# West Texas A&M University Educational Leadership

West Texas A&M University

Canyon, Texas

Ed.D. in Educational Leadership

Candidate Handbook

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# West Texas A&M University Educational Leadership

# WELCOME

Welcome to the West Texas A&M University, College of Education and Social Sciences, Department of Education, Ed.D. in Educational Leadership. This handbook is a resource of information, tips, rules and regulations, and helpful guidelines to assist you in the completion of this doctoral degree in educational leadership. If, after reading the document, you have questions or require additional information or support, please contact the Director of the Ed.D. program, Dr. JoAnn Franklin Klinker, at jklinker@wtamu.edu or 806-651-2562, or the Department of Education head, Dr. Janet Hindman, at jhindman@wtamu.edu or 806-651-2615.

# MISSION STATEMENT AND PROGRAM GOALS

Educational leaders have unique challenges that require a commitment to continuous student improvement through building and understanding culture, using educational systems, defining learning, and cultivating shared leadership. WTAMU’s Ed.D. program’s unique focus through rural school preparation equips school leaders and higher education leaders with a wide variety of tools to lead and ensures the replication of these skills in any school district, any higher education institution, state or federal educational agency, or educational organization, of any size, and in any location. Our goals are to prepare:

* Visionary and effective educational leaders grounded in research who are equipped to meet specific challenges in rural educational settings.
* Leaders who are responsive to the cultural, sociopolitical, economic, and emergency management contexts of rural communities.
* Leaders who are capable of innovative solutions within areas of limited resources and access conditions.
* Leaders who will critically analyze the cultural, sociopolitical, and economic milieu impacting educational organizations within rural and small urban areas.
* Leaders who will create settings that support accessible and equitable learning opportunities.
* Leaders who will engage in diverse, scholarly activities to evaluate current educational organizations, to inform decision-making, and to provide new directions for organizational improvement.
* Leaders who will synthesize theory, research, and best practices from national and international perspectives to create innovative solutions to meet specific challenges in rural areas.

## MARKETABLE SKILLS

* + Critical thinking that encompasses deductive and inductive reasoning
	+ Active listening and learning
	+ Systems analysis and evaluation
	+ Conducting scholarly research
	+ Communication skills including writing skills
	+ Problem solving and innovation

# ED.D. EDLD PROGRAM FACULTY

**Ray Barbosa, Ed.D., Assistant Professor**

Dr. Barbosa serves as an Assistant Professor in Educational Leadership in the College of Education and Social Sciences and teaches classes in the principal certification/Master’s program in Educational Leadership. Prior to coming to WTAMU, Dr. Barbosa served as the Coordinator of Migrant Services of Region 16 Education Service Center in Amarillo, a Loss Control District Manager, in Sales Marketing, a Project Manager, Executive Director for Priests for Life Ministries of New York, and as a teacher, an assistant principal and principal for high schools and elementary schools in public school districts within the region. His research interests include instructional technology, school culture, rural schools, at-risk schools, migrant students, educational outcomes, school effectiveness, and leadership. Office:  Old Main 205B | Phone:  806-651-2685 | Email:  rbarbosa@wtamu.edu

**Gary Bigham, Ed.D., Professor, Senior Faculty Member and Director of Superintendent Certification**

Dr. Bigham is a Professor and senior faculty member of the Educational Leadership program. He has 30 plus years’ experience as a secondary teacher, principal, superintendent, and professor of educational leadership at WTAMU. Dr. Bigham earned his Ed.D. from Texas Tech University. His published research has centered on effective campus and district level leadership with emphasis on organizational vision, mission, and culture; improved student performance through data analysis, collaboration, teacher evaluation, and professional development; the implications of political and legal processes on student learning and human resources; and the effects of state funding mechanisms on student learning and school district-level operations. His recent work has been published in *The Rural Educator, School Leadership Review, Texas Study of Secondary Education, NASSP Bulletin*, and he is a contributor to the textbook, *Texas Public School Organization and Administration*. He teaches the executive leadership courses within the Ed.D.

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**Mark Garrison, Ph. D., Professor, Core Doctoral Research Faculty, Graduate School**

Dr. Garrison is a Core Doctoral Research Faculty of the Graduate School serving the Educational Leadership program as a research methodologist. Dr. Garrison earned his Ph.D. from the University at Buffalo, focusing on the sociology of education and education policy. Over the past 25 years, he has worked in various higher education institutions, serving in a variety of research, administrative and faculty roles. His research focuses on the relationship between social science, technology and governance, with a particular focus on measurement theory, assessment and evaluation. As a nationally recognized education policy analyst and public intellectual, he examines the political, sociological and philosophical aspects of policy research. He has authored over 50 manuscripts appearing in edited books, peer reviewed journals, professional newsletters, and presentation at professional conferences. His scholarship has won national acclaim, including the 2011 American Education Studies Association *Critic’s Choice Award* and the 2010 CHOICE *Outstanding Academic Title* for his book, *A Measure of Failure: The Political Origins of Standardized Testing* (SUNY Press, 2009). More recently, “Resurgent behaviorism and the rise of neoliberal schooling” appeared in the *Handbook of Global Education Reform*(2018), and “Standardized testing, innovation, and social reproduction” was published in the *Encyclopedia of Educational Innovation*(2019). Rooted in a realist philosophy of science, he is now focused on developing an alternative to the Pearsonian-Fisherian research tradition.

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**Irma Harper, Ed.D., Associate Professor in Educational Leadership**

Dr. Harper is an associate professor in the Ed.D. in Educational Leadership program. She received her Ed.D. in Educational Leadership from Texas A&M University Kingsville-Corpus Christi. Before coming to West Texas A&M University, she was the Associate Vice Chancellor of Academic Affairs at the Texas A&M University System. She has held administrative positions in public schools and higher education. Her research interests include teacher preparation programs, teacher retention, characteristics of effective teachers, and online teaching delivery. She teaches in both the Higher Education track and the Educational Leadership track.

**H. H (Buddy) Hooper Jr., Ed.D., Associate Professor, Faculty Member**

Dr. Hooper is an Associate Professor and faculty member of the Educational Leadership program. He has 30 plus years’ experience as a secondary teacher, principal (all-levels), superintendent in Texas and Kansas, and department chair/doctoral program director. Dr. Hooper earned his Ed.D. from Texas A&M University - Commerce. His published research has centered on effective leadership and leadership traits with an emphasis on district level leadership in the public school and higher education settings. Additionally, he has experience traveling to other countries like India, Chile, Taiwan, and Mexico to conduct research and provide professional development. His most recent work includes serving as a university professor as well as a school administrator in the Alaskan Bush. He teaches courses related to higher education and leadership.

**Eddie Henderson, Ed.D., J.D., Dean of the College of Education and Social Sciences**

Dr. Henderson is a professor and Dean of the College of Education and Social Sciences at West Texas A&M University. Prior to joining West Texas A&M University in 2000 as Head of the Division of Education, Henderson served as senior vice president and market executive of the Trust Division of Bank of America in Amarillo. Henderson is licensed to practice law in the State of Texas and has many years of experience representing public school districts and educational institutions, including representing WTAMU in its merger with The Texas A&M University System. Prior to joining Bank of America, he was a shareholder in the Amarillo law firm of Underwood, Wilson, Berry, Stein and Johnson. Additionally, Henderson taught children with intellectual disabilities and emotional disturbance in the Lubbock Independent School District and served as an educational diagnostician. Currently, Henderson teaches graduate courses in education law, legal issues in special education, and undergraduate honors symposia.

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**Janet Hindman, Ed.D., Associate Professor, Education Department Head**

 Dr. Hindman is an associate professor and Department Head in the Department of Education in the College of Education and Social Sciences. She has held administrative positions in EC-12 rural schools and in higher education. Her research interests include democracy, democratic values in schools, ethics and moral decision making, teacher and administrator preparation programs, innovation, innovative design, giftedness, the brain and how the brain learns, exceptionalism, school improvement, writing/creative writing, quality assurance of curriculum and instruction, augmented reality (AR) and how it should be fostered in schools, the arts, literature, and research. “I am a proponent of using the arts to augment educational best practices to reach students and improve learning.” She teaches the action research and ethics classes.

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**JoAnn Franklin Klinker, Ph.D., Associate Professor, Director of the Ed.D. in Educational Leadership**

Dr. Klinker is an associate professor and director of the Ed.D. in Educational Leadership. She received her Ph.D. in Educational Leadership from Iowa State University. She has been an English teacher and high school principal in Illinois and Iowa rural schools, and she has held positions of associate professor, program director, and doctoral program director in Educational Leadership at Texas Tech University, where she chaired dissertations and served on numerous doctoral committees. Dr. Klinker’s research expertise is in decision making, ethics, the principalship, and democratic leadership. Her current research focus is heuristics and biases in decision making and behavioral science. She has been published in *The Journal of School Leadership, International Journal of Leadership in Education, Insight: The Professional Journal of the Texas Association of School Administrators.* She teaches the decision making class.

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**Angela Spaulding, Ed.D., Professor, Vice President of Research and Compliance, Dean of Graduate School**

Dr. Angela Spaulding has over 30 years of education experience that includes responsibilities as an early childhood teacher and director, as well as progressively increasing leadership responsibilities in higher education including: Program Chair of Educational Leadership, Department Head of Education, Associate Dean of the College of Education and Social Sciences, and currently as Vice President of Research and Compliance and Dean of Graduate School. Dr. Spaulding earned her Ed.D. from Texas Tech University and holds Texas teaching and principal certification. She was selected as a member of the American Association of State Colleges and Universities’ (AASCU) Millennium Leadership Protégé Class. She has also received the WTAMU Outstanding Professor Award and recognition by the Texas A&M University System Regents as an accomplished project director. Additionally, she has served on the State-level Texas Higher Education Coordinating Board Graduate Education Advisory Committee (GEAC). Dr. Spaulding is a tenured professor in educational leadership with over 85 publications and presentations and over 10 million in external funding. She has taught both online and face-to-face course environments, as well as outdoor education formats (Challenging Outdoor Personal Experience, COPES). Her research agenda mirrors the various professional roles and responsibilities she has held and includes broad areas of higher education and K-12 school environments. Select published journal works for Dr. Spaulding can be found in:  *Research in Higher Education Journal, Public Health, The Texas Science Teacher, Public Relations in Schools, Electronic Journal of Sociology, Journal of School Public Relations, The Journal of Multiculturalism,* and *The Qualitative Report.* She has also contributed to a variety of textbooks, including *Public Relations in a Communication Context*; *Foundations of Democratic Education*; *Children and Their Curriculum*: *The Perspectives of Primary and Elementary School Children*; and *Becoming an EC-6 Teacher in Texas*. Dr. Spaulding teaches qualitative research courses within the Ed.D.

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**Brigette Whaley, Ph.D., Assistant Professor in Educational Leadership**

Dr. Whaley joined the College of Education and Social Sciences in 2016 after working in the public school system for 18 years. She received a B.S. in Elementary Education from Oklahoma State University in 1998, a M.Ed. in Educational Leadership and Policy Studies from the University of Texas at Arlington in 2004, and a Ph.D. in Educational Leadership and Policy Studies from the University of Texas at Arlington in 2014. Dr. Whaley teaches undergraduate and graduate-level courses including Educational Foundations, Instructional Strategies, and School Leadership Proficiencies. Additionally, she conducts student teacher seminars on using technology in the classroom. Dr. Whaley is the author of “*Superintendent’s Practical Intelligence across High and Low Performing School Districts*” and “*Commonalities of Women Superintendents in Texas*.” She has coauthored several publications and has made numerous presentations.

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# ACADEMIC POLICIES AND PROCEDURES

The Ed.D. in Educational Leadership adheres to all WTAMU Graduate School procedures and policies. Please refer to the [Graduate School website](http://wtamu.edu/graduate) for specific university policies and below for specific program policies.

## Course of Study and Sequence

The Ed.D. program is a tracked cohort program. Any deviation from the program of studies requires a written request to the director. The program has two tracks, each with a different focus. The Educational Leadership (EDLD) Track focuses on EC-12 leadership, and the Leadership in Higher Education (HE) Track focuses on higher education leadership.

## Ed.D. Timeline and Graduation

Candidates can complete all coursework, all Scholarly Delivery degree requirements, and graduate within three (3) years. During the semester prior to graduation, the candidate should make an appointment with his/her chair to review the degree plan and to determine if all program requirements have been met. Candidates must fill out a [graduation application form](http://www.wtamu.edu/academics/graduation-application.aspx) by the deadlines listed on the Graduate School webpage in order to graduate during a specific semester. Candidates must also register for EDLD 6000 beginning with the third semester of studies and in each subsequent semester for continuous enrollment until the Dean of the Graduate School has accepted two (2) scholarly delivery papers. Candidates who take more than three (3) years to complete the program may accrue additional expenses in 6000 hours as they must be continually enrolled in 6000 hours. Although the Graduate School policy allows ten (10) years for completion of a doctoral degree without an extension form, this additional expense is why candidates are urged to complete the program in three (3) years.

## Scholarly Delivery Credits

The Ed.D. is a 60-hour doctoral program. Twelve (12) of those hours are dedicated to 6000 hours under the guidance of the candidate’s chair. Candidates must be continuously enrolled throughout the three (3) year program in spring, summer, and fall semesters. Candidates are encouraged to form their scholarly delivery committees (a chair, a methodologist, and a committee member) in the second fall semester of the program. Until a committee is formed, the candidate cannot enroll in further scholarly delivery credit work. By the middle of the third spring semester, candidates must have passed their qualifying exam to begin their scholarly delivery work.

## Grade Point Averages

To remain in good academic standing, the Ed.D. candidate must maintain at least a “B” (3.00) grade point average without any grade lower than a “B” in individual courses.

## Minimal Acceptable Grades

Any graduate level course applied to the Ed.D. program must have a grade of “B” or better. Within the Ed.D. program, the candidate may not receive a grade below a “B” for each course to remain in the program.

## Transfer Credit

Twelve (12) hours of transfer credit or combined transfer and competency credit (see next paragraph) may be transferred into the Ed.D. program. The transferred courses must have been completed with a grade of “B” or above, and the course description if from a different university than WTAMU must match the WTAMU course description.

## Competency Credit

It is probable that candidates will enter the doctoral program with some experience in a leadership position. In recognition of career-acquired experiences, candidates may receive credit for specific courses based upon their expertise.

* EMA 6301 “Emergency Management / Emergency Response” if the candidate provides proof of three (3) or more years of experience as a rural superintendent or rural emergency management professional.
* EDPD 6380 “Culturally and Linguistically Diverse Programs” with three (3) or more years of experience in coordinating an English as a Second Language program.
* EDSP 6364 “Legal Issues in Special Education” with three (3) or more years of experience as a diagnostician or special education administrator.
* EDRD 6348 “Organization and Administration of Reading Programs” with three (3) or more years of experience as an administrative literacy coordinator.
* Candidates may appeal and substitute other courses depending upon proven work experiences and demonstrated expertise.

To confirm evidence of learning, a candidate seeking competency-based credit will provide a portfolio that contains (1) an official work record, (2) documented professional development/training/continuing education and/or other experiences, (3) a narrative delineating how the candidate’s career-based learning specifically correlates with learner outcomes of the selected competency credit course and learner outcomes of the Ed.D. The portfolio will be evaluated by a Competency Credit Faculty Review Committee. The committee will consist of three (3) to five (5) faculty members. Committee membership must include the professor teaching the selected competency credit course as a content authority and at least two-three members of the Ed.D. faculty.

## Incomplete Grades

A grade of incomplete (“I”) will convert to an “F” if the work is not finished within one (1) year. An incomplete can be given when the following conditions are met:

1. The candidate requests an incomplete grade;
2. Reasons for the incomplete grade are beyond the candidate’s control;
3. The instructor sets specific conditions whereby the coursework will be completed before the semester specified date not to exceed one year.

## 6000 Grades

Candidates will obtain a grade of “In Progress” (IP) for all scholarly delivery 6000 grades throughout their coursework. The IPs will be changed to a numerical grade at the end of the semester in which the candidate successfully defends his or her scholarly deliverables.

## Withdrawals

Candidates who wish to withdraw from the program should contact the director.

## Leave of Absence

A candidate in good academic standing can request a leave of absence from the director of the Ed.D. program for up to one (1) year. The candidate will rejoin the program at the point s/he dropped. Any candidate who is on a leave of absence for more than one (1) academic year must reapply to the Ed.D. program and will be subject to any new program requirements adopted after her/his original admittance date.

## Academic Probation

Candidates must maintain no less than an “A” or a “B” for all coursework completed toward degree requirements. Courses with grades of “C”, "D," "F," "I" (incomplete), "IP" (scholarly delivery in progress), or "X" (drop or withdrawal) cannot be used to satisfy requirements of a graduate degree, but will be used in determining a candidate's academic standing. If a candidate’s grade point average falls below 3.0, the candidate will be placed on academic probation. The length of the probationary period will be determined by the dean of Graduate School. Probationary standing may impact eligibility for waivers and thus total program cost. Candidates who do not raise their grade point average to at least 3.0 by the end of the probationary period will be dismissed from Graduate School and suspended from further work toward a doctoral degree in the COESS at WTAMU. Candidates suspended from the Graduate School may request removal from suspension by seeking a written request from the appropriate academic dean to the graduate dean. More information can be found at <http://catalog.wtamu.edu/content.php?catoid=19&navoid=1609>

## Program Dismissal

A candidate whose grade point average is below 3.00 after the probationary period will be subject to automatic dismissal.

A candidate who does not earn a “pass” outcome in the resubmission of the qualifying exam will be subject to automatic dismissal.

A candidate who receives a “C” or below in a course will be subject to probation.

A candidate who plagiarizes may be subject to automatic dismissal. If a faculty member believes a candidate has plagiarized, the director and the department of education head will review the incident and follow WTAMU procedure.

If a candidate is dismissed from the Ed.D. program by COESS administration, the department head will notify the Graduate School dean and the candidate will be dismissed from the Graduate School. A dismissed candidate has the right to grieve dismissal decisions. Please see the Student Code of Conduct for an explanation of the general complaint and grievance process. [www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf](http://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf)

# ETHICS

## Ethical and Professional Behavior

Ed.D. candidates are expected to behave in a professional and ethical manner and to maintain high standards of ethical and professional conduct. Professional behavior promotes career and educational success.

## Ethics in Research, Scholarship and Creative Work: Research Misconduct

The credibility of academic research, scholarship, and creative work depends critically on the integrity with which it is designed, conducted, documented, and communicated. All members of the institutional community at West Texas A&M University, including students, staff, faculty, and administrators share the responsibility for developing and maintaining ethical standards of research and scholarship and detecting abuse of those standards.

# Procedures and Responsibilities

## Allegations of Misconduct:

1.1 Any allegations of misconduct in research, scholarship, or creative work activities should be reported to the Vice President of Research and Compliance, who is the Designated Officer for carrying out the requirements of the Rule and System Regulation 15.99.03.

## Inquiry and Investigations:

2.1 An inquiry, based upon a written complaint that is sufficiently credible and specific, may be initiated by the Designated Officer or a committee appointed by the Designated Officer. The inquiry is an assessment of whether the allegation has substance and if the allegation warrants an investigation.

2.2 If an inquiry provides sufficient basis for conducting an investigation, one shall be conducted following the guidelines of System Regulation 15.99.03 and in a manner that ensures fairness and protects the rights of all the parties to the greatest extent possible. An investigation will be conducted by a committee appointed by the Designated Officer. The investigation is a formal examination of relevant facts to determine if misconduct has occurred.

* 1. The written finds, along with any recommended sanctions, will be forwarded to the CEO/designee and the respondent in accordance with the timelines set out in System Regulation 15.99.03.

## WTAMU Student Code of Conduct

A university, like any community, must have regulations and/or standards by which its members abide and procedures by which its organization functions. The standards should provide order and an atmosphere conducive to intellectual and personal development. This *Code of Student Life* is intended to serve these purposes in the interest of all segments of West Texas A&M University. More information can be found at [www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf.](http://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf)

## Plagiarism

Plagiarism, according to the website Plagiarism.org “is an act of fraud. It involves both stealing someone else’s work and lying about it afterward.” To plagiarize according to the Merriam-Webster online dictionary is to 1) steal and pass off (the ideas or words of another) as one’s own; 2) to use (another’s production) without crediting the source, 3) to commit literary theft, 4) to present as new and original an idea or product derived from an existing source. In other words, while ideas are plentiful, ideas that are recorded via words and images in books, computer files, research papers, videos, etc. are considered intellectual property and are copyrighted. For the doctoral candidate, knowing how to cite correctly is a skill that can help avoid plagiarism. Citing sources of paraphrased material can prevent plagiarism. Using quotes when writing down three or more consecutive words from a source is also a good rule of thumb to follow. Developing a mindset of establishing one’s credentials as an academic through the mastery of collecting and acknowledging (citing) ideas from other experts can also help avoid plagiarism. For additional information about plagiarism and how to avoid it, the website <https://www.plagiarism.org> is helpful.

We take plagiarism seriously at WTAMU, and it can be grounds for an “F” in coursework and other disciplinary actions.

## Appealing a Grade

Ed.D. candidates must maintain a cumulative GPA of 3.00 or higher throughout the program until completion of the Ed.D. Rarely do grades fall below an “A” or “B” for doctoral candidates, but to avoid disputes over final course grades of a “C,” “D,” or “F,” EDLD faculty encourage candidates to do the following:

1. Don’t panic when you read the syllabus for the first time. Remember, that not everything listed is due the next day. You have an entire semester to complete the work, but unless you make the Ed.D. a part of your daily life, devoting at least an hour each weekday and more time on the weekends to reading, writing, keeping abreast of assignments and synchronous and asynchronous discussions, you will not gain the knowledge you need in this program.
2. Doctoral programs contain an implementation component known as the dissertation or in this program, two (2) scholarly delivery publishable papers. Implementation is always a challenge. Devise a system that will allow you to access research you find on the web and in the library. There is nothing more frustrating and time-consuming than searching and searching for documentation of a paper you quoted because you didn’t write that documentation down the first time.
3. Begin with the end product in mind, writing your scholarly delivery and becoming an expert in your area of expertise. Make every class count toward that product.
4. Buy the *Publication Manual of the American Psychological Association, 7th edition*, and familiarize yourself with APA 7th to the point that you know where to go to find what you need.
5. Determine your midterm grades. Contact the professor if you have a concern and ask what you can do to improve your grade.
6. Your grade at the end of a class should not come as a surprise to you. To prevent that surprise, keep abreast of classwork, turn in your best work, keep involved with the class on a daily basis, and talk to the professor when you have a concern.
7. Ask for tips to improve your writing, tips to improve your composition, and tips on how to study for the exams.
8. Keep every email conversation you have with the professor concerning grades. As most of you are working administrators, you understand the importance of documentation.
9. If you do receive a failing grade, look over your documentation and ask yourself if you have done everything that was asked. If that answer is yes, make an appointment with the professor, bring your documentation and demonstrate how you implemented it in graded assignments. Please remain calm in this process.
10. If you cannot find resolution, and you still believe yourself to be in the right and you have the proof that you are, please contact the director of the Ed.D. for next steps in the process.

## Student Appeals

Should no resolution be found within the EDLD program, please consult the process outlined at the following: The *Code of Student Life* at WTAMU, Part II: Community Rules, Section B: Semester Grade Challenge which details the process of appeals involving disputes over final course grades. Details are at <http://wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf>

## Financial Aid and Veteran’s Affairs Benefits

Financial aid is an important step in your educational process. The WTAMU Financial Aid Office is available to help you with your financial needs. Candidates can apply at [www.wtamu.edu/student-support/financial-aid.aspx](http://www.wtamu.edu/student-support/financial-aid.aspx).

# UNIVERSITY REQUIREMENTS AND PROVISIONS

## Technology Competencies

Candidates should be familiar with digital word processing and digital and online formats such as Blackboard as well as online research databases. Knowledge of technology-supported multimedia, such as PowerPoint, is expected. Technology resources are available at WTAMU for those that need assistance. A requirement of the WTAMU Ed.D. is that all candidates use their WTAMU email account and check it every day so as not to miss vital communications. We realize that the WTAMU email account may not be the candidate’s primary one, but emails from WTAMU can be rerouted to one that is checked daily.

## Diversity Statement

Diversity is one of the assets of West Texas A&M University. Our perspective of academic excellence specifically includes multiple aspects of diversity. Academic excellence results in part from opportunities to create, interact, and benefit from association with others. For further information including campus and inclusion innovations please see: <http://www.wtamu.edu/about/office-for-diversity-and-inclusion.aspx>

## Accommodations for Disabilities

The purpose of the [Office of Student Disability Services](https://www.wtamu.edu/student-support/disability-services.aspx) is to provide assistance and accommodations to candidates with disabilities. West Texas A&M University is committed to providing all students with equal access to a quality education. In addition to serving as an advocate for candidates with disabilities, the office also works very closely with faculty and staff members in order to monitor students’ progress and encourage a positive educational experience.

## Military and Veterans Affairs

There are various educational benefits programs for service members and their dependents to take advantage of, and with our commitment to excellence, the aim is to continue to provide a quality education as well as improve the relationships we have with area veterans, active military, and dependents. The website is [www.wtamu.edu/administration/veterans-services.aspx](http://www.wtamu.edu/administration/veterans-services.aspx).

## Title IX

West Texas A&M University is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Sexual discrimination not only violates an individual’s fundamental rights and personal dignity, but it is also a violation of federal and state law. WTAMU considers sexual discrimination in all its forms to be a serious offense. This policy refers to all forms of sex discrimination, including but not limited to sexual harassment, sexual assault, sexual exploitation, and sexual violence by employees, students, and third parties. The website at [www.wtamu.edu/administration/human-resources-title-ix.aspx](http://www.wtamu.edu/administration/human-resources-title-ix.aspx) is a resource on sexual misconduct for candidates, faculty, staff and visitors who are part of the West Texas A&M University community.

# Graduate School and College of Education and Social Sciences Collaboration

## Information Candidates Should Know

1. Ed.D. candidates in Educational Leadership enroll in the Graduate School, not the COESS, even though their courses are taught in the COESS, and their chairs/committees are COESS faculty.
2. The Graduate School policy regarding probation and suspension applies to doctoral candidates as well as master’s candidates.
3. If a graduate candidate enrolls in a course(s) in any given semester and then wishes to withdraw from the university, the candidate must officially withdrawal through the registrar’s office. Once officially withdrawn, the graduate school will classify the candidate as inactive.
When the candidate is ready to resume graduate work in the EDLD, the candidate must complete a new [graduate school application](https://mercury.wtamu.edu/gradschool/apply/) (at no charge). The candidate will not resubmit other admission materials – application only. Once approved through the Graduate School and the COESS, the candidate may resume the program and enroll in classes.
4. The COESS can dismiss a candidate from the Ed.D. program for ethics violations, grades below a “B,” plagiarism, or failing to “pass” the qualifying exam after one resubmission. The director will notify the Graduate School Dean, and the candidate will be dismissed from the Graduate School.
5. A leave of absence is at the discretion of the COESS Ed.D. program faculty.

# COURSE OF STUDY AND SEQUENCE

The Ed.D. in Educational Leadership is a tracked cohort program. Any deviation from the course of study and sequence approved by the Graduate School requires permission from the Ed.D. director.

## COURSE DESCRIPTIONS

#### **EDLD 6000** Scholarly Delivery

Developing and completing scholarly deliverables associated with an independent research project(s). Topics for research are to be negotiated with the chair and members of the scholarly delivery committee. Consent of doctoral chair/mentor. Variable credit-hour course. Students are required to complete 12 semester credit hours of scholarly delivery.

#### **EDLD 6304** Educational Laws, Politics, and Policy

Educational leaders engage in political and legal processes that are instrumental in creating federal, state, and local laws, policies, and regulations that shape and guide educational governance and operations.

#### **EDLD 6320** Executive Leadership of the Educational Community

Prerequisite(s): Candidates seeking the Texas superintendent certificate must hold a principal certificate or provide evidence of current enrollment in a principal preparation program. No prerequisites exist for doctoral candidates who are not seeking the Texas superintendent certificate. Shaping school district culture through communicative and collaborative response to the political, social, economic, legal, and cultural needs of the educational community in an ethical manner focused on achievement of the district’s vision and academic success of all students. This course includes a 54-hour field-based practicum pursuant to 19 TAC §228.35(e)(6) and 19 TAC §242.10(b).

#### **EDLD 6322** Executive Administrative Leadership

Prerequisite(s): Candidates seeking the Texas superintendent certificate must hold a principal certificate or provide evidence of current enrollment in a principal preparation program. No prerequisites exist for doctoral candidates who are not seeking the Texas superintendent certificate. Application of executive-level organizational, decision-making, and problem-solving skills in the leadership and management of district budgeting, personnel, physical plant, and support systems in compliance with state and federal requirements to ensure a safe and effective learning environment for all students. Includes a 54-hour field-based practicum pursuant to 19 TAC §228.35(e)(6) and 19 TAC §242.10(b).

#### **EDLD 6324** Executive Instructional Leadership

Prerequisite(s): Candidates seeking the Texas superintendent certificate must hold a principal certificate or provide evidence of current enrollment in a principal preparation program. No prerequisites exist for doctoral candidates who are not seeking the Texas superintendent certificate. Advocating, promoting, and sustaining a high-quality instructional program and district culture that is conducive to improved student performance and enhanced staff professional growth. Includes a 54-hour field-based practicum pursuant to 19 TAC §228.35(e)(6) and 19 TAC §242.10(b).

#### **EDLD 6326** Research Design

Research design fundamentals for the scholar-practitioner including the similarities and differences in action research and scholarly research, the IRB process, literature review, and introduction to descriptive statistics. Research may be conducted in international or domestic settings.

#### EDLD 6332 Ethics in Educational Leadership

Serving as an advocate for all children, educational leaders provide moral direction for the educational community by modeling and promoting the highest standard of conduct, ethical principles, and integrity in decision making, actions, and behaviors in interpersonal communications, applications of laws and policies, and stewardship of educational resources.

#### **EDLD 6336** Organization Theory

Educational leaders develop, implement, and evaluate systems and processes for organizational effectiveness to keep stakeholders inspired and focused on the institution’s mission.

#### **EDLD 6340** Leadership in Education

Educational leaders explore applicable theories and conceptualize traits, skills, and styles of effective, innovative, and influential educational leadership, while reflecting on personal practice, to guide the growth and development of their own approaches to leadership.

#### **EDLD 6354** History and Future of Higher Education

A study of college and university evolution as a reflection of philosophical, cultural, and social history.

#### **EDLD 6356** Power, Myth, and Memes

Study of various memes and myths that are associated with the concept of power. Topics may include situational power, legitimate power, personal power, coercive power, reward power, the science of survival, and the memes and myths such as Machiavelli’s theory of power juxtaposed with current trends and contemporary perspectives.

#### **EDLD 6358** Finance in Higher Education

This course evaluates economic theories and models applied to the study of higher education finance and examines national and state laws and accounting regulations affecting revenue sources, resource allocation, and the budgeting process.

#### **EDLD 6360** Higher Education Policy

Critical analysis of higher education policy that limits or advances accessibility, affordability, and accountability especially in rural geographical areas with a demographically diverse student population.

#### **EDLD 6362** Leading Change in Educational Institutions

Exploring and applying theories, fundamentals, techniques, and strategies of change diffusion in leading transformation of educational institutions.

#### **EDLD 6392** Special Topics

Topics in areas of special interest.  May be repeated for a maximum of 9 hours

#### EDPD 6313 Decision Making

This course explores explores the irrationality of decision making, emotion’s role, heuristics and biases, and decision making under uncertainty to avoid decisions that put student learning at risk.

#### **EDPD 6380** Culturally and Linguistically Diverse Programs

Using research to explore current trends in Bilingual/ESL programs, candidates will examine strengths and weaknesses of various programs based on theory, practice, and results. Candidates will learn how to assess and implement the most effective programs considering costs, demographics, student and teacher needs, and the availability of resources.

#### **EMA 6301** Emergency Management and Response

Developing response strategies for natural disasters and socially and environmentally generated hazards. Principles of emergency management include vulnerability analysis, hazard mitigation, emergency response, and disaster recovery.

#### **RSCH 6311** Quantitative Research

Introduction to traditions and methods of conducting quantitative study with emphasis on application concepts related to research problem development, study design, measurements, sampling, data analysis and write-up in rural environments.

#### **RSCH 6312** Data Analysis/Research Statistics

Sampling techniques, univariate analysis, analysis of variance and other basic statistical methods. Emphasis on application and interpretation in rural educational environments.

#### **RSCH 6313** Qualitative Research Methods

Understanding the field based and general methods and application of conducting qualitative research, especially related to rural educational environments.

#### **RSCH 6314** Mixed Methods

Introduction to historical, descriptive, experimental, and survey research as they relate to seeking solutions to problems within the field of education, especially as it relates to rural educational environments.

#### **SOCI 6315** Demographics of Rural Communities

Understanding the dynamics of rural communities. This course will focus on issues of increasing poverty and diversity in rural populations and navigating the political and social climate to establish short and long-term planning goals.

## Electives

#### **CIDM 6305** – Quantitative Analysis in Business

Prerequisite(s): CIDM 6300 or equivalent. Application of quantitative techniques to business, including statistics, linear programming and simulation. Techniques in decision making and their relation to information systems.

#### **EDPD 6305 –** Curriculum Theory and Analysis

Introduction to various curriculum theories and their applications and functions in the school context. Curriculum design and assessment also are examined in terms of how to improve student achievement and motivation.

#### **EDPD 6310 -** Instructional Strategies

In-depth investigation into various teaching strategies, using technology to compare cognitive learning activities.

#### **EDRD 6348** - Organization and Administration of Reading Programs

A course emphasizing the collaboration, communication, professional development, and instructional leadership necessary to organize, supervise, and effectively administer reading and intervention programs. Reading-writing connections, assessment, and foundational literacy topics will be analyzed as they relate to pre-K through adult learners.

#### **EDSP 6364** - Legal Issues in Special Education

Special education in a legal context, including regulation through federal and state legislation, judicial decision and administrative process. Authority and legal responsibility of the special educator and the administration of the school district.

# CONDUCTING RESEARCH

After candidates have passed the Qualifying Exam, they will work with their chair and committee to conduct research and write a publishable article about the results.

To choose a chair and committee, each candidate will submit a research focus sentence and their first choice for chair from a list of Ed.D. faculty, their second choice for chair from the Ed.D. faculty, and their third choice for a chair from the Ed.D. faculty list. This will occur sometime during the second fall semester of the program. The Ed.D. faculty will review each candidate’s requests and will make every effort to assign each candidate their first choice for chair. If that is not possible, the faculty will try to assign the candidate’s second choice of chair for chair duties. Faculty do have the right to accept or reject chair duties if, for example, they do not feel comfortable with the research focus of the candidate or if their workload does not permit acceptance.

Each committee is composed of a chair, committee member from the Ed.D. faculty, and a methodologist. The committee member will also be from the Ed.D. faculty and hopefully from the candidate’s list of chair choices. If, for example, a candidate does not get his/her first choice of chair, every effort will be made to include that first choice of chair as a committee member. While committee members can be chosen from faculty outside of the Ed.D. faculty the chair must approve that selection. The candidate must have a very good reason for requesting a committee member from outside of the Ed.D. faculty.

The final member of the committee is the methodologist. If candidates have a choice between methodologists within the graduate school or the COESS, that choice will be honored as long as policy regarding workload permits that choice.

To conduct research, candidates must have approval from the *Institutional Review Board (IRB)*.The Institutional Review Board for Human Subjects ascertains the acceptability of proposed research involving human subjects. The IRB is charged with the protection of human subjects used in research at the University by complying with regulations specified by the Office for Human Research Protections (OHRP) operating under the U.S. Department of Health and Human Services as well as other ethical and professional standards. The IRB is advisory to the Vice President of Research and Compliance who reports to the President on all matters relating to research and compliance. For additional information, please visit [www.wtamu.edu/irb](http://www.wtamu.edu/irb).

While there are other committees such as the *Institutional Animal Care and Use Committee (IACUC),* which is charged with the protection of animal subjects used in research at the University by complying with regulations specified by the Animal Welfare Act, 7 U.S.C. 2131-2159; 9CFR 2.22.2.80 and 37102(g) and operating under the U.S. Department of Agriculture Animal and Plant Health Inspection Service, and *The Institutional Biosafety Committee (IBC),* which is responsible for reviewing and approving recombinant DNA, infectious agents, and biohazard research at WTAMU and has overall oversight responsibility for the Biosafety Program at WTAMU as required by the Biohazardous Use Authorization (BUA), it is expected that most Ed.D candidates will work with the IRB committee.

## Scholarly Delivery Guide

The Scholarly Delivery Guide is a separate documents that outlines the responsibilities of the candidate for submission of the final composite Scholarly Delivery to the Graduate School. Candidates who have passed their qualifying exam should discuss the requirements of the Graduate School as well as the deadlines with the chair and committee at the beginning of their final year in the Ed.D. program. The guide is on the COESS Ed.D. website and the Graduate School website.