



**TEXAS A&M**  
**UNIVERSITY**  
**CENTRAL TEXAS™**

M.Ed. Higher Education Leadership  
Program Handbook

*Academic Year 2022-2023*

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## **I. Mission**

The M.Ed. in Higher Education Leadership program prepares graduates to excel as administrators through coursework grounded in theory and practice.

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## **II. Overview**

The M.Ed. will provide an applicable, accelerated, and affordable graduate program for aspiring leaders in higher education. Coursework will provide foundational skills in higher education history and culture, institutional administration, research methodology, organizational change, student development, human and financial resource management, and higher education law. The program is offered in a 100% online format, and students have the opportunity of completing the coursework in 12 months while working full-time.

The program adheres to the A&M Central Texas policies for admission, probation, suspension, and expulsion as listed in the graduate catalog and university student handbook. Acceptance into the program is automatic upon acceptance into the graduate school.

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## **III. Program Outcomes & Alignment**

Foundational Studies- Students will develop a broad-based foundation in higher education history, organization, and administration.

- Core Course Alignment
  - HIED 5301 History of Higher Education
  - HIED 5302 Planning & Resource Management in Higher Education
  - HIED 5303 Higher Education Law & Ethics
  - HIED 5312 Organization & Administration in Higher Education

Professional Studies- Students will select appropriate conceptual frameworks to guide their practice.

- Core Course Alignment
  - HIED 5304 Student Development and the College Environment
  - HIED 5305 Research Methods in Higher Education
  - HIED 5306 Critical Issues in Higher Education
  - HIED 5307 Leading Change in Higher Education
  - HIED 5308 Assessment & Evaluation in Higher Education

Professional Practice- Students will synthesize a leadership philosophy from both theory and practice.

- Core Course Alignment
  - HIED 5300 Career & Professional Development Seminar
  - HIED 5090 Culminating Portfolio

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#### IV. Course Rotation

##### Spring

HIED 5302 Planning & Resource Management in Higher Education

HIED 5303 Higher Education Law & Ethics

HIED 5306 Critical Issues in Higher Education

HIED 5308 Assessment & Evaluation in Higher Education

##### Summer

HIED 5305 Research Methods in Higher Education

HIED 5312 Organization & Administration of Higher Education

##### Fall

HIED 5300 Career & Professional Development Seminar

HIED 5301 History of Higher Education

HIED 5304 Student Development & the College Environment

HIED 5307 Leading Change in Higher Education

Students attempting to complete the program in one year will take each course as it is offered along with HIED 5090 during their final semester. Students wishing to complete the program in greater than one year are encouraged to take one course per eight-week session. There are no prerequisites for any of the courses, so there is not a mandated sequence of courses. Students should direct all advising questions to Dr. Lewing at [morgan.lewing@tamuct.edu](mailto:morgan.lewing@tamuct.edu).

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#### V. Courses

##### HIED 5300 Career & Professional Development

This course provides students intentional opportunities to engage in self-reflection, workplace skill enhancement, and leadership development.

##### Objectives

1. Thoughtfully analyze their personal behavioral and leadership styles
2. Critically evaluate how personal tendencies manifest in various group settings
3. Compose a professional resume based on skills, accomplishments, and experiences
4. Successfully articulate skills, accomplishments, and experiences within a behavioral interview
5. Identify short and long-term career aspirations and actions supportive of achieving their aspirations

##### HIED 5301 History of Higher Education

This course provides an overview of the history and development of American higher education. Emphasis is placed on the influence of political, economic, and social forces.

##### Objectives:

1. Demonstrate a broad understanding of higher education administration, including its history, structure, and underlying theories
2. Evaluate relevant and current issues affecting higher education professionals through historical foundations
3. Analyze the influence of the federal government on the American higher education system

### HIED 5302 Planning and Resource Management in Higher Education

This course provides an overview of the economics and finance of higher education in the United States, with an emphasis on the analysis of financial policies and current issues at the national, state, and institutional levels.

#### Objectives:

1. Develop a strategic perspective of resource management and an understanding of how finances impact operations and planning processes.
2. Describe current and future higher education finance issues and trends.
3. Apply a broad understanding of resource allocation dynamics to current issues and trends in higher education.

### HIED 5303 Higher Education Law & Ethics

This course explores legal aspects and issues of constitutional, statutory, and case law and the ethical implications on professional practice and compliance. Current trends and potential ethical dilemmas of the practitioner will also be covered.

#### Objectives:

1. Demonstrate an understanding of the broad field of higher education law and the role of law on campus.
2. Identify key legal cases that have affected how colleges and universities approach issues with faculty and students.
3. Develop a personal understanding of ethical decision making within a legal context

### HIED 5304 Student Development & the College Environment

This course serves as an overview of the field of student affairs and the impact of the college environment on student development.

#### Objectives:

1. Describe the historical context that underscores the modern practice of student affairs
2. Apply student development theory to program design and implementation
3. Identify principles of good practice that guide the work of student affairs
4. Defend the skills and values associated with functioning as an ethical and effective practitioner

### HIED 5305 Research Methods in Higher Education

This course provides a general overview of research in the field through an introduction to research methodologies and basic statistics.

#### Objectives:

1. Identify and reference historical documents that state the philosophical foundations of the profession
2. Articulate the differences between quantitative and qualitative approaches
3. Demonstrate an understanding of basic descriptive and inferential statistics
4. Develop a mock research project.

### HIED 5306 Critical Issues in Higher Education

This course is an examination of social, political, ethical, and economic issues that impact higher education.

#### Objectives:

1. Identify current and emerging social, political, and economic issues in higher education
2. Identify potential ethical issues and dilemmas in higher education
3. Analyze the immediate and long-term implications of current and emerging trends

#### HIED 5307 Leading Change in Higher Education

This course provides a survey of organizational change and corresponding leadership dynamics in the field of higher education.

##### Objectives:

1. Describe fundamental theories of leadership and their application to higher education administration
2. Apply theories of Organizational Change to higher education leadership
3. Construct a personal leadership philosophy

#### HIED 5308 Assessment and Evaluation in Higher Education

This course examines various aspects of assessment and evaluation in higher education such as assessing student outcomes, reviewing program outcomes, and institutional accreditation.

##### Objectives:

1. Examine the purpose and role of assessment in higher education.
2. Describe the basic methods and tools used in assessment and evaluation.
3. Analyze current practices and trends in assessment

#### HIED 5312 Organization & Administration of Higher Education

This course provides an overview of organization and administration in contemporary colleges and universities. Emphasis will be placed on the theory and practices of the organization as it relates to governance, structure, and management.

##### Objectives:

1. Apply appropriate organizational theories to institutional administration and leadership
2. Analyze the contextualized role of cultures and norms that develop within colleges and universities
3. Describe the various external factors that may influence institutional decision-making

#### HIED 5090 Culminating Portfolio

This course emphasizes the integration, synthesis, and evaluation of major concepts encountered during graduate coursework.

##### Objectives: The student will demonstrate the ability to:

1. Synthesize understandings of concepts pertinent to higher educational leadership
2. Apply the knowledge attained to critical issues or problems of practice
3. Articulate a personal leadership philosophy

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## VI. Program Delivery

The Higher Education Leadership program will be offered 100% online and will utilize the TAMUCT Canvas Learning Management System. Courses are expected to abide by institutional requirements for quality control, but the manner in which instruction and interaction is dispersed across the online learning management system is largely left to the discretion of the independent faculty member.

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## VII. HIED 5090- Culminating Portfolio

The culminating portfolio is based on the premise that the process of joining concepts and ideas together to create a whole is important in our intellectual and personal growth as scholarly practitioners. In your essay components, you will integrate course readings, experiences, and studies into a conceptual framework that guides practice. Through reflection, you will revisit ideas and concepts discussed in previous courses to deepen your understanding of the ideas and to apply this understanding to an analysis of critical issues in education. The written portfolio is one large document with multiple parts, these include:

### Part 1: Leadership Profile

This section includes two parts: an updated professional vita (curriculum vitae/CV), and an essay (3 to 5 pages), in which you examine the development of your leadership philosophy throughout the program.

Your essay should demonstrate that you have successfully synthesized a leadership philosophy and have met the third learning outcome (LO 3: Synthesize and articulate a personal leadership philosophy from both theory and practice). Be specific in your scholarly references to educational leadership theories/philosophies, and support your essay with a discussion of relevant course work (for example, you can discuss specific readings and leadership interviews that shaped your philosophy).

### Part 2: Direct Responses

In this section, you respond to two real-world scenarios. These two essays (3 to 4 pages each) should demonstrate your mastery of program content and that you have met the first and second learning outcomes (LO 1: Develop a broad-based foundation in higher education history, organization, and administration, and synthesize your understanding of these concepts pertinent to higher education leadership; & LO 2: Select appropriate conceptual frameworks to guide their practice, and apply the knowledge attained to critical issues or problems of practice). You should clearly demonstrate your understanding of the scholar-practitioner by utilizing literature to frame the issue AND ground specific action steps you would take in the role described. Benchmarking other institutions is highly recommended. Be specific, and reference material from your HIED coursework (5301, 5302, 5303, 5307, etc.). Be sure to cite scholarly references (articles, books, and legal cases). Respond to both scenarios.

### Part 3: Practitioner Profile

In the final section of the portfolio, you will write an essay in which you examine your professional growth as a result of your work in this program. In this essay (3-5 pages in length), you will describe the relationship between your work on course-related assignments and activities, and your accomplishments and plans for future professional growth. Although this essay relates to all of the program and course learning outcomes, it will demonstrate your mastery of the second (LO 2: Select appropriate conceptual frameworks to guide their practice and apply the knowledge attained to critical issues or problems of practice). Be specific in your references to courses and coursework. With this essay, you are describing the bridge from the program coursework to your professional life or aspirations. Include and cite scholarly references.

### Part 4: Reference List

Your reference list is included at the end of the portfolio document. You will use in-text citations in each of your essay components, with a complete reference list at the end of the document. Follow [APA Style](#), 7th edition format for the reference citations.

## Presentation

Near the end of the semester, you will present an overview of your work via web conference. In this session you will present a 20-minute oral summary of your essays and participate in a brief Q&A session, responding to questions from the faculty members. You can use a PowerPoint presentation to summarize key points from your portfolio that you wish to highlight during the presentation. Students should be prepared to respond to questions from Drs. Bunkowski and Lewing regarding anything discussed within the portfolio including course content. Following the presentation Drs. Bunkowski and Lewing will determine if the presentation demonstrated acceptable content mastery and articulation. Students will be notified via email within 24 hours.

## HIED 5090 Portfolio Presentation Structure

1. Student presentation: 20-25 minutes
  - Opening comments: 1-2 minutes
  - Section 1 discussion: 4-6 minutes; (Note: Do not discuss the CV)
  - Section 2 discussion: 8-10 minutes; (3-5 minutes per scenario)
  - Section 3 discussion: 4-6 minutes
  - Concluding student comments: 2-3 minutes
2. Question and Response: 5-30 minutes