



TEXAS A&M
UNIVERSITY
CENTRAL TEXAS™

**M.Ed. Higher Education Leadership
Program Handbook**

Academic Year 2021-2022

Contents

I. Mission	3
II. Overview	3
III. Program Outcomes & Alignment	3
IV. Course Rotation	4
V. Courses	4
VI. Program Delivery	6
VII. Common Assignments	6

I. Mission

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

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.

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 Synthesis Portfolio

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.

V. Courses

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. Construct a mock program review utilizing CAS Standards

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 Synthesis 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

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.

VII. Common Assignments

In order to provide consistency and synchrony throughout the program, each course (other than 5300) will include each of the four assignments described below. All course assignments will reflect APA style.

1. **Annotated bibliography-** Students will submit an annotated bibliography of at least ten scholarly sources related to the scope of the course within the first half of the course. Students should focus on developing concise summarizations that overview the article purpose, findings, and general methods of inquiry.

2. **Critical article or book review-** Students will submit a critical article or book review that is contextualized by course content by the end of the course. Articles from the Chronicle of Higher Education are encouraged when appropriate.
3. **Leadership interview-** Students will conduct one 45 to 90-minute recorded interview with an approved individual currently employed at an institution of higher education and submit a reflective essay of at least five pages. Interview questions should emphasize the individual's leadership philosophy and specific questions aligned with course content. Students should submit digital recordings of the interviews for verification purposes.
4. **Content exam-** Students will complete one cumulative content exam for each course that addresses major questions connected to course content and the stated learning outcomes.