Handbook for Master’s 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 M.S. areas of specialization 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);
- 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 April, 6 2021.
SECTION CONTENTS

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

EAHR M.S. Handbook
Department Information and Contacts

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

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

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

- **Program Chairs**
  - 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.

| Master’s Degree Programs and Areas of Specialization* |
|---------------------------------------------|---------------------------------------------|
| Graduate EDAD | Graduate EHRD |
| ME.d. in Educational Administration, PK-12 Educational Leadership | M.S. in Educational Human Resource Development, Adult Education area of specialization |
| M.S. in Educational Administration, Higher Education Administration area of specialization | M.S. in Educational Human Resource Development, Human Resource Development area of specialization |
| M.S. in Educational Administration, Student Affairs Administration in Higher Education (SAAHE) area of specialization | |

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

The below flow chart can assist students in better understanding which departmental staff to contact regarding student affairs/issues. 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.

Program Chair Contact Information

<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>Program Area</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bailey, Krista</td>
<td>Clinical Associate Professor</td>
<td>EDAD – Program Leader, SAAHE</td>
<td><a href="mailto:kristabailey@tamu.edu">kristabailey@tamu.edu</a></td>
</tr>
<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>Kim, Junghwan</td>
<td>Associate Professor</td>
<td>EHRD - Program Leader, Adult Ed</td>
<td><a href="mailto:j-kim@tamu.edu">j-kim@tamu.edu</a></td>
</tr>
<tr>
<td>Musoba, Glenda</td>
<td>Associate Professor</td>
<td>EDAD - Program Chair, Higher Ed Admin</td>
<td><a href="mailto:glenda.musoba@tamu.edu">glenda.musoba@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 54. This listing only includes faculty eligible to serve on graduate committees.
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/](https://student-rules.tamu.edu/rule07/)
- Student Rule 49 can be found at the following link, [https://student-rules.tamu.edu/rule49/](https://student-rules.tamu.edu/rule49/)

More details are found in the appendix beginning on page 54.
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/Aggie-Code-of-Honor). Various methods of encouraging integrity exist, such as setting an example for new students, education through student organizations, and student-to-student moral suasion. Students have the responsibility to confront their peers engaging in compromising situations, and if unsuccessful, to report the matter to the Aggie Honor System Office. Self-reporting is encouraged and may be considered a mitigating circumstance in the sanctioning phase of a particular case.

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

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

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

Scholastic Dishonesty

Students in EAHR are expected to maintain the highest degree of integrity and ethics during their academic program. Plagiarism, fabrication of information, acquiring information regarding exams, etc., will not be tolerated. Students should become familiar with the TAMU Student Rules regarding their rights and responsibilities (http://student-rules.tamu.edu/).
Respect & Dignity
The Aggie Code of Honor is an effort to unify the aims of all Texas A&M students toward a high code of ethics and personal dignity. For most, living under this code will be no problem, as it asks nothing of a person that is beyond reason. It only calls for honesty and integrity, characteristics that Aggies have always exemplified.
DEPARTMENT RESOURCES & EXPECTATIONS

EAHR DEPARTMENT

SECTION CONTENTS

Roles and Responsibilities
Student Responsibilities
G.R.A.B
Graduate Advisor FAQs
Department Expectations

EAHR M.S. Handbook
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
  - Chair
  - Graduate Advisors
- **Student Responsibilities-Progress to Degree**
- **Graduate Representative Advisory Board (GRAB)**
- **Graduate Advisor FAQs**
- **Department Expectations**
  - Citation Standard
  - Distance Education Policy
Department Resources & Expectations

Roles and Responsibilities of Advisors

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

With regard to academic matters, your first point of contact should always be your assigned Faculty Advisor (Your Faculty Advisor’s contact information is 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 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 Master’s Students (Based on expected 2-3 Year Graduation)

Note that for Part-Time students, the below time frames are subject to longer periods of advising.

<table>
<thead>
<tr>
<th>Graduate Advisor</th>
<th>Faculty Advisor/Chair</th>
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<tbody>
<tr>
<td>• Advises you on administrative processes that take place outside the classroom</td>
<td>• Advises you on course selection and degree plans</td>
</tr>
<tr>
<td>• *Assists you with course availability and registration</td>
<td>• Assists you with research &amp; teaching opportunities</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>
</tr>
<tr>
<td></td>
<td>• Advises and guides you through the Final Exam/Practicum/Seminar process (as applicable)</td>
</tr>
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*Although Graduate Advisors can assist with course availability, Faculty Advisors are the first point of contact for course selection as it pertains to future course offerings. It is important to note, due to the cohort nature of the SAAHE Cohort, the Graduate Advisors will send a list of prescribed core courses each semester prior to graduation. SAAHE students will need to work with their Faculty Advisor for elective selections.
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 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/Chair 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 master's program;
- help you explore your interests, abilities, goals, and to relate them to academic majors;
- guide you in career planning, interview preparation and other post-graduation experiences.
- being familiar with current policies and procedures in the program;
- guiding you in the selection of committee members and
- advising you from the coursework stage through the Final Exam/Seminar.

Graduate Advisors

The EAHR Department has two graduate 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
  - For the SAAHE cohort, the EAHR Graduate Advising Office will send a prescribed list of core cohort classes each semester. Students would work with their Faculty Advisor/Chair on selecting electives.
- Follow the dates and deadlines listed in the TAMU Academic Calendar ([https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar](https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar)) and OGAPS Calendar ([https://ogaps.tamu.edu/Buttons/Calendars](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 Graduate Advising Office
- Keep track of the number of distance education courses taken and be aware of the Distance Education Policy found on page 52
- 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 2-3 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.
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.
Graduate Advisor FAQs

**Where can I find the course schedule for the semester?** Login to your student Howdy portal and locate the “My Record” tab at the top of the page. Then, locate the section titled “Registration” and you will see the option to “Search Class Schedule”.

**How do I know if a course is a distance education course?** Distance education courses will have a section number in the 700’s. Example – EDAD 639-700, and EHRD 613-701. You can also find out if a course is classified as a distance education course by locating the “Attributes” in the class schedule. When browsing the class schedule, you will see a column titled “Attribute” at the top of the page. This column will have “Distance Education” denoted in it if it is a distance education course.

**Who do I speak with regarding which courses I should take and the course sequencing I should follow to complete my course requirements?** You should speak with your assigned Faculty Advisor.

**What do I do if a course I want to take is full?** Contact the instructor of that course to see if they will give you permission to enroll in the course. If you are granted permission to enroll in a full course, please contact your Graduate Advisor for assistance in enrolling in the course.

**Who do I contact if I run into an issue when trying to register for my courses?** Please contact your Graduate Advisor for assistance.

**What are course limits?** You must complete the majority of your coursework through mode in which you were accepted to complete the program. If you are a distance education student, you must complete at least 51% of your coursework through distance education courses. If you are a face-to-face student, you must complete at least 51% of your coursework through face-to-face, on campus courses.

**When can I file a degree plan?** You can file a degree plan any time after you have begun your coursework in your Master’s program, but you are required to submit a degree plan after completing 15 credit hours of coursework in your program. If you do not submit a degree plan after completing 15 credit hours, the Office of Graduate and Professional Studies will place a registration hold on your account until you submit a degree plan.

**Where do I file the degree plan?** You will file the degree plan in OGAPS Document Processing Submission System. OGAPS DPSS Link - [https://ogsdpss.tamu.edu/default.aspx](https://ogsdpss.tamu.edu/default.aspx)

**What information do I need to know for my degree plan?** You will need to know general information about your degree program, your graduate committee members, and a list of the entire coursework required for your degree program.

**How many committee members do I need?**

- Human Resource Development – 1 committee chair
- Adult Education – 1 committee chair
- Higher Education Administration – 1 committee chair, two committee members (1 committee member must be from outside of the EAHR department)
• SAAHE - 1 committee chair, two committee members (1 committee member must be from outside of the EAHR department)

How do I apply for graduation? At the beginning of your last semester in your degree program, you will apply for graduation through the Howdy portal. You will locate the graduation application in the “My Record” tab under the section titled “Graduation” in Howdy.

Where do I find important dates during the semester? The University Academic Calendar - https://registrar.tamu.edu/Catalogs,-Policies-Procedures/Academic-Calendar

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 52.
ACADEMIC REQUIREMENTS FOR GRADUATION
EAHR DEPARTMENT

SECTION CONTENTS
Information and Resources
Academic Requirements
Final Exams/Seminars
Academic Requirements-
Supplementary Materials

EAHR M.S. Handbook
Academic Requirements for Graduation

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

- **Information and Resources**
- **Academic Requirements**
  - Degree Plan – General Information
    - Chairs and Committees
    - Petitions
    - Transfer of Credit
  - Degree Plan – Areas of Specialization Specific Information
- **Final Exams/Seminars**
- **Academic Requirements Supplementary Materials**
  - EDAD/EHRD 685 Application (Directed Study)
  - EDAD/EHRD 684 Application (Internship)
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 their Chair and 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

Academic Requirements

Degree Plans – General Information

All masters students must have a degree plan on file with OGAPS. 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 fifteen (15) semester credit hours.** If you fail to submit a degree plan once having completed fifteen (15) semester credit hours, you will be blocked from registering for classes until you submit a degree plan to OGAPS.

- **Filing Degree Plan**
  - 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:
    - M.S. in Educational Administration, Higher Education Administration area of specialization on page 71
    - M.S. in Educational Administration, Student Affairs Administration in Higher Education area of specialization on page 72
    - M.S. in Educational Human Resource Development, Adult Education area of specialization on page 74
    - M.S. in Educational Human Resource Development, Human Resource Development area of specialization on page 75
  - 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. The instructions for how to submit a degree plan are found on page 76.
Courses listed on the degree plan are subject to degree program time limits (7 years for all masters student). After that period, courses will expire and no longer count toward your degree evaluation.

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.

Once the degree plan has been submitted online, it will be sent through multiple levels of reviewers for electronic approval. Students will be notified when their degree plan has been approved and on file with OGAPS. Students can monitor the status of their degree plan through the system, https://ogsdpss.tamu.edu, and should notify each level of reviewer when the degree plan has reached their stage for review and approval. Holds for degree plans will not be removed until a degree plan is received by OGAPS.

Chairs and Committees

Master’s students specializing in adult education or human resource development are required to have only a chairperson. Students specializing in higher education administration or student affairs administration in higher education are required to have a minimum of three members. The chair must be from the appropriate program and one member must be a faculty member outside this department. The remaining committee member can be either in or out of the department.

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.

When to file an MDD Petition
• Changing major, degree or department
• Instructions for completing an MDD Petition are found on page 82
• When to file a Longform Petition
  • Changing coursework, changing committee members, extend time limits, add waivers and exceptions
  • Note, master’s students must complete their degrees in 7 years. It is the departments expectation that students complete their degrees in 2-3 years
  • Instructions for completing a Longform Petition are found on page 98

Transfer of credit for Master’s Degrees

Some departments may have more restrictive requirements for transfer work. If otherwise acceptable, certain courses may be used toward meeting credit-hour requirements for the master’s degree under the following limitations.

The maximum number of credit hours which may be considered for transfer credit is the greater of 12 hours or one-third (1/3) of the total hours of a degree plan. The following restrictions apply:

- Graduate and/or upper-level undergraduate 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 student was in degree-seeking status at Texas A&M, or the student was in degree-seeking status at the institution at which the courses were taken; and if the courses would be accepted for credit toward a similar degree for a student in degree-seeking status at the host institution.
- Courses previously used for another degree are not acceptable for degree plan credit.

Degree Plans - Area of Specialization Specific Information

• Filing a Degree Plan
  • M.S. in Educational Administration, Higher Education Administration area of specialization
    • Information needed to file a degree plan
      • Indicate in “General Information”
        Department: EAHR
        College: Education & Human Development
        Degree: Master of Science
        Major: EDAD
        Option: “Non Thesis”
      • Enter the courses and number of credit hours for each course
        Based on Discussion with Faculty Members
        Core Curriculum Courses required
        Higher Ed https://eahr.tamu.edu/academics/m-s-in-higher-education-administration/#m-s--degree-plan
        Total 42 Credit Hours
• Indicate the name of the Chair and list 2 committee members
  One committee member must be outside the EAHR Department
• Run an “audit”.
• Go back into the degree plan and “submit”.

- M.S. in Educational Administration, Student Affairs Administration in Higher Education (SAAHE) area of specialization
  - Information needed to file a degree plan
    - Indicate in “General Information”
      Department: EAHR
      College: Education & Human Development
      Degree: Master of Science
      Major: EDAD
      Option: “Non Thesis”
    - Enter the courses and number of credit hours for each course
      Based on Discussion with Faculty Members
      Core Curriculum Courses required
      Total 45 SAAHE Credit Hours
  - Indicate the name of the Chair and list 2 committee members.
    One committee member must be outside the EAHR Department
    - Run an “audit”.
    - Go back into the degree plan and “submit”.

• M.S. in Educational Human Resource Development, Adult Education area of specialization
  - Information needed to file a degree plan
    - Indicate in “General Information”
      Department: EAHR
      College: Education & Human Development
      Degree: Master of Science
      Major: EHRD
      Option: “Distance HR Option”
    - Enter the courses and number of credit hours for each course
      Based on Discussion with Faculty Members
      Core Curriculum Courses required
      Total 36 Credit Hours
  - Indicate the name of the Chair and do not list committee members
    - Run an “audit”.
    - Go back into the degree plan and “submit”.

- M.S. in Educational Human Resource Development, Human Resource Development
area of specialization

- Non-Thesis vs Thesis
- Non-Thesis Option
  - As the name implies, students are not required to write a thesis as part of their master’s program. All students enrolled in an online master’s program will be under the non-thesis option. At this time students in the MS EHRD-HRD program can complete a Thesis Option with faculty approval. Students specializing in either Higher Education Administration or Student Affairs Administration in Higher Education, with a non-thesis option are required to take a final oral comprehensive exam (explained more thoroughly under Final Exam). Students in specializing in Human Resource Development or Adult Education complete a portfolio project in their seminar course the last semester of their program. MEd students complete 3 semester credit hours of internships.

- Thesis Option
  - A student wishing to write a thesis must prepare and have it approved by his/her committee and department head. Students are required to hold a proposal hearing. If human subjects will be involved, the student must have an approved Institutional Review Board (IRB) form approved prior to submitting his/her thesis to the Office of Graduate and Professional Studies. The proposal must be submitted to the Office of Graduate and Professional Studies at least 15 days prior to the student’s final defense exam. You should bring to your proposal hearing the Office of Graduate and Professional Studies Proposal Title Page for Thesis, Dissertation or Record of Study form, which is located on the Office of Graduate and Professional Studies website. This should be signed at your proposal hearing so that all required paperwork can be forwarded to OGAPS. It is the student’s responsibility to submit the proposal as well as the signed title page to the academic advising office for filing with the Office of Graduate and Professional Studies.

- Information needed for filing a degree plan “Non Thesis”
  - Indicate in “General Information”
    Department: EAHR
    College: Education & Human Development
    Degree: Master of Science
    Major: EDAD
    Option: “Non Thesis”
  - Enter the courses and number of credit hours for each course
    Based on Discussion with Faculty Members
    Core Curriculum Courses required
Total 37 Credit Hours

- Indicate the name of the Chair and list 2 committee members. One committee member must be outside the EAHR Department
- Run an “audit”.
- Go back into the degree plan and “submit”.

Information needed for filing a degree plan “Thesis”

- Indicate in “General Information”
  Department: EAHR
  College: Education & Human Development
  Degree: Master of Science
  Major: EHRD
  Option: “Thesis”
- Enter the courses and number of credit hours for each course
  Based on Discussion with Faculty Members
  24 Credit Hours of Core Curriculum Courses required (Based on discussion with faculty advisor)
  8 Credit Hours of Research Hours
  Total 32 Credit Hours (Including 691 Research Hours)

- Indicate the name of the Chair and list 3 committee members
- One committee member must be outside the EAHR Department
- Run an “audit”.
- Go back into the degree plan and “submit”.

**Final Exams/Seminars**

- **Final Exam**
  - Only pertains to the below areas of specialization:
    - M.S. in Educational Administration, Higher Education Administration area of specialization
    - M.S. in Educational Administration, Student Affairs in Higher Education Administration (SAAHE) area of specialization
  - The administration and makeup of the exam is facilitated and administered by the student’s committee. See appendix for the Final Exam Rubric on page 113 for SAAHE.

- **Seminars**
  - Only pertains to the below areas of specialization
    - M.S. in Educational Human Resource Development, Adult Education area of specialization
    - M.S. in Educational Human Resource Development, Human Resource Development area of specialization
  - Instead of a Final Exam, students in these areas of specialization complete a portfolio in EHRD 681. EHRD 681 is completed the last semester of the program.
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/.

- EDAD/EHRD 685 Application (Directed Study)
  - Students in the M.S 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 115.

- EDAD/EHRD 684 Application (Internship)
  - Students in the M.S 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 116.
Department of Educational Administration
and Human Resource Development
Texas A&M University
511 Harrington
4226 TAMU
College Station, TX 77843-4226

Application for EDAD/EHRD 685 – Directed Studies
Please complete and return to the Office of Academic Advising

Date: _______________________

I, ___________________________________________________, UIN# ___________________,
request authorization to register for ______ EHRD 685 or ______ EDAD 685 –
Directed Studies during the _____________ semester for ________ semester credit hours. (If
Summer, please indicate Summer I, II, or 10-week.)

____________________________________________________
 has agreed to direct this study.

(Full name of supervisor)

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

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

____________________________________  ______________________________________
Student Signature                          Instructor Signature

____________________________________  ______________________________________
TAMU Email Address                        Department Head Signature

NOTE: Approval of this application does not constitute registration.
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.
COURSE SELECTION/REGISTRATION GUIDELINES
EAHR DEPARTMENT

SECTION CONTENTS

Full Time Status
Course Registration
Registration FAQs

EAHR M.S. Handbook
Course Selection and Registration Process

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

- Full Time Status
- Course Registration
- Course Registration FAQs
Course Selection/Registration Guidelines

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

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

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.

For the SAAHE cohort, the EAHR Graduate Advising Office will send a prescribed list of core cohort classes each semester. Students would work with their Faculty Advisor and Chair on selecting electives.

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
How do I register for classes in Howdy?

Instructions are found on page 118.

What if I am in the M.S. in Educational Administration, Student Affairs Administration in Higher Education?

The EAHR Graduate Advising Office will send a prescribed list of core cohort classes each semester. Students would work with their Faculty Advisor and Chair on selecting electives.

What if I am in the M.S. in Educational Administration, Higher Education Administration area of specialization, M.S. in Educational Human Resource Development, Adult Education area of specialization, or the M.S. in Educational Human Resource Development, Human Resource Development area of specialization?

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

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/.

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 and Professional Certificate Opportunities

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

- **Research Certificate Opportunity**
  - ARMS Certificate

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

**Research Certificate Opportunity**

**Advanced Research Methods Certificate**
Prior to pursuing a certificate, students are encouraged to discuss the certificate with their Faculty Advisor.

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

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

**Graduate Certificate Opportunities**

**Adult Education Certificate**
Prior to pursuing a certificate, students are encouraged to discuss the certificate with their Faculty Advisor.

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

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

**College Teaching Certificate**

Prior to pursuing a certificate, students are encouraged to discuss the certificate with their Faculty Advisor.

Colleges and universities are expecting potential and future faculty hires to be equally skilled in the practice of research and teaching. Since 2001, the Department of Educational Administration and Human Resource has offered a College Teaching Certificate Program for masters and doctoral level graduate students across the university who are interested in learning about the scholarship of teaching and learning and documenting these professional development efforts for potential employers.
More information regarding the College Teaching Certificate can be found at the following link, (https://eahr.tamu.edu/certificates/college-teaching-certificate/). For assistance and information regarding the College Teaching Certificate, students can contact the Certificate Coordinator, Dr. Christine Stanley, at cstanley@tamu.edu.

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

1. Student applies for certificate – Must initiate this process with Graduate Advisor
   a. Qualtrics if current TAMU student or,
   b. GraduateCAS if prospective student

2. Student is admitted
   a. If a current TAMU EAHR student, EAHR Advisors requests curriculum in the University Adjustment System (UAS)
   b. If a current TAMU non-EAHR student, EAHR Advisors send instructions for student’s advisor to request curriculum in UAS
   c. G6 (non-degree seeking) students can start taking classes the semester they are admitted
      i. UAS requests to add curriculum is unnecessary since they are admitted only to the certificate program

3. Student works with Certificate Coordinator to register for classes
   a. Certificate Coordinator has full discretion to approve course substitutions
   b. Only one course can be taken by distance and count towards 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 Graduate 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 Graduate 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
Appendix II Department Resources and Expectations
Appendix III Academic Requirements for Graduation
Appendix IV Course Selection/Registration Guidelines
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 parents, spouse’s grandparents, step-parents, step-siblings, step-grandparents, grandchild, step-grandchild, legal guardian, and others as deemed appropriate by faculty member or student’s academic dean or designee.
- Illness of a dependent family member.
  - An absence for a non-acute medical service does not constitute an excused absence.
- Participation in legal or governmental proceedings that require a student’s presence and that cannot be rescheduled.
- Graduate or professional school interviews which are mandatory, and fixed date by university/school policy, which cannot be rescheduled.
- Mandatory interviews for permanent, full-time employment or full-time internships (including those that are part of a cooperative education program) that have a duration of at least ten (10) weeks, provided that such interviews are related to the student’s academic program and provided that the interviews are fixed date by employer policy and cannot be rescheduled. A student may not request excused absences for employment or internship interviews for more than one scheduled class meeting in one academic term.
- Presentation of research or scholarship at a professional conference related to the student’s academic program, provided that the student is a presenter.
- Participation in an activity appearing on the university authorized activity list. (see List of Authorized and Sponsored Activities)
- Mandatory participation as a student athlete in NCAA-sanctioned competition.
- For compelling reasons not included in Section 7.2, the dean or dean’s designee of the student’s college with the support of the dean or dean’s designee of the college offering the course may provide a statement (email is acceptable) that the deans or designee have verified the absence as excused.
Absence Documentation and Verification

- Absence Verification
  - The student is responsible for providing documentation substantiating the reason for the absence, including reasons stated in Section 7.2. This documentation must be provided within three business days of the last date of the absence, unless otherwise stated in this rule.
  - An instructor may confirm a student’s absence documentation and excuse a student from attending class for the reasons stated in Section 7.2 or other reasons deemed appropriate by the student’s instructor.
  - An instructor may choose to defer confirmation of a student’s absence documentation, including cases when documentation is not available. Upon deferral, the dean or dean’s designee of the student’s college with the support of the dean or dean’s designee of the college offering the course may provide a statement (email is acceptable) that the deans or designee have verified the absence as excused.
  - The university authorized activity list, online interfaith calendars, athletic competition schedules, and other published resources may be used to confirm student absences.
  - Students who furnish false information may be found in violation of Student Rule 24.4.1. and the Aggie Honor Code.

- Absence documentation may include, but is not limited to, the following:
  - A medical confirmation note from the student’s medical provider. The medical provider can provide a medical confirmation note only if medical professionals are involved in the medical care of the student. The medical confirmation note must contain the date and time of the medical assessment and the date at which the student may return to classes. Students cannot be required to provide detailed medical information.
  - A medical confirmation note from the medical provider involved in the care of the student’s immediate family member or dependent. The medical provider can provide a medical confirmation note only if medical professionals are involved in the medical care of the immediate family member or dependent. Students cannot be required to provide detailed medical information.
  - Death notice, obituary, or death certificate for a student’s immediate family member.
  - Documentation regarding the scheduling of legal or governmental proceedings that require a student’s presence and that cannot be rescheduled.
  - Documentation regarding the scheduling of mandatory admission interviews for professional or graduate schools as described. Documentation must be provided 5 business days in advance.
  - Documentation regarding the scheduling of mandatory interviews as described. Documentation from the employer must be provided 5 business days in advance.
  - Documentation regarding the scheduling of presentations of research or scholarship as described. Documentation for professional conference presentations must include confirmation of the student’s role as a presenter. Documentation must be provided 5 business days in advance.
Make-up Work

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

Extended Absences

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

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

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

Masters 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.

Masters Students
As per the State of Texas,

- Students pursing a degree program that has not been approved to be offered face-to-face cannot exceed 51% of their degree plan with distance education courses.
- Students pursing a degree program that has not been approved to be offered via distance education cannot exceed 51% of their degree plan with face-to-face courses.

Students in the following areas of specialization will complete their coursework via distance education

- M.S. in Educational Human Resource Development, Adult Education area of specialization
- *M.S. Educational Human Resource Development, Human Resource Development area of specialization

Students in the following areas of specialization will complete their coursework face-to-face

- M.S. in Educational Administration, Higher Education Administration area of specialization
- M.S. Higher Education Administration, emphasis in Student Affairs Administration in Higher Education
- *MS Educational Human Resource Development, emphasis in Human Resource Development

*The MS in Educational Human Resource Development, emphasis in Human Resource Development is approved to be offered either face-to-face OR via distance education, not a mixture of formats/modalities. Students pursing this emphasis must decide their first semester how they will pursue their program and declare so when submitting their degree plan.
Students will officially declare how they will pursue their program in submitting their degree plan. Students cannot change their selected delivery method of their program once a degree plan is submitted unless an extenuating circumstance is approved by the EAHR Graduate Advising Office.

Courses that exceed the 51%, will not be counted towards a student’s degree plan and coursework must be retaken in order to count towards the degree plan.

- The EAHR Advising Office recommends that those pursing the emphasis by Distance Education take no more than 5 courses face-to-face (given extenuating circumstances) additionally with EHRD 681 taken via distance education.
- The EAHR Advising Office recommends that those pursing the emphasis face-to-face take no more than 5 courses via distance education, additionally with EHRD 681 taken face-to-face. This recommendation takes into account changes in course offerings.
- Related, 699 sections are reserved for face-to-face students who are registered for a face-to-face course the same semester as they are requesting enrollment in a 699 section. 699 sections count as distance education sections and towards the 51% rule.
- Students should follow the guidance of their faculty advisors and pursue their program in the format they have chosen.
Listing of Faculty by Program

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. Junghwan Kim, Associate Professor | Program Leader of Adult Education area of specialization | 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
Educational Human Resource Development, Human Resource Development area of specialization

Dr. Michael Beyerlein, Professor
Email: beyerlein@tamu.edu

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

Methodology Expertise:
Quantitative

Dr. Khalil Dirani, Associate Professor and Educational Human Resource Development Program Chair
Email: dirani@tamu.edu

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

Methodology Expertise:
Quantitative
Dr. Larry Dooley, Associate Professor

Email: l-dooley@tamu.edu

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

Methodology Expertise:
Qualitative

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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. Jihee Hwang, Clinical Assistant Professor

Email: hwang@tamu.edu

Research Expertise:
- Assessment and evaluation in higher education and workforce
- College and career trajectories of underrepresented population
- Evidence-based decision making
- Institutional Research
- Large-scale dataset development, management, and analysis
- Survey research

Methodology Expertise: Quantitative

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

Email: binmai@tamu.edu

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

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

Email: nmendoza@tamu.edu

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

Methodology Expertise:
Mixed Methods

Dr. Machuma (Helen) Muyia, Clinical Associate Professor

Email: muy2001@tamu.edu

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

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

Email: 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

Dr. Judy Sandlin, Clinical Associate Professor

Email: jrsandlin@tamu.edu

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

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

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

Methodology Expertise:
Qualitative

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

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

Methodology Expertise:
Quantitative
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

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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. Cinthy 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
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

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Dr. Dan Bowen, Assistant Professor

Email: dhbowen@tamu.edu

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

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

Email: cfahrenwald@tamu.edu

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

Methodology Expertise:
Qualitative

Dr. Susan Holley, Clinical Assistant Professor

Email: sholley1@tamu.edu

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

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

Email: beverly.irby@tamu.edu

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

Methodology Expertise:
Primary Qualitative
Secondary Mixed Methods

Dr. Jean Madsen, Professor and Associate Department Head

Email: jamadsen@tamu.edu

Research Expertise:
- Organizational Development for Schools that Contain Demographically Diverse Teachers and Students
- Organizational Effectiveness and Proportional Representation on Workplace Relationships in Urban Schools
- Organizational Leadership in Urban and Suburban Schools to Address Intergroup Differences
- Strategic Planning in Multi-Racial 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

Degree plan M.S. in Educational Administration, Higher Education Administration area of specialization
Degree plan M.S. in Educational Administration, Student Affairs Administration in Higher Education area of specialization
Degree plan M.S. in Educational Human Resource Development, Adult Education area of specialization
Degree plan M.S. in Educational Human Resource Development, Human Resource Development area of specialization

How to Submit a Degree Plan
How to File MDD Petition in DPSS
How to File a Long Form Petition in DPSS
SAAHE Final Exam Rubric
EDAD/EHRD 685 Application (Directed Study)
EDAD/EHRD 684 Application (Internship)
# Degree Requirements for M.S. in Higher Education

**Degree:** Master’s in Educational Administration  
**Emphasis:** Higher Education Administration  
**Degrees Offered:** Master of Science  
**Credit Hours:** Traditional (42 hours)

## Core Courses*

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 610</td>
<td>Higher Education Law (annually in fall)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 611</td>
<td>Higher Education Business &amp; Finance (annually in spring)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 639</td>
<td>Foundations of Education Administration (annually in fall)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 655</td>
<td>Administration of Higher Education (annually in fall)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 669</td>
<td>The College Student (annually in fall and Maymester/Summer)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD XXX</td>
<td>A Higher Education Diversity Course (EDAD 618 annually or EDAD 629 annually)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD/EHRD</td>
<td>An introductory graduate research course (EDAD 690, EDAD 658, EHRD 627, or an advisor approved course)</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 684</td>
<td>Practicum in Higher Education**</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Core Course Hours** 24

## Additional Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD XXX</td>
<td>A additional electives from the higher education program</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Five (5) higher education program or Support Field Electives (approved by faculty advisor/committee)</td>
<td>15</td>
</tr>
</tbody>
</table>

**Total Additional Hours** 18

**M.S. in Higher Education Administration Total Hours** 42

*Course offering semesters are subject to change, but courses are normally offered at these times.

**Practicum can be waived by the student’s committee chair if the student has substantial professional experience in a professional position in higher education. If the practicum is waived, the student will take another elective.
SAAHE Degree Plan

Degree Seeking: Master of Science (MS)  
Non-Thesis Option

Major: Educational Administration

Department: EAHR

Courses to List on Degree Plan

<table>
<thead>
<tr>
<th>Dept. Course &amp; No.</th>
<th>Course Title</th>
<th>Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDAD 603</td>
<td>Advanced Student Development Theory</td>
<td>3</td>
</tr>
<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 618</td>
<td>Cross Cultural Environments in EDAD</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 631</td>
<td>Student Affairs Function</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 650</td>
<td>Professional Development in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 658</td>
<td>Assessment &amp; Intervention in Student Affairs</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 669</td>
<td>The College Student</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 670</td>
<td>Student Affairs in Administration in Higher Education</td>
<td>3</td>
</tr>
<tr>
<td>EDAD 683</td>
<td>Field Practicum in SAAHE</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>*make sure to select 3 hours for each semester you submit EDAD 683</td>
<td></td>
</tr>
<tr>
<td>EDAD 690</td>
<td>Theory of EDAD Research – Intro to Research</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 636</td>
<td>Working with Adult Groups</td>
<td>3</td>
</tr>
</tbody>
</table>

You need to select two electives and list them on the degree plan. Visit with your committee chair regarding your electives. If you wish to take undergraduate level courses (300/400 level) the course must be at least three hours and these must be approved by Dr. Krista Bailey.

If you are wanting to do a third practicum, this must be listed as EDAD 684, Internship for three hours. Your committee chair will be the faculty for the EDAD 684 course.
Submitting Degree Plan

Prior to submitting your degree plan, make sure the admissions office has received an official transcript reflecting your bachelor’s degree. You may check to see if this transcript has been received through the AIS link in your howdy portal. Make sure this transcript shows your bachelor’s degree. If this has not been done, have one sent immediately. By not having an official transcript on file with the admissions office, you will not be able to register, your degree plan will not be approved, and this will jeopardize your graduation date.

Must have committee members secured as well as courses before submitting degree plan. You are required to have three members for your committee. The committee chair should be from the SAAHE program (Bailey, Haynes Davison, Lechuga, Musoba, Ponjuan), one member must be from outside the EAHR department and the third can be either inside the EAHR department (Roberts and Woods in addition to list above for chair) or outside. The majority of students have two members within the department and one outside.

To submit degree plan, go to https://ogsdpss.tamu.edu/ -- log on with your TAMU net id account information.

Click on Students. Follow directions; make sure that you hit the final submit button.

Degree plan will come to Kerri first for review and then to your committee chair. Once the committee chair has approved the degree plan, it will then be forwarded to remaining committee members. It will then go to the department head for approval and then back to the Office of Graduate Studies for final approval. It is strongly recommended that after you submit your degree plan that you email your committee letting them know. Keep track on the status of your degree plan to make sure it goes through the process in a timely manner.

EAHR SAAHE Faculty Eligible to Serve on Committee

<table>
<thead>
<tr>
<th>Chair &amp; Member</th>
<th>Member Only</th>
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</thead>
<tbody>
<tr>
<td>Krista Bailey</td>
<td>Darby Roberts</td>
</tr>
<tr>
<td>Chayla Haynes Davison</td>
<td>C.J. Woods</td>
</tr>
<tr>
<td>Vince Lechuga</td>
<td></td>
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<tr>
<td>Glenda Musoba</td>
<td></td>
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<tr>
<td>Luis Ponjuan</td>
<td></td>
</tr>
</tbody>
</table>

Possible Graduate Faculty to Serve as Outside Member

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Department</th>
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</thead>
<tbody>
<tr>
<td>Joseph Jewell</td>
<td>SOCI</td>
</tr>
<tr>
<td>Larry Kelly</td>
<td>TLAC</td>
</tr>
<tr>
<td>Lori Moore</td>
<td>ALEC</td>
</tr>
<tr>
<td>Tobin Redwine</td>
<td>ALEC</td>
</tr>
<tr>
<td>Jennifer Strong (Williams in system)</td>
<td>ALEC</td>
</tr>
<tr>
<td>Summer Odom</td>
<td>ALEC</td>
</tr>
<tr>
<td>Janet Marcantonio</td>
<td>MAYS</td>
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<tr>
<td>Joseph Brown</td>
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<tr>
<td>Debbie Thomas</td>
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<tr>
<td>Rueban May</td>
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<tr>
<td>Carly Gilson</td>
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<tr>
<td>Mindy Bergman</td>
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<tr>
<td>Sonia Hernandez</td>
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<tr>
<td>Leann Smith</td>
<td></td>
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<tr>
<td>William Brown</td>
<td></td>
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<tr>
<td>Debbie Thomas</td>
<td></td>
</tr>
<tr>
<td>Rueban May</td>
<td></td>
</tr>
<tr>
<td>Carly Gilson</td>
<td></td>
</tr>
<tr>
<td>Mindy Bergman</td>
<td></td>
</tr>
<tr>
<td>Sonia Hernandez</td>
<td></td>
</tr>
<tr>
<td>Leann Smith</td>
<td></td>
</tr>
</tbody>
</table>

William Brown, PSAA
Debbie Thomas, GEPL, OCNG
Rueban May, SOCI
Carly Gilson, EPSY
Mindy Bergman, PBSI
Sonia Hernandez, HIST
Leann Smith, EPSY
M.S. in Educational Human Resource Development
Adult Education

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course 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 618</td>
<td>Evaluation Models in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 625</td>
<td>Organization Development and Performance in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 627</td>
<td>Research and Development in Human Resource 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 Education</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 642</td>
<td>Program Development in Adult Education</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 643</td>
<td>Adult Education, Globalization and Social Justice</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 681*</td>
<td>Seminar I</td>
<td>1</td>
</tr>
<tr>
<td>EHRD 690</td>
<td>Theory of Educational Human Resource Development Research (Statistics I)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Electives (Approved by Faculty Advisor)</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>Total Credit Hours</td>
<td>37</td>
</tr>
</tbody>
</table>

*EHRD 681 is taken during the last semester.

Course descriptions can be found in the TAMU Graduate Catalog.
http://catalog.tamu.edu/graduate/
# M.S. in Educational Human Resource Development

## Human Resource Development

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EHRD 603</td>
<td>Applied Theoretical Foundations in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 612</td>
<td>Training and Development in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 613</td>
<td>Career Development in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 614</td>
<td>Strategic Planning in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 618</td>
<td>Evaluation Models in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 624</td>
<td>Change Theory</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 625</td>
<td>Organization Development and Performance in Human Resource</td>
<td>3</td>
</tr>
<tr>
<td>Development</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EHRD 627</td>
<td>Research and Development in Human Resource Development</td>
<td>3</td>
</tr>
<tr>
<td>EHRD 630</td>
<td>Adult Learning</td>
<td></td>
</tr>
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<td>Theory of Educational Human Resource Development Research (Statistics I)</td>
<td>3</td>
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<tr>
<td></td>
<td>Electives (Approved by Faculty Advisor)</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credit Hours</strong></td>
<td><strong>37</strong></td>
</tr>
</tbody>
</table>

*EHRD 681 is taken during the last semester.

Course descriptions can be found in the TAMU Graduate Catalog.  
[http://catalog.tamu.edu/graduate/](http://catalog.tamu.edu/graduate/)
Log in as a student with your NetID and Password
➢ Select Create New Degree Plan.

➢ Select Add
Complete the general information form and select Continue.

You can Save and Exit anytime and return later to finish your Degree Plan submission.
➢ Add all the courses that you have taken and the ones you are planning to take (talk to your advisor and committee members for class suggestions and advice).
Add your chair and other committee members specifying their role.

Click *Finish* when all committee members have been added.
➢ Click Audit. If everything is correct, your degree plan will pass the audit and you will be able to submit it.

➢ After submission, the OGS online system will send a message to each of your committee members and to your department head asking for the degree plan approval. The last step is the approval from OGS.
How to create an MDD Petition in the Document Processing Submission System (DPSS)
What is an MDD?

• An MDD is an electronic petition to change majors, departments or degree programs.
When should the MDD petition be submitted?

For petitions that result in a change of classification:

- To be effective in the same semester, students are required to have the MDD approved by OGAPS no later than the 12th (international students) and 20th (domestic students) class day during the long semesters.

- For the summer semester, the petition must be approved by OGAPS by the 4th (international students) and 10th (domestic students) class day of the 1st summer session.

For same level changes: (i.e., Master’s to Master’s or Ph.D. to Ph.D.)

- Changes can be made at anytime in the semester.
1. Go to http://ogsdpss.tamu.edu
2. Login as Student using your netid and password.
Click on Create New Petition.
1. Select the type of Petition that you are submitting – MDD
2. Select Continue
How to Submit an MDD Petition

Select the term and the year in which you would like the change to occur.
From the drop down menu, select the type of change that you are requesting: 1) Change major, degree or department, 2) Change major only, keeping the current degree plan, or 3) Add an additional program.
How to Submit an MDD Petition

Select your current program, department, degree and major.

![Petition for Change of Major, Department, or Degree Program

<table>
<thead>
<tr>
<th>Degree</th>
<th>Major</th>
<th>Plan Status</th>
<th>Submission/Creation Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>MEN</td>
<td>CEEN</td>
<td>INC</td>
<td>November 08, 2013</td>
</tr>
</tbody>
</table>

I request that the following change be made to my degree program to be effective:

If you currently hold an F-1 or J-1 visa issued by Texas A&M University, in order to maintain your legal status in the US, you have a federal requirement to submit to International Student Services (ISS) additional paperwork to notify the US Government of your degree level change, meet a submissions deadline, and/or potentially leave the US (J only). It is your responsibility to read and comply with all “degree level change” requirements and deadlines for your visa type, available on the ISS website: http://international.tamu.edu/iss/

Please Select the Type of Change you are requesting:
- Change Major, Degree or Department

**PROGRAMS:**

**Current Program:**
- Department: ELECTRICAL & COMPUTER ENGINEERING
- Degree: Master of Engineering
- Major: CEEN

**Requested Program:**
- Department: 
- Degree: 
- Major: 

**Reason for change:**

[Start of diagram with interface elements and arrows]
1. Select the requested program, department, degree and major.

2. Input the reason for the change.

3. Select Save.

Change of interest
Once you have saved your petition you will receive a message to go back to the home page to submit.
Submitting the MDD Petition

From the home page, click the submit button to submit the petition.
Printing the MDD Petition

Click the **View** button to print the petition

Note: If the MDD Petition is no longer needed you have the ability to Recall and Delete.
Click the Print icon to print a copy of the petition, or you may save it as a PDF for your records.
MDD Approval Workflow

• An e-mail notification is sent to the pre-committee staff approver, alerting them there is a petition awaiting review and approval.

• When the pre-committee staff approves the petition, notification is sent to all committee members for approval – starting with the chair. Once all members have approved the petition, it is then routed for departmental approval.

• After departmental or intercollegiate faculty approval, the petition is forwarded to OGAPS for processing and final approval.
We are located in the Commons Basement across from Studio 12
001 Commons
1113 TAMU
Hours of Operation:
8 a.m. to 5 p.m.
979-845-3631
Email: ogapsprocessing@tamu.edu
http://ogaps.tamu.edu
How to Create a Long Form Petition in the Document Processing Submission System (DPSS)
What is a Long Form Petition?

A Long Form Petition is an electronic version of the following four petitions which can be filed in any combination:

- Petition for Course Change
- Petition to Change your Committee
- Petition of Waivers and Exceptions
- Petition to Extend Time Limits
How to Submit a Long Form Petition

- Go to [http://ogsdpss.tamu.edu](http://ogsdpss.tamu.edu)
- Login as a student using your netid and password.
How to Submit a Long Form Petition

Click Create New Petition
How to Submit a Long Form Petition

- Select the type of Petition that you are submitting – Long Form
- Select Continue
Select the petitions that you would like to file.

- Petitions can be filed in any combination up to four at a time.
- Select all petition types you will be filing.
- Click Proceed
Once you have filled in all information for the petition(s) that you are filing, you will be required to save each petition type before proceeding to the next petition.
A message will popup to indicate that your petition has been saved.

- Reminder: Each section you wish to include must be SAVED prior to submission.
- Click Proceed
Submitting the Long Form Petition

You will hit the Submit button to complete the submission process.
Once you have submitted the petition, you will receive a confirmation.

You may navigate to the Home page to print a copy for your records.
Printing Your Long Form Petition

To print, click Select Petition.
Click View to print your petition.

Use the Recall Petition button to delete your petition if necessary.
Click the Print icon to print your petition as a PDF, or you may save it to your computer.
• An e-mail notification is sent to the pre-committee staff approver, alerting them there is a petition awaiting review and approval.

• When the pre-committee staff approves the petition, notification is sent to all committee members for approval – starting with the chair. Once all members have approved the petition, it is then routed for departmental approval.

• After departmental or intercollegiate faculty approval, the petition is forwarded to OGAPS for processing and final approval.
OGAPS Contact information

Office of Graduate and Professional Studies
112 Jack K. Williams Administration Building
1113 TAMU
College Station, TX 77843-1113

Hours of Operation:
8 a.m. to 5 p.m.
979-845-3631
ogapsprocessing@tamu.edu
**SAAHE Master’s Student Comprehensive Exam Evaluation**

**Student:** ______________________________________  **UIN:** __________________________

**Faculty Name:** ______________________________________  **Date:** __________________________

**Faculty Role:** ___Chair  ___Co-Chair

**Member:** ___Inside Dept.  ___Outside Dept.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Evaluation</th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Master degree program requirements/apply subject matter knowledge:</strong> Students will be able to apply subject matter knowledge in a range of contexts to solve problems and make decisions. Students will demonstrate inquiry skills and will acquire, critique, analyze, interpret, and synthesize pertinent information from the literature to guide their approach to addressing the problem presented in the case study.</td>
<td>___Below Expect.  ___Meets Expect.  ___Above Expect.  ___Not observed</td>
<td>Lacks understanding of the foundational concepts, principles, and theories in the field; unable to apply understanding to solve problems or make decisions.</td>
<td>Able to sufficiently articulate the foundational concepts, principles, and theories in the discipline; connects tools, methods, and approaches in appropriate ways; uses information to develop arguments and make decisions.</td>
<td>Effectively articulates theories, concepts, and principles germane to the discipline; exceptional ability to effectively use tools, methods, and approaches in novel ways to address problems. May even create new approaches.</td>
</tr>
<tr>
<td><strong>Choose ethical courses of action:</strong> Students will be able to analyze and choose ethical courses of action.</td>
<td>___Below Expect.  ___Meets Expect.  ___Above Expect.  ___Not observed</td>
<td>Can recognize basic and obvious ethical issues but fails to grasp complexity or interrelationships.</td>
<td>Student can recognize ethical issues when issues are present in complex, multilayered context OR can grasp cross-relationships among the issues.</td>
<td>Student can recognize ethical issues when issues present in complex, multilayered contexts AND can grasp cross-relationships among the issues.</td>
</tr>
</tbody>
</table>
### Prepare Students for Diverse Settings:
Students will be able to evaluate various social justice perspectives to make decisions that treat all with dignity and make decisions to work effectively with diverse groups. Students will demonstrate an ability to lead in diversity settings, while considering, micro and macro, development, social, legal and political contexts.

<table>
<thead>
<tr>
<th>Below Expect.</th>
<th>Meets Expect.</th>
<th>Above Expect.</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lacks understanding of diversity, diverse groups, social justice, and differing philosophical viewpoints.</td>
<td>Approaches issues within higher education with a value of diversity, inclusion, and social justice. Can work effectively with and within diverse groups.</td>
<td>Exceptional ability to approach issues within higher education with a value of diversity, inclusion, and social justice. Can work effectively with and within diverse groups. Proactively seeks inclusivity and can create forums and environments where diverse philosophical viewpoints are nurtured. Uses these viewpoints to approach issues.</td>
<td></td>
</tr>
</tbody>
</table>

### Communication Skills:
Students will be able to communicate effectively and use technology appropriately to support communication.

<table>
<thead>
<tr>
<th>Below Expect.</th>
<th>Meets Expect.</th>
<th>Above Expect.</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrates marginal written and oral communication skills.</td>
<td>Communicates well in both written and verbal forms and uses technology to support message.</td>
<td>Demonstrates high level of competency in both verbal and written communications. Technology enhances communication.</td>
<td></td>
</tr>
</tbody>
</table>

### Use a variety of sources and evaluate multiple points of view:
Students will be able to synthesize and assess a variety of resources and viewpoints to solve complex problems. Students will demonstrate integrative learning by drawing linkages across curricula and disciplines to more fully understand and respond to complex problems in research and practice.

<table>
<thead>
<tr>
<th>Below Expect.</th>
<th>Meets Expect.</th>
<th>Above Expect.</th>
<th>Not observed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unable to synthesize material across courses or experiences. Sees problems and issues only from the surface.</td>
<td>Able to synthesize subject matter across courses and experiences. Connects ideas or solutions in novel ways and into a coherent whole; uses information to develop arguments and make decisions.</td>
<td>Exceptional ability to synthesize material across courses and experiences. Transforms ideas or solutions into entirely new forms; effectively uses information from a variety of sources to address problems and engage in novel decision-making.</td>
<td></td>
</tr>
</tbody>
</table>
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: _______________________

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.
Appendix IV Course Selection and Registration Guidelines

How to Register for Courses in Howdy
How to Register (Add/Drop) Classes

1. On the My Record tab, click the Registration Status link in the Registration channel.

2. Highlight your term and campus and click Submit.

3. Confirm that all boxes are checked to proceed with registration.

4. Scroll to the bottom of the screen and click Add or Drop Classes. If the top box is unchecked, click View Holds inside the yellow box. If any of the other two boxes are unchecked, call the Registration Help Desk.

5. Read the Terms of Use and click I Agree.

   **Note:** You must do this once for every term that you register.

6. Choose one of two options:
   - If you know the Course Reference Numbers (CRNs) of the classes you wish to take, enter them into the Add Classes Worksheet and then click [Submit Changes]. The classes will be added to your schedule unless they are full or you are not allowed to take them.
   - If you do not know the CRNs of the classes you want, click [New Search].

**Warning:** If you click Add to Worksheet, the class is NOT added to your schedule, but is added to a temporary worksheet. Once you are finished adding to the worksheet, you can add the classes to your schedule; however, the worksheet will not be saved once you log out. Please write down the CRNs before logging out.
How to Register (Add/Drop) Classes Continued

7. To conduct a search choose one of the options below:

A. Conducting A Basic Search

To conduct a basic search, choose the subject of the class for which you are looking and click Course Search.

Note: This will display all the courses for the selected Subject. From here you can view all the sections for a specific course by clicking View Sections.

B. Conducting An Advanced Search

To narrow the search results further, click on Advanced Search and enter more information into the search fields. Then, click Section Search.

QUICK TIP: You must always choose a subject before you can search. You can quickly find an item in a scroll box by typing the name of the subject for which you are searching. For example, if you want to find a marketing course, start typing “MKTG” while you have a word selected inside the subject box. It will quickly take you to that subject so you do not have to scroll through all of the other subjects. This works in all of the scroll boxes. For more tips, click Search Tips found under Advanced Search.
How to Register (Add/Drop) Classes Continued

8. Once you find the class, click the blue Course Reference Number (CRN) to find out more information.

9. Click on the course title to see registration restrictions for the class. Click Return to Previous to get back to the list of classes, or click New Search to start a new search from scratch.

10. Check the box to the left of the class you want to add. Then, click Register. The class will be added to your schedule unless it is full or you are restricted from taking it.

Common Registration Errors

- **Class Limit Restriction** – The Course is Full.

- **Major Restriction** - You have to be a particular major to take the course.

- **Department Restriction** – You have to be in a particular department to take the course.

- **TSI Status Restriction** – You have to meet specific testing requirements to take the course.

- **Time conflict with CRN ###** – The course overlaps with another course on your schedule.

Help

If you have questions during the registration process, please contact the Registration Help Desk, Monday through Friday, 8 a.m. to 5 p.m. at 979.845.7117.