DEPARTMENT OF EDUCATIONAL LEADERSHIP

About

Chair: Dr. (jpc002@shsu.edu) Forrest Lane (fcl004@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/)

- Ed.D in Developmental Education Administration (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/developmental-education-administration-edd/)
- Ed.D in Educational Leadership (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/educational-leadership-edd/) (K-12)
- Ed.D. in Higher Education Leadership (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/higher-education-leadership-edd/)
- Masters of Arts in Higher Education Administration (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/higher-education-administration-ma/) (HIED)
- Masters of Education in School Leadership (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/school-leadership-med/) (EDAD)
- Graduate Certificate in Academic Advising (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/academic-advising-certificate/)
- Graduate Certificate in Higher Education Assessment and Institutional Research (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/higher-education-assessment-instituional-research-certificate/)
- Principal Certification (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/principal-certification/) (Texas)
- Superintendent Certification (http://catalog.shsu.edu/archives/2021-2022/graduate-and-professional/college-departments/education/educational-leadership/superintendent-certification/) (Texas)

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.
Doctoral students are provided an opportunity to engage in a detailed field study of a program or problem in developmental education administration. The student works under the supervision of a doctoral faculty member and is expected to produce a written product or presentation.

DVED 7110. Doctoral Stdy - Dev Ed Admin. 1 Hour.
Students are provided 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 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.
Students focus on the populations served by developmental education programs, define developmental education, and explore 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 are explored through collaboration, research and independent inquiry.

DVED 7364. Adv Learning Theory in Dev Ed. 3 Hours.
Students explore an advanced array of learning theories and how these apply specifically to developmental education. Students are required 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 are included. Students 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 are studied. D. program in Developmental Education.
Prerequisite: Admission to the Ed.

DVED 7366. Outcome Assessment in DVED. 3 Hours.
Students focus 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 are explored and examined.

DVED 7367. Designing Lrning Env in Dev Ed. 3 Hours.
Students focus 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. Student explore 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 are taught how to use a variety of introductory-level statistical techniques to analyze quantitative data in education research. Students 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.
Doctoral students are provided an opportunity to engage in a detailed field study of a program or problem in developmental education administration. Students work under the supervision of a doctoral faculty member and are 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. School Leadership. 3 Hours.
Students are introduced to 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.
The course provides a study of special programs offered in public schools such as the following: special and compensatory education, bilingual and ESL education, adult and continuing education, gifted/talented, 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.

EDAD 6310. School Culture and Communication. 3 Hours.
Students explore effective leadership strategies and practices to improve the school culture, student learning, and teacher growth as well as to ensure the development of collegial relationships and effective collaboration. Credit. 3 .

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. Students study basic concepts of management of campus activity funds, personnel management, budgetary functions, translating student academic needs into the budget, public finance, facility management; and problems in local, state, and federal support of education.

EDAD 6371. Role of Prin in School Admin. 3 Hours.
This survey course is designed for school leaders. 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: Graduate Standing.

EDAD 6375. Women in Educ Leadership. 3 Hours.
Students address issues and challenges of particular interest to women in educational leadership positions. The course is designed to encourage prospective women administrators by enhancing leadership, interpersonal. and motivational skills.

EDAD 6378. Instructional Supervision. 3 Hours.
Students explore the development of effective leadership strategies to improve student achievement through curriculum, instruction, assessment, and professional development.

EDAD 6379. Prog Eval For School Imprvmnt. 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. 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 and state financial systems with emphasis on Texas; local taxation; budgeting; financing capital items; and fiscal management.

EDAD 6382. Human Resource Management. 3 Hours.
Students study the administrator's role in recruiting and retaining adequate staff. Such topics as recruitment, salary policy, tenure, leaves, contractual obligations, evaluation systems, and academic freedom are considered.
Prerequisite: 12 hours of Principalship core coursework.

EDAD 6383. Learner Centered Leadership. 3 Hours.
Students study the duties and responsibilities of the school district superintendent related to instructional leadership at the district level. This course includes the leadership responsibilities including the importance of collaborative district improvement planning, developing a district culture of high academic expectations, the current state academic accountability system, as well as a systematic coordination of the curriculum, instruction and assessment programs.

EDAD 6384. Superintendent Practicum. 3 Hours.
Students are provided 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. Culturlly Proficnt Schl Ldrshp. 3 Hours.
Leadership candidates develop an understanding of how organizational culture and climate intersects with diverse subcultures in the school and school community. Candidates reflect on their own cultural biases and collect data on school culture, climate, and community to develop action plans that address need areas. Candidates explore the application of organizational, communication, multicultural, and cultural proficiency theories and models to 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 may 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 may 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 offers students studying educational leadership the opportunities for structured coursework on emergent issues or other topics for which courses do not exist in the current catalog.
Prerequisite: Admission to Ed.D. Program in Educational Leadership.

EDLD 7089. Independent Study Educational Leadership. 1-3 Hours.
Variable Credit (1 to 3).

EDLD 7111. Doctoral Studies in Ed Ldrship. 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.
Students examine the 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.
Students engage in a systematic study 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.
Graduate students 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 Contempory Education. 3 Hours.
Students complete an analysis of the research literature and field-based data relative to current issues facing instructional leaders in contemporary schools. Assessment of enrollment trends, curriculum changes, personal problems, and financial patterns are issues that are 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.
Students examine 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. This course is designed to provide students 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.
Students develop the skills and strategies for academic literacy, including critical reading and clear writing. Students utilize scientific writing styles and 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.
Students study 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.
Students explore various research paradigms and strategies for educational research. Concepts explored include developing problem statements, research questions, sampling, and methods of data collection. Students will analyze ethical issues in research situations.

EDLD 7363. Proposal Development. 3 Hours.
Students apply fundamental concepts and tools of research to educational problems. Each student prepares 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 Leadrs. 3 Hours.
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 processional practice.
Prerequisite: EDLD 7365.

EDLD 7370. Education Policy and Ethics. 3 Hours.
Students are provided 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. Cntmp Iss in Hig Ed Ldsh & Adm. 3 Hours.
Students 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, students address academic advisement, developmental education, and other higher education initiatives in preparation for higher education leadership.

EDLD 7372. Qualitative Methodology. 3 Hours.
This course emphasizes knowledge and skills needed for qualitative inquiry within an educational context. Emphasis is on theoretical foundations of qualitative inquiry along with practical application of methods through field-based activities.
Prerequisite: Admission to the Ed.D. Program in Educational Leadership and EDLD 7362.

EDLD 7379. Leadership in Academic Advisin. 3 Hours.
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.
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. Doctrl Field Study-Edu Ldrshp. 3 Hours.
The doctoral student is provided an opportunity to engage in a detailed and in-depth field study of a program or problem in educational leadership. The student works under the supervision of a doctoral faculty member and is 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.
Students study organizational and administrative roles in higher education. Through collaboration, research, and independent inquiry, candidates 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.
Students study contemporary issues in higher education which includes 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 are examined. Candidates demonstrate an understanding of the theoretical basis for key issues facing higher education in a rapidly changing society.

HIED 5362. Higher Education Resource Management. 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, evaluation of outcomes, and institutional needs.

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.
Students examine leadership theories, models, and processes with emphasis on the knowledge and skills necessary as 21st century leaders in higher education administration. Current leadership theory are applied to emerging issues in higher education administration.

HIED 5365. Academic Affairs in HIED. 3 Hours.
Students study 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 are examined. Candidates examine accreditation trends, issues, and problems in higher education administration. Curriculum theory and design, practices in goal setting, planning, and instructional improvement, are emphasized.

HIED 5366. Assessment in Higher Education. 3 Hours.
Students explore 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 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.
Students address a wide range of career advising tools, theories, and assessments available in advising students in higher education. Students examine the fundamental theories of career advising, advising on major selection, and gain familiarity with advising resources.

HIED 5378. Legal Issues: Higher Ed. Admin. 3 Hours.
Students examine contemporary legal issues and concepts that influence higher education. Students explore how various types of higher education institutions engage constituents and judicial systems. Specific attention is given to constitutional, contractual, tort, statutory, common law foundations, and frameworks.

HIED 5379. Research in Higher Education. 3 Hours.
Students focus 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.
Master of Arts students are provided an opportunity to engage in a detailed field study of a program or problem in higher education administration. The student works 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.
Students are provided an overview of the concepts of academic advising as essential components of student success and retention programs in higher education. This course prepares and equips academic advisors for leadership in the area of student success.

HIED 6360. Student Services In Higher Education. 3 Hours.
Students are provided 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 are addressed. Students are provided 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 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 are addressed.

HIED 6372. Practicum in Higher Education. 3 Hours.
Students are provided a field practicum for students seeking a position working in administration at a college or university. This course is the last course to be taken in the sequence of courses and may be taken with one to two other courses.

HIED 6374. Statistics for Institution Research. 3 Hours.
Students are provided an overview of the most frequently used statistical methods in higher education assessment and institutional research. An emphasis is 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.

Higher Education Leadership

HEDL 7088. Special Topics in Higher Ed. 1-3 Hours.

HEDL 7089. Independent Study Higher Ed. 1-3 Hours.

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 7370. Higher Ed. Policy / Governance. 3 Hours.
Students examine the common governance structures and policies in community colleges and universities. Topics may include organizational structures, policies, and ethics that impact higher education leadership decisions. Students conduct an analysis of shared governance, academic freedom, and situations commonly faced by higher education leaders.

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 7373. History of Amer Higher Ed Sys. 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.

HEDL 7374. The College Student. 3 Hours.
Students are provided with a foundation in student development, which includes information concerning the current generations of college students and how they develop while they are in college. Students also develop an understanding of the theoretical bases for student development and are able to identify the role of student development/services/affairs in developing college students.

HEDL 7375. Higher Education Finance. 3 Hours.
Students are provided 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 learn relevant terms, how to plan, build and implement an institution-wide budget. The course 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.

HEDL 7376. Teaching & Learning in HiEd. 3 Hours.
Students identify and analyze contemporary issues in community college curriculum, including academic, workforce, tech prep, and dual credit.

HEDL 7377. Ldrshp of Higher Ed Institu. 3 Hours.
Students are introduced 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 become familiar with leadership theories and how to apply to them to a dynamic, multicultural, multi-ethnic educational environment.

HEDL 7378. Legal Issues in Higher Ed. 3 Hours.
Students are provided an overview of the organization, governance, and administration of higher education. Students learn to analyze the elements that define colleges, describe models to explain how colleges are organized and managed; and integrate these models with administrative views to influence organizational processes, to include the communication of current issues to other personnel. The course focuses on legal issues that affect the governance of higher education.

HEDL 7387. Independent Study. 3 Hours.
Doctoral students are provided an opportunity to engage in a detailed and in-depth field study of a program or problem in higher education administration. The student works under the supervision of a doctoral faculty member and will be expected to produce a summative written product or presentation.

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.

Director/Chair: **Forrest Christopher Lane**

Meredith S Billings, PHD (msb060@shsu.edu), *Assistant Professor of Educational Leadership*, *Department of Educational Leadership*, PHD, Univ of Michigan; MA, University of Maryland; BS, William & Mary College

Julie P Combs, EDD (jpc002@shsu.edu), *Professor 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 Minesota-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

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

Frederick C. Lunenburg, PHD (edu_fcl@shsu.edu), *Professor of Educational Leadership*, *Department of Educational Leadership*, PHD, University of Ottawa; MAED, Seton Hall University; BS, Wagner College

Cynthia Martinez-Garcia, EDD (cmg021@shsu.edu), *Professor of Educational Leadership*, *Department of Educational Leadership*, EDD, Texas A&M-Kingsville; MS, Texas A&M-Corpus Christi; BS, Texas A&M-Corpus Christi

Nara Martirosyan, EDD (nxm021@shsu.edu), *Associate Professor of Educational Leadership*, *Department of Educational Leadership*, EDD, Grambling State Univ; MS, Grambling State Univ; BA, Tatev Pedagogical University

Ricardo Montelongo, PHD (rxm059@shsu.edu), *Associate Professor of Educational Leadership*, *Department of Educational Leadership*, PHD, Indiana University; MS, Texas A&M University; BS, Texas A&M University

David Patrick Saxon, EDD (dps006@shsu.edu), *Professor of Educational Leadership*, *Department of Educational Leadership*, EDD, Grambling State Univ; MBA, Appalachian State University; BSBA, Appalachian State University

Susana Troncoso Skidmore, PHD (skidmore@shsu.edu), *Professor of Educational Leadership*, *Department of Educational Leadership*, PHD, Texas A&M University; MED, Texas A&M University; BA, Texas A&M University

John R Slate, PHD (jrs051@shsu.edu), *Professor of Educational Leadership*, *Department of Educational Leadership*, PHD, Univ of Tennessee-Knoxville; MA, Univ of Tennessee-Knoxville; BA, Eastern Illinois University

Interim Faculty

Pamela Ann Angelle, PHD (paa016@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, PHD, LSU & A&M College; MED, Univ of Louisiana-Lafayette; BA, Univ of Louisiana-Lafayette

Gabriel Oscar Bermea, EDD (gxb034@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Benedictine College; MED, Texas Tech University; BA, Texas Tech University

Susan Kay Borg, EDD (skp007@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Sam Houston State University; BS, Central Michigan Univ

Ronald William Brown, PHD (rwb023@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, PHD, Texas A&M University; MED, Prairie View A&M University; BBA, Prairie View A&M University

Christine Marie Butler, EDD (cmb013@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MA, Northwestern St Un of Louisana; BA, Northwestern St Un of Louisana

Stacey L. Edmonson, EDD (edu_sle01@shsu.edu), *Professor of Education and Dean, College of Education*, *Department of Educational Leadership*, EDD, Texas A&M - Commerce; MED, Texas A&M - Commerce; BA, Texas A&M University

Christina Leeann Ellis, EDD (cellis@shsu.edu), *Dir Accred & Acntablty Svc, Adjunct Faculty*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Sam Houston State University; BA, Sam Houston State University

Carolyn F Fiaschetti, EDD (cff004@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Sam Houston State University; BS, Miami University-Ohio

Patricia Lynn Gregg, PHD (plg014@shsu.edu), *Lecturer of Education*, *Department of Educational Leadership*, PHD, Penn State Un-Univ Park; MBA, Univ of South Florida; BS, Boston University

Tim T Harkrider, EDD (tth013@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Univ of Texas-Arlington; BS, Stephen F Austin University

La Tracy Verchell Harris, EDD (lvh005@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Prairie View A&M University; BBA, Univ of Houston-Downtown

Janene Withers Hemmen, EDD (stdjwh22@shsu.edu), *Clinical Assistant Professor of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Sam Houston State University; BA, Iowa State University

Patrick D Jefferson, EDD (pdj007@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Univ of Calif-Los Angeles; MA, Loyola Marymount University; BS, Xavier University of Louisiana

Elizabeth Colburn Klammer, EDD (stdeck11@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Sam Houston State University; BS, Sam Houston State University

Ronny Dean Knox, EDD (rdk012@shsu.edu), *Superintendent of Schools 12Mo*, *Department of Educational Leadership*, EDD, Stephen F Austin University; MED, Univ of Houston-Victoria; BA, Univ of Houston-Victoria

Mary Laura Lariviere, EDD (stdmls15@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Sam Houston State University; BA, Sam Houston State University

Melissa Marie Leigh, EDD (mml062@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Stephen F Austin University; MED, Stephen F Austin University; BS, Iowa State University

Betsy Janet Mijares, EDD (stdbjd19@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Stephen F Austin University; MED, Stephen F Austin University; BA, Sam Houston State University

Matthew Michael Pariseau, EDD (stdmrp22@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Lamar University; BS, Sam Houston State University; 000000, Lamar University

Melinda Kay Perzan-Wooderson, EDD (edu_mwp@shsu.edu), *Lecturer of Education*, *Department of Educational Leadership*, EDD, Sam Houston State University; MED, Sam Houston State University; BS, Sam Houston State University

Gabriela Judith Silvestre, PHD (gjs020@shsu.edu), *Clinical Assistant Professor of Education*, *Department of Educational Leadership*, PHD, University of Pittsburgh; MED, University of Pittsburgh; CERN, Universidad Nacional Del Lit

Teresa Estelle Simpson, EDD (tes047@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, Lamar University; MED, Lamar University; BA, Univ of Houston-Clear Lake; BA, Univ of Houston-Clear Lake

Shannon M Taylor, EDD (smt050@shsu.edu), *Lecturer of Educational Leadership*, *Department of Educational Leadership*, EDD, California Luthrn Un; MED, Baylor University; BS, Baylor University