

University of Houston Clear Lake
Characteristics of Texas Public Doctoral Programs
Doctor of Education in Educational Leadership
December 1, 2018

| | | | | |
|--|--------------------|------------|------------|-----------|
| Number of Doctoral Degrees Awarded | 2015-2016 | 2016-2017 | 2017-2018 | |
| | 13 | 17 | 24 | |
| The number of doctoral degrees awarded for each of the 3 most recent years. | | | | |
| Graduation Rates (By Cohort) | 2007-2008* | 2008-2009* | 2009-2010* | |
| | 85.7* | 80.4* | 81.8* | |
| <p>The percentage of doctoral students who graduated within 10 years for each of the 3 most recent years. Graduation rates are based on the methodology used in the Accountability System, which uses CBM001 data to identify students beginning a program at a specified time and uses CBM009 data.</p> <p>*Note The last two cohorts have not yet reached their 10-year anniversary as of date of this report. These figures will likely increase as the cohorts reach this threshold.</p> | | | | |
| Average Time to Degree (in years) | 2015-2016 | 2016-2017 | 2017-2018 | |
| | 3.82 | 4.27 | 3.43 | |
| The average of graduates' time to degree for each of the most recent 3 years. For each academic year, "time to degree" is defined as beginning the year students matriculated with a doctoral degree objective until the year they graduated. | | | | |
| Employment Profile | Employment Status | 2015-2016 | 2016-2017 | 2017-2018 |
| | Employed | 100% (13) | 100% (17) | 100% (24) |
| | Seeking Employment | | | |
| | Unknown | | | |
| The number and percentage of graduates employed in their field within one year of graduation, those still seeking employment, and unknown for each of the 3 most recent years. Employment includes full-time self-employment, private practice, residency, fellowship, and other opportunities for further training or education. | | | | |

Admissions Criteria

The current requirements are summarized here:

Résumé

Master's Degree from an Accredited Institution

A combined score of 297 on the Verbal and Quantitative portions of the Graduate Record Examination. (GRE) and a minimum score of 4.0 on the Analytical Writing portion of the GRE. The GRE must have been taken within the last five years. In the application process for the Doctoral Program in Educational Leadership, applicants have the option of providing a writing sample, where the writing activity is proctored at UHCL, in lieu of the GRE.

Letter of Intent - The Letter of Intent, not to exceed 1000 words, should explain why you wish to pursue doctoral-level work in Educational Leadership. Discuss the following topics: your career goals; your research interests as they relate to education; how the program will help you meet your career goals and pursue your research interests. You should also discuss your scholarly and professional accomplishments and your prior work experiences that relate to your interest in, and aptitude for, the graduate program. Focus on your future and how the degree will help you accomplish your long-term goals. Please do not include how you got into the field of education.

Three reference forms - At least one reference must be from a supervisor or other administrator familiar with the applicant's work. If possible, at least one of the Reference Forms should be from a professor involved in the applicant's master's program.

A statement made by the applicant's employer indicating support of the applicant's pursuit of the Ed.D. and willingness to allow Ed.D. fieldwork within the organization should the applicant be admitted to the program. This support must include a degree of work schedule flexibility in order to attend classes and conduct research.

A complete description can be found at:

<https://www.uhcl.edu/academics/degrees/educational-leadership-edd>

| | | | |
|---------------------|-----------|-----------|-----------|
| Core Faculty | 2015-2016 | 2016-2017 | 2017-2018 |
| | 15 | 11 | 8 |

The number of core faculty for each of the 3 most recent years. "Core faculty" is defined as appropriately credentialed individuals' integral to the doctoral program, such as those who teach courses, mentor students, or serve on dissertation committees.

| | | | |
|--------------------------------|-----------|-----------|-----------|
| Core Faculty Activities | 2015-2016 | 2016-2017 | 2017-2018 |
| | 86 (.80) | 1.0 (1.6) | 1.0 (1.0) |

The average number of discipline-related refereed papers/publications, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per core faculty member for each of the 3 most recent years.

*Note: Items in parentheses are for secondary, tertiary, etc. authors.

| | | | | |
|-------------------------------------|------------------------|-------------|-----------|-----------|
| Core Faculty External Grants | | 2015-2016 | 2016-2017 | 2017-2018 |
| | Number | 9 | 4 | 3 |
| | Total Amount of Awards | \$1,158,430 | \$52,188 | \$143,200 |
| | Average | \$128,714 | \$13,047 | \$47,733 |

The number of core faculty receiving external funds, average external funds per core faculty member, and total external funds per program for each of the 3 most recent years. Include all external funds received by core faculty and reported as expenditures from any source, including research grants, training grants, gifts from foundations, etc.

| | | | | | | | |
|--------------------------|------------------------|-----------|---|-----------|---|-----------|---|
| Faculty Diversity | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
| | Ethnicity | F | M | F | M | F | M |
| | White | 9 | 3 | 6 | 2 | 3 | 3 |
| | Hispanic | 1 | 1 | 1 | 1 | | 1 |
| | African-American | | 1 | | 1 | | 1 |
| | Asian | | | | | | |
| | American-Indian | | | | | | |
| | Alaskan Native | | | | | | |
| | International | | | | | | |
| | Unknown | | | | | | |
| | Native Hawaiian | | | | | | |
| | Other Pacific Islander | | | | | | |

The number of core faculty by gender and ethnicity for each of the 3 most recent years.

| Student Diversity | | 2015-2016 | | 2016-2017 | | 2017-2018 | |
|--------------------------|------------------------------|-----------|----|-----------|---|-----------|---|
| | Ethnicity | F | M | F | M | F | M |
| | White | 37 | 10 | 30 | 9 | 25 | 8 |
| | Hispanic | 22 | 9 | 17 | 7 | 13 | 6 |
| | African-American | 18 | 5 | 16 | 5 | 12 | 5 |
| | Asian | 1 | 1 | 1 | 1 | | |
| | American-Indian | | | | | | |
| | Alaskan Native | | | | | | |
| | International | | | | | | |
| | Unknown | | | 1 | 1 | 1 | 1 |
| | Nat. Hawaiian/Other Pac. Is. | 2 | 1 | 2 | 1 | 2 | 2 |

The number of students by gender and ethnicity for each of the 3 most recent years.

External Program Accreditation

The University is accredited through the Southern Association of Schools and Colleges who last visited the campus in November 2007, to review the EdD in Educational leadership.

The University was last visited for SACS accreditation in April 2012.

The College of Education has been accredited through CAEP (NCATE) with the last reaccreditation granted in 2014.

| Student-Core Faculty ratio | 2015-2016 | 2016-2017 | 2017-2018 |
|-----------------------------------|-----------|-----------|-----------|
| | 15.0* | 13.0* | 17.0* |

The number of full-time student equivalents divided by the number of full-time faculty equivalents of core faculty for each of the 3 most recent years.

*Note: These data are different than past reports due to changes in calculation methodology.

Date of Last External Program Review

NA: Program will be reviewed 2018-2019

| | | | |
|--|-----------|-----------|-----------|
| Average Tuition and Fees to Complete the Degree | 2015-2016 | 2016-2017 | 2017-2018 |
| | \$33,341 | \$37,269 | \$35,868 |

The combined annual tuition and program-specific fees multiplied by the average number of years that graduates took to complete the degree for each of the 3 most recent years.

*Note: This figure does not include any scholarships, teaching assignments, or grants that the candidates may receive, nor does it include any optional fees.

| | | | |
|---|-----------|-----------|-----------|
| Students Passing Licensure Exams | 2015-2016 | 2016-2017 | 2017-2018 |
| | 5* | 2* | 5* |

The number and percentage of students in the cohort passing licensure exams *for each of the 3 most recent years*. Include both first-time and repeat test takers. If there is no relevant licensure exam for the discipline, write "not applicable."

*Note: Students have the option of taking the "Superintendent" Exam at the completion of the degree, but very few will do so. The purpose of the program is to produce highly qualified administrators for all levels of educational institutions.

The superintendent certification plan requires the completion of 15 hours of specified coursework after successfully completing the principal certification plan. The Superintendent Certification Program coursework can be found on the UHCL College of Education Website: <https://catalog.uhcl.edu/current/graduate/degrees-and-programs/doctoral/educational-leadership-edd>. A passing score on the Superintendent state assessment is required prior to recommendation for this certificate.