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 (http://ogaps.tamu.edu/New-Current-Students/Thesis-and-Dissertation-Services);
- Office of Graduate and Professional Studies (https://ogaps.tamu.edu);
- Texas A&M Academic Calendar (https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar);

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.
Department Information and Contacts

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

- **Degree Programs and Areas of Specialization**
  - Table of Degree Programs and Areas of Specialization

- **Administrative Staff**
  - Administrative Responsibilities Graphic
  - Administrative Personnel Contact Information

- **Program Chairs and Leaders**
  - Program Chair and Leader Responsibilities Graphic
  - Program Chair and Leader Contact Information
Department Information and Contacts
The Department of Educational Administration and Human Resource Development (EAHR) develops educational leaders and improves practice through teaching, research and service in the areas of public school administration, human resource development, higher education administration, adult education and student affairs administration. Statewide and nationally, EAHR graduates, faculty and staff play major roles in the education of children and adults.

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

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

<table>
<thead>
<tr>
<th>Doctoral Degrees Programs and Areas of Specialization*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Graduate EDAD</strong></td>
</tr>
<tr>
<td>Ed.D. in Educational Administration, PK-12</td>
</tr>
<tr>
<td>Educational Leadership</td>
</tr>
<tr>
<td>Ph.D. in Educational Administration, PK-12</td>
</tr>
<tr>
<td>Educational Leadership area of specialization</td>
</tr>
<tr>
<td>Ph.D. in Educational Administration, Higher Education</td>
</tr>
<tr>
<td>Administration, Higher Education Administration area of</td>
</tr>
<tr>
<td>specialization</td>
</tr>
</tbody>
</table>

*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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Torres, Mario</td>
<td>Professor and Department Head</td>
<td><a href="mailto:mstorres@tamu.edu">mstorres@tamu.edu</a></td>
</tr>
<tr>
<td>Madsen, Jean</td>
<td>Professor and Associate Department Head</td>
<td><a href="mailto:jamadsen@tamu.edu">jamadsen@tamu.edu</a></td>
</tr>
<tr>
<td>Shelfer, Marie</td>
<td>Senior Administrative Coordinator I</td>
<td><a href="mailto:shelfer@tamu.edu">shelfer@tamu.edu</a></td>
</tr>
<tr>
<td>Sassano, Susan</td>
<td>Business Administrator I</td>
<td><a href="mailto:ssassano@tamu.edu">ssassano@tamu.edu</a></td>
</tr>
<tr>
<td>Reynolds, Terica</td>
<td>Business Coordinator II</td>
<td><a href="mailto:tsreynolds@tamu.edu">tsreynolds@tamu.edu</a></td>
</tr>
<tr>
<td>Smith, Kerri</td>
<td>Director of Academic Advising</td>
<td><a href="mailto:krsmith@tamu.edu">krsmith@tamu.edu</a></td>
</tr>
<tr>
<td>Cima, Devyn</td>
<td>Academic Advisor II</td>
<td><a href="mailto:devyn.cima@tamu.edu">devyn.cima@tamu.edu</a></td>
</tr>
<tr>
<td>Liu, Jere</td>
<td>Instructional Design Specialist</td>
<td><a href="mailto:liu@tamu.edu">liu@tamu.edu</a></td>
</tr>
<tr>
<td>Kuhlmann, Melissa</td>
<td>Administrative Coordinator II</td>
<td><a href="mailto:mkuhlmann@tamu.edu">mkuhlmann@tamu.edu</a></td>
</tr>
</tbody>
</table>
Program Chairs and Leaders

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

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Program Area</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dirani, Khalil</td>
<td>Associate Professor</td>
<td>EHRD - Program Chair, HRD</td>
<td><a href="mailto:dirani@tamu.edu">dirani@tamu.edu</a></td>
</tr>
<tr>
<td>Musoba, Glenda</td>
<td>Associate Professor</td>
<td>EDAD - Program Chair, EDAD</td>
<td><a href="mailto:glenda.musoba@tamu.edu">glenda.musoba@tamu.edu</a></td>
</tr>
<tr>
<td>Roumell, Elizabeth</td>
<td>Associate Professor</td>
<td>EHRD - Program Leader, Adult Ed</td>
<td><a href="mailto:caroumell@tamu.edu">caroumell@tamu.edu</a></td>
</tr>
<tr>
<td>Webb, Gwendolyn</td>
<td>Associate Professor</td>
<td>EDAD - Educational Leadership</td>
<td><a href="mailto:gwebbj@tamu.edu">gwebbj@tamu.edu</a></td>
</tr>
</tbody>
</table>

A complete listing of graduate faculty by program area, including each member’s research interests and methodology, is found in the appendix on page 64. This listing only includes faculty eligible to serve on graduate committees.
UNIVERSITY REQUIREMENTS
EAHR DEPARTMENT

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

EAHR Ph.D. Handbook
University Requirements

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

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

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

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

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

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

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

Attendance/Absences
Students must read through and agree to Student Rule 7 and 49

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

More details are found in the appendix beginning on page 59.
Academic Integrity

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

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

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

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

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

Scholastic Dishonesty

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

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

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

- **Roles and Responsibilities of Advisors**
  - Types of Advisors
  - Faculty Advisor
  - Dissertation Chairs
  - Graduate Advisors
- **Student Responsibilities-Progress to Degree**
- **Milestones for Full-Time Ph.D. Students**
- **Milestones for Part-Time Ph.D. Students**
- **Graduate Representative Advisory Board (GRAB)**
- **Department Expectations**
  - Citation Standard
  - Distance Education Policy
  - EAHR Excess Research Hour Policy
  - Ph.D. Research Course Sequence
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.

<table>
<thead>
<tr>
<th>Graduate Advisor</th>
<th>Faculty Advisor</th>
<th>Dissertation Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Years 1-4</strong></td>
<td><strong>Year 1</strong></td>
<td><strong>Years 2-4</strong></td>
</tr>
<tr>
<td>• Advises you on administrative processes that take place outside the classroom</td>
<td>• Advises you on course selection and degree plans</td>
<td>• Advises and guides you from the prospectus stage through the final defense of the dissertation</td>
</tr>
<tr>
<td>• *Assists you with course availability and registration</td>
<td>• Assists you with research &amp; teaching opportunities</td>
<td>• Assumes all responsibilities of the Faculty Advisor</td>
</tr>
<tr>
<td>• Serves as the liason between the department and OGAPS</td>
<td>• Helps you identify &amp; achieve career and academic goals</td>
<td></td>
</tr>
</tbody>
</table>

*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 advisors, the Director of Advising and the Academic Advisor II. Both can assist all students with navigating the administrative processes that take place outside the classroom such as filing a degree plan, filing paperwork with OGAPS, registration logistics, navigating campus resources etc. However, for doctoral degree specific questions please contact the Director of Advising and for master’s degree specific questions please contact the Academic Advisor II.

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

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 OGAPS;
• To serve as the department liaison between EAHR and OGAPS;
• 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/Catalogs,-Policies-Procedures/Academic-Calendar) and OGAPS Calendar (https://ogaps.tamu.edu/Buttons/Calendars)

• 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)**

- Be proactive, this is your degree
- Build community in EAHR & field associations
- Communicate frequently with Advisors & Dissertation Chair
- Utilize TAMU & OGAPS Resources
- Utilize the TAMU Graduate Catalog
- Take advantage of all TAMU communications channels

**Milestones for Full-Time Ph.D. Students**

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

(Effective Fall 2020)

<table>
<thead>
<tr>
<th>Fall Year One</th>
<th>Spring Year One</th>
<th>Summer Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 9 hours of course work</td>
<td>• 9 hours of course work</td>
<td>• 3 hours of course work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year Two</th>
<th>Spring Year Two</th>
<th>Summer Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 9 hours of course work</td>
<td>• 9 hours of course work</td>
<td>• 3 hours of course work</td>
</tr>
<tr>
<td>• Start forming advisory committee</td>
<td>• QE (HRD Students Only)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• File Degree Plan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year Three</th>
<th>Spring Year Three</th>
<th>Summer Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>• 9 hours of course work</td>
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## Year Six

Department actions if student fails to fulfill requirements by end of Year Five:
- 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 6th year or registration will be blocked.
- The completion plan must indicate a schedule of mandatory meetings between Chair and student.

## Year Seven

Department actions if student fails to fulfill requirements by end of Year Six:
- Same as Year Six except student must also submit current version of the dissertation for program review.

## Years Eight-Ten

Department actions if student fails to fulfill requirements by Year Seven:
- 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.
- Student must provide dissertation Chair monthly progress updates.
- Failure to comply with the requirements will initiate dismissal process.
Additional Information and Useful Links

- Up to 18 hours of 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](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://powerforms.docusign.net/c5fe35e4-6bc8-4e47-849f-8fbdb8c37feec?env=na2&acct=16517be3-5a0c-489fa422-a57859ee0f60](https://powerforms.docusign.net/c5fe35e4-6bc8-4e47-849f-8fbdb8c37feec?env=na2&acct=16517be3-5a0c-489fa422-a57859ee0f60)
- Students following this plan can hold their proposal hearing in Spring Year Three.
  - [https://powerforms.docusign.net/4bb0489e-9c28-44b1-b2da-c2fa9d9d0b90?env=na2&acct=16517be3-5a0c-489fa422-a57859ee0f60](https://powerforms.docusign.net/4bb0489e-9c28-44b1-b2da-c2fa9d9d0b90?env=na2&acct=16517be3-5a0c-489fa422-a57859ee0f60)
- *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://powerforms.docusign.net/6bc30a44-705e-428b-a517-90550cf350cc?env=na2&acct=16517be3-5a0c-489fa422-a57859ee0f60](https://powerforms.docusign.net/6bc30a44-705e-428b-a517-90550cf350cc?env=na2&acct=16517be3-5a0c-489fa422-a57859ee0f60)
- 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 OGAPS. The Report of Final Examination form and the Copyright Availability form must also be submitted to OGAPS.
- Graduation; arrange for cap and gown.
  - [graduation.tamu.edu](http://graduation.tamu.edu)
General Guidelines/Milestones for Part-Time Ph.D. Students
(Effective Fall 2020)

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### Year Seven

Department actions if student fails to fulfill requirements by end of Year Six:
- 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 6th year or registration will be blocked.
- The completion plan must indicate a schedule of mandatory meetings between Chair and student.

### Year Eight

Department actions if student fails to fulfill requirements by end of Year Seven:
- Same as Year Seven except student must also submit current version of the dissertation for program review.

### Years Nine-Ten

Department actions if student fails to fulfill requirements by Year Eight:
- 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.
- Student must provide dissertation Chair monthly progress updates.
- Failure to comply with the requirements will initiate dismissal process.
Additional Information and Useful Links

• Up to 18 hours of 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 OGAPS. This requires a petition and letter of full-time employment from employer.
  o [https://ogsdpss.tamu.edu/default.aspx](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)
  o [https://powerforms.docusign.net/c5fe35e4-6bc8-4e47-849f-8fbd8c37feec?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60](https://powerforms.docusign.net/c5fe35e4-6bc8-4e47-849f-8fbd8c37feec?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60)
• Students following this plan can hold their proposal hearing in Fall Year Five.
  o [https://powerforms.docusign.net/4bb0489e-9c28-44b1-b2da-c2fa9d9d0b90?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60](https://powerforms.docusign.net/4bb0489e-9c28-44b1-b2da-c2fa9d9d0b90?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60)
• 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.
  o [https://powerforms.docusign.net/6bc30a44-705e-428b-a517-90550cf350cc?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60](https://powerforms.docusign.net/6bc30a44-705e-428b-a517-90550cf350cc?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60)
• 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 OGAPS. The Report of Final Examination form and the Copyright Availability form must also be submitted to OGAPS.
• Graduation; arrange for cap and gown.
  o [graduation.tamu.edu](https://graduation.tamu.edu)
Graduate Representative Advisory Board (GRAB)
The mission of the Graduate Representative Advisory Board (GRAB) (https://grab.tamu.edu) 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 submit an application 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.

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 OGAPS 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.
EAHR Excess Research Hour Policy

To ensure that students are making adequate and appropriate progress toward completion of their degree, the department has outlined a policy on continued enrollment in excess research hours. This can be found on page 63.
ACADEMIC REQUIREMENTS FOR GRADUATION
EAHR DEPARTMENT

SECTION CONTENTS

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

EAHR Ph.D. Handbook
Academic Requirements for Graduation

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

- **Information and Resources**
- **Academic Requirements**
  - Filing a Degree Plan
    - Qualifying Exam
  - Preliminary Exam
  - Research Proposal
  - Dissertation/Record of Study
  - Defense Dissertation (Final Exam)
- **Academic Requirements Supplementary Materials**
  - Doctoral Milestones (full-time)
  - Doctoral Milestones (part-time)
  - EDAD/EHRD 685 Application (Directed Study)
  - EDAD/EHRD 684 Application (Internship)
- **Guidance on Completing Academic Requirements**
- **Degree Plans**
  - Degree Plans by Major and Area of Specialization
  - Petitions
  - Transfer of Credit for Doctoral Degrees
Academic Requirements for Graduation

Information and Resources

- Prior to completing any of the below academic requirements, students must have:
  - discussed the academic requirement the student is ready to pursue with the Faculty Advisor and,
  - be cleared by the Director of Advising to pursue the academic requirement.
- All related university documents for each requirement can be found at the following page on the OGAPS website, [https://ogaps.tamu.edu/Buttons/Forms-Information](https://ogaps.tamu.edu/Buttons/Forms-Information)

Academic Requirements

- Filing Degree Plan
  - All doctoral students must file a degree plan with OGAPS 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)
  o All doctoral students are required to complete a Final Exam.
  o 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)
  o 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)
  o 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)
  o 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 81.

• EDAD/EHRD 684 Application (Internship)
  o 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 82.
# General Guidelines/Milestones for Full-Time Ph.D. Students

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Department actions if student fails to fulfill requirements by end of Year Five:

- 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 6th year or registration will be blocked.
- The completion plan must indicate a schedule of mandatory meetings between Chair and student.

### Year Seven

Department actions if student fails to fulfill requirements by end of Year Six:

- Same as Year Six except student must also submit current version of the dissertation for program review.

### Years Eight-Ten

Department actions if student fails to fulfill requirements by Year Seven:

- 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.
- Student must provide dissertation Chair monthly progress updates.
- Failure to comply with the requirements will initiate dismissal process.
Additional Information and Useful Links

- Up to 18 hours of 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)
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- During the first week of the final semester, pay graduation fee after graduation application is submitted.
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- Graduation; arrange for cap and gown.
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## General Guidelines/Milestones for Part-Time Ph.D. Students

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<td>Year Seven</td>
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Department actions if student fails to fulfill requirements by end of Year Six:
- 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 6th year or registration will be blocked.
- The completion plan must indicate a schedule of mandatory meetings between Chair and student.

| Year Eight          |                       |                       |

Department actions if student fails to fulfill requirements by end of Year Seven:
- Same as Year Seven except student must also submit current version of the dissertation for program review.

| Years Nine-Ten      |                       |                       |

Department actions if student fails to fulfill requirements by Year Eight:
- 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.
- Student must provide dissertation Chair monthly progress updates.
- Failure to comply with the requirements will initiate dismissal process.
Additional Information and Useful Links

- Up to 18 hours of 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 OGAPS. This requires a petition and letter of full-time employment from employer.
  - [https://ogsdpss.tamu.edu/default.aspx](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://powerforms.docusign.net/c5fe35e4-6bc8-4e47-849f-8fbd8c37feec?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60](https://powerforms.docusign.net/c5fe35e4-6bc8-4e47-849f-8fbd8c37feec?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60)
- Students following this plan can hold their proposal hearing in Fall Year Five.
  - [https://powerforms.docusign.net/4bb0489e-9c28-44b1-b2da-c2fa9d9d0b90?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60](https://powerforms.docusign.net/4bb0489e-9c28-44b1-b2da-c2fa9d9d0b90?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60)
- 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://powerforms.docusign.net/6bc30a44-705e-428b-a517-90550cf350cc?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60](https://powerforms.docusign.net/6bc30a44-705e-428b-a517-90550cf350cc?env=na2&acct=16517be3-5a0c-489f-a422-a57859ee0f60)
- 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 OGAPS. The Report of Final Examination form and the Copyright Availability form must also be submitted to OGAPS.
- Graduation; arrange for cap and gown.
  - [graduation.tamu.edu](https://graduation.tamu.edu)
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 area of specialization on page 83
- Ph.D. in EDAD, Higher Education Administration area of specialization on page 84
- Ph.D. in EHRD, Adult Education area of specialization on page 85
- Ph.D. in EHRD, Human Resource Development area of specialization on page 86

All doctoral students must have a degree plan on file with OGAPS. 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 OGAPS 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 OGAPS.

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

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 OGAPS 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 OGAPS online degree plan website (https://ogsdpss.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 OGAPS.

**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 OGAPS. 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 OGAPS. 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 Exam Detailed Guidance**

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

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

**Preliminary Examination Format**

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

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

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

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

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

**Preliminary Examination Scheduling**

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

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

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

**Report of Preliminary Examination**

Credit for the preliminary examination is not transferable in cases where a student changes degree programs after passing a preliminary exam. If a written component precedes an oral component of the preliminary exam, the chair of the student’s examination committee is responsible for making all written examinations available to all members of the committee. A positive evaluation of the preliminary exam by all members of a student’s examination committee with at most one (1) dissension is required to pass a student on one’s preliminary exam.
The student’s department will promptly report the results of the preliminary examination to the OGAPS via the Report of Doctoral Preliminary Examination form. The preliminary examination checklist form must also be submitted. These forms should be submitted to the OGAPS within ten (10) working days of completion of the preliminary examination.

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

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

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

Research Proposal Detailed Guidance

The first step in writing a dissertation is the research proposal. This research proposal is a description of the research that you intend to perform in a detailed, comprehensive dissertation. The research proposal gives you an opportunity to demonstrate to your advisory committee your ability to successfully pursue your projected topic. The completed research proposal must be submitted along with the properly signed proposal approval page (available at http://ogaps.tamu.edu/Buttons/Forms-Information). The title page should be signed by you, all members of your advisory committee and the head of the department. Filing the proposal is one of the requirements for admission to candidacy for the doctoral degree. A doctoral research proposal must be submitted to OGAPS at least fourteen (14) weeks prior to the date of your final defense.
Once your proposal defense is scheduled, the typical order is:

- Student arrives slightly early to ensure the PowerPoint is working or to set out handouts. Do not bring copies of the proposal for the committee, because they will have the one (1) they marked up or have it on their laptops.
- The committee arrives.
- The chair welcomes everyone and then excuses student, shortly, to discuss whether the committee believes the proposal is ready.
- The student makes a brief presentation.
- The committee members ask questions.
- The student is excused, and the committee will vote whether the student can proceed.
- The student re-renters, and the chair reports the outcome of the votes, as well as any necessary changes.
- The committee signs the form with a vote of pass or fail.
- The student and chair will sit down for a few minutes to discuss their feedback and next steps.

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

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

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

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

Remember, this is not a social gathering, so no food is expected. Something small if you are insistent, may be permissible. However, most food typically goes uneaten. Further, the proposal defense is a public meeting. Should other doctoral students, or friends, decide to come, this is permissible. However, they will not be invited to speak until the committee is done with all of their proposal-related assessments.
Lastly, faculty often encourage students nearing their own defenses to observe one beforehand. You may observe more than one, if you so choose. Any guests will be asked to leave when the student is asked to step out.

Dissertation Defense (Final Examination) Detailed Guidance

The candidate for the doctoral degree must pass a final examination by deadline dates announced in the “OGAPS 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 OGAPS a minimum of ten (10) working days in advance of the scheduled date. Any changes to the degree plan must be approved by the OGAPS prior to the submission of the request for final examination.

The student’s advisory committee will conduct this examination. The final examination is not to be administered until the dissertation or record of study is available in substantially final form to the student’s advisory committee, and all concerned have had adequate time to review the document. Whereas the final examination may cover the broad field of the candidate's training, it is presumed that the major portion of the time will be devoted to the dissertation and closely allied topics. Persons other than members of the graduate faculty may, with mutual consent of the candidate and the chair of the advisory committee, be invited to attend a final examination for an advanced degree. A positive vote by all members of the graduate committee with at most one (1) dissension is required to pass a student on one’s exam. A department can have a stricter requirement provided there is consistency within all degree programs within a department. Upon completion of the questioning of the candidate, all visitors must excuse themselves from the proceedings.
Report of Final Examination
The student’s department will promptly report the results of the final examination to OGAPS via the Report of Doctoral Final Examination form. These forms should be submitted to the OGAPS within ten (10) working days of completion of the final examination. OGAPS must be notified in writing of any cancellations.

A positive evaluation of the final exam by all members of a student’s advisory committee with at most one (1) dissension is required to pass a student on one’s final exam. The Report of the Final Examination Form must be submitted with original signatures of only the committee members approved by the OGAPS. If necessary, multiple copies of the form may be submitted with different committee member original signatures. If an approved committee member substitution (one (1) only) has been made, one’s signature must be included on the form submitted to the OGAPS.

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 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 2020-Spring 2022
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 90.

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 90.

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/](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

EAHR DEPARTMENT

SECTION CONTENTS

Teaching Opportunities
Research Certificate Opportunities
Graduate Certificate Opportunities

EAHR Ph.D. Handbook
Research, Teaching and Graduate Certificate Opportunities

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

- **Department Teaching Opportunities**
  - Inquiries for Co-Teaching Experiences and Application for Available Teaching Opportunities

- **Research Certificate Opportunity**
  - ARMS Certificate

- **Graduate Certificate Opportunities**
  - Adult Education Certificate
  - College Teaching Certificate
  - Graduate Certificate Process
  - Texas A&M Training and Development Certificate Program
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

Online Document on Application Process to be included once approved.

**Research Certificate Opportunity**

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

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

**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/](https://eahr.tamu.edu/certificates/adult-education-certificate/) For assistance and information regarding the Adult Education Certificate, students can contact the Certificate Coordinator, Dr. Elizabeth Roumell, at earoumell@tamu.edu.
College Teaching Certificate

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

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

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

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

5. In a student’s last semester of taking certificate classes, they will contact the EAHR Advising Office at eahradvisor@tamu.edu to inform advisors they will graduate that semester

6. Students must complete the Completion Request Form (provided by advisors)

7. Advisors process any course substitutions by requesting adjustments in UAS
   a. If a non-EAHR student, EAHR Advisors send the instructions for a student’s advisor to request adjustments in UAS

8. Once processed, EAHR Advising Office will prompt student to submit a graduation application for the Certificate program

9. Students will receive a transcript designation from the university and will be mailed a physical certificate

Misc. Information

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

Contacts

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

Texas A&M Training and Development Certificate Program

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

Our main program offered at least once a year, is a 40-hour program leading to a certificate as a Certified Professional Trainer (CTP). It is an intensive hands-on, competency-based program for beginning or experienced trainer or training managers. Topics will include, but are not limited to: Needs assessment, data collection & analysis, training methods, transfer of training, coaching & mentoring, program delivery (facilities, budgeting, selecting instructors, safety & security, etc.), instructional design, adult learning
principles, cyber security issues, evaluation models. We will be following the ADDIE instructional design model as a basis of this intensive training program.

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

Other certificate programs we have developed include:

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

Please direct all questions to Dr. Larry Dooley (l-dooley@tamu.edu), Director
Training & Development Certification Program
The Department of Educational Administration and Human Resource Development coordinates the Training and Development Professional Certification Program. For more
information visit the webpage at, (https://eahr.tamu.edu/certificates/training-development-professionalcertification/).

University Resources and Support

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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
  o 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.
  o 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.
  o 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 designees have verified the absence as excused.
  o The university authorized activity list, on-line interfaith calendars, athletic competition schedules, and other published resources may be used to confirm student absences.
  o 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:
  o 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.
  o 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.
  o Death notice, obituary, or death certificate for a student’s immediate family member.
  o Documentation regarding the scheduling of legal or governmental proceedings that require a student’s presence and that cannot be rescheduled.
  o Documentation regarding the scheduling of mandatory admission interviews for professional or graduate schools as described. Documentation must be provided 5 business days in advance.
  o Documentation regarding the scheduling of mandatory interviews as described. Documentation from the employer must be provided 5 business days in advance.
  o Documentation regarding the scheduling of presentations of research or scholarship as described. Documentation for professional conference presentations must include confirmation of the student’s role as a presenter. Documentation must be provided 5 business days in advance.
Make-up Work

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

Extended Absences

- If the student is absent for excused reasons for an unreasonable amount of time during the semester, the academic dean or designee of the student’s college may consider giving the student a grade of “W” during the semester enrolled or a “NG” (no grade) following posting of final grades.

- Whenever a student is absent for unknown reasons for an extended period of time, the instructor may initiate a check on the welfare of the student by reporting through the head of the student’s major department to the dean or designee of the student’s college.
Appendix II Department Resources and Expectations

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

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

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

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

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

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

A student on continuing registration will again be blocked from registration on the twelfth class day of the semester.
This policy is adopted and applied to all students, current and future, who had completed the research hours listed on their degree plan.

Listing of Faculty by Program

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

Dr. Mary Alfred, Professor
Email: malfred@tamu.edu

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

Methodology Expertise:
Qualitative

Dr. Elizabeth Roumell, Associate Professor and Adult Education Program Leader
Email: earoumell@tamu.edu

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

Methodology Expertise:
Qualitative and Mixed Methods
Dr. Junghwan Kim, Associate Professor | Advises Students in Adult Education and HRD areas

Email: j-kim@tamu.edu

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

Methodology Expertise:
Qualitative and Quantitative

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

Dr. Michael Beyerlein, Professor

Email: beyerlein@tamu.edu

Research Expertise:
- Team Creativity
- Emergence of Virtual Organizations
- Innovation Science

Methodology Expertise:
Quantitative
Dr. Khalil Dirani, Associate Professor and Educational Human Resource Development Program Chair

Email: dirani@tamu.edu

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

Methodology Expertise:
Quantitative

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Dr. Larry Dooley, Associate Professor

Email: l-dooley@tamu.edu

Research Expertise:
- eLearning in Human Resource Development
- International Human Resource Development

Methodology Expertise:
Qualitative
Dr. Rhonda Fowler, Clinical Assistant Professor

Email: rfowler@tamu.edu

Research Expertise:
- Mentoring for Underrepresented Minority Students, specifically African American Women

Methodology Expertise:
Qualitative

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

Email: binmai@tamu.edu

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

Methodology Expertise:
Quantitative
Dr. Noemi Mendoza Diaz, Assistant Professor

Email: nmendoza@tamu.edu

Research Expertise:
- Engineering and Technology Education
- Latinos in STEM
- Entrepreneurship in STEM

Methodology Expertise:
Mixed Methods

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Dr. Machuma (Helen) Muyia, Clinical Associate Professor

Email: muy2001@tamu.edu

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

Methodology Expertise:
Quantitative
Dr. Fredrick Nafukho, Professor and Associate Dean for Faculty Affairs

Email: fnafukho@tamu.edu

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

Methodology Expertise:
Quantitative

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Dr. Judy Sandlin, Clinical Associate Professor and Undergraduate HRD Program Leader

Email: jrsandlin@tamu.edu

Research Expertise:
- Sport and Character Development
- College Student Health Issues

Methodology Expertise:
Quantitative
Dr. Jia Wang, Professor
Email: jiawang@tamu.edu

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

Methodology Expertise:
Qualitative

Dr. Michael Workman, Associate Professor
Email: workmanfit@tamu.edu

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

Methodology Expertise:
Quantitative
Ph.D. in Educational Administration, Higher Education Administration area of specialization

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

Email: kristabailey@tamu.edu

Research Expertise:
• Graduate Student Experience
• Women in Student Affairs
• Student Leadership Learning and Assessment

Methodology Expertise:
Qualitative

Dr. Chayla Haynes Davison, Assistant Professor

Email: chayla.haynes@tamu.edu

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

Methodology Expertise:
Qualitative
Dr. Chaddrick James-Gallaway, Assistant Professor

Email: cdjgway@tamu.edu

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

Methodology Expertise:
- Qualitative

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

Email: glendamusoba@tamu.edu

Research Expertise:
- College Student Retention
- Financial Aid

Methodology Expertise:
- Primary Quantitative
- Secondary Qualitative
Dr. Vincent Lechuga, Associate Professor

Email: vlechuga@tamu.edu

Research Expertise:
• Academic Freedom
• For-profit Colleges and Universities
• Governance
• Higher Education Policy

Methodology Expertise:
Qualitative

Dr. Luis Ponjuan, Associate Professor

Email: luis.ponjuan@tamu.edu

Research Expertise:
• Latino males and STEM research experiences

Methodology Expertise:
Primary Quantitative
Secondary Qualitative
Dr. Cinthya Salazar, Assistant Professor

Email: csalazar@tamu.edu

Research Expertise:
- Undocumented students with and without DACA
- Minoritized students’ success in higher education
- College access and retention
- Participatory action research

Methodology Expertise:
Qualitative

Dr. Christine Stanley, Regents Professor

Email: cstanley@tamu.edu

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

Methodology Expertise:
Qualitative
Ph.D. in Educational Administration, PK-12 Educational Leadership area of specialization

Dr. Brendan Bartanen, Assistant Professor

Email: bartanen@tamu.edu

Research Expertise:
- Education Policy
- Educator Labor Markets
- Quantitative Methods
- School Leadership

Methodology Expertise:
Quantitative

Dr. Dan Bowen, Assistant Professor

Email: dhbowen@tamu.edu

Research Expertise:
- Arts, Humanities, and other ‘Non-Core,’ School-Sponsored Enrichment and Extra-Curricular Activities
- Education Policy
- Field Experiments

Methodology Expertise:
Quantitative
Dr. Carl Fahrenwald, Clinical Assistant Professor

Email: cfahrenwald@tamu.edu

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

Methodology Expertise:
Qualitative

Dr. Susan Holley, Clinical Assistant Professor

Email: sholley1@tamu.edu

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

Methodology Expertise:
Mixed Methods
Dr. Beverly Irby, Regents Professor and Associate Dean for Academic Affairs

Email: beverly.irby@tamu.edu

**Research Expertise:**
- Women and Gender Studies
- Educational Leadership
- Leadership for Bilingual Schools
- Mentoring and Coaching

**Methodology Expertise:**
Primary Qualitative
Secondary Mixed Methods

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Dr. Jean Madsen, Professor and Associate Department Head

Email: jamadsen@tamu.edu

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

**Methodology Expertise:**
Qualitative
Dr. Mario Torres, Professor and Department Head

Email: mstorres@tamu.edu

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

Methodology Expertise:
Quantitative

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Dr. Abelardo Saavedra, Professor of Practice

Email: asaavedra@tamu.edu

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

Methodology Expertise:
Qualitative
Dr. Gwendolyn Webb, Associate Professor and PK-12 Educational Leadership Program Chair

Email: gwebbj@tamu.edu

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

Methodology:
Qualitative and Mixed Methods
Appendix III Academic Requirements for Graduation

EDAD/EHRD 685 Application (Directed Study)
EDAD/EHRD 684 Application (Internship)

Degree Plan Ph.D. in EDAD, PK-12 Educational Leadership area of specialization
Degree Plan Ph.D. in EDAD, Higher Education Administration area of specialization
Degree Plan Ph.D. in EHRD, Adult Education area of specialization
Degree Plan Ph.D. in EHRD, Human Resource Development area of specialization

Proposed Course Sequence for Full-Time PhD in EHRD, HRD area of specialization

Qualifying Exam
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.
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 Educational Administration
PK-12 School Administration

### Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 639</td>
<td>Foundations of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 651</td>
<td>Education Finance and Economics</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 652</td>
<td>Politics of Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 653</td>
<td>Organizational Theory in Educational Leadership</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 687</td>
<td>Proseminar: Culturally Responsive Leadership</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Core Course Hours</strong></td>
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</tr>
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</table>

### Research Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 651</td>
<td>Models of Epistemology and Inquiry in HRD</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Quantitative Methods (Two doctoral level courses)*</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Qualitative Methods (Two doctoral level courses)*</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>Additional Research Methods (Three doctoral level courses)*</td>
<td>9</td>
</tr>
</tbody>
</table>

* With faculty approval, educational administration students are allowed to take research methods courses outside the department that are appropriate to their academic interests from throughout university departments.

|          | **Total Research Core Hours**                       | **24**|

### Doctoral Cognate Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Doctoral Cognate courses (4) approved by faculty</td>
<td>12</td>
</tr>
</tbody>
</table>

|          | **Total Doctoral Cognate Hours**                         | **12**|

### Additional Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 691</td>
<td>Research (Dissertation)</td>
<td>12</td>
</tr>
</tbody>
</table>

|          | **Total Additional Hours**                                 | **21**|

|          | **PhD Total Hours**                                        | **72**|

*Additional Hours are required for students who do not have a Masters degree.*
### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 610</td>
<td>Higher Education Law</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 611</td>
<td>Higher Education Business &amp; Finance</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 612</td>
<td>Policy Issues in Administration of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 639</td>
<td>Foundations of Educational Administration</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 653</td>
<td>Organizational Theory and Leadership in Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 655</td>
<td>Administration of Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 6XX</td>
<td>Diversity and Social Justice in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 6XX</td>
<td>Socialization to Higher Education Field</td>
<td>1</td>
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<tr>
<td></td>
<td><strong>Total Core Course Hours</strong></td>
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### Higher Education Electives

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
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</thead>
<tbody>
<tr>
<td>Four courses taken from any higher education courses (approved by faculty advisor)</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Elective Course Hours</strong></td>
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### Research Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 690</td>
<td>Theory of EDAD Research (STAT I)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 690</td>
<td>Theory of EDAD Research (STAT II)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 651</td>
<td>Models of Epistemology and Inquiry in HRD</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Introductory Qualitative Methodology Course</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(EDAD 690, EHRD 655 or equivalent)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Two additional statistics/research methodology courses</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Proposal Preparation; Literature Review; Advanced statistics;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Advanced Qualitative)</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Total Research Core Course Hours</strong></td>
<td><strong>18</strong></td>
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</table>

### Support Field

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support Field</td>
<td>9</td>
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</tbody>
</table>

**Total Support Field Course Hours** 9

### Research Hours

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Total Dissertation Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 691</td>
<td>Research</td>
<td>12</td>
</tr>
</tbody>
</table>

**PhD Total Hours** 73

*Additional Hours are required for students who do not have a Master’s degree.*
## Degree Plan

**PhD in Educational Human Resource Development Emphasis in ADULT EDUCATION**

### CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 616</td>
<td>Methods of Teaching Adults</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 625</td>
<td>Organizational Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 630</td>
<td>Adult Learning</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 631</td>
<td>Foundations of Adult Ed</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 643</td>
<td>Adult Education, Globalization and Social Justice</td>
<td>3</td>
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</tbody>
</table>

*Total Core Courses: 15 Hours*

### RESEARCH CORE COURSES

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 651</td>
<td>Models of Epistemology</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 690a</td>
<td>Statistics I (or EDAD equiv.)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 690b</td>
<td>Statistics II (or EDAD equiv.)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 655 or 690N</td>
<td>Qualitative Inquiry OR Naturalistic Inquiry</td>
<td>3</td>
</tr>
</tbody>
</table>

**Advanced Research Methods**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>**</td>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>

**Options for Advanced Research Methods (choose 2 from below)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 656</td>
<td>Narrative Analysis</td>
<td></td>
</tr>
<tr>
<td>EHRD 690C</td>
<td>Theory of EHRD Research—Design (Stat III)</td>
<td></td>
</tr>
<tr>
<td>EDAD 623</td>
<td>Advanced Field Methods</td>
<td></td>
</tr>
<tr>
<td>EDAD 690P</td>
<td>Theory of EDAD Research—Proposal Preparation</td>
<td></td>
</tr>
<tr>
<td>EHRD 690L</td>
<td>Theory of EHRD Research-Lit Review</td>
<td></td>
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</tbody>
</table>

*Total Research Hours: 18 hours*

### ADULT ED. ELECTIVES

(choose 3 from below)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 634</td>
<td>Intro to Gender and Education (WGST 634)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 636</td>
<td>Working with Adult Groups (SAAHE offering)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 638</td>
<td>Issues in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 642</td>
<td>Program Development in AE</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 647</td>
<td>Education for Older Adults</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 649</td>
<td>Feminist Pedagogy (WGST 649)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 650</td>
<td>Gender and International Ed (WGST 650)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 684</td>
<td>Professional Internship</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 685</td>
<td>Directed Studies</td>
<td>3</td>
</tr>
</tbody>
</table>

*Total A.E. Elective Hours: 9 hours*

### Electives from Related Fields

18 hours

### Dissertation Research

12 hours

### Ph. D. Total

72 hours
**PhD in Educational Human Resource Development**

**Human Resource Development**

### Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 601</td>
<td>Foundations of HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 605</td>
<td>Principles &amp; Practice of Leadership in HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 612</td>
<td>Training and Development in HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 613</td>
<td>Career Development in HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 618</td>
<td>Evaluation Models for HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 625</td>
<td>Organization Development and Performance in HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 630</td>
<td>Adult Learning</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Course Hours** 21

### Research Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 651</td>
<td>Models of Epistemology and Inquiry in HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 690</td>
<td>Theory of EHRD Research (STAT I)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 690</td>
<td>Theory of EHRD Research (STAT II)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 655</td>
<td>Qualitative Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>**</td>
<td>Advanced Research Methods (Select two from the options below)</td>
<td>6</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 656</td>
<td>Narrative Analysis</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 690</td>
<td>Theory of EHRD Research (STAT III)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 623</td>
<td>Advanced Field Methods</td>
<td>3</td>
</tr>
</tbody>
</table>

*Please consult with your faculty advisor for additional research course options.*

**Total Research Core Hours** 18

### Elective Courses

*Please consult with your faculty advisor for approved electives. See below for some EHRD course options. Additional courses can also be used as electives.*

**Total Elective Hours** 21

### Additional Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 691</td>
<td>Research (Dissertation)</td>
<td>12</td>
</tr>
</tbody>
</table>

**PhD Total Hours** 72

*Additional Hours are required for students who do not hold a Masters degree.*

### EHRD Elective Course Options

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 607</td>
<td>International Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 614</td>
<td>Strategic Planning for HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 624</td>
<td>Change Theory</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 627</td>
<td>Research and Development and Performance in HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 628</td>
<td>Research and Publish in HRD</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 690</td>
<td>Theory of EHRD Research (Literature Review)</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 690</td>
<td>Theory of EHRD Research (Proposal Preparation)</td>
<td>3</td>
</tr>
</tbody>
</table>
Proposed Course Sequence for Full-Time Students
PhD in EHRD (HRD Emphasis)

<table>
<thead>
<tr>
<th>Fall Year One</th>
<th>Spring Year One</th>
<th>Summer Year One</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 601 (F2F)</td>
<td>EHRD 625 (F2F)</td>
<td>elective</td>
</tr>
<tr>
<td>EHRD 630 (F2F)</td>
<td>EHRD 612 (F2F)</td>
<td></td>
</tr>
<tr>
<td>EHRD 651 (F2F)</td>
<td>EHRD 690-STAT I (F2F)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year Two</th>
<th>Spring Year Two</th>
<th>Summer Year Two</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 605 (F2F)</td>
<td>EHRD 655 (F2F)</td>
<td>elective</td>
</tr>
<tr>
<td>EHRD 613 (F2F)</td>
<td>EHRD 628 (F2F)</td>
<td>(or other elective)</td>
</tr>
<tr>
<td>EHRD 690-STAT II (F2F)</td>
<td></td>
<td>elective</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year Three</th>
<th>Spring Year Three</th>
<th>Summer Year Three</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 690- Lit Review (F2F) (Or other elective)</td>
<td>EDAD 690 (Proposal Writing) (or other elective)</td>
<td></td>
</tr>
<tr>
<td>Qual II or ARM</td>
<td>EHRD 656 or ARM</td>
<td></td>
</tr>
<tr>
<td>EHRD 618</td>
<td>elective</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall Year Four</th>
<th>Spring Year Four</th>
<th>Summer Year Four</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 691</td>
<td>EHRD 691</td>
<td></td>
</tr>
</tbody>
</table>

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?
e. 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 positives 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/graduate/.

Ph.D. Research Course Offerings Fall 2020-Spring 2022

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 1</th>
<th>Spring 1*</th>
<th>Fall 2</th>
<th>Spring 2</th>
<th>Fall 3</th>
<th>Spring 3</th>
<th>Fall 4</th>
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</thead>
<tbody>
<tr>
<td>EHRD 651</td>
<td></td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>STAT I</td>
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<tr>
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</tr>
<tr>
<td>Qual I</td>
<td>X</td>
<td>X</td>
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*Suggested Sequencing of Research Courses

*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.