

Student: _____

Doctoral Research Competency Plan: Educational Leadership

The doctoral research competency requirement is designed to promote meaningful and continuous study in research and scholarship by planning for intellectual growth, professional development, and regular interaction between doctoral students and faculty members. Doctoral students will develop their research competency plans with their initial advisor upon completing the first 12 credits of the doctoral program. This form will be due to the doctoral secretary at that time for approval by the doctoral director.

The research competency requirements can be met in several ways by completing the following activities. Please check the box for each competency that has been met. Give a brief description of supporting evidence for how the requirements for each competency were fulfilled.

- Attended a doctoral dissertation proposal defense prior to beginning your own dissertation (Name of Student and date) _____

- Attended a doctoral dissertation defense prior to beginning your own dissertation (Name of Student and date) _____

- Plan, organize, and facilitate a workshop, conference, or professional meeting (e.g., SHSU Graduate Research Exchange, Symposium on Higher Education Leadership)

- Serve as a reviewer for the SHSU *Graduate Journal* or other journal

- Present a research paper at a national or regional peer-reviewed conference

- Submit a faculty-reviewed research article (sole author or co-author with a faculty member) to a peer-reviewed Tier 1 or Tier 2 professional journal

- Apply administrative theory to the instructional leadership function

- Set goals, assign responsibilities, and verify how well resources are allocated and utilized for instructional improvement

- Plan and administer the curriculum of a school system (i.e., P-16)

- Use appropriate communication and interpersonal skills in consultation, counseling, and evaluation

- Interpret the relationships among federal, state, and local education agencies and the laws applicable to the administration of schools (i.e., P-16)

- Incorporate management functions as a basic tool in administering special programs for special populations

- Design educational research and interpret the results

- Apply data to educational processing capabilities and leadership functions

- Co-teach or serve as an instructor (assistant) in a university course for one semester [Optional. This activity is for students who are interested in teaching in higher education upon completion of the program.]

Initial Plan

Student: _____ Date: _____
 Doctoral Adviser: _____ Date: _____

Completion of Plan

Student: _____ Date: _____
 Doctoral Adviser: _____ Date: _____