral Program is a separate procedure from admission to the Graduate School and is based on successful acceptance into the Graduate School and the Educational Leadership Program. This requires three letters of recommendation (use format listed below), cover letter, and submission of the following portfolio items and in the following format.

Submission Format

The candidate should submit the portfolio materials in a spiral binding with a cover indicating the candidate's name, "Applicant for Admission to the Doctoral Program in Educational Leadership," and the date of submission.

Professional Resume

The candidate must submit a current professional resume. Center your name, address, home phone, work phone, fax number, and e-mail address at the top of your resume. Provide information for each of the following applicable topic headings: Education, Professional Experience, Honors and Awards, Publications/Presentations (if any), Professional Organization Membership and Activities (if any), Consulting or Advisory Activities (if any).

Statement of Professional Goals

The candidate must discuss his/her reasons for pursuing a doctoral degree in Educational Leadership; the relationship of the degree to the candidate's current position and career goals; and the candidate's career vision five years into the future.

Research, Publications, Presentations (if any)

The candidate should provide copies of publications, research papers, and presentation papers/materials. A preface to these materials should indicate what materials have been included, why they have been selected, what the materials represent in terms of the candidate's professional activities and development, and what role the candidate played in the activities or initiatives selected.

Leadership Activities

The candidate should provide evidence of the candidate's leadership activities or initiatives. A preface to these materials should indicate what materials have been included, why they have been selected, what the materials represent in terms of the candidate's professional activities and development, and what role the candidate played in the leadership activities or initiatives selected.

Receptivity to New Ideas

The candidate should provide evidence of the candidate's receptivity to new ideas. A preface to these materials should indicate what materials have been included, why they have been selected, what the materials represent in terms of the candidate's professional activities and development, and what role the candidate played in the activities or initiatives selected.

Letters of Recommendation

Three letter of recommendation are required. One letter may be from a personal reference; two letters must be from professional references. Letters of recommendation must provide information in the following areas:

1. Information about the letter writer and the context in which the writer has known and/or worked with the candidate.
2. Specific examples and an evaluation of the candidate's commitment to excellence, i.e., *activities and behaviors* that demonstrate the candidate's persistence in seeking to achieve at a high level.
3. Specific examples and an evaluation of the candidate's moral purpose and educational values, i.e., *activities and behaviors* that demonstrate what the candidate values and how these values are exhibited in the candidate's life and work.
4. Specific examples and an evaluation of the candidate's leadership abilities, i.e., leadership *activities and behaviors* and *indicators of the success* of the candidate's leadership.

5. Specific examples and an evaluation of the candidate's interpersonal skills, i.e., *activities and behaviors* that demonstrate the candidate's ability to work with others, deal with conflict, communicate effectively.

Please note that "activities and behaviors" form a critical part of the letters of recommendation. An example for item 4 above might be, "Chaired our United Way Campaign in 2000. Provided inspiring leadership to what has traditionally been a dull campaign in this school and helped us achieve our highest total ever."

All completed application packets must be sent to the College of Education, Office of Graduate Education by October 15th of each year to be considered as an applicant to the Ed.D. process.

