



HANDBOOK

Doctoral Program in Educational Leadership

Texas A&M University-Corpus Christi
College of Education and Human Development

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I. General Information

Introduction

Welcome to the Ed.D. degree in Educational Leadership at Texas A&M University-Corpus Christi. You have embarked on an intense and life-altering experience as an educational professional. The Education Doctorate in Educational Leadership is designed primarily to allow students to tailor the program to support their individual professional development goals. The program features course work, seminars, a residency, comprehensive examinations, and dissertation research.

The purpose of this handbook is to provide the student with information and advice concerning the nature and progression of the program. The student must be prepared to discuss the program with their advisors and professors, as changes from what is included here may occur from time to time.

Program Description

The Education Doctorate Degree in Educational Leadership is a minimum 60-semester hour program with two tracks: Education Leadership Cognate and Open Specialization (refer to Appendix Two for sample Degree Plans). The program consists of Required Core courses, Required Research Tools courses, Cognate or Specialization courses, Elective courses, and Dissertation courses. The length of time required to complete the program and the final total of semester hours taken vary depending upon the individual and the period of time required to complete a dissertation. Continuous enrollment is required until the student successfully defends his/her dissertation. Continuous enrollment consists of taking courses in at least three semester credit hours in consecutive long terms. Long terms are defined as regular terms for Fall and Spring semesters. The student must have completed at least one EDLD 6398 Dissertation in Progress course prior to or in the semester he or she graduates.

Students who have been admitted to the program under a different academic catalog, requiring 69 semester credit hours to graduate, may petition to the College of Graduate Studies to revise their degree plan to meet the requirements of the 60-credit degree. Once a student advances to the conditions of a newer catalog requirements, he or she cannot return to an older one.

In doctoral programs, it is generally expected that students exercise more independent scholarship, become knowledgeable about the historical foundations of their area of study, concentrate on the cutting edge of knowledge, and give more emphasis to educational theory, research, and scholarship. The overarching goal of the program is to prepare scholar-practitioners through a combination of academic endeavors, professional experience, and prior knowledge as a basis for effective change. Doctoral students are expected to exhibit the following goals:

- Knowledge and wisdom of educational theories and frameworks through all courses;
- Practice in action through cognate courses relevant to one's specific domain in his or her profession;
- Learned and practiced research through research tools courses, and;
- Creation of new knowledge through a five-chapter, research-based, dissertation.

Program Course Descriptions

The Educational Leadership doctorate has two tracks, Educational Leadership Cognate and Open Specialization. The courses for both tracks are presented below:

Required Core Courses: 18 Semester Hour Credits

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 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.

EDLD 6312 Clinical Leadership Laboratory

Students will undergo assessment of personal leadership skills through assessment center methodologies. Abilities assessed will include decision-making, group participation, interpersonal communication, and presentation 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 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 6342 Community Leadership Development

This course develops collaborative leadership skills related to initiating and implementing school and community partnerships. A special focus is the enhancement of critical literacy skills—the capacity to read and interpret events within the socio-political context of community-embedded educational leadership.

Required Research and Dissertation Courses: 21 Semester Hour Credits

EDLD 6384 Qualitative Research Design

This course is based on reviews of the theoretical and methodological approaches to qualitative research. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a preliminary capacity to collect, analyze, and interpret qualitative empirical materials.

EDLD 6333 Statistics I

This is a course in univariate statistics, which includes the use of Statistical Package for the Social Sciences (SPSS) with exercises related to various descriptive and inferential statistical techniques.

EDLD 6392 Statistics 2

The course in advanced statistical procedures is a continuation of EDLD 6333. Special emphasis is placed on analysis of variance (ANOVA) techniques such as one-way and factorial ANOVA, analysis of covariance (ANCOVA), repeated measures ANOVA, and multivariate analysis of variance (MANOVA), as well as multiple regression analysis, logistic regression analysis, and discriminant analysis. Also included are selected nonparametric statistical techniques. The course includes hands-on experiences in the use of Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered.

EDLD 6335 Quantitative Research Methods

The course is designed to provide the student with the knowledge and skills needed to read, analyze and synthesize educational research, and to give the student experience in the development and conduct of a research project. Course content includes instruction in preparation of a research proposal, identification of a research problem, sampling techniques, research design, instrumentation, data collection, and data analysis.

Prerequisites: EDLD 6333, EDLD 6392, EDLD 6384

EDLD 6397 Dissertation Research

This course is designed to assist the student in writing a three-chapter (introduction, review of literature, methods) research proposal that may become the basis for a doctoral dissertation.

Prerequisites: EDLD 6333, EDLD 6384, EDLD 6335, EDLD 6392.

EDLD 6398 Dissertation in Progress (3-6 SH Credit)

Completion of an approved field study under the supervision of a dissertation adviser. Grade assigned will be “credit” (CR) or “no credit” (NC).

Cognate Courses: 18 Semester Hour Credits

A cognate must consist of approved educational administration and supervision courses. Cognate courses (18 hours, to be chosen in consultation with faculty advisor—the following courses are a sample of the courses that can apply to a cognate.)

EDLD 6304 Community College and University Administration

The purpose of this course is to examine the history and development of American systems of higher education and to study the ways in which community colleges and universities complement each other on the educational scene. Organization, funding, remedial education, and relations with the wider community will also be discussed.

EDLD 6305 Student Affairs in Colleges and Universities

This course is designed to provide students with knowledge of the field of student affairs, its role and function in college student development, and its fit with the academic program. This course is also intended to provide students with an understanding of the purposes and historical development of student personnel programs, the administrative structure of student affairs division in two and four year colleges, and the institutional units that fulfill the student services function.

EDLD 6306 Higher Education in a Democratic Society

This course will examine contemporary issues in American society in the context of higher education. Students will study and debate in detail how two and four year colleges and universities respond to societal issues. The course will also examine the ways in which institutions of higher education are influenced by social issues and how they in turn influence society.

EDLD 6307 Higher Education Finance

This course is designed to provide students with knowledge of higher education funding in Texas, not only at the State level but also at the institutional level. The material will also provide students with a background of the historical, philosophical, and political forces that have contributed to the current funding systems in Texas and throughout the United States. Course material will also include trends in higher education funding on a state, national, and international scope.

EDLD 6308 Higher Education Law

Study of basic legal issues as they relate to governance in higher education; including legal issues relating to trustees, administrators, staff, faculty and students; legal relationships with local, state and federal government. The course also addresses legal issues relating to accrediting, athletic and faculty associations. Legal relationships with the business/industrial community are also covered.

EDLD 6609 Practicum in Higher Education: Processes and Practices

This course will examine the functions and practices typically found in institutions of higher education. Students will examine these functions and practices in the context of a complex organization and develop an understanding of how they contribute to the mission of the institution. Students will also complete an internship experience in a University or community college office, not their own. Prerequisite: Instructor's permission required. Grade assigned will be "credit" (CR) or "no credit" (NC).

EDLD 6310 The Education and Training of Adults

The purpose of this course is to introduce adult education as both a field of practice and a field of study to professionals working in universities, community colleges, businesses, government, social service agencies, and other venues concerned with the education and training of adults. Exemplary practices in adult education and training reflect theoretic constructs undergirding the field; therefore, EDLD 6310 is a theory-into-practice class.

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 6323 Special Topics in Educational Leadership

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

EDAD 6304 Introduction to Principalship

This course serves as an orientation to learner-centered leadership and the A&M-Corpus Christi administrator preparation program. Course activities include an assessment of student potential for learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, students will construct an individual growth plan while exploring principles of professional ethics. Doctoral students will complete a research study on the best practices of the principalship. Students who have taken EDAD 5304 may not enroll in EDAD 6304.

EDAD 6360 Organizational Theory

The school as a formal organization. Focuses on theoretical aspects of organizational structures and processes with special reference to educational institutions. Doctoral students will do a scholarly

analysis of two books related to Organizational Theory. Students who have taken EDAD 5360 may not enroll in EDAD 6360.

EDAD 6363 Public School Law

Legal and managerial aspects of classroom management, and basic principles of school law and school board. Students who have taken EDAD 5363 may not enroll in EDAD 6363.

EDAD 6364 Management of Educational Programs and Special Units

This course emphasizes the management of the internal organization and support of units of a campus. Topics include student grouping, staffing, scheduling, programming for special population students, textbooks, food service, campus security and pupil transportation. Students who have taken EDAD 5364 may not enroll in EDAD 6364.

EDAD 6366 Personnel Management

Selection, assignment and evaluation of school personnel; salary and conditions of service for administrators, and instructional and non-instructional personnel. Doctoral students will do a research paper on some aspect of the human resource function of school administration. Students who have taken EDAD 5366 may not enroll in EDAD 6366.

EDAD 6367 Public School Finance. Study of the financial operations of public schools of Texas, including state funding formulas; property tax system; federal funding; best practices in district-level budgeting, including alignment of resources with academic performance; special program funding; school business operations; and ethics. Doctoral students will do a comprehensive literature review resulting in a research paper related to the public school finance. Students who have taken EDAD 5367 may not enroll in EDAD 6367.

EDAD 6374 Campus Finance and Budgeting

This course is a study of the financial operations of public school campuses in Texas. Seeks to equip the principal with the knowledge and skills necessary to understand and manage the budgeting, accounting, planning, purchasing and auditing functions of a campus. Doctoral students will also complete a research paper on the theory of Public School Finance. Students who have taken EDAD 5374 may not enroll in EDAD 6374.

EDAD 6375 Communication and Community Relations

A study of the multi-dimensional role of school-community relations and administrative communication at the campus level. This course seeks to emphasize the importance of designing programs relating to the needs and problems of the school and its internal and external publics by employing analysis, oral and written communication formats, communication skills and processes, for a diverse democratic environment where citizen cooperation and involvement in school affairs is key to dynamic support and success of the school. Doctoral students will complete a scholarly paper

on some topic related to school communications/community relations. Students who have taken EDAD 5375 may not enroll in EDAD 6375.

EDAD 6376 Supervision of Teaching

This course is designed to study supervisory behavior and its related functions. Students are expected to acquire the knowledge and skills requisite to managing and supervising teaching and learning, and the knowledge, skills, and attitude related to an appropriate climate for instruction. Students who have taken EDAD 5376 may not enroll in EDAD 6376.

EDAD 6377 Teacher Appraisal System

Knowledge and skills necessary to appropriately appraise teachers on those process variables that define successful teaching. Indicators of quality teaching will be studied and application experiences will be provided using videotapes of teaching episodes. Prerequisite: EDAD 5376/6376. Students who have taken EDAD 5377 may not enroll in EDAD 6377.

EDAD 6378 Application of Administrative Concepts

The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies. Instructor approval required. Doctoral students will complete a scholarly paper on Landmark court cases in Texas. Students who have taken EDAD 5378 may not enroll in EDAD 6378.

EDAD 6399 Internship in Educational Administration

Required of all certification candidates. Serves as the culminating experience and the capstone of the degree/certification program. During the internship, students will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously acquired; and become socialized into the administrative role. Instructor approval required. Student must have completed 27 hours toward the Masters; 18 hours for certification.

Grade assigned will be “credit” (CR) or “no credit” (NC). Students who have taken EDAD 5399 may not enroll in EDAD 6399. Must have valid teaching certificate and permission of the department.

EDAD 6696 Directed Individual Study

Programs will be designed for individual cases. May be repeated when topics vary. Permission of instructor, Department Chair, and College Dean required.

EDAD 6361 Current Topics: Focus on Law and Facilities

Overview of educational administration program content and the opportunity to discuss current issues in administration, which include structure and function of national, state and local agencies of

educational governance and the politics of education. Doctoral students will do an exhaustive literature review culminating in a research paper on public school law or school facilities planning. Students who have taken EDAD 5361 may not enroll in EDAD 6361.

EDAD 6368 School Public Relations

Relationships between school districts and other societal institutions and their public opinion and attitudes, relationships with news media, conducting bond campaigns, the use of citizens' advisory boards. Doctoral students will do a comprehensive literature review culminating in a paper on some aspect of school public relations. Students who have taken EDAD 5368 may not enroll in EDAD 6368.

EDAD 6369 The School Superintendency

Simulation of the school superintendency; superintendent's relationships with the school board, administration staff and teacher organizations; the superintendent's planning responsibilities. Doctoral students will do a comprehensive literature review resulting in a research paper related to the superintendency. Students who have taken EDAD 5369 may not enroll in EDAD 6369.

EDAD 6398 Practicum in the School Superintendency

On-the-job training in a school superintendent's office. Doctoral students will write a reflection paper on the practicum relating it to the most current literature in the field. Students who have taken EDAD 5398 may not enroll in EDAD 6398. Grade assigned will be "credit" (CR) or "no credit" (NC).

Open Specialization Area Courses: 15 Semester Hour Credits

Open Specialization courses (15 hours, to be chosen in consultation with faculty advisor)

Bilingual & Multilingual Education; Curriculum & Instruction; Educational Instructional Media Design; Educational Evaluation & Research; International & Comparative Education; Educational Psychology; Social & Philosophical Foundations of Education; Kinesiology; Teacher Education; Public Administration; other approved areas.

Elective Courses for the Cognate: 6 Semester Hour Credits

Elective courses (6 hours, to be chosen in consultation with faculty advisor)

Elective courses are required to be taken from graduate level courses with the approval of the student's faculty advisor.

Elective Courses for the Specialization: 9 Semester Hour Credits

Elective courses (6 hours, to be chosen in consultation with faculty advisor)

Elective courses in the Specialization **must** be taken in approved educational leadership course work. Actual courses will depend on the subject area(s) the students choose, such as the ones listed below:

Principalship; Superintendency; General Educational Leadership & Administration; Administration of Special Education; Adult and Continuing Education Administration; Higher Education; Educational, Instructional, and Curriculum Supervision; Community College Administration; Urban Education Leadership.

Schedule of Course Offerings

The course calendar below serves as a planning guide. Every effort is made to follow it; however, academic departments are dynamic and it is occasionally necessary to change the order of classes on the calendar. The calendar is available at the department reception desk, is posted on the department bulletin board and on the departmental website.

Prefix	No.	Title	SPR	SSI	SSII	Fall
*EDLD	6301	Philosophy of Education				
EDLD	6302	Residency Seminar				
EDLD	6303	Politics of Education				
EDLD	6304	Community College and University Administration				
EDLD	6305	Student Affairs in Colleges and Universities				
EDLD	6306	Higher Education in a Democratic Society				
EDLD	6307	Higher Education Finance				
EDLD	6308	Higher Education and the Law				
EDLD	6309	Practicum in Higher Education: Processes and Practices				
EDLD	6310	The Education and Training of Adults				
EDLD	6311	Contemporary Theories of Educational Leadership				
EDLD	6312	Clinical Leadership Laboratory				
EDLD	6313	Policy Development and Decision Making				
EDLD	6314	Professionals in Educational Organization				
*EDLD	6315	Multicultural Analysis: Concepts for Educational Leaders				
EDLD	6321	Instructional Theory	TBD TBD Arranged by Faculty			
EDLD	6322	Analysis of Learning Environment				
EDLD	6323	Special Topics in Educational Leadership				
*EDLD	6324	Curriculum Theory				
EDLD	6331	Educational Innovations				
EDLD	6333	Applied Statistics I				
EDLD	6383	Advanced Qualitative Research Methods				
EDLD	6384	Qualitative Research Methods				
EDLD	6385	Advanced Data Analysis in Qualitative Research				
EDLD	6335	Quantitative Research Methods				
EDLD	6342	Community Leadership Development				
EDLD	6360	Organizational Theory				
EDLD	6390	Doctoral Seminar				
EDLD	6392	Applied Statistics II				
EDLD	6395	Analysis and Reporting Research Data				
EDLD	6397	Dissertation Research				
EDLD	6398	Dissertation in Progress				

*Not eligible for Cognate. Can only be used for 15 credit **Specialization** or as Electives in an EDLD 18 credit **Cognate**.

Prefix	No.	Principalship Courses	SPR	MM	SSI	SSII	Fall
EDAD	6304	Introduction to the Principalship					
EDAD	6360	Organizational Theory					
EDAD	6363	Public School Law					
EDAD	6364	Management of Educational Programs					
EDAD	6366	School Personnel Management					
EDAD	6374	Campus Finance & Budgeting					
EDAD	6375	Communication & Community Relations					
EDAD	6376	Supervision of Teaching					
EDAD	6377	Teacher Appraisal Systems					
EDAD	6378	Application of Administrative Concepts					
EDAD	6399	Internship in Educational Administration					
EDAD	6696	Directed Independent Study					

Prefix	No.	Superintendent Courses	SPR	SSI	SSII	Fall	
EDAD	6369	The School Superintendent					7 week
EDAD	6361	Current Topics: Focus on Law and Facilities					7 week
EDAD	6367	Public School Finance					7 week
EDAD	6368	School Public Relations					7 week
EDAD	6398	Practicum in the School Superintendency					Full

Advising

Students are assigned to a faculty advisor upon admission, however, students are encouraged to ask any faculty member for advice. The informal conversations between professors and students during each semester serve to mentor the student through the program. In addition, questions about procedures (registration, comprehensive exams, graduation, and so forth) are often best addressed by the department’s administrative assistant. Once the student enters the dissertation phase of the program, the dissertation chair becomes the student’s advisor. For an overview of progress in the program and the major activities related to them, please refer to Appendix One.

Grading Policies

Required Average. The student needs to maintain a grade point average of 3.0 or higher. A grade of B or better must be obtained in all core and research tools courses. Students who receive a grade of C in a cognate, specialization, or elective course can choose to take another course to substitute for the C. Upon receiving a second C, the student is put on probation. Students who receive a third C or who receive two failing grades are exited from the program.

Incomplete Grades. Incomplete grades are awarded rarely and only in cases where the student (a) is passing the course but (b) facing a crisis beyond the student’s control that interferes with completion. Lack of time is not an acceptable reason for the assigning of incomplete grades. For information about incompletes and other grade policies, refer to the Graduate Catalog.

Appeals

Appeals for program decisions or course work related problems must be submitted in writing. Appeals (petitions) are reviewed first by the Department Chair, second by the Assistant Dean for Graduate Studies, and, finally, by either the Dean of the College of Education and Human Development or the Dean of the College of Graduate Studies. At any point in the process, the Chair, Associate Dean, or Dean may convene a review committee to consider the appeal.

Reinstatement into the Program

If the student leaves the program voluntarily or because of failure to pursue any EDLD program course work for more than two years, he or she may seek readmission. Readmission must be sought through the regular admission process adhering to program deadlines and requirements. However, the student may request a waiver of the faculty interview and writing sample by submitting a written request. The request must be submitted in writing to the program coordinator. A decision is made by the program faculty depending on the individual circumstances of the student and the amount of time he or she has been idle from the program.

Residency and Continuous Enrollment

Three consecutive terms of enrollment in six semester credit hours must be completed at some point in the program (e.g., summer, fall, spring). The time to completion must be in accordance with the standards set forth by the College of Graduate Studies. The student is required to be continuously enrolled until graduation (except summer), although exceptions may be requested, for example, in the case of medical emergencies. Students unable to enroll due to circumstances beyond their control should request an exemption in order to remain in good active standing.

Transfer Credits

Up to one-fourth of the credits for the degree plan may be transferred from another regionally accredited college or university. The transfer credit must be post master's level graduate course work, must not exceed ten years at the time of conferral of the Texas A&M University-Corpus Christi degree, and may not have been applied to a degree conferred. Likewise, up to one-fourth of the credits for the degree plan may be transferred from post master's level work taken at Texas A&M University-Corpus Christi. The transfer credits must be approved by the program faculty (normally the advisor). Course work completed before the student applies for admission at Texas A&M University-Corpus Christi, or completed at another institution after admission to Texas A&M University-Corpus Christi is considered transfer of credit. Course work transferred or accepted for credit toward the doctorate must represent graduate course work relevant to that degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the Educational Leadership doctorate. The following rules apply to all graduate transfer courses.

- Transferred graduate credit must have been earned at a regionally accredited institution.
- The student must have earned a grade of B or better in the transfer course work. Courses lacking letter grades (e.g., courses graded pass/no pass, credit/no credit, or satisfactory/unsatisfactory) cannot be accepted as transfer credit.

- The course work must be less than ten years old at the time the Texas A&M University- Corpus Christi degree is awarded.
- Credit from a degree earned at another institution cannot be applied to a graduate degree at Texas A&M University- Corpus Christi

In the transfer of credit, all credits must be relevant to the degree and be approved by the advisor and program coordinator. Please see the Graduate Catalog for specific transfer credit information.

Non-Degree Enrollment in Educational Leadership Courses

University policy permits students to complete up to nine credits under non-degree status. Admission for non-degree status is through the Office of Graduate College. The Department of Educational Leadership, Curriculum and Instruction welcomes non-degree students with appropriate background and need, who meet departmental criteria for non-degree enrollment. The department reserves the prerogative of rejecting requests for non-degree enrollment for any student not meeting one or more departmental criteria.

Departmental Criteria for Enrollment as a Non-Degree Student in Doctoral Classes

1. The student must have an earned master's degree from an accredited college or university.
2. There must be space in the class, specifically, Educational Leadership students have first priority in class enrollment.
3. The student must meet course pre-requisites, if applicable.
4. It must be clear that the class meets the academic and professional goals of the prospective student. In other words, the student must have the professional background to participate in and benefit from the requested class(es).
5. No more than three classes (or nine credits) may be taken under non-degree status.
6. Students who have applied three times but were not accepted into the doctoral program are normally denied permission to take non-degree classes.
7. Audits are allowed rarely, under exceptional circumstances, with departmental permission, and under university catalog guidelines.
8. Performance in classes taken under non-degree seeking status may be factored into admissions decisions but do not guarantee admission to the program. Course grades are only one component of the complex selection criteria.

Degree Plan

(See the Appendix Two for Sample Degree Plans)

All students develop a degree plan with their faculty advisor.

1. Each student admitted to the program is assigned a faculty advisor who is a member in the Educational Leadership program.
2. Degree plans should be developed by the time students have completed half of the course work in the program prior to completing 18 months, and copies should be electronically filed.
3. It is the student's responsibility to obtain prior permission from his or her advisor for any changes in the degree plan. Exceptions to the degree plan must be approved by the faculty

advisor, program coordinator, department chair, the College Dean, and the Graduate Dean, using Form I: Graduate Degree Plan Exceptions Form.

4. Final Degree Plans are submitted online during the semester a student completes comprehensive examinations. These forms are approved by the Dissertation Chair (if there is one of record) or faculty advisor and the Department Chair and are filed in the College of Graduate Studies.

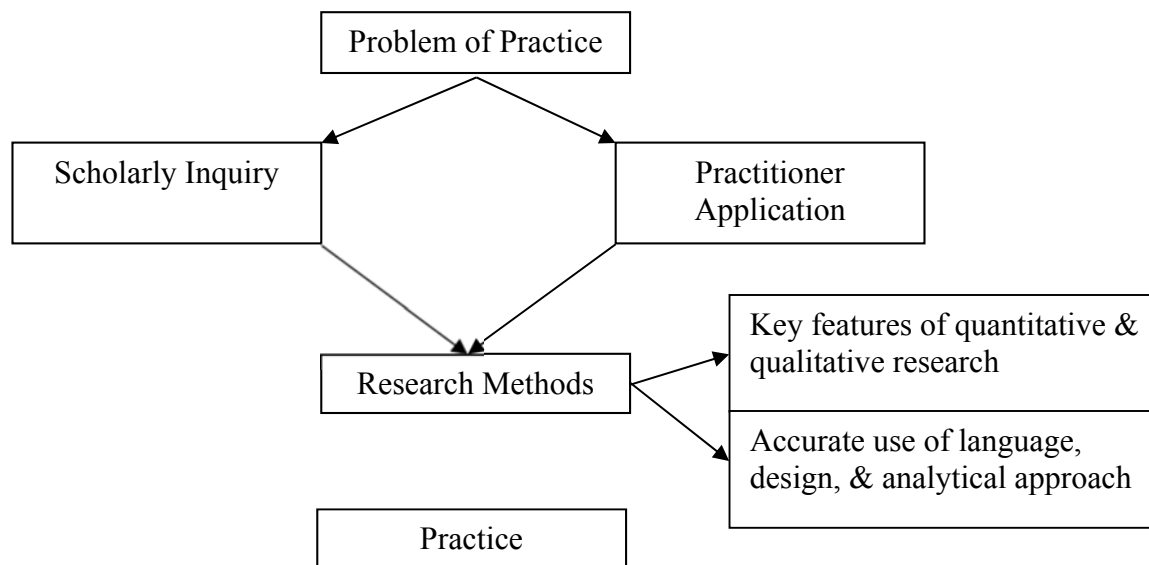
II. Comprehensive Examinations, Candidacy, and Dissertation Information

Comprehensive Examinations

Comprehensive examinations are administered to ascertain if the student is sufficiently grounded in professional knowledge and methods of inquiry to become a candidate for the doctorate. Examinations may be taken after the completion of all core and research tools courses. However, many courses are offered only once a year. A student may be eligible to take the comprehensive exams if he or she has only one core course (not research tools courses) in progress or scheduled when it is offered next. Permission to take the comprehensive exam with one core course outstanding is required by the student's faculty advisor. There are two phases in the comprehensive examinations: written and oral, as described below, as an overview. The student may retake the comprehensive examinations once. Students who do not pass the exams the second time are exited from the program.

Written Phase of the Comprehensive Examination

The purpose of the written comprehensive examination is for our doctoral students to demonstrate the scholar-practitioner approach to a particular problem of practice in educational leadership as synthesized across core and research methods courses. Below is the conceptual framework:



Students are provided a general question to address. The question is broad enough for students to draw from their course work, experience, and expertise yet specific to educational leadership.

Response Requirements

- The student integrates **every** element of the Conceptual Framework above into the answer based on course work, experience, expertise, and other sources;
- The student uses materials from course work (required: core courses & research tools; optional: cognate or specialization and electives) to formulate and support responses;
- Educational leadership theories/models are required in the response.
 - Additional material may be used;
 - 20-30 pages of text;
 - Cover page;
 - Reference pages;
 - Follow APA;
 - On the cover page, put the following:
 - Student name;
 - Student A-number, and;
 - “On my honor I did not receive any assistance from anyone for the development of this comprehensive exam.”
 - The student name is removed when it is distributed for review by faculty. It is a double review process.

General Guidelines

- Each component of the Conceptual Framework is assessed;
- Students have 10 days to complete the comprehensive examination. The exam is provided on a Friday. Students have until a week from the following Monday to submit the final paper. Comprehensive examination submissions must be received no later than 12 noon on that day. Submission requirements are provided;
- Students are not to seek assistance from anyone to assist with writing. If assistance is provided, an automatic Failing score is assigned;
- Late submissions are not accepted and are scored as a Fail.

Scoring

- Each component of the Conceptual Framework is scored according to a rubric;
- There are six components to the rubric for a maximum composite score of 24 points;
- Composite Score Ranges:
 - 18-24 = Pass;
 - 16-17 = Rewrite;
 - below 16 = Fail;
 - The justification for scoring is that there cannot be a grade of C in the program, so a passing score for the comp exam must be equivalent to grades of A or B;
- A section has to be rewritten, if it receives a score of less than 3;

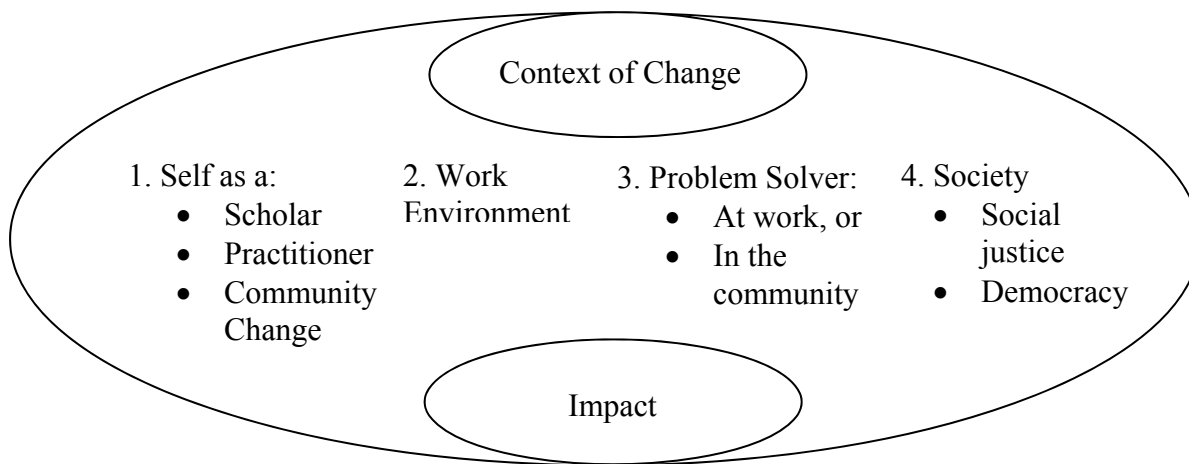
- Students are required to contact the chair of their dissertation committee for scores resulting in a Rewrite or Fail within three days after being notified of the results;
- Students have up to seven days, after the meeting with the dissertation chair, to rewrite and resubmit the paper to the chairs of their dissertation committees.
- Students who fail the written examination will have one more opportunity to retake the examination the next semester when the comprehensive examination is being offered;
- Once students pass the Written Comprehensive Examination, they are contacted to schedule the Oral Comprehensive Examination.

The written comprehensive examination resulting in a Failing score may not be taken more than twice. If a student fails the comprehensive examination twice, he or she is exited from the program. If a student has to rewrite the comprehensive examination twice, it results in a Failing score.

Oral Phase of the Comprehensive Examination

The purpose of the oral comprehensive examination is for our doctoral students to demonstrate how the Ed.D. in Educational Leadership has impacted student change as an educational leader.

Below is the conceptual framework.



Questions for the oral comprehensive examination are related to four areas of impact: (a) personal; (b) work/community; (c) problem solving; and (d) society.

Response Requirements

- The questions are presented to students from faculty representing the Ed.D. in Educational Leadership.
- Students reflect on their experience in the program, professional expertise, and role in education and the community.
- Students respond in terms of impact. Impact is defined as “having a strong effect on something or someone, or being a powerful major influence” (CPED, 2015, Convening document).
- Although the oral exam is intended as a discussion, responses should be short and concise.

General Guidelines

- The oral comprehensive exam is intended to be a scholarly-practitioner discussion surrounding impact in the four areas of the conceptual model as represented by the questions.
- The duration of the oral comprehensive exam is approximately 30 minutes. After which, faculty asks the student to wait outside of the room where the exam is being held. During that time, the faculty assesses their responses. Once a decision is made, the student returns to the room and is given the decision of Pass or Fail.

Scoring

- Each component of the Conceptual Framework is scored according to a rubric;
- There are four components to the rubric for a maximum composite score of 40 points;
- Composite Score Ranges:
 - 32-40 = Pass;
 - below 32 = Fail;
 - The justification for scoring is that there cannot be a grade of C in the program, so a passing score for the oral exam must be equivalent to grades of A or B;
- A failing score results in a re-take of the oral examination;
- Students are required to contact the chair of their dissertation committee for a Failing score to discuss how to prepare for another oral examination;
- Students have until the end of the semester in which they took the oral exam to schedule a re-take of the oral exam in the same semester;
- The re-take can consist of a minimum of two faculty representing the Ed.D. in Educational Leadership, one of which must be the chair of the student’s dissertation;
- A second failure of the oral comprehensive exam results in the student providing a written response to the questions according to guidelines provided by his or her dissertation chair. A failure of the written responses to the questions results in the student being exited from the program.

Advancing to Candidacy

Students passing both the written and oral comprehensive examinations, and having completed all courses according to program and university requirements with a grade of B or better are advanced to

candidacy. This is a symbolic designation used at doctoral institutions. It means the student has mastered courses and passed examinations, and therefore becomes a candidate for the doctorate.

The Dissertation

The final stage in the doctoral program is the completion and defense of the dissertation. In preparing a dissertation, students demonstrate the ability to conceptualize a problem, think it through logically, and conduct rigorous, systematic inquiry towards its solution. The dissertation is considered the capstone of the program. While successful completion of the dissertation is the final requirement for the degree, students are encouraged to begin early in the program to reflect on possible research topics for investigation and then select a topic to pursue in a dissertation.

Dissertation Committees

The dissertation committee consists of at least four faculty members, one of whom serves as Chair, or major professor for the study. In some instances, there may be two faculty as co-chairs. The dissertation chair or one of the co-chairs must be from the Educational Leadership program area; others may be from outside the department, college, or (with permission) the university. Other members of the committee consist of a methodologist who serves as an expert in qualitative, quantitative, or mixed methods design, and another faculty member whose expertise contributes to the scholarship of the dissertation. Finally, the Dean of the College of Graduate Studies selects a faculty member outside the discipline to serve on the committee as the Graduate Faculty Representative. All dissertation committee members, including those from outside the college must meet university graduate faculty requirements. See the Graduate Catalog for specifications.

The dissertation committee is responsible for approving the student's research proposal, gives direction to the development of the dissertation, conducts the dissertation defense, and determines when the dissertation has been successfully defended. While the chair of each 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.

Proposal and Dissertation Defense Meetings

The dissertation chair initiates dissertation committee meetings. Students work closely with the chair (or co-chairs) to write drafts, the proposal, and final dissertation. The chair determines when it is appropriate to involve the entire committee. It is the student's responsibility to organize dissertation committee meetings in conjunction with the department administrative assistant. This does not preclude students working individually with all committee members throughout the process, however, the dissertation chair needs to be apprised of all meetings and outcomes of the meetings. Dissertation committees are to approve the research proposal, give direction to the development of the dissertation, conduct the dissertation examination, and determine when the dissertation has been successfully defended. A majority of the committee is required for a meeting of the dissertation committee. 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.

Preparing for the Dissertation: The Dissertation Proposal

The basic structure of the dissertation proposal should be initiated while enrolled in EDLD 6397, Dissertation Research (Note: Students identify the topic and choose a dissertation chair in EDLD 6335). This work should form the general foundation for further development of the proposal under the direction of the dissertation chair. The proposal must conform to the format required by the College of Graduate Studies for Dissertation Formatting Guidelines found at the College of Graduate Studies web page. When completed, the dissertation proposal should include the following elements:

1. Title
2. Statement of the problem or research question including a justification for its significance.
3. A discussion of relevant literature with references cited.
4. Statement(s) of the research questions, hypotheses (in quantitative dissertations), and/or purposes which clarify the problem.
5. A description the research methodology, how the data to be collected address the question(s) of interest, the plan for collecting the data, and how the data will be treated.

Please note, the proposal document generally, but not always, consists of the first three chapters of the dissertation. It is a starting point that will evolve into the final dissertation.

Proposal and Dissertation Approval

The proposal approval process involves the following steps:

1. The student confers with his or her dissertation chair concerning possible research topics; the two agree on a feasible and worthwhile topic.
2. The student completes the dissertation proposal in conjunction with his or her dissertation chair. It may take several drafts before the dissertation proposal is ready to present to the committee.
3. A dissertation committee is assembled in collaboration between the student's dissertation chair and the student.
4. The student and/or the student's dissertation chair complete the Form requesting a Graduate Faculty Representative (GFR) from the College of Graduate Studies and submits the form online.
5. The student may want to schedule a pre-proposal meeting with the chair and committee. This is not required, though. The extent of materials to be sent to the committee members is decided by the chair and the student. The purpose of this meeting is to affirm that all committee members are informed and supportive of the dissertation study. At the conclusion of this meeting, the student composes a memo of understanding (MOU) and sends it to all committee members. In the MOU, the student outlines modifications the committee deemed appropriate.
6. The student and chair schedule a proposal hearing to include the chair, committee members, and Graduate Faculty Representative (GFR). *Scheduling is the students' sole responsibility and making sure that all parties are available and willing at the designated time is essential. However, the department administrative assistant should be notified of the date and will assist in reserving a conference room. In addition, the student and/or chair must have completed and filed the Form D, Doctoral Dissertating Proposal*

Hearing Request Form at least two weeks before the proposal. The form is available online through the College of Graduate Studies web site.

7. During the proposal the committee provides further direction for the completion of the dissertation. It is advised that the student take notes and within 10 days of the proposal send a response to committee members of the agreed upon changes and direction for completing the dissertation. [MOU – see #5 above]
8. During this entire process, the student works with his or her dissertation chair to obtain approval for the study from all Institutional Review Boards (IRB) needed to complete the study. Students need to have taken and passed CITI training and have the certificate of completion on file at the IRB office. **All IRB and compliance issues must be successfully addressed before any participant recruiting and data collection can begin.** Failure to comply with these standards could result in sanctions and/or suspension of the dissertation study.

All students must abide with the university's requirements with respect to the treatment of human subjects. Forms for submission to the Institutional Review Board (IRB) may be obtained by going to the University's web page and linking to the University's Division of Research, Commercialization and Outreach web page, then linking to Research Administration. A signed clearance from the IRB must be in the student's file before the student may collect the data. The student must submit any additional approval forms required by outside entities involved in the research.

Oral Defense of the Dissertation

The dissertation culminates with the oral defense. The time and place of the defense must be announced two weeks in advance of the oral defense. Forms for scheduling a defense are found on the web page links for the College of Graduate Studies. A copy of the dissertation in final form must be provided to committee members no later than two weeks prior to the oral defense.

In the defense, the student gives a short presentation of the dissertation. If guests and visitors have attended the defense, they are excused after the presentation. The student then responds to committee members' questions concerning the soundness of the study and the significance of the findings. When all questions are exhausted, the student is asked to leave the room and the committee discusses the dissertation further and vote. The vote shall be either "Pass" or "Fail." A vote of "Pass" may be conditional on changes required by the committee. If the student fails the first defense, he or she is allowed one more opportunity at a later date to be determined with the student, the dissertation chair, and committee members

The dissertation chair files the forms associated with the defense. The Graduate Faculty Representative (GFR) files the form associated with his or her responsibilities. All members of the dissertation committee should attend the defense. Under certain extenuating circumstances, a committee member may have another faculty member attend the defense in his or her place, but the committee member is responsible for providing feedback.

All dissertation defenses are announced to faculty and students in the College of Education and Human Development who may attend. Doctoral students are encouraged to attend oral defenses in advance of their own defense.

Dissertation Defense Procedures

1. All forms and applications are completed and submitted to the College of Graduate Studies by the posted deadlines. Additionally, the Preliminary Approval of Dissertation form must be signed by all committee members and submitted to the Office of Graduate Studies and Research. This is normally done 12 weeks before graduation.
2. Application and fees for graduation are paid by the posted deadlines.
3. The dissertation committee is continuously involved in revising and completing the final dissertation.
4. The student submits the final dissertation to all committee members no later than two weeks prior to the final defense date.
5. The student prepares the defense and schedules the dissertation defense with his or her chair.
6. The student provides the department doctoral administrative assistant with dates for the final defense of the dissertation.
7. The student presents and defends the dissertation to the committee.
8. Revisions are made as warranted by the committee.
9. Once all revisions are complete, the student submits the dissertation to the College of Graduate Studies for review to ensure it meets formatting and style requirements. When format and style requirements are met, the dissertation is submitted online to ProQuest. Guidelines are found on the web page for the College of Graduate Studies.
10. The student submits bound copies of his or her dissertation to the College of Graduate Studies and the Department of Educational Leadership, Curriculum and Instruction. It is suggested that the student submits a hard bound copy to his or her dissertation chair.

Standards for Dissertations

General quality standards

The quality of the inquiry procedures and the quality of the final narrative should meet the standards for publishable reports. It is the student's responsibility, and a charge to each dissertation committee, to ensure standards of excellence are upheld.

Dissertation production and distribution requirements

The dissertation should be completed with a computerized word processing application. The printing should be accordance with the most recent style manual of the American Psychological Association. Format, production, and distribution of the dissertation should be in accordance with the standards for dissertations established by the College of Graduate Studies. See the Graduate College web page for doctoral dissertation formatting guidelines.

Enrollment in Dissertation Research Course

- Students can initially enroll in 3 hours of dissertation research the semester prior to taking the comprehensive examination.
- Students will generally propose after successfully passing the comprehensive examination. However, when necessary or appropriate based on study design or other

rationale and approved by the dissertation committee, students may propose the semester prior to taking the comprehensive examination.

- Depending on the program, the faculty advisor must approve subsequent dissertation hours.

Completion of Comprehensive Examination

- Students must complete the comprehensive examination no later than one year after completing the required course work as specified in the degree program.
- In an event of a failure, one repetition will be permitted.
- Departments can adopt additional stringent guidelines.

Time Requirement for the Dissertation Proposal

- Students are required to contact the professor whom they wish to chair the dissertation committee and defend the dissertation proposal by no later than one year after passing the comprehensive examination.
- Should the student fail to propose the dissertation within one year after passing the comprehensive examination, s/he will be referred to a hearing with the College of Education and Human Development Doctoral Degree Committee (DDC). The dissertation chair, if chosen, will attend and participate in the hearing and formulation of recommendations.
- The DDC will gather evidence of the progress and a statement from the student with an explanation of the delay in finalizing the dissertation proposal and a plan for how s/he will move forward.
- The DDC has the option of recommending dismissal to the College of Graduate Studies (CGS) and the appropriate College of Education and Human Development department or agreeing to a revised timeline for proposal completion. Appropriate documentation will be provided by the DDC to the CGS should recommendation for dismissal be made.

Completing the Dissertation

- After the student's completion of 12 hours of dissertation research, the dissertation committee will convene a meeting with the student for the purpose of assessing and monitoring the progress, including establishment of a plan of completion.
- Should the student not complete the dissertation successfully within the required timeline established in the plan of completion, not to exceed an additional 12 hours, the Dissertation Chair must reconvene a subsequent meeting to discuss the timeline and potential dismissal.
- The dissertation chair will maintain the minutes and recommendations of all meetings.

- This process should continue until (a) the student completes the dissertation, (b) the student has reached the five-year maximum, after completion of the comprehensive examination, or (c) the student is dismissed or withdraws from the program.

Responsibility of the Dissertation Chair

While the College of Education and Human Development recognizes that all committee members are responsible for the overall quality of the dissertations approved by committees on which they serve, the dissertation chair bears the ultimate responsibility.

Once the student chooses the chair for the dissertation and the faculty member agrees to serve in that role, the student and the chair will finalize the topic. The student will consult with the chair about choosing the committee members. The chair has the prerogative of suggesting a co-chair. The chair will have content expert knowledge or assure that there is a committee member with appropriate knowledge and subject matter expertise. In addition, the chair will assure there is someone on the committee who has appropriate methodological expertise. Once the committee is established, the chair will guide the student through the proposal process and will approve the proposal before it is sent to the committee.

The dissertation chair guides and monitors the dissertation process throughout. The chair accepts the responsibility for all aspects of the process, including ongoing communication with the student and student compliance with the College of Graduate Studies and IRB requirements.

III. Additional Information

Revalidation of Courses Beyond the 7-Year or 10-Year Limit (beginning Fall 2015)

Courses completed according to a degree plan, while a student is enrolled in a doctoral or other terminal degree program, are considered out of date, if the courses were completed more than seven years prior to graduation. The faculty advisor or terminal degree committee recommends revalidation of out of date courses. Revalidation verifies that the student's knowledge in a specific subject area is current. A revalidation plan is developed with the student's faculty advisor and may include but not be limited to retaking courses, examinations, and/or demonstration of other scholarly work. Successful revalidation may be included in the student's plan of study. Graduate students are not permitted to submit more than 12 semester hours of their program's courses for revalidation. Courses must have been completed at this university to be eligible for revalidation. For example, courses that have been transferred and exceeded the time limit, must be substituted or revalidated from TAMU-CC courses. All revalidation plans must be approved by the student's advisor, the department chair, the College Dean, the Graduate Dean, and the Provost.

A current degree plan must be submitted along with the revalidation plan.

Academic Misconduct

Students and faculty members are responsible for maintaining academic integrity by refusing to participate in or to tolerate academic misconduct. In a case of academic misconduct, written documentation must be maintained for any alleged acts of misconduct (see below) by the affected faculty member.

Commission of any of the following acts constitute academic misconduct. This list is not exclusive of any other acts that may reasonably constitute academic misconduct.

- Plagiarizing or submitting academic work for credit that includes examinations, themes, reports, drawings, laboratory notes, computer-processed materials, published or unpublished material copied or paraphrased without documentation or citation.
- Fabricating information to falsify results obtained from a research or laboratory experiment. Falsifying written and/or oral presentations including the results of research or laboratory experiments.
- Cheating or knowingly assisting another student in committing an act of cheating or other form of academic dishonesty.
- Unauthorized possession of examinations, reserved library materials, laboratory materials, or other course related materials.
- Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- Nondisclosure or misrepresentation in filling out applications or other university records in, or for, academic departments or colleges.
- Attempting, aiding, abetting, conspiring, hiring or being an accessory to commit any act prohibited in this code shall be considered substantive violations.

- Violation of departmental, college, or university policies.

Request for Leave

Students experiencing major events can request a leave from the program. Students, after consulting with their academic advisor, must submit a written request form to the College of Graduate Studies.

**APPENDIX ONE:
Progress Overview**

Stages	Major Activities
Admitted to the Program ↓	<ul style="list-style-type: none"> • Meet with assigned faculty advisor • Develop initial degree plan • Recommend beginning with core courses
Degree Plan ↓	<ul style="list-style-type: none"> • Draft of degree plan must be filed with the College of Graduate Studies within the first 6 courses • Update degree plan with your advisor annually (minimum) • Cognate degree plan is 18 credits in EDLD (EDLD 6301, 6315, & 6324 do not apply to the EDLD Cognate or Specialization Electives) • Specialization is 15 credits in an approved area
Research Courses ↓	<ul style="list-style-type: none"> • Recommended that after 3-5 courses, begin taking research courses in order as listed on the degree plan • Pair each research course with another course
During Research Courses ↓	<ul style="list-style-type: none"> • Develop a draft of chapters 1-3 of the dissertation • Complete CITI certification • Become familiar with the forms and requirements from the College of Graduate Studies • Choose a dissertation chair
Dissertation Committee ↓	<ul style="list-style-type: none"> • Work with dissertation chair for selection of committee members • College of Graduate Studies will assign a Graduate Faculty Representative • Dissertation chair also will become your advisor for the remainder of the program
Comprehensive Exams ↓	<ul style="list-style-type: none"> • After completing core and research courses, schedule & take written & oral comp exams • Offered spring & fall terms
Dissertation Proposal ↓	<ul style="list-style-type: none"> • Work with your dissertation chair to schedule dissertation proposal • Proposal is usually chapters 1-3 of your dissertation • Must register for dissertation in progress every term you are working on your dissertation • Eligible to propose when you have passed both written & oral comp exams • Follow format & structure of the dissertation in accordance with the College of Graduate Studies' requirements
Data Collection ↓	<ul style="list-style-type: none"> • Data collection can begin only after you pass the proposal & be given approval by IRB (for human subjects' data collection) • Collection & analyze data • Write chapters 4 & 5 of the dissertation • Finalize chapters 1-3
Dissertation Defense ↓	<ul style="list-style-type: none"> • Final degree plan & file with the College of Graduate Studies • Work with your chair to schedule defense • Cannot propose & defend in the same term • After the defense, complete edits, submit dissertation according to the College of Graduate Studies requirements
Graduation	<ul style="list-style-type: none"> • Must apply and pay fees for graduation

ELECTIVE COURSES: 6 Semester Credit Hours					
Elective courses are to be taken in graduate coursework of your choosing. Actual courses will depend on the subject area(s) you choose with your advisor.					
			3		
			3		
RESEARCH TOOLS: 15 Semester Credit Hours					
Need to be taken in the order listed below.					
EDLD	6384	Qualitative Research Methods	3		
EDLD	6333	Applied Statistics 1	3		
EDLD	6392	Applied Statistics 2	3		
EDLD	6335	Quantitative Research Methods	3		
EDLD	6397	Dissertation Research	3		
DISSERTATION - 3 Semester Credit Hours (minimum)					
EDLD	6398	Dissertation in Progress	3		
EDLD	6398	Dissertation in Progress	3		

All courses on this degree plan must be approved by the advisor and completed in the 10 year period prior to graduation.

Ed.D. in Educational Leadership- Education Leadership **Specialization** (60 SCH minimum)
 Texas A&M University - Corpus Christi - College of Graduate Studies

DEGREE PLAN

REQUIRED CORE COURSES: 18 Semester Credit Hours				
Course #	Title	Hrs	Grade	Semester
EDLD 6303	The Politics of Education	3		
EDLD 6311	Contemporary Theories of Educational Leadership	3		
EDLD 6312	Clinical Leadership Laboratory	3		
EDLD 6313	Policy Development and Decision-Making	3		
EDLD 6331	Educational Innovations	3		
EDLD 6342	Community Leadership Development	3		
EDUCATION SPECIALIZATION AREA - 15 Semester Credit Hours				
The open specialization is limited to 15 credits in approved areas. Actual courses will depend on the subject area(s) you choose with your advisor.				
		3		
		3		
		3		
		3		
		3		
ELECTIVE COURSES: 9 Semester Credit Hours				
Elective courses <i>must</i> be taken in approved educational leadership course work. Actual courses will depend on the subject area(s) you choose with your advisor.				
***Orange indicates CIP code approved subject areas--required for state compliance.				
		3		

			3		
			3		
RESEARCH TOOLS: 15 Semester Credit Hours					
Need to be taken in the order listed below.					
EDLD	6384	Qualitative Research Methods	3		
EDLD	6333	Applied Statistics 1	3		
EDLD	6392	Applied Statistics 2	3		
EDLD	6335	Quantitative Research Methods	3		
EDLD	6397	Dissertation Research	3		
DISSERTATION - 3 Semester Credit Hours (minimum)					
EDLD	6398	Dissertation in Progress	3		
EDLD	6398	Dissertation in Progress	3		

All courses on this degree plan must be approved by the advisor and completed in the 10 year period prior to graduation.

***EDLD 6301 Philosophy of Education; 6315 Multicultural Analysis; & 6324 Curriculum Theory are not eligible for electives in the Specialization