This program prepares educational leaders, policymakers and researchers to facilitate educational improvement in local, state, national and international contexts.
Why choose Texas State?
Recognized by the University Council for Educational Administration (UCEA) as a national model for creating equity-oriented leaders, the program emphasizes the improvement of PK–12 teaching and learning through the development of systems-level processes and structures and prioritizes educational leadership as a practice integrating school and community contexts.

The program brings together students with diverse backgrounds, experiences, perspectives and professional goals to study with nationally recognized faculty who collaborate with students on research projects, publications and conference presentations.

Course Work
The program takes an interdisciplinary approach to educating equity-oriented scholar-practitioners who view education through a variety of lenses. Students have the opportunity to incorporate international research into course work.

Students are admitted as a cohort that begins in the fall semester of each year. All classes are offered in the evenings or on weekends for the convenience of working professionals. The program consists of 51 hours of course work and 12 hours of dissertation for a total of 63 hours.

» 18 hours of core (foundational) courses
» 12 hours of major (school improvement) courses
» nine hours of doctoral electives
» three hours of dissertation proposal development
» nine hours of research courses
» 12 (minimum) hours of dissertation courses
Department Mission

The school improvement doctoral program is designed for professionals in a variety of educational roles who wish to develop and enhance their capacity for facilitating ongoing educational improvement. The program offers the opportunity to conduct research to inform practice and to prepare educational practitioners.

The program develops skills in the following areas:

» transformational school leadership
» culturally responsive leadership
» professional development
» curriculum development and instructional improvement
» improvement of student assessment
» educational philosophies and educational research with both qualitative and quantitative methodologies

Related Programs

» Superintendent Certification
» Principal Certification
Faculty
Faculty members are experienced P-12 teachers, administrators and researchers. This practical background enables the professors to demonstrate to students the manner by which ideas, techniques and policy studies may be applied in a school setting. The faculty is actively engaged in professional organizations at state and national levels. They also serve as consultants to numerous school districts in personnel searches, facility studies, curriculum projects, staff development and professional organization accreditation studies.

Career Options
Doctoral students in this program may be preparing for roles including:

» superintendent
» principal
» assistant principal
» university professor
» department chair or team leader
» instructional supervisor
» curriculum coordinator
» educational researcher
» school district administrator
» staff developer
» government agency administrator
» educational nonprofit administrator
» educational consultant
Important Deadlines*

**Admissions**
Fall: February 1  
Spring: No admission  
Summer: No admission

**Funding: Scholarships, Fellowships and Assistantships**
For scholarship, fellowship or assistantship information, review our web page: gradcollege.txstate.edu/funding

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How to Apply
For information regarding admission requirements and submission instructions, please visit: gradcollege.txstate.edu/apply

*International applicants can view specific deadlines and requirements at: gradcollege.txstate.edu/international

For information on deadlines, admission requirements and funding, visit: gradcollege.txstate.edu/programs/school-improvement-phd
The school improvement program was a life-changing experience. The professors’ genuine mentorship provided me with the resources and networks to navigate academia and be successful as an assistant professor.

– Dr. Juan Nino, Assistant Professor at University of Texas at San Antonio

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