EDUCATIONAL LEADERSHIP
DOCTORAL PROGRAM

Student Handbook 2025

The program reserves the right to change or alter any statement herein without prior notice.
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DOCTOR OF EDUCATIONAL 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 program administration. This handbook reflects several policies that directly impact students enrolled in the doctoral program. As a general rule, these policies will be uniformly applied. However, the faculty recognize that circumstances may arise that necessitate an exception. In such cases, the core faculty reserves the right to review the matter and make a final decision.

The Doctor of Education Degree (Ed.D.) in Educational Leadership is a professional degree designed to prepare leaders at all educational levels. The online degree program has been approved by the Texas Higher Education Coordinating Board.

Courses emphasizing leadership in the areas of educational theory, philosophy, and policy development, as well as courses in educational innovations, curriculum and instruction, research and statistics are required in the program. Additional emphasis is given to advanced courses in an area that supports their professional goals chosen by the candidate.

The degree is designed primarily for individuals who hold positions of leadership in educational institutions or who aspire to hold such 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 coursework, seminars, a residency year (consecutive terms of enrollment), dissertation, and a cohort structure designed to promote peer support and interaction. The 60-hour program includes required core coursework while also allowing for a cognate in a professional support field. The cognate (specialization) includes 18 hours of courses in an area of focus that is approved by the student's advisor and has a clear connection to leadership.

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

TAMU-K Imperatives	EDLD Program Goals and Objectives	Program SLOs
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 continue a recruitment campaign at the state- and national-levels to increase enrollment in the program by 5%.	
Imperative II Enhance Student Learning Through Civic, Professional, and Research Engagement.	**Goal II.** Enhance Student Learning Through Civic, Professional, and Research Engagement. **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. a. Understand the foundations and sources of successful leadership practices, processes, and effects. b. Acquire knowledge and understanding of the most recent theory and research in education. c. Understand psychological and philosophical foundations of curriculum design. d. Appreciate the relationship between educational organizations and political and social environments in which they are embedded.	Students will compare leadership theories and critique their effectiveness. Students will differentiate educational philosophies and integrate ideas into a personal philosophy of education. Students will analyze and summarize educational data utilizing statistical software. Students will create research designs for educational problems.

	e. Understand the unique challenges involved in leading and influencing professionals in organizations. f. Applying research experience and data analysis to solve school problems. 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 any section of the comprehensive exam, an individual growth plan will be developed for that student. Written exams may be re-taken one time.*	Students will formulate and evaluate educational innovations.
Imperative IV. Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.	**Goal IV.** Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized. **Objective 4.1:** Maintain the number of internal and external grant applications **Assessment Measure:** Maintain the number of grant applications by doctoral faculty. **Objective 4.2:** Continue scholarly activity on the state level while increasing faculty productivity in scholarly activity on the national/international level. **Assessment Measure:** 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.	

Imperative V. Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.	**Goal V.** Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued. **Objective 5.1:** Maintain a timely and informative departmental web page. **Assessment Measure:** 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. **Objective 5.2:** Maintain funding for faculty and staff travel and development. **Assessment Measure:** The Program will continue to encourage the Department to 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.	

PROGRAM DESCRIPTION

The character of doctoral work is different from that of other graduate programs. While there are some similarities between master's level work and that of doctoral programs, doctoral students are expected to exercise more independent scholarship, concentrate on the cutting edge of knowledge, and give more emphasis to educational and leadership theory and research.

Coursework

The total program consists of 60 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.

Residency

The residency consists of 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 graduate student is one registered for 9 semester credit hours in a fall or spring semester, 3 hours in each summer term or 6 semester credit hours during a ten- week summer semester. No graduate student may enroll in more than 15 hours (five academic courses) during the fall or spring semester or 6 hours (two academic courses) each summer term. A graduate student taking 9 hours of course work during long semesters will be classified as a full-time student. If you are on financial aid and have finished all required coursework and are only registered for three credits of dissertation (EDLD 6306), then we advise you to talk to the financial aid office for implications.

Further registration in a section in which a student receives a U grade will not qualify the student to be classified as full time and will be counted only as a 3-credit load. A student may maintain full time status in this case by registering for other graduate courses as needed. Students should access course syllabi via Blue and Gold prior to the beginning of each semester to ensure that necessary textbooks are in student possession the first day of online class meetings.

Continuous Enrollment

As per the graduate catalog, students must be continuously registered for EDLD 6306 until final graduate requirements are completed. Students must be continuously enrolled for EDLD 6306 until final graduate requirements are completed. Continuous enrollment consists of fall, spring and summer semesters. Failure to comply with this policy will result in a registration hold. To remove the registration hold, the student must submit an appeal and statement of commitment to administrators of the doctoral program. Eligibility to register again is permitted only after granted by the program coordinator. A doctoral student who has not enrolled for one academic year will be additionally required to reapply for admission to the university under current admission standards. Students enrolled in EDLD 6306 are responsible for establishing and maintaining ongoing communication with the instructor and must show substantial progress on the dissertation project (i.e., one updated working draft per term). If satisfactory progress is made, the student will earn a grade of S at the end of the term. However, if no progress is made, the student will earn a grade of U at the end of the term. After two (2) U grades in EDLD 6306, the student will be administratively dropped from the program. To regain eligibility for continuance in the doctoral program, the student will be required to submit the following to the dissertation advisor and administrators of the doctoral program:

- Evidence of progress made on the dissertation research (i.e. a significantly updated working draft)
- A statement of commitment to complete the dissertation study and comply with the continuous enrollment policy

The instructor will assign a letter grade (A, B, C, D, or F) for EDLD 6306 when the student completes the dissertation proposal and again upon a successful dissertation final defense on or before the published deadlines established by Graduate Studies. *Program faculty reserves the right to use reasonable discretion in the enforcement of policies.*

Course Longevity

A student must complete all requirements for the doctoral degree, including the dissertation, within *ten 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. Upon approval by the Graduate Dean, a student may proceed beyond the 99-credit hour limit and assessed out-of-state tuition rates.

EDLD COURSE SEQUENCE

The course sequence shown below is carefully designed to facilitate progression toward dissertation research while also providing the necessary foundational competencies to achieve program goals. Doctoral core classes must be taken in the order shown below, with the assigned cohort, and consecutively to align with residency requirements of the doctoral program.

Core: 42 Semester Credit Hours		
Year One		
Summer	EDLD 6301. Philosophy of Education EDLD 6311. Contemporary Theories of Educational Leadership EDLD 6334. Qualitative Research Methods	9 SCH
Fall	EDLD 6324. Curriculum Theory EDLD 6333. Statistical Reasoning	6 SCH
Spring	EDLD 6331. Educational Innovations EDLD 6345: Advanced Qualitative Research --OR-- EDLD 6392. Advanced Statistical Reasoning	6 SCH
Year Two		
Summer	EDLD 6303. The Politics of Education EDLD 6315. Multicultural Analysis: Concepts for Educational Leaders	6 SCH
Fall	EDLD 6313. Policy Development and Decision-Making EDLD 6335. Research in Educational Leadership	6 SCH
Spring	EDLD 6397. Dissertation Research	3 SCH
Year Three		
Summer and Fall *(additional terms as needed)*	EDLD 6306. Proposal/Dissertation Research *(16-week course, repeated while dissertation in progress until completion)*	3 SCH
Cognate: 18 Semester Credits Hours (see page 12)		
TOTAL: 60 Semester Credit Hours		

Program Core Course Descriptions

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

<u>EDLD 6303. The Politics of Education</u>- 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.

<u>EDLD 6306. Proposal/Dissertation Research</u>- Students are allowed no more than 6 hours of course credits to complete the dissertation proposal and the final dissertation. Additional enrollment for dissertation proposal and dissertation research beyond an approved proposal are in EDLD 6306.

<u>EDLD 6311. Contemporary Theories of Educational Leadership</u>- 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; assessment of personal leadership skills.

<u>EDLD 6313. Policy Development and Decision-Making</u>- Study of policy conceptualization; development and implementation integrated with decision-making processes; ethical and moral responsibility of educational leadership.

<u>EDLD 6315. Multicultural Analysis: Concepts for Educational Leaders</u>- This course examines multicultural relations in American society and explores solutions to critical problems confronting educational systems in the 21st century.

<u>EDLD 6324. Curriculum Theory</u>- An analysis of theoretical structures underlying curriculum development; implementation and evaluation.

<u>EDLD 6331. Educational Innovations</u>- 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.

<u>EDLD 6333. Statistical Reasoning</u>- 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.

<u>EDLD 6334. Qualitative Research Method</u>- 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. Research in Educational Leadership- Designed to extend the student's knowledge of and expertise in areas of qualitative and quantitative research, use of electronic resources, styles and format of writing research. Prerequisite: admission to the doctoral program in Educational Leadership.

EDLD 6345: Advanced Qualitative Research- An advanced level understanding of the process and method of data collection and the various methods of data analysis strategies in qualitative research as well as a deeper grasp of the description, analysis, and interpretation of qualitative research.

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.

COGNATES

The cognate is 18 credit hours of specialization in a selected field. Candidates may choose a cognate in an area that supports their professional goals. Examples of cognates are listed below. Other areas may be approved in consultation with program administrators upon admission to the doctoral program.

Superintendent	Principalship	Higher Education Administration and Leadership	Adult and Higher Education	Instructional Technology	Science, Technology, Engineering, and Mathematics (STEM)
EDAD 5352 EDAD 5351 OR EDAD 5381 EDAD 5384 EDAD 5313 EDAD 5385 EDAD 6323	EDAD 5301 EDAD 5345 EDAD 5383 EDAD 5344 EDAD 5343 EDLD 6323	HEAL 6325 HEAL 6326 HEAL 6327 HEAL 6328 HEAL 6336 HEAL 6338	Students may select from any courses in the ADHE program.	Students may select six EDIT courses.	(students will choose six of the following seven classes) STEM 6310 STEM 6312 STEM 6314 STEM 6316 STEM 6318 STEM 6320 STEM 6322

Transferred Credits

A maximum of 18 hours may be transferred in from another accredited institution and counted toward the doctoral degree plan. Exceptions may be made for additional hours in limited cases. Additionally, all transfer courses must be 5,000 or 6,000-level courses and must be approved by the student's doctoral faculty chair and the program coordinator. Only courses with grades of B (3.0) or better are considered for transfer credit.

Credit for Cognate Areas and Electives

Courses for credit toward the 18-hour cognate area for the program must *not* have been credited toward any other graduate-level degree. In addition, course work for the cognate must be current and shall *not be older than ten (10) years at the date of graduation*.

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

Each student will be connected with an advisor in the selected cognate area. Doctoral core advising is done by cohort with Program Coordinator serving as the primary point of contact.

Selection of Dissertation

A dissertation chair who is a faculty member in the Educational Leadership doctoral program will be selected by students and/or assigned by the program faculty during year two of the program for assistance in the development of the dissertation. Students should refer to the *Dissertation Guidelines* for information on when/how to select a dissertation committee as well as other dissertation information.

Core Faculty

1. Dr. Kelly Hall, *Associate Professor,* Department Chair
2. Dr. Linda Challoo, *Professor*, STEM Program Coordinator
3. Dr. Daniella G. Varela, *Assistant Professor*, Doctoral Program Coordinator
4. Dr. Jeff Chernosky, *Assistant Professor*, Instructional Technology Program Coordinator; Educational Administration Program Coordinator
5. Dr. Lori Kupczynski, *Professor*, Higher Education Administration and Leadership Coordinator; Adult and Higher Education Program Co-Coordinator
6. Dr. Elvira Allison, *Professor*
7. Dr. Angela Gibson, *Lecturer,* Adult and Higher Education Program Co-Coordinator

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. In the event of conflict, the final decision rests with the Chair. Dissertation committees shall consist of three, four, or more graduate faculty members, one of which will be the dissertation Chair. The dissertation Chair will be a member of the faculty of the Educational Leadership doctoral program. At least one member of the committee must be a member of the core faculty of the Educational Leadership doctoral program. Members of the dissertation committee must hold graduate faculty status at the time they become members to serve on the dissertation committees. 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 selected by the student in consultation with the dissertation chair, and must present at the proposal and defense (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. The dissertation chair has final approval on what is reasonable and appropriate.

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

All courses with a grade of B or lower must be repeated.

Nine-Hour Review

Upon completion of the first nine credit hours in the doctoral core taken at Texas A&M University- Kingsville, program faculty and program administration will review individual student performance to determine eligibility for continuance. Students are expected to keep a 3.50 GPA during the first nine hours of core classes in the doctoral sequence. In addition, the nine-hour review will include an assessment of academic achievement, attendance, ability to

collaborate with faculty and other cohort members and other pertinent evaluation information including but not limited to ethical conduct, leadership and adherence of program policies. Students who do not meet one or more of the standards listed above at the nine-hour review may be placed on program probation the following semester. Terms of the probationary status will be provided in writing to the student and will require improvement by the end of the following semester or the student may be dropped from the program.

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 6306. 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 and Organizational Change, Philosophy of Education, Social and Political Contexts of Education, and Research, Statistics, and Methodologies. The examination will be administered following completion of all core coursework each year. 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 areas of the written exam. 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.

Retaking Compressive 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, the following year and only one time.

THE DISSERTATION

The following information relates to the doctoral dissertation. Students should refer to *https://www.tamuk.edu/grad/current_students/forms_resources.html* for guidance. 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)

Texas A&M University-Kingsville facilitates the Research Administration process via Cayuse. A signed clearance from the Institutional Review Board (IRB) must be in the student's file before data collection begins. Forms and guidance for the IRB process are available at https://www.tamuk.edu/osr/Research-Compliance/index.html

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 ten days in advance. A copy of the dissertation in final form must be provided to committee members ten days 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 exit the meeting 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 POLICIES

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

Active Engagement and Attendance Policy for Online Synchronous Classes

Active presence and meaningful participation in all online synchronous class meetings are essential components of the learning experience. Students are expected to log in on time and be fully present, engaged, and contributing throughout each session. This means being attentive, participating in discussions, collaborating with peers, and staying focused on the class material. To support full engagement in class, students should arrange their personal and professional commitments so they can be consistently focused and present for the entire duration of each session.

Faculty will maintain accurate attendance records for all students. If absence is anticipated, whether partially or entirely, the student is still accountable for all academic content, discussions, and assignments covered during that time. In the event of an absence, it is the student's responsibility to contact the instructor and make appropriate preparations to rejoin class fully prepared. Please be aware that instructors reserve the right to deduct one full letter grade from the final course grade for each class session or portion of a session missed.

Grades

Students are expected to maintain a 3.50 GPA during the first fifteen hours. 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.

Appeals

Appeals for program decisions or coursework related problems will be accepted in writing and reviewed by a sub-committee appointed by the Coordinator of the Educational Leadership Doctoral Program. The committee shall consist of three members from the Program faculty, the Program Coordinator, 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 University System. The instructor of the class is the primary authority with respect to the assessment of a student's academic performance and final grade in that course. All practices and procedures that are used to determine a student's final grade should be communicated to the student in the course syllabus. An appeal of a final grade must be filed within 180 calendar days of the last day of the semester or summer session in which the disputed grade was earned. The student has the burden of proof and must provide documentation and evidence to support the allegation.

Dissertation and Proposal Submission to Faculty for Reading

When submitting a draft of a proposal or dissertation to a faculty member, expect at least one-week turnaround time for response. When submitting a substantial amount of work, such as one or more chapters, expect a two-week turnaround time for a response.

Scheduling Proposal and Dissertation Defenses

EDLD 6306 Proposal and Dissertation Research is the class for preparing and defending the proposal and final dissertation. Successful passage of comprehensive exams is required before a final dissertation defense can be scheduled. The dissertation defense must be scheduled prior to the dissertation submission deadlines established by Graduate Studies. Dissertation proposals and defenses may be canceled if a copy of the draft is not provided by the student to the committee ten days before the scheduled committee convening. A dissertation proposal and final dissertation defense may not be scheduled in the same semester.

Graduation Dates

Often students have a particular date in mind in which they expect to graduate. Because the dissertation writing process is long, faculty need time to read, and dissertations often have to be revised a number of times, it is difficult to pinpoint a certain semester for graduation. Students are responsible for the deadlines for the application for graduation. Students are not eligible to apply for graduation until they have successfully proposed.

Professionalism When Communicating with Faculty

When communicating with faculty through email, text, or phone, you are expected to demonstrate professionalism and courtesy expected of educational leaders. Per university policy, students are required to set up their TAMUK email and utilize that email for official university correspondence. Note that faculty and staff are required to communicate via email with students only through TAMUK email addresses, and all University communication and communication through Blackboard automatically sends to the TAMUK student email addresses as well.

Academic Misconduct

Students are responsible for adhering to the TAMUK policy on Academic Misconduct and Plagiarism. The TAMUK student handbook can be found on the following site: http://www.tamuk.edu/dean/

Graduate Studies

Doctoral candidates are responsible for monitoring and meeting deadlines set by Graduate Studies. http://www.tamuk.edu/grad/