

# ED.D. IN HIGHER EDUCATION LEADERSHIP

The doctoral program in Higher Education Leadership provides the highest professional degree available to students who aspire to leadership positions at the college or university level. The degree includes a curriculum of a minimum of sixty hours of graduate credit. However, the doctoral degree is awarded on the basis of successful completion of coursework, assessment of professional dispositions, and research competencies, and completion of a major research project resulting in the presentation and defense of a dissertation.

Graduates of the doctoral degree in Higher Education Leadership are able to apply administrative and student development theory in leading today's institutions of higher education; set and assess goals for program and student performance; effectively and ethically use resources in support of institutional missions; plan and provide for academic programs' curricula; apply student development theory to support student success; support and enhance diverse perspectives on learning and leading; interpret the relationships among federal, state, and local education agencies and the laws applicable to the administration of colleges and universities; design educational research; and interpret and utilize results for improvement.

The Higher Education Leadership program follows a cohort model, which means that individuals are admitted to a specific group, called a cohort, and are required to take their coursework at the same time as the other individuals in the cohort for the duration of their enrollment in the program. This model provides students a support system to utilize as they progress through the doctoral curriculum. In the event of emergencies that require individuals to drop out of the normal schedule, they may be required to join another cohort with a different schedule.

## Application Deadlines

Cohort	Classes Begin	Application Deadline
Higher Education Leadership	Spring (January)	October 1

Applicants seeking admission to the doctoral program in Higher Education Leadership must submit the following directly to the Office of Graduate Admissions:

1. Graduate Admission Application (<http://www.shsu.edu/admissions/apply-texas.html>)
2. Application fee (<http://www.shsu.edu/dept/graduate-studies/application-fee.html>)
3. Official transcript from the baccalaureate degree granting institution
4. Official transcript(s) showing receipt of a master's degree from an accredited institution
5. Resume (with description of education, work history, leadership experiences, and contact information for at least 3 professional references)
6. Personal statement. Not to exceed 1,800 words. Please, address the following:
  - a) What are some highlights of your professional career?
  - b) What are some experiences that highlight your leadership strengths?
  - c) What are your professional goals?
  - d) What reasons do you have for pursuing a doctoral degree?
  - e) Please address any performance or academic indicators that may be of concern to the admissions committee.

**Note:** Applicants selected after the initial screening will be invited for an interview and research presentation.

Applicants should hold a master's degree, and the student's graduate GPA should be 3.5 or higher. In addition, three years of full-time professional experience in an accredited college or university is preferred.

The program requires a minimum of sixty hours of graduate credit, successful passing of a comprehensive examination, and completion of a dissertation.

After the completion of twelve to eighteen semester hours (two or three semesters) of doctoral level coursework in the program, each student will be considered for full admission to candidacy. A doctoral program committee will review his/her academic progress, interpersonal skills, and motivation to determine whether the student should continue with the program. After full admission to the program, the student's doctoral dissertation committee will be assigned by the Director of Doctoral Studies.

A comprehensive examination will be taken after the completion of forty-two hours of required coursework. Students must be enrolled during the semester the comprehensive examination is taken. After successful completion of the comprehensive examination and proposal course, the student may defend the dissertation proposal.

Code	Title	Hours
<b>Ed.D. in Higher Education Leadership</b>		
EDLD 7337	Academic Writing & Research	3
EDLD 7362	Methods Of Educ Research	3
EDLD 7363	Proposal Development	3
EDLD 7365	Applied Stats I for Ed Leaders	3
EDLD 7368	Applied Stats II for Ed Leads	3

EDLD 7370	Education Policy and Ethics	3
EDLD 7372	Qualitative Methodology	3
HEDL 7110	Doctoral Studies in Higher Ed <sup>1</sup>	3
HEDL 7332	Org and Admin of Higher Ed	3
HEDL 7361	Assessment & Eval in Higher Ed	3
HEDL 7372	Dvrsty & Culture: Higher Ed	3
HEDL 7373	History of Amer Higher Ed Sys	3
HEDL 7374	The College Student	3
HEDL 7375	Higher Education Finance	3
HEDL 7376	Teaching & Learning in HiEd	3
HEDL 7377	Ldrshp of Higher Ed Institu	3
HEDL 7378	Legal Issues in Higher Ed	3
<b>Dissertation</b>		
EDLD 8033 or HEDL 8033	Dissertation <sup>2</sup> Dissertation	9
Total Hours		60

<sup>1</sup> Taken 3 times.

<sup>2</sup> EDLD 8033 must be taken at least three times for a minimum total of nine hours. Once enrolled in this course, the student must enroll in it until graduation.

The Texas Higher Education Coordinating Board (THECB) marketable skills initiative is part of the state's **60x30TX plan** and was designed to help students articulate their skills to employers. Marketable skills are those skills valued by employers and/or graduate programs that can be applied in a variety of work or education settings and may include interpersonal, cognitive, and applied skill areas.

The EdD in Higher Education Leadership is designed to provide graduates with the following marketable skills:

- Lead higher education institutions in today's complex environments.
- Produce and leverage research to inform educational practice.
- Advance a critical consciousness of the importance of diversity, equity, inclusion, student development theory, finance, law, and other topics.
- Describe the roles, functions, and interrelationships among a college or university's major constituents.
- Plan and assess student learning, program effectiveness, and performance in an ethical and legally-defensible manner.