

## MEd in Educational Leadership, with Policy Concentration (Online)

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Texas Tech University's Masters of Education (Policy-Concentration) in Educational Leadership is a 36-hour **online** program designed to prepare graduates for non-certified positions in education, government, the private sector, nonprofits, leadership & policy institutes, research-based advocacy groups, or to continue to a doctoral degree. Emphasis is on (1) understanding the relationships between education, leadership, and policy; (2) using evidence to make education-related decisions and policies; and (3) preparing to lead meaningful change through policy, research, and practice.

- We prepare educational change leaders in research and policy.
- Students learn how to use evidence to make education-related decisions and policies.
- Taught by dynamic faculty with professional, research, and policy experience and both national and international reputations for excellence.
- Graduates are trained in critical inquiry, with an emphasis on equitable leadership and policy.

For more information or to apply, please visit: <https://rb.gy/ndmxta>

### Degree/Concentration Program Summary

The M.Ed. in Educational Leadership, with a Policy Concentration, is an online degree requiring the completion of 36 credit hours and attracts students both in Texas and nationally, due to the online nature of the program. This degree program is designed with a required “Foundations of Educational Policy” core of 12 credits (4 courses) centered on educational policy development, implementation, and analysis both historically and across national, state, and local communities. There is also a required “Leadership and Organizational Change” core of 12 credits (4 courses) centered on leadership and organizational factors central to educational policy. Finally, students are required to complete coursework in an “Evidence-based Decision-making” core of 12 credits (4 courses), which concentrates on the data, analysis, and communication of information to influence the development, implementation, and evaluation of educational policy.



## Typical Applicants and Career Opportunities

The MEd in Educational Leadership, with a Policy Concentration, provides recognition for expertise in an increasingly important area—leadership in the development, implementation, and evaluation of educational policy. This degree program is of interest to a wide variety of early-career leaders as well as established professionals 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. Many current K-12 teachers seek to increase their expertise through graduate degrees to understand how decision-making and systemic change happens in their schools, districts, state, and nation as well as to understand how to either bring about or be part of positive change impacting their schools, classrooms, and students.

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 junior-level program



specialists and others pursuing careers in educational policy institutes, research centers, advocacy organizations, and district level administrative policy positions.

The courses for the MEd in Educational Leadership, with a Policy Concentration, build on a foundation in educational leadership, but include a key focus on policy development, implementation, evaluation, and relevance in the readings and assignments. Thus, students seeking masters-level graduate degrees in EDLD have the opportunity to increase their policy understanding and how to be part of the educational policy process.

Graduates are prepared to begin planning, designing, implementing, understanding, managing, monitoring, and evaluating education-related policies and policy programs. Graduates of this masters program may remain in their current positions, or they may move into 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., policy analyst, research analyst, junior research scientist, research & development specialist)
- **Higher Education Institutions** (e.g., 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., policy analyst, research analyst, project coordinator, campaign organizer, communications officer)

### **Graduate School Application**

Applications for the MEd in Educational Leadership, with a Policy Concentration, are accepted on a rolling basis, and admitted students can begin the online program during the Fall, Spring, or Summer semesters.

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 “MEd in Educational Leadership (non-certification)”. *Note: The “non-certification” designation means that this degree track does not lead to Texas state certification. The “non-certification” track is for applicants interested in a research or policy emphasis.*
- (3) Submit transcripts of all of your college studies. Include ALL 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 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).
  - Applicant 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 the MEd in Educational Leadership program, given the applicant’s current or prior/recent professional and academic experiences; and 2) how the applicant envisions the MEd in Educational Leadership program helping him/her achieve his/her professional or academic goals.
  - Letters of Recommendation: Applicants will identify two (2) recommenders who will each submit an online recommendation form providing their perspectives regarding the applicant’s suitability for the program. It is strongly recommended that one recommendation be completed by a former professor or academic professional, or from someone who can address the applicant’s ***academic ability***. The other 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 rigorous graduate program*.

- (5) 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.
- (6) From <http://www.depts.ttu.edu/gradschool/>, you can track your Graduate School application.

### **Required Coursework**

The M.Ed. in Educational Leadership, with a Policy Concentration, requires the completion of 36 credit hours in the following courses, grouped as indicated in the degree/concentration summary above.

#### Foundations of Education Policy (12 credits)

- EDLD 5001: Special Topics/Introduction to Educational Policy (3)
  - Introduction to education policy in the United States, concentrating on the structure of education governance in the United States, the education policy process, and key ideas animating education policymaking. Students will learn about the web of actors and institutions that shape the education governance system in the United States, the processes of education policy formation and implementation, and current ideas that are currently driving, or have historically driven, education policy in the United States.
- EDLD 5340: Educational Law (3)
  - Introduction to the legal aspects of educational organizations, concentrating on the school building level and emphasizing the rights and responsibilities of students, teachers, and administrators
- EDLD 5351: Communication for School Leaders (3)
  - Study and application of interpersonal communication theory and research as related to organizational, social, and environmental contexts. Individual conferencing, informational and employment interviewing, and group dynamics are included.
- EDLD 5391: School and Community (3)
  - Explores the development of collaborative culture at school, enlist community support, and form partnerships with businesses, universities, and parents. Addresses improved communication among increasingly diverse members of the school staff, parents, students, community members, and media.

#### Leadership and Organizational Change (12 credits)

- EDLD 5306: School-based Leadership (3)
  - Examines the major theories, concepts, and empirical findings related to school-based leadership.

- EDLD 5325: Decision-making in Educational Leadership (3)
  - An in-depth exploration of decision making within the context of school leadership. Explores the irrationality of decision making, the role of emotion, heuristics and biases, and decision making under uncertainty, which includes bounded rationality.
- EDLD 5361: Process of Educational Change (3)
  - A study of the knowledge base of change management in education. Application of the cognitive understandings to national change models and local settings.
- EDLD 5385: Teams in Educational Leadership (3)
  - An in-depth application of how principals form teams, work as team members, lead teams that result in building relationships that achieve results, and manage people/processes and climate.

#### Evidence-based Decision-Making (12 credits)

- EPSY 5379: Introduction to Educational Research (3)
  - Introduction to the nature of research and its relationship to educational thought and practice. Focus on preparing research consumer.
- EPSY 5380: Introduction to Educational Statistics (3)
  - An introductory course in statistics with major emphasis on univariate measures for analyzing educational data.
- EDLD 5320: Data-driven Communication & Decision-making (3)
  - An in-depth exploration of the use of data and data communication strategies for decision making by principals.
- EDLD 5001: Special Topics/Educational Policy Analysis (3)
  - Introduction to analytic tools for evaluating educational policies; examines policy development and implementation, given resources and informational constraints, including concepts and tools used for examination of education policy in relation to social, economic, and political issues.

#### **Coursework Timeline**

The sample course timeline below is based on beginning the program during the Fall semester and being continually enrolled for the two-year sequence of courses.

##### Year 1 – Fall (6 credits)

EDLD 5001: Special Topics/Introduction to Educational Policy (3)

EPSY 5379: Introduction to Educational Research (3)

##### Year 1 – Spring (6 credits)

EDLD 5306: School-based Leadership (3)

EPSY 5380: Introduction to Educational Statistics (3)

Year 1 – Summer (6 credits)

EDLD 5325: Decision-making in Educational Leadership (3)

EDLD 5340: Educational Law (3)

Year 2 – Fall (6 credits)

EDLD 5320: Data-driven Communication & Decision-making (3)

EDLD 5351: Communication for School Leaders (3)

Year 2 – Spring (6 credits)

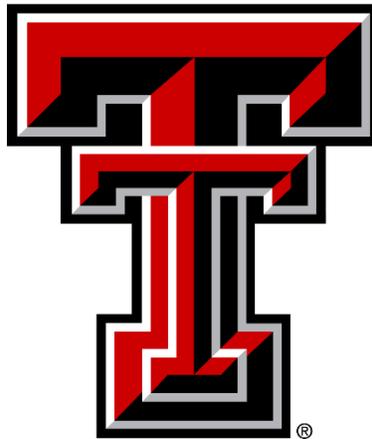
EDLD 5001: Special Topics/Educational Policy Analysis (3)

EDLD 5361: Process of Educational Change (3)

Year 2 – Summer (6 credits)

EDLD 5385: Teams in Educational Leadership (3)

EDLD 5391: School and Community (3)



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