



West Texas A&M University

Canyon, Texas

Ed.D. in Educational Leadership

Candidate Handbook

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## 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 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](mailto:jklinker@wtamu.edu) or 806-651-2562 or the Department of Education head, Dr. Janet Hindman at [jhindman@wtamu.edu](mailto: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, Director of the Master's in Educational Leadership and principal certification**

Dr. Barbosa serves as an Assistant Professor in Educational Leadership in the College of Education and Social Sciences and as the Director of 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, a principal, and an assistant 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](mailto:rbarbosa@wtamu.edu)

**Gary Bigham, Ed.D., Associate Professor, Senior Faculty Member and director of superintendent certification**

Dr. Bigham is an Associate 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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**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 Regent's 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](#) 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](#) 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 first 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 spring 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 substituted 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 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 the chair of the candidate’s scholarly delivery committee.

## 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 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. 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.

- 2.3 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, 6<sup>th</sup> edition*, and familiarize yourself with APA 6<sup>th</sup> 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 and get you on the fast track to educational success.

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](#) 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, 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 withdraw 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](#) (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 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. 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. 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 Action Research**

Theoretical foundations, philosophy, and principles of action research will serve as a systematic approach to investigation. The course focuses on enabling researchers to find effective solutions to problems of practice. Action 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

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 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 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 dynamics of rural communities. 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

*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).

*Institutional Animal Care and Use Committee (IACUC):* The Institutional Animal Care and Use Committee 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. The IACUC 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/iacuc](http://www.wtamu.edu/iacuc).

*The Institutional Biosafety Committee (IBC):* The Institutional Biosafety Committee (IBC) 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). IBC members and chair are appointed in accordance with

National Institutes of Health Guidelines. The IBC 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/ibc](http://www.wtamu.edu/ibc).

## THE SCHOLARLY DELIVERY GUIDE

### Introduction

The following information is intended to summarize the major elements of scholarly delivery preparation. This Scholarly Delivery Guide provides general guidelines for writing the scholarly delivery for the Ed.D. in Educational Leadership at West Texas A&M University. Candidates should consult their doctoral advisers and/or the style manual of their academic discipline for answers to questions that are particular to their research project. For questions about format or style, consult the Director of the Ed.D., doctoral EDLD faculty, or the Dean of the Graduate School with any concerns you might have.

On occasion, the instructions in this guide might conflict with the standards of a particular discipline or the needs of a particular project. If that happens, the Dean of the Graduate School can work with scholarly delivery advisers for a solution.

Before we begin, a discussion about the intent of a Ph.D. and an Ed.D. degree might be helpful. Both degrees are equally recognized by the U.S. Department of Education and the Texas Higher Education Coordinating Board. Both the Ph.D. and the Ed.D. represent the highest level of graduate degrees. Both emphasize creative and critical thinking and intensive, independent research. Both degrees have the same intent, to prepare the candidate to become an expert in his or her field.

Ed.D. candidates wrote dissertations for many decades, and still do, but some Ed.D. programs wanted a terminal document or capstone project that was oriented toward the working professional. The dissertation is written to add information to the existing body of knowledge in a field and, as a result, strengthen or overturn theory. That theory in turn offers insight into and knowledge about the

field of study. However, the discussion usually doesn't offer recommendations for practice, although that is evolving, but rather recommendations for further study.

And so the concept of scholarly delivery evolved for professional doctorates whose focus is on applying theories and knowledge in an effort to solve real-world problems. For the Ed.D. in Educational Leadership at WTAMU, the scholarly delivery will be the creation of two (2) research papers that meet publication standards in EDLD professional journals. Our rationale was that scholarly delivery compositions would enable our candidates to demonstrate their competence in research and research design, which would benefit them in academic careers while at the same time addressing a real time problem, which would benefit them in their current careers.

### Scholarly Delivery vs Dissertation

A dissertation is a scholarly document, so is scholarly delivery in a research paper format. Generally, a dissertation is a long document of over 100 pages that is focused on a very narrow topic, with extensive references and (although not always) an empirical component that involves research design. Scholarly delivery in a research paper format is not a long document, but it is also focused on a narrow topic, contains extensive references, and has an empirical component that involves research design. That empirical study may be qualitative, quantitative, or a mixed methods design.

Length is a difference between the two as is intent. The intent of a dissertation (almost always in the social sciences) is to provide new knowledge to the field, generally in the form of strengthening or overturning theory. The intent of scholarly delivery (in the social sciences) is to apply theory and knowledge to a real life problem with the intent of reducing the complexity or solving the problem.

## PROCEDURES FOR SCHOLARLY DELIVERY CANDIDATES

For candidates to smoothly complete the final part of their degrees while writing their scholarly deliverables, it is important for them to be aware of and to follow the necessary procedures of West



Texas A&M University. This section outlines the University and Graduate School procedures for graduate candidates. As they begin their scholarly delivery, doctoral candidates:

- Must register for EDLD 6000 when research begins and in each subsequent semester until the Dean of the Graduate School has accepted the two (2) scholarly delivery papers. Candidates on an assistantship must register for one (1) summer session each year while on an assistantship.
- Candidates who graduate in the summer must enroll in EDLD 6000 in the long summer session in the year of graduation.
- Candidates who are only enrolled in EDLD 6000 can submit the [Thesis/Dissertation Only Fee Waiver Request Form](#).

### Choosing a Chair

The candidate will choose a chair from the appropriately credentialed graduate faculty in the EDLD program at the end of the first year of the program. The chair will guide the candidate through the process of constructing and writing the scholarly delivery proposal for committee approval and the research and construction of the scholarly delivery papers.

Candidates should choose an individual they can work well with and who is knowledgeable about their research interests. Consulting the director of the program about who is available to chair should be part of the search process. Guiding a candidate through the process of academic writing is a hands on process for the chair and s/he will work closely with the candidate. Tenured professors, part-time and full-time, can work with more than three (3) candidates. Assistant professors can co-chair scholarly delivery with tenured professors.

The candidate's chair will help the candidate select his or her two (2) member scholarly delivery committee, including a faculty member who is a subject matter expert and one (1) methodologist, who

will approve the proposal or approve with modifications. The director of the Ed.D. and the College Dean can make exceptions, if necessary.

### Scholarly Delivery Committee, Proposal, IRB, and Defense

The candidate will write two (2) proposals, one (1) for each scholarly delivery. The candidate will submit the proposal to the doctoral committee to receive permission to conduct research.

At this time, the candidate will receive guidance on the need for Institutional Review Board (IRB) approval if it applies to the proposed research. The candidate should note that if research is subject to IRB review, then no data can be collected until the IRB approves the research protocol. Before any data is collected, the candidate and the proposal committee will work to construct documents required by the IRB. In instances when the investigation does not impact human subjects in any way, IRB approval is not needed, but research can be presented to either the director of academic research and environmental safety or the associate dean of the graduate school for verification and documentation. The student's committee will document that IRB approval is not needed.

The qualifying exam that investigates the selected problem of practice can serve as the literature review for both proposals. Research questions around the problem of practice should be linked to that extensive literature review. Also, each proposal will contain a rationale for the selected research design, an explanation of the research methodology, data collection, research participants, and if deemed necessary, pilot research, data collection including interview protocols, data analysis, limitations of the study, and study timeline.

The candidate and the proposal committee will work together on modifications until the committee is satisfied that the candidate is ready to write the scholarly delivery papers.

### Research Compliance

West Texas A&M University is committed to following all federal and state regulations, as well as the Texas A&M University System policies and regulations, and West Texas A&M University rules and

procedures concerning research compliance, including research under the oversight of the Institutional Biosafety Committee (IBC), Institutional Review Board on Human Subjects (IRB), and the Institutional Animal Care and Usage Committee (IACUC). For a comprehensive review of these compliance procedures, please view the following link: [http://www.wtamu.edu/environmental\\_safety/academic-research-environmental-safety.aspx](http://www.wtamu.edu/environmental_safety/academic-research-environmental-safety.aspx)

**Before** you begin your scholarly delivery research, please consult with your major advisor during your first year or your chair during your second and third years as well as other faculty in your program for guidance as to what approvals you will need to begin your research. Additionally, you may contact the Academic and Research Environmental Health and Safety (AR-EHS) office at 806.651.2270 for further information.

Upon completion of your research, the Graduate School requires a hard copy of your research approval letter(s) from the applicable research committee(s). Please submit this with your title page, signature page, and abstract for each scholarly delivery. Please note: There are some types of research that do not require research committee approval—contact your advisor or the AR-EHS office for confirmation. **Conducting unapproved research is a serious research compliance violation and will be investigated according to university procedures:**

- [15.99.05.W1.05AR WTAMU Potential Non-Compliance in the Course of Human Subjects Research](#)
- [15.99.05.W1.07AR WTAMU Potential Non-compliance in the Course of Vertebrate Animal Care and Use Research](#)
- [15.99.03.W1.04AR Ethics in Research, Scholarship, and Creative Work: Research Misconduct](#)

## Research Committee Descriptions

You may view a complete list of committee members online:

<https://wtaccess.wtamu.edu/committees/>

Information about WTAMU research compliance committees can be found below:

- *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).
- *Institutional Animal Care and Use Committee (IACUC)*: The Institutional Animal Care and Use Committee 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. The IACUC 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/iacuc](http://www.wtamu.edu/iacuc).
- *The Institutional Biosafety Committee (IBC)*: The Institutional Biosafety Committee (IBC) 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). IBC

members and chair are appointed in accordance with National Institutes of Health Guidelines. The IBC 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/ibc](http://www.wtamu.edu/ibc).

### Scholarly Review Deadlines

Each semester, the Graduate School posts when dissertations are due. Those same deadlines apply to scholarly delivery papers. Candidates should consult the Graduate School Calendar for those deadline dates.

Nine (9) weeks before graduation, the preliminary draft of the entire scholarly delivery should be turned in to the candidate's chair.

Five (5) weeks before graduation, the final copy of the scholarly delivery should be presented to the candidate's chair and to the Dean of the Graduate School for final checks of content and format. This copy should be in PDF format and must be submitted to the Graduate School through the [VIREO system](#) if the candidate wants the Scholarly Delivery published through WTAMU. If the candidate prefers not to publish the Scholarly Delivery with WTAMU then s/he does not have to submit the Scholarly Delivery through the VIREO system, but does have to submit the document to the Dean of the Graduate School for final checks of content and format.

After final approval of the scholarly delivery by the doctoral committee and by the Graduate School, a signature page must be circulated among the candidate's committee, department, college and Graduate School for required signatures. Please note that all scholarly delivery submitted for publication within WTAMU will be uploaded to the WTAMU institutional repository, and the signature page will not be included in this submission.

In addition to the signature page, the Graduate School requires that candidates submit a paper copy of their title page and abstract to be filed with the signature page. This must be done before the publication deadline.

Once all corrections are made, candidate will submit their scholarly deliveries to the Graduate School using the VIREO web page if they have chosen to publish with WTAMU. Instructions on this process and on the particulars of each of these steps are presented later in this guide. Candidates should coordinate with their chair and committees to ensure that each of these steps, including the defense, are finished smoothly and within all published deadlines.

## WRITING THE SCHOLARLY DELIVERY

The scholarly delivery should be an independent, professional effort finished under the supervision of the faculty. In their scholarly delivery papers, candidates should write in clear English and demonstrate an understanding of the literature and research methods of the field. In addition, candidates should present and document their scholarly activity in an academic manner that is equal to someone with a doctorate degree. In their scholarly delivery, candidates should clearly explain how their scholarly activity addresses a real problem and adds to the literature of the discipline. Candidates should write their scholarly delivery according to the parameters in the guide that defines uniform standards of style and format but also allows flexibility to satisfy the practices of each academic discipline and the needs of a particular candidate.

Each scholarly delivery should read as a publishable research paper with continuity from abstract to conclusion and recommendations. While there does need to be a single, unifying introduction, unless a candidate's committee chair/discipline dictates otherwise, each scholarly delivery will have only one (1) abstract and one (1) reference section.

The documentation of existing research must be exhaustive, and for the Ed.D. candidate, this exhaustive literature review will act as the qualifying exam to formally enter into the writing stage of the doctoral program. From this literature review, the candidate will devise research questions, design research study or studies and conduct research to determine the answer to those research questions. The length of each scholarly delivery should be between twenty-five to thirty-five (25-35) pages, although the length does vary depending on the topic and the discipline. Candidates should write enough to explore their topics fully.

West Texas A&M University is a public, regional institution. Its mission clearly implies that any research conducted under its support should ultimately benefit the public. As required by this mission, the Graduate School at West Texas A&M University has decided that all scholarly delivery will be made available through open access via the WTAMU digital repository should the candidate request that the scholarly delivery be published through WTAMU. Candidates are required to submit their scholarly delivery to this system of open access. Exceptions can be made through a conversation with the scholarly delivery chair and the Graduate School.

## 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.

## HOW TO GET HELP

The first contact for all issues concerning research is the Director of the doctoral program and the candidate's chair. If the candidate should need help beyond that, the candidate should contact the Graduate School.

Candidates should direct their questions about administrative concerns with the scholarly delivery or about graduation to the Graduate School:

Graduate School

102 Killgore Research Center

806-651-2730

[graduateschool@wtamu.edu](mailto:graduateschool@wtamu.edu)

Candidates should direct their questions concerning research or the candidate's committee to the Associate Dean of the Graduate School:

Rex Pjesky

106 Killgore Research Center

806-651-2737

[rpjesky@wtamu.edu](mailto:rpjesky@wtamu.edu)



## SCHOLARLY DELIVERY ORGANIZATION

Within each of these categories, candidates should follow their discipline's style manual or organize their Scholarly Delivery based on the standards of the journal to which they are submitting. If submitting to the VIREO system, candidates should arrange their scholarly delivery papers as follows:

1. Title page
2. Signature page
3. Abstract
4. IRB approval page
5. Acknowledgements (optional)
6. Table of Contents
7. Introduction
8. Define the real world problem
9. Provide goals of the researcher for this study
10. Literature review
11. Describe the conceptual framework of the study
12. The review should list as many external and internal influences as possible
13. If necessary, reflect on influences not found in literature
14. Analyze influences, grouping them into factors
15. Integrate those factors into the conceptual model for your scholarly delivery
16. Research questions and methodology
17. What methodology will you use?
18. Discuss validity and reliability
19. Findings (includes discussion)
20. Use sub-headers and present basic findings

21. Use tables if needed as well as figures
22. Link those findings back to the original problem
23. Final thoughts
24. Close the loop to the original problem and state the significance of what you discovered.
25. Include recommendations for further study
26. Include recommendations for practice
27. References (use citation style that is acceptable, for example APA 6<sup>th</sup> Edition)

### Scholarly Delivery Title Page

The scholarly delivery title page should begin with the title in all caps and centered in inverse pyramid format. Inverse pyramid format means that the title should be in progressively fewer characters as lines are added to the title. If, for example, your title is two (2) lines long, the top line of the title should contain more characters. In addition, if the title is more than one (1) line, the lines should be single spaced. One (1) inch down from the title centered should be “by” followed by the name of the candidate double-spaced beneath the word “by.”

One (1) inch below that should be:

A Scholarly Delivery Submitted in Partial Fulfillment

of the Requirements for the Degree

[Degree Name]

Major Subject: [Major Subject]

One (1) inch below that should be:

West Texas A&M University

Canyon, Texas

[Month, Year]

## Scholarly Delivery Major Section Titles and Format

The Graduate School recommends following the style of your field of study. If your discipline has no style manual, follow the guidelines of a leading journal in your field. The Ed.D. in Educational Leadership follows the American Psychological Association, APA 6<sup>th</sup> edition, which is most commonly used in the social sciences. The leading journal in Educational Leadership is *Educational Administration Quarterly*, and style guidelines can be found on their webpage.

### Abstract

Each of your two (2) scholarly delivery papers must include an abstract of appropriate length (as determined by your project and discipline). Like all other major sections, the abstract should begin with the title “ABSTRACT” centered two (2) inches from the top of the page and its margins should follow the rest of the document. Abstracts generally have four parts: the problem or purpose of the study, the procedures used in the study, the results of the study, and conclusions of the study.

### Scholarly Review Quality Control

The candidate alone is responsible, ultimately, for the mechanical correctness, typing accuracy, and general neatness of each draft of the scholarly delivery, including the final draft. The candidate should carefully proofread the scholarly delivery for all types of errors. Candidates, not chairs or advisers, are solely responsible for the final proofreading before the scholarly deliverables are defended to committee members for their final approval.

While s/he is not responsible for the final content, the Dean of the Graduate School will review each scholarly delivery for integrity before the Graduate School accepts them.

## Photographs and Illustrations

If a candidate includes photographs and/or illustrations, the candidate must be able to embed those into the text of the document. Candidates should follow the guidelines of their discipline. Any variances must have prior approval of the Dean of the Graduate School.

## SCHOLARLY DELIVERY FORMAT

If you have chosen to publish your Scholarly Delivery with a journal, please follow the journal's guidelines for submission. If you have chosen to publish your Scholarly Delivery within the VIREO system at WTAMU, please follow the format listed below.

### Page Margins

- Left: 1.5" on all pages
- Right: 1" (not justified) on all pages
- All title pages: 2" from the top of the page
- All non-title pages: 1" from the top

### Scholarly Delivery Page Numbers

- All page numbers must be centered 1" from the bottom of the page.
- On preliminary pages use lower case roman numbers (i, ii, iii)
- In the body, use Arabic numerals (1, 2, 3, 4, etc.)

Consider the title page to be Roman numeral "i" but do not number it. The first numeral to appear in the scholarly delivery is the Roman numeral "ii" on the signature page which follows the title page. The abstract page and the optional acknowledgements also have Roman numerals. Arabic numerals (1, 2, 3, 4, etc.) begin with the table of contents, should there be one. Pagination of the body of the scholarly delivery will begin with the table of contents page or the first page of the scholarly article. Consecutive

Arabic numerals will continue throughout the scholarly delivery, the lists of works and references.

Center the numerals one (1) inch above the bottom of the page.

### Scholarly Delivery Line Spacing

The body of the scholarly delivery must be double-spaced except for block quotations and the text within a table, illustration, figure, etc. Text in a table, illustration, figure, etc. can be single or double spaced at the discretion of the candidate.

### Scholarly Delivery Font and Font Size

Scholarly delivery should be in 12 point Times New Roman Font. Exceptions would be text within tables, figures, illustrations, etc. The text in these should be either 10 or 12 point Times New Roman Font.

### A Special Note about Most Word Processors

Candidates should check the margin spacing of the tables, figures, and illustrations. Do not assume that the word processor will always provide one (1) inch margins if you have set that for the Word document template. Sometimes the software will allow parts of large tables to spill into the specified margins.

### Equations

Equation numbering and placement is at the discretion of the candidate but must be consistent. Equations must be in 12 point Times New Roman font.

### Footnotes/Endnotes

Although footnotes or endnotes can be used at the discretion of the candidate, most educational leadership publications do not use footnotes or endnotes. If used, they can be numbered sequentially (beginning with "1") throughout the entire scholarly delivery or can begin with a "1" for each separate chapter.

## References and Citations

Each scholarly delivery must have a reference section that lists the literature that the candidate cites. Citations include published and unpublished sources. There must be a one-to-one ratio of literature cited in the text and the list of references at the end of the scholarly delivery. (That is, all things cited in the text must be listed in the reference section and everything in the reference section must be cited in the scholarly delivery). The reference list should be consistent, accurate, complete, and formatted to the style guide's rules.

The number of reference styles is vast. Although candidates can use whatever style their discipline dictates, the references generally should follow these guidelines:

- Consistency in capitalization, punctuation and ordering of information within each citation
- Consistency in the order of citations (alphabetized, alphabetized and numbered or non-alphabetized and numbered)
- Consistency in the use of italics, quotation marks, and bold type
- Volume number and page number of journal articles must be listed
- Publisher and city for books; city for universities, labs, or corporations must be listed
- A date (year) for every citation must be listed
- Sufficient information for retrieval of unpublished material should be present
- Author or entity, title, date, or date accessed and the specific web address for Internet material must be listed
- At least five (5) authors before using "et al." in a multi-authored publication (exception: SPE style uses three (3))
- Consistency in designation of state names (abbreviated or not)
- Consistency in journal names or abbreviations

- Consistency in ordering multiple entries with same first author
- Candidates can use either single spacing within each citation, double spacing between each citation, or double spacing for everything. Generally, the first line of the reference is against the left margin while the second and other lines are tabbed in the same distance as paragraphs (i.e. hanging indentation).
- Text mentions of citations should follow the style of your discipline

## Appendix

Appendices are optional. They generally are used for supplementary material. The appendix goes after the reference section. Page numbering continues from the reference section.

## Media Files

If you have files other than PDF documents the [VIREO system](#) can accept them, although they will not be linked to the main document. Please consult your adviser or the Graduate School for questions about how to include multimedia or other files with your scholarly delivery.

## SCHOLARLY DELIVERY SUBMITTAL AND REVIEW

The first step in submitting the scholarly review is defending the scholarly deliverables and passing the defense. Candidates should work with their chair and their scholarly review committee to arrange for the defense of their scholarly delivery. Once the defense is successful and all required changes (if any) are made to the scholarly deliverables, candidates are ready to prepare and submit the two (2) scholarly deliverables to the Graduate School.

To submit the approved scholarly delivery documents, candidates should convert the scholarly deliverables to PDF format to transmit them to the Graduate School. Most current word processors have the ability to convert documents into PDF format.

If using the VIREO system, a submission software for electronic scholarly delivery, the candidate then uploads the PDF file to the Graduate School using [VIREO](#). If you have trouble, please contact the Dean of the Graduate School. For those candidates who have chosen not to publish their Scholarly Delivery through the WTAMU VIREO system, the Graduate School needs only the signature page and the title page.

### Public Availability of the Scholarly Delivery

Scholarly deliverables of candidates graduating from West Texas A&M University may be available via the Internet through the [West Texas A&M University Library](#) and the [WTAMU institutional repository](#) through the [Texas Digital Library](#).

Candidates also need to be aware of the possibility of publishing conflicts if they publish part of their research before they finish their scholarly delivery. West Texas A&M University permits and encourages candidates to independently publish research, even before they finish their degrees. However, when candidates do so, they need to be careful that they do not make any agreements that would prevent West Texas A&M University from publishing their work. Questions about this should be directed to the Dean of the Graduate School.

## CORRECTIONS TO THE SCHOLARLY DELIVERY

If candidates carefully follow the instructions in this guide, there should be no corrections needed to the scholarly delivery after they submit the documents to the Graduate School. If the Graduate School requires any corrections, candidates may ONLY make the corrections requested by the Graduate School.

The Graduate School will contact the candidate via email after the scholarly delivery coordinator and/or the Dean reviews the manuscript. The candidate will make any requested changes to the original file, convert the revised document to a new PDF and upload the new PDF through VIREO. A candidate



should make the corrections quickly to meet the deadlines of the Graduate School. If a candidate does not make corrections in a timely fashion, graduation may be delayed.

In the event the Graduate School declares a scholarly delivery unacceptable, the Graduate School will return the scholarly delivery to the candidate, the major adviser, and department head with a clear explanation of the deficiencies that need to be addressed.

The Graduate School will review scholarly deliveries in the order received. Candidates should realize that five (5) to ten (10) working days is a reasonable turnaround time for scholarly delivery review. Candidates should plan accordingly.

### [Signature Page and Abstract](#)

The Graduate School does not require bound paper copies of the two (2) scholarly deliverables. The only paper the Graduate School requires is a title page, signature page, and an abstract. If the candidate would like a bound paper copy of the two (2) scholarly deliverables complete with signature page, the Graduate School and library can help facilitate the process. Candidates may want signed copies for themselves, their loved ones, their department or chairs and the library.

## SCHOLARLY DELIVERY FINAL CHECKLIST

1. Chair and Scholarly Delivery committee have approved the two (2) scholarly deliverables
2. The body of each scholarly delivery is double spaced (no more, no less)
3. The two (2) manuscripts have been checked for spelling, grammar and style
4. The references are correct; there is an exact one-to-one match of references at the end and referenced items in the text
5. Margins are correct, including the margins of tables, figures, etc.
6. Page numbers are correct and agree with the Table of Contents, List of Tables, etc.
7. Each title page has a 2" margin from the top
8. All other pages have a 1" margin from the top
9. All tables and figures fit within the margins
10. Photographs (if any) are properly scanned and look professional
11. Everything about the format has been double checked after conversion to PDF

## SCHOLARLY DELIVERY SAMPLE PAGES

Educational Administration Quarterly (EAQ) is a premier journal in educational leadership. EAQ uses an electronic submission and review process and accepts manuscripts that are 25-40 pages in length, inclusive of references, tables, and figures. EAQ accepts empirical and conceptual submissions.

For empirical submissions, the journal suggests that the author consult the American Educational Research Association's (AERA) *Standards for Reporting on Empirical Social Science Research* ([http://www.sagepub.com/upm-data/13127\\_Standards\\_from\\_AERA.pdf](http://www.sagepub.com/upm-data/13127_Standards_from_AERA.pdf)). The American Psychological Association's *Reporting Standards for Research in Psychology* was also recommended.

## Structured Abstract for Empirical Manuscripts

A structured abstract should not exceed 250 words, and five (5) key words or phrases should appear after the abstract along with the type of article, empirical or conceptual. To read an example of an empirical abstract, please visit: <http://journals.sagepub.com/doi/full/10.1177/0013161X18785872>

Sections within the empirical structured abstract are:

- Purpose
- Data and Method (e.g. Setting, participants, research design, data collection and analysis)
- Findings
- Implications for Research and Practice

## Structured Abstracts for Conceptual Manuscripts

For conceptual papers, the journal encouraged authors to consult AERA's *Standards for Reporting on Humanities-Oriented Research* ([http://www.aera.net/Portals/38/docs/481-486\\_09EDR09.pdf](http://www.aera.net/Portals/38/docs/481-486_09EDR09.pdf)) and Watts (2011) (see Watts, R.E. (2011). Developing a conceptual article for publication in counseling journals. *Journal of Counseling & Development*, 89(3), 308-312.

Subheadings for the conceptual manuscript include:

- Purpose
- Proposed Conceptual Argument or Model
- Implications

## APA Manual of Style

For Scholarly Delivery articles, the EDLD faculty recommend that the candidate follow the structure within the APA Publication Manual, Sixth Edition.