Doctoral Programs in Education

Contact Information
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Bilingual Education, Ed.D.
The Doctor of Education degree in Bilingual Education (Ed.D.) is an advanced degree designed for professionals interested in applying special knowledge and skills related to the education of language minorities, second language learners, and the bi/multilingual curriculum. The program consists of twenty-one doctoral courses (a minimum of 63 credit hours) and experiences in education and related areas: history, sociology, Spanish and as well as other languages. All instruction related to educational practices, methodologies, organization of instruction and curriculum development is offered in the Department of Teacher and Bilingual Education.

The focus of the program is mainly on the educational needs of school age Mexican American students; field experiences, research projects and required course work in related areas may reflect this focus. The student has the option, however, of concentrating on a different linguistic/cultural group as well as different age groups (e.g., adult learners) in individual research projects and in selecting a dissertation topic. In contemporary bi/multilingual education, the theoretical models are often applicable not only to Mexican Americans but to other linguistic groups (e.g, indigenous, tribal, minority and minoritized groups worldwide).

Entrance Requirements
Requirements are a master's degree, an appropriate level of proficiency in English and another language or evidence of potential to achieve the minimum level of proficiency required by the program, approval of the doctoral program coordinator in conjunction with the program faculty committee and three letters of recommendation by graduate instructors or others, including employers who know about the candidate’s work ethic and potential. International students may be required to complete an intensive English program and/or academic writing program at the doctoral level.

Approval by the admissions committee will be based on the following factors:

1. GRE scores (verbal and quantitative sections) at least sufficiently high to merit admission to the College of Graduate Studies;
2. an acceptable undergraduate and graduate GPA (normally, a 3.0 + undergraduate total or upper division GPA and a 3.25 + graduate GPA are expected);
3. recommendations from references; and
4. successful personal interview with applicant when feasible.

International students from non-English speaking countries are required to present the TOEFL or IELTS scores.

The admissions committee may require additional work by applicant prior to or concurrent with enrollment in the doctoral program if the committee establishes that a deficiency exists in the applicant's background and training. The program recommends pre-doctoral training in:

1. linguistics,
2. statistics and
3. heritage language writing skills for those who plan to develop curriculum materials in heritage language.

Languages
Students may be asked to demonstrate appropriate levels of proficiency in understanding, speaking, reading and writing English and another language prior to either:

1. admission to the doctoral program or
2. admission to candidacy.

Students enrolling in courses taught in Spanish must be able to fulfill the language requirements of those courses prior to registration.

Educational Leadership, Ed.D.
The Ed.D. in Educational Leadership is a doctoral degree designed for leaders throughout the state at all educational levels. Courses emphasizing leadership in the areas of philosophical/sociological development, institutional organization, curriculum/instruction, school improvement, research and statistics are required in the program. Additional emphasis will be provided as a cognate of advanced courses in a career choice of the candidate.
The program is a joint doctorate in Educational Leadership between A&M-Kingsville and A&M-Corpus Christi, and students may attend classes on both campuses. Professors from both universities may serve as instructors and advisers for participants in the program.

**Entrance Requirements**

The candidate must submit the following criteria for entrance to the program: a Master's degree; combined verbal and quantitative score of 294 or higher on the Graduate Record Exam (GRE) OR 398 on the MAT; writing proficiency prompt; successful interview evaluation; and a personal written statement of commitment to the doctoral program.

**Higher Education Administration and Leadership, Transcribed Certificate (HEAL) (Doctoral Level)**

Higher Education Leadership is a growing career choice for faculty teaching at post-secondary institutions, community colleges and universities. There are many positions of leadership in higher education that would benefit from prior knowledge of the higher education system and how it works. This program will target these leaders as well as graduate students from any discipline who are aiming for tenure-track faculty positions.

**Entrance Requirements**

Students may be admitted to the program from a variety of academic backgrounds. Students who enroll in the transcripted certificate program in Higher Education Administration and Leadership must meet general graduate admission requirements for Texas A&M University-Kingsville.

Students currently enrolled in a doctoral program at Texas A&M University-Kingsville may complete the admission form found on the program webpage at HEAL Program Webpage.

Students who are not currently enrolled in a doctoral program at Texas A&M University-Kingsville, but have achieved a Master’s degree from any accredited university: Complete the Apply Texas application, select the certificate in higher education, and submit all transcripts to Texas A&M University-Kingsville.

**Department of Teacher and Bilingual Education**

**Doctoral Faculty**

**Guzman, Norma** Professor, Department of Teacher and Bilingual Education; B.A., Texas State University; M.A., The University of Texas-Pan American; Ph.D., The University of Texas at San Antonio.

**Hernandez, Fernando** Assistant Professor, Department of Teacher and Bilingual Education; B.B.A., Southwest Texas State University; M.Ed., University of Texas-Pan American; Ph.D., Texas A&M University-Corpus Christi.

**Sherris, Arieh** Associate Professor, Department of Teacher and Bilingual Education; B.A., Shimer College; M.S., University of Surrey (United Kingdom); Ph.D., George Mason University.

**Torres, Roberto L** Associate Professor, Department of Teacher and Bilingual Education; B.A., Instituto Tecnologico de Estudios Superiores de Occident (Mexico); M.A., Northern Arizona University; Ph.D., University of Colorado.

**Wong-Radcliff, Oi Yee Monica** Associate Professor, Department of Teacher and Bilingual Education; Bachelors, Hong Kong Shue Yan University (Hong Kong); M.B.A., Aberystwyth University (United Kingdom); Ed.D., University of Louisiana at Monroe.

**Emeritus**

**Bogener, Jerry** Professor of Education, Department of Teacher and Bilingual Education; B.S., Missouri State Teachers College; M.A., Missouri State Teachers College; Ed.D., University of Kansas.

**Bradley, Karen Sue** Professor, Department of Teacher and Bilingual Education; Regents Professor; B.A., Michigan State University; M.A., Michigan State University; Ed.D., Texas A&M University.

**Gonzalez, Gustavo** Professor of Bilingual Education, Department of Teacher and Bilingual Education; B.A., The University of Texas at Austin; M.A., The University of Texas at Austin; Ph.D., The University of Texas at Austin.

**Harvey, Frederick** Professor of Education, Department of Teacher and Bilingual Education; B.A., Kearney State College; M.Ed., University of Nebraska; Ed.D., University of Nebraska.

**Lassmann, Marie** Professor, Department of Teacher and Bilingual Education; B.S., Texas A&I University; M.S., Texas A&I University; Ph.D., The University of Texas at Austin.

**Morales, Maria** Professor of Bilingual Education, Department of Teacher and Bilingual Education; B.S., Texas Woman's University; M.S., Texas A&I University; Ph.D., The University of Texas at Austin.
Department of Educational Leadership and Counseling

Doctoral Faculty

Challoo, Hermelinda Professor, Department of Educational Leadership and Counseling; B.S., Texas A&M University-Kingsville; M.S., Texas A&M University-Kingsville; Ed.D., Texas A&M University-Kingsville.

Fedynich, LaVonne Professor, Department of Educational Leadership and Counseling; Interim Chair; Interim Associate Dean, College of Education and Human Performance; B.S., University of Montevallo; M.Ed., Rivier College; Ed.D., Argosy University/Sarasota.

Hall, Kelly Assistant Professor, Department of Educational Leadership and Counseling; B.A., Capital University; M.S., Illinois State University; Ph.D., Illinois State University.

Jones, Jr., J. Don Associate Professor, Department of Educational Leadership and Counseling; B.S., East Texas State University; M.Ed., East Texas State University; Ed.D., University of Houston.

Varela, Daniella Assistant Professor, Department of Educational Leadership and Counseling; B.A., St. Edward's University; M.P.A., Texas State University; Ed.D., Texas A&M University-Kingsville.

Emeritus

Low, Gary Professor of Educational Leadership and Counseling, Department of Educational Leadership and Counseling; B.S., University of Corpus Christi; M.S., East Texas State University; Ph.D., East Texas State University.

Bilingual Education (EDBL)

EDBL 6301 Foundations of Bilingual Ed I 3 SCH (3-0)
Analysis of the bilingual education movement at the international, national and state level, with special emphasis on the role of linguistics, national/state legislation and litigation.

EDBL 6302 Foundations of Bilingual Ed II 3 SCH (3-0)
Major theories and concepts relevant to the education of language minority students, including: cultural values and education; cognitive styles; sociology of language; language varieties.

EDBL 6310 Lit of Mexican Amer 3 SCH (3-0)
Course emphasizes extensive bibliographic knowledge of the field. Concentration on reading and analysis of the novel, short story, poetic and dramatic genres. Taught in Spanish.

EDBL 6311 Mgmt Systems and Technology 3 SCH (3-0)
Application of management systems to curriculum development is analyzed. The contributions of current technologies for enhancing student achievement are highlighted. Prerequisite: 12 graduate semester hours in Education.

EDBL 6312 Clin Supervision of Instr 3 SCH (3-0)
Course emphasizes cycle supervision and the improvement of individual teacher instructional behavior. Prerequisite: EDBL 6311.

EDBL 6313 Evaluation of Instruction 3 SCH (0-3)
Course emphasizes evaluation skills as applied to curriculum development and student-teacher terminal behavior. Taught in English. Prerequisite: EDBL 6311 and EDBL 6312.

EDBL 6321 Linguistics and Educ I 3 SCH (3-0)
Major theories and related research on the acquisition and learning of English as a Second Language are presented and synthesized.

EDBL 6322 Linguistics and Educ II 3 SCH (3-0)
Comparison of English and Spanish in areas of phonology, morphology and syntax; major studies involving Spanish and English language acquisition are examined.

EDBL 6331 Teach English as a Sec Lang 3 SCH (3-0)
Analysis of current methodologies in the teaching of oral, reading and writing skills in English as a second language. Taught in English. Prerequisite: 12 graduate semester hours in education and three semester hours in linguistics.

EDBL 6332 Teaching Span Lang Skills 3 SCH (3-0)
Analysis of current problems and approaches to the teaching of oral, reading and writing skills throughout several countries of the Hispanic world today. Taught in Spanish. Prerequisite: 12 graduate semester hours in education.

EDBL 6333 Teaching English Reading 3 SCH (3-0)
Analysis of current problems and approaches to the teaching of English reading for the bilingual child in Texas. Taught in English. Prerequisite: 12 graduate semester hours in education and 3 semester hours in linguistics.

EDBL 6334 Teach Subject Matter in Span 3 SCH (3-0)
Analysis of vocabulary, methodology and skills needed to teach subject matter in Spanish. Prerequisite: 12 graduate semester hours in education.
EDBL 6371  Rsrch Design Bil Ed  3 SCH (3-0)
Analysis of different approaches to research and the components involved in developing a sound research design. Prerequisite: 12 graduate semester hours in education.

EDBL 6372  Desc Resrch Bil Ed  3 SCH (3-0)
Principles of descriptive research and their application to the field of bilingual education.

EDBL 6373  Technqs of Res Pub and Grant  3 SCH (3-0)
Focuses on survey research, the development of proposals for extramural funding and the dissemination of project findings. Preparation of materials for publication/dissemination will be emphasized.

EDBL 6391  Adv Topics in Bilingual Ed I  3 SCH (3-0)
Directed research in a topic related to one of the following areas: EDSL, Spanish language skills, content area, child's native culture. May be repeated for credit once if topic changes. Taught in English or Spanish. Prerequisite: 12 graduate semester hours in education.

EDBL 6393  Adv Topics in Bilingual Ed II  3 SCH (3-0)
Directed research in a topic related to one of the following areas: EDSL, Spanish language skills, content area, child's native culture. May be repeated for credit once if topic changes. Taught in English or Spanish. Prerequisite: 12 graduate semester hours in education.

EDBL 6398  Dissertation in Progress  3 SCH (3)
EDBL 6399  Dissertation  3 SCH (3)

History (HIST)

HIST 6311  History of the Mex American  3 SCH (0-3)
A study of the role of the Mexican American in history from the first Spanish settlers to the present. Taught in English. Prerequisite: 12 semester hours of history and/or political science.

Educational Leadership (EDLD)

EDLD 6301  Philosophy of Education  3 SCH (3-0)
Ontological, epistemological and axiological perspectives on various philosophical schools of thought related to education.

EDLD 6302  Research Seminar  3 SCH (3-0)
Current issues in educational leadership research; national, state, and regional perspectives examined.

EDLD 6303  The Politics of Education  3 SCH (3-0)
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 6306  Proposal & Dissertation Resrch  3-9 SCH (3-9)
Proposal and dissertation research.

EDLD 6311  Contemp Theories in Educ Leadr  3 SCH (3-0)
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 Lab  3 SCH (3-0)
Students undergo assessment of personal leadership skills through assessment center methodologies. Abilities assessed include decision making, group participation, interpersonal communication and presentation skills.

EDLD 6313  Policy Dvlpmnt Decisn Making  3 SCH (3-0)
Study of policy conceptualization; development and implementation integrated with decision-making processes; ethical and moral responsibility of educational leadership.

EDLD 6314  Professionals in Educ Org  3 SCH (3-0)
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 6315  Multicultural Analysis  3 SCH (3-0)
Examines multicultural relations in American society and explores solutions to critical problems confronting educational systems in general and educational leaders in particular into the twenty-first century. Prerequisites: admission to the Doctor of Education program at Texas A&M-Kingsville

EDLD 6321  Instructional Theory  3 SCH (3-0)
Theoretical basis for understanding instructional models and processes; research relevant to factors influencing instructional effectiveness and the interaction among instructional and learning variables.

EDLD 6322  Analys of Learning Enviroments  3 SCH (3-0)
Analysis of the school and classroom social system; examination of social, cultural and psychological variables that influence school learning.
This course provides a detailed study of teaching and research in higher education. Research, theory and principles of teaching and learning are explored with a specific emphasis on differentiation between university and community college environments. Application of theory is presented and attention is given to effective enrollment management and leadership, recruitment, retention, institutional advancement, student service, and targeted communication.

**Higher Education Administration and Leadership (HEAL)**

**HEAL 6325**  Stud Pers Services Higher Ed  3 SCH (3-0)
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.

**HEAL 6326**  Curr Prog Planning Higher Ed  3 SCH (3-0)
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.

**HEAL 6327**  Higher Educ Administration  3 SCH (3-0)
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.

**HEAL 6328**  Strategic Enrollment Ldrship  3 SCH (3-0)
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.

**HEAL 6336**  Teaching & Research Higher Ed  3 SCH (3-0)
This course provides a detailed study of teaching and research in higher education. Research, theory and principles of teaching and learning are explored with a specific emphasis on differentiation between university and community college environments. Application of theory is presented and analyzed along with research findings and practices for curricula design and instruction in the higher education environment.
HEAL 6338 Legal & Ethical Issues 3 SCH (3-0)
This course surveys the legal issues arising from the relationship between higher education institutions and their governing boards, administrators, faculty, students, and governmental bodies. This course will explore the role of landmark and current legislation and course decisions in academic and student affairs, distance learning, and fiscal and campus management.

Science, Technology, Engineering and Mathematics Education (STEM)

STEM 6310 Introduction to STEM Education 3 SCH (3-0)
This course provides an introduction to STEM Education. Students will explore foundational aspects of STEM education through the literature, recent national reports, discussion and practice. Topics may include rationales for STEM Education, historical perspectives, contributors and leaders, core theories and models, and challenges to STEM Education.

STEM 6312 Theoretical Foundations STEM 3 SCH (3-0)
An introduction to the major learning theories and research underpinning STEM Education. Students will learn to craft learning experiences based on these theories to help students meet state and national mandated standards. This course culminate with students designing a research study based in part on learning theory(ies).

STEM 6314 Special Topics in STEM Educat 3 SCH (3-0)
Courses will concentrate on themes not present in the current STEM curriculum. May be repeated for a maximum of 6 semester hours when topic changes.

STEM 6316 Instructional Design STEM Educ 3 SCH (3-0)
Using the Dick and Carey ISD framework, students will explore the instructional systems development (ISD) process, from analysis through evaluation, and engage in authentic instructional design activities to meet the needs of various STEM Education populations.

STEM 6318 Trends & Issues in STEM Educat 3 SCH (3-0)
This course provides an opportunity to explore the critical trends and issues being debated within the field of STEM Education. This course examines trends and issues from multiple perspectives and serves as an impetus to students’ understanding of the current tensions in the field. Using a critique framework, students will assess the impact of new ideas and issues in STEM Education.

STEM 6320 Leadership in STEM Education 3 SCH (3-0)
Explores the theoretical and the practical considerations of STEM education leadership in creating, developing, and leading STEM initiatives. This course examines the leadership functions of STEM program leaders that contribute to their roles as curricular leaders, program administrators, and change agents.

STEM 6322 Research in STEM Education 3 SCH (3-0)
Designed to survey the educational research practices of Science, Technology, Engineering, and Mathematics (STEM) disciplines, this course investigates the approaches used in studying the teaching/learning processes within the context of each discipline. Individually and collaboratively students will discover similarities, distinctions and overlaps among questions posed, research designs, and investigations into best practices with respect to improving teaching and learning among STEM disciplines.

Bilingual Education, Ed.D.

Degree Plan
After conferring with the student, the doctoral program coordinator will prepare a degree plan in the first semester or summer session of work. If approved by the graduate dean, such degree plan shall constitute the approved plan of studies for the student.

Admission to Candidacy
Admission to the doctoral program does not imply admission to candidacy. Students shall be admitted to candidacy prior to completion of their dissertation and once they have:

1. filed the required forms with the graduate dean,
2. successfully completed all course work,
3. passed their written and oral comprehensive examinations and
4. after the attainment of acceptable scores in an appropriate second language test.

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. Graduate credits older than ten years are not applicable toward a doctoral degree without written recommendation from the program coordinator and approval from the Graduate Dean.

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.
**Residency Requirements**
Residency may be established through 12 consecutive months of either part-time or full-time enrollment in the doctoral program.

**Dissertation**
A dissertation must be prepared under the direction of the major professor and must be approved by the student's graduate committee and the graduate dean. The major professor must be a member of the bilingual education faculty of the department.

**Normal Course Load**
Twelve semester hours constitute a maximum course load during the fall and spring semesters. Students working full-time may enroll for no more than 6 hours during any semester or summer term in which they work. A full-time status course load is 9 semester credit hours during the fall or spring semesters and 3 semester credit hours during each summer session.

Under no circumstances shall any student be allowed to defend their proposal and final defense of their dissertation in the same semester. Defending a proposal of a final defense in the summer is subject to the approval of the dissertation chair and of the availability of committee members.

**Educational Leadership, Ed.D.**

**Admission to Candidacy**
Admission to the doctoral program does not imply admission to candidacy. Students will be admitted to candidacy upon successful completion of written and oral qualifying exams, required forms in the program and after successful completion of course work required in the program.

**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. Graduate credits older than ten years are not applicable toward a doctoral degree without written approval from the Graduate Dean.

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. A doctoral student within the first 5 years of first starting the doctoral program who exceeds 99 Graduate Credit Hours in the doctoral program will still be allowed to register for graduate courses needed to complete said degree at the in-state tuition level. A student who exceeds 99 Graduate Credit Hours and the 5-year limit will only be allowed to register at the out of state rate. Any deviation from this policy will require the written approval of the graduate dean.

**Residency**
The residency will be three consecutive semesters beginning with full-time residency in the summer term, followed by consecutive fall and spring semesters with a minimum of 6 semester hours in each term.

**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 designed course sequence leading to the research component and the writing of a dissertation.

**Dissertation**
A dissertation must be prepared under the direction of the major professor and approved by the student's graduate committee. The major professor will be a member of the educational leadership program. One committee member will be a member of the department. The dissertation may be directed toward either a scientific conclusion oriented study or toward a practical decision oriented investigation.

**Full-Time Status**
A full-time status course load is 9 semester credit hours during the fall and spring semesters and 3 semester credit hours during each of the summer sessions. For students at the dissertation stage, enrollment in Dissertation Research for 3 hours shall constitute a full load.

**Higher Education Administration and Leadership, Transcripted Certificate**

**Certificate Completion**
To receive the transcripted certificate, students will complete five (5) classes (15 hours) from the six (6) classes (18 hours) listed below.

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<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Semester Credit Hours</th>
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<tbody>
<tr>
<td>HEAL 6325</td>
<td>Stud Pers Services Higher Ed</td>
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<td>HEAL 6326</td>
<td>Curr Prog Planning Higher Ed</td>
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<tr>
<td>HEAL 6338</td>
<td>Legal &amp; Ethical Issues</td>
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**Total Semester Credit Hours**  
15