

# DEPARTMENT OF EDUCATIONAL LEADERSHIP

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## About

### Chair

Dr. Julie Combs (jpc002@shsu.edu)

### Mission

The Department of Educational Leadership prepares culturally responsive educational leaders who promote meaningful societal change.

### Contact Information

(936) 294-1147

### Website

Department of Educational Leadership (<http://www.shsu.edu/academics/educational-leadership>)

- Masters of Education in Administration with Principal Certification
- Masters of Arts in Higher Education Administration
- Masters of Education in Instructional Leadership
- Ed.D in Educational Leadership
- Ed.D in Developmental Education Administration
- Ed.D. in Higher Education Leadership
- Graduate Certificate in Academic Advising
- Graduate Certificate in Higher Education Assessment and Institutional Research
- Principal Certification
- Superintendent Certification

## Developmental Education

### DVED 7088. Special Topics in Developmental Education Administration. 3 Hours.

This course offers graduate students the option of registering for a multi-topic course. The student can take the course under various special topics being offered.

### DVED 7089. Independent Study Dev Ed Admin. 1-3 Hours.

### DVED 7110. Doctoral Study - Dev Ed Admin. 1 Hour.

This course provides an orientation to doctoral studies in educational leadership, topics of current interest to doctoral students in developmental education administration, and information regarding areas of study and research related to the doctoral program. May be repeated for a total of three credits. D in Developmental Education program.

**Prerequisite:** Admission to the Ed.

### DVED 7336. Internship in Development Educ. 3 Hours.

Students participate and are evaluated in an intensive study and field experience relating to positions in developmental educational leadership. Doctoral students will acquire insight into problems in the leadership process in an operational setting distinct from prior or concurrent work experience.

### DVED 7360. Developmental Ed & Postsec Std. 3 Hours.

This course focuses on the populations served by developmental education programs, defines developmental education, and explores the historical perspective of the need for developmental education and student development theories. Students needs, model programs, and best-practices for student learning, development, and retention will be explored through collaboration, research and independent inquiry.

### DVED 7364. Adv Learning Theory in Dev Ed. 3 Hours.

This course is designed to explore an advanced array of learning theories and how these apply specifically to developmental education. The course requires students to develop operational models using research in learning theory to facilitate organizational change and implementation of new paradigms in developmental education. An understanding of student learning utilizing the latest pedagogy and technologies grounded in the neurosciences and the new sciences will be included. Students will become familiar with learning theories and how these theories are applied to diverse educational environments.

### DVED 7365. Student Noncognitive Developmt. 3 Hours.

Development of the whole student is the focus of study with particular interest on areas other than the growth of intellectual competence. Psychological, economic, social and physical barriers to student development will be studied. D. program in Developmental Education.

**Prerequisite:** Admission to the Ed.

**DVED 7366. Outcome Assessment in DVED. 3 Hours.**

This course focuses on evaluation criteria and formative and summative evaluation of developmental students. A general model for evaluation of developmental programs, preparation of evaluation reports, and relevant research findings on student and program evaluation will be explored and examined.

**DVED 7367. Designing Learning Env in Dev Ed. 3 Hours.**

This course focuses on instructional design and development, theoretical/philosophical approaches to teaching; current research in developmental instruction; and, cognitive and non-cognitive factors in learning and classroom assessment. The course explores major issues, problems, methods, and best practices in the design and delivery of developmental education and learning assistance.

**DVED 7373. Statistical Methods for Developmental Education. 3 Hours.**

This course is designed to familiarize doctoral students with the logic and dynamics of the research process in education and provide students with the opportunity to develop skills in posing research questions, designing studies, collecting and examining data, and interpreting and reporting research results. In particular, students will be taught how to use a variety of introductory-level statistical techniques to analyze quantitative data in education research. Students will learn to (a) use statistical software to analyze data and (b) present results in an acceptable written format for social scientists. The curricula for this course include knowledge of the literature of the discipline and ongoing student engagement in research related to professional practice. Credit 3

**Prerequisite:** EDLD 7362.

**DVED 7387. Independent Study. 3 Hours.**

This course will provide the doctoral student an opportunity to engage in a detailed field study of a program or problem in developmental education administration. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation.

**DVED 8033. Dissertation Preparation. 1-3 Hours.**

This course is designed to lead the student to completion of an approved dissertation which will contribute to Developmental Education Administration. Minimum of 9 hours total required.

**Prerequisite:** Completion of required Leadership Core and Research Component coursework and successful completion of comprehensive exam.

## Education Administration

**EDAD 5088. Special Topics in Educ Admin. 1-3 Hours.**

The topic(s) included will vary with academic program and semester offered. Note: Maximum of six hours of coursework allowed in a student's program.

**EDAD 5089. Independent Study in Ed Admin. 1-3 Hours.**

**EDAD 5332. Adm & Org Of Public Schools. 3 Hours.**

This introductory course deals with the basic activities of educational management, theories and concepts, organization, and governance of the public schools.

**EDAD 5352. Communication for Ed Leaders. 3 Hours.**

This course is designed to provide students with the opportunity to assess and improve their verbal, written, and oral communication skills. Group dynamics and leadership approaches to conflict management, team building, and crisis management are addressed. The content is designed to familiarize students with communication skills necessary for leadership in educational organizations and facilitate their communication skills with others.

**EDAD 5372. Fed-State-Local Sch Law. 3 Hours.**

The course provides a study of the legal basis of school control; the relation of the federal government to public education, the state as the fundamental legal unit in organization and administration of a state system of schools; the district as the unit of local school control; and legal duties and responsibilities of the state and local boards of education.

**EDAD 5386. Spc Populations & Spc Programs. 3 Hours.**

Study is made of special programs offered in public schools including special and compensatory education, bilingual and ESL education, adult and continuing education, and vocational and technical education.

**EDAD 6110. Workshop In Educ Leadership. 1 Hour.**

This course deals with current topics in educational leadership. The topics selected for the workshop will be based on needs identified through collaborative endeavors with schools, service centers, professional organizations and governmental agencies. The course may be repeated for a maximum of three hours. NOTE: Maximum of three hours workshop coursework allowed in a student's program.

**EDAD 6362. Principal Practicum/Internship. 3 Hours.**

This laboratory course is designed to provide intensive study and field experience in problems relating to a specific job at the elementary, middle or senior high school level. Last course to be taken in the sequence of courses. May be taken with one to two other courses.

**EDAD 6370. Campus Business Management. 3 Hours.**

This course provides candidates with the skills to understand basic campus accounting and budgetary functions as well as the management of the school facility/plant. This course deals with basic concepts of management of campus activity funds, personnel accounting, instructional budgetary functions, translating student academic needs into the budget, public finance; and problems in local, state, and federal support of education.

**EDAD 6371. Role Of Prin In School Admin. 3 Hours.**

This course is designed for school administrators and supervisors. Consideration is given to organization, program curriculum, plant supervision, and evaluation for the principal functioning at the elementary, middle or senior high school level.

**Prerequisite:** EDAD 5332 and EDAD 6368.

**EDAD 6375. Women In Educ Leadership. 3 Hours.**

This course addresses issues and challenges of particular interest to women in educational leadership positions. It is designed to encourage prospective women administrators by enhancing leadership, interpersonal and motivational skills.

**EDAD 6378. Building Capacity For Tch & Lrn. 3 Hours.**

This course addresses the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment, and professional development.

**EDAD 6379. Prog Eval For School Imprvmt. 3 Hours.**

This course provides candidates with the skills to develop an understanding of the program evaluation process for overall school improvement and become critical consumers of research to guide decision-making; access resources, databases, and best practice models to inform effective leadership; and effectively use student assessment data to promote academic achievement and intervention programs.

**EDAD 6380. Exec Ldrshp- Superintendents. 3 Hours.**

This course provides candidates with the skills to assume the role of the contemporary superintendent or head of schools. This course consists of topics, content, and independent inquiry that address the specific and unique leadership needs of districts.

**EDAD 6381. Dist Business & Financial Mgt. 3 Hours.**

This course provides candidates with the skills to understand basic district accounting and budgetary functions as well as the management of district facilities. This course deals with basic concepts of management of campus activity funds, personnel accounting, instructional budgetary functions, translating student academic needs into the budget, public finance; problems in local, state, and federal support of education, state financial systems, with emphasis on Texas; local taxation; budgeting; financing capital items; and fiscal management.

**EDAD 6382. Human Resource Management. 3 Hours.**

Study is made of the administrator's role in recruiting and retaining adequate staff. Such topics as recruitment, salary policy, tenure, leaves, contractual obligations, and academic freedom are considered.

**Prerequisite:** 12 hours of Principalship core coursework.

**EDAD 6383. Learner Centered Leadership. 3 Hours.**

The course provides a study of the duties and responsibilities of the school administrator as related to public relations, personnel administration, instructional leadership, financial management and school plant planning. Last course to be taken in the sequence of courses. May be taken with one to two other courses.

**EDAD 6384. Superintendent Practicum. 3 Hours.**

This course provides specific opportunities, independent inquiry, and experiences that are necessary for the dispositional and affective elements of the superintendency as candidates learn to manage organizational behavior and district performance.

**EDAD 6385. Culturly Proficnt Schl Ldrshp. 3 Hours.**

In this course leadership candidates will develop an understanding of how organizational culture and climate intersects with diverse subcultures in the school and school community. Candidates will reflect on their own cultural biases and collect data on school culture, climate, and community to develop action plans that address need areas. Candidates will explore the application of organizational, communication, multicultural, and cultural proficiency theories and models to day-to-day practice.

**EDAD 6387. Thesis. 3 Hours.**

This course provides candidates an opportunity to engage in a detailed field study under the direction of graduate faculty. The topic and area of study must be approved by the supervising faculty member.

**EDAD 6390. The School Plant. 3 Hours.**

The course is designed for school superintendents, business managers, and other school personnel whose responsibilities include school plant planning and management. Topics considered include how to use and maintain present school plants, keeping the school board and community informed as to building needs, selecting architects, and financing construction, and the developing educational specifications.

**EDAD 6394. Advancing Educ Leadership. 3 Hours.**

This course is designed to certify individuals as having completed Advancing Educational Leadership. Emphasis is also placed on the improvement of instruction based on data and research findings and demonstration of leadership knowledge and skills.

**EDAD 6397. Current Issues For Sch Adminst. 3 Hours.**

This course will provide practicing and prospective school administrators an opportunity to become current with state and national education issues. These issues will include school finance, school law, special programs, leadership and management, instructional issues, evaluation of programs and personnel, and changing policies at the state and national level.

## Educational Leadership

### **EDLD 7088. Spec Topics in Ed Leadership. 1-3 Hours.**

This course is designed to provide an orientation to doctoral studies in educational leadership, topics of current interest to doctoral students, and information regarding areas of study and research related to the doctoral program. Students in the Ed.D. program in educational leadership are required to take the course each semester of residence. May be repeated for a total of three credits.

**Prerequisite:** Admission to Ed.D. Program in Educational Leadership.

### **EDLD 7089. Independent Study Educational Leadership. 3 Hours.**

#### **EDLD 7111. Doctoral Studies in Ed Ldrshp. 1 Hour.**

Students explore research in educational leadership, topics of interest to doctoral students in educational leadership, and research tools related to the doctoral program. Will be repeated with a different topic for a total of three credits.

#### **EDLD 7331. Leadership Theory/Application. 3 Hours.**

Examination of many leadership theories, models, and processes with emphasis on the results of the applications of various theories, models, and processes to educational leadership. This course requires knowledge of the literature and ongoing student engagement in research.

**Prerequisite:** Admission to Ed.D. Program in Educational Leadership.

#### **EDLD 7332. Instr Theory/Applications. 3 Hours.**

Systematic study is made of existing research on key factors influencing instructional effectiveness and on models for school restructuring. The relationship of instruction and school effectiveness is explored in depth. This course requires knowledge of the literature and ongoing student engagement in research.

**Prerequisite:** Admission to Ed.D. Program in Educational Leadership.

#### **EDLD 7333. Societal Factors Affecting Ed. 3 Hours.**

Through this course, graduate students will have the opportunity to examine the political, economic, and cultural factors affecting public school education and instructional leadership today. This course is designed to provide instructional leaders with insight and background into the life styles, values and aspirations of various cultural groups as related to the leadership process.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership.

#### **EDLD 7334. Issues In Contemporary Education. 3 Hours.**

Analysis of the research literature and field-based data relative to current issues facing instructional leaders in contemporary schools will be completed. Assessment of enrollment trends, curriculum changes, personal problems, and financial patterns are issues that will be addressed. This course requires knowledge of the literature and ongoing student engagement in research.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership.

#### **EDLD 7335. Conflict Abr For Contemp Edu. 3 Hours.**

Examination of conflict management processes and skills with emphasis on interaction patterns, interpersonal relationships, and communication skills.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership.

#### **EDLD 7336. Education Leadership Internshp. 3 Hours.**

Students participate and are evaluated in an intensive study and field experience relating to positions in educational leadership. Designed to provide insight into problems in the leadership process in an operational setting distinct from prior or concurrent work experience.

**Prerequisite:** Completion of 12 hours of leadership area core.

#### **EDLD 7337. Academic Writing & Research. 3 Hours.**

In this course, students will develop the skills and strategies for academic literacy, including critical reading and clear writing. Students will utilize scientific writing styles and will complete a written review of research literature.

#### **EDLD 7338. Organztnl Behavr & Thry In Edu. 3 Hours.**

This study of organizational theory and behavior is an integration and application of behavioral science knowledge and is built upon contributions from a number of behavioral disciplines. The prominent areas are psychology, sociology, social psychology, anthropology, and political science. Contributions of the psychologists have been mainly at the individual or micro level, while the latter disciplines have contributed to our understanding of macro concepts ? group processes and organization. All leaders who work in organizations will find this course helpful in understanding and guiding the behavior of others in the work place.

#### **EDLD 7361. Program Evaluation in Educ. 3 Hours.**

This course is designed for the study of educational problem solving and accountability and their relationship to needs assessment techniques, evaluation methodologies, and decision-making processes.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership and EDLD 7372.

#### **EDLD 7362. Methods Of Educ Research. 3 Hours.**

Study of qualitative research with emphasis upon an understanding of statistical concepts and procedures necessary to create and implement effective educational research. This course requires knowledge of the literature and ongoing student engagement in research.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership.

**EDLD 7363. Proposal Development. 3 Hours.**

Fundamental concepts and tools of research applied to educational problems. Each student will prepare a proposal for the dissertation. This course requires knowledge of the literature and ongoing student engagement in research.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership and EDLD 7361.

**EDLD 7365. Applied Stats I for Ed Leaders. 3 Hours.**

This course is designed to familiarize doctoral students with the logic and dynamics of the research process in education and provide students with the opportunity to develop skills in posing research questions, designing studies, collecting and examining data, and interpreting and reporting research results in educational leadership.

**Prerequisite:** EDLD 7362.

**EDLD 7368. Applied Stats II for Ed Leaders. 3 Hours.**

In this course, doctoral students compute and interpret multivariate statistics to analyze quantitative data used in educational settings. A strong focus is placed on the use of statistical software to analyze data and written presentation results. The curricula for this course include knowledge of the literature of the discipline and ongoing student engagement in research related to professional practice.

**Prerequisite:** EDLD 7365.

**EDLD 7370. Education Policy And Ethics. 3 Hours.**

The purpose of this course is to provide the student with opportunities to study how educational policy is developed through micro and macro political elements, to examine ethical and value issues confronting educational leaders, and to demonstrate how individual values drive ethical behavior and ethical decisions. This course requires knowledge of the literature and ongoing student engagement in research.

**Prerequisite:** Admission to Ed.D. Program in Educational Leadership.

**EDLD 7371. Current Issues in Higher Education Leadership & Administration. 3 Hours.**

Students will develop leadership skills in higher education through the integration of knowledge, skills and practice in finding effective solutions for student success strategies, cultural proficiencies, and enrollment management initiatives. Through research, collaboration, and independent inquiry, this course addresses academic advisement, developmental education, and other higher education initiatives in preparation for higher education leadership.

**EDLD 7372. Qualitative Methodology. 3 Hours.**

This course is designed to teach qualitative research methodology within an educational leadership problems-based contextual framework. The course will emphasize qualitative research techniques through lecture, discussion, readings, and field-based research projects using the methods learned. This course requires knowledge of the literature and ongoing student engagement in research.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership and EDLD 7362.

**EDLD 7373. American Higher Education System. 3 Hours.**

This course is designed to teach doctoral students the historical and contemporary role of the American college and university system. The course covers the establishment of the community college as a unique American idea that has become a major component in the postsecondary milieu. The course also focuses on historical, current and emerging issues in the American college setting and the university system.

**EDLD 7379. Leadership in Academic Advising. 3 Hours.**

In this course, candidates examine the best practices, key concepts, and exploration of delivery systems for academic advising through collaboration, research and independent inquiry, applying essential concepts of academic advising as a component of student success and retention. Factors to be considered in establishing an advising program include organization and administration of an effective advisement model for diverse populations and the training, development, and assessment of advisors and advising programs.

**EDLD 7380. Mixed Methods Research. 3 Hours.**

In this course students gain the knowledge and skills to answer complex educational research questions using a mixed methods research approach. By utilizing a variety of quantitative and qualitative approaches at various stages of the research process, students develop an ability to apply methods of inquiry to problems in education.

**Prerequisite:** EDLD 7365 and 7372.

**EDLD 7387. Doctoral Field Study-Educational Leadership. 3 Hours.**

This course will provide the doctoral student an opportunity to engage in a detailed and in-depth field study of a program or problem in educational leadership. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation.

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership and permission of Supervising Professor.

**EDLD 8033. Dissertation. 1-3 Hours.**

The completion of an approved dissertation which will contribute to Instructional Leadership. Minimum of 9 hours total required. Field-based projects will be emphasized. May be repeated. Variable Credit (1-3).

**Prerequisite:** Admission to the Ed.D. Program in Educational Leadership; completion of required Leadership Core and Research Component coursework and successful completion of comprehensive exam.

## Higher Education Administration

**HIED 5088. Special Topics in Higher Ed. 3 Hours.**

**HIED 5089. Independent Study Higher Ed. 1-3 Hours.**

**HIED 5360. Hist & Organization of High Ed. 3 Hours.**

This course provides the learner with knowledge of organizational and administrative roles in higher education. Through collaboration, research, and independent inquiry, candidates will examine organizational and administrative roles in higher education. Executive leadership issues in higher education are explored with a focus on conceptual content that prepares students for mid-level administration and management of higher education.

**HIED 5361. Contemporary Issues in Higher Education. 3 Hours.**

This course provides the learner with knowledge of contemporary issues in higher education. This will include information concerning the current generation of college students and how they develop while they are in college. Additionally, the impact of technology on students, faculty, and society will be examined. Candidates will demonstrate an understanding of the theoretical basis for key issues facing higher education in a rapidly changing society.

**HIED 5362. Resource Development & Allocation in Higher Education. 3 Hours.**

This course provides the higher education administrator with knowledge and skills in both resource development and allocation based on institutional mission and planning. Human, physical and financial resources are examined in the context of planning, programming, budgeting systems (PPBS), evaluation of outcomes, and the institutional research function.

**HIED 5363. Information Tech in Higher Ed. 3 Hours.**

This course provides the higher education administrator with a systems approach to Enterprise Resource Management (ERP) and emerging technologies in education to enhance assessments, strategic planning, continuous improvement, and academic partnerships.

**HIED 5364. Leadership in Education. 3 Hours.**

This course examines leadership theories, models, and processes with emphasis on the knowledge and skills necessary as 21st century leaders in higher education administration. Current leadership theory will be applied to emerging issues in higher education administration.

**HIED 5365. Academic Affairs in HIED. 3 Hours.**

This course provides a study of the factors that influence the development of instruction and curriculum in higher education. Policies and procedures for designing, implementing, and evaluating curriculum at the college level will be examined. Candidates will examine accreditation trends, issues and problems in higher education administration. Curriculum theory and design, practices in goal setting, planning, and instructional improvement, will be emphasized.

**HIED 5366. Assessment in Higher Education. 3 Hours.**

This course explores the philosophy, technique, and application of assessment in higher education settings. Students engage in guided development of an assessment project, exploring methods of assessment and means of advocating for evidence based change.

**Prerequisite:** HIED 5379 or EDAD 5379.

**HIED 5367. Diverse Student Populations. 3 Hours.**

Graduate students will explore current demographic trends in higher education student populations. Additional study into student development theory is made to further refine higher education administrators' understanding of how a variety of students grow and develop in higher education.

**Prerequisite:** Admission in to the Master of Arts in Higher Education Administration.

**HIED 5370. Career Advising in Higher Education. 3 Hours.**

This course addresses a wide range of career advising tools, theories, and assessments available in advising students in higher education. Students will examine the fundamental theories of career advising, advising on major selection, and gain familiarity with advising resources.

**HIED 5379. Research in Higher Education. 3 Hours.**

This course focuses on reviews of literature, research design, quantitative and qualitative methods, and sources of higher education research. Specific attention is paid to using scholarships to create or improve higher education programs, curriculum, or policies.

**HIED 5387. Independent Study. 3 Hours.**

This course will provide Master of Arts students an opportunity to engage in a detailed field study of a program or problem in higher education administration. The student will work under the supervision of a graduate faculty member and will be expected to produce a summative written product or presentation.

**HIED 5390. Concepts in Academic Advising. 3 Hours.**

This course offers an overview of the concepts of academic advising as essential components of student success and retention programs in higher education. This course will prepare and equip academic advisors for leadership in the area of student success.

**HIED 6360. Student Services In Higher Education. 3 Hours.**

This course provides in-depth content regarding the practice of student services/student affairs in Higher Education. Theoretical foundations, competencies needed for successful student personnel work, and current issues and problems in student services will be addressed. The course provides a structural framework for the student services organization as it complements academics in institutions of higher education.

**HIED 6371. Fundamentals of Data Management. 3 Hours.**

Students will develop the skills necessary to effectively manage institutional data. Technological aspects of data management, data transformation and manipulation, storage, confidentiality and anonymity, Institutional Review Board procedures and data sharing agreements will be addressed.

**HIED 6372. Practicum in Higher Education. 3 Hours.**

This course provides a field practicum for students seeking a position as an instructional supervisor. It is designed to provide intensive study of the field of instructional leadership. Last course to be taken in the sequence of courses. May be taken with one to two other courses.

**HIED 6374. Statistics for Institution Research. 3 Hours.**

This course provides an overview of the most frequently used statistical methods in higher education assessment and institutional research. Emphasis will be placed on the use of data and statistical methods to inform institutional decision making.

**Prerequisite:** HIED 6371.

**HIED 6387. Thesis. 3 Hours.**

Students work under faculty supervision on a sustained research project to produce a thesis in the field of higher education. Project topics vary based on student interests and the faculty advisor's research expertise. Students gain hands on experience in conducting research and writing scholarly reports.

**Prerequisite:** Approval of the program coordinator.

**HIED 7088. Special Topics in Higher Ed. 3 Hours.****HIED 7089. Independent Study Higher Ed. 1-3 Hours.****HIED 7374. The College Student. 3 Hours.**

This course is designed to provide the learner with a foundation in student development. This will include information concerning the current generations of college students and how they develop while they are in college. Learners will also develop an understanding of the theoretical bases for student development and be able to identify the role of student development/services/affairs in developing college students.

**HIED 7375. Higher Education Finance. 3 Hours.**

This course is designed to provide a comprehensive overview of higher education funding and financing. Specific details of how a budget is built, sources of revenue, objects of expenditures, and planning are covered in the course. Students will learn relevant terms, how to plan, build and implement an institution-wide budget. It is intended to prepare students for leadership positions in higher education by providing a better understanding of financial, budgetary, and planning issues in public post-secondary education.

**HIED 7376. Higher Education Curriculum. 3 Hours.**

This course identifies and analyzes contemporary issues in community college curriculum, including academic, workforce, tech prep, and dual credit.

**HIED 7377. Applied Leadership in Higher Ed. 3 Hours.**

This course is designed to introduce students to an array of theoretical and practical orientations to leadership in the community college. The course content addresses current and emerging issues of leadership, administration, and management in the community college. Students will become familiar with leadership theories and how to apply to them to a dynamic, multicultural, multi-ethnic educational environment.

**HIED 7378. Higher Ed Law & Governance. 3 Hours.**

The purpose of this course is to provide an overview of the organization, governance, and administration of higher education. This course is based on analyzing the elements that define colleges, describing models to explain how colleges are organized and managed; and integrating these models with administrative views to influence organizational processes, to include the communication of current issues to other personnel. The course will also focus on legal issues that affect the governance of higher education.

**HIED 7387. Independent Study. 3 Hours.**

This course will provide doctoral students an opportunity to engage in a detailed and in-depth field study of a program or problem in higher education administration. The student will work under the supervision of a doctoral faculty member and will be expected to produce a summative written product or presentation.

## Higher Education Leadership

**HEDL 7110. Doctoral Studies in Higher Ed. 1 Hour.**

Students explore studies in higher education leadership, topics of current interest, and information regarding areas of study and research related to the doctoral program. Will be repeated for a total of three credits with different topics.

**HEDL 7332. Org and Admin of Higher Ed. 3 Hours.**

Students apply organizational theories to administration applications in higher education administration. Drawing upon leadership theory, organization theory, administrative theory, psychology, sociology, and educational leadership, a variety of topics are applied to higher education settings.

**HEDL 7361. Assessment & Eval in Higher Ed. 3 Hours.**

Students examine the process of collecting, analyzing, and using data for evidence-based change in higher education. They then, apply theories of assessment and evidence use to develop and recommend plans for change and improvement.

**HEDL 7372. Dvrsty & Culture: Higher Ed. 3 Hours.**

Students examine demographic trends in higher education student populations and a variety of cultural, linguistic, social, and political perspectives within higher education. Students in this course will apply identity development theory to enhance the institutions' capacity to educate all students.

**HEDL 8033. Dissertation. 1-3 Hours.**

Students prepare an approved dissertation that will contribute to Higher Education Leadership. Minimum of 9 hours total required. Variable Credit (1 to 3).

**Prerequisite:** Completion of required leadership and research coursework and successful completion of comprehensive exam.

## Instructional Leadership

**INSL 5088. Spec Top in Instructional Tech. 1-3 Hours.**

This course offers graduate students the option of registering for a multi-topic course. The student can take the course under various special topics being offered. Variable Credit 1-3.

**INSL 5089. Independent Study in Instructional Technology. 1-3 Hours.**

**INSL 5378. Curriculum Planning. 3 Hours.**

This course provides a study of the various factors which influence curriculum change; the role and responsibilities of different personnel and agencies in curriculum planning; procedures in implementing curriculum change; and current programs in public school curriculum K-12.

**INSL 5379. Methods of Research. 3 Hours.**

Study is made of types and methods of educational research, the collecting, analyzing and sharing of data with the public. The student is expected to complete a research project or field study utilizing appropriate methods of educational research.

**INSL 6360. Learning Theory of Educational Leadership. 3 Hours.**

Study is made of the principles of psychology as they apply to learning and teaching. Pertinent research is studied in an attempt to find ways to make instruction more effective.

**INSL 6368. Instructional Supervision. 3 Hours.**

The course focuses on leadership for the improvement of instruction and includes current research on school and teaching effectiveness.

**INSL 6372. Practicum In Instructnl Ldrshp. 3 Hours.**

This course provides a field practicum for students seeking a position as an instructional supervisor. It is designed to provide intensive study of the field of instructional leadership. Last course to be taken in the sequence of courses. May be taken with one to two other courses.

**INSL 6390. Eval for Instructional Leaders. 3 Hours.**

In this course, graduate students in Instructional Leadership will gain a comprehensive knowledge of different types and forms of evaluation and their application to educational improvement. In addition, students learn how to analyze data from a variety of forms of assessments to inform instructional decisions. This course includes a comprehensive study of the design, validity/reliability, bias, and use of assessment instruments often associated with educational improvement.

Chair: **Julie P Combs**

**Rebecca M Bustamante, PHD** (rmb007@shsu.edu), *Professor of Educational Leadership, Department of Educational Leadership, PHD, Univ of San Diego; MA, San Jose State University; BA, Univ of Wisconsin-Madison*

**Julie P Combs, EDD** (jpc002@shsu.edu), *Professor and Acting Chair of Educational Leadership, Department of Educational Leadership, EDD, Texas A&M - Commerce; MED, Texas A&M - Commerce; BS, Texas A&M University*

**Paul William Eaton, PHD** (pwe003@shsu.edu), *Assistant Professor of Educational Leadership, Department of Educational Leadership, PHD, LSU & A&M College; MED, LSU & A&M College; MED, Univ of Maryland-College Park; BA, Univ of Minnesota-Twin Cities*

**Matthew Bryan Fuller, PHD** (mbf005@shsu.edu), *Associate Professor of Educational Leadership, Department of Educational Leadership, PHD, Illinois State University; MS, Texas A&M University; BA, Texas A&M University*

**Mack T Hines, EDD** (mth003@shsu.edu), *Associate Professor of Educational Leadership, Department of Educational Leadership, EDD, South Carolina State Univ; EDS, Winthrop College; MAT, South Carolina State Univ; BA, Morris College*

**Peggy Philpot Holzweiss, PHD** (pholzweiss@shsu.edu), *Assistant Professor of Educational Leadership, Department of Educational Leadership, PHD, Texas A&M University; MS, Texas A&M University; BS, Texas A&M University*

**Forrest Christopher Lane, PHD** (fcl004@shsu.edu), *Assistant Professor of Education, Department of Educational Leadership, PHD, Univ of North Texas; MS, Univ of North Texas; BS, Texas A&M University*

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