EDUCATIONAL LEADERSHIP
DOCTORAL PROGRAM

Student Handbook
2011
DOCTOR OF EDUCATION IN EDUCATIONAL LEADERSHIP

The purpose of this handbook is to provide students with information concerning the nature and progression of the program. Changes to the handbook may occur at any time at the discretion of the program administration.

The degree program has been approved by the Texas Higher Education Coordinating Board as a joint offering by Texas A&M University - Corpus Christi (TAMUCC) and Texas A&M University - Kingsville (TAMUK).

The Doctor of Education Degree (Ed.D.) in Educational Leadership is a professional degree designed to prepare leaders throughout the state at all educational levels. Courses emphasizing leadership in the areas of educational theory, philosophy, and policy development, as well as courses in educational innovations, curriculum and instruction, school improvement, research, and statistics, are required in the program. Additional emphasis is given to advanced courses in an area of professional development chosen by the candidate.

The degree is designed primarily for persons who hold positions of leadership in educational institutions or who aspire to hold such positions. The expression "positions of leadership" is broadly construed to include teacher collegial leaders as well as individuals in administrative positions. Indeed, one of the assumptions underlying the program is that leadership in educational organizations should be broadly defined and distributed.

Program Features
The program features course work, seminars, a residency year, dissertation, and a cohort structure designed to promote peer support and interaction. The 69-hour program includes required core coursework while also allowing for a cognate or professional support field. The cognate includes 18 hours of courses with which students may pursue certifications or hours toward higher education teaching expertise. For example, students may concurrently acquire the principal and/or superintendent certification while in the doctoral program. Additionally, students may select two free elective courses to enhance their desired areas of professional knowledge.

**Program Outcomes**

The overarching goal of the program is for the student to develop a style of thinking, feeling, and behaving that centers on knowledge of professional literature, a respect for data of various kinds, careful, reflective, and constructive reasoning, effective leadership behavior, and an overall leadership vision. Our students exercise high levels of independent scholarship, remain current with issues of the field, and give a great deal of emphasis to educational leadership theory and research. The applications of theory and research experiences impact personal and organizational change to improve educational programs.
### Program Goals

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<thead>
<tr>
<th>TAMUK Imperatives</th>
<th>EDLD Program Goals and Objectives</th>
<th>PROGRAM SLOs</th>
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</table>
| **Imperative I.** Broaden the Base of Productive and Educated Citizens. | **Goal I.** Broaden the Base of Productive and Educated Citizens.  
**Objective 1.1:** Increase the number of students in the educational leadership program through a recruitment/advertising campaign.  
**Assessment Measure:** The Department will conduct a recruitment campaign at the state- and national-levels to increase enrollment in the program by 5%. |  |
**Objective 2.1 (Learning Outcome):** Maintain or increase the number of faculty/student research presentations/publications.  
**Assessment Measure:** The Department will maintain or increase the number of faculty/student research presentations/publications at local, state/regional, or national levels. | Maintain or increase the number of faculty/student research presentations/publications. |
| **Imperative III.** Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs. | **Goal III.** Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs.  
**Objective 3.1:** High quality academic program.  
3.1.a. Understand the foundations and sources of successful leadership practices, processes, and effects.  
3.1.b. Acquire knowledge and understanding of the most recent theory and research in education.  
3.1.c. Understand psychological and philosophical foundations of curriculum design.  
3.1.d. Appreciate the relationship between educational organizations and political and social environments in which they are embedded.  
3.1.e. Understand the unique challenges involved in leading and influencing professionals in organizations.  
3.1.f. Applying research experience and data analysis to solve school problems.  
3.1.g. Applying theory and research on personal and organizational change to improve educational programs.  
**Assessment Measure:** 100% of students will pass comprehensive exams.  
*Note: In the event that students do not pass*  
1. Students will compare leadership theories and critique their effectiveness.  
2. Students will differentiate educational philosophies and integrate ideas into a personal philosophy of education.  
3. Students will analyze and summarize educational data utilizing statistical software.  
4. Students will create research designs for educational problems.  
5. Students will formulate and |
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<tr>
<th>Imperative IV.</th>
<th>Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.</th>
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<tr>
<td><strong>Objective 4.1:</strong></td>
<td>Maintain the number of internal and external grant applications</td>
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<tr>
<td><strong>Assessment Measure:</strong></td>
<td>Maintain the number of grant applications by doctoral faculty.</td>
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<td><strong>Objective 4.2:</strong></td>
<td>Continue scholarly activity on the state level while increasing faculty productivity in scholarly activity on the national/international level.</td>
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<td><strong>Assessment Measure:</strong></td>
<td>While maintaining current scholarly activity at the state/ regional conferences, the program will increase its activity at the national/ international level with six presentations being made (i.e., an average of one per doctoral faculty member). Additionally, 75% of manuscript submissions will be to national/ international peer reviewed journals.</td>
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<th>Imperative V.</th>
<th>Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.</th>
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<tr>
<td><strong>Objective 5.1:</strong></td>
<td>Maintain a timely and informative departmental web page.</td>
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<td><strong>Assessment Measure:</strong></td>
<td>Web page will be maintained that contains timely information for current/potential students and the general public which includes, but is not limited to: current program news, program overviews, curricular information, faculty information, links to faculty homepages, student activities, and faculty/student accomplishments.</td>
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<td><strong>Objective 5.2:</strong></td>
<td>Maintain funding for faculty and staff travel and development.</td>
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<td><strong>Assessment Measure:</strong></td>
<td>The Department will continue to financially support (at least $2000/AY) faculty travel for (in priority order) presentation of original research (peer-review), professional learned society leadership, and professional development at the (in priority order) national/ international and state/regional levels.</td>
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PROGRAM DESCRIPTION

The character of doctoral work is different from that of other graduate programs. While it would not be accurate to say that there are no similarities between master's level work and that of doctoral programs, it is generally expected that students exercise more independent scholarship, concentrate on the cutting edge of knowledge, and give more emphasis to educational and leadership theory and research.

Course Work

The total program consists of a minimum of 69 semester hours beyond the master’s degree. Candidates enter as a cohort group and follow the program in a designated course sequence leading to the research component and the writing of a dissertation.

The EDLD degree plan is online: http://education.tamuk.edu/edld

Residency

The residency will be three consecutive semesters beginning with a full time course load in the summer term, followed by consecutive fall and spring semesters.

Full-Time Status

A full-time status course load is six semester credit hours during the fall and spring semesters and three (to six) semester credit hours during each of the summer sessions. For students at the dissertation stage, enrollment in the dissertation 6398 course shall constitute a full load.

Continuous Enrollment
A doctoral student who has not enrolled for an academic year must reapply for admission under current admission standards. Students who have completed EDLD 6397 Dissertation Research and desire to work on dissertation during the next summer (Semester 7) must enroll in EDLD 6398 Dissertation in Progress. Beginning the next fall semester (Semester 8) following completion of EDLD 6397: Dissertation Research, students are required to enroll in EDLD 6398 Dissertation in Progress and remain continuously enrolled until graduation. Continuous enrollment consists of fall, spring and summer semesters. This policy is effective with Cohort XVII. Beginning fall 2010 with Cohort XVII, enrollment in 6398 is required. A grade of IP will be recorded in EDLD 6398 pending successful defense of the dissertation. Upon successful completion of all requirements, the grade of IP will be converted to a letter grade.

**Course Longevity**

A student must complete all requirements for the doctoral degree, including the dissertation, within *seven consecutive years* of initial registration for that degree. All post-master, doctoral course work (including the dissertation) must be satisfactorily completed by the doctoral student in a maximum of 99 semester credit hours. If the Graduate Dean approves in writing that a student may proceed beyond the 99 credit hour limit, the student will be assessed out-of-state tuition.
Credit for Cognate Area and Electives

Courses for credit toward the 18 hour cognate area or 6 hour free elective requirement for the program must not have been credited toward any other graduate-level degree. In addition, course work for cognate and elective credits must be current and shall not be older than seven (7) years at the date of graduation. A maximum of 15 hours may be transferred in from another institution and counted toward the free elective or cognate area component of the program. All transfer courses must be 5,000 or 6,000-level courses and must be approved by the student’s doctoral faculty Chair. Only courses with grades of B or better are considered for transfer credit.

Program Core Course Descriptions:

EDLD 6301. Philosophy of Education. 
Ontological, epistemological, and axiological perspectives on various philosophical schools of thought related to education.

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

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

This course examines multicultural relations in American society and explores solutions to critical problems confronting educational systems in the 21st century.

EDLD 6322. Analysis of Learning Environments.  
Analysis of the school and classroom social system; examination of social, cultural, sociological and psychological variables that influence school learning.

An analysis of theoretical structures underlying curriculum development; implementation and evaluation.

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 6333. Statistical Reasoning.  
Introduction to statistics for educational leaders. Topics include descriptive and inferential statistics: frequency distributions, central tendency, variability, the normal curve, z-scores, percentile ranks, hypothesis testing, t tests, ANOVA procedures, bivariate correlation, bivariate regression, and effect size indices. The course also includes hands-on microcomputer experiences in the use of the Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered.

EDLD 6334. Qualitative Research Methods.  
The course is an experimentally based study of qualitative research philosophy, nature, purposes, design, and practice. Additionally, the course will elaborate as well as expand knowledge of the methods and various approaches to social science and educational research diversely known as ethnographic, participant observation, qualitative, case study, naturalistic, or interpretive.

EDLD 6335. Quantitative Research in Educational Leadership.  
The course involves exploration and application of current research in educational leadership and curriculum. Topics covered include quantitative methods of educational research. Prerequisites: EDLD 6334, EDLD 6392.
EDLD 6392. Advanced Topics in Statistical Reasoning.
Topics covered will be parametric and non-parametric procedures, prediction and association methods, and test construction and scaling. The course includes hands-on microcomputer experience in the use of the Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered. Prerequisite: EDLD 6333.

EDLD 6397. Dissertation Research.
Principles of research design as they apply to both descriptive and experimental studies in educational leadership. Prerequisite: EDLD 6335.

EDLD 6398. Dissertation in Progress.
Completion of an approved field study under the supervision of a dissertation chair.

Additional Course Descriptions:

EDLD 6302. Research Seminar.
Current issues in educational leadership research; national, state, and regional perspectives examined.

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.

EDLD 6321. Instructional Theory.
Theoretical basis for understanding instructional models and processes; research relevant to factors influencing instructional effectiveness and the interaction among instructional and learning variables.

6323. Advanced Topics in Educational Leadership.
Selected topics in an identified area of educational leadership; advanced investigations of selected topics and problems dealing with curriculum, theory, legal issues, program design, and experimental formulations. May be repeated for credit when topics vary.

EDLD 6325. Student Personnel Services in Higher Education.
This course provides an overview of the conceptual and operational aspects that impact the student personnel programs of higher education institutions in the United States. The course is designed to prepare individuals for leadership positions in the field. An overview of content areas of personnel services offered in colleges and universities. Legal, ethical, and professional identity issues are also examined.
EDLD 6326. Curriculum/Program Planning and Evaluation in Higher Education
This course provides an overview of the conceptual and operational aspects that impact curriculum and instruction in higher education institutions in the United States. Emphasis is on strategies for anticipating future societal needs and developing higher educational curriculum to meet those needs. The course is designed to prepare individuals for teaching and leadership positions in higher education and education related fields.

EDLD 6327. Higher Education Administration.
This course provides an overview of various elements in higher education administration, including an understanding of the role of boards of trustees, presidents, faculty, unions, students, state and federal governments, coordinating boards, and accreditation agencies. Focus is on attributes of successful contemporary leadership in higher education.

EDLD 6328. Strategic Enrollment Leadership.
This course focuses on strategic enrollment management, an approach to improved relationships within an institution. It provides a review of principles and practices for leading recruitment, enrollment management and leadership within community colleges, 4-year colleges and universities. Specific attention is given to effective enrollment management and leadership, recruitment, retention, institutional advancement, student service, and targeted communication.

EDCG 6301. Emotional Intelligence: An Integrated Model for Counseling and Educational Leadership.
A new approach for counseling and educational leadership using an education-based model of emotional intelligence. An integrated program model to build and foster positive human development and leadership by identifying, understanding, learning, and applying the key skills and competencies of emotional intelligence, constructive thinking, and hemispheric functions of the brain. A practical and research-based model of human emotional behavior that advanced students in counseling and educational leadership can apply to meet new expectations and needs of a changing society and educational systems.

SOCI 6302. Community Development.
Ethical perspectives on community development; processes by which groups within a community work together to fulfill community needs through inter-institutional cooperation; establishing cross-institutional linkages; public and private resources for community development; structures and processes of inter-institutional cooperation; examples of existing and needed structures and processes in the South Texas region.

SOCI 6303. Regional Analysis.
Sources of data for defining social, economic, demographic, educational and cultural characteristics of a region; modes of data analysis for ascertaining regional resources and problems; review and analysis of data relative to the South Texas region.
EDLD COURSE SEQUENCE

Year One

~Semester One (Summer I and II)
EDLD 6312 (L) Clinical Leadership Laboratory
EDLD 6301 (P) Philosophy of Education
EDLD 6311 (L) Contemporary Theories of Ed Leadership

~Semester Two (Fall)
EDLD 6333 (S) Statistical Reasoning
EDLD 6324 (P) Curriculum Theory

~Semester Three (Spring)
EDLD 6392 (S) Advanced Topics in Statistical Reasoning
EDLD 6334 (R) Qualitative Research Methods

Year Two

~Semester Four (Summer I and II)
EDLD 6303 (L) The Politics of Education
EDLD 6322 (L) Analysis of Learning Environments

~Semester Five (Fall)
EDLD 6313 (I) Policy Development and Decision Making
EDLD 6335 (R) Practicum in Research Ed Leadership

~Semester Six (Spring)
EDLD 6331 (I) Educational Innovations
EDLD 6397 (R) Dissertation Research

Year Three

~Semester Seven (Summer I and II)
EDLD 6398 Dissertation in Progress (Students who have completed EDLD 6397 Dissertation Research and desire to work on dissertation must enroll in EDLD 6398 Dissertation in Progress.)
EDLD 6315 (L) Multicultural Analysis: Concepts for Ed Leaders
EDLD 6314 (optional capstone course)

~Semester Eight (Fall)
EDLD 6398 Dissertation in Progress
Comprehensive Final Exams

~Semester Nine (Spring)
EDLD 6398 Dissertation in Progress

* Comp Exam

Key to ID Comprehensive Exam Area Associated with Courses:
(S) = Statistics
(R) = Educational Research
(P) = History and Philosophy of Education
(L) = Leadership Theory & Organizational Development
(I) = Educational Policy and Innovations
EDLD PROGRAM SUPPORT

The Cohort Group

Students in the Educational Leadership program are admitted as members of a cohort group. The intent of the cohort group feature is to provide social support, to foster communication, to furnish peer critique and feedback, to encourage learning from associates, and to develop a network to sustain and support students throughout their doctoral work and professional careers.

Mentors and Advisors

During the first two semesters, each student will be paired with a faculty mentor assigned by the program administrator. The mentor will serve as program advisor to the student and may assist the student in composing a personal/leadership skill development plan following the student's experience in the Clinical Leadership Lab (EDLD 6312) course. A dissertation Chair will be selected by students and/or assigned by the program administrator during year two of the program for assistance in the development of the dissertation. The Chair should have expertise in the area of the dissertation topic selected by the student. Students should refer to the Dissertation Guidelines for information on when/how to select a dissertation committee as well as other dissertation information.

Dissertation Committees

The functions of dissertation committees are to approve the student’s research proposal, give direction to the development of the dissertation, conduct the dissertation defense, and determine when the dissertation has been successfully defended. Committee
decisions shall be by a majority of its members. Dissertation committees shall consist of three, four, or more graduate faculty members, one of which will be the dissertation Chair. Members of the dissertation committee must hold graduate faculty status at the time they become members to serve on the dissertation committees or to chair the dissertation. A current list of graduate and doctoral faculty can be found at http://education.tamuk.edu/edld/. Because of special expertise, an additional member may be added to the dissertation committee. To be eligible to serve as an additional member, this person must meet the requirements of graduate faculty membership and be approved by the College of Graduate Studies. Graduate Council Representatives are appointed to be present at the defenses (e.g. the Graduate Dean’s representative). The representative is a non-voting, non-participating member.

Dissertation committee meetings are initiated by the student’s dissertation Chair. Dissertation committees review and approve the student’s research proposal, give direction to the development of the dissertation, conduct the dissertation examination, and determine when the dissertation has been successfully defended. A quorum is required for a meeting of the dissertation committee, but absent members may vote by proxy. Committee decisions shall be by a majority of its members. 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.

Library Resources
The resources of the library at TAMUK in fields relevant to this program are made available to students in the program. The library holds a complete file of ERIC (the Education Resources Information Center) materials: this includes both Resources in Education and Current Index to Journals in Education. Students also have access to the on-line resources which locates references and summaries or articles in a variety of electronic and other databases.

The TAMUK library is a depository for both federal and state documents. The Jernigan library takes all state documents offered. In addition, almost all documents generated by the U.S. Department of Education, the National Center for Educational Statistics, and the National Institute of Education are available. Media material collections are provided. Faculty and students in the educational leadership doctoral program at TAMUK have reciprocal borrowing/use privileges at institutions of higher education in Texas through TexShare.
EDLD PROGRAM ASSESSMENTS

Course Assessments

Each course has student learning outcomes and assessments of those outcomes.

Fifteen-Hour Review

Upon completion of the first fifteen credit hours, all doctoral student progress will be reviewed by the faculty program committee and program administration to determine future status of each student in the program. The fifteen-hour review will include an assessment of academic achievement, attendance, ability to collaborate with faculty and other cohort members and other pertinent evaluation information. Students not passing the review will be informed of their status during the spring semester.

Comprehensive Examinations

Comprehensive examinations are administered to ascertain whether the student is sufficiently prepared in professional knowledge, inquiry, and mastery of personal leadership skills to become a candidate for the doctorate. Comprehensive examinations will be scheduled and administered to students after they have completed all core course work in the program, excluding EDLD 6398. There are two phases in the comprehensive examinations: written and oral. To be admitted to candidacy the student must pass both phases, as described below. No requests for waiver of candidacy examinations will be considered. The comprehensive examination committee for each student will consist of doctoral faculty from the department.

Written Phase of the Comprehensive Examinations
The written phase of the examinations consists of essay questions submitted by faculty members and generally covers Leadership Theories, Organizational Change, Philosophy of Education, Social and Political Contexts of Education, and Research Statistics and Methodologies.

The examination will be administered once each year over a three-day period with no more than two areas being addressed each day. Comps are normally scheduled for the fall semester. Responses are identified by code, and examinations are graded blindly. Papers received from students are marked by the faculty member submitting the question as “Pass” or “Fail.” To proceed to the oral examination phase, a student must pass all five areas. Failing grades may be accompanied by recommendations for additional course work, outside reading, or field experience prior to retaking the examination.

**Oral Phase of the Comprehensive Examinations**

The oral phase of the examination assesses the student's ability to articulate ideas, engage in professional dialogue, demonstrate personal leadership skills and apply relevant scientific knowledge to problems of practice. Faculty may also pose questions related to the student's responses on the written phase of the examination and/or student’s dissertation research. Oral examinations will occur during the semester of written exams. This policy is effective with Cohort XVIII.

**Retaking Comprehensive Examinations**

In the event of failure in either the oral examination or any part of the written examination, the faculty may require a professional growth plan, which may include additional course work, a research paper, additional face to face meetings with faculty, or
other plans to remediate area(s) of concern before repeating the examination. The student may retake a written or oral examination, totally or in part, only one time.

The Dissertation

The following information relates to the doctoral dissertation. Students should refer to the Dissertation Guidelines Document (http://education.tamuk.edu/edld/ and http://www.tamuk.edu/grad/images/pdfforms/thesis_manual.pdf). In preparing a dissertation, the doctoral candidate demonstrates the ability to conceptualize a problem, think it through logically, and conduct systematic inquiry towards its solution. The dissertation is considered the capstone of the program. The student demonstrates not only understanding of program content, but also the capacity to use what has been learned either to discover new knowledge or to address a problem of practice in the field. While successful completion of the dissertation is the final requirement for the degree, the student is encouraged to begin early in the program to reflect on possible research topics for investigation and then to select one among those topics to pursue in a dissertation and develop competency in the methods appropriate to the problem.

Dissertation Proposal

The basic structure of the dissertation proposal should be developed while the student is enrolled in EDLD 6397 Dissertation Research. One of the requirements of that course is to write the drafts of the first three chapters of the dissertation (introduction, theory/literature review, and description of the methodology). This work should form the foundation for further development of the proposal under the direction of the dissertation Chair.
**Human Subject Clearance (IRB Application)**

Students must abide with each university’s requirements with respect to the treatment of human subjects. Forms for submission to the Institutional Review Board may be obtained here: [http://www.osr.tamuk.edu/ORSPNEWWEBSITE/HTML/forms.htm](http://www.osr.tamuk.edu/ORSPNEWWEBSITE/HTML/forms.htm). A signed clearance from the IRB must be in the student’s file before data collection begins.

**Oral Dissertation Defense**

The student’s work culminates with the oral defense of the dissertation. In the defense, the student responds to examiners’ questions concerning the soundness of the study and the significance of the findings. The time and place of the defense must be announced two weeks in advance. A bound copy of the dissertation in final form must be provided to committee members two weeks prior to the oral defense. The Chair will ask the student to present a brief summary of the dissertation and then the student will entertain questions from committee members. When all questions are exhausted, all except the committee leave the room while the committee debates the outcome. The vote shall be either “Pass” or “Not Pass.” A vote of “Pass” may be conditional on changes required by the committee. If the student fails the first defense, he/she will be allowed one more opportunity. The Chair files the necessary forms. A quorum of three is required for a meeting of the dissertation committee. A vote of “Pass” or “Not Pass” may be sent in absentia.
EDLD PROGRAM POLICY

In addition to the policies regarding course longevity, residency, and continuous enrollment, the following policies apply to all students.

Attendance

A vital part of each student’s education is regular attendance at all class meetings. Every faculty member will keep a current attendance record on all students. Frequent absences tend to lower the quality of a student’s work in a course, and frequent or persistent absences may preclude a passing grade or cause a student to be dropped from one or more courses upon the request of a faculty member.

The administration of the Educational Leadership Doctoral Program defines certain types of absences as "official" or "excused" absences. These are absences due to confining illness, serious illness or death in the family, and participation in an officially approved class activity. Students wishing to be excused for any other reason must obtain the approval of each instructor concerned. These should be kept to a minimum.

A student will not be penalized for official or excused absences provided the work missed is made up in a manner satisfactory to the faculty member. If a student is absent for any other reason, each faculty member concerned will determine whether or not the student will be permitted to make up the written work missed during the absence.

Students who persist in being absent from class without providing satisfactory explanation to their instructors may be dropped from the course regardless of whether or not they are passing.
Grades

A grade point average of 3.00 or better must be earned on all graduate work completed at this university. If a course is retaken, the last grade will be counted toward graduation and computation of the overall grade point average.

Scholastic Probation

A doctoral student is placed on scholastic probation, if, at the end of either the long semester or the second summer session, the cumulative grade point average of the student falls below 3.0. If the probationary status is not removed during the next semester for which the student enrolls, the student will be dropped from the program.

Appeals

Appeals for program decisions or coursework related problems will be accepted in writing and reviewed by a sub-committee appointed by the Director of the Educational Leadership Doctoral Program. The committee shall consist of three members from the Program faculty, the Program Director, and the Department Chair. All students are expected to follow and respect the due process chain of command. All appeal procedures shall follow the policy, procedures, and rules of the respective campus and the Texas A&M System.

Academic Misconduct

EDLD STUDENT RESOURCES

The student handbooks, faculty handbooks, as well as the policies and procedures of TAMUK are available for your review at the following web addresses:

http://www.tamuk.edu/
http://www.tamuk.edu/campusdirectory/

Library Resources

http://lib.tamuk.edu/


Educational Leadership Doctoral Program Site

http://education.tamuk.edu/EDLD/

Colleges of Graduate Studies

http://www.tamuk.edu/grad/


Research Sites

Research-Related Links http://education.tamuk.edu/research/Research.htm

APA Style Links: http://education.tamuk.edu/policy/apalinks.htm