

Handbook for Ed.D. Students



EAHR,
Meeting students where
they are:
online, in the classroom,
& out in the field.



TEXAS A&M UNIVERSITY

Educational Administration &
Human Resource Development

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Purpose of Handbook

This handbook has been developed to serve as a reference source that provides basic information about the Ed.D. program in the Department of Educational Administration and Human Resource Development (EAHR). The information contained in the handbook is compiled from several documents from various university sources. This handbook should always be used as a supplement to the following university publications:

- Texas A&M Graduate Catalog (<http://catalog.tamu.edu>);
- University's Student Rules (<http://student-rules.tamu.edu>);
- Thesis and Dissertation Services (<https://grad.tamu.edu/academics/academic-success-resources/thesis-dissertation-services>);
- Office of Graduate and Professional Studies (<https://grad.tamu.edu/>);
- Texas A&M Academic Calendar (<https://registrar.tamu.edu/Catalogs,-Policies,-Procedures/Academic-Calendar>);
- Institutional Review Board (IRB) (<https://rcb.tamu.edu/humansubjects>).

Please note that although we have done our best to provide accurate information, this is a living document. Items contained here may change as requirements change at the department (where requirements may exceed university requirements), college, and university levels. Please refer to the Graduate Advisors for the most up to date information. The following information is accurate as of the publication date January 26, 2021.

DEPARTMENT INFORMATION AND CONTACTS

EAHR
DEPARTMENT

SECTION CONTENTS

Degree Programs & Areas of
Specialization
Administrative Staff
Program Chairs and Leaders

EAHR Ed.D. Handbook

Department Information and Contacts

The below listed items are discussed in detail on the following pages:

- **Degree Programs and Areas of Specialization**
 - Table of Degree Programs and Areas of Specialization
- **Administrative Staff**
 - Administrative Responsibilities Graphic
 - Administrative Personnel Contact Information
- **Program Chairs and Leaders**
 - Program Chair and Leader Responsibilities Graphic
 - Program Chair and Leader Contact Information

Department Information and Contacts

The Department of Educational Administration and Human Resource Development (EAHR) develops educational leaders and improves practice through teaching, research and service in the areas of public school administration, human resource development, higher education administration, adult education and student affairs administration. Statewide and nationally, EAHR graduates, faculty and staff play major roles in the education of children and adults.

Degree Programs and Areas of Specialization

As one of four departments in the College of Education and Human Development, EAHR is currently home to about 380 undergraduate students, 392 graduate students, 22 faculty and 22 staff. The official department website can be found at the following website, (<https://eahr.tamu.edu/>).

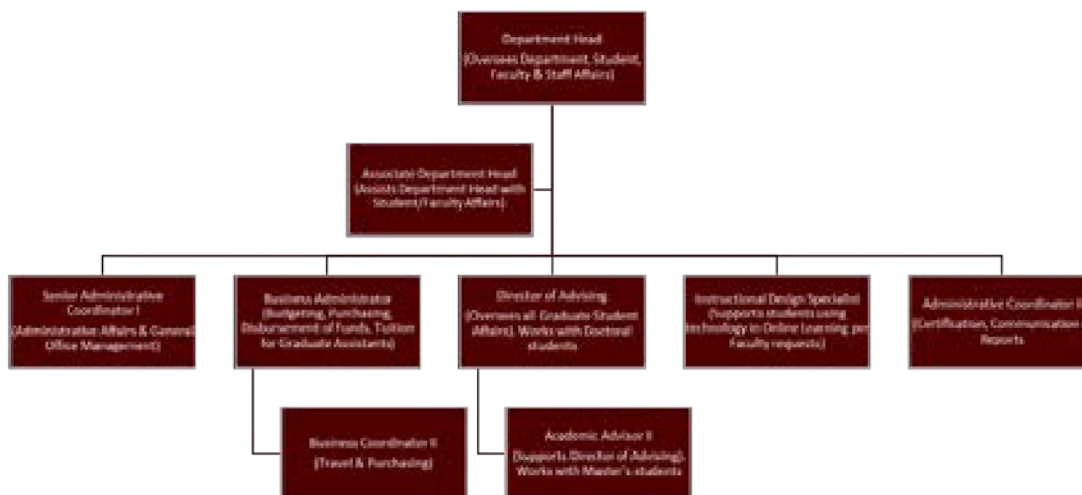
The department houses four majors, Educational Administration, Educational Human Resource Development, Technology Management (undergraduate) and Human Resource Development (undergraduate) with a variety of degrees and areas of specializations under each.

Doctoral Degrees Programs and Areas of Specialization*	
Graduate EDAD	Graduate EHRD
Ed.D. in Educational Administration, PK-12 Educational Leadership	Ph.D. in Educational Human Resource Development, Adult Education area of specialization
Ph.D. in Educational Administration, PK-12 Educational Leadership area of specialization	Ph.D. in Educational Human Resource Development, Human Resource Development area of specialization
Ph.D. in Educational Administration, Higher Education Administration area of specialization	

*Note that areas of specialization are not officially recognized by the university.

Administrative Staff

The below flow chart can assist students in better understanding which departmental staff to contact regarding student affairs/issues. This graphic is not a comprehensive listing of staff duties and responsibilities, only a listing of areas that staff can assist students navigate. Contact information can be found below.

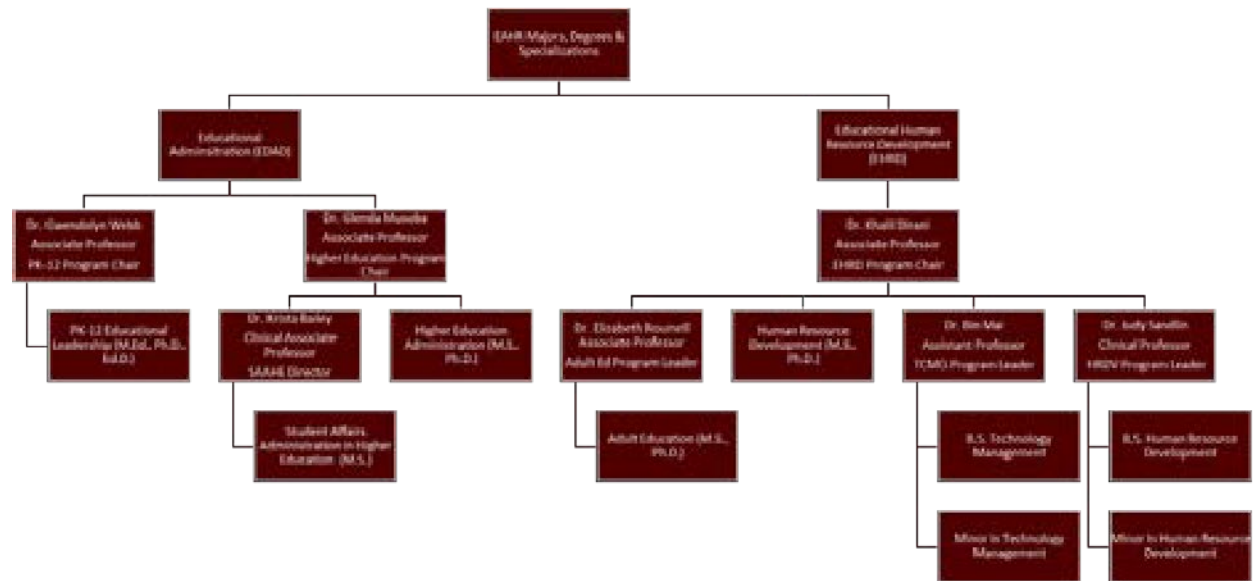


Administrative Contact Information

Name	Title	Email
Torres, Mario	Professor and Department Head	mstorres@tamu.edu
Madsen, Jean	Professor and Associate Department Head	jamadsen@tamu.edu
Shelfer, Marie	Senior Administrative Coordinator I	shelfer@tamu.edu
Sassano, Susan	Business Administrator I	ssassano@tamu.edu
Reynolds, Terica	Business Coordinator II	tsreynolds@tamu.edu
Smith, Kerri	Director of Academic Advising	krsmith@tamu.edu
Cima, Devyn	Academic Advisor II	devyn.cima@tamu.edu
Liu, Jere	Instructional Design Specialist	liu@tamu.edu
Kuhlmann, Melissa	Administrative Coordinator II	mkuhlmann@tamu.edu

Program Chairs and Leaders

The below graphic visually displays the program chairs, their titles and associated programs. Contact information can be found below.



Program Chair Contact Information

Name	Title	Program Area	Email
Dirani, Khalil	Associate Professor	EHRD - Program Chair, HRD	dirani@tamu.edu
Musoba, Glenda	Associate Professor	EDAD - Program Chair, Higher Ed Administration	glenda.musoba@tamu.edu
Roumell, Elizabeth	Associate Professor	EHRD - Program Leader, Adult Ed	earoumell@tamu.edu
Webb, Gwendolyn	Associate Professor	EDAD - Educational Leadership	gwebbj@tamu.edu

A complete listing of graduate faculty by program area, including each member's research interests and methodology, is found in the appendix on page 67. This listing only includes faculty eligible to serve on graduate committees.



UNIVERSITY REQUIREMENTS

EAHR DEPARTMENT

SECTION CONTENTS

Residence Requirements
Grade Point Average
Student Rules
Attendance/Absences
Academic Integrity
Scholastic Dishonesty
Respect & Dignity

University Requirements

The below listed items are discussed in detail on the following pages:

- **Residence Requirements**
- **Grade Point Averages**
- **Student Rules**
- **Attendance/Absences**
- **Academic Integrity**
- **Scholastic Dishonesty**
- **Respect & Dignity**

University Requirements

Residence Requirements

A major purpose of the residence requirements, for graduate degrees, is to ensure that the student has an opportunity to benefit from the advantages of a university environment. These advantages include accessibility of library, laboratory and other physical facilities, and also the opportunity to participate in seminars and a variety of cultural activities. Equally important to the graduate student are the advantages of becoming acquainted with the faculty and other students on a personal and a professional basis.

A student “in residence” is expected to devote most of one’s time and energy to graduate studies under the direction of the student’s advisory committee chair and the advisory committee. Another major purpose of the residence requirements for graduate degrees is to ensure that the faculty has the opportunity to properly evaluate the student and one’s development, to guide and direct one’s studies, and to determine competency.

Grade Point Averages

To be considered in good standing with the Graduate and Professional School, all graduate students must maintain a minimum 3.0 grade point average (GPA) during their degree programs. Two (2) calculations are considered in this GPA requirement: Coursework applied towards your degree plan and coursework you have taken. Any student who falls below the 3.0 GPA requirement will receive a notice from the department head.

Student Rules

Each student has the responsibility to be fully acquainted with and to comply with the Texas A&M University Student Rules. More specific rules, information, and procedures may be found in various publications pertaining to each particular service or department. When available, links have been provided to the appropriate websites. The Texas A&M University Student Rules are broken down into three sections, with additional information provided in the appendices:

- [Part I: Academic Rules](#) (Rules 1 – 22 & 61)
- [Part II: Student Life Rules](#) (Rules 23 – 44)
- [Part III: Student Grievance Procedures](#) (Rules 45 – 60)

Attendance/Absences

Students must read through and agree to Student Rule 7 and 49

- Student Rule 7 can be found at the following link, <https://student-rules.tamu.edu/rule07/>
- Student Rule 49 can be found at the following link, <https://student-rules.tamu.edu/rule49/>

More details are found in the appendix beginning on page 61.

Academic Integrity

Academic integrity is an essential force in the academic life of a university. It enhances the quality of education and celebrates the genuine achievements of others. It is, without reservation, a responsibility of all members of the Texas A&M University community to actively promote academic integrity. Apathy or acquiescence in the presence of academic dishonesty is not a neutral act—failure to confront and deter it will reinforce, perpetuate, and enlarge the scope of such misconduct.

As such, a primary responsibility assumed by Texas A&M students is to promote the ideals of the Aggie Code of Honor (<https://aggiehonor.tamu.edu/Rules-and-Procedures/Rules/Honor-System-Rules>). Various methods of encouraging integrity exist, such as setting an example for new students, education through student organizations, and student-to-student moral suasion. Students have the responsibility to confront their peers engaging in compromising situations, and if unsuccessful, to report the matter to the Aggie Honor System Office. Self-reporting is encouraged and may be considered a mitigating circumstance in the sanctioning phase of a particular case.

Instructors are expected to take proactive steps to promote academic integrity. All syllabi shall contain a section that states the Aggie Honor Code and refers the student to the Aggie Honor System Rules and Procedures on the web. Instructors should have an open discussion about academic integrity with students in their courses early in the semester. Instructors and staff share in the responsibility and authority to challenge and make known acts that violate the Aggie Code of Honor. Additionally, instructors are expected to adhere to the policy pertaining to the reporting and adjudication of violations of the Aggie Code of Honor. Initiating formal procedures is a necessary and obligatory component of this shared responsibility.

Collaboration and sharing information are characteristics of academic communities. These become violations when they involve dishonesty or are used in ways that give a student an unfair advantage. Instructors shall make clear to students their expectations about collaboration and information sharing. Students should seek clarification when in doubt. While Texas A&M values and affirms all cultures, it is important to recognize that only one standard of academic integrity will be tolerated; this is the Aggie Code of Honor.

If the alleged misconduct meets the definition of “misconduct in research or scholarship” under [System Regulation 15.99.03 - Ethics in Research and Scholarship](#) and relates to federally funded research, either by an active federal research project or the use of data that was compiled in whole or in part with federal funds the procedures set out 15.99.03 and [University Rule 15.99.03.M1 - Responsible Conduct in Research and Scholarship](#) will apply.

Scholastic Dishonesty

Students in EAHR are expected to maintain the highest degree of integrity and ethics during their academic program. Plagiarism, fabrication of information, acquiring information regarding exams, etc., will not be tolerated. Students should become familiar with the TAMU Student Rules regarding their rights and responsibilities (<http://student-rules.tamu.edu/>).

Respect & Dignity

The Aggie Code of Honor is an effort to unify the aims of all Texas A&M students toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.

DEPARTMENT RESOURCES & EXPECTATIONS

EAHR
DEPARTMENT

SECTION CONTENTS

Roles and Responsibilities
Student Responsibilities -
Progress to Degree
Guidelines for Completing Your Ed.D.
Degree
Certification
Process/Policies
G.R.A.B.
Department Expectations

Department Resources & Expectations

The below listed items are discussed in detail on the following pages:

- **Roles and Responsibilities of Advisors**
 - Types of Advisors
 - Faculty Advisor
 - Record of Study Chairs
 - Graduate Advisors
- **Student Responsibilities-Progress to Degree**
- **Guidelines for Completing Your Ed.D. Degree**
- **Superintendent Certification Process Requirements**
- **Certification Policies**
- **Graduate Representative Advisory Board (GRAB)**
- **Department Expectations**
 - Citation Standard
 - Distance Education Policy
 - EAHR Excess Research Hour Policy

Department Resources & Expectations

Roles and Responsibilities of Advisors

From admission to completion, the entire EAHR community strives to make readily available the guidance and support needed for students to realize their short and long-term academic goals. Although every student is formally assigned a Graduate Advisor, it is important to keep in mind advising often becomes a collective responsibility shared by many within and outside the department. As you proceed through the program, you may find yourself seeking various types of information from faculty, graduate advisors, staff members, and your peers. This collective approach to advising is both normal and encouraged.

With regard to academic matters, your first point of contact should always be your assigned Faculty Advisor (Your Faculty Advisor's contact information is on your admissions letter). Faculty Advisors, because of their academic training, are uniquely qualified to provide expert academic guidance and should serve as the primary point of inquiry in areas such as course selection relative to your scholarly interests, dissertation design, and other academically related matters.

Graduate Advisors are on hand to lend valuable assistance in all logistics germane to the administrative processes from admissions to degree completion.

Types of Advisors for Ed.D. Students

Graduate Advisor Years 1-6	Faculty Advisor Years 1-3	Record of Study Chair Years 3-6
<ul style="list-style-type: none">• Advises you on administrative processes that take place outside the classroom• *Assists you with course availability and registration• Serves as the liason between the department and the Graduate and Professional School.	<ul style="list-style-type: none">• Advises you on course selection and degree plans• Assists you with research & teaching opportunities• Helps you identify & achieve career and academic goals	<ul style="list-style-type: none">• Advises and guides you from the prospectus stage through the final defense of the record of study• Assumes all responsibilities of the Faculty Advisor

*Although Graduate Advisors can assist with course availability, Faculty Advisors are the first point of contact for course availability as it pertains to future course offerings.

Faculty Advisor

Upon admission into the graduate program, each student is assigned a Faculty Advisor. This information is found on your admission letter and email. Your Faculty Advisor will advise you on course selection and respond to the questions you may have during your graduate study. Please be assured this in no way restricts your subsequent negotiation with any of the faculty in the department to serve as Chair of your graduate committee. Students may continue to work with the Faculty Advisor beyond Year 1, for the duration of the program as a Record of Study Chair or member of the Committee.

Students are expected to contact their Faculty Advisor each semester, prior to registration, to discuss progress to degree completion, research avenues, IRB protocols, and program requirements. (This coaching and mentoring is critical to establish beginning in year one).

Faculty Advisors in their working relationship with graduate students are expected to:

- be available to meet with you each semester;
- offer advice on selecting courses and to assist you in developing an academic plan that satisfies degree requirements;
- be a responsive listener and to refer you to appropriate support services within the university when needed;
- discuss your academic performance with you and the implications of your performance for the doctoral program;
- help you explore your interests, abilities, goals, and to relate them to academic majors;
- help you navigate and prepare for each doctoral milestone;
- guide you in career planning, interview preparation and other post-graduation experiences.

Record of Study Chair

Selecting the Record of Study Chair

Selecting your Record of Study Chair is a very important step in the process of preparing your dissertation. The chairperson of the committee usually has substantial power and influence throughout the process of completing the dissertation. Therefore, the selection of a chairperson for your project is a very crucial decision. In collaboration with your chair and committee, you will delimit your topic, develop your proposal, conduct your research, and write your dissertation. Ultimately, your committee will judge the quality of your project. You can consider the following factors in choosing a chair: (a) Expertise, (b) accessibility, (c) feedback, (d) success, (e) personality style, and (f) attitudes toward methodology. The dissertation chair is selected on the basis of one's content expertise. This should include topic interest or subject matter expertise, experience in record of study direction, or methodology expertise.

Roles and Responsibilities of Record of Study Chair

The chair is responsible for guiding the candidate to produce doctoral level, original scholarship in the proposed topic area. The chair must be a member of the faculty and hold full graduate faculty status.

The Record of Study Chair's responsibilities include:

- Being familiar with current record of study policies and procedures in the program;
- Advising the candidate from the prospectus stage through the final defense of the record of study;
- Guiding the candidate in the selection of committee members;
- Guiding the candidate to set a realistic timeline for completion of the record of study;
- Guiding the candidate toward achieving a high level of technical and ethical quality in the record of study research;
- Providing guidance on the research proposal structure, formatting, content and setting clear expectations for timely completion of the proposal;
- Guiding the candidate in the selection of methods/procedures for data collection and analysis;
- Facilitating the candidate in the record of study proposal defense process;
- Assisting the candidate in navigating the IRB approval process;
- Helping the student with the data collection process and analysis;
- Preparing the doctoral candidate for the defense process;
- Assumes all responsibilities of the Faculty Advisor.

Graduate Advisors

The EAHR Department has two advisors, the Director of Advising and the Academic Advisor II. Both can assist all students with navigating the administrative processes that take place outside the classroom such as filing a degree plan, filing paperwork with the Graduate and Professional School, registration logistics, navigating campus resources etc. However, for doctoral degree specific questions please contact the Director of Advising and for master's degree specific questions please contact the Academic Advisor II.

It is important to note that students should contact the Graduate Advisors as the first point of contact for questions and concerns. Graduate Advisors serve as the department liaisons between EAHR and the Graduate and Professional School.

The list below provides the expectations of Graduate Advisors in their working relationship with graduate students:

- To clarify and facilitate administrative processes from admissions to degree completion;
- Provide timely updates regarding upcoming administrative deadlines;
- Provide necessary paperwork to facilitate administrative processes involving the Graduate and Professional School;
- To serve as the department liaison between EAHR and the Graduate and Professional School;
- To provide assistance on course availability and registration.

Student Responsibilities – Progress to Degree

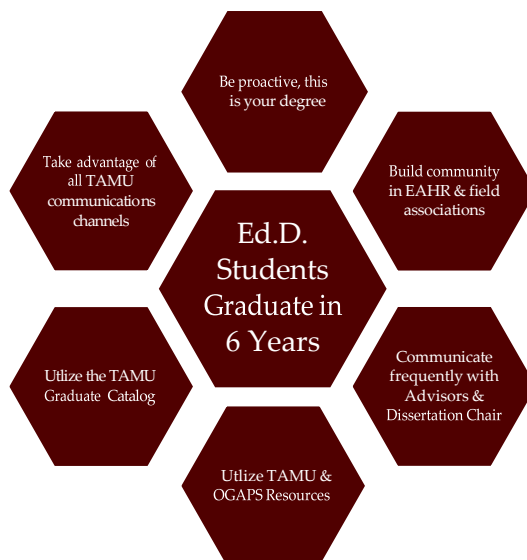
Students should understand that they are ultimately accountable and responsible for making adequate progress towards completing their degree, including completing all administrative processes outside their coursework.

Students should take the below actions to ensure full responsibility of making adequate progress towards completing their degree:

- Students must reach out to their Faculty Advisor **every semester prior to registration** to discuss course selection and progress towards degree completion
- Follow the dates and deadlines listed in the TAMU Academic Calendar (<https://registrar.tamu.edu/academic-calendar/>) and the Graduate and Professional School Calendar (<https://grad.tamu.edu/knowledge-center/dates-and-deadlines/dates-and-deadlines>)
- Read all emails from the University (ie Registrar, Student Business Services and the Office of Graduate and Professional Studies)
- Read all emails from the EAHR Academic Advising Office
- Keep track of the number of distance education courses taken and be aware of the Distance Education Policy found on page 65
- Periodically run a degree evaluation in Howdy
 - After a student has submitted their degree plan, they will be able to run a degree evaluation in the Howdy portal. This allows students to monitor their progress towards completing their coursework
- Build community by participating in activities outside of the classroom
- Engage in field associations and organizations
- Engage in teaching, service and research as applicable to professional goals
- Full-time students are expected to complete coursework in 3 years. Part-time students in 4 years

Graduate Advisors can guide students on appropriate actions as they progress towards completing their degree. However, students should communicate in advance with their Graduate Advisors regarding any questions or concerns.

Pieces of the Puzzle for Student Success



Guidelines for Completing Your Ed.D. Degree

Year 1
Outlining steps and dates for completing degree requirements within 6 years
Enrolls in and completes courses as outlined in the degree plan
Successfully completes all enrolled courses listed on degree plan with a grade of "B" or better each semester, including summer session
Year 2
Identify Chair and committee within 27 hours of completing coursework
Within completing 36 hours of doctoral work, will submit a degree plan with the help of Chair/Co-Chairs. Degree Plan lists courses to be taken
Enrolls in and completes courses as outlined in the degree plan
Successfully completes all enrolled courses listed on degree plan with a grade of "B" or better each semester, including summer session
Year 3
Enrolls in and completes courses as outlined in the degree plan
Meets face-to-face with committee chair at least once a semester
Successfully completes all enrolled courses listed on degree plan with a grade of "B" or better each semester, including summer session
Completion of Course Work: Prelims, Proposal & Final Defense
Revises "degree plan" if deadline is not met – no more than two extensions during period of writing
Admitted to candidacy within one year of finishing course work. (Completes prelims and proposal hearing)
Preliminary Examination. Complete prelims within the next year or sooner
Schedules and successfully completes Preliminary Examination/Proposal Defense sequence within one year of finishing course work
All degree requirements, including successful defense of the Record of study must be completed within a 10 year period. Reasons for leaving the program must fall under student guidelines http://student-rules.tamu.edu/

Continuously enrolls for necessary EDAD 692 credit hours, meeting with committee chair at the start of each semester to determine semester goals, and meets again at the end of semester to review whether progress is satisfactory – failure to do so results in a registration hold, preventing subsequent enrollment; students are only granted two extensions, unless permitted per student guidelines
If student is unable to complete course work, research hours, prelims and final defense, you will need to contact your chair and committee members. Failure to inform faculty using written correspondence could lead to not being re-admitted to the program
Continuously be enrolled in EDAD 692s failure to register consecutively for two semesters will result on a hold on your progress and require you to apply for readmission. When S's are given for research hours, it is assumed the student is progressing. U or I implies no progress is being made
Re-Admission towards Completion
If re-admitted, only a one time limit extension for completion. Timeframe for re-admission does not include courses that are past the 10 year period. Along with the length of time for prelims as well
Meets face-to-face with committee chair at least once a semester. Student will provide a timeline for completing prelims, proposal, IRB, Data Collection and Analysis, and Final Defense
Continuously be enrolled in EDAD 692s (Ed.D.); Progress on timeline
K-12 Approved 12/1/18

Superintendent Certification Process Requirements

To complete the Superintendent Certification, students must be fully admitted to the PK-12 Educational Leadership Ed.D. or Ph.D. program. The department does not offer a “certification only” option.

Please note: In order to seek Superintendent Certification, a candidate must complete a Superintendent program at an approved EPP, hold a Master’s degree, pass the Superintendent exam, and hold a Principal Certificate. If they do not hold a Principal Certificate, then they would need to have an approved waiver to substitute managerial experience in lieu of the Principal Certificate as per the Texas Administrative Code (19 TAC §242.20).

Internship

A 3-credit hour professional internship (EDAD 684) is required to complete the Superintendent Certification. This course is required for certification as a school principal or superintendent by the State Board of Educator Certification (SBEC) of the State of Texas. Students are expected to be within the last 12 hours of their certification program before registering for the internship in order to fully benefit from the experiences. This is subject to change if the program moves the internship requirements over a period of three semesters.

Mentor Requirements

- You must have the agreement of a mentor who has certification in the area in which you are seeking certification who is willing to support your learning.
- Your mentor does not have to be working as a principal or superintendent but must have the certification. For example, an associate superintendent or assistant principal could be certified but not serving as the superintendent of a district or principal of a building.
- Your mentor should have the ability to involve you in activities in the area in which you are seeking certification, i.e. meetings, trainings, etc.

Admissions

- Internship Application for School Administrators form, <https://eahr.tamu.edu/wp-content/uploads/2018/09/Principal-Internship-application.pdf>
- Completion of the internship application does not indicate your acceptance into the course.

Requirements for Completion

Upon successful completion of all required coursework for superintendent certification, the student must:

- Complete the College of Education and Human Development Certification Requirements.
- Contact the Administrative Coordinator II, Melissa Kuhlmann, at mkuhlmann@tamu.edu for details and how to complete the Sup/Cert Steps to Completion Qualtrics form and applying for a standard certification via TEAL.

All information must be submitted to the Administrative Coordinator II, Melissa Kuhlmann. The documentation and information will be forwarded to the CEHD Certification Coordinator and you will be notified by email from SBEC when your certificate has been approved.

It is the responsibility of the individual to submit all required documentation to the EAHR Department in order to be recommended for certification. Once a student has been released by the Certification Office to register for a certification exam, they will have one year to take the exam before their approval to register for the exam will be revoked. A student who wishes to register for the exam outside of this time period must be reapproved by the program faculty.

Students are provided with the below process to assist them in navigating the certification process. Students will be provided this checklist at orientation.

Superintendent Certification Recommendation Checklist

Below, please find all of the listed steps needed to be recommended for Superintendent Certification from Texas A&M University. These steps may not be completed in the same order below, but are all required steps. Note that students should only submit the Sup/Cert Steps to Completion Qualtrics Form after receiving official passing exam scores on the 195 Exam and submitting an application for a standard certification via TEAL.

- ☐ Complete all admissions requirements outlined on the Ed.D. Acceptance Agreement Checklist, including completing the CEHD Certification Acceptance Agreement Form

- ❑ Complete all TEA, EAHR and CEHD required trainings through the myCEHD portal in the first semester or by designated due date
- ❑ Complete all practice/preparation activities, trainings and tasks as assigned by program coordinators and faculty
- ❑ Meet all practicum requirements
- ❑ Be released for 195 Exam
- ❑ Register for 195 Exam
- ❑ Pass 195 Exam
- ❑ Report 195 Exam Scores to Melissa Kuhlmann and Dr. Abe Saavedra
- ❑ Complete the Contact Information After Graduation Survey
- ❑ Complete Sup/Cert Steps to Completion Survey (once official passing scores on the exam is received by the student)
- ❑ Submit a Standard Certification Application through TEAL
- ❑ Certification Office reviews student information documentation (upon having completed Sup/Cert Steps to Completion Survey)
- ❑ Melissa Kuhlmann notifies student of Superintendent Recommendation Status

If you have any questions or concerns regarding the process to be recommended for Superintendent Certification, please contact Melissa Kuhlmann at mkuhlmann@tamu.edu or 979-845-2176.

It is important to note that in order to be released to register for the 195 certification exam, while completing all of other programmatic and curricular requirements, students must complete assigned practice materials and score a minimum of 80% on the practice exam. If this score is not reached, students must complete assigned remediation materials/tasks and retake the practice exam.

Certification Policies - Guidelines for Inactive and Graduated Students Seeking Certification

Overall Guidelines

Guideline 1

Question: Which faculty will assess if a student can be assisted to complete or start their certification process?

- Working group consisting of
 - Dr. Gwen Webb (Overall requests)
 - Dr. Susan Holley and Dr. Carl Fahrenwald (Principal Certification requests)
 - Dr. Abe Saavedra (Superintendent Certification requests in conjunction with the student's Chair)
- Any program faculty member may join the working group at any time.
- Requests will be shared and assistance solicited on an as-need basis.

- The working group will not only assess the individual student's situation (missing curriculum, length of absence/inactivity etc.) but guide and monitor progress of the students through the certification process

Guideline 2

Question: Is an official vote by the program faculty needed for a student's request to be approved?

- Decisions are made by the appropriate certification representative on the working group (for doctoral students decisions are made in conjunction with the student's chair).
- Decisions are reported out at monthly program meetings. No vote is needed once the guidelines are determined.

Guideline 3

Question: Will those readmitted as non-degree seeking be enrolled in 1 or 3-hour courses? Should it depend on what coursework is necessary? Will practicum always be 1-hour at a time?

- The Principal and Superintendent practicums, based on requirements, cannot be completed in one, 3-hour course. However, this will be determined on a case by case basis for students seeking Principal or Superintendent Certification.
 - There are rare situations where this can be completed in 1 semester, it will depend on the student's situation.
 - When communication with the student, the working group/chair should ensure wording is flexible on case by case basis. It may take the student 2-3 semesters to complete the practicum requirements.

Guideline 4

Question: What will be the deadlines for each semester? What will be the cut-off date either to re-admit or admit as non-degree seeking for certification purposes or assist a returning student?

- Considerations are made on a case by case basis for students requesting Principal and Superintendent Certification
- General Deadlines
 - October 1st to start in Spring
 - March 1st to start in Summer
 - June 1st to start in Fall

Guideline 5

Question: What is the process for how inactive or graduated students prepare for the certification exams?

General processes are listed below. See the Doctoral and Master's Scenarios section for details based on specific situations.

Graduates of the Superintendent Program returning to seek certification

- Individual contacts Melissa Kuhlmann for initial request
- Melissa notifies the Working group of the request. Student situations and the schedules of faculty and staff will need to be approved prior to moving forward
- Working group suggests commercial options for preparation in addition to the requirement to complete the online representative exam
- Student completes online representative exam
- Melissa grades online representative exam and sends to Dr. Saavedra
- Dr. Saavedra will review results and determine if remediation is needed or if the individual is released
- Melissa notifies the Certification Officer that the student is released
- Certification Officer releases student
- Melissa sends registration instructions to the Student

Scenarios for Doctoral Students (Graduated, Active, In-Active) Seeking Superintendent Certification

Student graduated with an Ed.D. but did not finish certification process

- Faculty must access what requirements or processes must be completed.
 - Especially critical is an evaluation of the transcript to determine if coursework has not expired past 10 years.
- If coursework is missing, student will need to be readmitted as a non-degree seeking student
- Faculty will need to develop a plan for study and monitor progress of the student for the online practice exam and successful completion of the practice exam

Student in the Ed.D. program did not graduate and has been inactive

- Faculty must determine if the student will be readmitted to the program
- The faculty must assess what requirements or processes must be completed and if any coursework is expired and report this information to the program faculty.
 - Especially critical is an evaluation of the transcript to determine if coursework has not expired past 10 years.

- Especially critical is if the student has completed 3 hours of practicum (the number of hours (160) can be completed over the course of multiple semesters) or not.
- The faculty will need to develop a plan for study and monitor progress of the student for the online practice exam and the student will be released to take the official exam

Student graduated with a Ph.D. and now wants to pursue certification

- Faculty must assess what requirements or processes must be completed
 - Especially critical is if the student has completed 3 hours of practicum (the number of hours (160) can be completed over the course of multiple semesters) or not.
- If coursework (including practicum) is missing, student will need to be readmitted as a non-degree seeking student
 - Required coursework includes: (Each course requires registration for 3 credit hours) EDAD 615 School Superintendency, EDAD 651 Educational Finance and Economics, EDAD 616 Administration of Staff Personnel, EDAD 625 Personnel Law, EDAD 684 Practicum
 - Additional coursework may need to be taken (including practicum), upon review of completed coursework. The student may have completed equivalent coursework which would fulfill specific course requirements.
- Faculty will need to develop a plan for study and monitor progress of student for practice exam and the student must be officially released for the official exam

Student in the Ph.d. program who has not graduated, has remained inactive, and now wants to pursue certification

- Faculty must determine if the student will be readmitted to the program.
 - Student cannot be admitted to the program for certification seeking purposes only.
- Faculty must assess what requirements or processes must be completed and if any coursework is expired
 - Required coursework includes: (Each course requires registration for 3 credit hours) EDAD 615 School Superintendency, EDAD 651 Educational Finance and Economics, EDAD 616 Administration of Staff Personnel, EDAD 625 Personnel Law, EDAD 684 Practicum
 - Additional coursework may need to be taken (including practicum), upon review of completed coursework. The student may have completed equivalent coursework which would fulfill specific course requirements.
- Faculty will need to develop a plan for study and monitor progress of the student for practice exam and student must be officially released for official exam

Current student in the Ph.D. program, is active, and now wants to pursue certification

- Faculty must assess what requirements or processes must be completed.
- Additional coursework may need to be taken (including practicum) and may add additional time on to the program.
 - Required coursework includes: (Each course requires registration for 3 credit hours) EDAD 615 School Superintendency, EDAD 651 Educational Finance and Economics, EDAD 616 Administration of Staff Personnel, EDAD 625 Personnel Law, EDAD 684 Practicum
 - Additional coursework may need to be taken (including practicum), upon review of completed coursework. The student may have completed equivalent coursework which would fulfill specific course requirements.
- Faculty will need to develop a plan for study and monitor progress of the student for practice exam and student must be officially released for official exam

Student has never been accepted to the EDAD PhD or EdD program or taken courses at TAMU and wants to pursue certification

- This will not be allowed. An individual cannot request this if they are not connected to an EDAD (in Educational Leadership) graduate program.

Scenario for Graduate Doctoral Student Seeking Principal Certification

Student graduated with a Ph.D. and now wants to pursue Principal Certification

- Faculty must access what requirements or processes must be completed
- Additional coursework may need to be taken (including practicum)
 - Required coursework includes: (Each course requires registration for 3 credit hours, for a total of 18 credit hours) EDAD 609 Public School Law, EDAD 608 K-12 School Financing and Budgeting, EDAD 606 Instructional Leadership Development, EDAD 605 School Principalship, EDAD 624 Administration of Special Populations and Special Programs, EDAD 684 Practicum
 - The student may have completed equivalent coursework which would fulfill specific course requirements. To be determined upon transcript review.
- Faculty will need to develop a plan for study and monitor progress of the student for the online practice exam and the student must be officially released for official exam

Department Expectations

Citation Standard

All coursework requiring citations during graduate studies in EAHR will use the American Psychological Association (APA) standards for style and format. If students are completing a thesis, they must follow the citation style for the journal mutually agreed upon with their faculty advisor.

EAHR Excess Research Hour Policy

To ensure that students are making adequate and appropriate progress toward completion of their degree, the department has outlined a policy on continued enrollment in excess research hours. This can be found on page 65.

Doctoral Portfolio Annual Review

All doctoral students in EAHR will have their academic performance reviewed by their Faculty Advisor/Chair annually. This review takes place in the Spring semester of each academic year.

The purpose of this annual review is to allow faculty to track how their doctoral students are progressing through the Ed.D. program. Faculty will review the courses taken by students, as well as keep track of the student's milestones (ex. Preliminary Exam, Proposal Defense, Residency, etc.). This portfolio system will allow doctoral students to develop an electronic portfolio of their work. They can upload papers and presentations, list their conference presentations, memberships in professional organizations, and research interests.

The annual review will consist of the following steps:

1. Doctoral students will initially complete the student sections of the portfolio, then update the information annually.
2. To access the portfolio, students need to:
 - a. Go to <http://myrecord.tamu.edu/>
 - b. Click on "Login for Active TAMU Students"
 - c. Once logged in, click on "Doctoral Student Portfolio/Review"
 - d. Students are responsible for updating their information on a regular basis.
 - e. Once updated, a notification is sent to the student's faculty advisor/Chair and the Graduate Advising Office.
3. Faculty advisors/Chairs will then access the student's portfolio for the review. Their task will be to review each section of the portfolio and provide feedback to the student. They will indicate "Satisfactory" or "Unsatisfactory" at the completion of their review. Comments will be included.
4. The Graduate Advising Office will keep track of the faculty advisor's/Chair's assessment. Any "unsatisfactory" assessments will be presented to the department's Executive Committee for discussion. The student will then receive feedback and suggestions for improvement, as well as expectations from the department for maintaining good academic standing.



ACADEMIC REQUIREMENTS FOR GRADUATION

EAHR DEPARTMENT

SECTION CONTENTS

Information and Resources
Academic Requirements
Supplementary Materials
Guidance on Completing Academic
Requirements
Degree Plans

Academic Requirements for Graduation

The below listed items are discussed in detail on the following pages:

- **Information and Resources**
- **Academic Requirements**
 - Filing a Degree Plan
 - Preliminary Exam
 - Research Proposal
 - Dissertation/Record of Study
 - Defense Dissertation (Final Exam)
- **Academic Requirements Supplementary Materials**
 - Guidelines for Completing Your Ed.D. Degree
- **Guidance on Completing Academic Requirements**
- **Degree Plans**
 - Degree Plans by Major and Area of Specialization
 - Petitions
 - Transfer of Credit for Doctoral Degrees

Academic Requirements for Graduation

Information and Resources

- Prior to completing any of the below academic requirements, students must have:
 - discussed the academic requirement the student is ready to pursue with the Faculty Advisor and,
 - be cleared by the Director of Advising to pursue the academic requirement.
- All related university documents for each requirement can be found at the following page on the the Graduate and Professional School website, <https://grad.tamu.edu/>

Academic Requirements

- Filing Degree Plan
 - All doctoral students must file a degree plan with the Graduate and Professional School once having completed thirty six (36) semester credit hours.
- Preliminary Exam
 - All doctoral students are required to complete a Preliminary Exam. This is typically held when a student is within six hours of completing course work.
 - The administration and makeup of the exam is facilitated and administered by the student's committee.
 - Each program and area of specialization varies in the number of questions asked in the exam.
 - Typically this is done in two parts, an oral exam and a face-to-face exam. Each program varies in the number of questions asked in the exam.
- Dissertation/Record of Study
 - All doctoral students are required to complete a Dissertation or Record of Study. All Ph.D. students complete a Dissertation and Ed.D. in EDAD students complete a Record of Study.
- Research Proposal
 - All doctoral students are required to complete a Research Proposal. This is typically held after a successful Preliminary Exam.
 - Each student's committee will determine the appropriate requirements for the Research Proposal, which varies between programs and areas of specializations.
- Record of Study Defense (Final Examination)
 - All doctoral students are required to complete a Final Exam.
 - The administration and makeup of the exam is facilitated and administered by the student's committee.

Academic Requirements Supplementary Materials

The Advising Office has also taken advantage of using the college's established website to house policies and procedures so that students can access them at any point in one centralized location. All policies and procedures included in the appendix can be found online at the following website,

<https://mycehd.tamu.edu/students/graduate-forms/>.

- Guidelines for Completing Your Ed.D. Degree
 - The Department has created a proposed sequence of milestones for Ed.D. students to assist them in completing their program in a timely manner.

Guidelines for Completing Your Ed.D. Degree

Year 1
Outline steps and dates for completing degree requirements within 6 years
Enrolls in and completes courses as outlined in the degree plan
Successfully completes all enrolled courses listed on degree plan with a grade of "B" or better each semester, including summer session
Year 2
Identify Chair and committee within 27 hours of completing coursework
Within completing 36 hours of doctoral work, will submit a degree plan with the help of Chair/Co-Chairs. Degree Plan lists courses to be taken
Enrolls in and completes courses as outlined in the degree plan
Successfully completes all enrolled courses listed on degree plan with a grade of "B" or better each semester, including summer session
Year 3
Enrolls in and completes courses as outlined in the degree plan
Meets face-to-face with committee chair at least once a semester
Successfully completes all enrolled courses listed on degree plan with a grade of "B" or better each semester, including summer session
Completion of Course Work: Prelims, Proposal & Final Defense
Revises "degree plan" if deadline is not met – no more than two extensions during period of writing
Admitted to candidacy within one year of finishing course work. (Completes prelims and proposal

hearing)
Preliminary Examination. Complete prelims within the next year or sooner
Schedules and successfully completes Preliminary Examination/Proposal Defense sequence within one year of finishing course work
All degree requirements, including successful defense of the Record of study must be completed within a 10 year period. Reasons for leaving the program must fall under student guidelines http://student-rules.tamu.edu/
Continuously enrolls for necessary EDAD 692 credit hours, meeting with committee chair at the start of each semester to determine semester goals, and meets again at the end of semester to review whether progress is satisfactory – failure to do so results in a registration hold, preventing subsequent enrollment; students are only granted two extensions, unless permitted per student guidelines
If student is unable to complete course work, research hours, prelims and final defense, you will need to contact your chair and committee members. Failure to inform faculty using written correspondence could lead to not being re-admitted to the program
Continuously be enrolled in EDAD 692s failure to register consecutively for two semesters will result on a hold on your progress and require you to apply for readmission. When S's are given for research hours, it is assumed the student is progressing. U or I implies no progress is being made
Re-Admission towards Completion
If re-admitted, only a one time limit extension for completion. Timeframe for re-admission does not include courses that are past the 10 year period. Along with the length of time for prelims as well
Meets face-to-face with committee chair at least once a semester. Student will provide a timeline for completing prelims, proposal, IRB, Data Collection and Analysis, and Final Defense
Continuously be enrolled in EDAD 692s (EDD); Progress on timeline
K-12 Approved 12/1/18

Guidance on Completing Academic Requirements

Filing a Degree Plan

The below information is provided to guide students in filing a degree plan.

Ed. D. Degree Plan

Each program and area of specialization's has a listing of courses and semester credit requirements that are required for completion of the program. As the Ed.D. program is cohort based, all courses are prescribed. The Director of Advising will send out the listing of courses for registration prior to registration each semester.

Ed.D. in Educational Administration

PK-12 School Administration

Core Courses

EDAD 615	School Superintendency	3
EDAD 616	Administration of Staff Personnel	3
EDAD 619	Administering Urban Schools	3
EDAD 625	Personnel Law	3
EDAD 630	Site-Based Management of Schools	3
EDAD 639	Foundations of Educational Administration	3
EDAD 652	Politics of Education	3
EDAD 651	Education Finance & Economics	3
EDAD 653	Organizational Theory & Leadership	3
EDAD 687	Principles of Professional Practice in Education	3
EDAD 688	Analysis of Critical Issues in Education	3

Research Core Courses

EDAD 620	Program Evaluation	3
EHRD 651	Models of Epistemology	3
EDAD 690	Theory of EDAD Research – Qualitative I	3

EDAD 623	Advanced Field Methods – Qualitative II	3
EDAD 690	Theory of EDAD Research – Statistics I	3
EDAD 690	Theory of EDAD Research – Statistics II	3
EDAD 690	Theory of EDAD Research – Proposal Preparation	3

Internship

EDAD 684	Internship	3
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Research Hours

EDAD 692	Professional Study	12
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Total Credit Hours 69

All doctoral students must have a degree plan on file with the Graduate and Professional School. The Ed.D. degree plan includes quality course work and research experiences, preparing students to be involved in professional administration. Degree plans detail what coursework you plan to complete and when you plan to complete it over the course of your degree. Degree plans are completed in conjunction with your Faculty Advisor.

You must file your degree plan with the Graduate and Professional School **once having completed thirty six (36) semester credit hours**. If you fail to submit a degree plan once having completed thirty six (36) semester credit hours, you will be blocked from registering for classes until you submit a degree plan to the Graduate and Professional School.

To complete a degree plan, submit your plan online through the Graduate and Professional School online degree plan website (<https://ogsdpss.tamu.edu/>). Once your degree plan has been submitted online, it will be reviewed for electronic approval by department representatives. You will be notified by email when your degree plan has been approved and filed with the Graduate and Professional School.

Courses listed on the degree plan are subject to degree program time limits. Please refer to the “Time Limits” section in each degree program section in which the student is presently enrolled. **For doctoral non-distance degree programs, no more than six (6) courses may be taken by distance education without approval of the Graduate and Professional School and no more than fifty (50) percent of the non-research credit hours required for the program may be completed through distance education courses.**

To receive a graduate degree from Texas A&M University, students must earn one-third or more of the credits through the institution’s own direct instruction. This limitation also applies to joint degree programs. The university has the right to rescind a previously granted degree if the university becomes

aware of information indicating that the degree never should have been granted.

Petitions

You may wish to make changes to your degree plan during your time in this doctoral program. Such changes could include substituting a class or changing your major. To make **any** changes in your degree plan, you must submit a petition online through the Graduate and Professional School online degree plan website (<https://ogsdps.tamu.edu/>). Students should make all changes on one petition. Like your degree plan, petitions will be processed electronically, and you will receive an email once it has been approved by appropriate department representatives and the Graduate and Professional School.

Transfer of Credit for Doctoral Degrees

Courses for which transfer credits are sought must have been completed with a grade of “B” or greater and must be approved by the student’s advisory committee and the Graduate and Professional School. These courses must not have been used previously for another degree. Except for officially approved cooperative doctoral programs, credit for thesis or dissertation research (or the equivalent) is not transferable. Credit for “internship” coursework in any form is not transferable. Courses taken in residence at an accredited U.S. institution or approved international institution with a final grade of “B” or greater will be considered for transfer credit if, at the time the courses were completed, the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution. Credit for coursework taken by extension is not transferable. Coursework in which no formal grades are given or in which grades other than letter grades (“A” or “B”) are earned (for example, “CR,” “P,” “S,” “U,” “H,” etc.) are not accepted for transfer credit. Credit for coursework submitted for transfer from any college or university must be shown in semester credit hours, or equated to semester credit hours.

Courses used toward a degree at another institution may not be applied for graduate credit. If the course to be transferred was taken prior to the conferral of a degree at the transfer institution, a letter from the registrar at that institution stating that the course was not applied for credit toward the degree must be submitted to the Graduate and Professional School. Grades for courses completed at other institutions are not included in computing the GPR. An official transcript from the university at which transfer courses are taken must be sent directly to the Office of Admissions.

Selecting the Committee for the Degree Plan

Selecting the Committee

Choosing your committee is perhaps one of the most challenging but crucial decisions you will have to make as a doctoral student. These individuals will be working with you throughout the process, and are the ones who will essentially decide whether you earn the doctoral degree or not. When selecting your committee look for people who have an interest in your topic, are easy to get along with, and are readily accessible. Consult with your Record of Study Chair about prospective committee members.

Role and Responsibilities of the Committee

All members of your committee will share responsibility in ensuring that you produce high-quality research. Committee members are responsible for reading manuscripts within the agreed-upon time

frame, suggesting substantive editorial changes, and providing rationale for their support and critiques. Committee members who perceive major flaws that are likely to result in a candidate's unsuccessful defense should discuss these concerns with the candidate and chair immediately.

Preliminary Exam Detailed Guidance

The student's major department (or chair of the interdisciplinary degree program faculty, if applicable) and one's advisory committee may require qualifying, cumulative, or other types of examinations at any time deemed desirable. These examinations are entirely at the discretion of the department and the student's advisory committee.

The preliminary examination is required. The preliminary examination for a doctoral student shall be given no earlier than a date at which the student is within six (6) credit hours of completion of the formal coursework on the degree plan (i.e., all coursework on the degree plan except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The student should complete the preliminary examination no later than the end of the semester following the completion of the formal coursework on the degree plan.

Preliminary Examination Format

The objective of preliminary examination is to evaluate whether the student has demonstrated the following qualifications:

- Mastery of the subject matter of all fields in the program;
- An adequate knowledge of the literature in these fields and an ability to carry out bibliographical research;
- An understanding of the research problem and the appropriate methodological approaches.

The format of the preliminary examination shall be determined by the student's department (or interdisciplinary degree program, if applicable) and advisory committee, and communicated to the student in advance of the examination. The exam may consist of a written component, oral component, or combination of written and oral components. The preliminary exam may be administered by the advisory committee or a departmental committee; herein referred to as the "examination committee."

Regardless of exam format, a student will receive an overall preliminary exam result of pass or fail. The department (or interdisciplinary degree program, if applicable) will determine how the overall pass or fail result is determined based on the exam structure and internal department procedures. If the exam is administered by the advisory committee, each advisory committee member will provide a pass or fail evaluation decision. Only one (1) advisory committee substitution is allowed to provide an evaluation decision for a student's preliminary exam, and it cannot be the dissertation chair.

If a student is required to take, as a part of the preliminary examination, a written component administered by a department or interdisciplinary degree program, the department or interdisciplinary degree program faculty must:

- Offer the examination at least once every six (6) months. The departmental or interdisciplinary degree program examination should be announced at least thirty (30) days prior to the scheduled examination date;
- Assume the responsibility for marking the examination satisfactory or unsatisfactory, or otherwise graded, and in the case of unsatisfactory, stating specifically the reasons for such a mark;
- Forward the marked examination to the chair of the student's advisory committee within one (1) week after the examination.

Preliminary Examination Scheduling

Prior to commencing any component of the preliminary examination, a departmental representative or the advisory committee chair will review the eligibility criteria with the student, using the preliminary examination checklist to ensure the student is eligible for the preliminary examination. The following list of eligibility requirements applies:

- Student is registered at Texas A&M for a minimum of one (1) semester credit hour in the long semester or summer term during which any component of the preliminary examination is held. If the entire examination is held between semesters, then the student must be registered for the term immediately preceding the examination;
- An approved degree plan is on file with the Graduate and Professional School prior to commencing the first component of the examination;
- Student's cumulative GPR is at least 3.000;
- Student's degree plan GPR is at least 3.000.

At the end of the semester in which at least the first component of the exam is given, there are no more than 6 (six) hours of coursework remaining on the degree plan (except 681, 684, 690, 691, 692, 693, 695, 697, 791, or other graduate courses specifically designated as S/U in the course catalog). The head of the student's department (or Chair of the Interdisciplinary Degree Program, if applicable) has the authority to approve a waiver of this criterion.

Report of Preliminary Examination

Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam. If a written component precedes an oral component of the preliminary exam, the chair of the student's examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam by all members of a student's examination committee with at most one (1) dissension is required to pass a student on one's preliminary exam.

The student's department will promptly report the results of the preliminary examination to the Graduate and Professional School via the Report of Doctoral Preliminary Examination form. The preliminary examination checklist form must also be submitted. These forms should be submitted to the Graduate and Professional School within ten (10) working days of completion of the preliminary examination.

The Report of the Preliminary Examination form must be submitted with original signatures of the approved examination committee members. If an approved examination committee member substitution (one (1) only) has been made, that signature must also be included, in place of the committee member, on the form submitted to the Graduate and Professional School. The original signature of the department head is also required on the form.

After passing the required preliminary examination for the doctoral degree, the student must complete the final examination for the degree within four (4) calendar years. Otherwise, the student will be required to repeat the preliminary examination.

Retake of Failed Preliminary Examination

Upon approval of the student's examination committee, with no more than one (1) member dissenting, and approval of the Graduate and Professional School, a student who has failed the preliminary examination may be given one (1) re-examination. Adequate time must be given to permit the student to address the inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate in writing to the student, an adequate time-frame from the first examination (normally six (6) months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and the committee should jointly negotiate a mutually acceptable date for this retest. When providing feedback on inadequacies, the committee should clearly document expected improvements that the student must be able to exhibit in order to retake the exam. The examination committee will document and communicate the time-frame and feedback within ten (10) working days of the exam that was not passed.

Record of Study

The EdD student will produce a major research document called a record of study. The research project may involve such topics as

1. a field study on a problem of major proportions in time or extent;
2. a curriculum development project validated through pilot and field testing; or
3. action research on a curricular, instructional, supervisory or administrative problem based on empirical data.

The EdD student must have primary responsibility for the design and development of the research, and the record of study must be the sole and original work of the candidate.

Whatever the nature of the research project undertaken by the candidate, he or she will be required to prepare a record of study that explains and supports the activities undertaken in the project and supports its conclusions with adequate investigations, empirical data and a comprehensive bibliography. Procedures used in the student's research will be described in sufficient detail for educators in other locations to apply or extend the procedures. All records of study should be characterized by accuracy of observation and measurements, thoroughness of analysis and synthesis, and accuracy and completeness of presentation.

Guidelines are available in the Thesis Manual which is available online at <https://grad.tamu.edu/academics/academic-success-resources/thesis-dissertation-services>. After successful defense and approval by the student's advisory committee and the head of the student's major department, a student must submit his/her record of study in electronic format as a single PDF file. The PDF file must be uploaded to the website <https://etd.tamu.edu/>. Additionally, a signed approval form must be brought or mailed to the Office of Graduate and Professional Studies. Both the PDF file and the signed approval form are required by the deadline.

Deadline dates for submitting are announced each semester or summer term in the Office of Graduate and Professional Studies Calendar (see Time Limit statement). These dates also can be accessed via the website <https://grad.tamu.edu/knowledge-center/dates-and-deadlines/dates-and-deadlines>.

Before a student can be "cleared" by Thesis and Dissertation Services, a processing fee must be paid through Student Business Services. This processing fee is for the thesis/dissertation services provided. After commencement, dissertations are digitally stored and made available through the Texas A&M Libraries.

A record of study that is deemed unacceptable by the Office of Graduate and Professional Studies because of excessive corrections will be returned to the student's department head. The manuscript must be resubmitted as a new document, and the entire review process must begin anew. All original submittal deadlines must be met during the resubmittal process to graduate.

Research Proposal Detailed Guidance

The first step in writing a record of study is the research proposal. This research proposal is a description of the research that you intend to perform in a detailed, comprehensive dissertation. The research proposal gives you an opportunity to demonstrate to your advisory committee your ability to successfully pursue your projected topic. The completed research proposal must be submitted along with the properly signed proposal approval page (available at https://grad.tamu.edu/getmedia/057866c0-306b-4704-aae0-e3b097597a54/ARCS_Student_Guide.pdf). The title page should be signed by you, all members of your advisory committee and the head of the department. Filing the proposal is one of the requirements for admission to candidacy for the doctoral degree. A doctoral research proposal must be submitted to the Graduate and Professional School at least fourteen (14) weeks prior to the date of your final defense.

Once your proposal defense is scheduled, the typical order is:

- Student arrives slightly early to ensure the PowerPoint is working or to set out handouts. Do not bring copies of the proposal for the committee, because they will have the one (1) they marked up or have it on their laptops.
- The committee arrives.
- The chair welcomes everyone and then excuses student, shortly, to discuss whether the committee believes the proposal is ready.
- The student makes a brief presentation.
- The committee members ask questions.
- The student is excused, and the committee will vote whether the student can proceed.

- The student re-renters, and the chair reports the outcome of the votes, as well as any necessary changes.
- The committee signs the form with a vote of pass or fail.
- The student and chair will sit down for a few minutes to discuss their feedback and next steps.

Some advice during the proposal process:

The chair will tell the student one's preferred time limit for the presentation. This should be honored, because the committee has already read the proposal and is eager to discuss. You only need to start the conversation and refresh their memories, if it has been a while since they read the proposal.

You are not presenting to people who are unfamiliar with the topic. Generally a 10-15 PowerPoint slides, of easily readable font, should suffice. However it is critical to check with your Dissertation Chair for specific expectations. Suggested slides: One (1) to two (2) slide(s) for background and why your question is a significant one, one (1) for research questions, one (1) for highlights of prior research, one (1) to four (4) slide(s) for methodology. Note, be particularly brief on the literature review as it has already been read. Spend the most time on your methodology. You may have a list of variables and their coding, if quantitative.

When you finish, the chair will invite the committee to ask questions. This is typically done in a fashion going around the group. Questions may, however, sometimes go back-and-forth between committee members.

Think of your committee as wanting to assure this is the best study you could do. No one is eager to fail you; rather, their goal is to ensure the work is doctorate-level quality. The committee will screen for what may be missing from the design, e.g. omitted variables, missing literature, etc. Should you fulfill all the proposal requirements, no extra data collection should be anticipated for the final defense. Therefore, the committee is there to ensure the proposal is of doctoral quality the first time. You do not have to answer yes to every question, if you have a good explanation for your no answer.

Remember, this is not a social gathering, so no food is expected. Something small if you are insistent, may be permissible. However, most food typically goes uneaten. Further, the proposal defense is a public meeting. Should other doctoral students, or friends, decide to come, this is permissible. However, they will not be invited to speak until the committee is done with all of their proposal-related assessments.

Lastly, faculty often encourage students nearing their own defenses to observe one beforehand. You may observe more than one, if you so choose. Any guests will be asked to leave when the student is asked to step out.

Record of Study Defense (Final Examination) Detailed Guidance

The candidate for the doctoral degree must pass a final examination by deadline dates announced in the "The Graduate and Professional School Calendar" each semester. The doctoral student is allowed only one (1) opportunity to take the final examination. No unabsolved grades of "D," "F," or "U" for any course can be listed on the degree plan. The student must be registered for any remaining hours of 681, 684, 690, 691, 692, 791 or other

graduate courses specifically designated as S/U in the course catalog during the semester of the final exam. No student may be given a final examination until they have been admitted to candidacy and their current official cumulative and degree plan GPAs are 3.00 or better.

To be admitted to candidacy for a doctoral degree, a student must have:

- Completed all formal coursework on the degree plan with the exception of any remaining 681, 684, 690 and 691, 692 (Professional Study), 791 or other graduate courses specifically designated as S/U in the course catalog,
- A 3.0 Graduate GPA and a Degree Plan GPA of at least 3.0 with no grade lower than C in any course on the degree plan,
- Passed the preliminary examination,
- Submitted an approved dissertation proposal,
- Met the residence requirements.

The request to hold and announce the final examination must be submitted to the Graduate and Professional School a minimum of ten (10) working days in advance of the scheduled date. Any changes to the degree plan must be approved by the Graduate and Professional School prior to the submission of the request for final examination.

The student's advisory committee will conduct this examination. The final examination is not to be administered until the dissertation or record of study is available in substantially final form to the student's advisory committee, and all concerned have had adequate time to review the document. Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one (1) dissension is required to pass a student on one's exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.

Report of Final Examination

The student's department will promptly report the results of the final examination to the Graduate and Professional School via the Report of Doctoral Final Examination form. These forms should be submitted to the Graduate and Professional School within ten

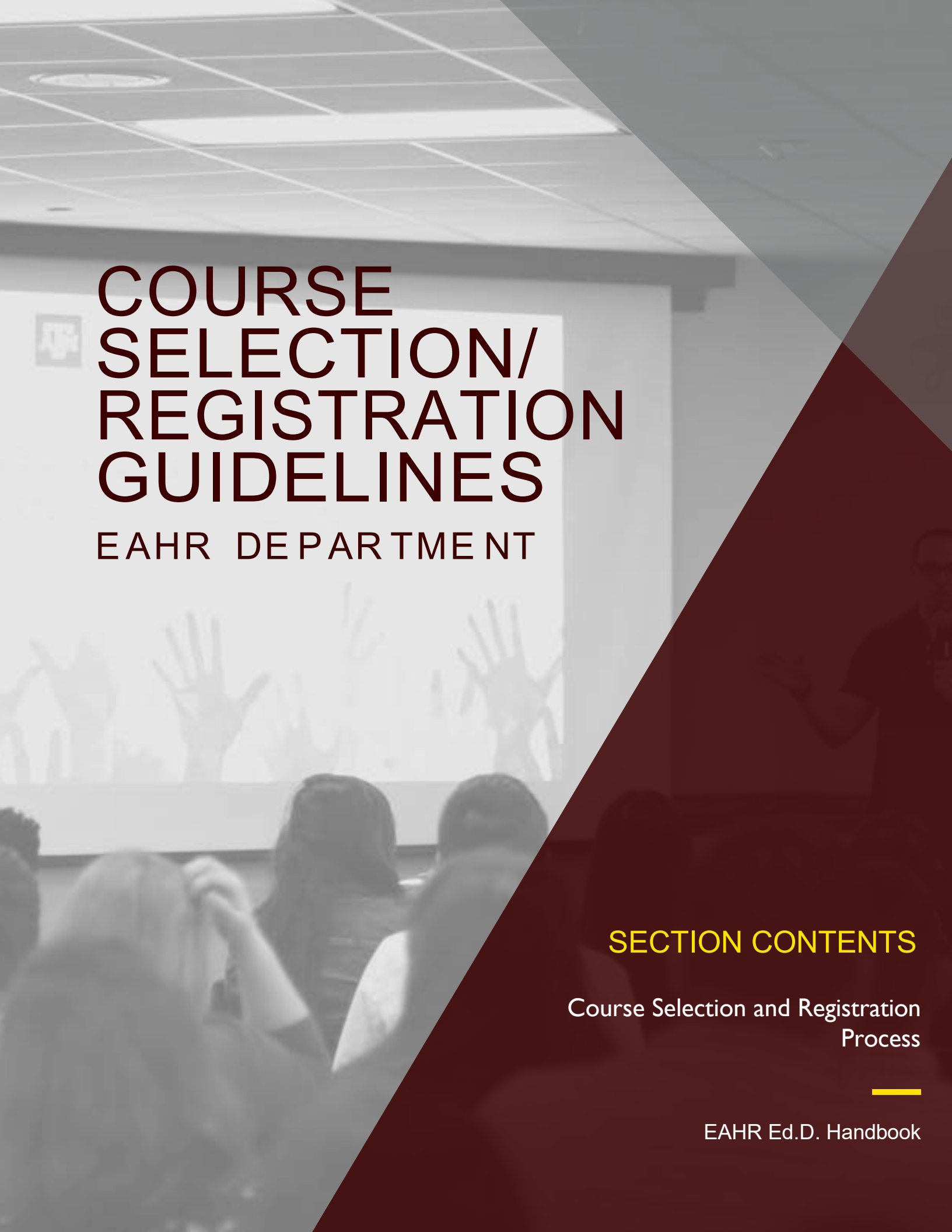
(10) working days of completion of the final examination. The Graduate and Professional School must be notified in writing of any cancellations.

A positive evaluation of the final exam by all members of a student's advisory committee with at most one (1) dissension is required to pass a student on one's final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the Graduate and Professional School. If necessary, multiple copies of the form may be submitted with different

committee member original signatures. If an approved committee member substitution (one (1) only) has been made, one's signature must be included on the form submitted to the Graduate and Professional School.

Students' Rights in the Record of Study Process

As a student, you own the copyright to your thesis, dissertation, or record of study. If you have previously published an article that you would like to include in your dissertation, you will need to obtain permission from the publisher to use it. Please read the [handout on using copyrighted material](#) for more specific information. Even if you are an author, it does not necessarily mean that you are also the copyright owner. If the item has already been published, then it is likely that the publisher now owns the copyright. Texas A&M University is a public institution; therefore, all research is performed for the ultimate benefit of the public. Following graduation, all dissertations are available on the Internet via the Texas A&M University Libraries.



COURSE SELECTION/ REGISTRATION GUIDELINES

EAHR DEPARTMENT

SECTION CONTENTS

Course Selection and Registration
Process

EAHR Ed.D. Handbook

Course Selection and Registration Process

The below listed items are discussed in detail on the following pages:

- **Course Registration**
- **Course Registration FAQs**

Course Selection/Registration Guidelines

Full-time Status

Full-time status: A graduate student (domestic or international) is considered full-time if they are registered for a minimum of:

- Nine (9) semester credit hours during a fall or spring semester;
- Six (6) semester credit hours during a summer semester.

It is important to note that EDAD Ed.D. students are traditionally Part-time students.

The department may impose additional semester credit hour requirements for a student holding an assistantship or fellowship which exceeds the minimum stated above.

Course Registration

Each semester students are required to meet with the Faculty Advisor to discuss course selection.

Students can check in Howdy to view their assigned registration times for the College Station campus for the upcoming fall. Before registering for a course, it is advised for students to talk to their respective faculty advisor. Late Registration: Students with 0 (zero) registered hours who register during late registration will be assessed a \$100 late registration fee. Once a student registers during this time, they may make changes to their schedule in accordance with add/drop regulations.

Approximately two weeks prior to registration opening, students will be assigned a registration time ticket in their profile in the Howdy Portal. Prior to registration the Director of Advising will email each Ed.D. cohort the listing of courses to register for the upcoming semester. Once students complete coursework, they are responsible for working with their Faculty Advisor to determine a timeline for completion to decide how many research hours to register for each semester. Like coursework, students must register for EDAD 692 prior to add/drop week. At this stage, students are responsible for making arrangements with the Student Financial Aid Office (personal benefits such as insurance etc. may be affected) in order to continue to qualify for these benefits.

Registering and reviewing course offerings are available on the Howdy portal found at the following webpage, <http://howdy.tamu.edu>. Students can monitor upcoming registration openings and deadlines (including add/drop and Q-Drop dates) on the TAMU Academic Calendar on the following link, <https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar>.

Steps to Prepare for Registration



Registration FAQs

How do I register?

Please refer to the Register (Add/Drop) pdf found at the following link, [Office of the Registrar - Office of the Registrar - Texas A&M University \(tamu.edu\)](#). If you have questions, you can also contact the Registration Help Desk, Monday through Friday, 8a.m. to 5p.m. at 979.845.7117.

What courses do I take?

Ed.D. students will take all courses listed on the Ed.D. degree plan. Each semester, prior to registration, the Director of Advising will email students the courses to take for the following semester.

What research courses do I register for?

Ed.D. students register for EDAD 692. Please understand that EDAD 691's cannot be counted towards fulfilling an Ed.D. Degree Plan.

What if I don't know who my faculty advisor is?

Your Faculty Advisor is indicated in your admission letter. If you are still unsure, please contact the Graduate Advisors.

What if I have a registration hold?

You can check My Record in Howdy to see if you have any holds. This will also indicate who you will need to contact to have the hold(s) cleared.



RESEARCH, TEACHING, & PROFESSIONAL CERTIFICATE OPPORTUNITIES

EAHR DEPARTMENT

SECTION CONTENTS

Teaching Opportunities
Research Opportunities
Graduate Certificate
Opportunities

EAHR Ed.D. Handbook

Research, Teaching, and Professional Certificate Opportunities

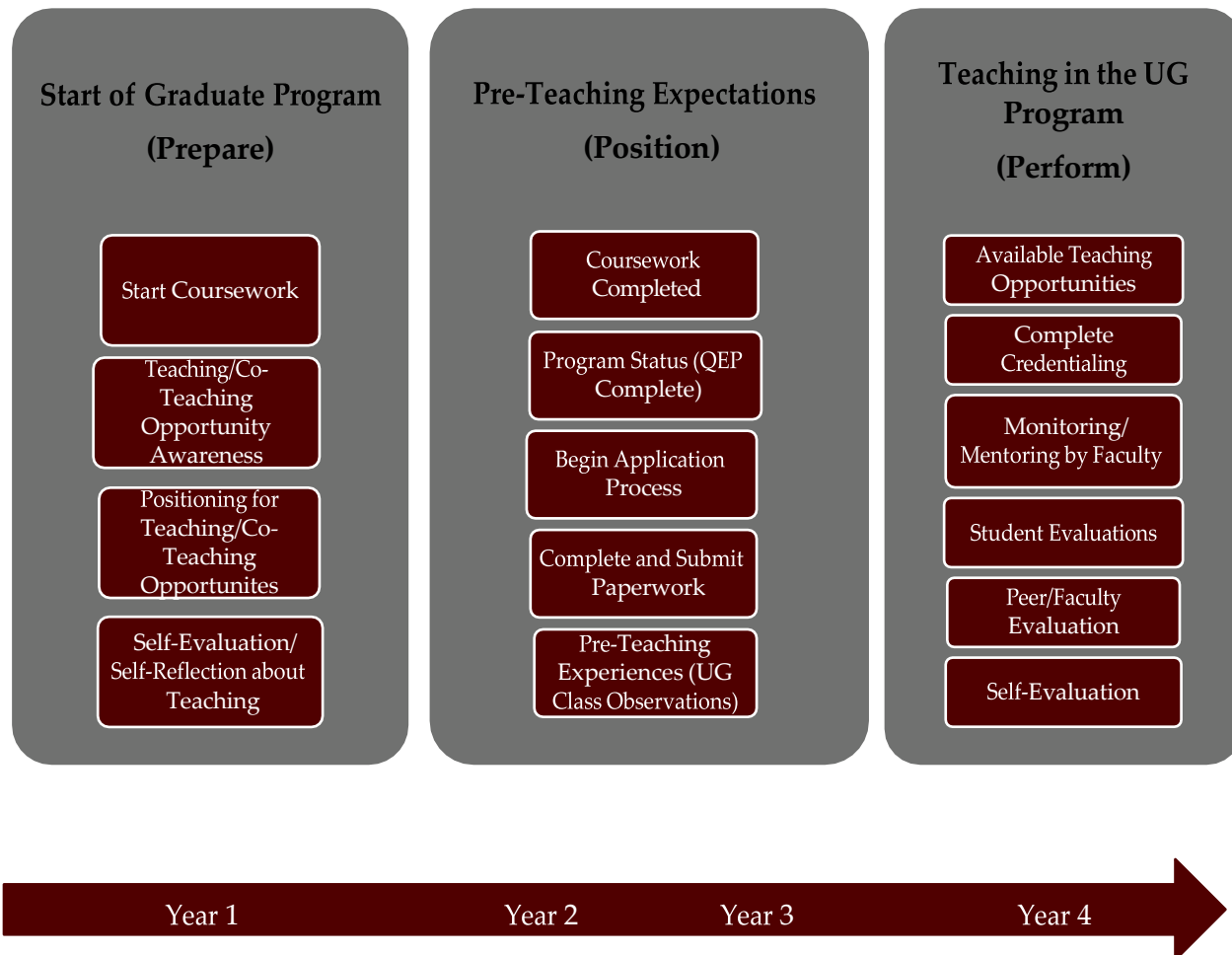
The below listed items are discussed in detail on the following pages:

- **Department Teaching Opportunities**
 - Inquiries for Co-Teaching Experiences and Application for Available Teaching Opportunities
- **Research Certificate Opportunity**
 - ARMS Certificate
- **Graduate Certificate Opportunities**
 - Adult Education Certificate
 - College Teaching Certificate
 - Graduate Certificate Process
 - Texas A&M Training and Development Certificate Program

Research, Teaching, & Professional Certificate Opportunities

Department Teaching Opportunities

Teaching Assistant Framework



Steps to Teaching Undergraduate HRD Courses

1. Years 1 & 2 (Prepare)
 - a. Begin coursework in degree area
 - i. Take Graduate (GR) courses related to Undergraduate (UG) course(s) of interest
 - ii. Take GR courses related College Teaching Certificate (recommended, not required)
 1. Required courses (9 credit hours)
 - a. EDAD 601 College Teaching
 2. Choose two courses from the following:
 - a. EDAD 602 Community College
 - b. EDAD 603 Advanced Student Development Theory
 - c. EDAD 650 Professional Development in Higher Education

- d. EDAD 669 The College Student
 - e. EHRD 616 Methods of Teaching Adults
 - f. EHRD 630 Adult Learning
 - b. Explore and understand the process to qualify to teach UG HRD courses
 - c. Begin to position yourself into a path that will lead to teaching UG HRD courses including but not limited to:
 - i. Examine UG course offerings to determine course(s) of interest
 - ii. Observe UG face-to-face course(s) – Teaching Assistants will only be assigned to teach face-to-face UG courses
 - iii. GA for an UG or GR faculty member
 - iv. Express interest in co-teaching/teaching a UG course
 - v. Volunteer to co-teach/teach a UG course
 - vi. Participate in the Graduate Teaching Academy
 - vii. Attend workshops provided by the Center for Teaching Excellence
 - d. Complete self-evaluation and self-reflection about teaching aptitude and interest
- 2. Years 2 & 3 (Position)
 - a. Complete coursework in degree area
 - b. Complete Qualifying or Preliminary Exam and Dissertation Proposal
 - c. Begin formulating Philosophy of Teaching UG Students and Credentialing paperwork statement
 - d. Begin UG Teaching Assistant Application (must be in year 2-3 to teach, co-teaching can be done earlier)
 - i. Application
 - ii. College Teaching Certification (recommended not required)
 - iii. Workshops provided by Center for Teaching Excellence
 - iv. Complete teaching availability and UG courses of interest checklist
 - v. Complete GR course completion checklist
 - vi. Provide degrees earned (University, Degree, Major, and Year)
 - vii. Indicate qualifications: Masters degree teaching discipline OR 18 graduate hours in a teaching discipline
 - viii. Work experience related to course(s) of interest
 - ix. Teaching experience related to course(s) of interest
 - x. Teaching Philosophy of Teaching UG Students
 - xi. Writing Sample (article, non-graded paper from coursework, etc.)
 - xii. Letter of Intent (500-700 words) to include personal goals and how Teaching Assistantship will enhance goals, teaching skills that will benefit students, program, and yourself, and long-term career goals.
 - xiii. Current resume or vita
- 3. Years 3 & 4 (Perform)
 - a. Opportunity or need must exist for GA teaching assignment

- b. Complete Credentialing paperwork statement
- c. Receive teaching assignment – Create:
 - i. Syllabus
 - ii. Course assignments
 - iii. Grading policies
 - iv. Course calendar
- d. Complete evaluations
 - i. Student-evaluations
 - ii. Peer-evaluation
 - iii. Faculty-evaluation
 - iv. Self-evaluation

Online Document on Application Process to be included once approved.

Research Certificate Opportunity

Advanced Research Methods Certificate

The Advanced Research Methods (ARM) Certificate is a graduate-level certificate in Education & Social Sciences, offered by the College of Education and Human Development at Texas A&M University. The program allows graduate students the opportunity to add to their degree's minimum requirements for training in research methodology, and to obtain academic validation for their additional efforts.

For more information on the certificate, requirements and how to apply visit the following website, (<https://education.tamu.edu/degrees-programs/advanced-research-methods-certificate/>). The contact regarding the ARM is Melanie Robideau, Administrative Coordinator II. She can be reached by [emailing mrobideau@tamu.edu](mailto:mrobideau@tamu.edu).

Graduate Certificate Opportunities

Adult Education Certificate

This online 12-semester credit hour certificate will provide learners with the necessary skills to teach adults more effectively in a variety of settings including colleges, health care settings, social services, and business and industry.

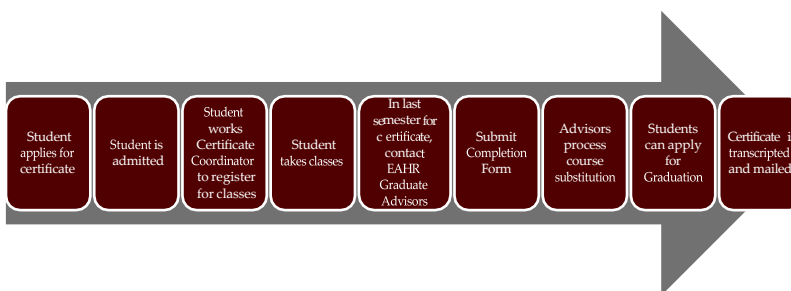
More information regarding the Adult Education Certificate can be found at the following link, (<https://eahr.tamu.edu/certificates/adult-education-certificate/>) For assistance and information regarding the Adult Education Certificate, students can contact the Certificate Coordinator, Dr. Elizabeth Roumell, at earoumell@tamu.edu.

College Teaching Certificate

Colleges and universities are expecting potential and future faculty hires to be equally skilled in the practice of research and teaching. Since 2001, the Department of Educational Administration and Human Resource has offered a College Teaching Certificate Program for masters and doctoral level graduate students across the university who are interested in learning about the scholarship of teaching and learning and documenting these professional development efforts for potential employers.

More information regarding the College Teaching Certificate can be found at the following link, (<https://eahr.tamu.edu/certificates/college-teaching-certificate/>). For assistance and information regarding the College Teaching Certificate, students can contact the Certificate Coordinator, Dr. Christine Stanley, at cstanley@tamu.edu.

Graduate Certificate Process (For both Adult Education and College Teaching Certificate)



1. Student Applies for Certificate – Must initiate this process with Graduate Advisor
 - a. Qualtrics if current TAMU student or,
 - b. GraduateCAS if prospective student
2. Student is admitted
 - a. If a current TAMU EAHR student, EAHR Advisors requests curriculum in the University Adjustment System (UAS)
 - b. If a current TAMU non-EAHR student, EAHR Advisors send instructions for student's advisor to request curriculum in UAS
 - c. G6 (non-degree seeking) students can start taking classes the semester they are admitted
 - i. UAS requests to add curriculum is unnecessary since they are admitted only to the certificate program
3. Student works with Certificate Coordinator to register for classes
 - a. Certificate Coordinator has full discretion to approve course substitutions
 - b. Only one course can be taken by distance and count towards the College Teaching Certificate. Only one course can be taken face-to-face and count towards the Adult Education Certificate.
4. Student takes classes
 - a. Once the curriculum request is processed in UAS, students can run a degree evaluation to see the coursework they have taken and still need to complete the certificate
 - b. Students do not file a separate degree plan

- c. EAHR students can “double count” courses towards a fulfilling a degree and the certificate if the student is admitted to and enrolled in a degree seeking program
 - i. Non-EAHR students must discuss “double counting” courses with their department/program academic and faculty advisors
5. In a student’s last semester of taking certificate classes, they will contact the EAHR Advising Office at eahradvisor@tamu.edu to inform advisors they will graduate that semester
6. Students must complete the Completion Request Form (provided by advisors)
7. Advisors process any course substitutions by requesting adjustments in UAS
 - a. If a non-EAHR student, EAHR Advisors send the instructions for a student’s advisor to request adjustments in UAS
8. Once processed, EAHR Advising Office will prompt student to submit a graduation application for the Certificate program
9. Students will receive a transcript designation from the university and will be mailed a physical certificate

Misc. Information

- Students who have graduated and taken courses towards the certificate can apply for the certificate program through GraduateCAS and have those courses count towards fulfilling the certificate. EAHR Advisors will submit adjustments through UAS

Contacts

For assistance in navigating the admissions process or completing a certificate students can email the EAHR Graduate Advising Office at eahradvisor@tamu.edu.

Texas A&M Training and Development Certificate Program



The *Training & Development Certificate Program* is the repository for all non-course-based training programs in the department. These individual programs, managed by the *Training & Development Certificate Program*, are usually faculty led and cumulate with a certificate. Our access to multiple faculty across Texas A&M University, covering various areas of expertise allow us to custom design certificates based on customer need, the cost of each certificate is negotiated with the customer. These certificated range in delivery time from half-day to multiple days. We also custom deliver these to client locations if requested.

Our main program offered at least once a year, is a 40-hour program leading to a certificate as a *Certified Professional Trainer (CTP)*. It is an intensive hands-on, competency-based program for beginning or experienced trainer or training managers. Topics will include, but are not limited to: Needs assessment, data collection & analysis, training methods, transfer of training, coaching & mentoring, program delivery

(facilities, budgeting, selecting instructors, safety & security, etc.), instructional design, adult learning principles, cyber security issues, evaluation models. We will be following the ADDIE instructional design model as a basis of this intensive training program.

The cost of this dynamic course is \$2,700 per person which includes forty (40) hours of training, a complete set of all training materials, morning and afternoon snacks, full breakfast and catered lunch, framed certificate, a YETI-style mug, an embroidered polo shirt and a group picture. Participants are also encouraged to continue to network with our renown faculty and other participants as your training is implemented.

Other certificate programs we have developed include:

1. Use of latest technologies to support teacher quality and professional development (e.g., virtual mentoring)
2. Preparing school leaders for demographically changing schools
3. Using online tools for student advising
4. Data mining techniques for school improvement
5. Cyber security (audience both schools and business)
6. Certified Training Instructor (24-hour Current Certificate)
7. Certified Training Professional (40-hour Current Certificate)
8. Certified Training Developer (24-hour Current Certificate)
9. Project Management Certificate (24-hour Current Certificate)
10. Professional Development for Undergraduate Students (40-hour Current Certificate)
11. Time Management
12. Financial Management and Budgeting for Non-Financial Managers
13. Contract and Proposal Development
14. Qualitative Research Design
15. Data Analysis for Decision Making
16. Survey Development and Analysis
17. Instructional Design
18. Foundations for Online Learning
19. Engaging the Adult Online Learner
20. Coordinating Distance Learning Programs
21. Authentic Assessment models and practice
22. Why evaluate training programs – moving from the training classroom to behavior change. Ways to ensure learned training competencies are transferred to the workplace
23. How adults learn and process information different that high school and college students – a must in designing and delivering training programs

Please direct all questions to Dr. Larry Dooley (l-dooley@tamu.edu), Director Training & Development Certification Program

The Department of Educational Administration and Human Resource Development coordinates the Training and Development Professional Certification Program. For more information visit the webpage at, (<https://eahr.tamu.edu/certificates/training-development-professionalcertification/>).

University Resources and Support

Listing of University Resources and Support	
International Student Services	http://iss.tamu.edu
Counseling and Psychological Services	https://caps.tamu.edu
Disability Resources	http://disability.tamu.edu
Aggie Allies	https://allies.tamu.edu
A.P. Beutel Health Center	https://shs.tamu.edu
Student Assistance Services	
Student Legal Services	
	https://studentlife.tamu.edu//wrc/resources/rightsandresources/
Maternity/Paternity Resources and Policies	https://employees.tamu.edu/benefits/leave/parental/
TAMU Libraries	
University Writing Center	https://writingcenter.tamu.edu
Promoting Outstanding Writing for Excellence in Research (POWER)	https://power.tamu.edu/power-hour
Career Center	https://careercenter.tamu.edu
Center for Teaching Excellence	https://cte.tamu.edu
Department of Multicultural Services	https://dms.tamu.edu
Parking	https://transport.tamu.edu
Student Recreation Center	https://recsports.tamu.edu

Appendix I University Requirements

Appendix II Department Resources and Expectations

Appendix I University Requirements

Attendance

Class attendance and participation are an individual student's responsibility. Students taking traditional face-to-face courses are expected to attend class, and to complete all assignments by stated due dates. Students enrolled in distance education courses are expected to regularly engage with instructional materials and complete all assignments by stated due dates. Instructors are expected to provide notice of the dates on which major exams will be given, and assignments will be due by the date on the course syllabus. It must be made available by the first class period. Graduate and professional students are also expected to attend all examinations required by departments/advisory committees as formally scheduled such as, but not limited to, preliminary exams and final defenses. Note: Violation of this attendance policy is subject to disciplinary action through the Aggie Honor System Office and the Student Code of Conduct (See Rule 24 at the following webpage, <https://student-rules.tamu.edu/rule24/>).

Notification of Absences

Unless otherwise stated in this rule, to be considered for an excused absence, the student must notify the instructor in writing (email is acceptable) prior to the day of absence. In cases where advanced notification is not possible, the student must provide notification by the end of the second business day after the last date of the absence. This notification must include an explanation of why notice could not be sent.

Absences

- Excused Absences Defined by State and Federal Regulations:
 - In accordance with Texas Education Code Section 51.911 Religious Holy Days, Texas A&M University shall excuse a student from attending classes or other required activities, including examinations, for the observance of a religious holy day, including travel for that purpose. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to take an examination or complete an assignment from which the student is excused within a reasonable time after the absence. An instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination within a reasonable time after the absence. Questions about religious holy days should be directed to the Dean of Faculties.
 - In accordance with Texas Education Code Section 51.9111 Excused Absence for Active Military Service, Texas A&M University shall excuse a student from attending classes or engaging in other required activities, including examinations, in order for the student to participate in active military service to which the student is called, including travel associated with the service. A student whose absence is excused under this subsection may not be penalized for that absence and shall be allowed to complete an assignment or take an examination from which the student is excused within a reasonable time after the absence. An instructor may appropriately respond if the student fails to satisfactorily complete the assignment or examination within a reasonable time after the absence.
 - In accordance with Title IX of the Education Amendments of 1972, Texas A&M University shall treat pregnancy (childbirth, false pregnancy, termination of pregnancy and recovery

there from) and related conditions as a justification for an excused absence for so long a period of time as is deemed medically necessary by the student's medical provider. Requests for excused absence related to pregnancy should be directed to the instructor. Questions about Title IX should be directed to the University Title IX Coordinator.

- In accordance with the Americans with Disabilities Act, Texas A&M University shall provide equal access for students with disabilities. Some students with disabilities may qualify for an attendance policy modification and should provide the instructor with proper notification from Disability Resources concerning this accommodation prior to a disability-related absence. Questions about disability related absence should be directed to Disability Resources.
- Excused Absences Defined by Texas A&M University
 - Personal injury or illness that is too severe or contagious for the student to attend class.
 - An absence for a non-acute medical service does not constitute an excused absence.
 - Death or major illness in a student's immediate family. Immediate family may include: parents, siblings, grandparents, spouse, child, spouse's child, spouse's parents, spouse's grandparents, step-parents, step-siblings, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student's academic dean or designee.
 - Illness of a dependent family member.
 - An absence for a non-acute medical service does not constitute an excused absence.
 - Participation in legal or governmental proceedings that require a student's presence and that cannot be rescheduled.
 - Graduate or professional school interviews which are mandatory, and fixed date by university/school policy, which cannot be rescheduled.
 - Mandatory interviews for permanent, full-time employment or full-time internships (including those that are part of a cooperative education program) that have a duration of at least ten (10) weeks, provided that such interviews are related to the student's academic program and provided that the interviews are fixed date by employer policy and cannot be rescheduled. A student may not request excused absences for employment or internship interviews for more than one scheduled class meeting in one academic term.
 - Presentation of research or scholarship at a professional conference related to the student's academic program, provided that the student is a presenter.
 - Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)
 - Mandatory participation as a student athlete in NCAA-sanctioned competition.
 - For compelling reasons not included in Section 7.2, the dean or dean's designee of the student's college with the support of the dean or dean's designee of the college offering the course may provide a statement (email is acceptable) that the deans or designee have verified the absence as excused.

Absence Documentation and Verification

- Absence Verification
 - The student is responsible for providing documentation substantiating the reason for the absence, including reasons stated in Section 7.2. This documentation must be provided within three business days of the last date of the absence, unless otherwise stated in this rule.
 - An instructor may confirm a student's absence documentation and excuse a student from attending class for the reasons stated in Section 7.2 or other reasons deemed appropriate by the student's instructor.
 - An instructor may choose to defer confirmation of a student's absence documentation, including cases when documentation is not available. Upon deferral, the dean or dean's designee of the student's college with the support of the dean or dean's designee of the college offering the course may provide a statement (email is acceptable) that the deans or designee have verified the absence as excused.
 - The university authorized activity list, on-line interfaith calendars, athletic competition schedules, and other published resources may be used to confirm student absences.
 - Students who furnish false information may be found in violation of Student Rule 24.4.1. and the Aggie Honor Code.
- Absence documentation may include, but is not limited to, the following:
 - A medical confirmation note from the student's medical provider. The medical provider can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the medical assessment and the date at which the student may return to classes. Students cannot be required to provide detailed medical information.
 - A medical confirmation note from the medical provider involved in the care of the student's immediate family member or dependent. The medical provider can provide a medical confirmation note only if medical professionals are involved in the medical care of the immediate family member or dependent. Students cannot be required to provide detailed medical information.
 - Death notice, obituary, or death certificate for a student's immediate family member.
 - Documentation regarding the scheduling of legal or governmental proceedings that require a student's presence and that cannot be rescheduled.
 - Documentation regarding the scheduling of mandatory admission interviews for professional or graduate schools as described. Documentation must be provided 5 business days in advance.
 - Documentation regarding the scheduling of mandatory interviews as described. Documentation from the employer must be provided 5 business days in advance.
 - Documentation regarding the scheduling of presentations of research or scholarship as described. Documentation for professional conference presentations must include confirmation of the student's role as a presenter. Documentation must be provided 5 business days in advance.

Make-up Work

- If a student's absence is excused, the instructor must either provide the student an opportunity to make up any quiz, exam or other work that contributes to the final grade or provide a satisfactory alternative by a date agreed upon by the student and instructor. If an instructor has a regularly scheduled make up exam, students are expected to attend unless they have an excused absence. Students are encouraged to work with instructors to complete make-up work in advance of known scheduled absences (interviews, administrative proceedings, etc.). Make-up work must be completed in a timeframe not to exceed thirty (30) calendar days from the last day of the initial absence. Absences related to Title IX of the Education Amendments of 1972 may necessitate a period of more than thirty (30) days for make-up work, and the timeframe for make-up work should be agreed upon by the student and instructor.
 - The instructor is under no obligation to provide an opportunity for the student to make up work missed because of an unexcused absence.
 - See Part III, Grievance Procedures: 49. Unexcused Absences, for information on appealing an instructor's decision regarding an excused absence.

Extended Absences

- If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic dean or designee of the student's college may consider giving the student a grade of "W" during the semester enrolled or a "NG" (no grade) following posting of final grades.
- Whenever a student is absent for unknown reasons for an extended period of time, the instructor may initiate a check on the welfare of the student by reporting through the head of the student's major department to the dean or designee of the student's college.

Appendix II Department Resources and Expectations

Distance Education Policy

The below policies are based on existing rules from the State of Texas, the Texas Higher Education Coordinating Board and on guidance from the Office of Graduate and Professional Studies and the College of Education and Human Development as per the Associate Dean for Academic Affairs. Exceptions to these policies have been made in extreme circumstances by the Office of Graduate and Professional Studies and the Office of the Registrar. Such extreme circumstances include academic affairs policies related to COVID-19 procedures.

Both Masters and Doctoral Students are made aware of the below policies at multiple points in their program; in the departmental admissions acceptance process, orientation, in electronic communication from and at meetings with Graduate Advisors, when students submit their degree plans through the Office of Graduate and Professional Studies, and the policies are re-emphasized by faculty advisors when meeting with students every semester. Doctoral students must acknowledge this in their acceptance agreement form upon admission.

Doctoral Students

Texas Higher Education Coordinating Board's (THECB) has a rule limiting doctoral students to *"no more than four courses offered via distance education."* This rule applies to all doctoral students in the state who are not enrolled in an approved distance education program. Individual programs and departments have the option to propose a specific listing of an additional 2 courses (with an equivalent of 6 hours). As a department, EAHR is allowing students to enroll in additional hours. Doctoral students in EAHR will be allowed to take up to 18 total hours of approved distance education courses.

EAHR Excess Research Hours Policy

(EDAD/EHRD 691 or EDAD 692)

To ensure students are making adequate and appropriate progress toward completion of their degree, the following policy will be applied to students who have enrolled and completed the number of Research Hours (691 or 692) listed on their degree plan.

Once a student has enrolled in and completed the number of research hours on their degree plan, the graduate advising office will block the student from registration until such time as they meet with their faculty Chair and reports on progress toward completing the required work on the dissertation or record of study.

Upon receipt of information from the student's committee chair outlining progress and goals for the next semester, the graduate advisor will unblock the student for one additional semester of registration.

A student on continuing registration will again be blocked from registration on the twelfth class day of the semester.

This policy is adopted and applied to all students, current and future, who had completed the research hours listed on their degree plan.

Graduate Student Concern Form

The Graduate Student Concern form is available when a student has a concern with a faculty member, staff member, or another student. This form can be found on the [MySEHD website](#) under “Students”, “Graduate Forms”. Students are encouraged to first meet with the faculty member, staff member, or student to try to resolve the concern before submitting the Graduate Student Concern form.

SEHD Policy and Practices for Student Concerns, Complaints, and Grievances

In the course of their professional training, graduate students may experience conflicts with other students, staff, faculty, or site-supervisors. Some may be misunderstandings that can be resolved through discussion. On occasion an unresolved conflict may constitute a grievance or complaint. The TAMU Student Rules Part III delineate student grievance procedures (<https://student-rules.tamu.edu/studentgrievanceprocedures/>) and specific instances in which a grievance can be filed. Consistent with university procedures, the School of Education and Human Development follows a process applicable to student-staff, student-faculty, and student-site supervisor conflicts.

Guiding Terms

Bullying Behaviors include (but are not limited to):

- Intimidating, degrading, humiliating others, and threatening university and school climate and diversity objectives.
- Outcomes of bullying: At the post-secondary level, bullying results in the loss of trained and talented employees, reduces morality and productivity, and can have negative physical impacts.
- Reinforcers of bullying:
 - Limiting opportunities for open and honest dialogue
 - Lack of reporting mechanisms for inappropriate behaviors

Civility is claiming and caring for one’s identity, needs and beliefs without degrading someone else’s in the process. (Spath, T., & Dahnke, C., The Institute for Civility in Government).

Conflict is a struggle or difference between opposing ideas, needs, beliefs, values or goals (The Center for Change and Conflict Resolution).

Grievances are defined as a problem, concern or complaint about work, a person with whom you have contact at work, or the work environment.

Departmental Ombuds Representatives for Graduate Students

Educational Administration and Human Resource Development – Krista Bailey

Educational Psychology – Krystal Simmons

Kinesiology and Sports Management – Paul Batista

Teaching, Learning, and Culture – Karen Rambo Hernandez

Stages in the Grievance and Conflict Resolution Process

Refer to the graphics on the proceeding pages for visual aides to supplement these stages.

Stage	Procedure
Stage 1 First step in grievances and/or interpersonal conflict	<p>As an initial step in the resolution process, students should meet with the individual staff member, faculty member, or site supervisor of concern within their program/department. If efforts to communicate directly with the individual(s) do not resolve the issue, or the student is uncomfortable approaching the individual(s), students also have access to other intermediate options.</p> <p>The grievance or conflict should be resolved as soon as possible. Individuals are encouraged to use conflict management resources found on the MySEHD Page. You may also contact your departmental Ombuds to assist.</p>
Stage 2 Unresolved Stage 1 grievance or conflict which may require assistance in resolution	<p>When conflict/situations remain unresolved, students may seek guidance from their advisor/chair, or the faculty member who coordinates the academic program. Depending on the situation and context, students may opt to approach their advisor/chair or the coordinator of their academic program. Student(s) may share their concerns with any of these intermediate resources to seek guidance for resolving a conflict and clearing up any misunderstandings. If after accessing intermediate options the situation remains unresolved, the student's next option for resource is to meet with the department head.</p> <p>Parties may also consider voluntary mediation. Mediation is a voluntary process that begins when the parties involved in the conflict agree to meet together with a neutral person identified by SEHD as a mediator. The objective of mediation is to work out a mutual, written agreement between the parties regarding how to move forward in the future.</p> <p>A university resource for student-involved mediation is available.</p> <p>Conflicts involving a Supervisor: In the event the grievance or conflict involves an individual's direct supervisor or the individual does not feel comfortable raising the conflict directly to their supervisor, the student shall inform the person to whom their director supervisor reports.</p>
Stage 3 Department head-level involvement	<p>A student can request to meet with the respective department head to discuss previous attempts to resolve conflict and to seek guidance or resolution. The student may also contact their department Ombuds. Each department has an appointed Graduate Ombudsperson. At this point, the student will decide whether to present the conflict/issue as a formal complaint/grievance to the School's Senior Associate Dean for Academic Affairs. If a complaint or issue involves an individual outside of the department or university, the student</p>

	will work with the department head to determine an appropriate course of action and consult with the School and outside entities as appropriate.
Stage 4 School-level involvement	<p>Once the department head renders or advises the student on a course of action, if the student is unsatisfied, the student may elect to advance the grievance to the School level for further consideration. In most cases, the School's Senior Associate Dean for Academic Affairs will communicate with the student and recommend any further action.</p> <p>It is important to note that whenever there is a discussion regarding a particular faculty-student, supervisor-student, or staff-student concern, maintaining anonymity of the student may not be possible; however, confidentiality of information will always be maintained to the extent possible as allowed by law. Similarly, all activities will be consistent with the requirements and limits set under FERPA with regard to student records.</p> <p>At the School-level, there is a Professional Concerns Ad-hoc Committee made of Graduate Instruction Council (GIC) members which may be called by the School's Senior Associate Dean for Academic Affairs to review the grievance or graduate student concern and offer a recommendation.</p> <p>Students may also contact the Ombuds for the Graduate and Professional School (ombuds@tamu.edu) or 979-845-3631. https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services</p> <p>Formal Grievance Submission Processes</p> <ul style="list-style-type: none"> • Title IX: Sexual Discrimination, Sexual Harassment, Sexual Assault and Violence • Graduate and Professional School Grievances and Appeals • Texas A&M Student Grievance Procedures

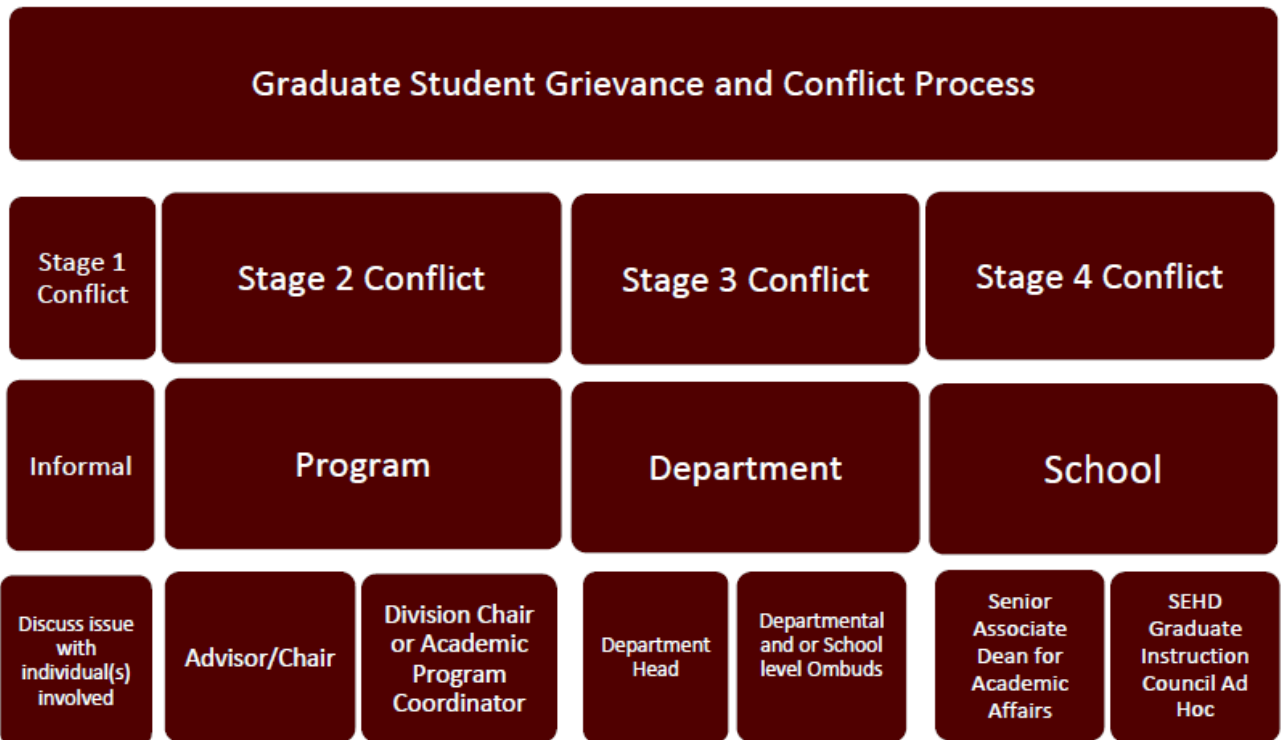
Grievance Procedures

Stage 1: Grievance, issue, or conflict arises (student-faculty, student-staff, student-supervisor) and is handled informally.

Stage 2: Unresolved Stage 1 grievance or conflict will involve advisor/chair, division chair or academic program coordinator.

Stage 3: Unresolved Stage 2 grievance or conflict will involve the department head, departmental or school level Ombuds.

Stage 4: Unresolved Stage 3 grievance or conflict will involve Senior Associate Dean for Academic Affairs and CEHD Graduate Instruction Council (GIC). Student may always seek assistance from the Graduate and Professional School (GPS) Ombuds.



Listing of Faculty by Program

Ph.D. in Educational Human Resource Development, Adult Education area of specialization

Dr. Mary Alfred, Professor

Email: malfred@tamu.edu



Research Expertise:

- Diversity, Equity, and Inclusion in Higher Education and the Workplace
- Low Literate, Low Income Women in Education and Work
- Immigrant/International Women in Higher Education
- Globalization and the Internalization of Adult and Higher Education
- Women and Poverty

Methodology Expertise:

Qualitative

Dr. Elizabeth Roumell, Associate Professor and Adult Education Program Leader

Email: earoumell@tamu.edu



Research Expertise:

- Adult and Workforce Education Policy
- Adult Identity Development
- Adult Learning
- Evaluation
- International and Comparative Education
- Online and Distance Learning

Methodology Expertise:

Qualitative and Mixed Methods

Dr. Junghwan Kim, Associate Professor | Assists Students in Adult Education and HRD areas

Email: j-kim@tamu.edu



Research Expertise:

- Adult/ Informal/ Workplace Learning and Theory
- Community Leadership/ Communityship
- Cultural-Historical Activity Theory
- Postsecondary Access and Success for Workers
- Sociocultural and Critical Approaches to Adult Education and HRD
- Work, Learning, Leadership, and Engagement for Change

Methodology Expertise:

Qualitative and Quantitative

Ph.D. in Educational Human Resource Development, Human Resource Development area of specialization

Dr. Michael Beyerlein, Professor

Email: beyerlein@tamu.edu



Research Expertise:

- Team Creativity
- Emergence of Virtual Organizations
- Innovation Science

Methodology Expertise:

Quantitative

Dr. Khalil Dirani, Associate Professor and Educational Human Resource Development Program Chair

Email: dirani@tamu.edu



Research Expertise:

- International HRD
- Organization Change and Development
- Learning Organization in the Middle East and North Africa Region
- Transfer of Learning Practices and Theories Across Cultures
- Leadership and Talent Development in Emerging Market Economics

Methodology Expertise:

Quantitative

Dr. Larry Dooley, Associate Professor

Email: l-dooley@tamu.edu



Research Expertise:

- eLearning in Human Resource Development
- International Human Resource Development

Methodology Expertise:

Qualitative

Dr. Rhonda Fowler, Clinical Assistant Professor

Email: rfowler@tamu.edu



Research Expertise:

- Mentoring for Underrepresented Minority Students, specifically African American Women

Methodology Expertise:

Qualitative

Dr. Bin Mai, Assistant Professor and Technology Management Program Leader

Email: binmai@tamu.edu



Research Expertise:

- Economic Modeling and Analysis of Information Technology Management
- Analytical and Empirical Study of Information Security and Privacy Management
- Behavioral Study of Human Decision Making in Human-Computer Interactions

Methodology Expertise:

Quantitative

Dr. Noemi Mendoza Diaz, Assistant Professor

Email: nmendoza@tamu.edu



Research Expertise:

- Engineering and Technology Education
- Latinos in STEM
- Entrepreneurship in STEM

Methodology Expertise:

Mixed Methods

Dr. Machuma (Helen) Muyia, Clinical Associate Professor

Email: muy2001@tamu.edu



Research Expertise:

- Emotional Intelligence
- Adult Learning
- Organization Development & Change
- Virtual Learning
- Training and Development

Methodology Expertise:

Quantitative

Dr. Fredrick Nafukho, Professor and Associate Dean for Faculty Affairs

Email: fnafulkho@tamu.edu



Research Expertise:

- Educational Policy Analysis in International and Comparative Education
- Emotional Intelligence and Leadership Development
- Investment in Human Capital Development
- Organization Development and Change
- OD: Strategic Planning

Methodology Expertise:

Quantitative

Dr. Judy Sandlin, Clinical Associate Professor

Email: jrsandlin@tamu.edu



Research Expertise:

- Sport and Character Development
- College Student Health Issues

Methodology Expertise:

Quantitative

Dr. Jia Wang, Professor

Email: jiawang@tamu.edu



Research Expertise:

- Career/Family Issues
- Crisis Management
- National and Cross-Cultural Human Resource Development
- Workplace (In)civility
- Workplace Learning

Methodology Expertise:

Qualitative

Dr. Michael Workman, Associate Professor

Email: workmanfit@tamu.edu



Research Expertise:

- Security Related Behaviors
- Ventures and Strategies
- Knowledge Capital and Knowledge Development
- Virtual Learning

Methodology Expertise:

Quantitative

Ph.D. in Educational Administration, Higher Education Administration area of specialization

Dr. Krista Bailey, Clinical Associate Professor and Director of SAAHE

Email: kristabailey@tamu.edu



Research Expertise:

- Graduate Student Experience
- Women in Student Affairs
- Student Leadership Learning and Assessment

Methodology Expertise:
Qualitative

Dr. Chayla Haynes Davison, Assistant Professor

Email: chayla.haynes@tamu.edu



Research Expertise:

- Black Women in Higher Education
- Critical and Inclusive Pedagogy (i.e., Instructional Methods and Course Design in College Teaching and Faculty Development)
- Critical Race Theory and Intersectionality Scholarship
- Race, Equity and Inclusion in Higher Education

Methodology Expertise:
Qualitative

Dr. Chaddrick James-Galloway, Assistant Professor

Email: cdjgway@tamu.edu



Research Expertise:

- Race
- Racism
- Anti-Black Racism
- The Racialized Experiences of Students of Color across P-20 Educational Contexts

Methodology Expertise:

Qualitative

Dr. Glenda Musoba, Associate Professor and Higher Education Administration Program Chair

Email: glendamusoba@tamu.edu



Research Expertise:

- College Student Retention
- Financial Aid

Methodology Expertise:

Primary Quantitative
Secondary Qualitative

Dr. Vincent Lechuga, Associate Professor

Email: vlechuga@tamu.edu



Research Expertise:

- Academic Freedom
- For-profit Colleges and Universities
- Governance
- Higher Education Policy

Methodology Expertise:

Qualitative

Dr. Luis Ponjuan, Associate Professor

Email: luis.ponjuan@tamu.edu



Research Expertise:

- Latino males and STEM research experiences

Methodology Expertise:

Primary Quantitative
Secondary Qualitative

Dr. Cinthya Salazar, Assistant Professor

Email: csalazar@tamu.edu



Research Expertise:

- Undocumented students with and without DACA
- Minoritized students' success in higher education
- College access and retention
- Participatory action research

Methodology Expertise:

Qualitative

Dr. Christine Stanley, Regents Professor

Email: cstanley@tamu.edu



Research Expertise:

- Administration in Higher Education
- College Curriculum
- College Teaching
- Diversity and Social Justice in Higher Education
- Faculty Development
- Postsecondary Education and Policy
- Professional Development of Administrators and Scholars

Methodology Expertise:

Qualitative

Ph.D. in Educational Administration, PK-12 Educational Leadership area of specialization

Dr. Brendan Bartanen, Assistant Professor

Email: bartanen@tamu.edu



Research Expertise:

- Education Policy
- Educator Labor Markets
- Quantitative Methods
- School Leadership

Methodology Expertise:

Quantitative

Dr. Dan Bowen, Assistant Professor

Email: dhbowen@tamu.edu



Research Expertise:

- Arts, Humanities, and other 'Non-Core,' School-Sponsored Enrichment and Extra-Curricular Activities
- Education Policy
- Field Experiments

Methodology Expertise:

Quantitative

Dr. Carl Fahrenwald, Clinical Assistant Professor

Email: cfahrenwald@tamu.edu



Research Expertise:

- Educational Equity and Inclusion
- School Culture and Climate
- Social Emotional Learning
- Holistic Education and School Services
- Community Based School Accountability Systems

Methodology Expertise:

Qualitative

Dr. Susan Holley, Clinical Assistant Professor

Email: sholley1@tamu.edu



Research Expertise:

- Educational Leadership
- Women in Leadership
- Social Justice, Cultural Sensitivity, Equity and Diversity

Methodology Expertise:

Mixed Methods

Dr. Beverly Irby, Regents Professor and Associate Dean for Academic Affairs

Email: beverly.irby@tamu.edu



Research Expertise:

- Women and Gender Studies
- Educational Leadership
- Leadership for Bilingual Schools
- Mentoring and Coaching

Methodology Expertise:

Primary Qualitative

Secondary Mixed Methods

Dr. Jean Madsen, Professor and Associate Department Head

Email: jamadsen@tamu.edu



Research Expertise:

- Organizational Development for Schools that Contain Demographically Diverse Teachers and Students
- Organizational Effectiveness and Proportional Representation on Workplace Relationships in Urban Schools
- Organizational Leadership in Urban and Suburban Schools to Address Intergroup Differences
- Strategic Planning in Multi-Racio Ethnic Environments and its Impact on Student Outcomes

Methodology Expertise:

Qualitative

Dr. Mario Torres, Professor and Department Head

Email: mstorres@tamu.edu



Research Expertise:

- K-12 Campus/Community Politics
- K-12 Education Law
- K-12 Education Policy
- Quantitative Research Methods

Methodology Expertise:

Quantitative

Dr. Abelardo Saavedra, Professor of Practice

Email: asaavedra@tamu.edu



Research Expertise:

- Public School Finance
- Politics in Education
- School District Governance
- School Board/Superintendent Relations

Methodology Expertise:

Qualitative

Dr. Gwendolyn Webb, Associate Professor and PK-12 Educational Leadership Program Chair

Email: gwebbj@tamu.edu



Research Interests:

- Curriculum and Instructional Development
- Multicultural Education
- Parental/Family Involvement
- Recruitment and Retention of Culturally Diverse Students in Higher Education
- Special Education

Methodology:

Qualitative and Mixed Methods
