

Doctoral Programs in Education

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:

- a. GRE scores (verbal and quantitative sections) at least sufficiently high to merit admission to the College of Graduate Studies;
- b. an acceptable undergraduate and graduate GPA (normally, a 3.0 + undergraduate total or upper division GPA and a 3.25 + graduate GPA are expected);
- c. recommendations from references; and
- d. 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:

- a. linguistics,
- b. statistics and
- c. 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:

- a. admission to the doctoral program or
- b. 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 EdD in Educational Leadership is an online doctoral degree designed for leaders 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.

Entrance Requirements

The candidate must submit the following criteria for entrance to the program: a Master's degree; writing artifact; successful interview evaluation; and a personal statement.

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

Higher Education Administration and Leadership is a growing career choice for faculty, administration, and staff working 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. Persons wishing to lead or teach in post-secondary educational institutions could benefit from courses in HEAL.

Entrance Requirements

Students may be admitted to the program from a variety of academic backgrounds. Students who enroll in the transcribed 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 <https://www.tamuk.edu/education/departments/edlc/heal.html>.

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 should complete the Apply Texas application, select the certificate in higher education, and submit all transcripts to Texas A&M University-Kingsville.

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 Emergent Bilinguals, 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 Chicano Lit. Concentration on reading and analysis of the novel, short story, poetic and dramatic genres. Taught in English or Spanish.

EDBL 6311 Mgmt Systems and Technology 3 SCH (3-0)

Application of management systems to curriculum development in Bil Ed 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 in Bil Ed. 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 in Bil Ed. 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 English or Spanish. Prerequisite: 12 graduate semester hours in education.

EDBL 6333 Teaching Engl Rdg to Emerg Bil 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 in Bil Ed. 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 Techniqs of Res Pub and Grant 3 SCH (3-0)

Focuses on survey research, the development of proposals for extramural funding and the dissemination of Bil Ed 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.

EDLD 6323 Advanced Topics in Ed Leadrshp 3 SCH (3-0)

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

EDLD 6324 Curriculum Theory 3 SCH (3-0)

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

EDLD 6325 Stud Pers Services in H E 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.

EDLD 6331 Educational Innovations 3 SCH (3-0)

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

EDLD 6333 Statistical Reasoning 3 SCH (3-0)

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, one-sample test, estimation, single-factor analysis of variance (one-way ANOVA) bivariate correlation, bivariate regression and effect size indices. Course also includes hands-on microcomputer laboratory experiences in the use of the Statistical Package for the Social Sciences (SPSS) with exercises related to the topics covered.

EDLD 6334 Qualitative Research Design 3 SCH (3-0)

Experimentally based study of qualitative research philosophy, nature, purposes, design and practice. Additionally, course will elaborate as well as expand knowledge of the methods and various approaches to social sciences and educational research diversely known as ethnographic, participant observation, qualitative, case study, naturalistic or interpretive.

EDLD 6335 Research in Edu Leadership 3 SCH (3-0)

This course is 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 3 SCH (3-0)

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. Prerequisite: EDLD 6334.

EDLD 6392 Advanced Statistical Reasoning 3 SCH (0-3)

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 3 SCH (0-3)

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

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, a vital planning effort for growth and sustainability in higher education. 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 Educ **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 Educ **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.

Code	Title	Semester Credit Hours
Core Courses		
EDBL 6301	Foundations of Bilingual Ed I	3
EDBL 6302	Foundations of Bilingual Ed II	3
Educational Linguistics		
EDBL 6321	Linguistics and Educ I	3
EDBL 6322	Linguistics and Educ II	3
Evaluation and Instruction in Bilingual Education/ESL		
EDBL 6311	Mgmt Systems and Technology	3
EDBL 6312	Clin Supervision of Instr	3
EDBL 6313	Evaluation of Instruction	3
EDBL 6331	Teach English as a Sec Lang	3
EDBL 6332	Teaching Span Lang Skills	3
EDBL 6333	Teaching Engl Rdg to Emerg Bil	3
EDBL 6334	Teach Subject Matter in Span	3
Cultural Component/Advanced Topics		
HIST 6311 or EDBL 6393	History of the Mex American Adv Topics in Bilingual Ed II	3
SOCI 6301 or EDBL 6391	Sociology of the Mex Amer Adv Topics in Bilingual Ed I	3
EDBL 6393	Adv Topics in Bilingual Ed II	3
EDBL 6391	Adv Topics in Bilingual Ed I	3

EDBL 6310	Lit of Mexican Amer	3
Research		
EDBL 6371	Rsrch Design Bil Ed	3
EDBL 6372	Desc Resrch Bil Ed	3
EDBL 6373	Techniqs of Res Pub and Grant	3
EDBL 6398	Dissertation in Progress	3
EDBL 6399	Dissertation	3
TOTAL		63
		Credits

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:

- filed the required forms with the graduate dean,
- successfully completed all course work,
- passed their written and oral comprehensive examinations and
- 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.

Description

The Doctor of Education Degree (Ed.D) in Education Leadership is a 60-hour 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 in conjunction with and on the advice of their committee chair/advisor. The degree is designed primarily for individuals who hold positions of leadership in educational institutions or who aspire to hold such positions. The expression "positions of leadership" is broadly construed to include teacher collegial leaders as well as individuals in administrative positions. Indeed, one of the assumptions underlying the program is that leadership in educational organizations should be broadly defined and distributed.

Coursework

Core and Cognate Courses comprise a minimum of 60 hours beyond the master's degree. Candidates enter as a cohort group and follow the program in a designed course sequence leading to admission to candidacy and writing of a research dissertation.

Core Courses are compromised of 42 semester hours: 24 hours of leadership and 18 hours of research. Cognate Courses comprise 18 hours and represent an area of professional specialization.

Code	Title	Semester Credit Hours
Core Courses		36
EDLD 6301	Philosophy of Education	
EDLD 6311	Contemp Theories in Educ Leadr	
EDLD 6335	Research in Edu Leadership	
EDLD 6324	Curriculum Theory	
EDLD 6334	Qualitative Research Design	
EDLD 6333	Statistical Reasoning	
EDLD 6331	Educational Innovations	
EDLD 6303	The Politics of Education	
EDLD 6315	Multicultural Analysis	
EDLD 6313	Policy Dvlpmnt Decisn Making	
EDLD 6397	Dissertation Research	
EDLD 6392	Advanced Statistical Reasoning	
or EDLD 6345	Advanced Qualitative Research	
Dissertation (EDLD 6306- Research/Dissertation Writing)		6
Following the completion of EDLD 6392 or EDLD 6345 students can enroll in EDLD 6306. Students must enroll in EDLD 6306 each semester prior to graduation. Earning a letter grade instead of an S or U in EDLD 6306 will indicate completion of proposal and final manuscript requirements of Research/Dissertation Writing courses.		
Cognate Courses		18
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.		
Total Semester Credit Hours		60

Cognate Courses

A maximum of 18 semester hours may be transferred from other institutions for credit in a cognate area. Courses transferred must not have been credited toward any other graduate-level degree. Transfer credits for Cognate Courses shall not be older than 10 years at the date of graduation. All transfer courses must be equivalent to TAMU-K's 5000 or 6000- level courses and approved by the coordinator of the cognate area. Only courses for which the student earned an A or B will be considered for transfer.

Cognate areas available include Adult Education, Bilingual Education, Higher Education Leadership and Administration, Instructional Technology, Principalship, Reading Research and Testing, Special Education, STEM- Science, Technology, Engineering, and Mathematics, or Superintendency. Additionally, students can construct a cognate in other content areas such as assessment, biology, English, or math. Courses in constructed cognates must meet graduate level criteria (e.g., a 5000 or 6000- level courses) and be approved by an Educational Leadership Program Coordinator. Below are courses within cognate areas offered.

Code	Title	Semester Credit Hours
Adult Education		
Six (6) ADED courses at the 5300 level.		
Bilingual Education		
EDBL 6301	Foundations of Bilingual Ed I	3
or EDBL 6302	Foundations of Bilingual Ed II	

EDBL 6310	Lit of Mexican Amer	3
EDBL 6321	Linguistics and Educ I	3
or EDBL 6322	Linguistics and Educ II	
EDBL 6334	Teach Subject Matter in Span	3
EDBL 6391	Adv Topics in Bilingual Ed I	3
EDBL 6393	Adv Topics in Bilingual Ed II	3
> Other 53** and 63**- level EDBL courses may be selected or transferred with approval from the EDBL Doctoral Program Coordinator.		

Code	Title	Semester Credit Hours
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Counseling

Six (6) EDCG courses at the 5300 level.

Code	Title	Semester Credit Hours
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Principalship

EDAD 5301	Behav and Org Found of Educ	3
EDAD 5345	Internship in Sch Admin	3
EDAD 5383	Public School Law	3
EDAD 5344	Supervision	3
EDAD 5343	Managing School Resources	3
EDAD 5341	School Administration	3
EDLD 6323	Advanced Topics in Ed Leadrshp	3

Students may take the state principalship exam after completing 15 hours of EDAD coursework. If they pass, prior learning credit will be awarded for EDAD 6323.

Code	Title	Semester Credit Hours
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Higher Education Administration and Leadership

HEAL 6325	Stud Pers Services Higher Ed	3
HEAL 6326	Curr Prog Planning Higher Ed	3
HEAL 6327	Higher Educ Administration	3
HEAL 6328	Strategic Enrollment Ldrship	3
HEAL 6336	Teaching & Research Higher Ed	3
HEAL 6338	Legal & Ethical Issues	3

Code	Title	Semester Credit Hours
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Instructional Technology

Six (6) EDIT classes at the 5300 level

Code	Title	Semester Credit Hours
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Science, Technology, Engineering, and Mathematics (STEM)

STEM 6310	Introduction to STEM Education	3
STEM 6312	Theoretical Foundations STEM	3
STEM 6314	Special Topics in STEM Educ	3
STEM 6316	Instructional Design STEM Educ	3
STEM 6318	Trends & Issues in STEM Educ	3

STEM 6320	Leadership in STEM Education	3
STEM 6322	Research in STEM Education	3

Code	Title	Semester Credit Hours
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Reading

Six (6) EDRG classes at the 5300 level

Code	Title	Semester Credit Hours
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Special Education

Six (6) EDSE classes at the 5300 level

Code	Title	Semester Credit Hours
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Superintendency

EDAD 5352	Facilities Planning	3
EDAD 5351	Staff and Pupil Personnel Adm	3
EDAD 5381	Admin and Mgmt of Spec Problms	3
EDAD 5384	Adv Prob in Superintendency	3
EDAD 5313	Sch Admin Public Sch Fin	3
EDAD 5385	Superintendency Internship	3
EDLD 6323	Advanced Topics in Ed Leadrshp	3

Students may take the state superintendency exam after completing 15 hours of EDAD coursework. If they pass, prior learning credit will be awarded for EDAD 6323.

Code	Title	Semester Credit Hours
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Other Content Areas

Six (6) courses at the 5000 or 6000 level in an area of specialization may be selected or transferred.

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.

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 EDLD 6306: Dissertation Research for 3 hours shall constitute a full load.

Admission to Candidacy

Admission to the Educational Leadership Doctoral Program does not imply admission to candidacy for the doctoral degree. Students will be admitted to doctoral candidacy upon successful completion of core and cognate course work, written and oral qualifying exams, and submission of forms required to register their dissertation proposal within the Graduate Studies Office.

Program Completion Time and Credit Limits

A student must complete all requirements for the doctoral degree, including the dissertation, within 10 consecutive years of initial registration for that degree. Graduate credits older than 10 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 the 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 out of state tuition rates. Any deviation from this policy will require the written approval of the Graduate Dean.

Course Work

The total program consists of a minimum of 60 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 or a practical decision-oriented investigation.

Higher Education Administration and Leadership, Transcribed Certificate

Certificate Completion

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

Code	Title	Semester Credit Hours
Select 5 of the following:		15
HEAL 6325	Stud Pers Services Higher Ed	
HEAL 6326	Curr Prog Planning Higher Ed	
HEAL 6327	Higher Educ Administration	
HEAL 6328	Strategic Enrollment Ldrship	
HEAL 6336	Teaching & Research Higher Ed	
HEAL 6338	Legal & Ethical Issues	
Total Semester Credit Hours		15

Contact Information

Bilingual Education Doctoral Program

- **Coordinator:** Dr. Norma Guzman
- **Phone:** (361) 593-2871
- **Email:** norma.guzman@tamuk.edu
- **Building Name:** Rhode Hall
- **Room Number:** 251

Educational Leadership Doctoral Program

- **Coordinator:** Dr. Daniella Varela
- **Phone:** (361) 593-5236
- **Email:** daniella.varela@tamuk.edu
- **Building Name:** Rhode Hall
- **Room Number:** 128