

**Doctor of Education in Educational Leadership**

EC – 12 Leadership | Higher Education Leadership | Business & Financial Leadership

**Empowering Excellence in Leadership**

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| **CANDIDATE HANDBOOK** | |
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| [**www.wtamu.edu/edd**](http://www.wtamu.edu/edd) |  |

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# Doctor of Education in Educational Leadership

# Program Summary

The Doctor of Education (Ed.D.) in Educational Leadership degree program at West Texas A&M University (WTAMU), a Member of the Texas A&M University (TAMU) System, is an online degree program emphasizing leadership in rural education at primary, secondary, post-secondary, and professional levels. The program operates on a cohort model, admitting one student cohort each calendar year. Students may select to pursue one of three pathways of study in the program that will advance their personal and professional goals. The pathways of study include *EC-12 Educational Leadership* in which the student may earn the Texas Superintendent Certificate, *Higher Education Leadership*, and *Educational Business and Finance Leadership*. The curriculum for each ­­pathway requires the completion of 60 semester credit hours (SCHs) of coursework, inclusive of 48 SCHs of content-related coursework and 12 SCHs dedicated to writing and research. Options for specialized, advanced credentials are offered for those who elect to pursue them.

A scholarly delivery requirement replaces a traditional dissertation. The scholarly delivery is comprised of a qualifying examination and the production of one written scholarly deliverable that is a publishable empirical research study in the field of educational leadership or a related field. The scholarly deliverable is the outcome of the doctoral student’s empirical research conducted under the direction of a doctoral scholarly delivery committee.

The program requires participation in an annual, on-campus immersion experience that provides collaborative, practical work application focused upon problems of practice and opportunities for innovative design. The immersion experience broadens the educational and cultural perspectives of doctoral students through extensive interactions among faculty members, students, professionals, and cohorts. The Ed.D. program degree requirements, inclusive of coursework and scholarly delivery, can be completed in three (3) years.

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***Commencement Fall 2023***

# Program Mission, Goals, and Learner Outcomes

Educational leaders face unique challenges and opportunities that require a commitment to continuous improvement through building and understanding organizational culture, using educational systems, defining learning, cultivating shared leadership, using data-driven decision making, and scholarly writing. The WTAMU educational leadership doctoral program’s unique focus on preparing leaders for rural education highlights the challenges that are unique to rural settings. The mission of the program is to prepare educational leaders to serve in executive and mid-management roles in primary, secondary, and post-secondary institutions of education, professorships, and directorships in state and federal education agencies, and in organizations that represent educational interests at state and federal levels.

## Mission

The WTAMU Doctor of Education in Educational Leadership program seeks to prepare leaders to serve in educational settings including rural contexts in the state, nation, and globally to ensure student success.

**Table 1**

*Ed.D. Program Goals*

|  |  |
| --- | --- |
| **Ed.D. Learning Goals** | |
| The learning goals of the Ed.D. program in Educational Leadership are to prepare: | |
| 1. | Visionary and effective educational leaders grounded in research who are equipped to meet specific challenges in rural educational settings. |
| 2. | Leaders who are responsive to the cultural, sociopolitical, economic, and emergency management contexts of rural communities. |
| 3. | Leaders who are capable of innovative solutions within areas of limited resources and access conditions. |

**Table 2**

*Ed.D. Student Learner Outcomes*

|  |  |
| --- | --- |
| **Doctoral Student Learner Outcomes** | |
| Doctoral students will: | |
| A. | Critically analyze the cultural, sociopolitical, and economic milieu affecting educational organizations within rural and small urban areas. |
| B. | Create settings that support accessible and equitable learning opportunities for all members. |
| C. | Engage in diverse, scholarly activities to evaluate current educational organizations, to inform decision-making, and to provide new directions for organizational improvement. |
| D. | Synthesize theory, research, and best practices from national and international perspectives to create innovative solutions to meet specific challenges in rural areas. |

## Program Design

The WTAMU Ed.D. program in educational leadership is a cohort-based program. Students may choose to pursue one of three pathways of study within the program that will advance their professional and personal goals. The pathways of study include *EC-12 Leadership*, *Higher Education Leadership*, and *Educational Business and Finance Leadership*. A student’s previous experience, research interests, and professional goals are considered in formulating their plan of study.

The *EC-12 Leadership*pathway is designed to prepare leaders for key leadership positions in public and private primary and secondary schools, including those serving rural communities. Specific leadership skills are developed and enhanced for mid-management (principals, assistant principals, curriculum directors, and special programs directors) and executive leadership positions (superintendents and assistant superintendents) in EC-12 educational settings, and/or executive directors of state education agencies or professional organizations. As an option, Texas Superintendent Certification may be earned in this pathway for students who enter the program with the Texas Principal Certificate. Subject to institutional requirements, graduates are qualified to assume professorships in departments of education in colleges and universities.

The *Higher Education Leadership* pathway is designed to prepare leaders for executive positions in higher education institutions, including those serving rural regions. Specific leadership skills are developed and enhanced for administrative positions at colleges, universities, educational organizations, non-profit entities, and/or instructional positions in higher education include upper (presidents and vice-presidents) and mid-management leadership (deans, department heads, directors, etc.) with a deep understanding of ethics, organizational theory, power, decision-making, academic research, and scholarly writing.

The *Educational Business and Finance* pathway is designed to prepare leaders for financial leadership positions in educational institutions (primary, secondary, and post-secondary), including those serving rural regions. Specific leadership skills are developed and enhanced for business and finance officers and those seeking a specialization in business affairs within educational institutions, including an understanding of the legal/fiscal structures, constraints, and opportunities available to chief financial officers and their support teams. The program provides a deep understanding of ethics, organizational theory, power, decision-making, academic research, and scholarly writing. Transfer course credit in the program may be awarded to students who enter the *Educational Business and Finance* pathway with a master’s degree in Business Administration or a related field.

# Academic Policies and Procedures

The WTAMU Ed.D. program in educational leadership adheres to all TAMU System, University, College, and Graduate School rules, regulations, policies, and procedures.

## Admission to the Ed.D. Program

One cohort of students is admitted during each fall semester, with initial student enrollment in coursework beginning in January of the following spring semester (Year One). Admitted applicants who do not enroll in courses for the spring semester following acceptance into the program must reapply to the University and must receive approval from the program for readmission. The number of students in each cohort is limited through a competitive selection process. Meeting minimum admission requirements does not guarantee admission to the degree program. Specifics concerning Graduate School and program [application](https://www.wtamu.edu/academics/graduate-school/apply/index.html) are detailed in the program website.

Applicants for the Ed.D. program must hold a bachelor’s degree and a master’s degree from an accredited institution with at least one degree in education or a closely related field. Students seeking the Texas Superintendent Certificate must hold a Texas Principal Certificate or provide evidence of current enrollment in a Texas principal certification preparation program. Texas certification information is codified in [19 TAC §242.20](http://texreg.sos.state.tx.us/public/readtac$ext.TacPage?sl=R&app=9&p_dir=&p_rloc=&p_tloc=&p_ploc=&pg=1&p_tac=&ti=19&pt=7&ch=242&rl=20).

## Transfer or Competency-Based Credit

The Ed.D. program faculty may accept up to 12 semester credit hours of transfer and/or competency-based credit toward the Ed.D. program course requirements. The acceptance of transfer coursework is not guaranteed but is determined on a case-by-case basis. Program Directors review and evaluate requests to transfer coursework to determine if said coursework satisfies program degree requirements subject to final approval by the Graduate School. To be eligible for transfer credit, the student must have earned a grade of “A” or “B” (or equivalent) in the course for which transfer credit is sought. Grades awarded for coursework approved for transfer credit from institutions other than WTAMU will have no impact on a student’s overall GPA.

In recognition of career-acquired experiences, students may seek and receive competency-based credit for specific program requirements based on their documented experience. The acceptance of career-acquired experiences in lieu of coursework is not guaranteed but is determined on a case-by-case basis. To confirm evidence of learning, a student seeking competency-based credit must provide a portfolio that contains (a) an official work record; (b) documented professional development, training, continuing education, or other experiences specifically related to the course for which competency-based credit is sought; and (c) a narrative describing how the student’s career-based learning specifically correlates with the learner outcomes of the selected competency-based credit course and the learner outcomes of the Ed.D. program. The portfolio will be evaluated by a *Competency Credit Faculty Review Committee* to determine if competency-based credit will be granted. The committee will consist of three to five faculty members. Committee membership must include the professor teaching the selected competency credit course as a content authority.

## Residency

Residency credit is granted for all scheduled classes offered by the University for which tuition is paid. The residency requirement for the Ed.D. program will be satisfied when students complete 48 SCHs of doctoral coursework at WTAMU. Up to 12 SCHs of transfer and/or competency-based credit may be accepted as partial fulfillment of the 48 SCHs requirement. The Program Directors review, evaluate, and approve or disapprove any coursework students submit for consideration for transfer credit. Competency-based credit supported by evidence of expertise may be granted for SCH credit to students in recognition of career-acquired experiences. Additionally, as a residency requirement, students will participate in at least one annual immersion experience on the WTAMU campus or at the WTAMU Harrington Academic Hall (Amarillo Center) for a weekend seminar, conference, guest speaker, or special learning engagement.

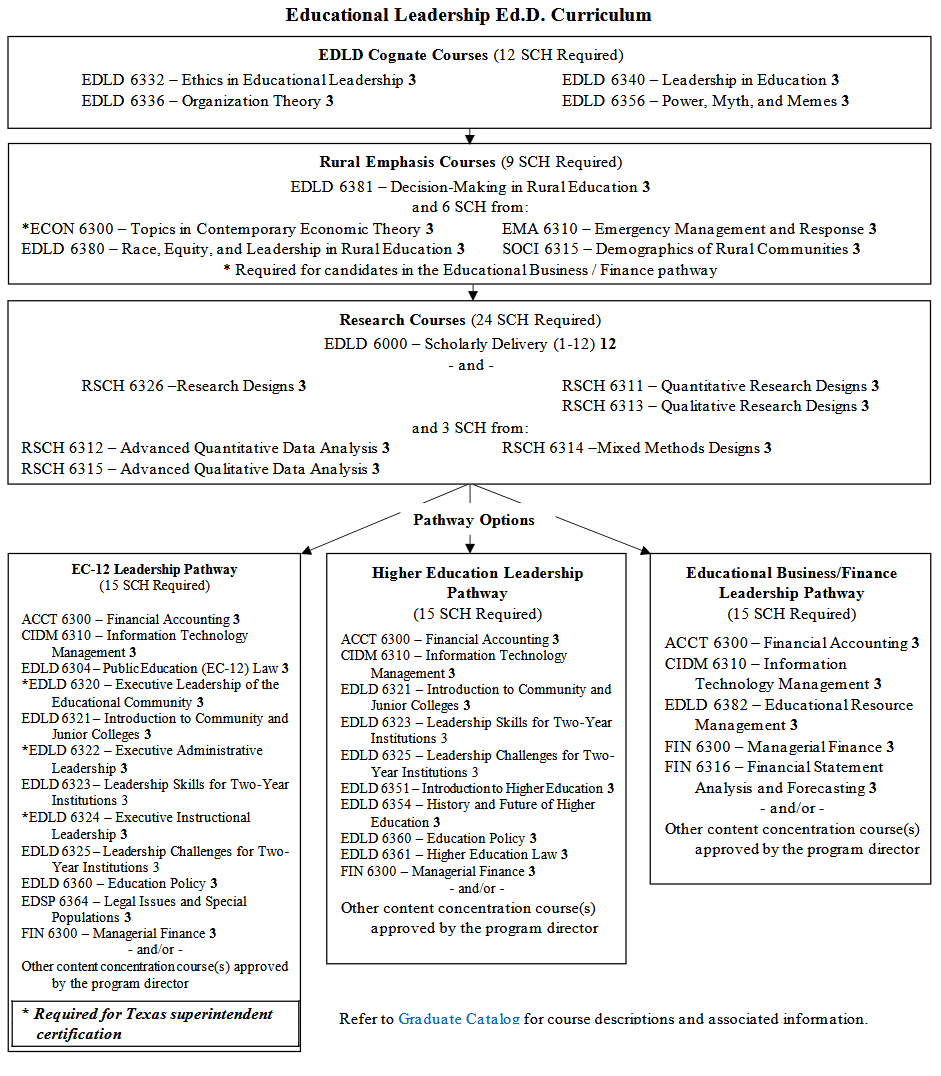
## Degree Planning and Coursework

Sixty SCHs of coursework are required for the Ed.D. degree, including 12 SCHs of educational leadership cognate courses, nine SCHs of rural emphasis courses, 15 SCHs of pathway-specific course options, and 24 SCHs of research courses. The required and optional courses for each pathway are delineated in Figure 1. The program operates in four semesters during each calendar year: spring, summer I, summer II, and fall according to the [University Calendar](https://www.wtamu.edu/academics/calendar/index.html). Most summer courses in the program extend across the traditional summer I and summer II sessions with the course beginning on day one of the summer I session and ending on the last day of the summer II session. Detailed information concerning the curriculum in each pathway and course rotations are found in the [*EdD. Curriculum and Course Scheduling Guide*](https://www.wtamu.edu/_files/docs/academics/college-education-social-sciences/dept-education/educational-leadership/EdD-Curriculum-Guide-10-31-23.pdf).



*Summer Immersion Experience Summer 2023*

#### Figure 1

*Ed.D. in Educational Leadership Curriculum*

## Academic Advising

The Ed.D. [Program Directors](https://www.wtamu.edu/academics/college-education-social-sciences/department-education/programs/edd/edd-core-faculty.html) initially serve as academic advisers for all doctoral students. As a student progresses through the program, advisement transfers to the chair of the student’s scholarly delivery committee.

## Registration and Enrollment

Registration and payment for classes is accomplished through [Buff Advisor](https://sis.wtamu.edu/WebAdvisor/WebAdvisor?&TYPE=M&PID=CORE-WBMAIN&TOKENIDX=9344998044), the University’s online registration system. To be eligible to register for courses, students must have been admitted to the University or attended the immediately preceding long semester at WTAMU, have been admitted to the Ed.D. program, have been approved for registration by their program advisor, and cleared their university record of any restrictions on registration.

## WTClass

All coursework in the Ed.D. program is online and provided through the University’s learning management system branded as [WTClass](https://login.wtamu.edu/cas/login?service=https%3A%2F%2Fwtclass.wtamu.edu%2Fwebapps%2Fbb-auth-provider-cas-BB608c5bc47e949%2Fexecute%2FcasLogin%3Fcmd%3Dlogin%26authProviderId%3D_3_1%26redirectUrl%3Dhttps%253A%252F%252Fwtclass.wtamu.edu%252Fwebapps%252Fportal%252Fexecute%252FdefaultTab%26globalLogoutEnabled%3Dtrue). Students are advised to review the [technical requirements](https://students.wtamu.edu/wtclass/requirements.html) for working successfully in WTClass.

## Grades

### Minimal Acceptable Grades and Grade Point Average Requirements

The student must earn a grade of “B” or better (or equivalent) in any graduate-level course credited toward the Ed.D. program degree requirements. A course in which a student earns a grade of “C” or below must be repeated prior to graduation. To remain in good academic standing in the program, Ed.D. students must maintain a minimum of a “B” (3.00) overall grade point average (GPA).

### Grading System

**Table 3**

*Grading System for the Ed.D. Program*

|  |  |  |
| --- | --- | --- |
| **Grade Symbol** | **Explanation** | **Grade Points** |
| A  B  C  D  F  I  X  XF  IP | Excellent  Good  Average (unacceptable for Ed.D. students)  Failing (for graduate students)  Failing  Incomplete  Drop/withdraw after the official reporting date (12th class day Fall/spring and 4th class day summer (not calculated in GPA)  In Progress | 4  3  2  0  0  -  - 0  - |

***Grade Disputes***

Grade disputes are governed by the[*WTAMU Code of Student Life, Section B*](https://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf)*.*

### Incomplete Grades

A grade of “incomplete” (I) indicates that a portion of required coursework in a course has not been completed and evaluated in the prescribed time period due to unforeseen, but fully justified reasons (i.e., hospitalization, personal injury, etc.) and that there is a possibility of earning credit in the course. It is the student’s responsibility to bring pertinent information to the instructor and request the incomplete grade option. Approval of a grade of “I” is solely within the discretion of the course instructor. Students electing the incomplete grade option must normally complete the required coursework within the time designated by the instructor but not to exceed six months from the date that the grade of “I” is assigned. If a student fails to complete the required coursework within the prescribed period, the grade of “I” will be changed to a grade of “F.” Once the instructor assigns a grade of “I,” the student cannot drop the course. Students who are assigned an incomplete grade do not re-enroll in the class to complete the course. A student is not eligible to graduate until the grade of “I” is replaced with a final grade in the course.

The University Registrar’s Office will post the grade of “I” once an incomplete contract form has been submitted by the course instructor. This should occur prior to the end of the semester in which the student first attempts the course. A grade of “I” may be assigned only when the following conditions are met:

* Items to be considered when determining if an incomplete should be granted include:
  + Has the student completed a significant (60%) portion of a course, but still needs to complete a project, an assignment or two, take an exam, etc.)?
  + Is the student currently passing the course? If not, is a grade of incomplete a realistic option?
  + A grade of incomplete cannot be issued prior to the drop/withdrawal date for the semester.
  + An incomplete grade cannot be issued when a student will need to retake the entire course.
  + The department head must approve grades of incomplete.
  + Students will not be allowed to drop the course and may not receive a grade of X once an incomplete has been granted.
  + The contract allows WTClass access for course completion.
  + The student will have no more than six months to complete the contract.
  + The instructor will notify the student that an incomplete contract will be submitted by the instructor on behalf of the student. The student will receive an email notifying them the contract is available for student approval.
* The instructor will submit an incomplete contract via the *Contract for Incomplete Form* accessible from the [Registrar’s Office website.](https://www.wtamu.edu/student-support/registrar/registrar-forms.html) Staff from the Office of the Registrar will post the grade of incomplete that will expire within 14 days should the student not accept the terms of the contract.
* Students will review the terms of the contract. If they agree to the terms of the contract, they will submit their approval. In cases where the student is not available to approve the contract, the instructor should communicate with the Registrar to develop a plan to assist the student.
* If the student requires access to WTClass, a copy of the contract will be sent to ITSC for granting access and the student and instructor will be notified when access is available.
  + Once the student completes the terms of the incomplete contract, the instructor will submit a grade change form.
  + If a grade change is not submitted by the time the incomplete grade expires, the grade will convert to an F.

### Dropping Courses

Courses may be removed (dropped) from a student’s schedule on or before the official reporting date (12th class day for fall and spring semesters and 4th class day for summer courses). Note that *drop* means students will be enrolled in at least one course for the current semester after completing the drop process. If all courses are dropped, meaning a student no longer is enrolled in any courses for the current semester, the student is *withdrawn*. Withdrawals must be processed prior to the first class day to avoid payment. Drops and withdrawals processed after the official reporting date will result in grades of X or XF. Drops and withdrawals must abide by the policies for dropping and withdrawing as outlined on the [Registrar’s website.](https://www.wtamu.edu/student-support/registrar/registrar-drop-withdrawal.html)

### Repeating Coursework

Students are responsible for knowing what courses they have received credit for and making sure that they do not unintentionally repeat a course. If a student repeats a course at WTAMU, the last grade earned is the grade credited toward fulfillment of program requirements. To improve a grade, students may repeat a course at WTAMU, but may not repeat a course at another college or university. Approved transferred coursework will not affect a student’s GPA on their WTAMU transcripts.

### Grade Point Deficiency

A student whose WTAMU cumulative graduate GPA falls below the program requirements of “B” (3.0) has a grade-point deficiency. This deficiency alone does not result in suspension from the University, but the deficiency must be removed in order for a student to fulfill degree requirements.

### Academic Probation and Suspension

Students must maintain at least a 3.0 grade point average for all coursework completed toward degree requirements. Courses with grades of “D,” “F,” “I” (incomplete), “IP” (scholarly delivery in progress), or “X” (drop or withdrawal) cannot be used to satisfy the requirements of the doctoral degree but will be used in determining a student’s academic standing.

If a student’s grade point average falls below 3.0, the student will be placed on academic probation. The Dean of the Graduate School will determine the length of the probationary period. Probationary standing may affect eligibility for waivers and total program cost. Students who do not improve their grade point averages to at least 3.0 by the end of the probationary period will be dismissed from the Graduate School and suspended from further work toward the doctoral degree at WTAMU. Students suspended from the Graduate School may request removal from suspension by seeking the approval of the Dean of the Terry B. Rogers College of Education and Social Sciences and the Dean of the Graduate School.

## Leaves of Absence and Withdrawals

### Leaves of Absence

Students in good academic standing may request a *leave of absence* from the Ed.D. program for a period not to exceed three semesters. Requests for leave of absence are submitted to the student’s Program Director. Students are expected to rejoin the program at the point in the program at which the student entered leave of absence status. Students who have been granted a leave of absence may be excused from the annual progress review described below for one year; a student may not be excused from the review process for more than one year while in the program. Students whose leave of absence exceeds one academic year must consult with a Program Director concerning re-entry to the program. Re-entry may require reapplying to the program and entering subject to satisfying any new program requirements adopted after their original admittance date.

### Withdrawal from the Program

A withdrawal from the program or University means that the student will no longer be enrolled in any courses for the current semester after completing the withdrawal process. The University’s official [withdrawal process](https://www.wtamu.edu/student-support/registrar/registrar-drop-withdrawal.html) must be completed. Re-entry in the program will require reapplying to the program and entering subject to any new program requirements adopted after their original admittance date.

# Annual Student Progress Review

All doctoral students are expected to make reasonable progress toward completion of the Ed.D. degree. Pursuant to the policy of the WTAMU Graduate School, all requirements for the doctoral degree must be completed within ten (10) years of the first course completed toward the Ed.D. degree at WTAMU. If a student needs longer to complete the degree, the student may submit a [*Request for Program Extension*](https://www.wtamu.edu/webres/File/Academics/Graduate%20School/Graduate%20Student%20-%20Request%20for%20Program%20Extension%20fillable%20form.pdf) to the Graduate School.

All students who have been admitted to the Ed.D. program but have not successfully defended their final scholarly delivery, will participate in an Annual Progress Review. Students who have been granted a leave of absence from the program may be excused from the annual review for one year; a student may not be excused from the review process for more than one year while in the program. If a student does not participate in the required annual review process (unless excused in writing by a Program Director), they will not be eligible to register for classes in subsequent semesters until they have met the annual review requirements. Failure to submit the required annual review materials will result in a rating of “Unsatisfactory” for that review period.

The purpose of the annual progress review is to encourage satisfactory progress toward degree completion, motivate student research, and provide additional mentoring for graduate study. Prior to the annual review, each Ed.D. student will provide summary information documenting progress-­to-­date in the program. All Ed.D. faculty members will review the summary documents in order to (a) identify opportunities to mentor individual students and (b) monitor the health of the program overall. Faculty members will pay particular attention to senior students (in order to support their degree completion), first year students (in order to support their success), and students who have encountered challenges. The goal is for all students to benefit from participating in the annual review process.

## Annual Review Questions

By November 15 of each year, each student will be required to submit electronically to a Program Director a current *cv* and written responses to the following review questions.

Looking back:

* What are your current research interests? (approximately 100 words)
* What were your major academic activities and accomplishments during the past year?
* What were your major areas of academic growth during the past year?
* What is an academic accomplishment during the last year of which you are particularly proud?
* What progress have you made toward completing your content course requirements?
* What progress have you made toward completing your scholarly delivery requirements?
* Is there additional information that is relevant to your progress in the program? You may wish to include a challenge that you did not anticipate, hardships that you have encountered, and/or other information that provides the faculty with an understanding of your progress.

Looking ahead:

* What are your current intentions concerning your professional goals post-graduation?
* How might you prepare during the coming year to accomplish your professional goals?
* What coursework or academic activities do you plan to accomplish in the next year?
* What scholarly delivery do you plan to accomplish in the next year?
* What support from the university, program and/or faculty would facilitate your progress in the program?
* What recommendations, if any, do you have for program improvement?

### Review Criteria

All Ed.D. students are required to comply with all academic and program rules, regulations, and timelines set forth by the University, the Graduate School, the Terry B. Rogers College of Education and Social Sciences, and the Department of Education. These include, but are not limited to, making reasonable progress toward degree completion, maintaining grade point requirements, completing required coursework, passing the QE, and meeting the requirements for scholarly delivery in a timely manner. A student who has committed academic misconduct must complete the remedial actions required of the misconduct review process.

In addition to meeting minimum requirements, students must demonstrate “Satisfactory” performance in meeting the expected level of progress through the program.

A student, who is not making “Satisfactory” progress, may be evaluated as “Needs Improvement” and required to participate in an interim progress review before the next annual review. Typically, this review will be conducted in three, six, or nine months from the last annual review. Specific reasons for the required interim review and any performance improvement requirements will be described in a written notice to the student.

A student failing to meet in a satisfactory manner one or more expectations associated with the program may be rated “Unsatisfactory.”

The *Annual Progress Review* will consider the totality of the information available to the faculty. The progress evaluation (Satisfactory, Needs Improvement, or Unsatisfactory) is based on the following information:

1. Student's academic record. This includes courses, qualifying exam, scholarly delivery benchmarks, etc.
2. The materials submitted by the student as part of the *Annual Review Process*.
3. Evaluations submitted by the student's advisor, the student’s scholarly delivery committee chair and committee members, and/or other faculty.
4. Faculty discussion. The discussion may include direct knowledge of the faculty about the student and the student's performance as compared to faculty expectations.

### Notification and Student Response Processes

Before the first class day of the spring semester, each student will receive a progress rating in their annual review notification letter (Satisfactory, Needs Improvement, or Unsatisfactory) and additional feedback regarding their degree progress and the criteria used for evaluation. Notification results will be distributed electronically to the student's University email account. It is the student's responsibility to read their email regularly.

In the case of a rating of “Needs Improvement” or “Unsatisfactory,” the notification letter will include specific feedback explaining the evaluation and what actions the student must take to improve to “Satisfactory” performance before the next annual progress review.

If a student disagrees with their rating, they may provide a written response to their advisor or a Program Director; any response will be placed in the student’s program record. This statement may include an explanation of any extenuating circumstances that the student may wish to provide. This statement will be available to the faculty during future annual progress reviews.

### 

### Improvement Process

Students who are rated “Unsatisfactory” must complete an improvement process (IP). The improvement process must include the following steps:

1. The student must develop a *Performance Improvement Plan* with their identified IP mentor (normally their Ed.D. advisor or scholarly delivery committee chair) that responds directly to the progress concerns stated in the notice of unsatisfactory progress provided to the student. This plan must include measurable steps and a timeline for achieving satisfactory progress within the next year.
2. The performance improvement plan must be approved by the IP mentor and filed in the student’s program record.
3. The IP mentor will determine whether and when all tasks in the improvement plan of a student are successfully completed and report the determination in writing to the student and the faculty.

### Dismissal Procedure

Two consecutive “Unsatisfactory” ratings from the annual progress review constitute unsatisfactory progress toward degree completion and may lead to the student’s dismissal from the program. The dismissal procedure is as follows:

1. A student who receives two consecutive “Unsatisfactory” ratings will be informed in the annual review notification letter that the dismissal procedure has been initiated.
2. The student may submit a written statement and supporting materials to the Department of Education Head arguing why they should not be dismissed from the program. The statements and materials must be submitted to the Department Head within 14 days of notification that the dismissal procedure has been initiated.
3. Within 14 days following the student submission deadline, the Department of Education Head will review the recommendation for dismissal, taking the student's record, statements, and materials into consideration, and will submit a written recommendation concerning dismissal to the Dean of the Terry B. Rogers College of Education and Social Sciences.
4. Within 14 days after receiving the recommendation from the Department Head, the Dean will make the decision concerning the dismissal of the student from the program. The Dean will communicate the decision in writing to the student, the Ed.D. Program Directors, and the Dean of the Graduate School.
5. If the student is dismissed from the program, they may appeal to the Dean of the Graduate School within 14 days of receiving notice of dismissal from the Dean of the College. The Dean of the Graduate School will notify the student in writing within 14 days of the student submitting their appeal of the outcome of the appeal. The decision of the Dean of the Graduate School is final.

# Scholarly Delivery

## Qualifying Exam

To satisfy Ed.D. program requirements, doctoral students must successfully complete a comprehensive qualifying exam (QE). The QE for the doctoral degree is an important milestone in the doctoral student’s progress in the program. The QE determines whether the student is academically prepared to advance to candidacy and to begin independent research. The QE is usually attempted during the summer of the student’s second year in the program after completing a significant portion of required coursework. The QE evaluates the student’s academic preparation in the field of educational leadership including the understanding of relevant research methods and applications.

### Student QE Eligibility

A student is eligible to attempt the QE after completing 30 SCHs of content coursework in the program (including transfer and/or competency-based credit). An eligible student must maintain a minimum of a 3.0 GPA in all coursework completed (not including those courses graded “S” or “IP”).

Before June 15 of the summer in which the student intends to attempt the QE, the student shall submit a written request by email to a Program Director to attempt the QE. The QE Request Form is located on the Ed.D. website. The QE may not be attempted until a QE request has been approved by a Program Director. A Program Director will email the student approving or disapproving the student’s intention to attempt the QE.

### QE Format

The QE is a written exam of four hours administered in a proctored setting. The exam is administered in the WTAMU Canyon or Amarillo campus computer center using WTAMU computing resources on a date and time determined by the program. The specific format of the exam is determined by the program.

If a student requires modifications to attempt the QE, the student must notify a Program Director by email 30 days prior to the exam administration. A student, who due to extraordinary circumstances is unable to attend the on-campus administration of the exam, must contact a Program Director and arrange for an alternative proctored administration of the exam. All “first-attempt” exams must be completed before August 1. Students attempting the exam will be required to present photo identification at the time and place scheduled for the exam.

The QE is a high-stakes exam. As such, the QE must be the result of a doctoral student’s individual efforts. Collaboration between the student and others in completing the QE is prohibited and constitutes academic dishonesty. Students may not access or use any resources (including AI tools) during the exam administration. Students may be dismissed from the program for any form of academic dishonesty and/or ethics violations.

The QE is composed of two Sections. Each Section is scored independently. The outcome of each Section will be “Pass” or “Not Pass.” Failure of either Section constitutes a failure of the exam.

### QE Section One

Time Allowed 60 Minutes. In Section One of the QE, the student will demonstrate their command of the knowledge in their selected areas of study at a level that demonstrates expertise in that area and readiness to conduct empirical research in the field to reveal and create new knowledge. The student will synthesize and apply their knowledge and professional experience to the analysis of program-specific goals and learning outcomes.

The student will select one *Ed.D. Program Learning Goal* or one *Ed.D. Candidate Learning Outcome* and write a critical analysis of what they have learned in the doctoral program based upon their coursework and experience as a leader (approximately 400-500 words). The response should be clear, scholarly writing with adherence to word count and formatting requirements that synthesizes what the student has learned and how what has been learned may be applied to present or future leadership roles.

The student’s responses will be rigorously assessed by a committee of three to five doctoral faculty members (QE Assessment Committee). Responses will be assessed based on the scoring rubric detailed in the *Qualifying Examination Guidance Document*.

### QE Section Two

Time Allowed 180 Minutes. In Section Two of the QE, the student will be provided a research article from a scholarly publication relevant to the field of educational leadership. The student will be required to critically analyze the article and demonstrate an understanding of the research. The student will read the provided research article carefully, focusing on the research problem, methodology, findings, and conclusions. Additionally, the student will identify the implications of the research (approximately 400-500 words), and the limitations of the research (approximately 400-500 words).

A student’s response will be rigorously assessed by a committee of three to five doctoral faculty members (QE Assessment Committee). Responses will be assessed based on the scoring rubric detailed in the *Qualifying Examination Guidance Document.*

### Results of QE

Students are required to pass the QE to continue in the doctoral program and conduct the empirical research required to fulfill the scholarly delivery requirements of the program.

The *QE Assessment Committee* shall inform the student of its decision of “Pass” or “Not Pass.” The Committee shall notify the student of their exam results and report the student’s QE outcome to the Graduate School. If the decision is negative, the Committee shall provide the student a written statement of the reason(s) for the adverse decision.

In the event that a student does not earn a passing score on the QE, the student will be permitted one additional opportunity to pass the exam. Within 15 days of receiving notice that the student has failed the exam, the student shall submit a written request via email to a Program Director requesting a second exam attempt.

The second exam may take a different format depending on which parts of the exam the student did not pass, and how the *QE Assessment Committee* evaluates the clearing of the deficiencies noted in the first exam. The QE Assessment Committee may require the student to submit a rewrite of their initial written response addressing committee concerns/questions. The Committee may require the student to retake all or portions of the examination. The Committee may request an oral examination to be administered virtually by the faculty. A written memo to the student from the QE Assessment Committee will clarify the deficiencies in the first exam, the requirements of the second exam, how the student should meet these requirements, and provide a specific timeline for meeting the requirements.

A failure of the second examination will result in the student’s dismissal from the program. A student who fails the second examination will be informed in writing that the dismissal procedure has been initiated.

***Appeal of Dismissal from Program***

In order to appeal a decision by the *QE Assessment Committee*, a student must submit a written request to the Department of Education Head within 14 days of receiving notification of the adverse decision. The request must state the reasons for the appeal and provide any supporting documentation.

Within 14 days following the student submission deadline, the Department of Education Head will review the recommendation of dismissal, taking the student's record, statements, and materials into consideration, and will submit a written recommendation concerning dismissal to the Dean of the Terry B. Rogers College of Education and Social Sciences.

Within 14 days after receiving the recommendation from the Department Head, the Dean will make a decision concerning the dismissal of the student from the program. The Dean will communicate the decision in writing to the student, the Ed.D. Program Directors, and the Dean of the Graduate School.

If the student is dismissed from the program, they may appeal to the Dean of the Graduate School within 14 days of receiving notice of dismissal from the Dean of the TBRCOESS. The Dean of the Graduate School will notify the student in writing within 14 days of the student submitting their appeal of the outcome of the appeal. The decision of the Dean of the Graduate School is final.

## Empirical Study

To satisfy the program requirement for scholarly delivery, students must successfully complete a qualifying exam (QE) and engage in empirical research that culminates in a publish-worthy manuscript formatted according to the APA requirements of JARS (*Journal Article Reporting Standards: Chapter 3 APA Manual*). Once the manuscript is successfully defended, the candidate and the scholarly delivery committee chair will determine what journals are compatible for possible publication. As a concluding scholarly deliverable, the manuscript must be submitted for publication by the candidate before graduation, under the guidance and direction of the scholarly delivery committee, with attribution of authorship to include the committee members who contributed meaningfully to the empirical study. Due to extenuating circumstances, the scholarly delivery committee by consensus of two members may recommend against submission for publication. In lieu of submission for journal publication or in addition to submission for journal publication, the candidate and committee may determine that an alternative scholarly outlet is appropriate, including but not limited to conference presentation or comparable professional venues.

Empirical research is research that answers questions based on systematic and verifiable observation or cataloging of experience, and not based on belief, conjecture, or published opinion. Under the guidance of their scholarly delivery committee, each student determines what research method and study design is best suited to answer their approved research question(s). Students will determine what observations are required to answer their research question(s), and what tool(s) they will use to collect their data, for example, an interview protocol, survey or questionnaire, a classroom observation checklist, or a psychological test. Students may also use “secondary data,” such as publicly available data obtained from a state or federal education agency and reputable peer-reviewed datasets hosted at sites recommended by tier-one and tier-two publishers, to answer their research question(s). Written empirical research reports include: specific research questions, careful definition of who or what will be studied, how research participants or cases are selected for inclusion in the study, specification of what data will be collected and how it will be collected, and how data will be analyzed and presented (for example, “thematic analysis” for transcribed interviews of rural educators, or a “time series analysis” for examination of changes in academic achievement of students from low-income families over time). Based on data analysis, research questions are answered, and the significance of the findings are discussed in relation to existing literature and theory, as appropriate.

Generally, a student’s scholarly delivery will identify a problem of practice upon which the student will design and conduct research and scholarly writing. According to the *Carnegie Project on the Education Doctorate* CPED (2016), a problem of practice is defined “as a persistent, contextualized, and specific issue embedded in the work of a professional practitioner, the addressing of which has the potential to result in improved understanding, experience, and outcomes.” Students’ identified problems of practice should be central to all of their scholarly delivery engagement and each scholarly deliverable must demonstrate the rigor associated with formal research. Refer to the [*Scholarly Delivery Guide*](https://www.wtamu.edu/academics/college-education-social-sciences/department-education/programs/edd/scholarly-delivery/index.html) for more information. Additionally, students enrolled in the program may access the Ed.D. program *Scholarly Tracking System* through WTClass for detailed information and annual performance milestones. The *Scholarly Tracking System* is the authoritative source for scholarly delivery requirements and timelines.

The *Publication Manual of the American Psychological Association: The Official Guide to APA Style* (7th ed.) is the standard guide for writing and formatting scholarly delivery in the Ed.D. program. All doctoral faculty require strict adherence to the style guidelines of the APA. [Sample papers](https://apastyle.apa.org/style-grammar-guidelines/paper-format/sample-papers) formatted in seventh edition APA style are available.

A student’s scholarly delivery requirements are accomplished through the completion of research and content courses and continuous enrollment in *EDLD 6000* *Scholarly Delivery,* as described more fully below.

## Research Courses

Required research courses (RSCH) should be completed according to the sequence outlined in Table 4.

**Table 4**

***Research Course (RSCH) Sequence***

|  |  |  |
| --- | --- | --- |
| **Sequence** | **Course** | **Course Title** |
| Year 1 – Fall Semester | RSCH 6311 | Quantitative Research Designs |
| Year 2 – Spring Semester | RSCH 6313 | Qualitative Research Designs |
| Year 2 – Summer | RSCH 6326 | Research Design |
| Year 2 - Fall | RSCH 6312  Or  RSCH 6315 | Advanced Quantitative Research  Advanced Qualitative Research |

## 

## EDLD 6000 - Scholarly Delivery

To accomplish scholarly delivery requirements, students must register for EDLD 6000 beginning in the fall semester of Year One of their program and in each subsequent semester for continuous enrollment in EDLD 6000 until the scholarly delivery requirements of the program are fully satisfied. Students who require more than three (3) years to complete the program will accrue additional tuition and fee expenses, as they must remain continuously enrolled in at least one SCH of EDLD 6000 until they graduate. Failure to continuously enroll (unless granted leave of absence status) will result in termination from the program.

EDLD 6000 is a variable semester credit hour course. Students have the flexibility to register for one, two, or three SCHs each semester. Students will be advised as to the specific section of EDLD 6000 in which to enroll, as section numbers are assigned to specific faculty members. In most cases, students are advised to enroll in only one SCH of EDLD 6000 for the first few semesters they are in the program, saving SCHs for later use as they approach graduation. If students need additional semesters beyond the prescribed 3-year timeframe to complete all program requirements, they can use unused SCHs to avoid the additional cost of adding hours to the minimum 12 SCHs required. However, students must manage EDLD 6000 hours carefully because the maximum EDLD 6000 SCHs that can be taken in any single semester is three. Students are responsible for tracking and managing the number of EDLD 6000 SCHs in which to enroll each semester. Occasionally, students need to enroll in two or three SCHs in some semesters early in their program to meet financial aid minimum SCH eligibility requirements. Each student’s situation dictates the manner in which they manage these semester credit hours and the responsibility lies with the individual student to determine what is appropriate. Regardless, students must complete a minimum of 12 SCHs of EDLD 6000 for program completion.

Students will earn a grade of “In Progress” (IP) for all EDLD 6000 Scholarly Delivery courses undertaken throughout their program. The grades of IP will be changed to a letter grade at the end of the semester in which the student successfully defends their scholarly delivery.

### EDLD 6000 Content Scope and Sequence

The following discussion describes the content of each sequential EDLD 6000 enrollment (total 12 SCHs) and alignment with program and learner outcomes.

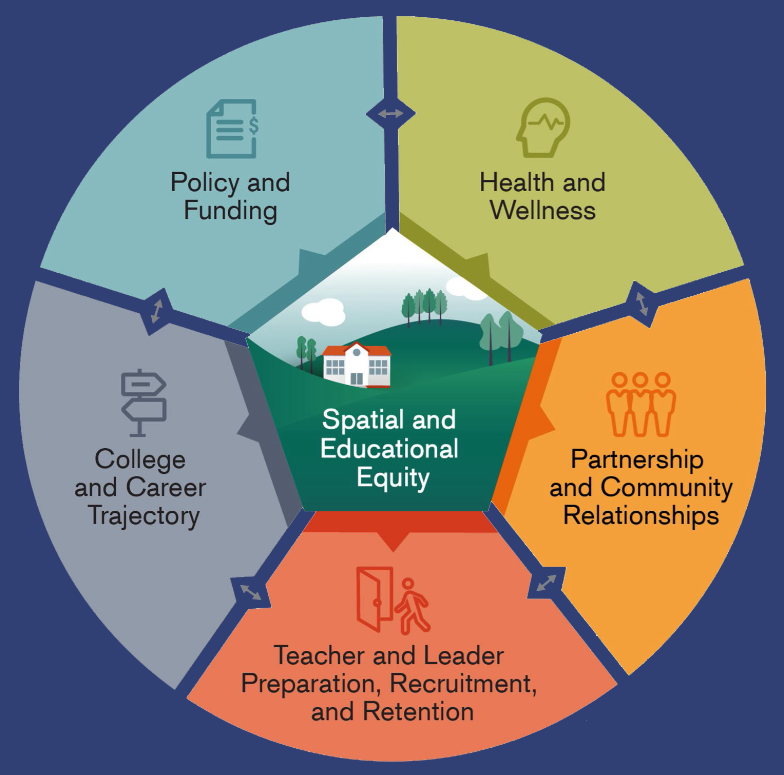
### Scholarly Delivery Foundations I [EDLD 6000-1 SCH (Year One-Fall Semester)]

The prerequisites for the scholarly delivery process include four self-paced modules: a) APA Requirements, b) Sentence Structure and Grammar, c) Paragraph Writing and Organization, and d) Responsible AI Usage and Academic Integrity. Each module is comprised of three learning units: Concept Introduction (delivered through videos), Comprehension Benchmarks (via formative quizzes), and Final Mastery (via a summative exam). Mastery of all modules is required before continuing scholarly delivery.

Following mastery of the prerequisites, the initial EDLD 6000 enrollment (Year One Fall Semester) develops the focus of the candidate’s scholarly delivery and the underlying problem to be investigated within the candidate’s chosen area of empirical study. Candidates will be tasked with creating a document articulating their research focus and the problem that underpins the significance of their chosen research area. Additionally, during their initial enrollment in EDLD 6000, students will be required to read specified research articles in each of the areas of the [National Rural Research Agenda](https://www.nrea.net/research-agenda) and evaluate these articles according to a defined rubric.

**Figure 2**

*2022-2027 National Rural Research Agenda*



Source: [National Rural Education Association](https://wsos-cdn.s3.us-west-2.amazonaws.com/uploads/sites/18/NREA-Rural-Research-Agenda-Digital.pdf).

The research focus will fall within the framework of the *National Rural Research Agenda*. Guidance will be provided to the candidate by their EDLD 6000 instructor as to the relationship and appropriateness of their research topic to the framework. The designated research areas within the framework include: a) health and wellness, b) partnership and community relationships, c) teacher and leader preparation, recruitment, and retention, d) college and career trajectory, and e) policy and funding.

*Checkpoint.* The document produced during *SD Foundations I* will undergo a critical review by the EDLD 6000 instructor and an assigned content specialist. The final document may be submitted to a grammar, syntax, and APA reviewer to assess adherence to academic writing standards. In the event that the document exhibits significant weaknesses related to grammar, syntax, or APA formatting, the candidate may be required to seek additional support to improve their proficiency in these areas. This remedial measure is aimed at fostering academic rigor and ensuring the scholarly integrity of the candidate’s scholarly product.

### Scholarly Delivery Foundations II [EDLD 6000-1 SCH (Year Two-Spring Semester)]

The second EDLD 6000 enrollment addresses the process of aligning the proposed study with a conceptual/theoretical framework. Through this alignment, the candidate will refine their research purpose, formulate literature review research questions, and outline their literature review. The segment will begin with a learning module that explains the significance of the conceptual/theoretical framework in guiding the research process. Subsequently, the candidate will explore various frameworks and propose a framework for their study.

During enrollment in *Scholarly Delivery Foundations II*, each candidate will be required to observe one or more presentations of empirical study proposals delivered by advanced candidates.

*Checkpoint*. The candidate will defend their proposed framework to the EDLD 6000 instructor and a methodologist. Once approval to proceed is granted, the candidate will identify the purpose of their study, their literature review research questions, and their literature review outline. The final conceptual or theoretical framework may be submitted to a grammar, syntax, and APA reviewer.

### Literature Review [EDLD 6000-2 SCHs (Year Two-Summer)]

This EDLD 6000 enrollment is dedicated to the development of the candidate’s literature review within the context of their study's framework. The candidate will consult with their EDLD 6000 instructor and content specialist during this process.

During this Year Two summer term, candidates will attempt the Qualifying Exam (QE).

*Checkpoint*. Upon the completion of the literature review, candidates may be required to submit their work to a grammar, syntax, and APA editor for further review. The instructor and content specialist will evaluate the candidate’s work. The EDLD 6000 instructor will be responsible for completing an academic dishonesty and AI review. The content specialist will focus specifically on the literature review content and the resources used. If significant issues are identified in this area, candidates may be advised to retake the corresponding prerequisite modules.

Following the successful completion of the literature review and the passing of their QE exam, candidates will request a chair to lead their scholarly delivery committee. The chair will oversee and guide the candidate through the next phases of the research process, providing mentorship and appropriate support.

Continuation in the program is contingent upon passing the QE as outlined in the *QE Guidance Document*.

### Methodology/Empirical Study Proposal [EDLD 6000-2 SCHs (Year Two-Fall Semester)]

This EDLD 6000 enrollment will focus on the methodology section of the proposal. The first step of this process involves the assigning of a methodologist to the candidate. The candidate will collaborate closely with the methodologist and their committee chair to develop the method section of the study. Once the method section is completed, the candidate will complete a learning module that will address the Institutional Review Board (IRB) process, if required by their study.

*Checkpoint.* Upon completion of the method section of the study, the empirical study proposal should be sufficiently developed to present to the scholarly delivery committee for approval to proceed with the study. The committee is comprised of the chair, the content specialist, and the methodologist. Once this checkpoint has been successfully completed, the candidate will move forward with the IRB process, if appropriate for their study. All members of the candidate’s scholarly delivery committee will be listed in the IRB application, unless a member of the committee requests not to be listed.

### Data Collection and Analysis [EDLD 6000-2 SCHs (Year Three-Spring Semester)]

This EDLD 6000 enrollment will primarily concentrate on the collection and analysis of data. The candidate will commence the data collection process under the guidance of the chair and methodologist. Upon the completion of data collection procedures, the data analysis phase will be initiated.

*Checkpoint*.Chair and methodologist supervision.

### Results, Discussion, and Defense of Empirical Study [EDLD 6000-2 SCHs (Year Three-Summer)]

During this EDLD 6000 enrollment, the candidate will complete the findings, results, and discussion sections of their empirical study. The candidate will defend their empirical study before the scholarly delivery committee. The attendance and participation of non-voting faculty members not serving on the candidate’s SD committee and/or invited non-voting external practitioners are encouraged. The framework and rubric for the defense should encourage discussion and questioning beyond the specifics of the study being defended to allow the candidate to demonstrate a broader knowledge of the related subject matter.

*Checkpoint*.Scholarly delivery committee supervision and approval of defense.

### Submission for Publication [EDLD 6000-2 SCHs (Year Three-Fall Semester)]

During the final EDLD 6000 enrollment, the candidate will complete all Graduate School requirements before proceeding with the journal submission process.

Once the manuscript is successfully defended, the candidate and the scholarly delivery committee chair will determine what journals are compatible for possible publication. As a concluding scholarly deliverable, the manuscript must be submitted for publication by the candidate before graduation, under the guidance and direction of the scholarly delivery committee, with attribution of authorship to include the committee members who contributed meaningfully to the empirical study. Due to extenuating circumstances, the scholarly delivery committee by consensus of two members may recommend against submission for publication. In lieu of submission for journal publication or in addition to submission for journal publication, the candidate and committee may determine that an alternative scholarly outlet is appropriate, including but not limited to conference presentation or comparable professional venues. Additionally, the candidate and chair may collaborate in the submission of research grants supporting additional research.

*Checkpoint*. Scholarly delivery committee supervision and approval of manuscript.

## Scholarly Delivery Committee

Every doctoral student will formulate a scholarly delivery committee comprised of three voting faculty experts tasked with supporting the student in their research, writing, and completion of the scholarly delivery requirements in the Ed.D. program. Committees are comprised of a chairperson, content expert, and methodologist. The committee guides the student in fulfilling their scholarly delivery requirements and ensures the academic quality and integrity of the student’s work. The chairperson serves as the leader of the committee, the content expert provides subject matter expertise, and the methodologist ensures that sound research methodology is employed in the student’s empirical study.

### Committee Chairperson Assignments

During the fall semester of Year Two in the program that follows the successful QE attempt, a call for chair preferences will be issued by the Program Directors. When the call is issued, each candidate will be requested to rank-order their first, second, and third choices of [eligible faculty](https://www.wtamu.edu/academics/college-education-social-sciences/department-education/programs/edd/edd-core-faculty.html) to serve as chair of their scholarly delivery committee. Although every effort will be made to accommodate each student’s request, the program does not guarantee the appointment of every student’s first preference.

### Content Expert Committee Member Assignments

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Once chairpersons have been assigned, each student will meet with their assigned chair to discuss appropriate nominees to fulfill the content expert committee member role on their committee. While chairs have full discretion to guide this process, the best practice would be to establish and rank two or more contenders for the position. The student then assumes the responsibility for inviting the agreed-upon members to serve in the pre-determined order. Whether or not to serve is the prerogative of the faculty member; not all faculty members are eligible to serve.

### Methodologist Committee Member Assignments

At the chair’s discretion, the methodologist may be selected before or after the grading of the QE. While chairs have full discretion to guide this process, best practice would be to discuss with the student the anticipated methodological approach that is most appropriate for the forthcoming empirical research, discuss the strengths of each methodologist, and establish and rank order two or more contenders for the position. The student then assumes the responsibility for inviting the agreed upon methodologist in the pre-determined order to serve. The student will continue down the list until a nominee agrees to serve. Whether or not to serve is the prerogative of the faculty member; not all faculty members are eligible to serve.

***Award for Outstanding Scholarly Delivery***

Each May and December graduation, up to three awards for *Outstanding Scholarly Delivery* may be presented by the faculty to graduating candidates who have completed outstanding empirical studies. The program methodology faculty will submit up to three award recommendations to the Ed.D. faculty for approval. The award-winning student(s) will be announced at the program’s graduation reception.



*Rural Community Fellows 2024*

## Research Compliance

### Academic and Research Environmental Health and Safety

The Academic and Research Environmental Health and Safety (AR-EHS) program provides the necessary programmatic and activity-specific guidance to address applicable environmental protection, promote student, faculty, and staff safety and health requirements, and advance best management practices.

The AR-EHS program requires that each faculty and staff member (including paid graduate teaching and research assistants), complete the basic AR-EHS orientation, and appropriate activity-specific training. Supervisors and employees are encouraged to identify needed training and to request and complete the training.

The overall goal of the AR-EHS program is to support academic and research staff in providing a safe educational and research environment for students and staff, and to conduct all activities in accordance with all environmental regulations and laws. The cooperation and support of the AR faculty and staff are essential to the success of the program.

### Responsible Conduct of Research

The America COMPETES Act, signed into law in 2007, mandates training in the Responsible Conduct of Research (RCR; Section 7009). To meet these requirements, WTAMU uses the Collaborative Institutional Training Initiative (CITI) Program to provide training. New researchers should discuss this training requirement with their research supervisors before proceeding. All students awarded and accepting internal grants or research support funding from WTAMU (including Killgore Research Grants and President’s Summer Undergraduate Research Grants) must complete responsible conduct of research training. A review of the required materials and completion of the quizzes will take approximately 30-35 minutes per topic. Trainees do not have to complete the course all in one session. A minimum aggregate score of 80% is required to pass the RCR course. Once successfully completed, a refresher course is required annually.

### Institutional Review Board (IRB)

The IRB is charged with the protection of human subjects used in research at the

University by complying with regulations specified by the Office for Human Research

Protections (OHRP) that operates under the U.S. Department of Health and Human Services and with other ethical and professional standards. All individuals conducting or participating in human subjects research are required to submit proposals to the IRB for review and approval before engaging in any level or recruitment of data collection.

WTAMU requires all individuals conducting or participating in research projects (including faculty, staff, and students) that involve human subjects (or serving on the IRB committee) to complete training for the Protection of Human Subjects. This requirement is met by the successful completion of the online training module from the CITI website.

All individuals engaged in research involving human subjects must complete the CITI training modules and quizzes with a minimum score of 80%. Successful completion of the course is required, and the course may be repeated as necessary to achieve the 80% score. At the time of completion, a certificate can be printed by the trainee and must be submitted with each IRB submission. Electronic notification is also sent to the Office of Academic and Research Environmental Health and Safety (AR-EHS).

Individuals may exit and resume the training at any time. Once successfully completed, a refresher course is required every three (3) years. Researchers may return to the training modules to print a certificate at any time. Successful completion of the CITI modules is required before submission of an IRB proposal for the Protection of Human Subjects. Proposals will be reviewed only after the researcher has completed the CITI training.

# Ethics and Academic Integrity

Students and faculty bear the responsibility of maintaining academic integrity by refusing to participate in or tolerate academic dishonesty or any behavior that prevents University representatives or students from effectively furthering the mission of the University. Any act of academic dishonesty, including but not limited to improper acquisition or provision of information, plagiarism, conspiracy, fabrication of information, violation of program, departmental, college, graduate school, or University rules, and inappropriate multiple submissions of the same work as described in the [Code of Student Life](https://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf) and [WTAMU Rule 15.99.03.W1 Ethics in Research, Scholarship, and Creative Work: Research Misconduct,](https://www.wtamu.edu/webres/File/About/Administration/Rules/ethicsin-research-scholarship-andcreativework.pdf#ethics-research) will be dealt with seriously, and in accordance with the applicable rules, codes, and regulations.

## Use of Artificial Intelligence

Used appropriately and effectively as a tool to advance scholarly intent, artificial intelligence (AI) may facilitate and empower academic success. However, the use of AI presents risks of bias, misinformation, opportunities for unintentional plagiarism, and errors. The scholar must understand and evaluate these risks and avoid unintended consequences of relying on AI.

AI is generally permitted when used as a tool to assist with the following tasks:

Pre-writing. For example, to generate ideas, identify sources, collect samples, draft outlines, and synthesize text. The student must guide, verify, and draft their work product without substantive assistance from AI.

Drafting. For example, to aid writers in identifying and altering grammar, syntax, spelling, and punctuation. The use of AI is not permitted to draft written assignments, write sentences, paragraphs, or complete course assignments.

Faculty members may define what is an appropriate or an impermissible AI use in their courses and assignments. Students who are uncertain as to whether the use of a specific AI tool is permissible should consult with the appropriate faculty member or their scholarly delivery committee chair. Ed.D. program faculty members may use AI detection software to identify impermissible uses of AI and recommend disciplinary action for impermissible use.

Students are required to appropriately cite the use of AI tools in their research and academic writing. For guidance, see APA Style Blog. *How to cite* [*ChatGPT*](https://apastyle.apa.org/blog/how-to-cite-chatgpt).

**Dispute Resolution Guidelines**

The Ed.D. program is committed to providing a safe and productive learning environment for all students, faculty, and staff members. All parties bear the responsibility to conduct themselves in an ethical and professional manner at all times. Disputes are often resolved or avoided by maintaining good communication between parties. Students should first attempt to resolve issues informally between the parties to any dispute. In the event that a conflict is not resolved informally, the following guidelines should be followed.

1. The student should communicate with their scholarly delivery committee chair or committee member to obtain feedback and advice, discuss the issue(s), expectations, timelines, and formulate solutions.
2. In the event that the student’s concerns are not satisfactorily addressed by a committee member, the student should communicate with a Program Director to obtain feedback and advice.
3. In the event that the student’s concerns are not satisfactorily addressed by a Program Director, or if the student’s concerns are of a nature that the student would rather not discuss them with a Program Director or committee member, the student may communicate with the Associate Dean of the Graduate School who will counsel and, if necessary, mediate the issue(s). This communication should include a concise statement of the allegations, a summary of the informal attempts at resolution, and a suggested remedy.
4. If the problem remains unresolved, the student is advised to contact the Deaprtment of Education Head. This communication should include a concise statement of the allegations, a summary of the informal attempts at resolution, and a suggested remedy.
5. If efforts to resolve the conflict by the Department Head fail, a formal complaint or grievance may be filed pursuant to the University’s Complaint and Grievance Procedures ([*WTAMU Code of Student Life, Sections D and E*](https://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf)).

# Program Immersion Experience

As a program requirement, each Ed.D student is required to participate in an annual on-campus conference. The conference is generally offered during the summer and extends over two to three days in Amarillo and/or Canyon, Texas. Students are responsible for all travel costs. In addition to organized learning experiences relevant to students, time on campus allows for collaborative interactions between and among faculty, students, and cohorts. The dates for the annual on-campus conference are announced early in the spring semester. Students, who due to extraordinary circumstances cannot attend the summer conference, may apply to the Program Directors for approval to attend an alternative on-campus experience.



*July 2024 Ed.D. Summer Immersion Experience*

# Timelines and Graduation

Students may complete all coursework and scholarly delivery degree requirements in three (3) years, beginning coursework in the spring semester of Year One and graduating at the conclusion of the fall semester in Year Three. For those who may wish to progress at a slower pace, it is permissible to do so up to a maximum of 10 years in accordance with WTAMU Graduate School guidelines. Progress at a faster pace requires program approval.

Students must apply for graduation by the deadlines listed on the [Graduation](https://www.wtamu.edu/academics/graduate-school/current-students/graduate-school-graduation/index.html) page of the Graduate School website.

Table 5 provides a general overview of program milestones across the arc of the program. Detailed information concerning scholarly delivery milestones and requirements is available to enrolled students within the Ed.D. *Scholarly Delivery Tracking System*.

**Table 5**

*Ed.D. Program Milestones*

|  |  |
| --- | --- |
| **Program Year and Semester** | **Milestone** |
| September 15 | Application to Program Due |
| November 1 | Applicants Notified of Admission Decision |
| December 1 | Requests for Transfer Course Credit and/or  Competency-Based Course Credit Submitted |
| December | Individual Plan of Study Formulated |
| Year 1 - January | Initial Enrollment in Coursework |
| Year 1 – Fall | EDLD 6000  Scholarly Delivery Foundations I |
| Year 2 - Spring | EDLD 6000  Scholarly Delivery Foundations II |
| Year 2 - Summer | EDLD 6000  Literature Review  Qualifying Exam |
| Year 2 - Fall | EDLD 6000  Chair and Committee Selected  Empirical Study Proposal  IRB Proposal (if applicable) |
| Year 3 - Spring | EDLD 6000  Collect and Analyze Data |
| Year 3 - Summer | EDLD 6000  Draft Results and Discussion  Defend Empirical Study |
| Year 3 - Fall | EDLD 6000  Finalize Manuscript  Submit to Grad School & Cornette Library  Submit for Publication |
| Year 3 – December | Graduate with Doctor of Education Degree |



***Commencement Fall 2023***

**Program Completion**

The Ed.D. program is completed when the following criteria are met:

1. Successful completion of all coursework requirements, inclusive of 48 SCHs of coursework + 12 SCHs of EDLD 6000 for a total of 60 SCHs
2. Completion of required on-campus immersion experiences
3. Successful completion of a written qualifying exam
4. IRB approval for research (if required)
5. Successful defense of scholarly deliverable to the scholarly delivery committee in the final semester of the student’s program
6. Graduate School approved scholarly deliverable provided to the Cornette Library via VIREO upload (refer to the scholarly delivery guide)
7. Scholarly deliverable, submitted for publication or presentation in approved scholarly outlet

**Program Dismissal**

Students may be dismissed from the program for the following reasons:

* Overall GPA is below 3.00
* Qualifying exam does not earn a passing score after two attempts
* Two consecutive “Unsatisfactory” ratings from the annual progress review
* Student engages in any form of academic dishonesty
* Student is unable to satisfy scholarly delivery requirements
* Other serious violation(s) of relevant policies, procedures, or applicable law

# Resources and Support

## ADA Student Support/Disabilities Services

WTAMU seeks to provide reasonable accommodations for all qualified persons with disabilities. This University will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required, affording equal educational opportunity. It is the student’s responsibility to register with Student Disability Services (SDS) and to contact faculty members in a timely fashion to arrange for suitable accommodations. Contact Information: Student Success Center, CC 106, phone (806) 651-2335. Visit the [Office of Student Accessibility](https://www.wtamu.edu/student-support/student-accessibility/index.html) for more information.

## Diversity

Diversity is one of the assets of WTAMU. Our perspective of academic excellence specifically includes multiple aspects of diversity. Academic excellence results in part from opportunities to create, interact, and benefit from association with others. For further information, visit the WTAMU [Office of Engaged Citizenship.](https://www.wtamu.edu/about/diversity-inclusion/index.html)

## Military and Veteran Services

There are various educational benefits programs for service members and their dependents, and with our commitment to excellence, the aim is to continue to provide a quality education and improve the relationships we have with area veterans, active military, and dependents.

## Title IX

WTAMU is committed to providing a learning, working, and living environment that promotes personal integrity, civility, and mutual respect in an environment free of sexual misconduct and discrimination. Title IX makes it clear that violence and harassment based on sex and gender are Civil Rights offenses subject to the accountability and support applied to offenses against other protected categories such as race, national origin, etc. Harassment is not acceptable. If you or someone you know has been harassed or assaulted, you may find the appropriate resources here:

* WTAMU Title IX Coordinator – Old Sub 108, **or** call 806.651.3199
* WTAMU Counseling Services – Classroom Center 116, or call 806.651.2340
* WTAMU Police Department – 806.651.2300, or dial 911
* 24-hour Crisis Hotline – 800.273.8255, or 806.359.6699, or 800.692.4039

For more information, see the [WTAMU Code of Student Life.](http://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf)

# Complaints, Grievances, and Appeals

In most instances, if issues arise, students are encouraged to seek the lowest level of administrative resolution. When such resolution cannot be arrived at the program level (professor or Director), consult the [Code of Student Life](https://www.wtamu.edu/webres/File/Student%20Life/Code-of-Student-Life.pdf) for the appropriate routes for filing complaints, grievances, or appeals.

***Ed.D. Candidate Handbook Revised January 1, 2025.***