TEXAS TECH UNIVERSITY
College *of* Education™

Department of
Educational Psychology, Leadership, & Counseling

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

Last Modified: November 6, 2024ugust 20, 2024

College of Education
Graduate Education and Research
Texas Tech University Box 41071
Lubbock, TX 79409-1071
(806) 742-1997
Fax (806) 742-2179
http://www.depts.ttu.edu/education

* This handbook provides basic information about application, course study, examination, and dissertation requirements for the Ph.D. program in Educational Leadership, which concentrates on Policy. This information is provided for PhD students and faculty in the Department of Educational Psychology, Leadership, & Counseling (EPLC) 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, Leadership, and Counseling 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, 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 university[1] 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!*

---

[1] See "Texas Tech Achieves Tier One Carnegie Designation", https://today.ttu.edu/posts/2016/02/tier-one-carnegie-designation

Table of Contents

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 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. They 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.

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 multi-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 following the recommended deadline (January 15 for Fall admission). All students 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 30 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. Once all applications have been reviewed, the program admissions committee will invite selected PhD applicants for a required online interview with members of the admissions committee.

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
(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. The degree is a "PhD in Educational Leadership" although the PhD's focus is on becoming leaders in education policy in the content and activities.*
(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 situation or phenomenon 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***.

(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. Once all applications have been reviewed, the program admissions committee will invite selected PhD applicants for a required online interview with members of the admissions committee. Following the interview, the admission committee will make a recommendation for admission to the Dean of the College of Education 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, Leadership, and Counseling, 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, Leadership, and Counseling 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 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.
    - 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.
- 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 a given semester must enroll in at least three (3) credits in their final semester.
- 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, Leadership, and Counseling 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 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 EPLC 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, Leadership, and Counseling 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 Policy program or a qualified faculty member from Educational Leadership program.
- Dissertation committee chair or co-chair must be a graduate faculty member from the Educational Leadership program in the Department of Educational Psychology, Leadership, and Counseling or an affiliated faculty member.
- 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 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, Leadership, and Counseling 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.

Dissertation Committee Members

- A dissertation committee includes two or three faculty members in addition to the dissertation chair.
- One of the committee members may come from the outside of the student's specific 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.

<div align="center">

Doctoral Coursework in Educational Leadership Policy

</div>

Courses and Course Hours

All doctoral students in Educational Leadership Policy must take 63 credit hours beyond the masters degree, which includes educational leadership courses (15 credits), education policy courses (18 credits), research methodology courses (18 credits), and dissertation hours (12 credits). Courses for doctoral students require participation/attendance at synchronous online meetings scheduled regularly throughout each semester.

Educational Leadership (15 credits minimum)
- EDLD 6300: Organizational Theory in Education (3 credits)
- EDLD 6330: Educational Leadership, Democracy, and Schools (3 credits)
- EDLD 6340: Educational Policy and the Law (3 credits)
- EDLD 6381: Doctoral Seminar in Educational Leadership (3 credits)
- EDLD 6001: Special Topics in Educational Leadership (3 credits)

Education Policy (18 credits minimum):
- EDLD 6302: Education Policy Foundations (3 credits)
- EDLD 6342: Policy Communication (3 credits)
- EDLD 6345: The Education Policy Process (3 credits)
- EDLD 6346: Economics of Education (3 credits)
- EDLD 6343: Policy-to-Practice (3 credits)

- EDLD 6347: Contextual Effects on Education Policy (3 credits)

Research Methods (18 credits minimum)
- EDLD 6001: Data Management for Quantitative Methods (3 credits)
- EDLD 6001: Causal Inference I (3 credits)
- EDLD 6348: Education Policy Analysis Methods (3 credits)
- EPSY 5382: Qualitative Research Methods (3 credits)
- EDLD 6001: Causal Inference II (3 credits)
- EDLD 7000: Research (3 credits)

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

Timeline

The sample course timeline below is based on beginning the program during the Fall semester and being continually enrolled in two courses per semester 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.*

A sample program timeline of courses is as follows:

Year 1 – Fall
    EDLD 6302: Education Policy Foundations
    EDLD 6001: Data Management for Quantitative Methods

Year 1 – Spring
    EDLD 6001: Qualitative Methods
    EDLD 6001: Causal Inference I

Year 1 – Summer
    EDLD 6001: Causal Inference II
    EDLD 6348: Education Policy Analysis Methods

Year 2 – Fall
    EDLD 6346: Economics of Education
    EDLD 6001: Contextual Effects on Education Policy

Year 2 – Spring
    EDLD 6300: Organizational Theory
    EDLD 6330: Educational Leadership, Democracy, and Schools

Year 2 – Summer
    EDLD 6342: Policy Communication
    EDLD 6001: Rotating special topics

Year 3 – Fall
 EDLD 6345: The Education Policy Process
 EDLD 6001: Rotating special topics

Year 3 – Spring
 EDLD 6001: Special Topics in Educational Leadership
 EDLD 7000: Research

Year 4+
 EDLD 8000: Dissertation

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. Revisions of the degree plan are permitted as needed during the program of 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.

Doctoral Qualifying Event

The doctoral qualifying event can take one of two forms. Students will select the appropriate option in consultation with their research advisor. All students in the Ph.D. program in Educational Leadership Policy must pass a qualifying event to enter the dissertation stage as a doctoral candidate prior to receiving their degree.

Students must have invited a core faculty member in the Educational Leadership (Policy) program (e.g., Drs. Freeman, Gottlieb, Kirksey, or Wiseman) to be their research advisor (and potentially dissertation committee chair) and the faculty member must have agreed to serve in this capacity prior to a student beginning the Qualifying Paper. The research advisor may be selected by the end of Year 2.

Students may receive the following outcomes from the qualifying event:

1. Pass and admission to doctoral candidacy
2. Failure to pass. Students who fail the pass the exam will develop a plan with their faculty advisor to prepare for a second and final qualifying exam. Students who do not pass the

qualifying event the second time will be dismissed from the program. No other degree options will be provided.

Doctoral Qualifying Examination

This examination must happen no earlier than the student's last semester of regular coursework. Completing all coursework on the degree plan does not guarantee success on the qualifying exam. Students must take the qualifying exam no later than one calendar year after completing all pre-dissertation phase coursework specified on the degree plan. The examination is a written examination that requires a synthesis and application of knowledge acquired during the course of study for the doctoral degree. The following statements govern the administration of the qualifying examination.

- The qualifying examination may include a set of questions and/or oral defense developed by the student's research advisor to reflect the knowledge and skills required for successful completion of a dissertation.
- The student will have approximately 7 calendar days to complete and submit the responses. The document should be double-spaced, with one-inch margins in 12 pt. Times New Roman font and in the current APA style.
- The program faculty will have at least four weeks to read and evaluate the student's responses.
- The committee will review and evaluate the written examination to make a decision on pass or fail. If the committee assesses the qualifying examination as "satisfactory," (acceptable pass or above), the research advisor 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 retake it once only after at least six 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.

Doctoral Qualifying Paper

The doctoral qualifying paper (or QP) has two purposes: The first is to provide the student with direct experience in conceiving, designing, carrying out, and writing up an original piece of research before the student sets out on their dissertation. The second is to demonstrate that the student can undertake a doctoral dissertation that meets the academic standards of this university. (See "GUIDELINES FOR QUALIFYING PAPER" for more detailed information about the content and expectations for the QP.)

The qualifying paper (QP) must be a work of original research. In carrying out the QP study, the student should address a research question by collecting and analyzing original data or primary materials, or by analyzing an existing data set. In structure, format, and length, the QP should be modeled on articles in a scholarly journal that the student, in consultation with the research adviser,

has identified as appropriate for the research undertaken. The student should be able to identify at least one published article that has served as a guide or model for the present paper. The QP should adhere to publication guidelines of the identified journal; thus length and format of papers may vary. Except in exceptional circumstances, the QP should not exceed 60 double-spaced pages.

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.

Doctoral candidates will write a dissertation proposal similar to an American Educational Research Association's (AERA) dissertation grant proposal or the National Academy of Education/Spencer Foundation's dissertation grant proposal. In this, you will need to follow all instructions of the grants program in terms of structure, page length, attention to selection/causality, developing a conceptual model, listing your actual variables, etc. You need a separate grant proposal for each paper B-D below.

There is no time limit on writing this. You will provide your final grant proposal to your committee at least 2 weeks prior to your set Oral Defense date. At this Oral defense, please come prepared for a 30 minute presentation (closed, committee only). This presentation should outline highlights from your AERA or Spencer grant proposal and should also outline your 3 papers. Ideally, you will present preliminary findings from paper 1. After your presentation, you will have a 60 minute meeting with your committee.

Other Notes

- The length and structure 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 the dissertation committee chair (and perhaps members of the 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 vote to 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.

The preferred structure of your dissertation is either a three-paper dissertation or a traditional monograph length dissertation. The structure for the three-paper dissertation is as follows:
A. 5 page intro that ties your 3 papers together
B. Publishable Paper 1 (10,000 words including references)
C. Publishable Paper 2 (10,000 words including references)
D. Publishable Paper 3 (10,000 words including references)
E. 5 page discussion that ties in the implications of your 3 papers

Note 1: Parts B, C, and D need to be stand-alone papers ready for submission to a top-ranking peer-reviewed journal.

Dissertation Defense

We will advertise your defense during the 2 weeks leading up to the event. The structure of this defense will be:
- 30 minute presentation of your dissertation (you can choose to focus on one of the papers) to the public
- 60-90 minute closed door meeting with your committee who will determine your outcome.

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, Leadership, and Counseling:
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.