

PROGRAM HANDBOOK

Ed.D. in Educational Leadership 2024-2025



Department of Educational Leadership
College of Education and Human Development
Texas A&M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, TX 78412

(Note: This handbook is subject to change without prior notification. Updates will be available in the Educational Leadership Program offices. The Handbook is a resource for program planning and general guidance to be used in conjunction with the requirements and parameters detailed in the graduate catalog.)

Texas A&M University-Corpus Christi
College of Education and Human Development

Mission

The College of Education and Human Development at Texas A&M University-Corpus Christi is committed to excellence and educational achievement by preparing transformative leaders with 21st Century knowledge and skills to serve the needs of local, regional, and global communities.

Vision

We champion education, human development, intellectual advancement, health, and well-being for all.

Our Commitments:

- *Culturally sustaining and innovative teaching*
- *Cutting-edge research*
- *Data-informed practice*
- *Improved individual, family, school, and community outcomes*

Core Values

- *Students First*
- *Collaboration*
- *Integrity*
- *Excellence*
- *Mutual Respect*
- *Empowerment*
- *Innovation*

The Department for Educational Leadership is located on campus in the Faculty Center, second floor. The mailing address and general contact information are noted below:

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Program Handbook: Ed.D. in Educational Leadership

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I. General Information

Introduction

Welcome to the Ed.D. degree in Educational Leadership at Texas A&M University-Corpus Christi. You have embarked on an intense and life-altering experience as an educational professional. The Education Doctorate in Educational Leadership is designed primarily to allow students to tailor the program to support their individual professional development goals. The program features course work, seminars, a residency, comprehensive examinations, and dissertation research. The purpose of this handbook is to provide the student with information and advice concerning the nature and progression of the program. The student must be prepared to discuss the program with their advisors and professors, as changes from what is included here may occur from time to time.

Background

The Doctor of Education Degree (Ed.D.) in Educational Leadership is a scholar-practitioner degree designed for leaders on all educational levels. In support of institutional and college mission statements, the educational leadership program seeks to mediate formal knowledge and theory through disciplined inquiry and professional practice. It is expected that graduates of the program use scholarly inquiry and practice to guide decisions on all levels of educational activity. The program seeks to build scholarly capacity in our students, allowing them to investigate and address social issues of equity and democracy in their professional settings. As a scholar-practitioner program, faculty promote and maintain the importance of the rigor, research, and data driven decisions for our students, which is reflective of local, regional, state, national, and global concerns. The Ed.D. in Educational Leadership includes a research core and dissertation requirement to address the centrality of data for one's job, career, and advancement of education. The educational leadership program seeks to prepare scholar-practitioners through a combination of academic endeavors, professional experience, and prior knowledge as a basis for effective change.

Program Description

The Education Doctorate Degree in Educational Leadership is a minimum 60-semester hour program with two tracks: Education Leadership Cognate and Open Specialization (refer to Appendix Two for sample Degree Plans). The program consists of Required Core courses, Required Research Tools courses, Cognate or Specialization courses, Elective courses, and Dissertation courses. The length of time required to complete the program and the final total of semester hours taken vary depending upon the individual and the period of time required to complete a dissertation. Continuous enrollment is required until the student successfully defends his/her dissertation. Continuous enrollment consists of taking courses in at least three semester credit hours in consecutive long terms. Long terms are defined as regular terms for Fall and Spring semesters. The student must have completed at least one EDLD 6398 Dissertation in Progress course prior to or in the semester one graduates.

Students who have been admitted to the program under a different academic catalog, requiring 69 semester credit hours to graduate, may petition to the College of Graduate Studies to revise their degree plan to meet the requirements of the 60-credit degree. Once a student advances to the conditions of a newer catalog requirements, one cannot return to an older one.

In doctoral programs, it is generally expected that students exercise more independent scholarship, become knowledgeable about the historical foundations of their area of study, concentrate on the cutting edge of knowledge, and give more emphasis to how their practice informs and benefits from educational theory, research, and scholarship. The program's overarching goal is to prepare scholar-practitioners through academic endeavors, professional experience(s), and prior knowledge as a basis for effective change. Doctoral students are expected to exhibit the following goals:

- Knowledge and wisdom of educational theories and frameworks through all courses;
- Practice in action through cognate courses relevant to one's specific domain in his or her profession;
- Learned and practiced research through research tools courses, and;
- Creation of new knowledge through a dissertation (five chapter, dissertation in practice, or three-article dissertation).

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Program Objectives

The Doctorate in Educational Leadership enhances the leadership capabilities of professionals in leadership roles in schools, education districts, community colleges, or universities. The Ed.D. is a scholar-practitioner model offering two tracks: Educational Leadership Specialization or an Open Specialization, allowing students to tailor the program to support individual professional development goals.

Learning Objectives

The common core of the Doctorate in Educational Leadership includes: leadership theory, personal leadership skills, the dynamics of organizational change, the socio-political environments of education, instructional theory and research, education foundations, curriculum theory, critical social justice, data analysis, research strategies, and techniques.

The Educational Leadership program at Texas A&M University–Corpus Christi is a member of the Carnegie Project on the Education Doctorate (CPED). The program identifies itself as committed to "Engaging the culture; Elevating disciplined inquiry." This aligns with the commitment of CPED to the doctorate in education (Ed.D.).

Program Course Descriptions

The Educational Leadership doctorate has two tracks, Educational Leadership Cognate and Open Specialization. In the Educational Leadership Cognate the student can pursue a principal certificate, superintendent certificate, or higher education focus. For the Open Specialization track, students have the flexibility to design a customized program of study tailored to their unique professional interests and goals within the field of educational leadership. The required courses for both tracks are presented below:

Core Courses: 18 Semester Hour Credits

[EDLD 6303 The Politics of Education](#)

Educational functioning from a political systems perspective; internal and external political forces influencing organizational effectiveness; shaping of educational policy; functional means of attaining and utilizing political power.

[EDLD 6311 Contemporary Theories of Educational Leadership](#)

Assumptions of the major schools of thought regarding leadership; findings from research conducted pursuant to trait theory, behavioral theory, and situational/contingency models; conceptions of leadership effectiveness; implications for leadership in educational organizations.

[EDLD 6312 Clinical Leadership Laboratory](#)

Students will undergo assessment of personal leadership skills through assessment center methodologies. Abilities assessed will include decision-making, group participation, interpersonal communication, and presentation skills.

EDLD 6313 Policy Development and Decision-Making

Study of policy conceptualization; development and implementation integrated with decision-making processes; ethical and moral responsibility of educational leadership.

EDLD 6331 Educational Innovations

An examination of the basic elements of successful school renewal programs with emphasis on systematic approaches to educational innovation and the process of change; studies of successful innovative programs.

EDLD 6342 Community Leadership Development

This course develops collaborative leadership skills related to initiating and implementing school and community partnerships. A special focus is the enhancement of critical literacy skills—the capacity to read and interpret events within the socio-political context of community-embedded educational leadership.

Research and Dissertation Courses: 21 Semester Hour Credits

EDLD 6384 Qualitative Research Design

This course is based on reviews of the theoretical and methodological approaches to qualitative research. Students will situate qualitative inquiry/research in their philosophical, theoretical, and historical situations, learn methods of qualitative design, and develop a preliminary capacity to collect, analyze, and interpret qualitative empirical materials.

EDLD 6385 Advanced Data Analysis in Qualitative Research

This course is designed for students who want to pursue qualitative methods particularly in their dissertation research. Students will learn to use various qualitative data analysis methods using multiple data sources.

Prerequisite: EDLD 6384

EDLD 6333 Applied Statistics I

This is a course in univariate statistics, which includes the use of Statistical Package for the Social Sciences (SPSS) with exercises related to various descriptive and inferential statistical techniques.

EDLD 6392 Applied Statistics 2

The course in advanced statistical procedures is a continuation of EDLD 6333. Special emphasis is placed on analysis of variance (ANOVA) techniques such as one-way and factorial ANOVA, analysis of covariance (ANCOVA), repeated measures ANOVA, and multivariate analysis of variance (MANOVA), as well as multiple regression analysis, logistic regression analysis, and discriminant analysis. Also included are selected nonparametric statistical techniques. The course includes hands-on experience in the use of Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered.

Prerequisite: EDLD 6333

EDLD 6335 Quantitative Research Methods-Dissertation Seminar

The course is designed to provide the student with the knowledge and skills needed to read, analyze and synthesize educational research, and to give the student experience in the development and conduct of a research project. Course content includes instruction in preparation of a research proposal,

identification of a research problem, sampling techniques, research design, instrumentation, data collection, and data analysis.

Prerequisites: EDLD 6333, EDLD 6384; EDLD 6392 OR EDLD 6385

EDLD 6395 Analysis and Reporting Research Data— This course is designed for doctoral students who want to develop their data analysis skills for their research projects to report findings for publication and dissertations. Students will learn how to select appropriate data analysis methods, analyze data, and learn how to academically report research findings. Advisor approval needed. Prerequisite: 6384 and 6385.

EDLD 6397 Dissertation Research

This course is designed to assist the student in writing a three-chapter (introduction, review of literature, methods) research proposal that may become the basis for a doctoral dissertation. Prerequisites: EDLD 6333, EDLD 6384, EDLD 6335 OR EDLD 6385, EDLD 6392.

EDLD 6398 Dissertation in Progress (3-6 SCH)

Completion of an approved field study under the supervision of a dissertation adviser. Grade assigned will be “credit” (CR) or “no credit” (NC).

Cognate Courses: 18 Semester Hour Credits

A cognate must consist of approved educational administration and supervision courses. Cognate courses (18 hours, to be chosen in consultation with faculty advisor—the following courses are a sample of the courses that can apply to a cognate).

Higher Education Cognate: EDLD 6306, EDLD 6314, and EDLD 6318 are required cognate courses.

EDLD 6304 Community College and University Administration

The purpose of this course is to examine the history and development of American systems of higher education and to study the ways in which community colleges and universities complement each other on the educational scene. Organization, funding, remedial education, and relations with the wider community will also be discussed.

EDLD 6305 Student Affairs in Colleges and Universities

This course is designed to provide students with knowledge of the field of student affairs, its role and function in college student development, and its fit with the academic program. This course is also intended to provide students with an understanding of the purposes and historical development of student personnel programs, the administrative structure of student affairs division in two- and four-year colleges, and the institutional units that fulfill the student services function.

EDLD 6306 Higher Education in a Democratic Society

This course will examine contemporary issues in American society in the context of higher education. Students will study and debate in detail how two- and four-year colleges and universities respond to societal issues. The course will also examine how institutions of higher education are influenced by social issues and how they influence society.

EDLD 6307 Higher Education Finance

This course is designed to provide students with knowledge of higher education funding in Texas, not

only at the State level but also at the institutional level. The material will also provide students with a background of the historical, philosophical, and political forces that have contributed to the current funding systems in Texas and throughout the United States. Course material will also include trends in higher education funding on a state, national, and international scope.

EDLD 6308 Higher Education Law

Study of basic legal issues as they relate to governance in higher education; including legal issues relating to trustees, administrators, staff, faculty and students; legal relationships with local, state and federal government. The course also addresses legal issues relating to accrediting, athletics and faculty associations. Legal relationships with the business/industrial community are also covered.

EDLD 6609 Practicum in Higher Education: Processes and Practices

This course will examine the functions and practices typically found in institutions of higher education. Students will examine these functions and practices in a complex organization and develop an understanding of how they contribute to the institution's mission. Students will also complete an internship experience in a University or community college office, not their own. Prerequisite: Instructor's permission required. Grade assigned will be "credit" (CR) or "no credit" (NC).

EDLD 6310 The Education and Training of Adults

The purpose of this course is to introduce adult education as both a field of practice and a field of study to professionals working in universities, community colleges, businesses, government, social service agencies, and other venues concerned with the education and training of adults. Exemplary practices in adult education and training reflect theoretic constructs undergirding the field; therefore, EDLD 6310 is a theory-into-practice class.

EDLD 6314 Professionals in Educational Organizations

The nature of professionalism in education; points of conflict between bureaucratic and professional norms; accommodations to conflict; integrating professional norms with organizational requirements; organizational leadership of professionals; the character of professional associations in education.

6318 College Student Development

This course is designed to provide students with a critical understanding and appreciation for college student development from a critical lens. This course is also intended to provide students with an opportunity to deviate from traditional and normative models of college student development that neglect the nuanced development of our ever-increasingly diverse student body.

EDLD 6390 Special Topics in Educational Leadership

Selected topics in an identified area of curriculum and instruction; advanced investigations of selected topics and problems dealing with curriculum theory, program design, and experimental formulations. May be repeated for credit when topics vary.

Principal Cognate: EDAD 6304, EDAD 6363, EDAD 6374, EDAD 6376, EDAD 6377, EDAD 6378, EDAD 6399 (Part 1), and EDAD 6399 (Part 2) are required cognate courses.

EDAD 6304 Introduction to Principalship

This course serves as an orientation to learner-centered leadership and the A&M-Corpus Christi administrator preparation program. Course activities include an assessment of student potential for

learner-centered leadership and the development of an initial personal educational platform. Based on active class participation and discussion of simulated and real issues, students will construct an individual growth plan while exploring principles of professional ethics. Doctoral students will complete a research study on the best practices of the principalship. Students who have taken EDAD 5304 may not enroll in EDAD 6304.

EDAD 6360 Organizational Theory

The school as a formal organization. Focuses on theoretical aspects of organizational structures and processes with special reference to educational institutions. Doctoral students will do a scholarly analysis of two books related to Organizational Theory. Students who have taken EDAD 5360 may not enroll in EDAD 6360.

EDAD 6363 Public School Law

This course is designed to assist current and future faculty, staff, and administrators who have an interest in the legal issues in the K-12 public schools. Knowledge related to the historical and philosophical underpinning of public school law will be acquired. Past and current legal issues will be analyzed to determine application possibilities. This course is also designed to provide knowledge regarding legal issues that impact K-12 public school education and to help develop competencies in public school education governance. Basic principles of school law and school board policy will provide information and background necessary to recognize and deal with legal issues as they emerge in public schools. Doctoral students will do an annotated bibliography and literature review culminating in a research paper on public school law. Students who have taken EDAD 5363 may not enroll in EDAD 6363.

EDAD 6364 Management of Educational Programs and Special Units

This course emphasizes the management of the internal organization and support of units of a campus. Topics include student grouping, staffing, scheduling, programming for special population students, textbooks, food service, campus security and pupil transportation. Students who have taken EDAD 5364 may not enroll in EDAD 6364.

EDAD 6366 Personnel Management

Selection, assignment and evaluation of school personnel; salary and conditions of service for administrators, and instructional and non-instructional personnel. Doctoral students will do a research paper on some aspect of the human resource function of school administration. Students who have taken EDAD 5366 may not enroll in EDAD 6366.

EDAD 6374 Campus Finance and Budgeting

This course is a study of the financial operations of public school campuses in Texas. Seeks to equip the principal with the knowledge and skills necessary to understand and manage the budgeting, accounting, planning, purchasing and auditing functions of a campus. Doctoral students will also complete a research paper on the theory of Public School Finance. Students who have taken EDAD 5374 may not enroll in EDAD 6374.

EDAD 6375 Communication and Community Relations

A study of the multi-dimensional role of school-community relations and administrative communication at the campus level. This course seeks to emphasize the importance of designing programs relating to the needs and problems of the school and its internal and external publics by employing analysis, oral and written communication formats, communication skills and processes, for a diverse democratic environment where citizen cooperation and involvement in school affairs is key

to dynamic support and success of the school. Doctoral students will complete a scholarly paper on some topic related to school communications/community relations. Students who have taken EDAD 5375 may not enroll in EDAD 6375.

EDAD 6376 Supervision of Teaching

This course is designed to study supervisory behavior and its related functions. Students are expected to acquire the knowledge and skills requisite to managing and supervising teaching and learning, and the knowledge, skills, and attitude related to an appropriate climate for instruction. Students who have taken EDAD 5376 may not enroll in EDAD 6376.

EDAD 6377 Teacher Appraisal System

Knowledge and skills necessary to appropriately appraise teachers on those process variables that define successful teaching. Indicators of quality teaching will be studied and application experiences will be provided using videotapes of teaching episodes. Prerequisite: EDAD 5376/6376. Students who have taken EDAD 5377 may not enroll in EDAD 6377.

EDAD 6378 Application of Administrative Concepts

The use of administrative concepts in the solution of problems in a simulated school; assessment of student ability to apply knowledge in the solution of practical problems; time management techniques for administrators; conflict management strategies. Instructor approval required. Doctoral students will complete a scholarly paper on Landmark court cases in Texas. Students who have taken EDAD 5378 may not enroll in EDAD 6378.

EDAD 6399 School Administration Practicum (Two semesters)

Required of all certification candidates. Serves as the culminating experience and the capstone of the degree/certification program. During the practicum, students will assess the suitability of their skills and dispositions for administrative work; integrate skills and knowledge previously acquired; and become socialized into the administrative role. Instructor approval required. Student must have completed 27 hours toward the Masters; 18 hours for certification.

Grade assigned will be “credit” (CR) or “no credit” (NC). Students who have taken EDAD 5399 may not enroll in EDAD 6399. Must have valid teaching certificate and permission of the department.

EDAD 6696 Directed Individual Study

Programs will be designed for individual cases. May be repeated when topics vary. Permission of instructor, Department Chair, and College Dean required.

Superintendent Cognate: EDAD 6361, EDAD 6367, EDAD 6368, EDAD 6369, and EDAD 6398 are required cognate courses.

EDAD 6361 School Law and Human Resources

Overview of educational administration program content and the opportunity to discuss current issues in administration, which include structure and function of national, state and local agencies of educational governance and the politics of education. Doctoral students will do an exhaustive literature review culminating in a research paper on public school law. Students who have taken EDAD 5361 may not enroll in EDAD 6361.

EDAD 6367 Public School Finance and Operations

Study of the legal and conceptual basis of financing public schools with emphasis on Texas' economics of school finance; taxation trends and revenue sources; financial inequalities in opportunity, ability

and effort; alternative models of school financing; managing educational resources at the district level; and funding and managing district facilities. Students who have taken EDAD 5367 may not enroll in EDAD 6367.

EDAD 6368 School Public Relations

Relationships between school districts and other societal institutions and their public opinion and attitudes, relationships with news media, conducting bond campaigns, the use of citizens' advisory boards. Doctoral students will do a comprehensive literature review culminating in a paper on some aspect of school public relations. Students who have taken EDAD 5368 may not enroll in EDAD 6368.

EDAD 6369 The School Superintendency

Simulation of the school superintendency; superintendent's relationships with the school board, administration staff and teacher organizations; the superintendent's planning responsibilities. Doctoral students will do a comprehensive literature review resulting in a research paper related to the superintendency. Students who have taken EDAD 5369 may not enroll in EDAD 6369.

EDAD 6398 Practicum in the School Superintendency

On-the-job training in a school superintendent's office. Doctoral students will write a reflection paper on the practicum relating it to the most current literature in the field. Students who have taken EDAD 5398 may not enroll in EDAD 6398. Grade assigned will be "credit" (CR) or "no credit" (NC).

Open Specialization Area Courses: 15 Semester Hour Credits

Open Specialization courses (15 hours, to be chosen in consultation with faculty advisor)

Bilingual & Multilingual Education; Curriculum & Instruction; Educational Instructional Media Design; Educational Evaluation & Research; International & Comparative Education; Educational Psychology; Social & Philosophical Foundations of Education; Kinesiology; Teacher Education; Public Administration; other approved areas.

For open specialization choices outside the department or college, there should be limited exceptions to this and if 6000 level courses are not available, a level change form needs to be filed and approval prior to taking those courses.

Elective Courses for the Cognate: 6 Semester Hour Credits

Elective courses (6 hours, to be chosen in consultation with faculty advisor)

Electives must be from 6000-level courses with the approval of the student's faculty advisor. In the event a specific 6000-level course is not available, a limited exception may be made to take a 5000-level course. A level change form must be filed and approved before taking the course under such an exception.

Elective Courses for the Specialization: 9 Semester Hour Credits

Elective courses (9 hours, to be chosen in consultation with faculty advisor)

Electives must be from 6000-level courses with the approval of the student's faculty advisor. In the event a specific 6000-level course is not available, a limited exception may be made to take a 5000-level course. A level change form must be filed and approved before taking the course under such an exception.

Elective courses in the Specialization **must** be taken in approved educational leadership course work. Actual courses will depend on the subject area(s) the students choose, such as the ones listed below:

Principalship; Superintendency; General Educational Leadership & Administration; Administration of Special Education; Adult and Continuing Education Administration; Higher Education; Educational, Instructional, and Curriculum Supervision; Community College Administration; Urban Education Leadership.

Application Requirements

Complete Application for Admission:

- Apply for Admission via [Apply Texas Application](#)
- An applicant may defer admission to an earlier/later semester. Applications are valid for one year. One deferral is allowed per application.

Application Fee:

- \$50 for US citizen, \$70 for International Students
 - Pay during application process
 - Pay fee online: [Pay Online](#)
 - Pay fee on campus to [Business Office](#)

Please Note: Applicants who wish to apply for a different program will be required to submit a new application. The application processing fee is required for each application submitted.

Application requirements specific to this program

- Official transcripts from all undergraduate and graduate course work indicating completion of a master's degree in a relevant field taken at any accredited college or University attended (Foreign College credits/transcripts require an official foreign evaluation. Please click [here](#)). TAMU-CC transcript is not required.
- A graduate GPA of 3.00 or above
- Essay (Approximately 300-400 words in length which includes information about their reasons for pursuing graduate study and for choosing this specific graduate program).
 - [Send a recommendation request](#) Four letters of recommendation submitted using the [Educational Leadership Reference Form](#)

For applicants seeking Principal Certification, the following applies. To be eligible for admission into the Principal Preparation Program, as part of the doctoral program in educational leadership or for certification only, the following program requirements must be met:

- Master's degree from a university accredited by an agency recognized by the Texas Higher Education Coordinating Board;
 - Hold a teacher certificate issued by the TEA or the equivalent issued by another state or country. (Note: By point of seeking certification, candidate must have two complete years of teaching experience.)
 - Graduate GPA of 3.0 or greater; or *Conditional Admission as above, and
 - **MUST** have provided signature where appropriate and uploaded all TEA required documents into the Apply Texas portal including:
 - the TEA Educator Code of Ethics,
 - FERPA document,
 - PCH (Preliminary Criminal History), and
 - Educator Service Record.
 - Candidate acknowledges that ultimate certification is contingent upon submission of these documents, **AND, ADDITIONALLY**,
 - submission of a TEA technology fee of \$35 is required upon acceptance of program participation.
 - a passing score on the appropriate exam – principal or superintendent,
 - Note: Educator Service Record may need to be updated if demonstrative of less than two years at point of certification.
 - Commitment from a certified principal to support the candidate during the program.
- NOTE: This form is completed during the practicum experience.

For applicants seeking Superintendent Certification, the following applies.

To be eligible for admission into the Superintendent Preparation Program, as part of the doctoral program in educational leadership or for certification only, the following program requirements must be met:

- Have a graduate GPA of 3.0 or higher
- Have earned a master's degree from a university accredited by an agency recognized by the Texas Higher Education Coordinating Board
- Hold a principal certificate issued by the Texas Education Agency (TEA) or the equivalent issued by another state or country, *or* TEA approval of minimum of three years of district-level leadership experience in lieu of principal certification (approval form found at <https://tea.texas.gov/texas-educators/certification/additional-certifications/superintendent-managerial-experience-10.2020.pdf>)
- Upload all university-required documents through the *Apply Texas* portal, with signatures as indicated, including
 - Texas Educator Code of Ethics acknowledgment
 - FERPA acknowledgment
 - Preliminary Criminal History form
 - Educator Service Record (an updated ESR may be required at time of certification to document required experience)
- Submit the required TEA technology fee to the Certification Office by the census date noted in the candidate's admission letter

Application requirements for international applicants:

- Copy of current Visa (if applicable)
- English Language Proficiency. TAMUCC currently accepts the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS) within the last 2 years:
- Official TOEFL score minimum paper-based score of 550 or internet-based score of 79-80
- Official IELTS score minimum 6.5

Admission Recommendation Process

Students who have been determined to meet the application requirements will be invited to complete the next steps in the admission process. These are composed of:

An oral interview conducted by a panel of departmental faculty scored by a rubric of expectations related to educational leadership.

A writing sample based on a common prompt provided to all applicants. The writing sample is scored via blind faculty peer review by a rubric.

Once faculty have assessed the oral interview and writing sample via rubrics, all applicant data as appropriate is reviewed and entered into a matrix where all components are calculated to determine a summative score. That score on a rating of low to high (1-4) is then reviewed and the program faculty votes on recommendation for admission of each candidate.

Admission Process (EDLD Principal and Superintendent Cognate Candidates)

Students in the Doctoral Program in Educational Leadership (EDLD) may choose the Principal or Superintendent Preparation Program to satisfy the cognate requirement in the doctoral degree plan. Candidates will contact the respective Program Coordinator prior to registering for their first principal or superintendent preparation course and provide their current educator certification and educator service record. The Program Coordinator will also review and score the essay included in the candidate's doctoral application to complete Stage 1 of the process.

Stage 2 of the process includes an interview, assessed with a rubric, conducted by the Program Coordinator. If the candidate is successful at Stage 2, the Program Coordinator will notify the College of Graduate Studies of acceptance into the principal or superintendent preparation program via email, submit "Form M," and permit the student to register for courses, as appropriate.

The Program Coordinator will notify the Certification Coordinator of the admission decision. The Certification Coordinator will send the candidate the official admission letter, which the candidate will digitally sign and return, indicating the candidate's acceptance of the admission offer. The signed admission letter **must** be returned by the census date noted in the letter. The certification admission date for the principal and superintendent programs will correspond to the university's enrollment census date for the semester and year the candidate's program participation begins.

Advising

Students are assigned to a faculty advisor upon admission, however, students are encouraged to ask any faculty member for advice. A degree plan should be filed during the student's first semester and updated each semester. The informal conversations between professors and students during each semester serve to mentor the student through the program. In addition, questions about procedures (registration, comprehensive exams, graduation, and so forth) are often best addressed by the department's administrative assistant. Once the student enters the dissertation phase of the program, the dissertation chair becomes the student's advisor. Please note that the initial assigned faculty advisor does not have to serve as your dissertation chair. For an overview of progress in the program and the major activities related to them, please refer to Appendix One.

Schedule of Course Offerings

The course calendar below serves as a planning guide. Every effort is made to follow it; however, academic departments are dynamic, and it is occasionally necessary to change the order of classes on the calendar.

Prefix	No.	Title	SPR	MM	SS I	SS II	Fall
EDLD	6303	Politics of Education			X		
EDLD	6304	Community College and University Administration	E				
EDLD	6305	Student Affairs in Colleges and Universities			Z		X
EDLD	6306	Higher Education in a Democratic Society			Z-10 week		X
EDLD	6307	Higher Education Finance	L				
EDLD	6308	Higher Education and the Law					X
EDLD	6311	Contemporary Theories of Educational Leadership	X				X
EDLD	6312	Clinical Leadership Laboratory	X		Z-10 week		X
EDLD	6313	Policy Development and Decision Making					X
EDLD	6314	Professionals in Educational Organizations			X-10 week		
EDLD	6315	Multicultural Analysis: Concepts for Educational				X-10 week	
EDLD	6318	College Student Development	X				Z
EDLD	6390	Special Topics in Educational Leadership		Arranged by Faculty			
EDLD	6324	Curriculum Theory	*	*	*	*	*
EDLD	6331	Educational Innovations				X	
EDLD	6333	Applied Statistics I	X				X
EDLD	6384	Qualitative Research Methods	X				X
EDLD	6385	Advanced Data Analysis in Qualitative Research			X – 10 week		X
EDLD	6335	Dissertation Seminar	X				X
EDLD	6342	Community Leadership Development	X				
EDAD	6360	Organizational Theory			Z		
EDLD	6390	Doctoral Seminar	*	*	*	*	*
EDLD	6392	Applied Statistics II			X – 10 week		X
EDLD	6395	Analysis and Reporting Research Data	*		*	*	*
EDLD	6397	Dissertation Research	X				X

EDLD	6398	Dissertation in Progress	X		X	X	X
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*These courses are offered only on an as needed basis.

X - Semester(s) Course is offered.

Z – Course offered as needed to meet needs of loosely structured cohort/mini-cohorts.

E – Offered biennially in even numbered years (e.g., 2026, 2028)

L - Offered biennially in odd numbered years (e.g., 2025, 2027)

Principal certification currently in transition. Twenty-four hours for certification required as part of the doctoral degree. Consult Dr. Analisa Farah and the EDAD posted handbook for most updated and additional information.

Prefix	No.	Principalship Courses	SPR	MM	SS I	SS II	Fall
EDAD	6304	Introduction to the Principalship	O				O
EDAD	6363	Public School Law)				
EDAD	6364	Management of Educational Programs			Z		
EDAD	6366	School Personnel Management	O				
EDAD	6374	Campus Finance & Budgeting				O	
EDAD	6376	Supervision of Teaching			O		
EDAD	6377	Teacher Appraisal Systems				O	
EDAD	6378	Application of Administrative Concepts	O				O
EDAD	6399	School Administration Practicum	O				O
EDAD	6696	Directed Independent Study	*	*	*	*	*

Prefix	No.	Superintendent Courses	SPR	SS I	SS II	Fall
EDAD	6369	The School Superintendency				X
EDAD	6361	School Law and Human Resources				O
EDAD	6367	Public School Finance and Business Operations	X			
EDAD	6368	School Public Relations	O			
EDAD	6398	Practicum in the School Superintendency	X			X

*O – course is 100% online

*X –Blended courses including both online and in-person content,Two Year Doctoral Sequence at a Glance

*Z-Course offered as needed

*Six (6) hours required per semester for financial aid.

Grading Policies

Required Average. The student needs to maintain a grade point average of 3.0 or higher. A grade of B or better must be obtained in all core and research tools courses. A grade of C must be retaken in core or research tools. Similarly, students who receive a grade of C in a cognate, specialization, or elective course can choose to take another course to substitute for the C. Upon receiving a second C, the student is put on academic probation. Students who receive a third C or who receive two failing grades are exited from the program.

Incomplete Grades. Incomplete grades are awarded rarely and only in cases where the student (a) is passing the course but (b) facing a crisis beyond the student's control that interferes with completion. Lack of time is not an acceptable reason for the assigning of incomplete grades. For information about incompletes and other grade policies, refer to the Graduate Catalog.

Appeals. Appeals for program decisions or course work related problems must be submitted in writing. Appeals (petitions) are reviewed first by the Department Chair, second by the Assistant Dean for Graduate Studies, and, finally, by either the Dean of the College of Education or the Dean of the College of Graduate Studies. At any point in the process, the Chair, Associate Dean, or Dean may convene a review committee to consider the appeal.

Residency and Continuous Enrollment

Unless on an approved leave of absence (see below), students in terminal degree programs must be enrolled continuously for at least 3 semester credit hours each fall and spring semester and pay designated tuition and fees. Individual programs may have additional credit hour requirements or may require students to continuously register in courses for a minimum of two consecutive terms which may include summer. See specific program information in the graduate catalog or elsewhere in this handbook for additional requirements for your program. Students should be aware that unapproved leaves in a fall or spring semester may result in the student being required to re-apply to their program.

Three consecutive terms of enrollment in six semester credit hours must be completed at some point in the program (e.g., summer, fall, spring) to establish the required residency component. The time to completion must be in accordance with the standards set forth by the College of Graduate Studies. The student is required to be continuously enrolled until graduation (except summer), although exceptions may be requested, for example, in the case of medical emergencies. Students unable to enroll due to circumstances beyond their control should request an exemption (and contact Graduate Studies about the need to file a Leave of Absence) to remain in good active standing. Any approval of a Leave of Absence is the purview of Graduate Studies.

Leave of Absence

Students experiencing life changing or catastrophic events should consult with their faculty advisor, program coordinator and/or department chair and request a Leave of Absence in writing from the College of Graduate Studies using the Request for Leave of Absence form. A student who is in good standing may petition for a leave of absence of no more than two full academic terms. The maximum number of leave of absence requests permitted in a program is two. A request for a leave of absence requires approval in advance by the faculty advisor, Program Coordinator, College Dean, and Graduate Dean. If the Graduate Dean approves the petition, the registration requirement is set aside during the leave period. Students should be aware that leaves of absences require suspension of all activities associated with the pursuit of the degree. See the catalog for more information.

Readmission into the Program

If the student leaves the program voluntarily or because of failure to pursue any EDLD program course work for any semester, they will need to file and receive approval for a leave of absence. Leaves of absence must be current each semester or a student will have to seek readmission. Graduate Studies policies apply with regard to Leaves of Absence. Check with Graduate Studies to be sure if you have

to file a Leave of Absence. Readmission must be sought through the regular admission process adhering to program deadlines and requirements.

Transfer Credits

Up to one-fourth of the credits for the degree plan may be transferred from another regionally accredited college or university. The transfer credit must be doctoral course work while enrolled in a terminal degree and must not exceed ten (10) years at the time of conferral of the Texas A&M University-Corpus Christi degree and may not have been applied to a degree conferred. The transfer credits must be approved by Graduate Studies. Course work completed before the student applies for admission at Texas A&M University-CorpusChristi, or completed at another institution after admission to Texas A&M University-Corpus Christi is considered transfer of credit. Course work transferred or accepted for credit toward the doctorate must represent graduate course work relevant to that degree, with course content and level of instruction resulting in student competencies at least equivalent to those of students enrolled in the Educational Leadership doctorate. The following rules apply to all graduate transfer courses.

- Transferred graduate credit must have been earned at a regionally accredited institution.
- The student must have earned a grade of B or better in the transfer course work. Courses lacking letter grades (e.g., courses graded pass/no pass, credit/no credit, or satisfactory/unsatisfactory) cannot be accepted as transfer credit.
- The course work must be less than ten years old at the time the Texas A&M University-Corpus Christi degree is awarded.
- Credit from a degree earned at another institution cannot be applied to a graduate degree at Texas A&M University- Corpus Christi

In the transfer of credit, all credits must be relevant to the degree and be approved by the advisor and program coordinator. Please see the Graduate Catalog for specific transfer credit information.

Non-Degree Enrollment in Educational Leadership Courses

University policy permits students to complete up to nine credits under non-degree status. Admission for non-degree status is through Graduate Admissions. The Department of Educational Leadership welcomes non-degree students with appropriate background and need, who meet departmental criteria for non-degree enrollment. The department reserves the prerogative of rejecting requests for non-degree enrollment for any student not meeting one or more departmental criteria.

Departmental Criteria for Enrollment as a Non-Degree Student in Doctoral Classes

1. The student must have an earned master's degree from an accredited college or university.
2. There must be space in the class, specifically, Educational Leadership students have first priority in class enrollment.
3. The student must meet course pre-requisites, if applicable.
4. It must be clear that the class meets the academic and professional goals of the prospective student. In other words, the student must have the professional background to participate in and benefit from the requested class(es).
5. No more than three classes (or nine credits) may be taken under non-degree status.
6. Students who have applied three times but were not accepted into the doctoral program are normally denied permission to take non-degree classes.

7. Audits are allowed rarely, under exceptional circumstances, with departmental permission, and under university catalog guidelines.
8. Performance in classes taken under non-degree seeking status may be factored into admissions decisions but do not guarantee admission to the program. Course grades are only one component of the complex selection criteria.

Degree Plan (See the Appendix Two for Sample Degree Plans)

All students develop a degree plan with their faculty advisor.

1. Each student admitted to the program is assigned a faculty advisor who is a member in the Educational Leadership program.
2. Degree plans should be developed by the time students have completed half of the course work in the program prior to completing 18 months, and copies should be electronically filed.
3. It is the student's responsibility to obtain prior permission from their advisor for any changes in the degree plan. Exceptions to the degree plan must be approved by the faculty advisor, program coordinator, department chair, the College Dean, and the Graduate Dean, using Form I: Graduate Degree Plan Exceptions Form.
4. Final Degree Plans are submitted online during the semester a student completes comprehensive examinations. These forms are approved by the Dissertation Chair (if there is one of record) or faculty advisor and the Department Chair and are filed in the College of Graduate Studies.

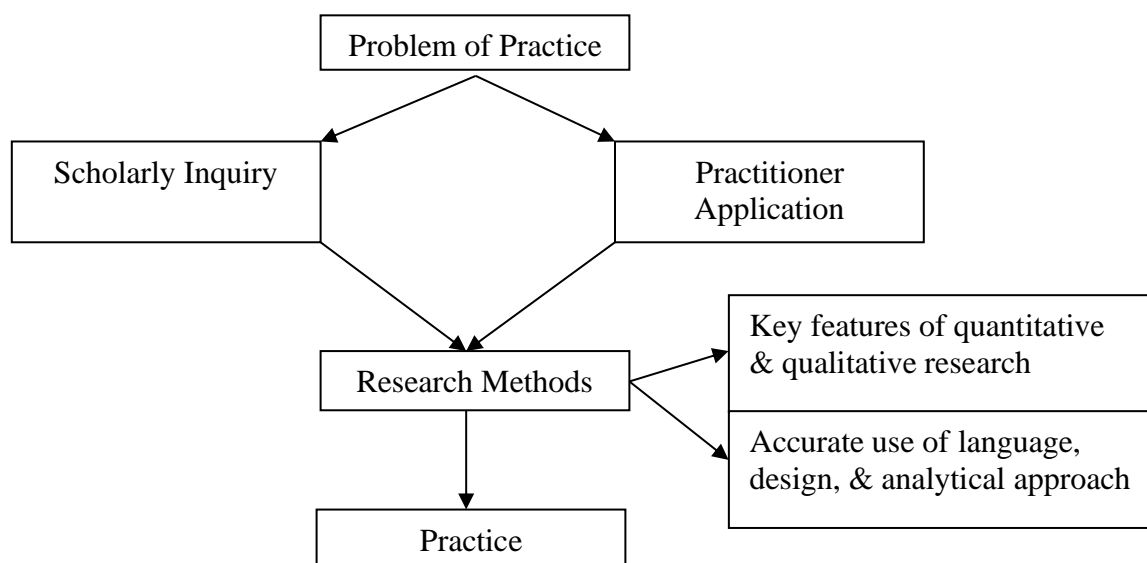
II. Comprehensive Examinations, Candidacy, and Dissertation Information

Comprehensive Examinations

Comprehensive examinations are administered to ascertain if the student is sufficiently grounded in professional knowledge and methods of inquiry to become a candidate for the doctorate. Examinations may be taken after the completion of all core and research tools courses. However, many courses are offered only once a year. A student may be eligible to take the comprehensive exams if one has only one core course or research tools course in progress. Permission to take the comprehensive exam with one core course outstanding is required by the student's faculty advisor. The comprehensive examination consists of written take-home component as described below, as an overview. The student may retake the comprehensive examination once. If a student has a rewrite on any of their sections, they will be notified of this process at the time they are notified of their comprehensive results. Students who do not pass the exams the second time are exited from the program.

Written Phase of the Comprehensive Examination

The purpose of the written comprehensive examination is for our doctoral students to demonstrate the scholar-practitioner approach to a particular problem of practice in educational leadership as synthesized across core and research methods courses. Below is the conceptual framework:



Students are provided a general question to address. The question is broad enough for students to draw from their course work, experience, and expertise yet specific to educational leadership.

Response Requirements

- The student integrates **every** element of the Conceptual Framework above into the answer based on course work, experience, expertise, and other sources;

- The student uses materials from course work (required: core courses & research tools; optional: cognate or specialization and electives) to formulate and support responses;
- Educational leadership theories/models are required in the response.
 - Additional material may be used;
 - 20-30 pages of text;
 - Cover page;
 - Reference pages;
 - Follow APA;
 - On the cover page, put the following:
 - Student name;
 - Student A-number, and;
 - “On my honor I did not receive any assistance from anyone for the development of this comprehensive exam.”
 - The student name is removed when it is distributed for review by faculty. It is a double review process.

General Guidelines

- Each component of the Conceptual Framework is assessed;
- Students have 10 days to complete the comprehensive examination. The exam is provided on a Friday. Students have until a week from the following Monday to submit the final paper. Comprehensive examination submissions must be received no later than 12 noon on that day. Submission requirements are provided;
- Students are not to seek assistance from anyone to assist with writing and may not seek any assistance from Artificial Intelligence-generated sources (e.g., ChatGPT, Grammarly, etc). If assistance is provided, an automatic Failing score is assigned;
- Late submissions are not accepted and are scored as a Fail.

Scoring

- Each component of the Conceptual Framework is scored according to a rubric;
- There are six components to the rubric for a maximum composite score of 24 points;
- Composite Score Ranges:
 - 18-24 = Pass;
 - 16-17 = Rewrite;
 - below 16 = Fail;
 - The justification for scoring is that there cannot be a grade of C in the program, so a passing score for the comp exam must be equivalent to grades of A or B;
- A section has to be rewritten, if it receives a score of less than 3;
- Students are required to contact the chair of their dissertation committee for scores resulting in a Rewrite or Fail within three days after being notified of the results;
- Students have up to seven days, after the meeting with the dissertation chair, to rewrite and resubmit the paper to the chairs of their dissertation committees.
- Students who fail the written examination will have one more opportunity to retake the examination the next semester when the comprehensive examination is being offered;
- Once students pass the Written Comprehensive Examination, Form B is filed on their behalf.

The written comprehensive examination resulting in a Failing score may not be taken more than twice. If a student fails the comprehensive examination twice, they are exited from the program. If a student has to rewrite the comprehensive examination twice, it results in a Failing score.

Advancing to Candidacy

Students who pass the written comprehensive examination, and having completed all courses according to program and university requirements with a grade of B or better are advanced to candidacy. This is a symbolic designation used at doctoral institutions. It means the student has mastered courses and passed examinations, and therefore becomes a candidate for the doctorate.

The Dissertation

The final stage in the doctoral program is the completion and defense of the dissertation. In preparing a dissertation, students demonstrate the ability to conceptualize a problem, think it through logically, and conduct rigorous, systematic inquiry towards its solution. The dissertation is considered the capstone of the program. While successful completion of the dissertation is the final requirement for the degree, students are encouraged to begin early in the program to reflect on possible research topics for investigation and then select a topic to pursue in a dissertation.

Dissertation Committees

The dissertation committee consists of at least four faculty members, one of whom serves as Chair, or major professor for the study. In some instances, there may be two faculty as co-chairs. The dissertation chair or one of the co-chairs must be from the Educational Leadership program area; others may be from outside the department, college, or (with permission) the university. Other members of the committee consist of a methodologist who serves as an expert in qualitative, quantitative, or mixed methods design, and another faculty member whose expertise contributes to the scholarship of the dissertation. Finally, the Dean of the College of Graduate Studies assigns a faculty member outside the discipline to serve on the committee as the Graduate Faculty Representative (GFR). All dissertation committee members, including those from outside the college must meet university graduate faculty status requirements. See the Graduate Catalog for specifications.

The dissertation committee is responsible for approving the student's research proposal, gives direction to the development of the dissertation, conducts the dissertation defense, and determines when the dissertation has been successfully defended. While the chair of each committee has primary responsibility for providing direction to the student's research, all members of the committee share in the responsibility for the quality of the work and are expected to make contributions in their respective areas of specialization.

Proposal and Dissertation Defense Meetings

The dissertation chair initiates dissertation committee meetings. Students work closely with the chair (or co-chairs) to write drafts, the proposal, and the final dissertation. The chair determines when it is appropriate to involve the entire committee. This does not preclude students working individually with all committee members throughout the process; however, the dissertation chair needs to be apprised of all meetings and outcomes of the meetings. Dissertation committees are to approve the research proposal, give direction to the development of the dissertation, defend the dissertation, and determine when the dissertation has been successfully defended. While the chair of the committee has primary responsibility for providing direction to the student's research, all members of the committee

share in the responsibility for the quality of the work and are expected to make contributions in their respective areas of specialization.

Preparing for the Dissertation: The Dissertation Proposal

When enrolled in EDLD 6335, Dissertation Seminar, students will identify the topic and choose a dissertation chair. When enrolled in EDLD 6397, Dissertation Research, the basic structure of the dissertation proposal will be initiated. This work should form the general foundation for further development of the proposal under the dissertation chair's direction. The proposal must conform to the format required by the College of Graduate Studies for Dissertation Formatting Guidelines found on the College of Graduate Studies web page. When completed, the dissertation proposal should include the following elements:

1. Title
2. Statement of the problem or research question including a justification for its significance.
3. A discussion of relevant literature with references cited.
4. Statement(s) of the research questions, hypotheses (in quantitative dissertations), and/or purposes which clarify the problem.
5. A description of the research methodology, how the data to be collected address the question(s) of interest, the plan for collecting the data, and how data will be treated.

Please note, the proposal document generally, but not always, consists of the first three chapters of the dissertation. It is a starting point that will evolve into the final dissertation.

Proposal and Dissertation Approval

The proposal approval process involves the following steps:

1. The student confers with their respective dissertation chair concerning possible research topics; the two agree on a feasible and worthwhile topic.
2. The student completes the dissertation proposal under the guidance and supervision of the dissertation chair. It may take several drafts before the dissertation proposal is ready to be presented to the committee. The approval to schedule the proposal hearing is at the discretion of the dissertation chair.
3. A dissertation committee is assembled in collaboration between the student's dissertation chair and the student.
4. The student and/or the student's dissertation chair complete and electronically submit Form C to formalize the committee and trigger the request of a Graduate Faculty Representative (GFR) from the College of Graduate Studies.
5. The student and/or chair may want to schedule a pre-proposal meeting with the committee. This is not required, though. The extent of materials to be sent to the committee members is decided by the chair and the student. This meeting affirms that all committee members are informed and supportive of the dissertation study. At this meeting's end, the student composes a memo of understanding (MOU) and sends it to all committee members. In the MOU, the student outlines modifications the committee deemed appropriate.

6. The student and chair schedule a proposal hearing to include the chair, committee members, and Graduate Faculty Representative (GFR). The committee must have the completed proposal a minimal of two weeks prior to the proposal hearing date. *Scheduling is the students' sole responsibility and making sure that all parties are available and willing at the designated time is essential. However, the department administrative assistant should be notified of the date and will assist in reserving a conference room. In addition, the student and/or chair must have completed and filed the Form D, Doctoral Dissertation Proposal Hearing Request Form at least two weeks before the proposal. The form is available online through the College of Graduate Studies website.*
7. During the proposal, the committee provides further direction for the dissertation's completion. It is advised that the student take notes and within 10 days of the proposal send a response to committee members of the agreed upon changes and direction for completing the dissertation. [MOU – see #5 above]
8. During this entire process, the student works with the dissertation chair to obtain approval for the study from the university's Institutional Review Board (IRB) needed to complete the study. Students need to have taken and passed CITI training and have the certificate of completion on file at the IRB office. **All IRB and compliance issues must be successfully addressed before any participant recruiting and data collection can begin.** Failure to comply with these standards could result in sanctions and/or suspension of the dissertation study.

All students must abide with the university's requirements with respect to the treatment of human subjects. Forms for submission to the Institutional Review Board (IRB) may be obtained by going to the University's web page and linking to the University's Division of Research, Commercialization and Outreach web page, then linking to Research Administration. A signed clearance from the IRB must be in the student's file before the student can collect the data. The student must submit any additional approval forms required by outside entities involved in the research.

Oral Dissertation Defense

The dissertation culminates with the oral defense. The time and place of the defense must be announced two weeks in advance of the oral defense. Forms for scheduling a defense are found on the web page links for the College of Graduate Studies. A copy of the dissertation in final form must be provided to committee members no later than two weeks prior to the oral defense.

In the defense, the student gives a short presentation of the dissertation. If guests and visitors have attended the defense, they are excused after the presentation. The student then responds to committee members' questions concerning the rigor of the study and the significance of the findings. When all questions are exhausted, the student is asked to leave the room, and the committee discusses the dissertation further and vote. The vote shall be either "Pass" or "Fail." A vote of "Pass" may be conditional on changes required by the committee. If the student fails the first defense, one is allowed one more opportunity at a later date to be determined with the student, the dissertation chair, and committee members.

The dissertation chair files the forms associated with the defense. The Graduate Faculty Representative (GFR) files the form associated with their responsibilities. All members of the dissertation committee should attend the defense. Under certain extenuating circumstances, a

committee member may have another faculty member attend the defense in their place, but the committee member is responsible for providing feedback.

All dissertation defenses are announced to faculty and students in the College of Education who may attend. Doctoral students are encouraged to attend oral defenses in advance of their own defense.

Dissertation Defense Procedures

1. All forms and applications are completed and submitted to the College of Graduate Studies by the posted deadlines. Additionally, the Preliminary Approval of Dissertation form must be signed by all committee members and submitted to the Office of Graduate Studies and Research. This is normally done 12 weeks before graduation.
2. Application and fees for graduation are paid by the posted deadlines.
3. The dissertation committee is continuously involved in revising and completing the final dissertation.
4. The student submits the final dissertation to all committee members no later than two weeks prior to the final defense date.
5. The student prepares the defense and schedules the dissertation defense with his or her chair.
6. The student provides the department doctoral administrative assistant with dates for the final defense of the dissertation.
7. The student presents and defends the dissertation to the committee.
8. Revisions are made as warranted by the committee.
9. Once all revisions are complete, the student submits the dissertation to the College of Graduate Studies for review to ensure it meets formatting and style requirements. When format and style requirements are met, the dissertation is submitted online to ProQuest. Guidelines are found on the web page for the College of Graduate Studies.
10. The student submits bound copies of his or her dissertation to the College of Graduate Studies and the Department of Educational Leadership. It is suggested that the student submit a hard bound copy to the dissertation chair.

Standards for Dissertations

General quality standards

The quality of the inquiry procedures and the quality of the final narrative should meet the standards for publishable reports. It is the student's responsibility, and a charge to each dissertation committee, to ensure standards of excellence are upheld. Aligned to the Carnegie Project on the Educational Doctorate (CPED), this program offers as an option to traditional dissertation format, several non-traditional dissertation formats. To date, these include autoethnography, problem of practice dissertations, and three-article dissertations. For more information, please work with the dissertation chair. We have several faculty who have expertise in each of these areas.

Dissertation production and distribution requirements

The dissertation should be completed with a computerized word processing application. The printing should be accordance with the most recent style manual of the American Psychological Association. Format, production, and distribution of the dissertation should be in accordance with the standards for

dissertations established by the College of Graduate Studies. See the Graduate College web page for doctoral dissertation formatting guidelines.

Enrollment in Dissertation Research Course

- Students can initially enroll in 3 hours of dissertation research the semester prior to taking the comprehensive examination.
- Students will generally propose after successfully passing the comprehensive examination. However, when necessary or appropriate based on study design or other rationale and approved by the dissertation committee, students may propose the semester prior to taking the comprehensive examination.
- Depending on the program, the faculty advisor must approve subsequent dissertation hours.

Completion of Comprehensive Examination

- Students must complete the comprehensive examination no later than one year after completing the required course work as specified in the degree program.
- In an event of a failure, one repetition will be permitted.
- Departments can adopt additional stringent guidelines.

Time Requirement for the Dissertation Proposal

- Students are required to contact the professor whom they wish to chair the dissertation committee in EDLD 6335. The dissertation proposal should be held no later than one year after passing the comprehensive examination.
- Should the student fail to propose the dissertation within one year after passing the comprehensive examination, they will be referred to a meeting with the College with the Doctoral Degree Committee (DDC). The dissertation chair will attend and participate in the hearing and formulation of recommendations.
- The DDC will gather evidence of the progress and a statement from the student with an explanation of the delay in finalizing the dissertation proposal and a plan for how they will move forward.
- The DDC can recommend dismissal to the College of Graduate Studies (CGS) and the appropriate College of Education department or agree to a revised timeline for proposal completion. Appropriate documentation will be provided by the DDC to the CGS should recommendation for dismissal be made.

Completing the Dissertation

- After the student completes 12 hours of dissertation research, the dissertation committee will meet with the student to assess and monitor the progress, including establishing a completion plan.

- Should the student not complete the dissertation successfully within the required timeline established in the plan of completion, not to exceed an additional 12 hours, the Dissertation Chair must reconvene a subsequent meeting to discuss the timeline and potential dismissal.
- The dissertation chair will maintain the minutes and recommendations of all meetings.
- This process should continue until (a) the student completes the dissertation, (b) the student has reached the five-year maximum, after completion of the comprehensive examination, or (c) the student is dismissed or withdraws from the program.

Responsibility of the Dissertation Chair

While the College of Education and Human Development recognizes that all committee members are responsible for the overall quality of the dissertations approved by committees on which they serve, the dissertation chair bears the ultimate responsibility.

Once the student chooses the chair for the dissertation and the faculty member agrees to serve in that role, the student and the chair will finalize the topic. The student will consult with the chair about choosing the committee members. The chair has the prerogative of suggesting a co-chair. The chair will have content expert knowledge or assure that there is a committee member with appropriate knowledge and subject matter expertise. In addition, the chair will ensure there is someone on the committee who has appropriate methodological expertise. Once the committee is established, the chair will guide the student through the proposal process and will approve the proposal before it is sent to the committee.

The dissertation chair guides and monitors the dissertation process throughout its entirety. **The chair accepts the responsibility for all aspects of the process, including ongoing communication with the student and student compliance with the College of Graduate Studies and IRB requirements.**

III. Additional Information

Ethical Standards/ Academic Misconduct

Students and faculty members are responsible for maintaining academic integrity by refusing to participate in or to tolerate academic misconduct. In a case of academic misconduct, written documentation must be maintained for any alleged acts of misconduct (see below) by the affected faculty member.

Commission of any of the following acts constitute academic misconduct. This list is not exclusive of any other acts that may reasonably constitute academic misconduct.

- Plagiarizing or submitting academic work for credit that includes examinations, themes, reports, drawings, laboratory notes, computer-processed materials, published or unpublished material copied or paraphrased without documentation or citation.
- Unauthorized and unethical use of artificial intelligence is prohibited unless otherwise explicitly stated by the faculty for the enrolled course. The assistance of artificial intelligence on the comprehensive exam is strictly prohibited.
- Fabricating information to falsify results obtained from a research or laboratory experiment.
- Falsifying written and/or oral presentations including the results of research or laboratory experiments.
- Cheating or knowingly assisting another student in committing an act of cheating or other form of academic dishonesty.
- Unauthorized possession of examinations, reserved library materials, laboratory materials, or other course related materials.
- Unauthorized changing of grades on an examination, in an instructor's grade book, or on a grade report; falsification of student transcript or other academic records; or unauthorized access to academic computer records.
- Nondisclosure or misrepresentation in filling out applications or other university records in, or for, academic departments or colleges.
- Attempting, aiding, abetting, conspiring, hiring or being an accessory to commit any act prohibited in this code shall be considered substantive violations.
- Violation of departmental, college, or university policies.

Student Development

Graduate Assistantship/ Fellowship availability within the program:

Scholar Achievement in Graduate Education

The Scholar Achievement in Graduate Education (SAGE) Fellowship Award for terminal degree programs is available for students entering their program in the Fall semester. The fellowship, awarded to an individual chosen as graduate assistant, will cover all tuition and mandated university fees. The voucher is renewable for up to three years. See below for criteria and more information.

- Admitted into the EDLD doctoral program
- Selected for a GA position in the program
- Evaluation of letter of interest, letters of reference, and academic presentation; invitation to interview based on results of evaluation
- Evaluation of interview

Coordinator: Dr. Kevin Bazner

Revalidation of Courses Beyond the 10-Year Limit (beginning Fall 2015)

Courses completed according to a degree plan, while a student is enrolled in a doctoral or other terminal degree program, are considered out of date, if the courses were completed more than ten years prior to graduation. The faculty advisor or terminal degree committee recommends revalidation of out-of-date courses. Revalidation verifies that the student's knowledge in a specific subject area is current. A revalidation plan is developed with the student's faculty advisor and may include retaking courses, examinations, and/or demonstration of other scholarly work. Successful revalidation may be included in the student's plan of study. Graduate students are not permitted to submit more than 12 semester hours of their program's courses for revalidation. Courses must have been completed at this university to be eligible for revalidation. For example, courses that have been transferred and exceeded the time limit, must be substituted or revalidated from TAMU-CC courses. All revalidation plans must be approved by the student's advisor, the department chair, the College Dean, the Graduate Dean, and the Provost.

A current degree plan must be submitted along with the revalidation plan.

IV. Campus Resources/ Information:

Registration

The Office of the Registrar coordinates the course registration process for all current and incoming students. <http://registrar.tamucc.edu/Register%20for%20Classes/index.html>

Current and incoming students are able to register online through their S.A.I.L. account or at the Office of the Registrar.

- S.A.I.L.: <http://sail.tamucc.edu/>
- Office of the Registrar: Located in the Student Service Center
 - Phone: 361- 825-2624
 - Website: <http://registrar.tamucc.edu/>

Enrollment Status

Consult the Graduate Catalog. Financial aid requirements differ. International student requirements differ. Contact the appropriate office.

Total Hours

The Ed.D., which is a terminal degree, requires 60 semester graduate credit hours at the 6000 level.

Graduate Courses

Graduate courses are numbered 5000 or higher. Courses at the 5000 level are open only to students with graduate standing and senior undergraduate students who meet specific criteria. Courses at the 6000 level and higher are limited to students admitted to a doctoral program or graduate students who meet specific criteria. Please consult the individual graduate program for additional details or requirements.

Maximum Course Load

Graduate students may not register for more than 12 hours in a regular semester without the approval of the dean of the college in which they are enrolled. Approval is also required for more than 6 hours of coursework in a single session of summer school or 12 hours of coursework in the combined summer session (not counting Maymester) without the approval of the college dean.

Repetition of a Course to Raise a Grade

A course in which the final grade is C or lower may be repeated for a higher grade. A course in which the final grade is a B may be repeated only with the permission of the Graduate Dean. A maximum of two courses may be retaken during graduate study at the university. Each course may be repeated only one time. All grades received for the course will be computed in the grade point average.

Repetition of a Course for Multiple Credit

A course may be repeated for multiple credit towards graduation only when so designated in the course description and approved by the faculty or program advisor as designated by the College in which the student is enrolled.

Time Limit to Degree and Recency of Credit for Master's Degrees

The requirements for a master's degree at Texas A&M University-Corpus Christi must be completed within ten years subsequent to admission to the program. The ten-year period begins with the first semester students are enrolled in a graduate program.

Credit that is more than ten years old will not be counted toward a master's degree.

Exceptions, provided the courses were completed at this university, will require strong justification in writing from the student requesting the exception and a revalidation plan. Written approval from the major department chairperson, the dean of the college from which the degree is offered, the Graduate Dean, and the Provost are required. See revalidation process below.

Revalidation of Courses Beyond the Ten-Year Limit

Courses listed on the plan of study completed more than ten years prior to graduation are considered dated. The department chair or program coordinator/faculty advisor will recommend a revalidation plan. Revalidation will verify that the student's knowledge in a specific subject area is current and documented.

Options for course revalidation include a written examination, a paper, a project, a course retake, or other equally rigorous academic means appropriate to the discipline to determine the student learning outcomes have been met. Revalidation requests must be submitted on the Revalidation Request Form and accompanied by a written justification, updated degree plan, revalidation plan, and documentation used for revalidation. All revalidation requests and plans must be approved by the student's faculty advisor, the department chair, the College Dean, the Graduate Dean, and the Provost. The student's faculty advisor, department chair, and College Dean are responsible for determining whether the student demonstrated sufficient course knowledge necessary for successful course revalidation. Successfully revalidated courses may be included in the student's plan of study.

Failure to follow all designated requirements of the revalidation agreement may result in dismissal from the program. Subsequent requests for revalidation may be considered but will be denied absent a showing of extraordinary hardship.

Graduate students will not be permitted to submit more than 12 semester hours of the program's courses for revalidation. Courses beyond the 12-semester hour limit must be retaken. Courses must have been completed at this university to be eligible for revalidation.

Transfer of Credit

Specific requirements must be met for courses that may transfer for credit. The following rules apply to these courses, with the exception of degrees offered jointly.

- The student must have earned transferred graduate credit at a regionally accredited institution.
- The student must have earned a grade of B or better in the transfer course work. Courses lacking letter grades (e.g., courses graded pass/no pass, credit/no credit, or satisfactory/unsatisfactory) will not be accepted as transfer credit.
- The work must be less than 10 years old at the time the TAMU-CC degree is awarded.
- Credit used for a degree earned at another institution cannot be applied to a graduate degree at TAMU-CC.
- No more than twelve (12) semester hours of graduate level study may be transferred.

- Specific programs may limit the number of transfer courses allowed to less than twelve.
- All transfer work must be appropriate to the degree being sought. Please see individual programs for specific requirements related to transfer credits.

Grading and calculation of GPA

Grade Point Average. In order to remain in good standing, as well as eligible for university funding such as scholarships and assistantships, the university requires students to maintain a minimum grade point average (GPA) of 3.0 (B) for all graduate work undertaken. Texas A&M University-Corpus Christi uses a 4.0 scale for calculation of GPA. Please note that TAMU-CC calculates GPA based on all graduate coursework taken at TAMU-CC and not just coursework in the degree program. Students should ensure they are knowledgeable about both overall GPA required for good standing as well as GPA in the program in which they are enrolled.

Only grades earned at this university will be used to calculate the TAMU-CC grade point average as used in determination of eligibility for graduation. Grades are made available to students at the end of each grading period at <http://sail.tamucc.edu>

Texas 99 Hour Rule

The Texas State Legislator enacted a rule that provides that students at all state universities with over 99 doctoral hours may be subject to the payment of nonresident tuition. A student will generally be able to study at TAMU-CC full-time for five complete academic years, including summers, before being affected by the 99-hour rule. For students staying beyond five years, in a number of cases there is still the possibility of a programmatic or individual exemption from the rule. For more information, contact your Program Coordinator.

Good standing/academic probation/enforced withdrawal

Scholastic Probation

The university places a student on probation if their cumulative GPA falls below 3.0 at the end of a semester.

Placement on Scholastic Probation.

Required Average. The student needs a grade point average of 3.0 ~~B~~ or higher. A grade of B or better must be obtained in all core, research tools, and courses applied to the degree plan. Students who receive a grade of C in a cognate, research tool, specialization, or elective course can choose to RETAKE the course, or in case of an elective, a different course. Please note that both grades will be factored into the GPA. Upon receiving a second C in the same course, the student may be put on probation if the GPA falls below a 3.0; however, students who receive a third C or who receive two failing grades are exited from the program.

A graduate student will be placed on scholastic probation if, at the end of any semester or term, the student's cumulative graduate grade point average falls below 3.0 (or a higher GPA set by the program). A graduate student receiving a grade of U or NC for the second time will also be placed on scholastic probation. A student can be on scholastic probation only once (see section on Enforced Withdrawal below).

Removal from Scholastic Probation.

A student must achieve a cumulative 3.0 GPA (or higher GPA if required by the program) within completion of the next nine (9) semester credit hours to be removed from scholastic probation if scholastic probation was due to an unsatisfactory GPA. The courses included in the nine (9) semester hours must be approved by the program faculty for degree-seeking students.

A student who received two or more grades of U or NC may be removed from scholastic probation after one year if the student achieves a cumulative 3.0 GPA (or higher GPA if required by the program) and subsequently receives grades of S or CR.

- A student will not be placed on scholastic probation in a graduating semester if the cumulative GPA is 3.0 or higher and there are no more than two Cs for courses on the degree plan.
- A student who is removed from scholastic probation is not eligible for placement on scholastic probation a second time.

Enforced Withdrawal

Enforced withdrawal is reflected on the student's academic record. A student who is or has ever been on scholastic probation will be placed on enforced withdrawal if:

- the student's GPA for any subsequent term falls below 3.0, or
- the student receives a third grade of U, NC, or NP, or
- other scholastic requirements are not met, or
- the student does not achieve the required cumulative GPA (3.0 or higher if required by the program) within completion of nine (9) semester hours, or
- the student is mathematically unable to achieve the required GPA within completion of 9 semester hours, or
- the student does not meet the specific program requirements as stated in their conditional enrollment agreement.

Reinstatement

A student on enforced withdrawal may not enroll in any graduate program for a minimum of 12 consecutive months. A student must reapply, meet current requirements for degree-seeking students, and be accepted by the University and the program to enroll for graduate studies following the period of enforced withdrawal. The application may be submitted prior to the requested enrollment date. Colleges or programs may develop additional procedures or requirements related to re-enrollment following enforced withdrawal. Some colleges or programs may not permit reinstatement from enforced withdrawal. Please see the appropriate college or section of the catalog for specific requirements. Students should be aware that enforced withdrawal does not alter the ten-year time period for completion of the degree.

Financial Aid

Application forms and detailed instructions on applying for financial aid are available through the Office of Student Financial Assistance at the following web address: <http://osfa.tamucc.edu>.

Scholarships

Eligibility

Current graduate students who want to apply for a graduate scholarship can apply via <http://scholarships.tamucc.edu/index.html>.

Eligibility requirements for receiving a scholarship include:

- being admitted to Texas A&M University-Corpus Christi.
- submitting a completed Graduate Scholarship Application.
- being a graduate degree or certificate-seeking student.
- being enrolled in at least six (6) graduate student credit hours during a regular semester or three (3) graduate student credit hours during the combined summer terms for summer scholarships. Please note: individual scholarships or colleges (i.e., the College of Science and Engineering, College of Graduate Studies) may require full-time enrollment (9 graduate SCH) during the regular semesters.
- having a 3.0 GPA minimum (graduate GPA for returning students or last 60 SCH for new students). Scholarships funds will normally be disbursed throughout the academic year. For example, a \$1,000 scholarship awarded for the academic year will be paid out as \$500 in the fall semester and \$500 in the spring semester.

Academic Resources

Dissertation/Thesis Formatting Workshop

We encourage all master's students who are or will be completing a thesis to attend a Dissertation/Thesis Formatting Workshop. These workshops are held every semester and provide information that will simplify the process of formatting and uploading the final document into ProQuest. We strongly urge attendance early in the writing process for your study. Workshops will be announced via the Graduate Education webpage <https://www.tamucc.edu/academics/graduate-education/index.php>

Topics include:

- Dissertation/thesis formatting
- Important Dates
- Forms
- The submission process
- Copyright information
- Formatting and templates

Center for Academic Student Achievement (CASA)

Writing Center

<http://casa.tamucc.edu>

361-825-5933

Mary and Jeff Bell Library

<http://rattler.tamucc.edu>

361-825-2643

Office of International Education

<https://www.tamucc.edu/academics/international-education/index.php>

[361-825-3346](https://www.tamucc.edu/academics/international-education/index.php)

Health and Wellness Resources

Recreational Sports

<http://recsports.tamucc.edu>

361-825-2454

Student Health Plan

<https://tamucc.myahpcare.com>

800-452-5772

University Counseling Center

<http://counseling.tamucc.edu>

361-825-2703

University Health Center

<http://healthcenter.tamucc.edu>

361/825-2601

Ask-a-Nurse Line: 361-825-5735

APPENDIX ONE: Progress Overview

Stages	Major Activities
Admitted to the Program ↓	<ul style="list-style-type: none"> • Meet with assigned faculty advisor • Develop initial unofficial degree plan • Recommend beginning with core courses
Degree Plan ↓	<ul style="list-style-type: none"> • Draft of degree plan must be filed with the College of Graduate Studies within the first 6 courses • Update degree plan with your advisor annually (minimum) • Cognate degree plan is 18 credits in EDLD • Specialization is 15 credits in an approved area
Research Courses ↓	<ul style="list-style-type: none"> • Recommended that after 3-5 courses, begin taking research courses in order as listed on the degree plan • Pair each research course with another course
During Last two Research Courses ↓	<ul style="list-style-type: none"> • Develop a draft of chapters 1-3 of the dissertation • Complete CITI certification • Become familiar with the forms and requirements from the College of Graduate Studies • Choose a dissertation chair
Dissertation Committee ↓	<ul style="list-style-type: none"> • Work with dissertation chair for selection of committee members • College of Graduate Studies will assign a Graduate Faculty Representative • Dissertation chair also will become your advisor for the remainder of the program
Comprehensive Exams ↓	<ul style="list-style-type: none"> • After completing core and research courses, schedule & take written comprehensive exam • Typically, offered spring & fall terms
Dissertation Proposal ↓	<ul style="list-style-type: none"> • Work with your dissertation chair to schedule dissertation proposal • Proposal is usually chapters 1-3 of your dissertation • Must register for dissertation in progress every term you are working on your dissertation • Eligible to propose when you have passed both written exam • Follow format & structure of the dissertation in accordance with the College of Graduate Studies' requirements
Data Collection ↓	<ul style="list-style-type: none"> • Data collection can begin only after you pass the proposal & be given approval by IRB (for human subjects' data collection) • Collection & analyze data • Write chapters 4 & 5 of the dissertation • Finalize chapters 1-3
Dissertation Defense ↓	<ul style="list-style-type: none"> • Final degree plan & file with the College of Graduate Studies • Work with your chair to schedule defense • Cannot propose & defend in the same term • After the defense, complete edits, submit dissertation according to the College of Graduate Studies requirements
Graduation	<ul style="list-style-type: none"> • Must apply and pay fees for graduation

APPENDIX TWO: Degree Plan Template

Ed.D. in Educational Leadership- Education Leadership Cognate (60 SCH minimum)
Texas A&M University - Corpus Christi - College of Graduate Studies

DEGREE PLAN

REQUIRED CORE COURSES: 18 Semester Credit Hours					
Course #		Title	Hrs	Grade	Sem ester
EDLD	6303	The Politics of Education	3		
EDLD	6311	Contemporary Theories of Educational Leadership	3		
EDLD	6312	Clinical Leadership Laboratory	3		
EDLD	6313	Policy Development and Decision-Making	3		
EDLD	6331	Educational Innovations	3		
EDLD	6342	Community Leadership Development	3		
EDUCATIONAL LEADERSHIP COGNATE AREA - 18 Semester Credit Hours					
You may choose from any Educational Leadership & Administration or combination of subject areas. Actual courses will depend on the subject area(s) you choose with your advisor, limited to approved CIP codes.					
Orange indicates CIP code approved subject areas--required for state compliance.					
			3		
			3		
			3		
			3		
			3		
			3		
ELECTIVE COURSES: 6 Semester Credit Hours					
Elective courses are to be taken in graduate coursework of your choosing. Actual courses will depend on the subject area(s) you choose with your advisor.					
			3		
			3		
RESEARCH TOOLS: 15 Semester Credit Hours					
Need to be taken in the order listed below.					
EDLD	6384	Qualitative Research Methods	3		
EDLD	6333	Applied Statistics 1	3		
EDLD	6392 or 6385	Applied Statistics 2 or Advanced Qualitative Research	3		
EDLD	6335	Quantitative Research Methods	3		
EDLD	6397	Dissertation Research	3		
DISSERTATION - 3 Semester Credit Hours (minimum)					
EDLD	6398	Dissertation in Progress	3		
EDLD	6398	Dissertation in Progress	3		

All courses on this degree plan must be approved by the advisor and completed in the 10 year period prior to graduation.

Ed.D. in Educational Leadership- Education Leadership Specialization (60 SCH minimum)
Texas A&M University - Corpus Christi - College of Graduate Studies

DEGREE PLAN

DEGREE PLAN					
REQUIRED CORE COURSES: 18 Semester Credit Hours					
Course #		Title	Hrs	Grade	Semester
EDLD	6303	The Politics of Education	3		
EDLD	6311	Contemporary Theories of Educational Leadership	3		
EDLD	6312	Clinical Leadership Laboratory	3		
EDLD	6313	Policy Development and Decision-Making	3		
EDLD	6331	Educational Innovations	3		
EDLD	6342	Community Leadership Development	3		
EDUCATION SPECIALIZATION AREA - 15 Semester Credit Hours					
The open specialization is limited to 15 credits in approved areas. Actual courses will depend on the subject area(s) you choose with your advisor.					
			3		
			3		
			3		
			3		
			3		
ELECTIVE COURSES: 9 Semester Credit Hours					
Elective courses <i>must</i> be taken in approved educational leadership course work. Actual courses will depend on the subject area(s) you choose with your advisor.					
***Orange indicates CIP code approved subject areas--required for state compliance.					
			3		
			3		
			3		
RESEARCH TOOLS: 15 Semester Credit Hours					
Need to be taken in the order listed below.					
EDLD	6384	Qualitative Research Methods	3		
EDLD	6333	Applied Statistics 1	3		
EDLD	6392 or 6385	Applied Statistics 2 or Advanced Qualitative Research	3		
EDLD	6335	Quantitative Research Methods	3		
EDLD	6397	Dissertation Research	3		
DISSERTATION - 3 Semester Credit Hours (minimum)					
EDLD	6398	Dissertation in Progress	3		
EDLD	6398	Dissertation in Progress	3		

All courses on this degree plan must be approved by the advisor and completed in the 10 year period prior to graduation.