STUDENT HANDBOOK

Master of Science in
Higher Education Administration
(Online)

Department of Educational Leadership
Texas A & M University-Corpus Christi
6300 Ocean Drive
Corpus Christi, Texas 78412

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Table of Contents

Introduction

This handbook is designed to provide prospective and current students with information related to the Master of Science in Higher Education Administration graduate program offered in the Department of Educational Leadership (EDLD) at Texas A&M University-Corpus Christi (TAMU-CC). The handbook addresses all policies, procedures, requirements, duties, and expectations set forth by the Department of EDLD as related to graduate study. Students admitted into any of the Department of EDLD programs are provided a copy of the handbook when they begin their program at the new student orientation session. A digital copy is available for download on the Department of Educational Leadership website at: https://www.tamucc.edu/education/departments/edld/

Within this handbook, you will find information related to:
- Program Overview & Requirements
- Faculty Research Interests and Contact Information
- Course Sequencing and Offerings
- Portfolio Requirements
- Practicum Requirements
- Pertinent Department, College of Graduate Studies, and University Policies

At times, policy updates, curricular revisions, or accreditation changes may necessitate the Department of EDLD faculty making updates to this student handbook. In such situations, all students will be informed of the changes and provided a copy of the new handbook. Unless otherwise noted, changes made to this handbook will be made effective immediately.

Students are responsible for reading and becoming familiar with the information contained in this handbook. Students must confirm acceptance of the duties, expectations, and responsibilities outlined in this handbook.

Program Description

The online 33 semester credit hour (SCH) Master of Science in Higher Education Administration (HEAD) program focuses on the principles and practice of administration in two-year and four-year colleges, universities, and higher education systems, as well as the study of higher education as an object of applied research. The program strives to prepare socially just leaders to function as administrators in such settings. The program offers instruction in higher education finance and economics, policy and higher education law, faculty and labor relations, college student services, as well as research on higher education and institutional research which includes evaluation, accountability, and philosophy.

It is designed for working professionals pursuing careers in mid-level administrative and academic leadership positions at postsecondary institutions and will expand opportunities for

their career advancement. The program will advance knowledge and understanding of student development, as well as the structure, governance, and operations within diverse types of institutes of higher education via a critical social justice lens. This degree can be used as a stepping-stone to doctoral degrees in educational leadership and student affairs.

Student Learning Goals (Educational Objectives)

Students will demonstrate a critical understanding of the principles and practices common to the functional areas of higher education administration.

Students will:
- Obtain a broad background in higher education administration to prepare them to work in a variety of institutions of higher education settings.
- Demonstrate an understanding and application of knowledge of organization, culture, diversity, and history of institutions of higher education.
- Incorporate a professional expression of ethics, inclusion, and social justice; and,
- Understand and apply relevant research on higher education administration and conduct programmatic assessments on complex problems of practice.

Program Faculty and Staff

Core Faculty

	Kevin J. Bazner, Ph.D. (he/him/his) Assistant Professor Program Coordinator kevin.bazner@tamucc.edu *Instructional Interests:* • Higher Education Administration • Leadership and Organizational Theory • History and Sociology of Higher Education *Scholarly Research Interests:* • Administrative experiences of minoritized (racially, gender, sexual) leaders • Student affairs career & professional development • Organizational leadership & change management • Qualitative research methods (narrative analysis, discourse analysis)
	Rosie Banda, Ph.D. (she/her/hers) Associate Professor rosie.banda@tamucc.edu *Instructional Interests:* • Assessment & Evaluation • College Student Development • Hispanic/Minority Serving Institutions *Scholarly Research Interests:* • High achieving Latinas in engineering • Gifted poor students of color • Faculty diversity • Qualitative research methods
	Rebecca Cepeda, Ph.D. (she/her/ella/siya) Assistant Professor rebecca.cepeda@tamucc.edu *Instructional Interests:* • Higher Education and Student Affairs • Community Colleges • Race and Diversity in Higher Education *Scholarly Research Interests:* • Race & multiraciality • Faculty experiences • Community colleges

Support/Adjunct Faculty

The Higher Education Administration program may utilize additional support faculty from the Department of Educational Leadership and adjunct faculty on an as-needed basis. Please note that support/adjunct faculty course assignments are subject to change and should not be considered permanent assignments. While adjunct faculty do not maintain offices within the EDLD department, you can reach them via their contact information in your course syllabus.

Support Staff

	Eliza Lara (she/her/hers) Administrative Associate eliza.lara@tamucc.edu *Support Areas:* • Course registration issues • Course permits/waitlists
	Maria Fonseca (she/her/hers) Graduate Advisor maria.fonseca@tamucc.edu *Support Areas:* • Degree plan processing • College of Graduate School policies

Application Requirements

This section of the handbook includes standardized information about rules and policies pertaining to graduate education at Texas A&M University-Corpus Christi. It is not intended to be comprehensive. You are strongly encouraged to read the sections of the catalog pertaining to graduate students, which will provide more detail and additional topics that may impact you. You will also find information about your program.

Graduate Admissions

To be admitted to a program of graduate study, an applicant must hold a bachelor's degree from an accredited institution of higher education in the United States or an equivalent foreign institution. *(Note: The requirement to hold a bachelor's degree does not apply to students enrolling in the RN-MSN option in nursing.)* Decisions concerning admission to graduate study are based on all admission criteria. To be considered for a graduate program, a minimum last 60-hour GPA of 2.5 is required. Some programs may have higher GPA requirements; review specific program information in the graduate catalog or elsewhere in this handbook. All applications must be made through Apply Texas. For more information about the application process, visit the Application Process page on the CGS website or see the Catalog, Graduate Admissions section.

Graduate students should be aware of their enrollment status, as it may impact financial aid, veteran's benefits, or other important aspects of graduate life. In addition, international students have specific requirements about enrollment status. Enrollment status for graduate students is as follows:

Full-time graduate student	Fall or spring term = 9 hours
	Combined summer terms = 6 hours
Three-quarter-time graduate student	Fall or spring term = 7 hours
	Combined summer terms = 5 hours
Half-time graduate student:	Fall or spring term = 5 hours
	Combined summer terms = 3 hours

Program Admissions

In addition to the University requirements described above, students seeking to pursue a Master of Science in Higher Education Administration students must meet certain college (CEHD) and program admission requirements as specified in the CEHD and EDLD Graduate Policies and Regulations sections of the University's Graduate Catalog, including:

- Minimum GPA of 3.0 in the last 60 hours of undergraduate study
- A one-to-two-page statement of purpose that provides:
    1. the reasons for pursuing a master's degree in higher education administration,
    2. an explanation of leadership experiences, and;
    3. career plans.

Conditional Admission

Students who do not meet the requirements for full admission into the program may be admitted on a conditional status and take courses approved by the HEAD faculty. Typically, these courses include EDLD 5306 and 5320 and may only be offered during certain semesters. At the discretion of the HEAD faculty, students offered conditional admission may be required to begin the program during certain long semesters.

Students conditionally admitted must earn a grade of "B" or better in each course taken during their probationary period (courses need not be taken in the same semester). Students who do so become eligible for full admission status. No more than six (6) semester credit hours of coursework completed under the conditional status may be applied to the student's specific program of study. Students who fail to meet the conditions stipulated in their admission letter will be exited from the program and are eligible to reply to the program following a waiting period of at least one year (12 months).

Curriculum

The M.S. in Higher Education Administration degree is a 33-semester credit hour (SCH) program. It is comprised of 5 core courses (every student admitted to the program will take), 4 administrative courses and 1 open graduate elective (selected in consultation with your faculty advisor), and a practicum course.

Course Delivery

Courses for the M.S. in Higher Education Administration program are offered via online synchronous course meetings over a 15-week format in the fall and spring semesters, and over 5- and 10-week formats during the summer semesters. On occasion, elective courses may be offered during the 2-week Maymester period. If offered, elective courses or administrative courses may be taken as face-to-face, but students should be aware of online degree limitations.

Program Requirements
Core Curriculum

The Core Curriculum (15 SCH) is designed to provide students with a broad understanding of major concepts and topical areas related to higher education administration. These courses contribute to more specific content knowledge within administrative coursework and the practicum course. The five core required courses every student admitted to the program takes includes: EDLD 5306 Higher Education in a Democratic Society; EDLD 5308 Higher Education and the Law; EDLD 5316 Advocacy and the Social Impact; EDLD 5317 Assessment & Program Evaluation; and EDLD 5320 Organization & Administration.

Administrative Coursework

The Administrative Coursework (12 SCH) is designed to build upon the foundational knowledge of the Core Curriculum and provide a more focused area of study for students. In consultation with the HEAD program coordinator and based on course offering, students will select four courses that advance specific content knowledge of higher education. For example, students may choose courses that are more aligned with work in Student Affairs, Academic Advising, or Faculty/Staff Development.

Courses with Prerequisites

Although there are suggested course sequences to build up prior knowledge, most courses in the M.S. in Higher Education Administration program can be taken independently of each other and do not have prerequisites. However, some courses that explicitly build on prior knowledge may have prerequisite courses and should be accounted for when developing degree plans. For example, EDLD 5318 College Student Development is required before enrolling in EDLD 5319 Advanced College Student Development.

Students may only register for EDLD 5309 Practicum in Higher Education after the successful completion of all Core Coursework including, EDLD 5306 Higher Education in a Democratic Society; EDLD 5308 Higher Education and the Law; EDLD 5317 Assessment & Program

Evaluation, EDLD 5320 Organization and Administration, and EDLD 5321 Advocacy and Social Impact, and a total of 27 semester credit hours.

Electives

The elective courses allow students to study topics of specific interest, outside of core courses or selected administrative coursework. Students may wish to select research courses or select courses beyond the higher education and educational leadership programs. Consultant your faculty advisor prior to enrolling.

Practicum in Higher Education

The Practicum in Higher Education is comprised of 100 clock hours of supervised field experience. Practicums offer opportunities to apply theoretical knowledge in real-world settings. During the practicum, students can explore specific functional or subject areas for a more specialized focus. Practicum students engage in supervised experiences that may include project management, policy analysis, or institutional research, preparing them for leadership roles in academic institutions. You will have limited participation in performing tasks under supervision by program professors and/or on-site staff. More information is found below.

Professional Portfolio Requirements

Students pursuing the Master of Science in Higher Education Administration (HEAD) are expected to develop a professional Portfolio. The final Portfolio will be composed of **1) Resume, 2) Philosophy of Higher Education Administration, 3) Learning Artifacts & Reflection of Learning, 4) Course Synthesis, and 5) Application to Problem of Practice.** This Portfolio, when completed, will demonstrate the student's overall learning while a graduate student in the HEAD program at Texas A&M University-Corpus Christi. The Portfolio will represent a record of the student's progress and growth. Thus, the Portfolio will seek evidence of the student's ability to apply the knowledge and skills they have gained in the program. More information is found below.

Course Descriptions

Core Courses

EDLD 5306   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 the ways in which institutions of higher education are influenced by social issues and how they in turn influence society. Students who have taken EDLD 5306 may not enroll in EDLD 6306.

EDLD 5308   Higher Education and the 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,

athletic and faculty associations. Legal relationships with the business/industrial community are also covered. Students who have taken EDLD 5308 may not enroll in EDLD 6308.

EDLD 5317   Assessment & Program Evaluation
The purpose of this course is to introduce students to the concept of institutional effectiveness which focuses on an institution's ability to use planning strategies and evaluation information to assess current performance and plan for improvements in program development.

EDLD 5320   Organization and Administration
Explores the connection between administrative theory and practice in higher education. This course covers organizational theory, leadership behavior, and management principles. Topics include delegation, direction, operation, governance, and financing in postsecondary institutions.

EDLD 5321   Advocacy and Social Impact
Examines leadership practices that advocate for change and raise awareness of administrative decisions. This course focuses on strategies for effective advocacy and creating social impact within educational institutions. Learn how to influence policy, engage stakeholders, and drive positive change in the educational landscape.

Administration Coursework
EDLD 5304   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. Students who have taken EDLD 5304 may not enroll in EDLD 6304.

EDLD 5305   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. Students who have taken EDLD 5305 may not enroll in EDLD 6305.

EDLD 5307   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. Students who have taken EDLD 5307 may not enroll in EDLD 6307.

EDLD 5310   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 5310 is a theory-into-practice class. Students who have taken EDLD 5310 may not enroll in EDLD 6310.

EDLD 5314   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. Students who have taken EDLD 5314 may not enroll in EDLD 6314.

EDLD 5315   Multicultural Analysis: Concepts for Educational Leaders
Study of multicultural relations in American society and an exploration of critical problems confronting educational systems in general and educational leaders in particular. Students who have taken EDLD 5315 may not enroll in EDLD 6315

EDLD 5318   College Student Development
The purpose of this course is to explore and understand the nature, culture, and development of the American college student. To that end, the course will examine a range of human development theories that offer insight into the processes of student learning, growth, and development during the college years. Special focus will be directed towards understanding the implications of these models for the policies and practices of higher education and student affairs administration. In addition, the course will examine the cultural environment of the student from historical and contemporary perspectives. Students who have taken EDLD 5318 may not enroll in EDLD 6318.

EDLD 5319   Advanced College Student Development
This course continues the examination of student development theories and their application to higher education practice. The course will increase the complexity of understanding about the development of college students. Traditional theories and new theories will be critically reviewed for their inclusion of diverse populations and their applicability to the range and diversity of current and future students. Special focus will be directed towards understanding the implications of these models for the policies and practices of higher education and student affairs administration. Students who have taken EDLD 5319 may not enroll in EDLD 6319.

EDLD 5322   Designing College Learning Environments
Explores in-class and out-of-class learning environments for diverse student populations and examines strategies for designing inclusive and supportive educational spaces that enhance student learning and engagement. Course will also allow application of theory to practice in real-world educational settings.

EDLD 5323   Supervision and Group Dynamics
This course explores principles and practices of supervision, group dynamics, and effective team management. Specific focus on mid-level leadership and the impact of intrapersonal relationships on decision-making and organizational leadership. techniques for conflict resolution and fostering collaborative environments to enhance leadership and organizational performance are also explored.

Practicum
EDLD 5309   Practicum in Higher Education
This course requires completion of 100 clock hours of supervised field experience and offers opportunities to apply theoretical knowledge in real-world settings. Participants engage in supervised experiences that may include project management, policy analysis, or institutional research, preparing them for leadership roles in academic institutions.

Course Registration and Advising
Courses in the HEAD program are designed to provide a gradual skill building experience, beginning with the introductory course, EDLD 5306, and culminating with the Practicum experience, EDLD 5309. With the exception of EDLD 5319: Advanced College Student Develop, no course has a course prerequisite. However, it is highly encouraged to adhere to the suggested course sequences in order to maximize the skill building and from introductory courses.

Each admitted student in the HEAD program is assigned a faculty advisor. **Your faculty advisor is different than your academic advisor.** While your academic advisor can assist with degree plan-related policy questions, your faculty advisor should be consulted for course advising, questions about the program, or counseling-specific issues. All students are notified who their assigned faculty advisor will be after being admitted to the program. It is then the students' responsibility to contact their faculty advisor and set up an initial meeting.

The advisor will review the student's goals and work with the student to complete a degree plan by the end of the second semester and submitted to the academic advisor for the CEHD. Students are provided one copy of the degree plan and an electronic version will appear in Degree Planner. In subsequent semesters, students should plan to meet with their faculty advisor before registering for classes.

Meeting with your faculty advisor, or program coordinator, is strongly encouraged before registering for classes each semester. Please note, your faculty advisor is different than your

academic advisor. Your faculty advisor can assist you in avoiding situations where your progress in the program may be delayed due to a lack of planning or known schedule conflicts.

Suggested Course Sequence

The program is designed to be completed over two-years, taking 2 courses each fall, spring, and summer semesters. Course sequencing is utilized to maximize the learning and allow students to finish the program as efficiently as possible. Students bear responsibility for reviewing the HEAD handbook to be certain any prerequisites are met before planning to enroll in select courses. **To ensure students make informed course selection decisions, students are strongly encouraged to meet with their faculty advisor each semester to consult on course selection before they register for courses the following semester.** While students may have a target graduation date in mind, this date is subject to course availability and cannot be guaranteed. **Please refer to Appendix A for sample course sequencings for 6-credit, and 9-credit hour course loads at the end of this handbook for scheduling suggestions and future planning.**

Course Rotations

When planning schedules and degree plans, students should recognize that not all courses are offered every semester. Additionally, all courses carry minimum and maximum enrollment requirements and are subject to cancellation if there is not sufficient interest in them. When classes fill, students may be placed on a waiting list should others drop the course and spaces become available. If seat(s) become available, a student on the waitlist may be notified via email notification and will be given the opportunity to add themselves to the course. Once a student elects to add themselves to a waitlist, they are responsible for monitoring their TAMU-CC email daily as prompt action is required, otherwise the notice may expire, and notice would be sent to the next designated person from the waitlist. **Please refer to Appendix B for the HEAD course rotation schedule.**

Practicum and Portfolio Requirements

Practicum in Higher Education
In this course, students will select a functional area related to higher education administration. Students must complete 100 clock hours of supervised field experience. The practicum is intended to provide direct and expansive field experience related to higher education administration.

Registering for the Practicum
Students may begin practicum hours after the successful completion of EDLD 5306 Higher Education in a Democratic Society; EDLD 5308 Higher Education and the Law; EDLD 5317 Assessment & Program Evaluation, EDLD 5320 Organization and Administration, and EDLD 5321 Advocacy and Social Impact, and a total of 27 semester credit hours (SCH) to register for Practicum in Higher Education (EDLD 5309).

To register for the practicum in Higher Education, students will also need to submit a draft copy of their professional portfolio requirements 1 – 4. The final portfolio will be composed and presented upon at the culmination of the practicum experience. Please refer to the Portfolio section for full requirements.

Identifying a Practicum Site Experience
In consultation with the program coordinator, students will select a practicum site that will allow them to complete the entirety of the required field experience. Practicum sites MAY NOT be part of a student's current paid employment position. However, with limited exceptions, students may work with the program coordinator to propose an additional responsibility related to their paid employment not part of their regular position responsibilities.

Students may choose from practicum sties available for in-person or remote experiences at TAMU-CC, neighboring institutions, or one that a student identifies themselves. Ultimately, individual students are responsible for identifying the practicum site experience.

Professional Portfolio Requirements
Students pursuing the Master of Science in Higher Education Administration (HEAD) are expected to develop a professional Portfolio. This Portfolio, when completed, will demonstrate the student's overall learning while a graduate student in the HEAD program at Texas A&M University-Corpus Christi. The Portfolio will represent a record of the student's progress and growth. Thus, the Portfolio will seek evidence of the student's ability to apply the knowledge and skills they have gained in the program.

Overall Program Goals and Learning Outcomes
Recognizing the breadth of possible experiences and positions within higher education administration, the Master of Science in Higher Education Administration program is developed around the norms and standards found in the Council for the Advancement of Standards and

higher education. Program graduates are expected to demonstrate knowledge in a variety of standards.

Specifically, students must be able to:

- Obtain a broad background in higher education administration to prepare them to work in a variety of institutions of higher education settings.
- Demonstrate in understanding and application of knowledge of the organization, culture, diversity, and history of institutions of higher education.
- Incorporate a professional expression of ethics, inclusion, and social justice.
- Understand and apply relevant research on higher education administration and its impact on complex problems of practice.

Portfolio Components

The final Portfolio will be composed of the following sections. Students should draw from course materials as well as professional journals to frame essays/reflections as appropriate. All essays should follow APA style.

1. **Resume**
   A current resume describing career objective, experiences, education, and qualifications.

2. **Philosophy of Higher Education Administration**
   Each student will write their philosophy of higher education administration. This section should be 5-6 pages in length. The Philosophy of Higher Education Administration statement should give your personal justification for the necessity of higher education within our culture and the specific role of administration within higher education. The philosophy statement should cover your personal beliefs regarding the importance of our profession and how you intend to apply your philosophy to practice. As part of your philosophy, you are to discuss what you believe the role of organizational theory, student development, and/or legal principles should be in higher education practice. How can higher education administrative professionals use theory in their work? How might you use theory in your own work? Make sure you connect theory to practice, and practice to theory. Students may wish to return to their admissions essay to reflect on their personal growth and how the courses and overall program impacted their thinking regarding higher education administration and note any shifts in intention or goals. Remember to use scholarship and research to frame your essay. Statement should follow APA style.

3. **Learning Artifacts & Reflection of Learning**
   Students will submit at least 3-4 course "artifacts" (e.g., a final paper for a class, the final research project in the assessment course, etc.) to be included in their Portfolio. For each artifact presented, students should submit a short 2-3-page (double spaced) narrative discussing how this artifact relates to one of the program goals or learning outcomes listed above, what you learned in your coursework and through completing that paper/project, how it informed, shaped, or contributed to your personal and professional growth and development, etc.

4. **Course Synthesis**

   This analytical essay documents a student's learning and professional growth over their graduate program and direct connections to course content. The essay should be 5-6 pages (double spaced) and discuss at least three major themes and issues most relevant to contemporary higher education administrative practice. Your critical reflection should synthesize the understandings you have gained and describe a transition from theory to practice. Remember to use scholarship and research to frame your essay. Statement should follow APA style.

5. **Application to Problem of Practice**

   Your final portfolio component is based off your practicum or your current professional experiences and will present a proposal for a new program or an improvement to an existing program the following sections are to be included in this final component: 1) justification of the program/improvement, 2) environmental/legal analysis, 3) financial impact 4) timeline of implementation, 5) application in different institutional context (at least 2 separate institutional context is required). Remember to use scholarship and research to frame your proposal. Statement should follow APA style, yet students are welcome to use creativity to present their proposal (i.e. graphics, layout, etc.).

Portfolio Format

Students will submit their professional portfolio to the program coordinator no later than the last class day of this semester in which they are enrolled in the practicum in higher education course. Students can choose to create their professional portfolio utilizing an online website platform (Adobe Spark, WordPress, Weebly, Google Sites, etc.) to publicly showcase and build their portfolio after the completion of the program. If students choose to use a website platform each of the five items should be clearly labeled and accessible to the program coordinator and faculty.

Final Presentation & Assessment

At the culmination of the Practicum in Higher Education, students will present their professional portfolio to the program faculty and invited guests. The portfolio will be evaluated using the portfolio evaluation form and feedback provided to each student.

Academic Policies

Time Limit to Degree

The requirements for a master's degree at Texas A&M University-Corpus Christi must be completed within seven years subsequent to admission to the program. The seven-year period begins the first semester of enrollment and is calculated from the date of degree conferral. Credit that is more than seven years old will not be counted toward a master's degree. Exceptions will require strong justification in writing from the student requesting the exception as well as submission of a revalidation plan. Credits earned at another university are not eligible for an exception. Written approval from the major department chairperson, the dean of the college offering the degree, the Graduate Dean, and the Provost are required. See the revalidation process in the [College of Graduate Studies Master's Student Handbook](#).

Degree Plans

All degree-seeking students must develop a degree plan in conjunction with their faculty advisor and the requirements of the program. The degree plan should be developed by the time students have completed half of the coursework in the program, or 15 semester credit hours. Degree plan development will be documented on the student's online Degree Planner by the CGS Academic Advisor.

A student may petition to apply credits earned while in non-degree, certificate, or a previous master's-seeking status by submitting [Form I: Graduate Degree Plan Exceptions Form](#). However, no more than twelve credit hours may be applied to the master's degree.

Continuous Enrollment and

The University does not have a continuous enrollment policy for master's students. However, all graduate students who have been inactive for one year or more will need to contact the College of Graduate Studies in order to register. **Students who have been inactive longer than one year must reapply for admission.** Time spent away from the program without an approved leave of absence request will count toward a student's time to degree. Students should consider applying for a leave of absence (see below), especially if the time-to-degree and recency of credits requirements will be impacted by a needed absence.

Request for Leave of Absence

Students experiencing life-changing or catastrophic events (e.g., serious illness of a student or immediate family member, death of an immediate family member) are encouraged to consult with their department chair and request a leave of absence in writing from the College of Graduate Studies using [Form K: Request for a Leave of Absence](#), especially if the recency of credit will be impacted.

Requests for a leave of absence must be approved in advance by the faculty advisor, the program coordinator, the college dean, and the graduate dean. Leaves will be granted only

under conditions that require the suspension of all activities associated with pursuing the degree including use of university facilities and faculty mentoring/advice. Counting of the time to the completion of the degree pauses when a leave of absence is granted and resumes when the student re-enrolls to continue the program.

A student who is in good standing may petition for a leave of absence of no more than two full academic terms. A leave of absence granted for one full semester may be extended to a maximum of two full semesters by the faculty advisor, program coordinator, and graduate dean. A student who returns to the University after an approved leave of absence will not be required to submit an application for readmission. In no case will a leave of absence be extended for more than one year. International students should consult with an advisor in the Office of International Education to find out how a Leave of Absence may impact their stay or re-entry into the U.S.

Note: Any consideration of requests submitted after the degree time limit has expired will be impacted by explanation of failure to request leave prior to expiration and continuous progress towards the degree as well as programmatic changes and faculty availability.

Title IX regulations also require the university to treat **pregnancy, childbirth, false pregnancy, termination of pregnancy, and recovery therefrom as a justification for a leave of absence** for so long a period of time as is deemed medically necessary by the student's physician. At the conclusion of the leave of absence the student will be reinstated to the status held when the leave began. Students requesting leave of absence under this provision must **submit their request to the Title IX Coordinator or Deputy Title IX Coordinator (361-825-2765)**, who will initiate the process. The Associate Provost and Vice President for Academic Affairs will notify the student's instructors and coordinate the student's reinstatement as appropriate.

Maximum Course Load

Graduate students may not register for more than 12 hours in a regular semester, 6 hours in a single session of summer school, or 12 hours in the combined summer session (not including Maymester) without the approval of the appropriate college dean. See the Maximum Course Load section in the catalog.

Repetition of a Course

There are specific policies about repeating courses for higher grades, including the provision that graduate students may retake a maximum of two courses during graduate study at the University. Each course may be repeated only once. Some courses may be repeated for multiple credit if those courses are so designated in the course description and approved by the faculty or program advisor as designated by their college. Complete catalog information may be found in the Graduate Academic and Degree Requirements section of the catalog.

Revalidation of Courses Beyond Degree Time Limit

In order to revalidate dated courses, students should carefully attend to information in the catalog (see Graduate Academic and Degree Requirements section of the catalog. Revalidation requests should be made using the Revalidation Request Form.

Academic Requirements for Graduate Work

Good Standing. Graduate Students, including degree-seeking, certificate-seeking, and non-degree-seeking students are considered in "good academic standing" if they maintain a minimum 3.0 grade point average (GPA) on all graduate course work and earn a grade of S (Satisfactory), IP (In Progress, or CR (Credit) on all course work that does not affect GPA. A higher GPA may be required by some programs. In such cases, the higher standard will be substituted for 3.0 in all other matters related to good academic standing. A complete discussion of academic requirements including but not limited to scholastic probation and enforced withdrawal may be found in the Graduate Academic and Degree Requirements section of the catalog. For information regarding the effect of scholastic probation and enforced withdrawal, see the Financial Assistance Suspension Policy in the Tuition, Fees, & Financial Assistance section of the catalog.

Academic Integrity

Texas A&M University-Corpus Christi students are expected to conduct themselves in accordance with the highest standards of academic honesty. Academic misconduct for which a student is subject to penalty includes all forms of cheating, which include but are not limited to illicit possession of examinations or examination materials, falsification, forgery, plagiarism, or collusion in any of these behaviors. All students should familiarize themselves with the full Academic Integrity Policy as well as the processes and procedures used to address violations thereof. You can find additional information in the Academic Integrity section of the catalog. Students can also access University Rules and Procedures 13.02.99.C0.04: Student Academic Misconduct Cases.

Transfer Credits

Specific requirements must be met for courses that may transfer for credit. The following rules apply to these courses.

- 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 7 years old at the time the TAMU-CC degree or certificate 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 semester hours of graduate level study may be transferred.

- All transfer work must be appropriate to the degree being sought and reflect student competencies at least equivalent to those enrolled in TAMU-CC graduate programs.

University Resources

Mary & Jeff Bell Library

The Mary & Jeff Bell Library exists to support students in their coursework and scholarly activities. The library provides access to print and digital copies of readings materials, including many books adopted for courses. They also provide computer access, print, scan, and copy services, research support, and more.

The Mary & Jeff Bell Library serves all students, including distance learners and remote researchers. If you are currently a registered Distance Learner with the Registrar's Office or designated as a Remote Researcher, you can have books from Bell Library's Main Collection, and borrowed interlibrary loan materials, shipped directly to your home for free. The library will also supply a prepaid return label for your convenience. Contact us at ill@tamucc.edu if you are unsure of your Home Delivery Status.

Graduate Resources and Opportunity Workspace (GROW)

As part of the College of Graduate Studies, the Graduate Resource and Opportunity Workspace (GROW) offers graduate students exclusive space and resources tailored specifically to their academic needs and professional development. GROW is located in the Mary and Jeff Bell Library (Room 112) and is open during library hours. To reserve the small/group study room, students may complete an online form available on the GROW website: http://grow.tamucc.edu.

I-Create Lab

The I-Create Lab located in room 217 of the Mary and Jeff Bell Library, endeavors to provide the TAMUCC community and the public easy access to the most innovative technologies for invention, creation, exploration and design, no matter their field of study. It is a hands-on, multipurpose makerspace where users can learn, collaborate, design and create. The space offers printing, audio/visual equipment, study rooms, and more. Within the I-Create Lab are two One Button Studios, which are soundproof rooms students can use for lectures, presentations, and musical projects. To use the One Button Studios, students should use the online One Button Studios Space Reservation.

Tutoring & Learning Services (TLS) Writing Center

The TLS Writing Center assists writers across the University, online and on campus by providing consistent, knowledgeable and flexible support. The Writing Center provides students with one-on-one consultations with a trained writing consultant, online consultations for short feedback on assignments and course projects, as well as workshops on APA citation practices, formatting and revision strategies, integrating of courses, and peer review feedback. Writing Center services are offered in a hybrid format with both in-person and limited online sessions. Writing consultations are appointment based via TracCloud.

Appendix A – Suggested Course Sequence

The following is a suggested two-year course sequence for students entering the program in fall and spring semesters. Students are encouraged to take a Core Course and at least one administrative or elective course each semester (Fall, Spring, and Summer) in order to complete the degree program in two-years. Consult the Schedule of Course Rotation (Appendix B) for when courses will be offered and your faculty advisor when making your degree plan. **Students should consult the official course schedule for the most updated offering of available courses and consult with their faculty advisor or program coordinator when planning courses.**

Fall 2024 Entry

	Fall 2024	Spring 2025	Sum 1 2025 10-week	Fall 2025	Spring 2026	Summer I 2026 10-week
Core Courses	EDLD 5306: Higher Education in a Democratic Society	EDAD 5360: Organizational Theory*	EDLD 5317: Assessment and Program Evaluation	EDLD 5308: Higher Education and the Law	EDLD 5321: Advocacy and Social Impact	EDLD 5309: Practicum in Higher Education
Administrative Coursework/ Electives	EDLD 5305: Student Affairs in Colleges and Universities	EDLD 5318: College Student Development OR EDLD 5307: Higher Education Finance	EDLD 5314: Professionals in Educational Organizations OR EDLD 5315: Multicultural Analysis: Concepts for Educational Leaders	EDLD 5322: Designing College Learning Environments	EDLD 5304: Community College and University Administration	

*EDAD 5360/6360 will be substituted for EDLD 5320/6320: Organization and Administration

	Spring 2025	Sum 1 2025 10-week	Fall 2025	Spring 2026	Summer I 2026 10-week	Fall 2026
Core Courses	EDAD 5360: Organizational Theory*	EDLD 5317: Assessment and Program Evaluation	EDLD 5308: Higher Education and the Law	EDLD 5321: Advocacy and Social Impact	EDLD 5309: Practicum in Higher Education	EDLD 5308: Higher Education and the Law
Administrative Coursework/ Electives	EDLD 5318: College Student Development OR EDLD 5307: Higher Education Finance	EDLD 5314: Professionals in Educational Organizations OR EDLD 5315: Multicultural Analysis: Concepts for Educational Leaders	EDLD 5322: Designing College Learning Environments	EDLD 5304: Community College and University Administration		EDLD 5305: Student Affairs in Colleges and Universities OR EDLD 5323: Supervision and Group Dynamics

*EDAD 5360/6360 will be substituted for EDLD 5320/6320: Organization and Administration

Appendix B - Schedule of Course Rotation

The course rotation calendar below serves as a planning guide. Every effort is made to follow it; however, academic programs are dynamic and it is occasionally necessary to change the order of classes on the schedule to support student and faculty needs. **Students should consult the official course schedule for the most updated offering of available courses and consult with their faculty advisor or program coordinator when planning courses.**

Core Courses

Course Prefix & Number	Course Title	Fall	Spring	Summer I	Summer II
EDLD 5306	Higher Education in a Democratic Society	X			
EDLD 5308	Higher Education and the Law	X			
EDLD 5321	Advocacy and Social Impact		X		
EDLD 5317	Assessment & Program Evaluation			X 10-week	
EDLD 5320	Organization and Administration		X		

Practicum

Course Prefix & Number	Course Title	Fall	Spring	Summer I	Summer II
EDLD 5309	Practicum in Higher Education	Y	Y	X	Y

Administration Coursework

Course Prefix & Number	Course Title	Fall	Spring	Summer I	Summer II
EDLD 5304	Community College and University Administration		X		
EDLD 5305	Student Affairs in Colleges and Universities	X			
EDLD 5307	Higher Education Finance		X		
EDLD 5310	The Education and Training of Adults	Y	Y	Y	Y
EDLD 5314	Professionals in Educational Organizations				X 5-week
EDLD 5315	Multicultural Analysis: Concepts for Educational Leaders			X 5-week	
EDLD 5318	College Student Development		X		
EDLD 5319	Advanced College Student Development			Y	
EDLD 5322	Designing College Learning Environments	X			
EDLD 5323	Supervision and Group Dynamics	X			

X – Semester(s) Course is offered.
Y – Course offered as needed.