Department of
Educational Psychology & Leadership

Program Handbook
Doctor of Philosophy (Ph.D.)
Educational Leadership Policy*

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* This handbook provides basic information about application, course study, examination, and dissertation requirements for the Ph.D. program in Educational Leadership Policy. This information is provided for PhD students and faculty in the Department of Educational Psychology & Leadership and the Educational Leadership program. Information about Texas Tech University can be found on-line at www.ttu.edu. Information about the College of Education can be found at www.educ.ttu.edu. The Graduate School catalog can be accessed through https://catalog.ttu.edu/content.php?catoid=9&navoid=954.
Welcome Message

The PhD in Educational Leadership Policy is a fully-online, interdisciplinary, rigorous degree program housed in the Educational Leadership program within the Department of Educational Psychology and Leadership in the College of Education at Texas Tech University. Working with colleagues and classmates at Texas Tech and beyond, PhD students in Educational Leadership Policy are challenged by rigorous academic coursework and engaged in real-world education policy projects, even at a distance. These experiences, coupled with individualized mentoring by expert faculty prepare our graduates for careers in local, state, and national government agencies; policy institutions and research-based advocacy groups; higher education institutions; and non-profit or non-governmental organizations in Texas, the United States, and worldwide.

The faculty, staff, and students in the PhD in Educational Leadership Policy program are committed to equitable leadership, inspiring positive educational change, and developing local leadership in educational policy development, implementation, and sustainability. We do this through our online courses that build a foundation of theoretical understanding coupled, through evidence-based research and genuine partnerships with local communities, and through collaborative projects and context-based research on education policy-to-practice.

Our program combines the expertise, rigor, research, and professional network of a Tier 1 research university1 doctoral degree program while serving working professionals through a program delivered online. It is this blend of content and delivery that makes the PhD in Educational Leadership Policy at Texas Tech University a premier program for those seeking the highest quality in educational policy and leadership preparation. Our program’s excellence is shown through the active engagement of faculty and students in education policy research and policy-to-practice projects, strategic educational policy development, school-based initiatives in high need communities, and opportunities for active internships and projects around the state, nation, and world.

Texas Tech University is a leader in both education and policy at the state, national, and international levels across many disciplines, including, of course, educational policy, educational leadership, and higher education among others within the College of Education. Across Texas Tech University are nationally and internationally known experts in political science, public policy, public administration, law, sociology, economics, international relations, and more. As an interdisciplinary program, the PhD in Educational Leadership Policy encourages and supports collaboration with these experts and across these programs and disciplines as part of the degree program and associated projects and activities.

Across the program as a whole, we are committed to supporting and guiding our students to becoming top-tier education policy leaders, professionals, experts, and scholars who serve the needs of their communities whether they are around the corner or around the world. Welcome to Texas Tech University, the College of Education, and the PhD in Educational Leadership Policy!

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1 See “Texas Tech Achieves Tier One Carnegie Designation”, https://today.ttu.edu/posts/2016/02/tier-one-carnegie-designation
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Program Mission

Texas Tech University’s Doctor of Philosophy (PhD) in Educational Leadership Policy is one of the few in the nation to offer a graduate degree sequence that (1) blends both education policy- and practice-oriented studies in order to prepare students to think theoretically about educational policy phenomena, while (2) simultaneously applying relevant theoretical perspectives and conceptual frameworks to real-world situations, and (3) is the only program of its kind to do so in a professional, online-delivery format.

The online PhD degree program in Educational Leadership Policy prepares graduates to be critically-engaged educational policymakers who possess the capacity to collect, analyze and interpret empirical evidence, and use that evidence to create, enact, and evaluate educational policy for equitable leadership. With an emphasis on interdisciplinary and evidence-based inquiry, the program creates a strong foundation for understanding the importance and the impact of policy in the context of educational systems, stakeholder relations, and social equity.

Program Purpose: Prepare, Engage, Lead

The PhD in Educational Leadership Policy prepares students for careers in research, scholarly inquiry, and advanced professional careers in the fields of educational policy and leadership. Graduates are specifically prepared to work in policy-related leadership positions in schools, school districts, state and national education departments, higher education institutions, educational research and policy institutes, education advocacy organizations, government offices, ministries of education, and educational policy agencies. The program offers a combination of rigorous training in leadership, organizations, and policy theory; both quantitative and qualitative research methods; key skills in policy analysis, monitoring and evaluation, and advocacy. It also provides students with the flexibility to pursue in-depth research in a variety of areas critical to educational leadership policy.

Through theory-to-practice degree program curriculum and field-based internships, the PhD in Educational Leadership Policy engages students in the impact of economic, political, sociological, and historical factors on education policy locally, regionally, and nationally. Emphasis is given to policy methods and issues at the forefront of education and social equity, including cross-cutting issues such as gender, culture, finance, and STEM. The wide range of theoretical perspectives and methodological approaches in both the online coursework and research opportunities provided to students highlights our commitment to multiple approaches to the study of education policy and practice.

Graduates of the PhD in Educational Leadership Policy lead sustainable and equitable educational change through innovative policy development, assessment, and implementation. The are leaders who are capable of bridging policy-to-practice through active involvement with stakeholders and close partnerships with the education policy research community; local, state, and national education policymaking community; governing bodies in education at all levels; and educational reform and advocacy groups beyond traditional educational institutions.
also possess implementable skills to initiate, develop, and lead policymaking and policy implementation informed by diverse stakeholder agendas both within and across local, district, state, national, and global networks.

Program Goals and Objectives

Using an interdisciplinary approach, our goal is not only to expose doctoral students to a variety of established theoretical frameworks and research paradigms, but to also critically interrogate these frameworks in order to advance students’ understanding of the role of education policy in the context of educational systems, stakeholder relations, and equitable leadership. In addition to a strong interdisciplinary focus, the doctoral program seeks to bridge theory-to-practice (as well as practice-to-theory) in educational leadership policy. Core courses are specifically selected and designed to equip students with both a strong theoretical foundation and diverse skill-sets in the areas of educational leadership, policy development, policy analysis and evaluation, advocacy, and equitable education.

The educational objectives of the PhD in Educational Leadership Policy are as follows: 1) to prepare graduates to assume leadership roles in educational policy as policymakers, policy researchers, and policy advocates across all levels of education; 2) to train education policy specialists who use expert analysis to evaluate education programs and influence education reform in uniquely contextualized social, cultural, political, economic, and educational communities; 3) to prepare and develop graduates to conduct innovative research in the fields of both educational leadership and policy and to communicate their results to both academic and professional policy communities; and 4) to prepare and develop experts in policy analysis.

Trademark Outcome

The trademark outcome of the PhD in Educational Policy is the development of critically-engaged scholar-practitioners who possess the capacity to collect, analyze and interpret empirical evidence, and use that evidence to create, enact, and evaluate educational policy for equitable leadership.

Graduates of the program possess implementable skills to initiate, develop, and lead policymaking and policy implementation informed by diverse stakeholder agendas both within and across local, district, state, national, and international communities.

The three-year sequence of educational leadership, education policy, and research methods courses, which culminates in an education policy-focused research dissertation, provides doctoral students in the PhD in Educational Leadership Policy with multiple opportunities to deepen their abilities in: 1) analyzing and evaluating existing education programs; 2) examining current education policy issues from multiple perspectives; and 3) designing and conducting rigorous, data-informed education policy research that can generate analytical findings to influence education policy improvement and educational reform across multiple contexts and levels of education.
Program Delivery

The PhD in Educational Leadership at Texas Tech University is an “online delivery” program designed to serve the advanced education policy research learning and development needs of educational leaders across multiple contexts. Cohort students and professors in the program interact regularly online within program courses and research colloquia using a variety of web-based learning technologies and interactive communication tools (i.e., Blackboard/Blackboard Collaborate, e-mail, chat, Skype, etc.; teleconferencing with document manipulation through sites such as Microsoft Office 360 and Google docs; and web-conferencing through sites such as Go To Meeting, Maestro Conferencing, and Adobe Connect). These multiple interactive learning experiences are designed to provide cohort students in the program with enhanced opportunities for collaborative sharing and focused inquiry centered on exploring creative, research-based methods for analyzing and evaluating education programs, investigating education issues and policies, and engaging in the design and conduct of education policy intervention research to influence education policy improvement and reform.

Program Application

Applications to the PhD in Educational Leadership Policy are accepted and admission decisions are made on a rolling basis to a closed cohort group (up to 20 highly qualified educational leaders). Admitted students must enroll in approved coursework in the semester immediately following their admission to the program, but all students in a calendar year are anchored to a “cohort” group in their first Fall semester. Doctoral students in the program then progress through a three-year sequence of distance delivered coursework followed by a minimum of one year of dissertation research. Cohort students participate in all course instructional activities, including interacting regularly with their professors and cohort group colleagues, through a variety of online interactive teaching and communication tools (see section immediately above for details). All courses are designed around the trademark outcome of developing critically-engaged scholar-practitioners who possess the capacity to collect, analyze and interpret empirical evidence, and use that evidence to create, enact, and evaluate educational policy for equitable leadership. Cohort students engage in a common set of courses and participate in regularly scheduled doctoral colloquia activities and other collaborative learning experiences.

Consistent with university requirements, the PhD in Educational Leadership Policy degree program centers on a research inquiry-based curriculum that includes a minimum of 63 hours of required coursework beyond the masters degree culminating in at least 12 credits of dissertation research. A maximum of 12 hours of previous graduate (masters-level) course credit hours earned from one or more accredited universities may be transferred to the program (based on program faculty review of student transcripts).

When applying for the program, prospective students must apply to the Graduate School of Texas Tech University for General Admission. Information about the graduate school application is available at 328 Admin Building, Texas Tech University or you can call at 806/742-2787 or send an email to gradschool@ttu.edu. Specific information concerning the Ph.D. program in Educational Leadership Policy can be obtained from the Office of Graduate Education and Research in the College of Education.
Typical Applicants & Career Opportunities

Applicants to the PhD in Educational Leadership Policy program come from diverse backgrounds, but all are interested in analyzing and evaluating education programs and investigating the education policy issues and challenges in educational systems, broadly speaking. Successful applicants can pursue the program as either part-time doctoral students (who also maintain full-time professional work positions) or full-time doctoral students (who are not employed in full-time professional work and who elect to concentrate intensively on doctoral study).

This online PhD in Educational Leadership Policy will be of interest to a wide variety of leaders working in and/or pursuing careers in educational organizations (e.g., schools, educational administration, colleges, universities) as well as organizations that work in partnership with those types of educational organizations, including, but not limited to:

- Classroom teachers
- Curriculum specialists
- Assessment specialists
- Professional development specialists
- School counselors
- Guidance counselors
- School administrators (central office and campus)
- Instructional technology specialists
- Regional Education Service Center professionals
- Education consultants

The program is also of interest to professionals with experience in related fields and agencies (e.g., social services, family support agencies, juvenile justice) and who have backgrounds in related academic disciplines (e.g., political science, sociology, economics, public administration, government relations), including, but not limited to:

- Social workers
- Family case managers
- Supervision officers
- Youth care workers
- Family support workers
- Social and community service managers
- Heath educators
- Economists
- Policy analysts
- Program analysts
- Legislative assistants
- Political consultants
- Public relations specialists
- Civil service
- Foreign service
- Research associates

Graduates of the PhD in Educational Leadership Policy are education-focused leaders interested in investigating education programs, issues, and policies through the lens of education policy research as a means to: (1) derive new research-based understandings regarding education policy challenges; and (2) influence education policy improvement and educational reform. Education policy-related organizations both in the public and private sector continue to create new positions related to educational equity, youth programs, social justice, gender equity, educational achievement, and the development of society, the political system, and the economy, broadly speaking.
Graduates are experts in planning, designing, implementing, understanding, managing, monitoring, and evaluating education-related policies and policy programs. Graduates of this doctoral program may remain in their current positions, or they may move into advanced positions in the following organizations including, but not limited to:

- **Local, State, and National Government Education Agencies** (e.g., public school districts, school management organizations, state departments of education, state higher education coordinating boards, US Department of Education, Congressional and state legislative staff, mayoral and county executive staff)

- **Policy Institutes and Research-Based Advocacy Groups** (e.g., senior policy analyst, senior research analyst, research scientist, senior project manager, creative director, policy designer, research & development specialist)

- **Higher Education Institutions** (e.g., professor, policy assessment, college and university accreditation, university compliance, development and fundraising, admissions and enrollment, government liaison)

- **Not-for-Profit or Non-Governmental Organizations** (e.g., senior policy analyst, senior research analyst, program director, research scientist, project coordinator, campaign organizer, communications officer)

**Graduate School Application**

To apply for general admission to the graduate school at Texas Tech University, please complete the following process:

1. Start your application to the Graduate School by reading to understand the process and specific requirements about the application. Visit: [http://www.depts.ttu.edu/gradschool/admissions/howtoapply.php](http://www.depts.ttu.edu/gradschool/admissions/howtoapply.php)

2. Please specify the concentration area of interest as “PhD in Educational Leadership”. *Note: The word “Policy” is not included on the Graduate School application site at this time, but the “PhD” is the correct concentration in Educational Leadership to specify.*

3. Submit official transcripts of all of your college studies. Include ALL official collegiate academic transcripts (if you attended community college, those are required also along with transcripts of schools you may have just taken a class or two). All transcripts including those of your Master’s program must be made available to the graduate school.

4. **Other required documents**
   - **Resume (Curriculum Vita):** Applicants should provide the following information in a resume not to exceed three single-spaced pages (1” margins and 12 point font): educational background, work and other professional experiences (including the applicant’s current employer’s name, location, dates worked, the applicant’s job title, and job responsibilities), and other information that might be relevant (e.g. organizational affiliations, community service).
• **Personal Statement:** Applicants should write a personal statement of no more than three double spaced pages (1 inch margins and 12 point font). The statement should address the following: 1) what interest the applicant has in this particular doctoral program and working with the program’s faculty on specific education policy issues, given the applicant’s current or prior/recent professional and academic experiences; 2) a current challenging education policy-to-practice that the applicant would have an interest in examining as part of the applicant’s program of study and/or education policy research dissertation; and 3) how the applicant envisions the program helping him/her investigate this challenging education policy issue and, through doing so, achieve his/her professional goals.

• **Letters of Recommendation:** Applicants will identify three (3) recommenders who will each submit an online recommendation form providing their perspectives regarding the applicant’s suitability for the program. It is recommended that at least one recommendation be from your **current or recent professional work supervisor**, which speaks to the applicants’ motivation, independence, persistence, communication skills, and/or time-management. It is strongly recommended that one recommendation be completed by a former faculty member or academic professional, or from someone who can address the applicant’s **academic ability to engage in doctoral-level scholarly research**. Lastly, one recommendation should come from a person of the applicant’s choice who can speak to the applicant’s qualities that will contribute to his/her **success in a research-intensive doctoral program**.

• **Writing Sample:** Applicants should provide a written response to the following **policy-to-practice prompt:**

The state education agency has just revised a key education policy and several district superintendents are requesting that you, as an educational policy expert, prepare a preliminary prospectus for a “policy implementation study” in which you summarize the procedures you would employ to help the district understand and implement the revised state education policy. **Be sure to include how you will consider the unique context of each school district’s relevant education needs/concerns when you make recommendations for implementing the revised policy in each district. Since each district superintendent is intent on being able to present a comprehensive, data-informed education policy implementation proposal to the school board, they are especially interested in the kinds of campus- and district-level policy-relevant data analysis procedures you will recommend, as well as strategies for obtaining perceptual data from multiple school district stakeholders regarding current policy issues, which you will include as integral components of your “policy implementation study” prospectus.**

The written response should not exceed 5 pages, double-spaced, 12-point font, with one-inch margins.

(5) Provide Graduate Record Examination (GRE) scores for the “general test.” Scores must be within the past five years. Older scores will not be accepted. GRE applications may be obtained from the Testing and Evaluation Center in West Hall on campus or other
authorized testing centers or online at http://www.ets.org/gre, which also has more information. 

(6) International students will also submit scores for the Test of English as a Foreign Language (TOEFL). See http://www.ets.org/toefl for more information and an application for that test. 

(7) Pay the application fee. 

(8) From http://www.depts.ttu.edu/gradschool/, you can track your Graduate School application. 

**PhD Program Admissions**

Once all of the materials required by the Graduate School and Ph.D. program in Educational Leadership Policy have been received, an admission committee of faculty in the Educational Leadership program will review your application materials and make a recommendation for admission to the chair of the Department of Educational Psychology and Leadership and then to the Graduate School for the final decision. You will be informed officially about the decision of your admission at the conclusion of this process. 

Please note that admission decisions to the PhD in Educational Leadership Policy degree program are made holistically, which means that the faculty serving on the admission committee consider all of the materials in your application portfolio together. There is no one single item in your application portfolio that will “make” or “break” your admission decision. The most important consideration is that you demonstrate the potential for academic success, personal fulfillment, and professional growth as an online student in a rigorous doctoral program at a Tier 1 Research University. While we do consider each applicant’s individual qualifications and qualities, we also base our admissions decisions on cohort size, how competitive the applicant pool is, the size of application pool, and the priorities of the doctoral program, Department of Educational Psychology and Leadership, College of Education, and Texas Tech University. 

**Admissions Appeals**

Applicants who are not accepted into the Ph.D. program in Educational Leadership Policy may appeal the Educational Leadership admission committee’s decision. The appeal must be filed with the Department of Educational Psychology and Leadership Graduate Advisor and must present new compelling academic and/or personal information that the applicant would like to add to the original application. The Graduate Advisor will convene a new review committee to examine the applicant’s original application and additional information. The department will reconsider the application and inform the applicant of their decision on the request for reconsideration. An unfavorable ruling at the department level may be appealed to the Graduate School in writing within thirty (30) days of the date on the correspondence that you received from the academic department’s decision on the initial appeal; email the Director of Graduate Admissions (shelby.l.cearley@ttu.edu) for more information on how to file such an appeal. Applicants can only appeal once, and decisions resulting from an appeal are final. Application fees are non-refundable regardless of the result of an appeal.
Tuition and Fees

Information on Tuition and Fees for your doctoral program study at Texas Tech can be found by visiting the webpage of Student Business Services at http://www.depts.ttu.edu/studentbusinessservices/

Program Requirements for Admitted Students

Enrollment Requirements

- Doctoral students are expected to register in the semester for which admission is granted.
- Students enrolled in the PhD in Educational Leadership Policy program must enroll for at least 6 credits per semester until regular coursework is completed.
  - The minimum enrollment for full-time graduate student status is 9 hours in each regular semester. Full-time enrollment in a summer term is 3 hours. This rule applies to those who have begun dissertation research as well.
  - The minimum enrollment for part-time graduate student status is 3 hours in each regular semester. Thus, this is the minimum requirement to maintain a student status for any students and applies to those who have begun dissertation research as well.
- Students on fellowships, assistantships, or other appointments designed for the support of graduate study should enroll for 9 hours in each regular semester.
- In addition to the minimum requirement stated above, students must enroll in the appropriate number of credits that correspond with their level of involvement in research and their use of university facilities and faculty time. We advise students to seek guidance from their committee concerning the appropriate number of hours to enroll in.
- TAs/RAs employed for the entire summer must enroll in at least six (6) credits during the summer; those employed just summer 1 or summer 2 must enroll in at least three (3) credits during the summer (either session).
- Doctoral students who are graduating in the summer must enroll in at least three (3) credits in the summer.
- International students need to maintain full-time graduate student status in each regular semester, consistent with the requirements by the federal government.

Continuous Enrollment Requirements

- Under special circumstances, when students cannot fulfill the enrollment requirements mentioned above, the department chair must approve exceptions or extensions in advance and the doctoral students are still required to satisfy a continuous enrollment requirement by registering for at least 1 credit hour during each semester and the summer term. Students who fail to register without an official leave of absence from program study granted by the Department of Educational Psychology and Leadership and Graduate School, are required to apply for re-admission to the program according to the procedures and standards in effect at the time of reconsideration. Readmission is not guaranteed.
Leave of Absence

- Students may request for a leave of absence from the continuous enrollment requirement in case of serious medical conditions and other exceptional reasons.
- A request for leave of absence along with appropriate written documentation must be sent to the EP&L administrative business assistant and must be approved by the Department Chair and the Associate Dean for Graduate Education and Research in the College of Education and then be sent to and approved by the Graduate Associate Dean for Student Affairs along with prior to the student leaving the university.
- A leave of absence will not exceed one year.
- Leaves of absence do not extend the maximum time allowed for completion of the degree.

Maximum Hour Requirements

Doctoral students must complete all requirements for the doctoral degree within a period of eight consecutive calendar years or four years from admission to doctoral candidacy, whichever comes first. Students who do not make timely progress toward completion of their doctoral program are subject to termination by the Dean of the Graduate School based on the recommendation by the track and department faculty members. Students with more than 99 doctoral hours will be required to pay out-of-state tuition regardless of residence status. The graduate dean must approve exceptions or extensions in advance.

Residency Requirements

The purpose of residence in a doctoral program is to ensure the intellectual immersion of students in a research and learning environment with faculty, peers, and staff. The residence requirements in the Department of Educational Psychology and Leadership include:
- Students must take a minimum of 24 semester hours in four consecutive semesters including summer sessions.

Grade Requirement

Doctoral students in the program are required to maintain a grade point average of 3.0 as the minimum requirement for graduation exclusive of credits for the doctoral dissertation.

Program Advising

Graduate Advising

All new doctoral students are assigned a faculty member within the PhD in Educational Leadership Policy program as their initial graduate advisor. This faculty member has the following responsibilities:
• Serve as initial point of faculty contact for new students.
• Set up initial degree plan for students by the beginning of the student’s second year and help students to pick an appropriate dissertation committee chair.
• Answer questions from existing graduate students regarding policies, courses, or degree plan issues.

Dissertation Committee Chair

• Before or upon completing 18 credit hours, doctoral students are encouraged to identify a dissertation committee chair from the Educational Leadership program or a qualified faculty member from the Department of Educational Psychology and Leadership.
• Dissertation committee chair or co-chair must be a graduate faculty member from the Department of Educational Psychology and Leadership or an affiliated faculty.
• Dissertation committee chair will work with the student to plan the rest of the student’s program coursework, conduct annual review of the student’s progress in the program.
• Dissertation committee chair will help the student form a dissertation committee.
• The dissertation committee chair and the dissertation committee will design and assess the student’s qualifying examination, guide the student in developing and writing the student’s dissertation proposal and dissertation study.
• The student may select a co-chair for his or her dissertation committee in special circumstances in consultation with the dissertation committee chair. The selected co-chair should be a graduate faculty member from the Department of Educational Psychology and Leadership or a graduate faculty member outside the department who is on the faculty at Texas Tech University, has a terminal degree, and experience with supervision of doctoral dissertations.
• Upon consultation with the dissertation committee chair, the student has an option to change the dissertation committee chair if the student’s research interests and needs are no longer consistent with the dissertation committee chair’s research expertise.
• The dissertation committee chair has an option to step down from being the dissertation committee chair if the student’s research interests and needs are no longer consistent with the chair’s research expertise.
• The form of request for committee chair change should be filled out and submitted to the department chair and then forward to graduate school for final approval. The committee change form can be accessed and download in the following link: http://www.depts.ttu.edu/hs/hdfs/graduate/documents/Title-Committee-Change-Form.pdf.

Dissertation Committee Members

• A dissertation committee includes two or three faculty members in addition to the dissertation chair.
• One of the committee members must come from the outside of the student’s program or the department.
All members of the dissertation committee should be graduate faculty members at Texas Tech University.

In special circumstances, an external member who is not on the faculty at Texas Tech University may serve as a member of the dissertation committee with approval of the dissertation committee chair. The external member must have an appropriate terminal degree in his or her field and/or a specific area of expertise that is helpful to the student’s dissertation project. The external member must be approved by the Dean of the Graduate School.

**Doctoral Coursework in Educational Leadership Policy**

**Courses and Course Hours** (Effective Fall 2018)

All doctoral students in Educational Leadership Policy must take 63 credit hours beyond the masters degree, which includes educational leadership core courses (15 credits), education policy courses (18 credits), research methodology courses (18 credits), and dissertation hours (12 credits).

**Educational Leadership Core (15 credits minimum)**

*Required:*
- EDLD 6300: Organizational Theory in Education (3 credits)
- EDLD 6381: Doc Sem in Educational Leadership (3 credits)
- EDLD 6385: Research in Educational Administration (3 credits)
- EDLD 6392: Doctoral Internship (3 credits)

*Recommended:*
- EDLD 6316: Leadership for School Reform (3 credits)
- EDLD 6321: Educational Finance (3 credits)
- Other Educational Leadership courses approved by doctoral advisor

**Education Policy Core (18 credits minimum):**

*Required:*
- EDLD 6340: Educational Policy and the Law (3 credits)
- EDLD 6341: Legal Issues with Special Populations (3 credits)
- EDLD 6330: Educational Leadership, Democracy, and Schools (3 credits)

*Recommended:*
- EDLD 5340: Educational Law (3 credits)
- EDLD 5361: Process of Educational Change (3 credits)
- EDHE 6325: Policy Analysis and Issues in Higher Education (3 credits)
- EDCI 6370: Policy Issues in K-12 Curriculum & Instruction (3 credits)
- ESTM 6371: Effective Policy Advocacy in STEM (3 credits)
- Other education policy-related courses approved by doctoral advisor

**Research Methods Core (18 credits minimum)**

*Required:*
- EPSY 5380: Introduction to Educational Statistics (3 credits)
- EPSY 5385: Foundations of Educational Research (3 credits)
- EPSY 6304: Qualitative Research Methods (3 credits)
EDLD 7000: Research (3 credits)

Recommended:
- EPSY 5360: Practical Educational Program Evaluation (3 credits)
- EPSY 5381: Intermediate Educational Statistics (3 credits)
- ESTM 6379: Applied Research: Large Data Sets (3 credits)
- Other research methods-related courses approved by doctoral advisor

Dissertation (12 credits minimum)
- EDLD 8000: Dissertation (12 credits)

Course Phases & Timeline

Educational Leadership Policy PhD coursework consists of three course phases in appropriate scope and sequence that are recursive, relevant, rigorous and lead to education policy praxis.

These phases are:

1. **Phase 1 (P1)** courses are designed for students to acquire foundational knowledge, skills, and professional judgments that are required to succeed in their track area. Students who complete all P1 courses should be able to:
   - Understand overall perspectives in educational leadership and policy
   - Understand foundational literature in both educational leadership and education policy
   - Understand what it means to be a scholar and a researcher

2. **Phase 2 (P2)** courses are designed for students to gain advanced knowledge, skills, and professional judgments that are required for the analysis and synthesis of research and practice using relevant research methodology. Students who complete all P2 courses should be able to:
   - Possess an extensive knowledge of theoretical and empirical literature in educational leadership and policy.
   - Acquire an in-depth knowledge of research methodology including data collection and analysis skills.
   - Conduct research in a small scale setting relevant to educational leadership policy.

3. **Phase 3 (P3)** courses are designed to help students become independent researchers who can apply advanced knowledge, skills, and professional judgments to real life settings. Students who complete all P3 courses should be able to:
   - Design a research project based on theoretical and empirical literature.
   - Implement the application experience (APEX) research project.
   - Write a research report.
   - Submit the research report for publication and/or presentation.
The sample course timeline below is based on beginning the program during the Fall semester and being continually enrolled for the three-year sequence of courses. *NOTE: Failure to register for a semester or summer load of courses or participants who fail to complete courses on time will result in the student’s removal from the program. Many of the courses are designed to be integrated with the companion course in a given semester or summer term. Courses may not be taken out of order.*

A sample program timeline of courses is as follows:

**Phase 1/Year 1 – Fall**
- EDLD 6385: Research in Educational Administration (required leadership core)
- EPSY 5385: Foundations of Educational Research (required methods core)

**Phase 1/Year 1 – Spring**
- EDLD 6300: Organizational Theory in Education (required leadership core)
- EPSY 5380: Introduction to Educational Statistics (required methods core)

**Phase 1/Year 1 – Summer**
- EPSY 6304: Qualitative Research Methods (required methods core)
- EDHE 6325: Policy Analysis and Issues in Higher Education (or other policy course)

**End of Phase 1 Assessment:** Knowledge and skills associated with educational leadership and policy; framing and defining policy-to-practice.

**Phase 2/Year 2 – Fall**
- EDLD 6340: Educational Policy and the Law (required policy core)
- EPSY 5381: Intermediate Educational Statistics (or other methods course)

**Phase 2/Year 2 – Spring**
- EDLD 6321: Educational Finance (or other leadership course)
- EDLD 6341: Legal Issues with Special Populations (required policy core)

**Phase 2/Year 2 – Summer**
- EDCI 6370: Policy Issues in K-12 Curriculum & Instruction (or other policy course)
- ESTM 6371: Effective Policy Advocacy in STEM (or other policy course)

**End of Phase 2 Assessment:** Design research-based policy development plan to address contextualized needs of educational community.

**Phase 3/Year 3 – Fall**
- EDLD 6330: Educational Leadership, Democracy, and Schools (required policy core)
- ESTM 6379: Applied Research: Large Data Sets (or other methods course)

**Phase 3/Year 3 – Spring**
- EDLD 6381: Doctoral Seminar in Educational Leadership (required leadership core)
- EDLD 6392: Doctoral Internship (required leadership core)
Phase 3/Year 3 – Summer
    EDLD 7000: Research (required methods core)

End of Phase 3 Assessment: Implement community-engaged education policy development study, including policy progress monitoring and impact evaluation.

Year 4+
    EDLD 8000: Dissertation (required)

Program Study Process

Complete Degree Plan

Upon completion of the first year, a degree plan must be developed under the direction and guidance of the student’s faculty advisor. The student will fill out the degree plan worksheet attached at the end of this handbook. The student will fill out the official degree plan based on the worksheet and submit it to the faculty advisor. Revisions of the degree plan are permitted as needed during the program study.

Annual Review

Consistent with the relevant requirements of the Graduate School, the student’s faculty advisor will fill out an annual review form at the end of each academic year. Any student not making satisfactory progress toward their program study may be placed on academic probation and given conditions to meet to stay in the program. Continued unsatisfactory progress in any area of a student’s work may be cause for academic suspension.

Qualifying Examination

All students in the Ph.D. program in Educational Leadership Policy must pass a qualifying examination to enter dissertation stage as doctoral candidate prior to receiving their degree. This examination must happen no earlier than the student’s last semester of coursework. Completing all coursework on the degree plan does not guarantee success on the qualifying exam. Students must take the qualifying exam within one calendar year of completing all coursework specified on the degree plan. The examination includes both written and oral portions that require a synthesis and application of knowledge acquired during the course of study for the doctoral degree. The following statements govern the administration of both portions of the qualifying examination.

- The dissertation committee chair will work with all committee members to compose questions for the qualifying examination, schedule and administer the examination, and evaluate the quality of the answers.
- The written portion of the qualifying examination may include a set of questions on (1) content area knowledge, (2) knowledge on theoretical framework, (3) research methodology and methods in relation to the dissertation research, and/or (4) a question at the discretion of the committee.
The student will have 14 days to complete and submit the responses to the dissertation committee chair. The responses to the questions should be determined by the committee. The document should be double spaced, with one-inch margins in 12 pt. Times New Roman font and in the current APA style.

The dissertation committee will have at least two weeks to read and evaluate the student’s responses before the oral portion of the examination.

The oral portion of the examination (oral defense) should be held no more than three weeks after the submission of the written portion.

During the oral portion of the examination, the student must be able to answer questions from the committee regarding the written portion of the examination.

The qualifying examination may be given in the summer, only if all committee members agree to the examination being given then.

The committee will review and evaluate both the written and oral portions of the examination to make a decision on pass or fail. If the committee assesses the qualifying examination as “satisfactory,” (pass), the dissertation committee chair will send the Qualifying Exam Report form to the Graduate School for a recommendation of the student’s admission to candidacy.

With the approval of the Graduate School, the student will become an official doctoral candidate and receive an admission to candidacy letter.

If the qualifying examination is assessed as “unsatisfactory,” the student may be permitted to retake it after at least four months and not more than 12 months from the date of the unsatisfactory examination. Failure to pass the qualifying examination within the specified time will result in dismissal from the program irrespective of performance in other aspects of doctoral study.

Dissertation Proposal

After passing the qualifying examination and becoming a candidate, the doctoral candidate will work closely with the dissertation committee chair to prepare a dissertation proposal that is typically similar to the dissertation’s first three chapters: introduction, literature review, and methodology.

The length of the dissertation proposal should be determined by the committee. The proposal should be double spaced, with one-inch margins in 12 pt. Times New Roman font and in the current APA style.

A proposal defense meeting will be scheduled after drafting and revising the dissertation proposal with your committee chair (and perhaps members of your committee). A formal version of the proposal should be submitted to the committee at least 14 days prior to the scheduled proposal defense date.

During the proposal defense, all the committee will be present either face-to-face or online to evaluate the proposal quality, ask questions, make suggestions, and approve the proposal.

The proposal defense date will be announced to the college and open to the public.

The student may attend the defense meeting either face-to-face or online.
• After the approval from the committee, the student will submit an IRB application for approval by the University HRPP (Human Research Protection Program) Office, if applicable.

**Dissertation**

After the committee approves the student’s dissertation proposal and the university HRPP office reviews and approves the student’s IRB proposal (in the case that such IRB approval is required), the student may start working on the dissertation officially (including beginning the data collection) and complete it by working closely with the committee chair and the committee members.

• Once the dissertation is written and ready to be defended, the student and committee schedule a final oral examination at a mutually acceptable time. The oral examination must be scheduled by the student and the committee after the committee has read the completed dissertation and prior to the defense deadline set by the Graduate School during the semester of graduation.

• The dissertation chair and/or the student must identify the Dean’s Representative to attend the defense.

• The Dean’s Representative must be a member of the graduate faculty at TTU, who does not have an appointment in the student’s department but may have an appointment in the College of Education.

• The student should present his or her dissertation copy to all committee members and the Dean’s Representative at least three weeks before the defense date (no later than two weeks).

• The dissertation chair must notify the Graduate School three weeks prior to the dissertation defense. The required Defense Notification Form noting the time, place, and other information concerning the examination is available at www.depts.ttu.edu/gradschool. Acceptance of the Defense Notification Form by the Graduate School constitutes acceptance of the recommended dean’s representative.

• The student and/or the dissertation committee chair is responsible for communicating directly with the dean’s representative to coordinate all details pertaining to the defense.

• The dissertation committee and the representative will conduct the defense, which is a final public oral examination.

• The student may participate in the defense face-to-face or online.

• The dissertation committee chair or a committee member may participate in the defense face-to-face or online.

• The dissertation chair and the committee must cast a vote.

• The dissertation committee may require a revision of the dissertation. In this case, the student and the dissertation committee chair are responsible to address all the suggestions for revision before submitting the final copy of the dissertation to the Graduate School.

• At the conclusion of the defense, the committee chair will send a written notice to the Graduate School giving the result of the examination.

• The final copy of the dissertation must be submitted electronically in PDF file format as an ETD to the University Library’s server. Deadlines and more information on this process are available through the Graduate School website.
Statement of Intention to Graduate and Graduation Fees

All doctoral degree students must file a Statement of Intention to Graduate and pay graduation fees in the semester they plan to graduate. Since specific deadlines exist for filing forms and paying fees, students should consult the detailed academic calendar for the particular semester (www.depts.ttu.edu/officialpublications/calendar).

University Policies

Academic Probation and Suspension

Every graduate student enrolled in the PhD program in Educational Leadership Policy is required to maintain a high level of performance and to comply fully with the policies of the department along with those of College of Education and the Graduate School at Texas Tech University. In addition, every graduate student should exhibit dispositions, work habits, attitudes, and ethics that are indispensable in being an educator. The Department of Educational Psychology & Leadership reserves the right to place on probation or to suspend any doctoral student who:

- Does not maintain satisfactory academic standing
- Makes unsatisfactory progress over time toward completion of the PhD degree
- Fails to conform to the regulations of the department and the university
- Displays unprofessional conduct such as cheating or plagiarism (see the statement on Academic Integrity below)
- Exhibits inappropriate behaviors described in the Civility in the Classroom below.

Graduate students can be admitted to the doctoral program on provisionary conditions. Failure to fulfill the conditions stipulated at the time of admissions will result in termination from the program.

Graduate students whose overall graduate GPA falls below 3.0 will be placed on academic probation. During the following term, if their overall GPA remains less than 3.0 and their term GPA is greater than 3.0, they will be placed on continued probation.

Graduate students are placed on academic suspension if their overall GPA is less than 3.0 in two consecutive semesters. They are required to remain out of the Graduate School for one term (including summer terms). Any student who has been suspended must appeal to the Graduate School if reinstatement is desired.

For more information, please see the Undergraduate/Graduate School Catalogue.

Academic Integrity

It is the aim of the faculty of Texas Tech University to foster a spirit of complete honesty and a high standard of integrity. The attempt of students to present as their own any work that they have
not honestly performed is regarded by the faculty and administration as a serious offense and renders the offenders liable to serious consequences, possibly suspension. For more information, please see: http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs_a.php#integrity

Civility in the Classroom

Texas Tech University is a community of faculty, students, and staff that enjoys an expectation of cooperation, professionalism, and civility during the conduct of all forms of university business, including the conduct of student–student and student–faculty interactions in and out of the classroom. Further, the classroom is a setting in which an exchange of ideas and creative thinking should be encouraged and where intellectual growth and development are fostered. Students who disrupt this classroom mission by rude, sarcastic, threatening, abusive or obscene language and/or behavior will be subject to appropriate sanctions according to university policy. For more information, please see: http://www.depts.ttu.edu/officialpublications/facultyhb/facultyaffairs_c-d.php#civility

Additional Suggestions and Information

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

Faculty Members of the PhD in Educational Leadership Policy Program

For more information about the areas of expertise and publication of each program faculty member, please visit: http://www.depts.ttu.edu/education/our-people/Faculty/index.php. The PhD in Educational Leadership Policy core faculty are in the Educational Leadership program in the Department of Educational Psychology and Leadership:

http://www.depts.ttu.edu/education/graduate/psychology-and-leadership/educational_leadership_phd.php

Students are encouraged to become familiar with faculty publications and areas of expertise through this site and through exploring Google Scholar, ResearchGate, ERIC, and similar academic venues.