EDUCATION LEADERSHIP (ED.D); SUPERINTENDENT CERTIFICATION

The Department of Education Leadership in the College of Arts, Sciences, and Education offers the Doctor of Education degree in Education Leadership. The Doctor of Education in Education Leadership degree is designed for a PK-12 public school administration emphasis. Graduates of the doctoral program often pursue leadership positions in schools, districts, and state agencies. This format is flexible for students outside of the immediate vicinity while also providing the student support and interaction TAMUT is known for.

Faculty Contact: Dr. Sara Lawrence (903) 223-3095, sara.lawrence@tamut.edu; Chair

Admission Requirements

- Current employment in PreK - 12 setting or University teacher-ed program
- Baccalaureate degree and Master’s degree from accredited universities
- Recommendation of cumulative 3.25 in graduate coursework
- Three professional reference forms
- Letter of interest (see application packet for instructions)
- Current Curriculum Vitae
- Official scores on the GRE, GMAT, or MAT

Requirements must be submitted to the Graduate Studies Office by the designated deadline. Students must also apply for the certificate Program through the TK20 System by contacting Katheryn Hartshorn at katheryn.hartshorn@tamut.edu.

This program is a Scholars of Practice program with a focus on:

- Executive Education Leadership
- Curriculum Content:
  - Contemporary & Global
  - Practitioner based
  - Experiential
- Delivery Method:
  - Combination of Face to Face and Online
  - Meets professional needs by meeting mainly on Saturdays/Weekends
  - Personal and convenient
  - Includes state, national, and international travel
  - Competency-based credit available
- 4 Year Tuition Rate and Mandatory Fees Guarantee (books not included)
- Faculty mentoring
- May accept up to 12 hours of transfer credit *(that meet transfer criteria)*

Education Leadership Doctoral Program coursework includes preparation in foundations of educational administration, governance of educational organizations, advanced organizational behavior, research methods, administration of instructional programs, program evaluation for school leaders, ethics and philosophy, economics of education, and dynamics of change. Doctoral students participate in a program that is designed to promote meaningful and continuous study in the field of scholarship, to provide for a diversity of experiences supporting intellectual growth and professional development, and to promote regular interaction between the student and faculty members. Specifically, this program is designed to prepare practitioners for the field of PK12 education and the various organizations that support PK-12 learning.

Students may choose to apply to take school superintendent certification courses while pursuing the doctoral degree. The Superintendent Certification Program contains coursework for candidates holding a master’s degree and standard principal certification. Candidates complete courses designed to meet national advanced leadership standards for visionary, ethical, political, collaborative, instructional, and organizational school district leadership. This certification program is designed to develop candidates who will meet the competencies assessed by the State Board of Educator Certification TExES examination for the Standard Superintendent Certificate in Texas. Those already certified as Superintendents in Texas may apply to have those courses accepted in lieu of taking additional coursework.

Doctoral program applicants for programs in PK-12 educational leadership have generally completed a master’s degree in educational administration and principal certification coursework; however, we encourage those from other organizations that support PK-12 education to consider this program. The department encourages applications from candidates with strong academic achievement and scholarship ability, leadership abilities, and commitment to education.
Doctor of Education Leadership (Ed.D) Degree Requirements

Students should refer to their DegreeWorks degree audit in their Web for Students account for more information regarding their degree requirements.

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<tr>
<th>Code</th>
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<th>Hours</th>
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<tr>
<td>Core Courses</td>
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<tr>
<td>EDLD 611</td>
<td>Doctoral Seminar</td>
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<td>EDLD 613</td>
<td>Education and Non-Profit Law, Policy and Futurism</td>
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<td>EDLD 625</td>
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<td>EDLD 632</td>
<td>Contemporary Issues in Educational Leadership</td>
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<td>EDLD 663</td>
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<td>12 sch of Dissertation Research:</td>
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<td>EDLD 693</td>
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<td>Program Total</td>
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1. EDLD 693 may not be taken until Comprehensive Exams are successfully passed and the student is admitted to candidacy. Although this course must be consecutively taken (minimum of 12sch) until the dissertation is successfully defended, effective with this program change - only 12sch may be applied to the degree requirements.

Doctoral Courses in Education Leadership

EDLD 611. Doctoral Seminar. 3 Hours.
The Doctoral Seminar provides support and information to help graduate students in the Doctor of Education programs to successfully navigate the doctoral process. This course will focus on graduate level writing skills, writing literature reviews, APA formatting, use of library and university systems, and requisite skills to be successful in the program. Prerequisite: Admission into the doctoral program.

EDLD 612. Strategic Management and Change. 3 Hours.
To succeed in the future, leaders must develop the resources and capabilities needed to gain and sustain an advantage in traditional and emerging education markets. The focus of this course will be the strategic management for successful change with respect to the intended direction and goals of the organization; the organization's strengths and weaknesses; the current market structure; and the social, political, technological, economic, and global environments.

EDLD 613. Education and Non-Profit Law, Policy and Futurism. 3 Hours.
Students will examine the legal framework for education including the United States Constitution, federal and state statutes, and the body of case law affecting all aspects of education and non-profit organizations. Current policy and legal statutes are evaluated in relationship to the concepts and changes in futurism and the global issues in the field of education and other non-profit ventures. Prerequisite: Admission to the doctoral program.

EDLD 622. Communication for Organizational Leaders. 3 Hours.
Communication style and effectiveness of organizational leaders greatly impacts the success of individual education organizations. Knowledge of the pervasive impact of the computer, Internet, intranet, and other communication modalities will be integrated with time-honored communication principles to enable students to maximize their effectiveness in dynamic educational environments. In addition to community and internal organizational communication, students will focus on leading meetings, presentation skills, and dealing with criticism and conflict. Prerequisite: Admission to the doctoral program.
EDLD 623. Education Marketing and Public Relations. 3 Hours.
Effective public relations and marketing skills are essential to the success of all education organizations. Public relations and marketing efforts address how we want to present the organization to others (including "branding") and how to deal with the perceptions of who others believe we are. This course will help prepare students to engage in successful marketing and public relations to promote a variety of efforts, including fundraising, bond issues, and other priority goals in the education arena.

EDLD 624. Applied Instructional Technologies. 3 Hours.
This course provides students with an overview of current topics, trends and issues affecting technology and technological needs in the PK-12 environment. Special attention will be placed on current technology related trends, such as the application of Bring Your Own Device Policies (BYOD) and flipped classroom techniques. Prerequisite: Program Director's approval.

EDLD 625. Field Study in National and International Cultural Perspectives. 3 Hours.
This course serves to broaden students' cultural and sociological perspective in education through a trip to Universidad Catolica de Pereira in Colombia, South America to visit PK12 schools in the region and Washington D.C. Public Schools. The trip includes visits to the American Association of School Administrators (AASA) national office, Association for Supervision and Curriculum Development (ASCD) national office, the Department of Education, and U.S. Congress. Prerequisite: Admission to the doctoral program.

EDLD 632. Contemporary Issues in Educational Leadership. 3 Hours.
This course explores contemporary issues that educational leaders face as they continue to lead their districts to higher levels of performance and achievement. A strong emphasis is placed on continuous improvement models as a foundation for implementing educational reform policies and mandates. A variety of topics such as current legal, political, social, cultural and economic issues as they relate to educational policy and decision-making will be discussed. Prerequisite: Admission to the doctoral program.

EDLD 661. Dissertation Prospectus Development. 3 Hours.
This course explores the theory, design frameworks, and how they relate to research methodologies in education. Various applications of research and procedures including quantitative analyses, naturalistic inquiry, research design, and preparation of research proposals as they relate to the discipline of educational administration constitute the core topics of this course. The end product of this course will be Chapter 1 of the dissertation proposal. These proposals will be used to determine dissertation chair assignments. Prerequisite: Admission to the doctoral program. This course is to be taken in the final semester of course work before dissertation.

EDLD 662. Methods of Inquiry. 3 Hours.
As an in-depth study of the theoretical and methodological approaches to qualitative research, students will explore the sociological/anthropological roots of qualitative research and apply these methodologies in practical situations related to executive leadership in education. The research approaches studied in this course include: ethnography, phenomenology, case studies, grounded theory, naturalistic inquiry, and thematic synthesis. Technologies that assist qualitative researchers in their investigations are utilized throughout this course. The development of doctoral research proposals, using qualitative research methods, is emphasized through this course. Prerequisite: Admission to the doctoral program.

EDLD 663. Statistical Methods in Educational Leadership. 3 Hours.
The course is designed to provide the student with the knowledge and skills needed to read, analyze, and synthesize educational research to give the student necessary fundamentals to develop and conduct doctoral level research. As an in-depth study of the theoretical and methodological approaches to quantitative research, students explore foundations of quantitative research and apply these methodologies in practical situations related to executive leadership in education. The research processes studied in this course include: univariate statistics, including the use of Statistical Package for the Social Sciences (SPSS) with exercises related to various descriptive and inferential statistical techniques, and survey and action research analysis and design. The development of doctoral research proposals, using quantitative research methods, is emphasized throughout this course. Prerequisite: Admission to the doctoral program.

EDLD 670. Critical Conversations and Team Building. 3 Hours.
Building collaborative teams that are cohesive with accountability and purpose requires specific skills and training that is crucial for successful education leaders in a variety of settings. This course will focus on the critical communication skills necessary to manage personnel effectively, having critical conversations and best practices in team building. This course provides the opportunity for students to develop these skills and apply them in varied settings.

EDLD 690. Leadership of the Education Community. 3 Hours.
This course is designed to provide prospective public school superintendents/CEOs and other executive leaders with the knowledge and skills incorporated in Domain I of the test framework for Texas Superintendent Standards - Leadership of the Educational Community. The competencies included with Domain I address: (1) acting with integrity, fairness, and in an ethical manner; (2) the development, articulation, implementation, and stewardship of a vision of learning; (3) communication and collaboration with families and community members, including mobilizing community resources; and (4) responding to the political, social, economic, legal, and cultural context, including working with governance boards. The application of sound leadership principles developed in the business sector will be translated into effective strategies for the leadership of large governmental agencies. Prerequisite: Acceptance into the Educator Preparation Program or instructor permission.

EDLD 691. Superintendent Internship. 3 Hours.
Internship activities in all SBEC superintendent standards will be required unless determined unnecessary by the instructor based on the student's prior experiences. Internship sites shall include private business, local or state government and/or management, public schools, public school support institutions, non-profit organizations, and/or others as determined appropriate on an individual basis. Prerequisite: Program Director's approval.
EDLD 693. Dissertation Research. 1-3 Hours.
A candidate must present a dissertation acceptable to the student's advisory committee and the Dean for Graduate Studies and Research on a problem in the area of specialization. To be acceptable, the dissertation must give evidence that the candidate has pursued a program of research, the results of which reveal superior academic competence and a significant contribution to knowledge. The focus of this course is to complete the final chapter of the dissertation and defend the dissertation. This course may be repeated until successful defense of the dissertation. Prerequisite: EDLD 692, EDLD 671, EDLD 672, and admission to candidacy.

EDLD 694. Instructional Leadership. 3 Hours.
Leadership at the chief executive officer (CEO) level is the theme of this standards-based course. The application of strategic planning skills to enhance teaching and learning; to ensure alignment among curriculum, curriculum resources, and assessment; and to support the collection and use of multiple measures of success are promulgated through the requirements of this course. Emphasis is placed on skills designed to advocate, nurture, and sustain an instructional program and a culture that supports student learning and staff professional growth. Staff evaluation, improving staff performance, and effective models of supervision are emphasized. Prerequisite: Principal certification or Program Director's approval.

EDLD 698. Administrative Leadership. 3 Hours.
Public school finance at the superintendent level and the general operation of the business office and other peripheral support functions of a public school will be studied. Related topics include student food services, transportation, facility management, maintenance and construction, development and marketing of bond elections, human resource management, district level budget development and management, data management/analysis, and safe schools. Technology based infrastructure that supports student, personnel, and financing management will also be evaluated. The application of organizational, decision-making and problem-solving skills to facilitate position in varied contexts. Prerequisite: Principal certification or Program Director's approval.

HUMA 693. Field Study in US Cross-Cultural Diversity. 3 Hours.
This course serves to broaden students' cultural and sociological perspective in education. The variability of religious practices, values, identity, language, and socio-cultural conditions of major US ethnic representative groups will be examined both in a global context and in reference to contemporary American society. The course provides students with strategies to use knowledge of ethnocentric variability and of the human conditions of these groups in order to make appropriate leadership decisions. It explores these issues through readings, discussions, lectures, films, case studies, and direct experience of the human experience of minorities in nearby communities or abroad. Cross-listed with EDLD 625, Field Study in National and International Cultural Perspectives. Prerequisite: Admission to the Doctoral program.

Faculty
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