

# **Educational Administration Doctoral Program Handbook**

Department of Educational Leadership  
Texas A&M University-Commerce

Texas A&M University-Commerce  
P.O. Box 3011  
Commerce, Texas 75428  
903-886-5520

Note: This handbook is subject to change. Updates will be available on the Educational Leadership Department website <http://www.tamu-commerce.edu/edl/>. This is not a catalog and does **not** have catalog privileges.

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Welcome!

Thank you for your interest in the doctoral program in Educational Administration at Texas A&M University-Commerce. The Department of Educational Leadership prepares graduates for leadership positions in schools, districts, and state agencies including colleges and universities.

The Doctor of Education degree in Educational Administration is designed for a *K-12 public school administration* emphasis. The Department of Educational Leadership also has a Doctor of Education program designed for a *higher-education administration* emphasis; however that program is not included in this handbook. Students interested in working in higher-education administration should contact Dr. Jon Travis concerning admission.

The department encourages applications from candidates with *strong* academic achievement and scholarship ability, leadership abilities, and commitment to education. The information in this handbook is designed to answer some typical questions about the program's admissions process, give details about the program for students seeking admission, as well as provide information for use once a student has been admitted. The handbook is written so that each section stands on its own, and thus repetition will be seen. This material is to augment program information contained in the official graduate catalog. The handbook is written and is under the jurisdiction of the Doctoral Program Governance Committee. If you need further information, please contact our office via telephone (903-886-5520) or via email (Martha.Moore@tamuc.edu or Jane.Clark@tamuc.edu).

Once again, thank you for your interest in the Educational Administration doctoral program at Texas A&M University-Commerce.

## TABLE OF CONTENTS

<b>WELCOME!</b> .....	<b>2</b>
<b>TABLE OF CONTENTS</b> .....	<b>3</b>
<b>PROGRAM FACULTY</b> .....	<b>5</b>
<b>OUR MISSION</b> .....	<b>6</b>
<b>OUR VISION</b> .....	<b>6</b>
<b>ADMISSIONS</b> .....	<b>7</b>
PROCESS .....	7
THE GRADUATE SCHOOL .....	8
GENERAL INFORMATION .....	8
ADMISSIONS REVIEW COMMITTEE PROCEDURES .....	8
<i>Departmental Receipt of Applications</i> .....	8
<i>The Committee's Recommendation</i> .....	8
<i>The Admission Decision</i> .....	8
<b>COURSE SEQUENCE</b> .....	<b>9</b>
TEXAS SUPERINTENDENT CERTIFICATION .....	9
<b>CHECKLIST AND RECOMMENDED TIME FRAME</b> .....	<b>10</b>
<b>RESIDENCY</b> .....	<b>13</b>
DOCTORAL RESIDENCY REQUIREMENT .....	13
<i>Residency Statement</i> .....	13
<i>Research</i> .....	13
<i>Professional Development</i> .....	13
<i>Certification of Completion</i> .....	14
RESIDENCY PLAN FORM .....	15
<b>INITIAL ADVISER</b> .....	<b>17</b>
ASSIGNMENT.....	17
INITIAL ADVISER'S ROLE .....	17
<i>Program Information</i> .....	17
<i>Initial Relationship</i> .....	17
CHANGE OF ADVISER/COMMITTEE CHAIR FORM.....	18
<b>DEGREE PLAN</b> .....	<b>19</b>
GENERAL GUIDELINES .....	19
TIME LIMITATION FOR DEGREE .....	19
TRANSFER CREDIT .....	19
<b>RESEARCH TOOLS</b> .....	<b>19</b>
COMPLETION SCHEDULE.....	19
<b>DOCTORAL ADVISORY/DISSERTATION COMMITTEE</b> .....	<b>19</b>
SELECTION OF DOCTORAL ADVISORY COMMITTEE MEMBERS .....	19

FUNCTION OF DOCTORAL ADVISORY COMMITTEE MEMBERS.....	20
<i>Preparation For Comprehensive Exam</i> .....	20
<i>Proposal</i> .....	20
<i>Dissertation</i> .....	20
<b>COMPREHENSIVE EXAMINATION .....</b>	<b>20</b>
PREREQUISITES .....	21
REGISTRATION FOR THE DOCTORAL COMPREHENSIVE EXAMINATION.....	21
SCHEDULE OF EXAMINATIONS AND CONTENT AREAS TESTED .....	22
EVALUATION OF EXAMINATION.....	22
ORAL COMPREHENSION EXAM .....	22
FINAL REPORT OF DOCTORAL COMPREHENSIVE EXAMINATION .....	23
<b>ADMISSION TO CANDIDACY .....</b>	<b>23</b>
PREREQUISITES .....	23
NOTIFICATION.....	23
EDAD 718 REQUIREMENT.....	23
MINIMUM TIME LIMIT.....	24
<b>DISSERTATION PROPOSAL.....</b>	<b>24</b>
PREPARATION OF THE PROPOSAL .....	24
DEFENSE OF THE PROPOSAL.....	25
HUMAN SUBJECTS PROTECTION.....	25
<b>FINAL DISSERTATION.....</b>	<b>26</b>
TIME LIMIT .....	26
SPECIAL ASSISTANCE.....	26
ENROLLMENT IN DISSERTATION (EDAD 718) .....	27
DISSERTATION DEFENSE .....	27
AFTER THE DEFENSE.....	28
UNIVERSITY GUIDELINES.....	28
<b>GRADUATION.....</b>	<b>28</b>
FILING FOR GRADUATION .....	28
COMMENCEMENT.....	29
<b>ADDITIONAL INFORMATION.....</b>	<b>29</b>
<b>REFERENCES.....</b>	<b>29</b>
<b>CONGRATULATIONS!.....</b>	<b>30</b>

## **PROGRAM FACULTY**

Art Borgemenke, EdD  
*Assistant Professor*  
*University of Texas at El Paso*

Casey Graham Brown, PhD  
*Associate Professor*  
*University of Oklahoma*

Wade W. Fish, PhD  
*Associate Professor*  
*University of North Texas*

Maria Hinojosa, EdD  
*Assistant Professor*  
*Texas A&M University-Kingsville*

Chuck Holt, EdD  
*Assistant Professor*  
*Lamar University*

James A. Vornberg, PhD  
*Professor Emeritus*  
*University of Arizona*

## OUR MISSION

*The Department of Educational Leadership at Texas A&M University-Commerce prepares graduates for teaching, service, and leadership roles in a variety of educational, business, government, and industry contexts.*

## OUR VISION

*The Department of Educational Leadership at Texas A&M University-Commerce envisions exemplary programs that challenge highly-qualified students to excel in their respective disciplines and careers through engagement in a rigorous and transformative learning environment linking theory to practice while expanding the knowledge base of the learner, the profession and the respective academic discipline.*

**TEXAS A&M UNIVERSITY-COMMERCE  
DEPARTMENT OF EDUCATIONAL LEADERSHIP**

**ADMISSIONS**

*Admission to the doctoral program in Educational Administration is a competitive process. In any given year, the department receives more applications from qualified students than can be accepted. Consequently, application materials should be carefully prepared so as to present the student in the most positive light.*

**Process**

First, you must apply to and be accepted by the A&M-Commerce Graduate School. The general requirements for admission to the Graduate School are found in the graduate catalog and on the Graduate School's website. To be accepted into the Graduate School, ***you must submit to the Graduate School*** evidence to review that you have satisfactorily completed the following requirements, including:

- A baccalaureate degree from a regionally accredited institution or equivalent training from a foreign institution. The bachelor's degree must be substantially equivalent in content to degrees granted by Texas A&M-Commerce.
- An overall undergraduate grade point average of 2.75 or a 3.00 on the last 60 undergraduate hours or a 3.40 on the master's degree and work beyond the master's level.
- Official documentation of Graduate Record Examination scores.
- A completed application for admission and application fee.
- Official transcripts of all undergraduate and graduate work.

**Any student with fewer than 24 semester credit hours of graduate level courses in Educational Administration may be required to enroll in leveling courses in order to gain competencies and knowledge most students gain at the master's level.**

The Graduate School will forward your application materials to the department only after the above requirements have been met. Moreover, admission to the Graduate School (in non-degree status) ***does not constitute admission to the department's doctoral program.***

The Program Admissions Committee is composed of department members who are committed to the principle of equal educational opportunities consistent with the mission and policies of the Texas A&M University System, state, and federal law. At the conclusion of the process, a cohort of students will be selected.

## **The Graduate School**

For information and forms for the Graduate School, please go to the following web address.

<http://web.tamu-commerce.edu/academics/graduateSchool/futureGraduateStudents.aspx>

These forms are used throughout the graduate study period to schedule exams and complete the dissertation. There is also a University Doctoral Student Handbook on the Graduate School's web page that contains detailed and important information for use by doctoral students in all departments. We suggest you refer to the website regularly while in the program.

## **General Information**

Students admitted to the doctoral program will begin classes as a cohort group and are required to progress as a cohort group through a sequence of doctoral only core courses and research tools courses. The cohort program is designed to provide students with an opportunity to progress through the program in a logical and sequential manner with a group of colleagues pursuing similar professional goals. The degree plan is 72 credit hours.

Upon admission to the program, students will be assigned a major adviser. This assignment may be temporary and does not obligate students to keep this adviser throughout the program. Normally, the assignment of advisers will occur at the Doctoral Student Orientation held by faculty members.

## **Admissions Review Committee Procedures**

### *Departmental Receipt of Applications*

Applications of students, who have met the requirements of the Graduate School, as outlined in the graduate catalog and earlier in this document, are forwarded to the Educational Administration division of the Department of Educational Leadership where the department head forwards the materials to the EDAD Doctoral Program Coordinator.

### *The Committee's Recommendation*

A department-approved form is used to assign standard points to the departmental entrance criteria. If the sum of these points falls within the accepted entrance requirement range, the committee suggests to the department head that the applicant be recommended to the Dean of the College of Education and Human Resources and the Graduate Office for admission.

### *The Admission Decision*

The committee's recommendation must be approved by the department head and the Dean of the College of Education and Human Services. If these approvals are given, a decision regarding admission status to the degree program is made by the Dean for Graduate Studies and Research who will send written notice of admission status to the applicant. If admitted, the student will be notified. If admission is denied, the applicant will also be notified in writing.



## COURSE SEQUENCE

This document outlines the sequence of courses that cohort students will take in the Educational Administration EdD program. **You are expected to take courses with your assigned cohort.**

Information contained in this document is subject to additional provisions found in the Texas A&M University-Commerce *Graduate Catalog*.

Course	Title	Hours
EDAD 695	Research Methods	3
EDAD 671	Governance of Educational Organizations	3
EDAD 601	Foundations of Educational Administration	3
EDAD 637	Advanced Organizational Behavior	3
HIED 617	Statistical Procedures for Education & Research	3
EDAD 620	School District Instructional Leadership: Human Resources	3
EDAD 663	Doctoral Writing-Authoring the Doctoral Dissertation	3
COUN 613	Advanced Statistical Techniques	3
EDAD 698	Qualitative Research	3
EDAD 664	Doctoral Writing-Prospectus Development	3
EDAD 647	Ethics & Philosophy	3
EDAD 627	School District Organizational Leadership: Finance	3
EDAD 639	Program Evaluation School Leaders	3
EDAD 641	Administration of Instructional Program	3
EDAD 634	Dynamics of Change and Conflict Resolution	3
EDAD 651	School District Organizational Leadership: Facilities	3
HIED 650 or HIED 622	Advanced Practicum in Supervision and Instruction (HiEd 650) or Internship (HiEd 622) or 3	3
EDAD 699	Resident Seminar	3
EDAD 611 or EDAD 561	School District CEO Leadership: The Internship (EDAD 611*) or Multicultural Education for School Administrators (EDAD 561)	3
EDAD 628 or EDAD 658	School District CEO Leadership: The Superintendency (EDAD 628*) or School Crisis Leadership (EDAD 658)	3
EDAD 718	Dissertation	3
EDAD 718	Dissertation	3
EDAD 718	Dissertation	3
EDAD 718	Dissertation	3

\*Must be admitted into the TAMU-Commerce superintendent certification program to take EdAd 611 and EdAd 628

Please Note: Please see the TAMU-Commerce Graduate Catalog for information on qualifying examinations and the dissertation.

### Texas Superintendent Certification

This certification is not automatically part of the doctoral program. All doctoral students who begin March 2012 or later will take EdAd 627, 651, and 620. The other two courses, EdAd 611 and 628, may not be taken without receiving admission to the superintendent program. For admission to the superintendent certification program, a special superintendent certification application must be filed and approved with the department (and is found on the department's web page). Students desiring certification should discuss options with the doctoral adviser when developing the degree plan. A doctoral student must apply for and meet the admission requirements of the superintendent program in order to gain permission to take the Texas superintendent exam (and to take the Superintendency Internship).

## CHECKLIST AND RECOMMENDED TIME FRAME

Many of the events with which a doctoral student must deal are listed below. The order of the events is generally what is expected. The time frame is simply a helpful guide and it is the **student's responsibility** to know and follow university policy regarding the completion of doctoral studies. Check each item as it is completed:

\_\_\_\_\_ **File Initial Degree Plan** with department (immediately after degree plan is completed with adviser). Make sure necessary signatures are on the degree plan. File completed degree plan with the Graduate School.

\_\_\_\_\_ **Residency.** See residency statement and complete residency plan with adviser and file (as soon as possible for completion during your first year of study. It must be completed before admission to candidacy). Completion is verified on the comprehensive exam report.

\_\_\_\_\_ **Select Committee Chair (Major Adviser).** Depending on research interests, another Educational Administration faculty member may be selected as chair of dissertation committee. Should a change from the initial adviser be determined to be in the student's best interests due to dissertation research topic or other reasons the *change of adviser form* (located elsewhere in this manual) should be signed and submitted to the Department of Educational Leadership secretary.

\_\_\_\_\_ **Meet Research Tools Requirements.** (Level I-IV scheduled in the cohort sequence and required before student is eligible for comprehensive examinations.)

\_\_\_\_\_ **Select Doctoral Advisory Committee** (no later than the semester prior to comps). Select the doctoral advisory committee in consultation with your Committee Chair. This committee has 3 or more members—at least one outside the Department of Educational Leadership. Minor department members are also included in this committee.

\_\_\_\_\_ **Register for Comprehensive Examination** with the department secretary after gaining approval of your Committee Chair. (See section on Doctoral Comprehensive Examination for specific deadlines). Plan for comps after research tools and majority of course work are completed and doctoral advisory committee is chosen. Discuss this exam with your adviser and committee members during semester prior to taking the exam. **REMINDER: Per Graduate School Policy, the Comprehensive Examination may not be taken prior to the second long semester of the second full year of study (spring).**

\_\_\_\_\_ **Take Comprehensive Examinations** (after research tools and majority of course work). Pass written and oral comprehensive examinations in major and minor areas.

\_\_\_\_\_ **Obtain Admission to Candidacy Status.** After written and oral comprehensive exams are passed and all four research tools are completed, the Graduate Office will send a Notification of Admission to Candidacy form. It is at this time the **FINAL Degree Plan is filed**. This must occur 8 months prior to graduation.

\_\_\_\_\_ **Enroll in EdAd 718** (dissertation). Continuous enrollment from completion of the comprehensive exam until graduation is required except for summers. If the student is consulting with adviser during summer, he or she must register for EDAD 718 at least one summer session.

\_\_\_\_\_ **Develop Dissertation Proposal.** Select research topic and develop dissertation proposal in collaboration with dissertation chair and committee. See the Writing References.

\_\_\_\_\_ **Clear Proposed Study with Departmental Human Subjects Protection Committee.** Complete an Application to the Educational Administration Human Subjects Protection Committee preceding the dissertation proposal defense. Once approved, the departmental Human Subjects Protection Committee will notify the University Institutional Review Board (IRB) and the Graduate School. See Graduate School website for details. The proposal defense is not approved by the Graduate School until this step is completed.

\_\_\_\_\_ **Clear Proposed Study with University Institutional Review Board (IRB).** The student is directed by department Human Protection Committee to forward the application to the university Human Subjects Committee (IRB-Institutional Review Board) for approval. Data collection may not formally begin with human subjects until the IRB has granted approval, your proposal has been successfully defended, and the Graduate School has contacted you to indicate that your study may begin. In some cases the IRB may wish to meet with the student in person to discuss the proposal.

\_\_\_\_\_ **Complete and Distribute Final Version of Dissertation Proposal.** Finish writing the dissertation proposal and distribute to committee members. **Your dissertation proposal must be submitted to each member of your committee a minimum of three weeks prior to scheduling your proposal date. This normally means each member of your committee must have your complete proposal no later than the 10<sup>th</sup> of the month PRIOR to the month you wish to propose.**

\_\_\_\_\_ **Schedule Proposal Defense with Graduate School.** Once you have the approval of your committee, complete the Schedule for Presentation of the Dissertation Proposal obtained from the Graduate School before the 20<sup>th</sup> of the month proceeding the month during which the proposal will be presented (or the Friday before the 20<sup>th</sup> if the 20<sup>th</sup> falls on a weekend or holiday). Reserve a time and conference room for the proposal defense with the department secretary.

\_\_\_\_\_ **Defend Proposal.** Discuss expectations with your adviser. This must occur at least one semester prior to expected graduation.

\_\_\_\_\_ **Report Outcome of Proposal Defense.** Complete and file with the Graduate School, the Graduate School's Dissertation Proposal Form received from the Graduate School. This form is signed by each member of your committee, your committee chair, department head, and Dean of College of Education and Human Services.

\_\_\_\_\_ **Complete the Research and Writing of the Dissertation.** The student is expected to make progress each semester on this and confer with adviser on an ongoing basis or the student will be placed on the inactive list. There is a 10-year time limit for completion of degree until early courses must be retaken. Students who take more than 130 semester hours toward the doctorate may have to pay out-of-state tuition.

\_\_\_\_\_ **Distribute Copy of Final Dissertation to Committee.** Present a copy of dissertation to all members of your doctoral advisory committee at least two weeks prior to your dissertation defense

date. Provide an extra copy for your adviser in the event that the Graduate Council Representative requests it.

\_\_\_\_\_ **Schedule Dissertation Defense.** Complete and file Schedule for Dissertation Defense form with the Graduate School. Complete and return form to the Graduate School no later than the 20<sup>th</sup> of the month prior to the dissertation defense (or before, if the 20<sup>th</sup> falls on a holiday or a weekend). You will receive information regarding submission of your dissertation and graduation from the Graduate School. Be sure to schedule a place to have the defense with the department secretary.

\_\_\_\_\_ **Defend the Dissertation.** Defend the dissertation at the scheduled time. Obtain signatures of the committee members and the Department Head on the Final Examination Report (which the Graduate School will have forwarded to your doctoral advisory committee chair prior to the dissertation defense).

\_\_\_\_\_ **Obtain the signature of the Dean of the College of Education and Human Services.**

\_\_\_\_\_ **Send a Copy of the Dissertation to the Graduate School.** Send a copy of the dissertation to the Graduate School for final approval.

\_\_\_\_\_ **Submit Copies of Dissertation.** Four copies (as stipulated by the Graduate School) of the dissertation must be bound and distributed—one to the library, one to the department, one to the adviser, and one copy is for the student.

\_\_\_\_\_ **File for Graduation.** File for graduation in the Registrar's Office. Deadlines are listed in the schedule of classes for the semester (this deadline is usually early in semester of graduation).

\_\_\_\_\_ **Attend Commencement Exercises.** Students must attend commencement. However, if the student cannot attend, a written request must be submitted to the Dean of Graduate Studies. A special luncheon for doctoral graduates is also arranged by the Graduate School the day of graduation. The graduating student and guest are invited and may also bring additional friends or family to this event.

\_\_\_\_\_ **Stay in Touch** with the department concerning your position and location changes and your address/phone/e-mail.

## RESIDENCY

The doctoral residency requirement is in addition to the University residency requirement.

### Doctoral Residency Requirement

#### *Residency Statement*

The doctoral residency requirement is designed to promote meaningful and continuous study in the field of scholarship, to provide for a diversity of experiences supporting intellectual growth and professional development, and to promote regular interaction between the student and faculty members.

1. Students in the doctoral program in Educational Administration at A&M-Commerce are expected to complete three consecutive semesters of continuous enrollment of at least six semester hours in doctoral level coursework (including research tools) as part of the residency requirement. This residency requirement will begin with the summer session in which the student enters the doctoral program. Any three consecutive semesters of continuous enrollment of at least six semester hours will be considered for fulfillment of this requirement.
2. Students will develop a personal residency plan which identifies activities to be completed during the course of the program in both of the following strands: research and professional development. Faculty interaction will be woven within these strands. The student will confer with his/her doctoral adviser in developing and for approval of this portion of the residency plan.

Although not limited to the following examples, below are types of ideas that can be included in each of the strands for the proposed residency activities. It should be noted that the student should be working closely with the faculty adviser or initial chair in order to fulfill the following residency requirements in order to interact with faculty members. Framed with the below requirements, students working with faculty on a project of assistance to school districts, professional organization, or state or regional agencies, participating with faculty in a conference presentation, writing project or some other professional endeavor, and/or attending professional events with university faculty members, would all be considered faculty interaction activities.

#### *Research*

This strand may consist of a research activity or project in conjunction with the adviser or other faculty. Research activities such as literature searches and reviews could be considered a portion of this strand if these activities resulted in the submission of journal articles. It could include a presentation at a local, state, national, or international organization. It may also consist of submitted written articles or any combination of the aforementioned.

#### *Professional Development*

This strand will consist of attendance by the student at three conferences within the course of the residency and doctoral coursework. **At least one of the conferences must be a state or national**

**conference for Professors of Educational Administration.** The following combinations are representative of specific conferences, which might be attended:

- a. Two state conference and one national Educational Administration conference
- b. One state Educational Administration conference, one other state and one national conference
- c. One state conference and two national/international conferences, one of which would consist of an Educational Administration conference.

Attendance and participation at a conference of students and professors focused on research ideas and reports such as National Council of Professors of Educational Administration, American Educational Research Association, Association of Supervision and Curriculum Development, American Association of School Administrators, Texas Professors of Educational Administration, or University Council for Educational Administration. Work with an educational organization or institution on a research or program evaluation project.

#### *Certification of Completion*

After completion of the residency proposal, each adviser will certify its completion noting any changes in the plan and file this certification in the department (and/or Graduate School) records.

## Residency Plan Form

**Residency Statement:** The doctoral residency requirement is designed to promote meaningful and continuous study in the field of scholarship, to provide for a diversity of experiences supporting intellectual growth and professional development, and to promote regular interaction between the student and faculty members. This residency plan consists of two parts.

1. Students in the doctoral program in Educational Administration at Texas A&M-Commerce are expected to complete three consecutive semesters of continuous enrollment of at least six semester hours in doctoral level coursework (including research tools) as part of the residency requirement. This residency requirement will begin with the summer session in which the student enters the doctoral program. Any three consecutive semesters of continuous enrollment of at least six semester hours will be considered for fulfillment of this requirement.

2. Students will develop a personal residency plan, that identifies activities to be completed during the course of the program in both of the following strands: research and professional development. Faculty interaction will be woven within these strands. The student will confer with his/her doctoral adviser in developing and for approval of this portion of the residency plan.

Name \_\_\_\_\_ CWID# \_\_\_\_\_

Address \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_ (h) \_\_\_\_\_ (w) e-mail \_\_\_\_\_

Employment \_\_\_\_\_

Estimated Completion Date of Residency Plan \_\_\_\_\_

### Activities Proposed

Please list and explain the activities which you are proposing for fulfillment of the above requirements. Confer with your current adviser for development and approval. Fill in the activities under each strand.

### Research

This strand may consist of a research activity or project in conjunction with the adviser or other faculty. It may include a presentation at a local, state, national, or international organization. It may also consist of submitted written articles or any combination of the aforementioned.

## Professional Development

This strand will consist of attendance at three conferences within the course of the residency and doctoral coursework. **At least one of the conferences must be a state or national conference for Professors of Educational Administration.** The following combinations are representative of specific conferences that might be attended.

- a. Two state conferences and one national Educational Administration conference
- b. One state Ed Admin conference, one other state and one national conference
- c. One state conference and two national/international conferences, one of which would consist of an Educational Administration conference

**Both student and faculty adviser have agreed that the above activities, when completed, will fulfill the residency requirement.**

**The faculty adviser and student have worked closely during the above activities.**

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Doctoral Adviser Signature

\_\_\_\_\_  
Date

**Any revisions must be noted and approved by faculty adviser. Revised plan is noted below.**

### **Research:**

### **Professional Development:**

### **Date of Revision** \_\_\_\_\_

**The named student has completed the residency course requirement and activities.** (This form is filed in the department's records and certified on the comprehensive exam report.)

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Doctoral Adviser Signature

\_\_\_\_\_  
Date



## INITIAL ADVISER

### **Assignment**

Upon admission to the department's EDAD doctoral program, the department head assigns a faculty member to serve as the student's initial adviser.

### **Initial Adviser's Role**

#### *Program Information*

The initial adviser provides general information regarding the department and the doctoral program to the student as needed.

#### *Initial Relationship*

The initial adviser and the student's doctoral advisory committee chair do not serve the same purpose and might not be the same faculty member. Once the student's doctoral advisory committee is established, the chair of this committee assumes the major advisory responsibility of the student's initial adviser and the initial adviser is no longer responsible for advising duties. Students are encouraged to establish their doctoral advisory committee chair as early as possible. See the Doctoral Advisory Committee section of this handbook for information regarding selection and function of the doctoral advisory committee. When the student makes a decision on his or her doctoral dissertation chair, he should discuss this with the initial adviser first. Of course, the decision should be discussed with and approved by the faculty member asked to serve as chair. A form for changing an adviser or a committee chair is available from the department office, and should be initiated by either the doctoral student or the initial adviser. **All changes in advisers must be approved by the EDAD Doctoral Program Coordinator.**

**DEPARTMENT OF EDUCATIONAL LEADERSHIP  
DOCTOR OF EDUCATION IN EDUCATIONAL ADMINISTRATION**

**Change of Adviser/Committee Chair Form**

Date: \_\_\_\_\_

Name: \_\_\_\_\_

CWID Number: \_\_\_\_\_

Initial Program Adviser: \_\_\_\_\_

I request approval to have Professor \_\_\_\_\_ appointed as my permanent doctoral adviser, dissertation director, and chair.

Student Signature: \_\_\_\_\_

Concurrence Signatures:

Initial Adviser: \_\_\_\_\_

New Adviser: \_\_\_\_\_

Doctorate Program Coordinator: \_\_\_\_\_

Department or Assistant Head: \_\_\_\_\_

Date forwarded to Graduate School Office: \_\_\_\_\_

**Either the doctoral student or the initial adviser following a conference or conversations about the student's interests in research or practice may initiate this form. The doctoral program committee recommends that, as a common courtesy, such communication take place prior to soliciting a new adviser's concurrence. This request should be initiated prior to the comprehensive examination.**

## DEGREE PLAN

### General Guidelines

All doctoral degree plans must include the coursework equivalent of a master's degree program.

### Time Limitation for Degree

All degree requirements beyond the master's must be completed **within ten calendar** years from **the date of admission** to the doctoral program. No coursework beyond the master's degree that is over ten years old at the time the doctoral degree is conferred can be used toward the doctoral degree. When this occurs the student must replace old coursework with additional courses.

### Transfer Credit

Recent superintendent coursework will be considered for transfer. Credit for graduate courses taken from other regionally accredited graduate schools is granted in accordance with an evaluation by the Graduate School and upon approval by the program and the student's advisory committee. Transfer courses applied to a doctoral degree must be in a graduate academic area taught by Texas A&M-Commerce. Time limitations on transfer courses are the same as for Texas A&M-Commerce courses. Transfer credit will be granted for only those courses in which the student received a grade of "B" or better. Approved courses will be posted on the degree plan. **Under no circumstances may a student transfer more than 12 hours toward the doctoral degree.**

## Research Tools

### Completion Schedule

The student must demonstrate proficiency in the use of research tools prior to taking the doctoral comprehensive examination. Research tool requirements can be met by successfully completing each of the following four courses with a grade of B or better. (Note: All courses that count toward the degree plan must be completed with a final course grade of B or better). All research tool courses must be taken in sequence and PRIOR to taking the comprehensive examinations.

## DOCTORAL ADVISORY/DISSERTATION COMMITTEE

### Selection of Doctoral Advisory Committee Members

When? Select members as early as possible, but no later than the semester prior to written comprehensive exams.

How many? The committee is composed of three to five faculty members, one of whom is an EDAD faculty member who will serve as chair. The remaining member(s) will be from the Department of Educational Leadership and a member from outside the department. Members and associate members of the Graduate Faculty may serve.

Who may chair? Senior members of the Graduate Faculty are eligible to serve as chair. Those who are Associate Members of the Graduate Faculty may serve as committee chair with the recommendation of the department head and approval of the Dean for Graduate Studies and Research. However, every dissertation committee must have a minimum of one Senior Graduate Faculty member.

Membership changes. The committee may be changed upon approval of the department head, with written notification by the head to the graduate dean. This documentation should be filed in the doctoral student's folder. For example, a student might change a member and/or chair when the research area calls for a specialization not represented on the original committee. In this case, it is the student's responsibility to make everyone aware of this change (the committee and the person being dropped from the committee).

### **Function of Doctoral Advisory Committee Members**

#### *Preparation for Comprehensive Exam*

The committee advises the student in the preparation for written and oral comprehensive examinations. The committee, along with other doctorate faculty, may provide consultation on study materials for the comprehensive examination process. For the committee member(s) from the minor area, if applicable, the student will write either an additional piece.

#### *Proposal*

The committee works closely with the student in preparation of the proposal for dissertation. In this stage of the student's program, it is important that the chair of the doctoral advisory committee be appropriately matched to the student's research area.

#### *Dissertation*

The committee monitors the student's progress in writing the dissertation, advises accordingly, and conducts the oral defense of the dissertation.

## **COMPREHENSIVE EXAMINATION (QUALIFYING EXAMINATIONS)**

The Doctor of Educational Administration Comprehensive Examination is a milestone event in the academic program study leading to candidacy. Specifically, the comprehensive examination provides the doctoral student an opportunity to 1) demonstrate comprehensive understanding of the knowledge base; 2) provide an opportunity to chronicle the student's foundations as an

academic as well as an educational leader; 3) demonstrate and characterize a grounded vision of leadership in the educational administration context for the future; and 4) provide candidates an opportunity to provide academic insights and thought that reflects the work completed with their major adviser through the residency and other professional activities during the doctoral study.

The comprehensive examination is not intended to be an exercise in regurgitating all that a student has gained and learned throughout the program, but rather to ground the student in the academic discipline so that the student may *construct new knowledge* that will establish the student as a thoughtful yet inquisitive thinker and therefore be applied to productive practice for the future.

Each student will first take a written Comprehensive Examination followed by an oral examination.

### **Prerequisites**

Research tools. The student must have met the proficiency standards for level I-IV of the research tools by successful completion of the research tools courses.

Courses. The student must have taken or be in his or her last semester of the core cohort EDAD courses, and completed approximately two full years of study in the major and minor areas, as approved by the student's doctoral advisory committee. This includes: EDAD 601, 671, 637, 641, 636, 647, 639, and 634. Students may be in their last semester of doctorate only cohort classes.

EdAd departmental doctoral committee chooses the time. The examination must be taken and passed a minimum of eight months before the degree is conferred.

Approval of the committee chair (major adviser). Students will discuss the appropriate semester in which to sit for the comprehensive examination with their major adviser, with final approval resting with that major adviser.

### **Registration for the Doctoral Comprehensive Examination**

When? Specific dates for the doctoral comprehensive examination are known by the department approximately two months in advance. The student registers in the department office to take the exam. The student will receive a letter from the department advising him or her to contact all committee members for specific counseling regarding preparation for the exams.

What must be provided? The registration process also includes providing 1) a copy of the degree plan, 2) a current Texas A&M-Commerce transcript, and 3) the names of all doctoral advisory committee members. The department secretary should be notified of the student's intent to take the exam. See Doctoral Comprehensive Examination Form.

## **Schedule of Examinations and Content Areas Tested**

The Comprehensive Examination for the Doctorate of Education in Educational Administration will be administered during the time assigned by the departmental EdAd doctoral committee. The professor responsible for each course should be contacted for study materials (if applicable), and will also evaluate student responses on those area questions. **The expectations of each content area examination will extend the course material expectations by requiring students to synthesize, connect, and construct knowledge across other content areas and to their own professional practice as a result of the entire program of study.** Faculty from each content area, in consultation with the major adviser, will determine pass/fail performance. Students must pass ALL content areas in order to be eligible to be admitted to candidacy.

### Content areas addressed on the exam:

Foundations  
Governance & Policy  
Organizational Behavior  
Curriculum & Instruction  
Economics  
Ethics and Philosophy  
Evaluation  
Dynamics of Change and Conflict Resolution

## **Evaluation of Examination**

Each written response is rated as either a pass or fail. Students must pass all eight content areas of the Comprehensive Examination. Individual faculty, in consultation with the committee chair, will determine the rating for each content area. The committee chair will report the results of the examination to the student.

An applicant who does not pass the qualifying examinations may be suspended from the doctoral program, or upon the recommendation of the advisory committee and approval of the Dean for Graduate Studies and Research, may be permitted to repeat the examination (from Graduate Handbook).

## **Oral Comprehension Exam**

Permission to proceed with orals. If the student passes all eight content areas of the written comprehensive examination, the student is instructed to establish a date and time for the oral examination during the semester when the written portion was completed. The oral exam is scheduled for two hours, with the major adviser and any other faculty member, if necessary, determined by the major adviser.

Content of the oral examination. The student should defend or expand on what he or she has written on the comprehensive examination and is expected to provide appropriate bibliographical information to support references to research. **However, questions are not limited to what the student has written.**

Evaluation. At the end of the oral examination, the major adviser and any member of the faculty participating in the oral examination deliberate on the outcome of the examination. If the outcome is unfavorable, faculty participants decide what options, if any, the student may pursue.

### **Final Report of Doctoral Comprehensive Examination**

Prior to the oral portion of the comprehensive exam, the student should provide his or her major adviser with a copy of the Graduate School Doctoral Comprehensive Examination form. This form is available from the Texas A&M-Commerce Graduate School web page and from the department office. The student should complete the top portion. The major adviser verifies the written and oral examination results on this form and the student returns the signed form to the Graduate School. Any performance disputes will be settled by a committee consisting of all members of the doctoral faculty in Educational Administration.

## **ADMISSION TO CANDIDACY**

### **Prerequisites**

Successful Completion of the Doctoral Comprehensive Examinations. The Graduate School must verify that all portions of the qualifying examinations have been successfully completed.

Research tools. The Graduate School must verify that research tools proficiency has been achieved.

Residency. The Graduate School must verify that doctoral residency has been completed.

### **Notification**

Notification of admission to candidacy will be made by the Dean for Graduate Studies and Research. This must occur 8 months prior to graduation.

### **EDAD 718 Requirement**

After doctoral candidates are admitted to candidacy, they are required to enroll in a minimum of three semester hours of dissertation, EDAD 718, each fall and spring semester until the dissertation is completed and approved by the doctoral advisory committee and the Graduate School. Students who fail to enroll for dissertation during any fall or spring semester after admission to candidacy will be prohibited from enrolling until the tuition has been collected for each semester.

NOTE: Doctoral candidates will not be required to enroll during the summer term, unless using the counsel and advice of the major adviser or University facilities, such as the Library. A student cannot propose or defend during the summer if not enrolled in EDAD 718. Also note

that students may be required to pay out of state tuition after they have completed 130 hours of work.

### **Minimum Time Limit**

The degree can be conferred *no sooner than eight months after admission to candidacy and not sooner than the semester following proposal defense.*

## **DISSERTATION PROPOSAL**

**(See Other Deadlines in this document that pertain to the proposal)**

### **Preparation of the Proposal**

Step 1. Enroll in EDAD 718 and See Adviser. The student should begin talking with his or her adviser regarding dissertation topics and research plans.

Step 2. Select topic and dissertation guide. Work closely with the chair and other committee members in the selection of an adequate topic or area for research in the educational administration field. All students are to use The American Psychological Association, 6<sup>th</sup> Edition, as a guide for writing the proposal and dissertation.

Step 3. Human Subjects Protection forms. Three weeks prior to scheduled proposal defense (see Step 4), the student must submit an application to the Educational Leadership Department's Human Subjects Committee for approval to conduct the research. (The student must clear this application with his or her Committee Chair before sending it to the IRB committee). The proposal must be approved by the department committee and sent forward to the IRB before the proposal defense is scheduled. Once approved, the IRB application is then forwarded to the University Institutional Review Board (IRB—the University Human Subjects Protection Committee) for recommendations and/or approval. Major changes to the proposal or research activity after IRB approval must receive further approval from the university committee, along with the approval from the student's committee chair and members. This process must be completed for all university research activities even when human subjects are not involved in the research activity.

Step 4. Schedule proposal meeting. Reserve a time and place for the proposal (in consultation with all committee members) with the department secretary. **Your dissertation proposal must be submitted to each member of your committee a minimum of three weeks prior to scheduling your proposal defense date. This normally means each member of your committee must have your complete proposal no later than the 10<sup>th</sup> of the month PRIOR to the month you wish to propose.**

Step 5. File with Graduate School. Once approval to present the written proposal has been received from all members of the student's doctoral advisory committee, the student obtains all committee member's signatures on the Schedule for the Presentation of the Dissertation



Proposal (obtained from The Graduate School web page) and submitted to the Graduate School by the **20<sup>th</sup> of the month** preceding the month of presentation of proposal.

Step 6. Distribute copies of proposal. At least four weeks prior to the dissertation proposal defense date, the student distributes copies of the proposal to (1) departmental committee members, (2) his/her minor committee members, (3) the College of Education (COEHS) Dean's office for review, and (4) the Graduate School for distribution to its representative. Questions or concerns from faculty or the Dean's office will be relayed to the major professor at least two full days prior to the scheduled proposal meeting. If concerns are substantial, the proposal defense will be postponed until corrections have been made to the satisfaction of the faculty member.

### **Defense of the Proposal**

Who is present? All departmental faculty, the committee members from the minor field, and the Graduate Faculty representative are invited to the presentation of the proposal for research in addition to the student's dissertation committee. The proposal presentation is also open to all university faculty members and interested students.

How is the presentation conducted? The procedure may vary by major adviser, but a standard format includes introductions, introductory remarks by the student regarding his or her interest areas, and an explanation of the proposed study by the student. During the session any faculty member present may ask for clarifications and/or offer suggestions regarding the proposed study. Near the end of the proposal meeting, the student and any student observers leave the room and the committee chair allows faculty members a time for additional comments. The student returns to the session, at which time the student is informed of the doctoral advisory committee's recommendations regarding the proposed study.

Outcome. The student's doctoral advisory committee has final recommending authority, subject to review by the Dean of the College of Education and the Dean for Graduate Studies and Research. The outcome may be to (a) accept the proposal, (b) modify and accept the proposal, or (c) reject the proposal. If the proposal is accepted or modified and accepted, the student completes a Dissertation Proposal form obtained from the Graduate School, and presents this to the Graduate School, signed by all doctoral advisory committee members, the major and minor department heads, and the Dean of the College of Education (COEHS).

### **Human Subjects Protection**

In general, a research proposal should provide that risks are minimized to those participating in the research study (any risks beyond those incurred in daily life must be outweighed by benefits to the subjects). Reduction of risks can be accomplished through providing procedures consistent with sound research design, equitable selection of subjects and appropriate setting, confirming that informed consent is adequate and documented, checking that continued monitoring takes place to ensure the safety of the subjects, and making sure that privacy and confidentiality are noted to the participant and maintained throughout the project.

Participation of a human subject in any study must be voluntary, and the information provided to gain subject consent must be adequate and appropriate. The IRB or University Human Subjects Protection Committee may choose to waive the requirement for informed consent in some cases; however, such action must be based on clearly defensible grounds. The ultimate and final decision belongs to the University Human Subjects Protection Committee.

<b>References</b>	Prior Policy V C 3.3
Policy Responsibility	Vice President for Academic Affairs
Application:	All Campuses

## FINAL DISSERTATION

**The final dissertation is published in the academic community and is a reflection of the University and its faculty. Hence, the student is expected to design and write a dissertation of high scholarly and academic quality. It is the responsibility of the dissertation committee and Graduate School to ensure the highest quality of research delivered through the dissertation.**

### Time Limit

All degree requirements, including the dissertation, beyond the master's degree must be completed within ten calendar years from the date of admission to the doctoral program. No coursework beyond the master's degree that is over ten years old at the time of the doctoral degree is conferred can be used toward the doctoral degree. Timely completion of the dissertation is advised as the topic may become outdated if extended for a long period of time. **There is no waiver for this policy.**

### Special Assistance

Writing. Doctoral students may receive assistance from the University Communication Skills Center. This center does not proofread or edit, but tutors students in writing skills. Materials are available to assist with these skills. They are located in Room 103 of the Hall of Languages, online at <http://www.tamu-commerce.edu/litlang/CSC/index.htm>, and available by telephone via 903-886-5280. Call or visit for a tour of the facilities.

Editing and statistics review. The student is encouraged to work with an editor and/or statistician in the preparation of the proposal and the dissertation. The editor and/or statistician should be familiar with the dissertation guide being used by the student. **Faculty members, graduate assistants, and department staff members are not editors and drafts submitted in need of editing will be returned to the student. The student is solely responsible for completing and defending the dissertation.**

Accommodations. Each division within the University is aware of the needs of the disabled student and is ready and willing to work with each student to solve problems as they arise. The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides

comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you have a disability requiring an accommodation, please contact:

Office of Student Disability Resources and Services  
Texas A&M University-Commerce  
James Gee Library, Room #132  
Phone (903) 886-5150 or (903) 886-5835; Fax (903) 468-8148  
[StudentDisabilityServices@tamu-commerce.edu](mailto:StudentDisabilityServices@tamu-commerce.edu)

### **Enrollment in Dissertation (EDAD 718)**

Continuous enrollment. After the student is admitted to candidacy for the doctoral degree, the student must continuously enroll in EDAD 718 until the dissertation is complete. University policy states that the student must be enrolled in 718 while receiving advice or assistance from a member of the faculty or while utilizing university facilities, and therefore the student must be registered in 718 during the semester the dissertation is submitted.

Minimum and maximum 718 credit. Regardless of the number of semester hours of EDAD 718 in which a student enrolls, no more than 12 hours, as designated on the degree plan, will be counted for credit. A reduced fee may be approved by the Registrar's Office and Graduate School after admission to candidacy and completion of all coursework other than 718. The student is reminded that the University may charge out-of-state tuition for credits earned above 130 hours.

Grade in EDAD 718. A grade of "in progress" is recorded each semester until the dissertation is successfully complete, at which time a grade of S (satisfactory) will be recorded by the doctoral advisory committee chair.

### **Dissertation Defense**

Scheduling Defense. Your final dissertation draft must be submitted to each member of your committee a minimum of three weeks prior to scheduling your final defense date. This normally means each member of your committee must have your complete proposal no later than the 10<sup>th</sup> of the month PRIOR to the month you wish to conduct your final defense.

Forms. A Schedule for the Presentation of the Final Dissertation Defense, available from the Graduate School, must be filed in the Graduate School by the **20<sup>th</sup> of the month prior to the month** the defense is held. A Final Examination Report will then be forwarded by the Graduate School to the department for recording the results of the defense.

Conduct of the defense. A Graduate School representative will be present at the dissertation defense, as well as all members of the student's doctoral advisory committee. The defense of the dissertation is conducted by the committee. Any questions about the design of the research, the methods of conducting research, the reporting of data, the conclusions, and implications,

recommendations, etc. may be asked. The dissertation defense is open to all graduate faculty members and other graduate students with the dissertation chair's permission.

Questions or concerns from faculty or the Dean's office will be relayed to the major professor at least two full days prior to the scheduled final defense. Additionally, a copy of the dissertation should be provided to the Graduate School for distribution to its representative.

*The dissertation defense is a public event and open to all interested graduate faculty and students. Voting persons include the major professor and committee members only.*

### **After the Defense**

The candidate will distribute and obtain relevant signatures on Signature Pages and the Graduate School Approval form. Additionally, the candidate and the major professor will prepare a list of agreed upon changes or modifications to be made to the defended manuscript prior to its submission to the Graduate School.

Following approval by the COEHS Dean, the candidate will submit the completed Graduate School Approval Form, Signature Pages, and a copy of the completed manuscript to the Graduate School. Candidates are cautioned to be aware of required deadlines for final submission of all dissertation or thesis manuscripts, necessary forms, copyright agreements, UMI materials, fee payments, and applications for graduation etc.

If the dissertation defense is successful, the doctoral advisory committee chair completes the Final Examination Report, which is signed by committee members and the Dean of the College of Education and Human Services.

### **University Guidelines**

It is the student's responsibility to carefully follow the policy stated in the Graduate Catalog regarding the final dissertation, number of copies, deadlines, etc.

## **GRADUATION**

### **Filing for Graduation**

As specified in the Graduate Catalog, the student must file for graduation in the Registrar's Office by the deadline indicated in the schedule of classes or the Graduate Catalog for that particular semester. A student is entitled to graduate under the degree provisions of the catalog in effect at the time of admission into the doctoral program or a subsequent year, provided that in all cases the student fulfills the requirements of a catalog within ten years of currency.

## Commencement

The degree is conferred at the commencement following the fulfillment of all requirements. The candidate is expected to be present at the ceremony, and permission of the Dean for Graduate Studies and Research must be obtained if circumstances prevent a candidate from attending commencement.

## ADDITIONAL INFORMATION

Other information can be found in the Texas A&M-Commerce Graduate Catalog, either in print, on a CD, or through information found via the website. Please contact the Department of Educational Leadership at 903-886-5520 if you need further information.

**Note: This handbook is subject to change. Updates will be available in the Educational Leadership Department website <http://www.tamu-commerce.edu/edl>. This is not a catalog and does not have catalog privileges.**

## REFERENCES

The following list of references is provided for help in designing and completing dissertations.

- American Psychological Association. (2010). *Publication manual of the American Psychological Association*, 6<sup>th</sup> ed. Washington, DC: APA.
- Cone, J. D., & Foster, S. L. (1993). *Dissertations and theses from start to finish: Psychology and related fields*. Washington, DC: American Psychological Association.
- Glatthorn, A. A., & Joyner, R. (2005). *Writing the winning thesis or dissertation*, 2<sup>nd</sup> ed. Thousand Oaks, CA: Corwin Press Inc.
- LeCompte, M. D., Millroy, W. L., & Preissle, J. (Eds.). (1992). *The handbook of qualitative research in education*. San Diego, CA: Academic Press, Inc.
- Merriam, S. B. (1988). *Case study research in education: A qualitative approach*. San Francisco, CA: Jossey-Bass Publishers.
- Ogden, E. H. (1993). *Completing your doctoral dissertation or master's thesis in two semesters or less*, 2<sup>nd</sup> ed. Lancaster, PA: Technomic Publication.

## CONGRATULATIONS!

When you reach this page and have completed all the processes successfully, you have reached a milestone and you are deserving of many accolades from your family and friends. They, too, have been watching and supporting your progress and wishing you well.

There are two postscripts which must be added to this academic process, both of which you may be aware. The first is that the doctoral degree is a distinction that you carry with you for the rest of your life and indicates your scholarly achievement. It has been a long, hard road of knowledge and scholarship and was achieved at a particular point in time. This should not preclude the notion that currency in matters concerning education must still be maintained through continued study and research. Just like a computer program and hardware that are three years old and have limited use, the knowledge and skill level achieved in earning a doctorate must be renewed or else they become archaic and obsolete.

To avoid this, it is important that you attend professional conferences, seminars, and staff renewal sessions, interact with professional colleagues, and conduct and report on research. The degree that you now hold must be maintained to continue to be useful and productive. Your clients, your employer, and your university are depending on you to do this.

The second postscript is that the use of the title *doctor* is one that is accorded by your colleagues, students, and friends because of their respect for you and your scholarly achievement. This is a professional title and should be used in a professional manner, and not as a barrier in building relationships with others.

With those words from experience, we, all the faculty members of the Educational Leadership Department, wish you the best in all future endeavors. We rely heavily upon you to carry forward this knowledge and experience, and practice the skills we have so happily and readily conveyed to you.

Best of luck,

The Educational Administration Doctoral Faculty