

# Handbook for Ph.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 Ph.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> );
- The Graduate and Professional School ([grad.tamu.edu](http://grad.tamu.edu))
- Texas A&M Academic Calendar (<https://registrar.tamu.edu/academic-calendar/> );
- Institutional Review Board (IRB) (<https://vpr.tamu.edu/human-research-protection-program/approval-process/> ).

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 December 11, 2020. (Updated 10/29/2024)

# EAHR DEPARTMENT INFORMATION AND CONTACTS

## SECTION CONTENTS

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

### **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 K12 Educational Leadership and Policy, Human Resource Development, Higher Education Administration, Workforce, Adult, and Lifelong 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, 375 graduate students, 22 faculty and 22 staff. The official department website can be found at the following website, (<https://eahr.tamu.edu>).

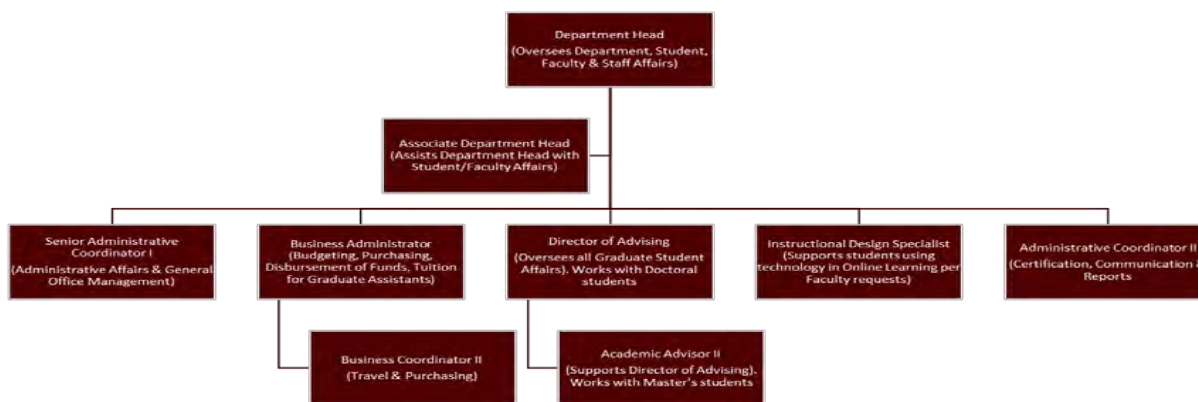
The department houses three majors, Educational Administration, Educational Human Resource Development, and Human Resource Development (undergraduate) with a variety of degrees and areas of specializations under each.

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

\*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. The below 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.



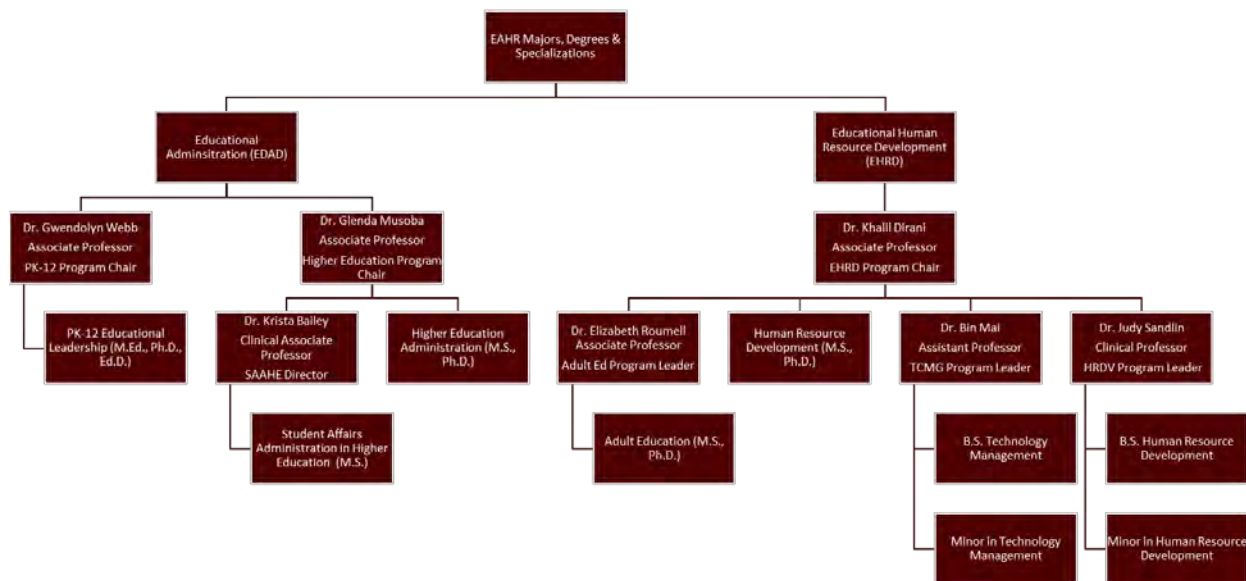
### Administrative Contact Information

Name	Title	Email
Dirani, Khalil	Professor and Department Head	<a href="mailto:dirani@tamu.edu">dirani@tamu.edu</a>
Madsen, Jean	Professor and Associate Department Head	<a href="mailto:jamadsen@tamu.edu">jamadsen@tamu.edu</a>
Shelfer, Marie	Senior Administrative Coordinator II	<a href="mailto:shelfer@tamu.edu">shelfer@tamu.edu</a>
Sassano, Susan	Business Administrator II	<a href="mailto:ssassano@tamu.edu">ssassano@tamu.edu</a>
Madison, Patricia	Business Coordinator II	<a href="mailto:pmad19@tamu.edu">pmad19@tamu.edu</a>
Liu, Jere	Instructional Designer III	<a href="mailto:liu@tamu.edu">liu@tamu.edu</a>
Kuhlmann, Melissa	Senior Administrative Coordinator I	<a href="mailto:mkuhlmann@tamu.edu">mkuhlmann@tamu.edu</a>



## 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 and Leader Contact Information

Name	Title	Program Area	Email
Turner, John	Associate Professor	EHRD - Program Chair, PhD	<a href="mailto:j.turner@tamu.edu">j.turner@tamu.edu</a>
Lechuga, Vicente	Associate Professor	EDAD - Program Chair, Higher Ed Administration	<a href="mailto:vlechuga@tamu.edu">vlechuga@tamu.edu</a>
Hwang, Jihee	Clinical Associate Professor	EHRD - Program Leader, MS	<a href="mailto:hwang@tamu.edu">hwang@tamu.edu</a>
Bowen, Dan	Associate Professor	EDAD – K12 Educational Leadership	<a href="mailto:dhb Bowen@tamu.edu">dhb Bowen@tamu.edu</a>

A complete listing of graduate faculty by program area, including each member's research interests and methodology, is found in the appendix on page 57. This listing only includes faculty eligible to serve on graduate committees.

# UNIVERSITY REQUIREMENTS

## SECTION CONTENTS

- Residence Requirements
- Time Limit
- Continuous Registration
- 99-Hour Cap
- Grade Point Average
- Student Rules
- Attendance/Absences
- Academic Integrity
- Scholastic Dishonesty
- Respect & Dignity

## University Requirements

Please be sure to also review the [Graduate Catalog](#) for more information.

### Residence Requirements

A student who enters the doctoral degree program with a baccalaureate degree must spend one academic year plus one semester in resident study at Texas A&M University. A student who holds master's degree when they enter a doctoral degree program must spend one academic year in resident study. One academic year may include two adjacent regular semesters or one regular semester and one adjacent 10-week summer semester. The third semester is not required to be adjacent to the one year. Enrollment for each semester must be a minimum of 9 credit hours each to satisfy the residence requirement. A minimum of 1 credit hour must be in a non-distance education delivery mode. Semesters in which the student is enrolled in all distance education coursework will not count toward fulfillment of the residence requirement.

To satisfy the residence requirement, the student must complete a minimum of 9 credit hours per semester or 10-week summer semester in resident study at Texas A&M University for the required period. A student who enters a doctoral degree program with a baccalaureate degree may fulfill residence requirements in excess of one academic year (18 credit hours) by registration during summer sessions or by completion of a less-than-full course load (in this context a full course load is considered 9 credit hours per semester).

Students who are employed full-time while completing their degree may fulfill total residence requirements by completion of less-than-full time course loads each semester. In order to be considered for this, the student is required to submit a Petition for Waivers and Exceptions along with verification of employment to the Graduate and Professional School. An employee should submit verification of employment at the time they submit the degree plan.

### Time Limit

All requirements for doctoral degrees must be completed within a period of ten consecutive calendar years for the degree to be granted. A course will be considered valid until 10 years after the end of the semester in which it is taken. Graduate credit for coursework more than ten calendar years old at the time of the final oral examination may not be used to satisfy degree requirements.

After passing the required preliminary oral and written examinations for a doctoral degree, the student must complete the final examination within four years of the semester in which the preliminary exam is taken. Exams taken in between terms will expire at the end of the term that ended prior to the exam. For example, a preliminary exam taken and passed during the fall 2019 semester will expire at the end of the fall 2023 semester. A preliminary exam taken in the time between the summer and fall 2019 semesters will expire at the end of the summer 2023 semester.

A final corrected version of the dissertation or record of study in electronic format as a single PDF file must be cleared by the Graduate and Professional School within one year of the semester in which the final exam is taken. Exams taken in between terms will expire at the end of the term that ended prior to the exam. For

example, a final exam taken and passed during the fall 2022 semester will expire at the end of the fall 2023 semester. A final exam taken in the time between the summer and fall 2022 semesters will expire at the end of the summer 2023 semester. Failure to do so will result in the degree not being awarded.

### **Continuous Registration**

Students in graduate degree programs requiring a thesis, dissertation, internship, or record of study who have completed all coursework on a degree plan, other than 684 (Internship), 691/791 (Research), or 692 (Professional Study), are required to maintain continuous registration until the completion of all requirements for a degree. Registration for zero-credit 681 (Seminar), 684, or 685 (Directed Studies) courses only does not satisfy the continuous registration requirement for students in graduate degree programs requiring a thesis, dissertation, internship, or record of study. Other courses, including 691/791 hours, are not eligible for zero credit. The continuous registration requirement may be satisfied by registering either In Absentia or In Residence.

Unless a student plans to take examinations or use university resources, which includes any interaction with their graduate committee, registration during the summer is not required to fulfill the continuous registration requirement; however, colleges, departments, or intercollegiate faculty may have additional or stricter requirements.

Students who do not comply with the continuous registration requirement will be blocked from registration. A student may register again after receiving favorable recommendation from a departmental review committee (not the student's advisory committee), endorsement of the department head or chair of the intercollegiate faculty, and approval of the Graduate and Professional School. If a break in enrollment occurs for one academic year or longer, the student must apply for readmission to the university through the Office of Admissions.

### **99-Hour Cap on Doctoral Degrees**

In Texas, public colleges and universities are funded by the state according to the number of students enrolled. In accordance with legislation passed by the Texas Legislature, the number of hours for which state universities may receive subvention funding at the doctoral rate for any individual is limited to 99 hours. Texas A&M and other universities will not receive subvention for hours in excess of the limit.

Institutions of higher education are allowed to charge the equivalent of non-resident tuition to a resident doctoral student who has enrolled in 100 or more semester credit hours of doctoral coursework.

Doctoral students at Texas A&M have seven years to complete their degree before being charged out-of-state tuition. A doctoral student who, after seven years of study, has accumulated 100 or more doctoral hours will be charged tuition at a rate equivalent to out-of-state tuition. Please note that the tuition increases will apply to Texas residents as well as students from other states and

countries who are currently charged tuition at the resident rate. This includes those doctoral students who hold GAT, GANT, and GAR appointments or recipients of competitive fellowships who receive more than \$1,000 per semester. Doctoral students who have not accumulated 100 hours after seven years of study are eligible to pay in-state tuition if otherwise eligible.

Doctoral students who exceed the credit limit will receive notification from the Graduate and Professional School during the semester in which they are enrolled and exceeding the limit in their current degree program. The notification will explain that the State of Texas does not provide funding for any additional hours in which a student is enrolled in excess of 99 hours. Texas A&M University will recover the lost funds by requiring students in excess of 99 hours to pay tuition at the non-funded, non-resident rate. This non-funded, non-resident tuition rate status will be updated for the following semester and in all subsequent semesters until receipt of a doctoral degree. Please see the [Tuition Calculator](#) at the non-resident rate for an example of potential charges.

### 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/>

## 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.

# EAHR DEPARTMENT RESOURCES & EXPECTATIONS

## SECTION CONTENTS

- Roles and Responsibilities
- Student Responsibilities
- Progress to Degree
- Full/Part Time Milestones
- G.R.A.B
- Department Expectations



## *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 found 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 Full-Time Doctoral Students (Based on expected 4 Year Graduation)**

Note that for Part-Time Doctoral students, the below time frames are subject to longer periods of advising. For example, a Part-Time student would work with their Faculty Advisor for 2 years rather than 1 year.

Graduate Advisor Years 1-4	Faculty Advisor Year 1	Dissertation Chair Years 2-4
<ul style="list-style-type: none"><li>• Advises you on administrative processes that take place outside the classroom</li><li>• *Assists you with course availability and registration</li><li>• Serves as the liason between the department and the Graduate and Professional School</li></ul>	<ul style="list-style-type: none"><li>• Advises you on course selection and degree plans</li><li>• Assists you with research &amp; teaching opportunities</li><li>• Helps you identify &amp; achieve career and academic goals</li></ul>	<ul style="list-style-type: none"><li>• Advises and guides you from the prospectus stage through the final defense of the dissertation</li><li>• Assumes all responsibilities of the Faculty Advisor</li></ul>

\*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 Dissertation 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.

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.

## Dissertation Chair

### Selecting the Dissertation Chair

Selecting your dissertation 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 dissertation direction, or methodology expertise.

### Roles and Responsibilities of Dissertation 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 chair's responsibilities include:

- Being familiar with current dissertation policies and procedures in the program;

- Advising the candidate from the prospectus stage through the final defense of the dissertation;
- Guiding the candidate in the selection of dissertation committee members;
- Guiding the candidate to set a realistic timeline for completion of the dissertation;
- Guiding the candidate toward achieving a high level of technical and ethical quality in the dissertation 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 dissertation 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 Graduate Advisors.. 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.

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 below lists 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**

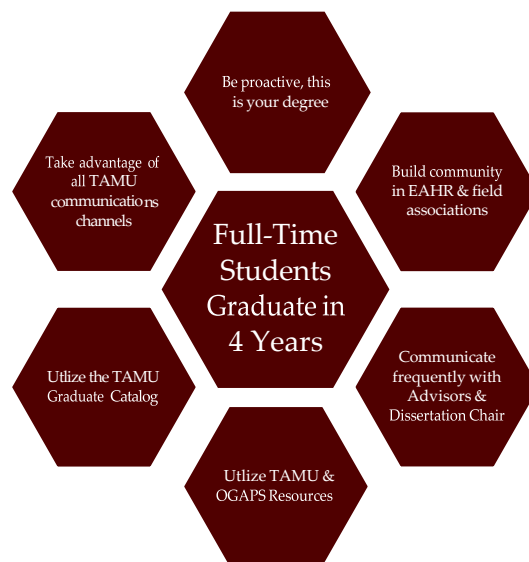
Students should understand that they are ultimately accountable and responsible for making adequate progress towards completing their degree, including completing all administrative processes outside their coursework.

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 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 63
- 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 (Full-Time Students)



## General Guidelines/Milestones for Full-Time Ph.D. Students

(Effective Fall 2020)

Fall Year One	Spring Year One	Summer Year One
<ul style="list-style-type: none"> <li>9 hours of course work</li> </ul>	<ul style="list-style-type: none"> <li>9 hours of course work</li> </ul>	<ul style="list-style-type: none"> <li>3 hours of course work</li> </ul>
Fall Year Two	Spring Year Two	Summer Year Two
<ul style="list-style-type: none"> <li>9 hours of course work</li> <li>Start forming advisory committee</li> </ul>	<ul style="list-style-type: none"> <li>9 hours of course work</li> <li>QE (HRD Students Only)</li> <li>File Degree Plan</li> </ul>	<ul style="list-style-type: none"> <li>3 hours of course work</li> </ul>
Fall Year Three	Spring Year Three	Summer Year Three
<ul style="list-style-type: none"> <li>9 hours of course work</li> <li>Start preparing for Preliminary Exam</li> </ul>	<ul style="list-style-type: none"> <li>9 hours of course work</li> <li>Preliminary Exam (early Spring)</li> <li>Defend Proposal (late Spring)</li> <li>Start IRB Application</li> </ul>	<ul style="list-style-type: none"> <li>IRB Application</li> </ul>
Fall Year Four	Spring Year Four	Summer Year Four
<ul style="list-style-type: none"> <li>3-9 hours of 691</li> <li>Admitted to Candidacy</li> <li>Work with Chair to plan a timeline for completion, including deadlines. (early Fall)</li> </ul>	<ul style="list-style-type: none"> <li>3-9 hours of 691</li> <li>Dissertation Defense</li> <li>Graduation</li> </ul>	
Fall Year Five	Spring Year Five	Summer Year Five
<ul style="list-style-type: none"> <li>3-9 hours of 691</li> <li>Dissertation Defense</li> <li>Graduation</li> </ul>	<ul style="list-style-type: none"> <li>3-9 hours of 691</li> <li>Dissertation Defense</li> <li>Graduation</li> </ul>	
Year Six		
Department actions if student fails to fulfill requirements by end of Year Five: <ul style="list-style-type: none"> <li>Student must submit to their Chair and department a plan for completion/timeline (see template form) prior to the first day of classes for the 6<sup>th</sup> year or registration will be blocked.</li> <li>The completion plan must indicate a schedule of mandatory meetings between Chair and student.</li> </ul>		
Year Seven		
Department actions if student fails to fulfill requirements by end of Year Six: <ul style="list-style-type: none"> <li>Same as Year Six except student must also submit current version of the dissertation for program review.</li> </ul>		
Years Eight-Ten		
Department actions if student fails to fulfill requirements by Year Seven: <ul style="list-style-type: none"> <li>Prior to the first day of classes for Year Eight, student must come before program faculty panel to establish a detailed plan for completion plan moving forward or registration will be blocked for Year Eight.</li> <li>Student must provide dissertation Chair monthly progress updates.</li> <li>Failure to comply with the requirements will initiate dismissal process.</li> </ul>		

#### Additional Information and Useful Links

- Up to 50% of degree plan courses (non 691 hours) can be distance education (online courses) only.
- Students following this plan will be eligible to take the Qualifying Exam (HRD only) in Spring Year Two.
- Students following this plan will file their degree plan in Spring Year Two, once they complete 30 hours.
  - <https://ogsdpss.tamu.edu/default.aspx>
- Students following this plan will be eligible to take their Preliminary Exam in Spring Year Three. At the end of the semester in which the exam is given, there are no more than 6 hours of course work remaining on degree plan. (Does not include 691s)
  - [https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-\(arcs\)-student-guide](https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-(arcs)-student-guide)
- Students following this plan can hold their proposal hearing in Spring Year Three.
  - [https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-\(arcs\)-student-guide](https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-(arcs)-student-guide)
- \*Once admitted to candidacy, students must maintain continuous enrollment until they clear the Thesis office. This does not include Summer, unless they will be defending their dissertation or clearing the Thesis Office during that semester.
- During the first week of the final semester, pay graduation fee after graduation application is submitted.
- Students must submit a Request and Announcement of Final Examination form to the Graduate Advising Office at least 2 ½ weeks prior to the date of their defense.
  - [https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-\(arcs\)-student-guide](https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-(arcs)-student-guide)
- Once the student has successfully defended their dissertation, they will upload their dissertation as a single PDF file to etd.tamu.edu and submit the fully signed Dissertation/Record of Study Approval form to the Grad School. The Report of Final Examination form and the Copyright Availability form must also be submitted to the Grad School.
- Graduation; arrange for cap and gown.
  - [graduation.tamu.edu](https://graduation.tamu.edu)

*General Guidelines/Milestones for Part-Time Ph.D. Students*

(Effective Fall 2020)

Fall Year One/Two	Spring Year One/Two	Summer Year One/Two
<ul style="list-style-type: none"> <li>6 hours of course work</li> </ul>	<ul style="list-style-type: none"> <li>6 hours of course work</li> </ul>	<ul style="list-style-type: none"> <li>3 hours of course work</li> </ul>
Fall Year Three	Spring Year Three	Summer Year Three
<ul style="list-style-type: none"> <li>6 hours of course work</li> <li>Start forming advisory committee</li> <li>QE (HRD Students Only)</li> </ul>	<ul style="list-style-type: none"> <li>6 hours of course work</li> <li>File Degree Plan</li> <li>File Residency Waiver</li> </ul>	<ul style="list-style-type: none"> <li>3 hours of course work</li> </ul>
Fall Year Four	Spring Year Four	Summer Year Four
<ul style="list-style-type: none"> <li>6 hours of course work</li> </ul>	<ul style="list-style-type: none"> <li>6 hours of course work</li> <li>Preliminary Exam</li> </ul>	<ul style="list-style-type: none"> <li>3 hours of course work</li> </ul>
Fall Year Five	Spring Year Five	Summer Year Five
<ul style="list-style-type: none"> <li>3-6 hours of 691</li> <li>Proposal Defense</li> <li>IRB Application</li> <li>Admitted to Candidacy</li> <li>Work with Chair to plan a timeline for completion</li> </ul>	<ul style="list-style-type: none"> <li>3-6 hours of 691</li> </ul>	
Fall Year Six	Spring Year Six	Summer Year Six
<ul style="list-style-type: none"> <li>3-9 hours of 691</li> <li>Dissertation Defense</li> <li>Graduation</li> </ul>	<ul style="list-style-type: none"> <li>3-9 hours of 691</li> <li>Dissertation Defense</li> <li>Graduation</li> </ul>	
<b>Year Seven</b>		
Department actions if student fails to fulfill requirements by end of Year Six: <ul style="list-style-type: none"> <li>Student must submit to their Chair and department a plan for completion/timeline (see template form) prior to the first day of classes for the 6<sup>th</sup> year or registration will be blocked.</li> <li>The completion plan must indicate a schedule of mandatory meetings between Chair and student.</li> </ul>		
<b>Year Eight</b>		
Department actions if student fails to fulfill requirements by end of Year Seven: <ul style="list-style-type: none"> <li>Same as Year Seven except student must also submit current version of the dissertation for program review.</li> </ul>		
<b>Years Nine-Ten</b>		
Department actions if student fails to fulfill requirements by Year Eight: <ul style="list-style-type: none"> <li>Prior to the first day of classes for Year Nine, student must come before program faculty panel to establish a detailed plan for completion plan moving forward or registration will be blocked for Year Nine.</li> <li>Student must provide dissertation Chair monthly progress updates.</li> <li>Failure to comply with the requirements will initiate dismissal process.</li> </ul>		



#### Additional Information and Useful Links

- Up to 50% of degree plan courses (non 691 hours) can be distance education (online courses) only.
- Students following this plan will be eligible to take the Qualifying Exam (HRD only) in Fall Year Three.
- Students following this plan will file their degree plan in Spring Year Three, once they complete 36 hours. Also, they can file a residency waiver request through the Graduate and Professional School. This requires a petition and letter of full-time employment from employer.
  - <https://ogsdpss.tamu.edu/default.aspx>
- Students following this plan will be eligible to take their Preliminary Exam in Spring Year Four. At the end of the semester in which the exam is given, there are no more than 6 hours of course work remaining on degree plan. (Does not include 691s)
  - [https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-\(arcs\)-student-guide](https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-(arcs)-student-guide)
- Students following this plan can hold their proposal hearing in Fall Year Five.
  - [https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-\(arcs\)-student-guide](https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-(arcs)-student-guide)
- NOTE: Once admitted to candidacy, students must maintain continuous enrollment until they clear the Thesis office. This does not include Summer, unless they will be defending their dissertation or clearing the Thesis Office during that semester.
- During the first week of the final semester, pay graduation fee after graduation application is submitted.
- Students must submit a Request and Announcement of Final Examination form to the Graduate Advising Office at least 2 ½ weeks prior to the date of their defense.
  - [https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-\(arcs\)-student-guide](https://grad.tamu.edu/knowledge-center/grad-student-resources/academic-requirements-completion-system-(arcs)-student-guide)
- Once the student has successfully defended their dissertation, they will upload their dissertation as a single PDF file to etd.tamu.edu and submit the fully signed Dissertation/Record of Study Approval form to the Graduate and Professional School. The Report of Final Examination form and the Copyright Availability form must also be submitted to the Graduate and Professional School.
  - Graduation; arrange for cap and gown. [graduation.tamu.edu](https://graduation.tamu.edu)

### **Graduate Representative Advisory Board (GRAB)**

The mission of the Graduate Representative Advisory Board (GRAB) is to represent the interests of graduate students in the EAHR department, and serve as a liaison between the students, faculty, and staff of the department. The goals of GRAB are:

- 1) To provide opportunities for professional development;
- 2) To disseminate information;
- 3) To promote scholarly exchange;
- 4) To provide for social interactions between students, faculty, and staff;
- 5) To offer student services; and
- 6) To develop community partnerships.

All students in the EAHR Department can serve on GRAB. Meetings are held monthly and social events are held approximately two (2) times a semester.

GRAB provides travel funds to support EAHR students to participate in conferences. The funds are available for both full- and part-time students who have received acceptance letters for conferences. Students are eligible to apply once a semester. Your complete application must be received within the period of open applications. The application typically opens for two (2) weeks at the beginning of each semester, and GRAB will send out the email informing about the application opening. GRAB travel funds are contingent on paper acceptance to a conference, you must present at the annual GRAB symposium. [eahrgrab@tamu.edu](mailto:eahrgrab@tamu.edu)

### **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 you are completing a thesis, you will follow the citation style for the journal mutually agreed upon by you and your faculty advisor.

#### **Distance Education Policy**

Based on existing policies from the State of Texas, the Texas Higher Education Coordinating Board and on guidance from the Graduate and Professional School and the College of Education and Human Development as per the Associate Dean for Academic Affairs, the EAHR Department has outlined the distance education policies for the Department. This can be found on page 63.

#### **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 [MyCEHD 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.

# ACADEMIC REQUIREMENTS FOR GRADUATION

## SECTION CONTENTS

- Information and Resources
- Academic Requirements
- Supplementary Materials
- Guidance on Completing Academic Requirements

## 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 Graduate and Professional School's website, <https://grad.tamu.edu/knowledge-center/forms>

### 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.
  - Qualifying Examination (Ph.D. in EHRD, HRD Students ONLY)
    - The Ph.D. in EHRD, Human Resource Development area of specialization is the only area that requires students to complete a Q.E. This is typically held when students have completed between 24-36 semester credit hours. The Qualifying Examination Framework can be found on page 88 in the appendix.
    - The Q.E. is an additional programmatic academic requirement for graduation in addition to all other academic requirements.
    - Students cannot register for courses beyond 36 semester credit hours until passing the Q.E.
- 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.
- 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.
- 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.

- Dissertation 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/>.

- Doctoral Milestones (full-time)
  - The Department has created a proposed sequence of milestones for full-time Ph.D. students to assist them in completing their program in a timely manner.
- Doctoral Milestones (part-time)
  - The Department has created a proposed sequence of milestones for part-time Ph.D. students to assist them in completing their program in a timely manner.
- EDAD/EHRD 685 Application (Directed Study)
  - Students in the M.S or Ph.D. in EHRD and in EDAD (in any area of specialization) can work on a dedicated project under the supervision of a faculty member by choosing to take EHRD 685 or EDAD 685, respectively, as an elective course. The form to obtain approval can be found on page 59.
- EDAD/EHRD 684 Application (Internship)
  - Students in the M.S or Ph.D. in EHRD and in EDAD (in any area of specialization) can work on an internship project under the supervision of a faculty member and project manager by choosing to take EHRD 684 or EDAD 684, respectively, as an elective course. The form to obtain approval can be found on page 60.

### **Guidance on Completing Academic Requirements**

#### **Filing a Degree Plan**

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

#### **Degree Plans by Major and Area of Specialization**

Each program and area of specializations' listing of courses and semester credit requirements that are required for completion of the program are found in the appendix:

- Ph.D. in EDAD, PK-12 Educational Leadership and Policy area of specialization on page 61
- Ph.D. in EDAD, Higher Education Administration area of specialization on page 63

- Ph.D. in EHRD, WALE area of specialization on page 65
- Ph.D. in EHRD, Human Resource Development area of specialization on page 68

All doctoral students must have a degree plan on file with the Graduate and Professional School. The Ph.D. degree plan includes quality course work and research experiences, preparing students to be involved in research. 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://ogsdps.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 Dissertation Committee for the Degree Plan**

### **Selecting the Dissertation Committee**

Choosing your dissertation 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 dissertation chair about prospective committee members.

### **Role and Responsibilities of the Dissertation Committee**

All members of your dissertation 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.

## **Qualifying Exam Detailed Guidance**

The qualifying exam is only required for Ph.D. in Educational Human Resource Development, Human Resource Development area of specialization students. See the appendix on page 88 for details.

### **Preliminary Examination**

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 week after the examination.

## **Preliminary Examination Scheduling**

Students are eligible for to schedule the preliminary examination in the Academic Requirements Completion System (ARCS) if they meet the following list of eligibility requirements:

- Student is registered at Texas A&M University for a minimum of one 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 GPA is at least 3.000.
- Student's degree plan GPA 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 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.

## **Preliminary Examination Grading**

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 dissension is required to pass a student on their preliminary exam.

The student's department will promptly report the results of the Preliminary Examination to the Graduate and Professional School via the Academic Requirements Completion System (ARCS) within 10 working days of completion of the preliminary examination.

If an approved examination committee member substitution (one only) has been made, their approval must be submitted to the Graduate and Professional School via ARCS. The approval of the designated department approver is also required on the request.

After passing the required preliminary oral and written examinations for a doctoral degree, the student must complete the final examination within four years of the semester in which the preliminary exam is taken. Exams taken in between terms will expire at the end of the term that ended prior to the exam. For example, a preliminary exam taken and passed during the Fall 2023 semester will expire at the end of the Fall 2027 semester. A preliminary exam taken in the time between the Summer and Fall 2023 semesters will expire at the end of the Summer 2027 semester.

## **Failure of the Preliminary Examination**

### **First Failure**

Upon approval of a student's examination committee (with no more than one member dissenting), and approval of the Department and Graduate and Professional School, a student who has failed a preliminary examination may be given one re-examination. In accordance with Student Rule 12.5, the student's department head or designee, intercollegiate faculty, or graduate advisory committee should make a recommendation to the student regarding their scholastic deficiency.

### **Second Failure**

Upon failing the preliminary exam twice in a doctoral program, a student is no longer eligible to continue to pursue the PhD in that program/major. In accordance with Student Rule 12.5.3 and/or 12.5.4, the student will be notified of the action being taken by the department as a result of the second failure of the preliminary examination.

### **Retake of Failed Preliminary Examination**

Adequate time must be given to permit a student to address inadequacies emerging from the first preliminary examination. The examination committee must agree upon and communicate to the student, in writing, an adequate time-frame from the first examination (normally six months) to retest, as well as a detailed explanation of the inadequacies emerging from the examination. The student and 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 10 working days of the exam that was not passed.

### **Research Proposal Detailed Guidance**

The general field of research to be used for the dissertation should be agreed on by the student and the advisory committee at their first meeting, as a basis for selecting the proper courses to support the proposed research.

As soon thereafter as the research project can be outlined in reasonable detail, the dissertation research proposal should be completed. The research proposal should be approved at a meeting of the student's advisory committee, at which time the feasibility of the proposed research and the adequacy of available facilities should be reviewed. The approved proposal, signed by all members of the student's advisory committee, the head of the student's major department (or chair of the intercollegiate faculty, if applicable), must be submitted to the Graduate and Professional School at least 20 working days prior to the submission of the Request for the Final Examination.

Compliance issues must be addressed if a graduate student is performing research involving human subjects,

animals, infectious biohazards and recombinant DNA. A student involved in these types of research should check with the Office of Research Compliance and Biosafety at (979) 458-1467 to address questions about all research compliance responsibilities. Additional information can also be obtained on the website <http://rcb.tamu.edu>.

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-enters, 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 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.

### **Dissertation 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.

### **Final Examination Grading**

The student's department will promptly report the results of the Final Examination to the Graduate and Professional School via the Academic Requirements Completion System (ARCS) within 10 working days of completion of the final examination. The Graduate and Professional School will be automatically notified via ARCS of any cancellations.

A positive evaluation of the final exam by all members of a student's advisory committee with at most one dissension is required to pass a student on their final exam. If an approved committee member substitution (1 only) has been made, their approval must be submitted to the Graduate and Professional School via ARCS.

### **Dissertation**

The dissertation, which must be a candidate's original work demonstrates the ability to perform independent research. Whereas acceptance of the dissertation is based primarily on its scholarly merit, it must also exhibit creditable literary workmanship. Dissertation formatting must be acceptable to the Graduate and Professional School as outlined in the Guidelines for Theses, Dissertations, and Records of Study.

After successful defense and approval by the student's advisory committee and the head of the student's major department (or chair of intercollegiate faculty, if applicable), a student must submit the dissertation in electronic format as a single PDF file to <https://etd.tamu.edu/>. Additionally, a dissertation approval form with original signatures must be received by the Graduate and Professional School through the Academic Requirements Completion System (ARCS). Both the PDF file and the completed ARCS approval form must be received by the deadline.

Deadline dates for submitting are announced each semester or summer term in the Graduate and Professional School Calendar (see Time Limit statement). These dates also can be accessed via the [Graduate and Professional School website](#).

Each student who submits a document for review is assessed a one-time thesis/dissertation processing fee 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 dissertation that is deemed unacceptable by the Graduate and Professional School because of excessive corrections will be returned to the student's department head or chair of the intercollegiate faculty. 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.

### **Students' Rights in the Dissertation 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

## SECTION CONTENTS

- Ph.D. Research Course Offerings Fall 2024-Fall 2027
- EAHR Suggested Sequencing of Research Courses
- Full-Time Status
- Registration FAQs



## Course Selection and Registration Process

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

- **PhD Research Course Sequencing**
- **Full Time Status**
- **Course Registration**
- **Course Registration FAQs**

## Course Selection/Registration Guidelines

### Ph.D. Research Course Offerings Fall 2024-Fall 2027

To ensure that students are appropriately planning to take research courses throughout the duration of their coursework the EAHR Department created a listing of research courses for the next several semesters. This can be found in appendix on page 72.

EAHR Research Course Offerings						
Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027
EDAD/EHRD 690-STAT I (M.S students)	EDAD/EHRD 690-STAT I (PhD students)	EDAD/EHRD 690-STAT I (M.S students)	EDAD/EHRD 690-STAT I (PhD students)	EDAD/EHRD 690-STAT I (M.S students)	EDAD/EHRD 690-STAT I (PhD students)	EDAD/EHRD 690-STAT I (M.S students)
EDAD/EHRD 690-STAT II	QUAL I (Nat Inq or EHRD 655)	EDAD/EHRD 690-STAT II	QUAL I (Nat Inq or EHRD 655)	EDAD/EHRD 690-STAT II	QUAL I (Nat Inq or EHRD 655)	EDAD/EHRD 690-STAT II
QUAL II (EDAD 623)	EDAD/EHRD 690-Adv QUANT (STAT III)*	QUAL II (EDAD 623)	EDAD/EHRD 690-Adv QUANT (STAT III)*	QUAL II (EDAD 623)	EDAD/EHRD 690-Adv QUANT (STAT III)*	QUAL II (EDAD 623)
EHRD 651: Epistemology	Adv QUAL (EHRD 656 or 657)	EHRD 651: Epistemology	Adv QUAL (EHRD 656 or 657)	EHRD 651: Epistemology	Adv QUAL (EHRD 656 or 657)	EHRD 651: Epistemology
EHRD 658: Writing Literature Reviews for Empirical Research in Education	EDAD/EHRD 690-Research Methods- Proposal	EHRD 658: Writing Literature Reviews for Empirical Research in Education	EDAD/EHRD 690- Research Methods- Proposal	EHRD 658: Writing Literature Reviews for Empirical Research in Education	EDAD/EHRD 690-Research Methods- Proposal	EHRD 658: Writing Literature Reviews for Empirical Research in Education
*STAT III offered if there is a demand						
Research Courses will be offered Tuesday and Thursday evenings, and Saturdays.						

### EAHR Suggested Sequencing of Research Courses

To ensure that students are appropriately planning the sequence of their research courses throughout the duration of their coursework the EAHR Department created a suggested sequence of research courses. This can be found in appendix on page 72.

### 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.

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. Students should register early as many classes fill up quickly. 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

### What if a course is at capacity?

Should a course be full, please contact the course instructor for permission to be added. If you are given permission to be added to the course, please forward that to the Graduate Advisors, along with your UIN. We can then add you to the course. This applies to EAHR and EDAD courses only. If the course is in another department, you will need to contact that department's graduate advising office.

### What if a course I need is not being offered?

Students must reach out to their Faculty Advisor **every semester prior to registration** to discuss course selection and progress towards degree completion. If a course you need is not being offered, they will be able to help you find an alternative course. Your faculty advisor will need to approve any courses you take, so please make sure to be in contact with them. If you do enroll in an approved course that is not on your degree plan, you will just need to submit a Petition for Course Change to update your degree plan.

### What are the differences between 600, 699, and 700 sections of graduate courses?

600-sections indicate a course is face-to-face and meets on a specific day and time.

699-sections are assigned to online courses. These sections are for students enrolled in *both* face to face and online courses that semester. This will prevent students from being charged both distance and campus fees. To enroll in a 699-section, you will need to contact the Graduate Advising Office after you have registered for your other courses. We can then add you to the 699-section, if seats are still available for the course.

700-sections are assigned to online courses. Students enrolled in one of our distance education programs, and/or are taking only online courses, will register for these sections. You will not be billed for campus fees when you register for 700-sections.

### If I am an international student, can I register for online courses?

International students are limited to ONE three-hour online course each Fall and Spring semester. If you have questions about your registration requirements and restrictions, please be sure to contact International Student Services. For contact information visit the following link, <http://iss.tamu.edu/>.

### Where can I find what research courses will be offered?

A listing of research courses and research sequence can be found on the EAHR Graduate Forms webpage found at the following link, <https://mycehd.tamu.edu/students/graduate-forms/> or in the appendix on page 90. Please be sure to contact your faculty advisor prior to registration to ensure you are enrolling in the correct section.

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

Your admission letter indicated who your Faculty Advisor is. 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.

**How do I register for EDAD and EHRD 684/685?**

Download and complete the respective form from the EAHR Graduate Forms website found at the following link, <https://mycehd.tamu.edu/students/graduate-forms/> and complete it with your faculty advisor and internship supervisor. When the form is completed, please submit it to the advising office prior to registration opening for the semester the internship or directed students will be completed.

# RESEARCH, TEACHING, & PROFESSIONAL CERTIFICATE OPPORTUNITIES

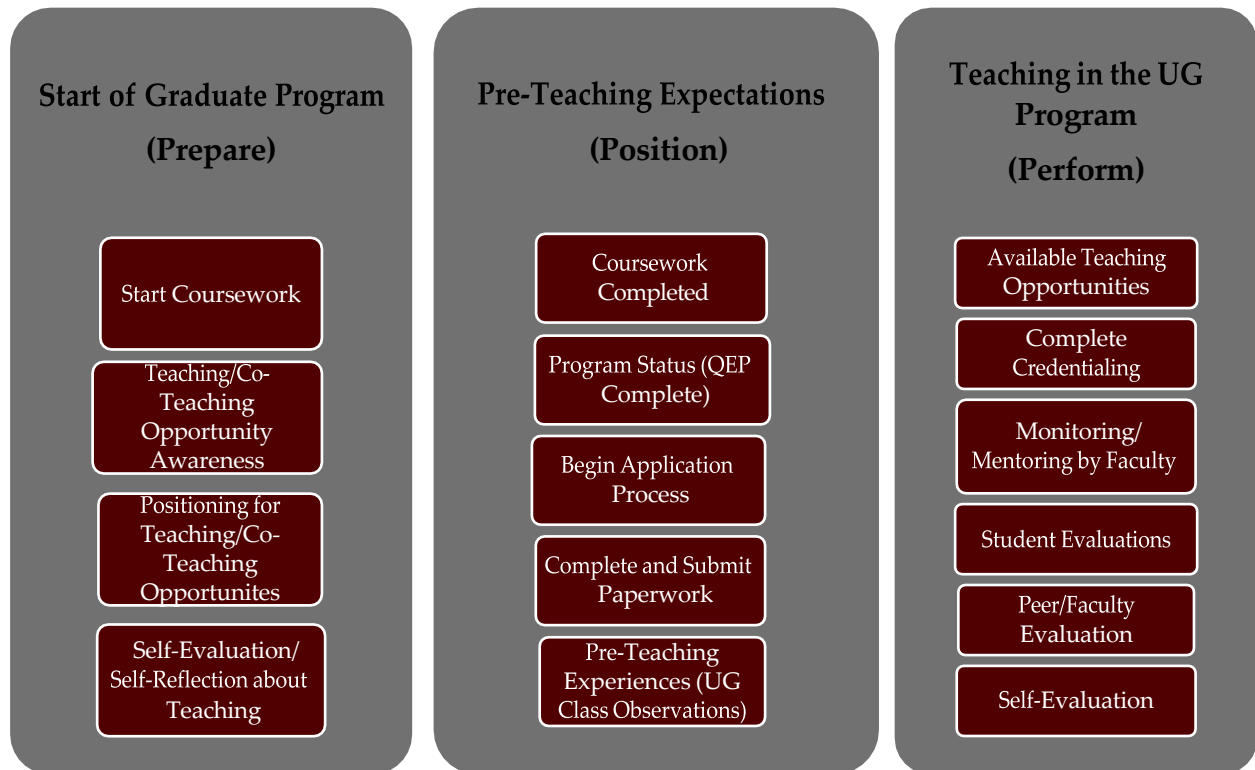
## SECTION CONTENTS

- Teaching Opportunities
- Research Certificate Opportunities
- Graduate Certificate Opportunities

## Research, Teaching, & Graduate 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 form 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

## 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 Kerri Smith, Associate Director for Graduate Student Services. She can be reached by emailing [armcertificate@tamu.edu](mailto:armcertificate@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. Ji Hee Hwang at [hwang@tamu.edu](mailto:hwang@tamu.edu).

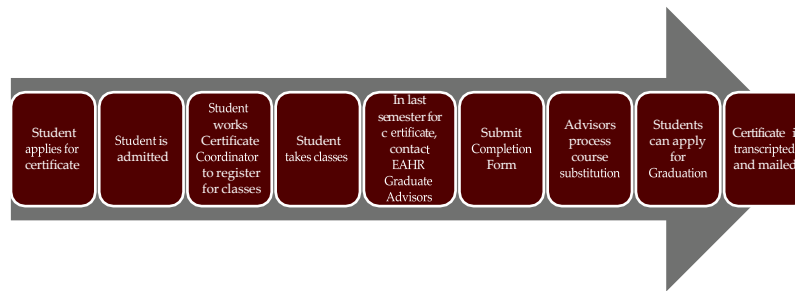


## College Teaching Certificate

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](mailto: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 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](mailto: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](mailto:eahradvisor@tamu.edu).

## Listing of University Resources and Support

International Student & Scholar Services	<a href="http://iss.tamu.edu">http://iss.tamu.edu</a>
University Health Services	<a href="https://uhs.tamu.edu/index.html">https://uhs.tamu.edu/index.html</a>
Disability Resources	<a href="http://disability.tamu.edu">http://disability.tamu.edu</a>
Student Life	<a href="https://studentlife.tamu.edu/program-areas/">https://studentlife.tamu.edu/program-areas/</a> <a href="https://studentlife.tamu.edu/support/rightsandresources/">https://studentlife.tamu.edu/support/rightsandresources/</a>
Maternity/Paternity Resources and Policies	
TAMU Libraries	<a href="https://library.tamu.edu/">https://library.tamu.edu/</a>
University Writing Center	<a href="https://writingcenter.tamu.edu">https://writingcenter.tamu.edu</a>
Promoting Outstanding Writing for Excellence in Research (POWER)	<a href="https://power.tamu.edu/">https://power.tamu.edu/</a>
Career Center	<a href="https://careercenter.tamu.edu">https://careercenter.tamu.edu</a>
Center for Teaching Excellence	<a href="https://cte.tamu.edu">https://cte.tamu.edu</a>
Department of Multicultural Services	<a href="https://dms.tamu.edu">https://dms.tamu.edu</a>
Parking	<a href="https://transport.tamu.edu">https://transport.tamu.edu</a>
Student Recreation Center	<a href="https://recsports.tamu.edu">https://recsports.tamu.edu</a>

## 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.

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**

For non-distance degree programs, no more than 50 percent of the non-research credit hours required for the program may be completed through 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.



## CEHD 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 – [Charles Ridley](#)

Kinesiology and Sports Management – [Christopher Woodman](#)

Teaching, Learning, and Culture – [ombuds@tamu.edu](mailto:ombuds@tamu.edu)

## 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
<p><b>Stage 1</b> First step in grievances and/or interpersonal conflict</p>	<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>
<p><b>Stage 2</b> Unresolved Stage 1 grievance or conflict which may require assistance in resolution</p>	<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 href="#">A university resource for student-involved mediation is available.</a></p> <p><b>Conflicts involving a Supervisor:</b> 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>
<p><b>Stage 3</b> Department head-level involvement</p>	<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 will work with the department head to determine an appropriate course of action and consult with the School and outside entities as appropriate.</p>

**Stage 4**  
School-level  
involvement

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.

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.

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.

Students may also contact the Ombuds for the Graduate and Professional School ([ombuds@tamu.edu](mailto:ombuds@tamu.edu)) or 979-845-3631. <https://grad.tamu.edu/academics/academic-success-resources/conflict-resolution/ombuds-services>

Formal Grievance Submission Processes

- [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.

### Graduate Student Grievance and Conflict Process



Texas A&M University  
College of Education and Human Development  
Graduate Student Concern Form

Name:  UIN:  Date:

Address:

Telephone:  TAMU Email Address:

Department:  EAHR  EPSY  KNSM  TLAC

Classification:  G6 (Non-degree Seeking)  G7 (Masters)  G8 (Doctoral)

Please indicate your concern is regarding:  Faculty Member  Staff Member  Student

Have you met with this person regarding your concern, a this is the first step to a resolution?

Yes  No

Please explain in detail your concern:

What are possible solutions regarding your concern:

Student Signature:

Please submit this form to your department's Associate Department Head:

EAHR: Dr. Jean Madsen ([jamadsen@tamu.edu](mailto:jamadsen@tamu.edu))

EPSY: Dr. Daniel Hajovsky ([dhajovsky@tamu.edu](mailto:dhajovsky@tamu.edu))

KNSM: Dr. Jiling Liu ([dalingliu@tamu.edu](mailto:dalingliu@tamu.edu))

TLAC: Dr. Debra McKeown ([debramckeown@tamu.edu](mailto:debramckeown@tamu.edu))

## List of Faculty by Program

*(Please click on the faculty member's name to see their directory profile)*

### Educational Human Resource Development (EHRD)

[Dr. Khalil Dirani, Department Head and Professor](#)

[Dr. Meera Alagaraja, Associate Professor](#)

[Dr. Dae Seok Chai, Associate Professor](#)

[Dr. Aynur Charkasova, Clinical Assistant Professor](#)

[Dr. Ji Hee Hwang, Clinical Associate Professor](#)

[Dr. Rhonda Fowler, Clinical Associate Professor](#)

[Dr. Junghwan Kim, Associate Professor](#)

[Dr. Elizabeth Roumell, Associate Professor](#)

[Dr. Mattyna Stephens, Clinical Assistant Professor](#)

[Dr. John Turner, Associate Professor](#)

[Dr. Jia Wang, Professor](#)

[Dr. Mohan Yang, Assistant Professor](#)

[Dr. Paula Yoder, Clinical Assistant Professor](#)

[Dr. Seung Won Yoon, Professor](#)

### Educational Administration- Higher Education Administration

[Dr. Krista Bailey, Clinical Professor](#)

[Dr. Chayla Haynes Davison, Associate Professor](#)

[Dr. Vicente Lechuga, Associate Professor](#)

Dr. Chaddrick James-Gallaway, Assistant Professor

Dr. Glenda Musoba, Associate Professor

Dr. Luis Ponjuan, Associate Professor

Dr. Daniel Pugh, Professor of Practice

Dr. Christine Stanley, Regents Professor

Educational Administration- PK12 Educational Leadership and Policy

Dr. Daniel Bowen, Associate Professor

Dr. Carl Fahrenwald, Clinical Associate Professor

Dr. Valerie Hill-Jackson, Assistant Professor

Dr. Brian Holzman, Assistant Professor

Dr. Beverly Irby, Regents Professor and Sr. Associate Dean

Dr. Jean Madsen, Professor

Dr. Doug Rice, Clinical Associate Professor

Dr. Abelardo Saavedra, Professor of Practice

Dr. Gwendolyn Webb, Associate Professor

**Department of Educational Administration  
and Human Resource Development**

Texas A&M University  
511 Harrington  
4226 TAMU  
College Station, TX 77843-4226

**Application for EDAD/EHRD 685 – Directed Studies**

Please complete and return to the Office of Academic Advising

Date: \_\_\_\_\_

I, \_\_\_\_\_, UIN# \_\_\_\_\_

request authorization to register for \_\_\_\_\_ **EHRD 685** or \_\_\_\_\_ **EDAD 685 – Directed Studies** during the \_\_\_\_\_ semester for \_\_\_\_\_ semester credit hours. (If Summer, please indicate Summer I, II, or 10-week.)

\_\_\_\_\_ has agreed to direct this study.  
(Full name of supervisor)

The purpose of this directed study (problems) course is to: *(Describe briefly the problem to be solved.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Technique for solving the problem is as follows: *(Describe briefly the experiments, statistics, readings, observations, etc. to be accomplished.)*

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I understand and will comply with the general provisions of this application.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Instructor Signature

\_\_\_\_\_  
TAMU Email Address

\_\_\_\_\_  
Department Head Signature

**NOTE: Approval of this application does not constitute registration.**



**Department of Educational Administration  
and Human Resource Development**

Texas A&M University  
511 Harrington  
4226 TAMU  
College Station, TX 77843-4226

**Application for EDAD/EHRD 684 – Internship** Please  
complete and return to the Office of Academic Advising

Date: \_\_\_\_\_ Email Address: \_\_\_\_\_

I, \_\_\_\_\_, UIN# \_\_\_\_\_  
request authorization to register for \_\_\_\_\_ **EHRD 684** or \_\_\_\_\_ **EDAD 684 –  
Internship** during the \_\_\_\_\_ semester for \_\_\_\_\_ semester hours credit. (If  
Summer, please indicate Summer I, II, or 10-week session.)

\_\_\_\_\_ has agreed to direct this study.  
(Full name of supervisor)

The purpose of this Internship course is to: *(Describe briefly the problem to be solved.)*

\_\_\_\_\_

Duties and Responsibilities of this Internship will be: *(Describe briefly the experiences,  
readings, observations, shadowing etc. to be accomplished.)*

\_\_\_\_\_

I understand and will comply with the general provisions of this application.

\_\_\_\_\_

Student Signature

\_\_\_\_\_

Chairperson Signature

\_\_\_\_\_

Representative of Organization Signature

\_\_\_\_\_

Department Head Signature

**NOTE: Approval of this application does not constitute registration.**

## PhD in K-12 Educational Leadership & Policy

### EDAD K-12 Program Coursework – Select 5 Courses from the Following:

EDAD 609	Public School Law	3
EDAD 615	School Superintendency	3
EDAD 639	Foundations of Educational Administration	3
EDAD 651	Education Finance and Economics	3
EDAD 652	Politics of Education	3
EDAD 653	Organizational Theory in Educational Leadership	3
EDAD 687	Proseminar: Culturally Responsive Leadership	3
EDAD 688	Proseminar: Analysis of Critical Issues in Education	3
EDAD 689	Seminar: Special Topics in...	3
<b>Total EDAD K-12 Program Coursework Hours (5 Courses Required)</b>		<b>15</b>

### Research Methods Courses

EHRD 651	Models of Epistemology and Inquiry in HRD	3
	Quantitative Methods (two doctoral-level courses)*	6
	Qualitative Methods (two doctoral-level courses)*	6
	Additional Research Methods (three doctoral-level courses)*	9
<b>Total Research Course Hours (8 Courses Required)</b>		<b>24</b>

\*Students are permitted to take research methods courses outside the department to meet this requirement. Research methods courses that the program has preapproved are provided at the bottom of this document. Students need to obtain their advisor’s approval for research courses not provided on this list in order for them to count towards their research methods course credit requirement.

### Elective Courses

Students are required to take five three-credit elective courses (15 credits total). These courses can be additional EDAD K-12 program courses, research methods courses, or other courses outside of the program, department, or college. In addition to taking additional K-12 program courses and preapproved courses, students are preapproved for courses listed in the table at the bottom of this document. Students would need their advisor’s approval for any non-preapproved courses.

<b>Total Elective Course Hours (5 Courses Required)</b>	<b>15</b>
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### Dissertation Research Hours

After passing the preliminary exam and successful defense of their dissertation research proposal, students must complete 13 dissertation research credits (EDAD 691).

<b>Total Dissertation Research (EDAD 691) Hours</b>	<b>13</b>
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### Credit Hour Requirement Summary

EDAD K-12 Program	15
Research Courses	24
Elective Courses	15
Dissertation Research	13

**Preapproved Research Methods Courses**

## Qualitative

EDAD 623	Advanced Fieldwork Methods
EDAD 690	Theory of Educational Administration Research (Qual 1)
EDAD 690	Theory of Educational Administration Research (Qual 2)
EHRD 655	Qualitative Research Methods

## Quantitative

EDAD 620	Educational Program Evaluation
EHRD 690	Theory of Educational Administration Research (Quant 1)
EHRD 690	Theory of Educational Administration Research (Quant 2)
BUSH 631	Quantitative Methods in Public Management I
BUSH 632	Quantitative Methods in Public Management II
BUSH 635	Quantitative Methods in Public Management II: Policy Analysis Emphasis
ECON 655	Experimental Economics
ECON 656	Field Experiments in Economics
EPSY 622	Measurement and Evaluation in Education
EPSY 642	Meta-Analysis of Behavioral Research
EPSY 651	Theory of Structural Equation Modeling
EPSY 652	Theory of Hierarchical Linear Models
EPSY 656	Survey Instrument Development

**Preapproved Outside Elective Courses**

EDAD 610	Higher Education Law
EDAD 612	Policy Issues in Administration of Higher Education
EDAD 685	Directed Studies (w/ Advisor, Chair, or Preapproved Faculty Member)
ECON 609	Labor Economics I
EPSY 602	Educational Psychology
PSAA 618	Education Policy
SOCI 618	Sociology of Education

**Department of Educational Administration and Human Resource Development**  
**PhD in Educational Administration: Higher Education Administration<sup>1</sup>**

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**Academic plan for:**  
**Admit academic term:**  
**Faculty Advisor:**

Required Core Courses		Professor	hours	Term enrolled
EDAD 689	Doctoral Socialization to Higher Education Field		3	
EDAD 639	Foundations of Educational Administration		3	
EDAD 612	Policy Issues in Administration of Higher Education		3	
EDAD 629	Diversity and Social Justice in Higher Education		3	
EDAD 655	Administration of Higher Education		3	
<b>Total Core Course Hours</b>			<b>15</b>	

**Higher Education Electives (Choose 4 - Must be approved by faculty advisor)**

Please select any of the courses below (at least four courses)		Professor	hours	Term enrolled
EDAD 601	College Teaching		3	
EDAD 602	The Community College		3	
EDAD 603	Advanced Student Development Theory			
EDAD 610	Higher Education Law			
EDAD 611	Higher Education Business & Finance			
EDAD 618	Foundations of Social Justice for Student Affairs Administration			
EDAD 627	Case Studies in Higher Education Administration		3	
EDAD 650	Professional Development in Higher Education			
EDAD 653	Organizational Theory and Leadership in Education		3	
EDAD 658	Assessment and Intervention in Student Affairs			
EDAD 669	The College Student			
EDAD 670	Student Affairs Administration in Higher Education			
EDAD 683	Field Practicum in Student Affairs Administration			
EDAD 684	Internship (usually as part of Teaching Certificate)			

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<sup>1</sup> Applies to those doctoral students admitted for Fall 2023 and later

EDAD 685	Directed Study			
EDAD 689	Special Topics Course			
		EDAD	12	

**Research Core Courses (Must be approved by faculty advisor)**

		hours	Term enrolled
EDAD 690	Theory of EDAD Research (STAT I)	3	
EDAD 690	Theory of EDAD Research (STAT II)	3	
EHRD 651	Models of Epistemology and Inquiry in HRD	3	
EDAD 690	Introductory Qualitative Methodology Course (or EHRD 655 or equivalent)	3	
	Two additional research methodology courses (e.g. Literature Review/ Advanced Quantitative or Qualitative methods) <b>(six hours)</b>		
Course 1		3	
Course 2		3	
	Total Research Core Course Hours	18	

**Support Field (Must be approved by faculty advisor)**

	1. Any courses outside of the higher education degree program (e.g., Human Resources Development program, Departments of TLAC, EPSY). <b>OR</b> 2. Any courses outside of College of Education and Human Development (CEHD) (e.g., in Department of Sociology, College of Arts & Sciences).	hours	Term enrolled
Course 1		3	
Course 2		3	
Course 3		3	
	Total Support Field Course Hours	9	

	Dissertation Research hours under the supervision of your Dissertation Chair		Term enrolled
EDAD 691		3	
EDAD 691		3	
EDAD 691		3	
EDAD 691		4	
	Total minimum research required hours	13	

	<b>PhD Total Hours*</b>	67
	<i>Additional Hours are required for students who do not have a Master's degree</i>	96

Max of 27 credits can be distance education for **doctoral** students in higher education

**Ph.D. in Educational Human Resource Development (EHRD) Emphasis in  
Workforce, Adult, & Lifelong Education (WALE) – On Campus**

**Degree Requirement: 72 Credit Hours**

(effective from Fall 2023)

Name:

UIN:

Status (full- or part-time)\*:

Semester Admitted:

Expected Graduation:

Current Total Credit Hours:

\* Part-time students are recommended to take six (6) credit hours per semester (9 credit hours for full-time).

**I. WALE Required Courses (15 Credit Hours)**

<u>Semester Taken</u>	<u>Course #</u>	<u>Course Title</u>	<u>Hours</u>
_____	EHRD 616	Methods of Teaching Adults	3
_____	EHRD 630	Adult Learning	3
_____	EHRD 631	Foundations of Adult Education	3
_____	EHRD 637	Workforce Development	3
_____		(or EHRD 689 Workforce Ed & Development)	
_____	EHRD 643	Adult Education, Globalization & Social Justice	3

**II. Research Core Courses (18 Credit Hours)**

<u>Semester Taken</u>	<u>Course #</u>	<u>Course Title</u>	<u>Hours</u>
_____	EHRD 651	Models of Epistemology	3
_____	EHRD 655	Qualitative Research Methods – Qual I (or 690n Naturalistic Inquiry)	3
_____	EHRD 690a	Theory of Research – Stat I (or EDAD equiv.)	3
_____	EHRD 690b	Theory of Research – Stat II (or EDAD equiv.)	3

*Advanced Research Methods* (choose two [2] from below) 6

_____	EDAD 623	Advanced Fieldwork Methods – Qual II	
_____	EHRD 656	Narrative Analysis – Adv Qual (or EHRD 657 Life History Research)	
_____	EHRD 658	Writing Literature Reviews for Empirical Research in Edu	
_____	EHRD 690c	Theory of Research – Stat III: Adv Quant (or EDAD equiv.)	
_____	EHRD 690p	Theory of Research – Proposal Preparation (or EDAD equiv.)	

### III. Elective Courses Suggested (39 Credit Hours)\*

<u>Semester Taken</u>	<u>Course #</u>	<u>Course Title</u>	<u>Hours</u>
<i>WALE Electives</i> (choose three [3] or four [4] from below)			9 or 12
_____	EDAD 602	The Community College	
_____	EHRD 633	Adult Literacy Education	
_____	EHRD 636	Working with Adult Groups (SAAHE offering)	
_____	EHRD 642	Program Development in Adult Education	
_____	EHRD 647	Education for Older Adults	
_____	EHRD 649	Feminist Pedagogy	
_____	EHRD 673	Introduction to Distance Education	
_____	EHRD 684	Professional Internship	
_____	EHRD 685	Directed Studies	
 <i>Electives from HRD</i> (choose two [2] from below)			6
_____	EHRD 605	Principles and Practice of Leadership	
_____	EHRD 618	Evaluation Models	
_____	EHRD 613	Career Development	
_____	EHRD 625	Organization Development & Performance	
 <i>Electives from Related Fields</i> (take three [3] or four [4] courses from other programs/departments and/or from any courses listed above based on your interests)			9 or 12
_____			
_____			
_____			
_____			
 <i>Dissertation Research</i>			12

\* Approved by Faculty Advisor

Course descriptions can be found in [the TAMU Graduate Catalog](#).  
Please find the course plan for the semester offered with the format on the next page.

Disclaimer: The semester offerings listed below are TENTATIVE and could be subject to change due to extraneous and/or unforeseen circumstances. Faculty advisors can approve course substitutions at their discretion.

#### IV. Course Plan for Semester Offered with Format\*

Course	Semester	Fall	Spring	Summer
EDAD 602			online	
EHRD 605			F2F	
EHRD 613		F2F	online	
EHRD 616		online	F2F	online
EHRD 618		online		online
EHRD 625		online	F2F	
EDAD 623***		F2F		
EHRD 627		online		online
EHRD 630		F2F	online	online
EHRD 631			online	
EHRD 633				online
EHRD 637 (EHRD 689)		online (every other year beginning Fall 2023)**; equivalent to EHRD 689 Workforce Ed & Development		
EHRD 642			online	
EHRD 643		online		
EHRD 647			online (every other year beginning Spring 2023)**	
EHRD 649				online
EHRD 651***		F2F		
EHRD 655***			F2F	
EHRD 656***			F2F	
EHRD 658***		F2F		
EHRD 673		online		
EHRD 684		offered every semester		
EHRD 690a***		F2F & online for MS	F2F for Ph.D.	online
EHRD 690b***		F2F		
EHRD 690c***			F2F	
EHRD 690p***			F2F	

\* Please be sure that WALE Ph.D. students can take online courses up to 18 credit hours.

\*\* The plan of the courses will be able to be changed to offer every year upon needs-based.

\*\*\* Research courses will be offered Tues and Thurs evenings and Sats. EHRD 690c is offered if there is a demand.

Please MAKE SURE of the availability of courses every semester in “Class Search” of the [Howdy Portal](#). If needed, you can double-check with the EAHR Graduate Advising Office ([eahradvisor@tamu.edu](mailto:eahradvisor@tamu.edu)).



## Educational Human Resource Development *Human Resource Development*

### Core Courses

EHRD 601	Foundations of HRD	3
EHRD 605	Principles & Practice of Leadership in HRD	3
EHRD 612	Training and Development in HRD	3
EHRD 613	Career Development in HRD	3
EHRD 618	Evaluation Models for HRD	3
EHRD 625	Organization Development and Performance in HRD	3
EHRD 630	Adult Learning	3
Total Core Course Hours		21

### Research Core Courses

EHRD 651	Models of Epistemology and Inquiry in HRD	3
EHRD 690	Theory of EHRD Research (STAT I)	3
EHRD 690	Theory of EHRD Research (STAT II)	3
EHRD 655	Qualitative Research Methods	3
**	Advanced Research Methods (Select two from the options below)	6

### \*\*Options for Advanced Research Methods (select two of the following)

EHRD 656	Narrative Analysis	3
EHRD 690	Theory of EHRD Research (STAT III)	3
EDAD 623	Advanced Field Methods	3
<i>Please consult with your faculty advisor for additional research course options.</i>		
Total Research Core Hours		18

### Elective Courses

<i>Please consult with your faculty advisor for approved electives. See below for some EHRD course options. Additional courses can also be used as electives.</i>		
Total Elective Hours		21

### Additional Courses

EHRD 691	Research (Dissertation)	12
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<b>PhD Total Hours*</b>		<b>72</b>
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**\*Additional Hours are required for students who do not hold a Masters degree.**

### EHRD Elective Course Options

EHRD 607	International Human Resource Development	3
EHRD 614	Strategic Planning for HRD	3
EHRD 624	Change Theory	3
EHRD 627	Research and Development and Performance in HRD	3
EHRD 628	Research and Publish in HRD	3
EHRD 658	Writing Literature Reviews for Empirical Research in Education	3

EHRD 690	Theory of EHRD Research (Proposal Preparation)	3
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## Proposed Course Sequence for Full-Time Students PhD in EHRD (HRD Emphasis)

Fall Year One	Spring Year One	Summer Year One
EHRD 601 (F2F)	EHRD 625 (F2F)	elective
EHRD 630 (F2F)	EHRD 612 (F2F)	
EHRD 651 (F2F)	EHRD 690-STAT I (F2F)	
Fall Year Two	Spring Year Two	Summer Year Two
EHRD 605 (F2F)	EHRD 655 (F2F)	elective
EHRD 613 (F2F)	EHRD 628 (F2F) (or other elective)	
EHRD 690-STAT II (F2F)	elective	
Fall Year Three	Spring Year Three	Summer Year Three
EHRD 658- Lit Review (F2F) (Or other elective)	EDAD 690 (Proposal Writing) (or other elective)	
Qual II or ARM	EHRD 656 or ARM	
EHRD 618	elective	
Fall Year Four	Spring Year Four	Summer Year Four
EHRD 691	EHRD 691	

Up to 18 hours of distance education (Online) courses only.

Students following this plan will be eligible to take Qualifying Exam Spring Year Two.

Students following this plan will be eligible to take Preliminary Exam Spring Year Three.

Students following this plan can defend their proposal in Spring Year Three or Fall Year Four.

## Qualifying Exam

### Purpose

- To ensure Educational Human Resource Development (emphasis in Human Resource Development) doctoral students have mastered basic concepts associated with HRD.
- To ensure doctoral students have sufficient cognitive skills to integrate concepts from various theories toward their practical application.

### QE Context Questions

Each student will take a written qualifying examination that consists of essay questions that are designed to have students synthesize information from core courses. The four-hour examination will be held once each fall and spring semester in a reserved computer lab. Students will respond to a general question about HRD that has options for students to choose the parts to which they wish to respond. The qualifying examination is designed, in part, to ensure that a student has developed a comprehensive understanding of core concepts, theories, and practices associated with HRD, and that he or she is able to recall and synthesize the information shared in required courses. Prior to taking the QE, students must have successfully completed the following courses:

EHRD 601: Foundations of HRD

EHRD 612: Training & Development

EHRD 613: Career Development

EHRD 625: Organization Development

EHRD 630: Adult Learning

The student should appropriately reference by name and date the sources that have informed the response. An example of a qualifying examination question is:

*Select one of the following current topics:*

- a. Change
- b. Ethics
- c. Training
- d. Evaluation

*Using your definition of Human Resource Development, address the following:*

- a. Describe your selected topic.
- b. Define the HRD-related issues associated with your selected topic.
- c. What are 2-3 foundational theories that might inform the issues you have identified? Why?
- d. What are 2-3 HRD interventions that might address the issues you have identified? Why?

- a. What are the implications of these potential HRD interventions?

### **Evaluation of the QE**

Context question responses will be double-blind reviewed by a three-faculty member panel. The evaluators will provide feedback comments and a positive or negative vote for the exam response. Three positive votes or two positive votes and one negative vote from the evaluators will constitute a "Pass". Two negative votes and one positive vote or three negative votes from the evaluators will constitute a "Fail".

### **Time Frame for the QE**

The Qualifying Examination will take place during the semester(s) in which a student will have completed between 24 and 36 credit hours by the end of that semester. Students who transfer in 18 or more credit hours must take the Qualifying Examination within one calendar year and may take up to 18 credit hours during that time.

The Qualifying Examination may be taken once per fall or spring semester. A student must successfully pass the QE in order to register beyond 36 credit hours. Students may re-take the exam one additional time during the 24-36 credit hour window.

If students do not successfully pass the QE within the 36 credit hour window, they will be dropped from the PhD program.

## Appendix IV Course Selection/Registration

For a listing of course descriptions, please refer to the TAMU Graduate and Professional Catalog at <https://catalog.tamu.edu>.

EAHR Research Course Offerings						
Fall 2024	Spring 2025	Fall 2025	Spring 2026	Fall 2026	Spring 2027	Fall 2027
EDAD/EHRD 690-STAT I (M.S students)	EDAD/EHRD 690-STAT I (PhD students)	EDAD/EHRD 690-STAT I (M.S students)	EDAD/EHRD 690-STAT I (PhD students)	EDAD/EHRD 690-STAT I (M.S students)	EDAD/EHRD 690-STAT I (PhD students)	EDAD/EHRD 690-STAT I (M.S students)
EDAD/EHRD 690-STAT II	QUAL I (Nat Inq or EHRD 655)	EDAD/EHRD 690-STAT II	QUAL I (Nat Inq or EHRD 655)	EDAD/EHRD 690-STAT II	QUAL I (Nat Inq or EHRD 655)	EDAD/EHRD 690-STAT II
QUAL II (EDAD 623)	EDAD/EHRD 690-Adv QUANT (STAT III)*	QUAL II (EDAD 623)	EDAD/EHRD 690-Adv QUANT (STAT III)*	QUAL II (EDAD 623)	EDAD/EHRD 690-Adv QUANT (STAT III)*	QUAL II (EDAD 623)
EHRD 651: Epistemology	Adv QUAL (EHRD 656 or 657)	EHRD 651: Epistemology	Adv QUAL (EHRD 656 or 657)	EHRD 651: Epistemology	Adv QUAL (EHRD 656 or 657)	EHRD 651: Epistemology
EHRD 658: Writing Literature Reviews for Empirical Research in Education	EDAD/EHRD 690-Research Methods- Proposal	EHRD 658: Writing Literature Reviews for Empirical Research in Education	EDAD/EHRD 690- Research Methods- Proposal	EHRD 658: Writing Literature Reviews for Empirical Research in Education	EDAD/EHRD 690-Research Methods- Proposal	EHRD 658: Writing Literature Reviews for Empirical Research in Education
*STAT III offered if there is a demand						
Research Courses will be offered Tuesday and Thursday evenings, and Saturdays.						

### Suggested Sequencing of Research Courses

Suggested Sequence of Research Courses (PhD students)							
Course	Fall 1	Spring 1*	Fall 2	Spring 2	Fall 3	Spring 3	Fall 4
EHRD 651	X						
STAT I		X		X			
STAT II			X		X		
Qual I		X		X			
Qual II			X		X		
Adv Quan						X	
Adv Qual						X	
Methods -Lit Review						X	
Methods- Proposal							X

\*Students can start with either the STAT I/STAT II sequence or QUAL I/QUAL II sequence in Spring 1/Fall 2, followed by the other sequence in Spring 2/Fall 3.

## Appendix V Graduate Assistantships

The Department of Educational Administration and Human Resource Development (EAHR) has a long tradition of supporting PhD students during doctoral studies. A full range of Graduate Teaching Assistantships, Graduate Research Assistantships, Merit Fellowships and Scholarships, Tuition Reimbursements, Work Study Assignments, and Mentorships in Teaching with Faculty are available **only to PhD students in EAHR**. The department provides abundant opportunities for PhD students to advance skills in teaching, research, and service to fully prepare our students for a successful academic career in higher education and other educational research environments. The mission statement of EAHR emphasizes mentorship and growth in teaching, grant writing, and research for all of our graduate students, and GA positions are provided that enhance a well-rounded doctoral experience. While many Graduate Assistantships and Scholarships are available for PhD students, there are limits to funding that vary from year to year. While EAHR cannot guarantee GA positions or scholarships for all students every semester, the department will make every effort to equitably distribute access to the various funding sources for all students.

To be eligible for EAHR assistantships, the student must be enrolled **full-time (9 hours)** for the entire length of their employment period. The general guidelines below are established to help PhD students understand the process of awarding GA positions and to encourage everyone to work collaboratively to advance a well-rounded experience for all students. Applications to apply for a Graduate Assistantship will be made available by the department each spring semester.

### ***Assistantship Plan***

1. Merit-based Graduate Assistantships are available in EAHR for a limited number of full-time PhD students every semester. Master's degree students and EdD students are not eligible for EAHR funded Graduate Assistantships. However, faculty members with grant funds external to EAHR may hire any suitable graduate student for their project. Graduate Assistantships in EAHR may be provided for teaching, grading, research, or special departmental needs. Every Graduate Assistantship award is based on merit, exceptional performance in previous assignments, evaluations by the faculty mentors, PICA scores (for GATs), and department needs. See <https://pica.tamu.edu/> for the official university online course evaluation system, called PICA.
2. Duration: Graduate Assistantships in EAHR for PhD students are not guaranteed. However, if awarded, students will receive **no more than 3 years** of departmental funded support. A Graduate Assistant who receives *any* funding from EAHR during an academic year is considered to have received *one full year* of EAHR funding. Any departmental support provided to a PhD student in a semester – whether in the form of salary, tuition, or benefits – will count toward a year of EAHR support. To clarify, if a student receives 5 hours, 10 hours, or 20 hours of GA support for a semester and/or any support for tuition and/or benefits from the department (no matter the number of hours or dollar value), then the student is considered to have received a full year of Graduate Assistantship benefits from EAHR.

3. The department encourages students to secure funding from grants with professors, scholarships from SEHD, GPS, CTE, MSC, and work study activities in the university, graduate assistantships in other departments, centers, or institutes, and/or loans to provide support for tuition and benefits. Funding from grants and other sources external or internal to EAHR do not count toward EAHR funding for graduate students.
4. Summer funding is occasionally available. Priority for summer funding from EAHR will be awarded based on merit, exceptional performance in previous assignments, departmental needs, and student progress toward graduation. If a PhD student receives any summer funding for salary, tuition, or benefits, this will not count toward the 3-year limit on EAHR funded Graduate Assistantships.
5. In very rare circumstances, funding is also provided to students in the EdD Program; however, as most EdD students are practicing school leaders, these opportunities are limited and are reserved for exceptional circumstances. EdD students should be aware that some scholarships and fellowships are restricted to PhD students only. If an EdD student were to be granted funding by the department, the rules outlined above would apply to them as well.
6. The Associate Department Head for Graduate Studies, in consultation with the Academic Program Chairs and the Graduate Committee, selects and appoints all Graduate Assistants

This decision of who receives a Graduate Assistantship is based on several factors including: departmental needs, recommendations from Academic Program Chairs, availability of funds, academic credentials, English Language Proficiency scores for international students, Center for Teaching Excellence certification, annual mentor evaluations, full time status, previous years of support, match of skills with research, and competency in teaching and research needs for the position.

7. Students who do not receive EAHR funded assistantships are encouraged to seek funds outside of the department from sources such as: Graduate and Professional School (GPS), Center for Teaching Excellence (CTE), Memorial Student Center (MSC), external faculty grants, and other departments in SEHD or the University.

The awarding of a graduate assistantship is contingent upon the successful completion of a criminal background check as required by Texas A&M University Regulation 33.99.14 governing all employees. The details of this regulation can be found on the web at <http://rules-saps.tamu.edu/pdfs/33.99.14.m1.pdf>.

By signing the contract for the assistantship, the student acknowledges that they will complete all online training required by Texas A&M University, abide by all rules and regulations of Texas A&M University, and attend all orientation and training meetings.

## **Graduate Assistant Categories and Duties**

There are three classifications of Graduate Assistants: Graduate Assistant Teaching (GAT), Graduate Assistant Non-Teaching (GANT), and Graduate Assistant Research (GAR).

### ***Graduate Assistant – Teaching (GAT)***

Prior to being hired, GATs must attend all required trainings before interacting with students. They must:

1. Complete the Teaching Assistant Institute (TAI) Online Preparation Course
  - Attend the face-to-face Teaching Assistant Institute provided by the Center for Teaching Excellence (CTE).
  - Submit the TAI certificate to the Associate Department Head for Graduate Studies
  - Attend the department GAT training offered at the beginning of the semester
  - For those Graduate Assistants who will be teaching a class as a GAT, your syllabus must be sent electronically to your faculty mentor. Your employment is based on university hours, Monday through Friday, from the beginning until the end of the semester on the university calendar <https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar>. Your faculty mentor will assign specific times and tasks.

### **Graduate Assistant Non-Teaching (GANT)**

GANT (Graduate Assistant Non-Teaching but supporting faculty courses). GANTs must:

- Attend the Department meeting of all GAs at the beginning of the semester. An email will be sent with detailed information.
- GANTs must also attend the Teaching Assistant Institute (TAI). See below.

### **Graduate Assistant Research (GAR)**

GAR (Graduate Assistant for Research supports faculty journals, centers, grants, and other research projects). GARs must:

**Chapter 1:** Attend the Teaching Assistant Institute (TAI) if they will have any contact with Pre-K through 12 students. See below.

**Chapter 2:** Attend the meetings of all Graduate Assistants (GAT, GANT, GAR).

**Teaching Assistant Institute (TAI).** The Teaching Assistant Institute (TAI), hosted by the Graduate and Professional School and the Center for Teaching Excellence, is a one day face-to-face course with additional online modules designed to prepare graduate students for School classroom teaching. TAI is offered every year at the beginning of the fall and spring semesters and is required for new TAs who serve as recitation leaders, laboratory instructors, and/or full responsibility lecturers. The schedule for these trainings can be found at <https://cte.tamu.edu/Featured-Programs/Teaching-Assistant-Institute>

### **Explicit Understandings:**

*(Rates are accurate as of 2023-2024 SY)*

1. A graduate student assigned 20 hours is considered full-time by YOUR DEPARTMENT.
  - For accounting and grant budgeting purposes, 20 hours = 50% time, 10 hours = 25% time.
2. Current Doctoral Student Salary (20 hours) is \$2000 per month for 9 months.
3. Approximate Costs for 9-month doctoral student is \$4,914 (Tuition) + \$21,150 (salary fringes 20%, insurance) = \$26,064.
4. If a graduate student is funded for 10 hours by the department, the student will need to secure an additional 10 hours to be eligible for health insurance and tuition support. A graduate student with only 10 hours of support is not eligible for tuition support or insurance.
5. If a graduate student is funded 10 hours by external funds, funding by the department for the additional 10 hours is based on needs in the department and



advance approval by the department.

6. Students will follow the Texas A&M Staff and Faculty holiday dates as set forth by the University.

### **Requirements for Graduate Assistants**

All Graduate Assistants (both Teaching and Non-Teaching) will complete all online training required by Texas A&M University, abide by all rules and regulations of TAMU, and attend all orientation and training meetings. This includes the Center for Teaching Excellence (CTE) certification before you are employed in a GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research for those having any contact with Pre-K through 12 students). All Graduate Assistants must apply with all CTE requirements, all university employment requirements, and all departmental policies and procedures. Your salary will not begin until you have secured CTE certification and attended the departmental seminar of all Graduate Assistants (GAT, GANT, and GAR). This seminar is mandatory, and it is expected that you attend and participate as part of your roles and responsibilities. Your employment is based on university hours, Monday through Friday, from the beginning until the end of the semester on the university staff calendar. Your faculty mentor will assign specific times and tasks.

Graduate Assistant Teaching (GAT) will be assigned a faculty mentor. Your syllabus must be sent electronically to your faculty mentor by August 15 for the Fall semester and January 15 for the Spring semester. Minimum syllabus requirements: <http://registrar.tamu.edu/Registrar/media/Curricular-Services/Curricular%20Approvals/Course%20Approvals/CourseSubmissionChecklist.pdf>

It will be your responsibility to contact your mentor and schedule at least two observations; one prior to midterm. The mentor will complete an evaluation and provide feedback following the scheduled observation. You must register your course for both midterm and final evaluations

using the PICA system [pica.tamu.edu](http://pica.tamu.edu). You are responsible for sending the statistical data and feedback from students to your assigned mentor within one week of receiving the results.

Graduate Assistants Non-Teaching (GANT) and Graduate Assistant Research (GAR): The University requires that all GANTs and GARs receive a summative evaluation by the supervising professor.

This includes graduate assistants for large classes as well as graduate assistants for research. Your response to this evaluation is required. This system is administered online.

1. **The university requires that all GANTs and GARs receive an evaluation by the supervising professor.** That is, graduate assistants for large classes as well as graduate assistants for research will be evaluated by the supervising professor. Your response to this evaluation is required.
2. Graduate Assistant Teaching (GAT) - You will be assigned a faculty mentor that may or may not be the same as the temporary advisor.

### **Mentoring, Advising, and Coaching Guidelines**

All faculty serving as mentor/advisor/coach to a graduate student are expected to exercise responsible guidance practices. An online evaluation portal is used to monitor progress of all

graduate assistants who are GAR/GAT/GANT. Faculty mentors/advisors/coaches will complete a brief on-line evaluation of each funded GAR/GAT/GANT under their supervision each semester. Graduate Assistants must review and comment on the evaluations.

### ***Syllabus and Attendance Certification***

GAT (Graduate Assistant Teaching) or GANT (Graduate Assisting Not Teaching but supporting faculty courses) or GAR (Graduate Assistant Research for those having any contact with Pre-K through 12 students) students must complete the Center for Teaching Excellence (CTE) certification. CTE is a one-time certification. International students must also secure English Language Proficiency certification (see below). GAT/GANT/GAR salaries will not begin until you have secured CTE certification and ELP certification (international) and attended a meeting of all Graduate Assistants (GAT, GANT, and GAR). This seminar is mandatory, and it is expected that assistants attend and participate as part of their roles and responsibilities. For Graduate Assistants who will be teaching a class as a GAT, their syllabus must be sent electronically to their faculty mentor. Your employment is based on university hours, Monday through Friday, from the beginning until the end of the semester on the university staff calendar. The faculty mentor will assign specific times and tasks.

### ***International students please note:***

If international graduate students who wish to serve in teaching positions do not achieve requisite standardized test scores prior to enrollment, they can certify by taking the on-campus English Language Proficiency Exam (ELPE). Registration deadlines exist. Spots fill quickly. For registration information, visit [Testing Services](#).

### ***Grading Restrictions for GATs***

For the College of Education and Human Development, graduate students who are serving as GATs will not be allowed to grade their peer Ph.D. graduate Students' papers/works.

### ***International Alternative Work Location (IAWL)***

Unlike regular Alternate Work Locations requests within the United States, requests for IAWL are an exception and only granted for a limited short amount of time, and for the specific critical need purpose. The IAWL is intended to cover the critical business need of the employing unit for a short time incidental to the travel of the employee overseas or otherwise as a specific business travel of the employee.

Employed graduate assistants, while part-time, may request an IAWL in accordance with this procedure if the request is based on the critical business need as employees and not students in

the pursuit of their degree.

An IAWL request for a graduate assistant is contingent upon approval by the supervisor, Department Head, Graduate Operations Committee (GOC)[this is GOC-Graduate Dean in each College], Dean of the College/School, Associate Provost and Dean of the Graduate and Professional School, Vice President for Human Resources and Organizational Effectiveness, and Immigration Affairs, and should not be considered an employee entitlement. The IAWL may be terminated at any time and for any reason.

Guidelines for International Alternate Work Locations (IAWL) for Graduate Assistants and the IAWL Request Form can be found at [Guidelines for International Alternate Work Location \(IAWL\) for Graduate Assistants - Graduate & Professional School | Texas A&M University](#)

### ***Minimum Syllabus Requirements***

A checklist of minimum syllabus requirements for courses taught at TAMU can be found online:

<http://registrar.tamu.edu/registrar/media/curricular-services/curricular%20approvals/course%20approvals/coursesubmissionchecklist.pdf>. A syllabus template, ADA and Academic Integrity Statements, an Attendance Policy, and Grading Scale Examples can be found at <https://registrar.tamu.edu/Our-Services/Curricular-Services/Curricular-Approvals/Course-Approvals#2-MinimumSyllabusRequirements>.

### ***HR Department:***

Upon arrival to campus, graduate assistants must complete initial employment forms in both the EAHR administrative offices, 8th floor Harrington Tower and in the Dean's Office in room 803 Harrington Tower.

### ***Office Key, Copier Code, and Weekend Access:***

The EAHR administrative office will gladly assist you in obtaining these resources. Please schedule an appointment with Patricia Madison (pmad19@tamu.edu) to obtain these items.

## Appendix VI Changing Programs within EAHR

Students wishing to change from their current program to another program/specialization within the Department of Educational Administration and Human Resource Development. Below are guidelines for the program/specialization to consider for acceptance.

- Students must provide a rationale for their reason for transferring to another program/specialization
- Students must be in good standing (Students' GPA, passed QE process, passed prelims, proposal, etc.)
- Faculty in the program must agree to accept the student from another program/specialization
- Students must notify present faculty of their transfer to a different program/specialization
- Students must agree the conditions under their transferred program/specialization within the department