



STEPHEN F. AUSTIN STATE UNIVERSITY

Secondary Education and Educational Leadership

P. O. Box 13018, SFA Station * Nacogdoches, Texas 75962-3018

Office - (936) 468-2908 * FAX (936) 468-1573

MEMORANDUM

To: Doctor of Education (Ed. D.) Applicants
From: Doctoral Faculty in Educational Leadership
Re: Doctoral Program Application Process

Thank you for your interest in the doctoral program. As you may or may not know, our doctoral program was designed with an emphasis on the educational leader as scholar-practitioner. We are excited about the opportunity to work with individuals who are interested and committed to pursuing a doctorate in education with emphasis in educational leadership. The cohort design of the doctoral program will enable students and faculty alike to engage in doctoral studies as they learn together, with the idea that we are all part of a learning community.

As you move forward in your decision to be a part of the next doctoral cohort, please complete the required application materials and return to the appropriate office. If there is any assistance we can provide during the application process, please feel free to call our office. Enclosed you will find all the necessary materials and forms for completion and return. Before your application for admission to the program can be considered, we require:

1. Application to the Graduate School at this site:
https://www.applytexas.org/adappc/gen/c_start.WBX?s_logon_msg=Y
2. Official transcripts of all college/university credits
3. Completion of Master's Degree in Education or related field
4. Verbal and quantitative scores on the Graduate Record Examination (GRE). The GRE must be completed prior to application and the presented scores must be recent—within the last 10 years.
5. Application to the doctoral program.

6. Names, addresses, and telephone numbers of four references:
 - i. an immediate or past employer or supervisor, and/or
 - ii. a professional colleague, and/or
 - iii. a professor in graduate work, and/or
 - iv. a community member or personal reference
7. A current resume
8. A leadership profile (please see enclosed direction sheet).
9. **DEADLINE FOR APPLICATION:** February 15th and if openings remain, the final application deadline is April 15.

Review carefully all application materials and forms, completing each with all required information. The Leadership Profile as well as other professional information should be submitted in typewritten form.

Please return official transcript, and GRE scores to:

The Graduate School
Stephen F. Austin State University
P. O. Box 13024-SFA Station
Nacogdoches, TX 75962-3024

Please return the doctoral program application, list of references, current resume, and leadership profile to:

Doctoral Program Coordinator
Department of Secondary Education and Educational Leadership
Stephen F. Austin State University
P. O. Box 13018-SFA Station
Nacogdoches, TX 75962-3018

Note: All materials inclusive of transcripts and GRE scores (within the last 10 years) must be received prior to being considered for the program. Direct any questions related to the application process to the Doctoral Program Coordinator (Betty J. Alford, 936-468-2908 or balford@sfasu.edu), Department of Secondary Education and Educational Leadership. Again, thank you for your interest and we look forward to working with you in the future.



STEPHEN F. AUSTIN STATE UNIVERSITY

Secondary Education and Educational Leadership

APPLICATION FOR ADMISSION TO THE DOCTORAL PROGRAM

APPLICANT INFORMATION:

LAST NAME: FIRST NAME: MI: SOCIAL SECURITY NUMBER

MAILING ADDRESS:

CITY:

STATE:

ZIP CODE:

PHONE:

APPLICATION FOR RESEARCH ASSISTANTSHIP

The Educational Research Center has been established in conjunction with the doctoral program in Educational Leadership. This joint venture between SFA and K-12 educators in East Texas will enable practitioners and researchers to develop a collaborative program of school research. Toward this end, a limited number of research assistantships are available. Each assistantship will offer a stipend of \$20,000 per year and is renewable for up to a total of three years. The assistantship is a 12 month contract subject to SFA policy. Each assistantship recipient will be obligated to work twenty (20) hours per week and will therefore, need to be a full-time (Monday through Friday) doctoral student; classes will be taken on a schedule to be determined along with the other members of the cohort. This is a 12 month appointment with time of appointment provided after acceptance to the doctoral program. If you are interested in being considered for a research assistantship, please indicate below.

Yes, I am interested in being considered for a research assistantship.

Signature

Date

Doctor of Education in Educational Leadership

The Doctor of Education with emphasis in educational leadership is a terminal degree offered by the Department of Secondary Education and Educational Leadership in the College of Education. The degree program provides advanced preparation in educational leadership with a specific focus on the leader as a scholar-practitioner. It is designed as a cohort program to prepare leader-practitioners in advanced leadership. A Higher Education cognate is available through three elective courses and two internships as part of the program. Other cognates include superintendent, curriculum, and/or research courses.

Admission Requirements

■ How to apply:

Obtain necessary forms from the Department of Secondary Education and Educational Leadership and the Office of the Graduate School.

◆ Applicants must possess:

- a master's degree in a related field from an accredited college or university
- 3.5 (4.0 scale) average of course work completed for all graduate work
- a composite score in the range of 1,000 on the Verbal and Quantitative sections of the GRE (within the last **ten** years) and completed before the deadline for application

◆ Applicant must submit:

- all forms and credentials respectively to the Department of Secondary Educational Leadership and the Graduate School. The forms include the following:
 - Application online at https://www.applytexas.org/adappc/gen/c_start.WBX?s_logon_msg=Y (includes an application fee of \$25 to graduate school)
 - application to doctoral program (submitted to Secondary Education and Educational Leadership Department: Attention Program Coordinator)
 - a list of four references should be included as outlined in the application forms
 - a current resume
 - a leadership profile (see Leadership Profile guidelines)

An applicant from a foreign country must meet the same requirements for admission as a student from the United States. If any applicant's primary language is not English, the applicant must meet any requirements

set forth by the Doctoral Faculty Council and/or present satisfactory scores on the Test of English as a Foreign Language (TOEFL) as required.

◆ **Application procedures:**

- all materials completed within the deadline. (Phase I of process)
- doctoral faculty reviews all materials (Phase II of process)
- a pool of applicants is selected (Phase III of process): An applicant participates in an interview, gives a brief presentation, and completes a written experience which are conducted by members of the Doctoral Faculty Council
- doctoral Faculty Council assesses and selects cohort members (Phase IV of process)
- applicant accepts invitation, enters the degree program, and begins course work.

Program Structure

■ **Doctoral Research Committee**

After admission to the Doctor of Education with emphasis in educational leadership degree program, and within the first year of study, the Doctoral Program Coordinator will meet with the Doctoral Faculty Council to determine assignment of the individual student's doctoral advisor who will be a member of the Doctoral Faculty Council. Subsequent to the completion of the first year of study, the Doctoral Faculty Program Coordinator and Doctoral Faculty Council will review each individual student's progress. Following the review, a dissertation chair will be selected and appointed for each student.

■ **Cohort Membership**

The degree program is offered as a cohort design which precludes self-selection into any required course related to the program of study. All students granted admission to the degree program will be members of a cohort and must complete all course work as a member of the cohort for which they were admitted in the related academic year of admission. In the event of withdrawal from the cohort program by a student, and upon election by the student to seek reentry to the program, a student will submit a letter of request to the Doctoral Faculty Council for review and consideration for continuance in the degree program.

■ **Schedule of Classes**

Classes begin Summer I and extend through June and July with students taking two classes for the summer. The first class begins on Friday from noon to 4:00 p.m. with the second class from 4:30 p.m. to 8:30 p.m. One Saturday in June and one in July from 8:00 a.m. to 5:00 p.m. fulfills the remainder of the course time. All class sessions are on campus.

During fall and spring semesters of the first year, students fulfill the residency requirement by taking three core courses each semester. The classes are held approximately every other weekend throughout the term for a total of nine weekends. Sometimes two weekends in a row are needed to avoid a holiday or spring break. The first fall and spring semesters, classes are held from 4:30–8:30 p.m. on Friday evenings for one class, and from 8:00 a.m.–12:00 p.m. for one class on Saturday and from 1:00–5:00 for the next class. This is a cohort program so all students take these classes.

The second summer includes two classes, an internship class and synthesis class. The synthesis class meets five Saturdays during June and July from 8:00 a.m.–5:00 p.m. The internship class meets the Friday evening before the first and last synthesis class sessions from 5:00 to 8:00 p.m. One lunch session during the synthesis class is also held for the internship. The internship must not be the student's current job. Each student plans the internship in cooperation with his or her faculty advisor. It is suggested that the internship be used to help the student attain career goals.

The third summer session follows the same format of the second summer session.

The second fall and spring semesters include two classes per term. These classes meet approximately every other Saturday for nine sessions meeting from 8:00 a.m.–12:00 p.m. for one class and from 1:00–5:00 p.m. for the other. One class is a core class, and one class is an elective. If the student has already completed an elective that was accepted by the program, only one core course is taken each semester of the second fall and spring semesters and the third fall semester. The third fall semester marks the end of the onsite classes with the student completing a core class and an elective on Saturday approximately every other weekend for nine sessions from 8:00 a.m.–12:00 p.m. and from 1:00–5:00 p.m. The student may also elect to enroll in the dissertation class during the fall semester if the student is planning on May graduation. In the spring semester of the third year, the student is enrolled in dissertation hours. It is possible to graduate within three years. However,

some students take longer in the dissertation process. Faculty members are committed to supporting the student throughout the dissertation process.

■ Courses

The Doctor of Educational Leadership program is an advanced study in a cohort setting. A student must take a total of at least 66 semester hours of graduate course work and must demonstrate her/his successful completion of course work as a scholar-practitioner leader, as assessed jointly by the student and the Doctoral Faculty Council through a portfolio assessment process. Additionally, the student must present a dissertation which demonstrates the successful design, development, implementation, completion, and defense of an approved research study in educational leadership or a related area of educational study. The scope and breadth of the program originates from an emphasis on the leader as scholar-practitioner. The courses are as follows:

AED 601 Connecting Leadership Theory and Practice

A consideration of knowledge, skills, and understandings required for visionary leadership.

AED 602 Inquiring Into the Foundations of Ethics and Philosophy of School Leaders

A survey of major ethical and philosophical influences of importance for educational leadership.

AED 603 Exploring Contemporary and Emerging Paradigms of Educational Research

An introduction to issues in educational research related to leadership.

AED 604 Examining the Dynamics of Organizational and Human Interaction Within Educational Systems

An emphasis on research and the dynamic nature of school organizations as human activity systems.

AED 611 Bringing Critical Voice to the Design, Analysis, and Implementation of Educational Policy Identification

An analysis of the policy and the political influences which shape the direction of education.

AED 612 Conceptualizing Scholar–Practitioner Models of Leadership

An advanced study of leadership theory and practice through analysis of cross-disciplinary research and literature.

AED 613 Operationalizing the Dynamics of Change in Educational Systems

Research and study of the design, implementation, management, and evaluation of the change process.

AED 621 Examining Human Inquiry Systems

A study in comparing and contrasting philosophies and logic systems, which inform human inquiry and educational research.

AED 623 Designing Research Within Educational Settings

A study of qualitative and quantitative design logic inclusive of problem and question clarification, data gathering, and analysis techniques to support the dissertation.

AED 633 Investigating Cultural and Societal Patterns

A survey of local, state, national, and global conditions affecting schools.

AED 650 Synthesis Seminar I

Integrating, synthesizing, and evaluating the major concepts encountered in the courses preceding.

AED 651 Synthesis Seminar II

Advanced seminar. See preceding description.

AED 681 Internship

Field experiences that link theory, research, and practice.

AED 682 Developing the Dissertation Research Proposal

The design, development, and implementation of the dissertation research.

AED 699 Dissertation

Completion of individual dissertation. May be repeated.

■ **Synthesis of Leadership Knowledge**

Prior to advancement toward and admission to candidacy, the student must demonstrate competence in successful completion of both Synthesis Seminar I and II. In each case, the student's work in the synthesis seminars will be evaluated at the end of each seminar. Subsequent to completion of each synthesis seminar, the Doctoral Faculty Council will review each student's overall progress in the program and make a determination on advancement in the program. The student's portfolio will be a consideration point in this review. In the case of concern on the part of the Doctoral Faculty Council related to a student's progress, the Council will meet and determine an appropriate action as related to the student's case.

■ **Portfolio**

At intervals determined by the Doctoral Faculty Council, the student will present her/his portfolio for review as a work in progress and to demonstrate successful progress in the student's preparation as a scholar-practitioner leader. Prior to admission to candidacy, the student must present her/his completed leadership portfolio for review by the Doctoral Faculty Council. Evidence of the student's scholarship, research and inquiry skills, academic accomplishments, and growth as a scholar-practitioner leader will be included in the portfolio. Each portfolio will contain both student-selected and faculty-selected items with the primary emphasis placed on the student for self-selecting the evidence to be reviewed in support of her/his continuation in the degree program and admission to candidacy for the Doctor of Education with emphasis in educational leadership degree.

■ **Residency Requirement**

The residency requirement is assurance that the student has opportunities to benefit from the advantage of a university environment and is directly related to a student being an active member of the cohort program. The residency will build around the structure of the cohort program and afford opportunity for students to share in common experiences and develop as members of a professional learning community. The residency requirement is continuous enrolment in all course work as scheduled for the cohort program.

■ **Internship**

Field studies and internships are integral components of the program. Each student will be required to successfully complete two internship experiences. Each internship will be a field-oriented experience related to policy studies, practical inquiry, and authentic activities related to educational leadership. The student, and her/his

doctoral advisor, will work together in the design of each internship experience. The internship experience will be linked to the doctoral studies curriculum.

■ **Time Limit**

At the time of student's admission to candidacy, all completed course work included in her/his degree program must have been taken within the sequence of courses for the cohort group. If the degree is not completed within three years after his admission to candidacy, the candidate's work is subject each semester thereafter to a review by the Dissertation Research Committee and/or Doctoral Faculty Council, at which time a recommendation will be made concerning any new requirements adopted in the interim, additional course work, or termination of candidacy.

■ **Interim Examinations**

The Doctoral Faculty Council and the Doctoral Research Committee retains the discretionary right to administer interim, cumulative, or other types of examination at any time during the degree program.

■ **Admission to Candidacy**

After the student has successfully completed all required course work filed with the Associate Vice President for Graduate Studies and Research, a formal review of her/his leadership portfolio by the Doctoral Faculty Council, a dissertation proposal approved by her/his Doctoral Research Committee, and the Dissertation Research Committee has formally recommended her/him for admission to candidacy, the Associate Vice President for Graduate Studies and Research will notify the student of her/his admission to candidacy for the Doctor of Education with emphasis in educational leadership degree. The student must have been admitted to candidacy at least four months before her/his degree is conferred.

■ **Dissertation and Final Defense**

Required of every candidate for the Doctor of Education with emphasis in educational leadership degree, the dissertation is a significant contribution of research which reflects the beliefs undergirding the degree program of the leader as scholar-practitioner, responsible and disciplined inquiry in the candidate's major area of study, and an authentic contribution to scholarship. The format of the dissertation must be acceptable to the Graduate School.

Educational Research Center: Supporting Faculty and Student Inquiry

■ Center Purpose

The purpose of the Educational Research Center (ERC) is to provide strong support and direction for faculty in the College of Education so that established and emergent teams of faculty researchers, in collaboration with educators in the field, will design and carry out small, medium, and large scale funded research to realize the function(s) of the Center.

■ Center Mission

The mission of the ERC is to facilitate student and faculty research on topics in educational administration and leadership in East Texas schools, and in the larger regional, state, and national arenas. Implicit in this mission is the study of how administration and leadership can be changed to increase the opportunities and capacities of East Texas schools to provide optimal learning experiences that enable all students to engage in meaningful and productive pursuits in our society. The program of research and development will seek to identify research foci within the College of Education related to research faculty who are committed to support the ERC's research program. The research strengths of faculty will lend to the integrity and coherent structure of the program.

Stephen F. Austin State University
Department of Secondary Education and Educational Leadership

LEADERSHIP PROFILE

This profile is to accompany the application to the Doctoral Program in Educational Leadership. The leadership profile consists of four dimensions including: 1) a retrospective view of the applicant's leadership experiences over time and across some specific areas (see leadership experience categories listed below); 2) a brief autobiographical sketch of the applicant which should speak to her/his life and acquaint the reader with personal and professional background or history; 3) a statement of professional goals; and 4) a review of the applicant's professional growth and development activities over the past 3-5 years which may include formal education at the graduate and undergraduate level, staff or professional development, technical training, professional presentations, etc.

The applicant should reflect on the four dimensions of the profile, selecting a presentation format best suited to her/his style of writing and communication. The profile should convey a personal and professional history that assists the Doctoral Faculty in beginning to know the person who is applying to the doctoral program. To this end, there is no preferred format nor structure. Please use a typewriter or word processor in the preparation of the profile and submit the document in conjunction with the Doctoral Program Application form. In preparing the profile, applicants should prepare the text in double-space format with an approximate upper limit of fifteen pages.

LEADERSHIP EXPERIENCE CATEGORIES

Childhood and Youth. Could include but not limited to such experiences as school, scouting, church, youth groups, etc. should reflect up through high school years.

College and University Years. Could include but not limited to such experiences as class, department, college, campus, etc. and which might exemplify either a formal or informal leadership role. Reflect both undergraduate and graduate education experiences.

Government Service. Could include but not limited to such experiences as armed forces, reserves, peace Corp, VISTA, Coast Guard, attaché or liaison, delegate, etc. Reflect both prior and current service.

Community and Civic Service. Could include but not limited to such experiences as Lions Club, Rotary, Women's League, and city or community councils, volunteer work. Big Brother or Sister, YMCA, etc.

Employment or Professional Experiences. Could include but not limited to such experiences as administration, chairperson positions, special assignments, project directorship, and committee positions, etc.

Professional Organizations. Could include but not limited to such experiences as chairperson, officer, committee member, delegate, etc. at the local, state, regional, national, international levels. Experiences might also include those directly related to professional colleagues and peers and the applicant's work in leading efforts of collaborative or collegial nature.