

DEPARTMENT OF EDUCATIONAL LEADERSHIP

About

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Mission

Preparing leaders to impact a diverse and evolving world.

Vision

The Department of Educational Leadership has a unique role given our university's history as a teacher's college. We are situated at the crossroads of both a rural community and one of the largest urban areas in the country. We aim to create an inclusive environment that embraces the diversity of experiences our faculty and students bring from across P-16 in these communities. We believe in the importance of quality teaching and mentoring that is directive, informative, and inspiring. We are committed to fostering meaningful relationships, innovation, and scholarship that address critical issues in education so that we **empower a courageous community of educational leaders to create the world we want to live in.**

Career Opportunities

The Bachelor of Arts (B.A.) in Educational Studies is designed for students who wish to study education and work in education-related fields but do not wish to be certified as K-12 teachers. Through coursework, projects, advising, and independent studies, students will explore issues related to education policy and practice as well as connections between education and other institutions (e.g., business, criminal justice, health, government). This degree will prepare students for careers in:

- Non-profit educational agencies
- Educational policy analysts
- Educational grant writing
- Data analytics and program evaluation in education
- Human resources development
- Career/college advising
- College admissions and recruiting
- Student affairs (e.g., student activities, housing, leadership)

Majors

- Bachelor of Arts, Major in Educational Studies (<https://catalog.shsu.edu/archives/2025-2026/undergraduate/colleges-academic-departments/education/educational-leadership/ba-educational-studies/>)

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Education (EDUC)

EDUC 1101. Educator Preparation. 1 Hour.

In this course, candidates are introduced to the details of the teacher education program. Candidates learn about educator preparation, state certification requirements, and application into the program for all EC-6 and 4-8 teaching certification majors. Restricted to education majors only. **Prerequisite:** 12-15 hours in the core content related to the student's certification field.

EDUC 2302. Foundations of Public Education. 3 Hours.

Students explore the development of public educational systems and structures in historical context. Students develop an understanding of the relationship between society and education, including relevant terminology, theory, and policy relevant to the American educational system.

EDUC 2303. Introduction to Comparative Education. 3 Hours.

Students examine educational goals, policies, and practices around the world through a comparative lens. The multidisciplinary field of comparative education is explored through a focus on selected national systems of education in their differing cultural settings with particular reference to administration, curriculum development, and educational opportunity.

EDUC 2304. Philosophical Influences on Educational Systems. 3 Hours.

Students are introduced to significant philosophical theories and their influence on modern education. Students explore how these theories relate to learning and engagement in diverse educational settings.

EDUC 3301. Issues in Education. 3 Hours.

Students explore critical and contemporary educational issues across P-20. Students investigate these issues through multiple points of view including social and political contexts. Students reflect on and interpret the purpose of education in a diverse culture and examine the moral and ethical responsibilities of education professionals.

EDUC 3302. Educational Finance. 3 Hours.

Students critically examine the political and economic factors impacting finance in public education. Students explore sources of revenue, the distribution of revenue, and the budgeting and expenditure of revenue in educational settings.

EDUC 3303. Science of Learning. 3 Hours.

Students learn how the brain processes information and how this affects learning. Research on brain function and converting information into effective learning strategies and activities in education will be explored.

EDUC 3304. Educational Curriculum Design. 3 Hours.

Students develop an understanding of curriculum design as the intentional planning, organization, and design of learning strategies, processes, materials, and experiences toward defined learning and/or performance outcomes. Curriculum design approaches across diverse educational and professional contexts are explored.

EDUC 4301. Teacher Education Capstone. 3 Hours.

In this culminating course for Interdisciplinary Studies majors, students will focus on reflection and problem-solving during the student teaching experience.

Prerequisite: CIEE 4391.

EDUC 4302. Educational Law & Policy. 3 Hours.

Students examine federal and state law impacting educational institutions. Topics include organizational structures of school, federal and state systems, church-state related issues, teacher rights, rights of students with disabilities, instructional issues, tort liability, and equal opportunities in education.

Prerequisite: 15 Hours of EDUC courses.

EDUC 4303. Program Evaluation in Education. 3 Hours.

Students examine the history, professional standards, and theories of program evaluation in educational settings. Students explore professional evaluators' roles and the contexts in which program evaluation occurs.

Prerequisite: 15 Hours of EDUC courses.

EDUC 4367. Capstone in Educational Studies. 3 Hours.

Students engage in reflective activities to demonstrate cumulative knowledge in their major. Students develop a professional portfolio, construct a culminating project, and practice job seeking skills.

Prerequisite: Senior Standing.

Learning Technologies (LETE)

LETE 1301. Technology in Education. 3 Hours.

Students examine the application of technology in educational settings. Topics include past and current perspectives on educational technology, development of in-person and web-based lesson activities using instructional technology products, and key strategies for integrating technology into different subject areas in educational settings.

LETE 1302. Online Technology and Learning Strategies. 3 Hours.

Students examine online technology skills and instructional/learning strategies to meet minimum-level competencies with online learning and distance education. Topics include self-regulated learning and collaboration in online learning environments.

LETE 1303. Learning Technology Tools. 3 Hours.

Students examine instructional/learning technology applications and tools, including computer hardware, operating systems, software applications, and peripheral devices in instructional, learning, and training settings. Topics include networking, communications, and multimedia in learning technology.

LETE 2301. Web Technologies for Learning. 3 Hours.

Students examine web design for learning and training. Topics include three main languages for building educational websites (HTML, CSS, and JavaScript) and 3rd party environments.

LETE 2302. Multimedia Learning Design & Development. 3 Hours.

Students examine multimedia design for learning and training. Topics include designing instructional and interactive multimedia artifacts using Adobe Fireworks, Adobe Photoshop, and authoring software.

LETE 2303. Systematic Evaluation & Development for Learning Design I. 3 Hours.

Students examine digital product design for learning and training. Topics include identification of user needs and translation of learner problems into developing digital solutions.

LETE 3301. Learning and Technology Foundations. 3 Hours.

Students explore various pedagogical approaches, and design and implement technology-based lessons for learning, instruction, and training. Topics include instructional and learning design theories in the field of instructional/learning technology. Concurrent enrollment is allowed.

Prerequisite: LETE 1301 or LETE 1302 or LETE 1303.

LETE 3302. Learning Design. 3 Hours.

Students develop skills and experiences that allow for the effective and appropriate design of technology into learning, instruction, and training activities. Topics include different types of learning design models.

LETE 3303. Systematic Evaluation & Development for Learning Design II. 3 Hours.

Students apply digital product design to develop digital solutions for learning and training. Topics include learner discovery, design research, lean UX (lean user experience), and evaluation of digital products.

Prerequisite: LETE 2303.

LETE 4301. Seminar in Learning Technologies. 3 Hours.

Students review and evaluate learning technologies in educational and training settings. Topics include current trends, issues, and professional skills in the field of instructional/learning technology.

Prerequisite: 24 Hours of LETE Courses.

LETE 4302. Field Experience in Learning Technologies. 3 Hours.

Students complete their first semester-long internship experience in the field of instructional/learning technology. Students will implement training needs analysis under the mentorship of the field experience supervisor.

Prerequisite: 24 hours of LETE courses.

LETE 4303. Learning Technology Capstone. 3 Hours.

Students increase their impact and effectiveness as an instructional/learning technology leader by developing an initiative for a client-based project that can be focused on professional industry, community, or school. Students are required to develop a case study and case analysis for this capstone project.

Prerequisite: 24 hours of LETE courses.