

size qualitative techniques through lecture, discussion, readings, and field-based research projects using the methods learned. Prerequisite: CNE 762. Credit 3.

***CNE 773 Statistical Methods for Counselor Education Research.**

This course is designed to teach students how to manage, analyze, and interpret data related to counselor education themes at the doctoral level. The course will address quantitative methods (e.g., descriptive statistics, t-test, one-way and factorial ANOVA) via lectures, exams, small and large group discussions, and computer work both in and outside of class. Credit 3.

***CNE 774 Multivariate Methods for Counselor Education Research.**

This course is designed to teach students how to manage, analyze, and interpret multivariate data related to counselor education themes at the doctoral level. The course will emphasize multivariate methods via lectures, exams, small and large group discussions, and computer work both in and outside of class. Credit 3.

CNE 787 Workshop in Counselor Education.

This course will provide the doctoral student an opportunity to engage in detailed and in-depth study of a program or problem in counselor supervision. The student will work under the supervision of a doctoral faculty member and will be expected to produce a written product or presentation. Prerequisite: Admission to doctoral program in counseling and approval of doctoral director. Credit 3.

CNE 833 Dissertation.

The completion of an approved dissertation which will contribute to counseling. Field-based projects will be emphasized. Must be repeated for a minimum of 9 semester hours. Prerequisites: Admission to the doctoral program in counseling, completion of counseling Core, Research component and Research Tools courses, successful completion of comprehensive exam and approval of doctoral advisor. Credit 3.

* Subject to action by the Board of Regents, the Texas State University System and/or the Texas Higher Education Coordinating Board.

Doctor of Education Degree in Educational Leadership

The Doctor of Education degree in Educational Leadership provides the highest professional degree available to students who aspire to leadership positions at either the school or college/university level. Although the degree requirements include a prescribed curriculum of required and elective courses, the doctoral degree is awarded not only on the basis of coursework completion. In addition, each doctoral student is expected to conduct a major research project resulting in the presentation and defense of a dissertation. A comprehensive examination will be taken after the completion of 29 hours of required coursework. Following the written part of the examination, an oral examination is scheduled with the student's Doctoral Dissertation Committee. Students must be enrolled during the semester the comprehensive examination is taken. After successful completion of the written and oral comprehensive examination, the student may defend the dissertation proposal.

The program design requires a concentration in educational leadership, with at least eighteen hours in the Leadership Core, twenty-one hours in the Research Component, twenty-four hours in the Specialization Area (Instructional Leadership and/or Content Fields) and twelve hours in the Cognate Electives. (See the Curriculum Outline for a listing of the courses included in the Leadership Core and Research Component.)

The Ed.D. program is a cohort program. This means that individuals are admitted to a specific cohort group who are required to take the Leadership Core and Research Components at the same time. Individuals accepted into the program will be expected to follow the schedule of the cohort group to which they are assigned. Cohort groups begin in June of each year. In the event of emergencies which require individuals to drop out of the normal schedule, they may be required to join another cohort group with a different schedule.

Admission to the program requires a commitment to devoting a significant amount of time for the period of the individual's program. The inability to devote the required time will require the individual to drop out of the program. Students who complete the doctoral degree in educational leadership will be able to: apply administrative theory to the instructional leadership function; set goals, assign responsibilities and verify how well resources are allocated and utilized in instructional improvement; plan and administer the curriculum of a school system; use appropriate communication and interpersonal skills in consultation, counseling and evaluation; interpret the relationships among federal, state and local education agencies and the laws applicable to the administration of the schools; design educational research and interpret results; and apply data to educational processing capabilities and leadership functions. Recruitment efforts will focus on attracting intelligent, highly motivated individuals.

Requirements for Admission

Students seeking admission to the graduate programs in the Department of Educational Leadership and Counseling must meet the basic requirement of Graduate Studies specified in the Admission section of this catalog. Applicants for admission to the Doctor of Education Degree in Educational Leadership must submit a completed application including transcripts of all college level work. In addition, candidates must have:

1. A master's degree from an accredited institution;
2. Five years of full-time professional experience in a credible school or agency;
3. A 3.5 grade point average (4.0 scale) on all graduate work;
4. An acceptable score on all sections of the Graduate Record Exam: verbal, quantitative and analytical writing;
5. Positive recommendations from three current or previous supervisors in schools or agencies where the applicant has been employed, plus two recommendations from current or previous graduate-level professors.
6. A portfolio demonstrating experience and/or potential leadership and scholarship.

Applicants meeting the above criteria may be invited for an interview with the doctoral admissions committee. A writing sample will be completed on site at the time of the interview. A candidate who fails to meet one of the criteria may receive probationary admission if he/she is sponsored by a doctoral faculty member.

After the completion of thirteen semester hours of core doctoral level coursework at Sam Houston State University, 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 or not 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 and the Chair of the Department of Educational Leadership and Counseling.

Curriculum Outline

Leadership Core: 18 hours

EDL 731	Leadership Theory and Applications	3 SCH
EDL 732	Instructional Theory and Applications	3 SCH
EDL 733	Societal Factors Affecting Education	3 SCH
EDL 734	Issues in Contemporary Education	3 SCH
EDL 735	Conflict Management for Contemporary Education	3 SCH
EDL 736	Educational Leadership Internship	3 SCH

Research Component: 21 hours

EDL 761	Accountability and Measurement for Contemporary Education	3 SCH
EDL 762	Methods of Educational Research	3 SCH
EDL 763	Application of Educational Research	3 SCH
EDL 772	Qualitative Methodology	3 SCH
EDL 833	Dissertation	9+ SCH

Specialization Area:

24 SCH

(At least 12 hours in Instructional Leadership; maximum of 12 hours in Content Fields including EDL 770 and EDL 710-3 hours.) (Community College Executive Leadership program includes 18 hours of Community College Leadership coursework.)

Cognate Component:

12 SCH

(Including STA 765, CNE 773, or CNE 774; students may choose from POL 730, MGT 765, CNE 738, CNE 736.)

EDUCATIONAL LEADERSHIP COURSE DESCRIPTIONS

EDL 710 Doctoral Studies in Educational Leadership.

This course is designed to provide an orientation to doctoral studies in educational leadership, topics of current interest to doctoral students, and information regarding areas of study and research related to the doctoral program. Students in the Ed.D. program in educational leadership are required to take the course each semester of residence. May be repeated for a total of three credits. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 1.

EDL 731 Leadership Theory and Applications.

Examination of 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. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 3.

EDL 732 Instructional Theory and Applications.

Systematic study is made 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. Prerequisites: Admission to Ed.D. Program in Educational Leadership. Credit 3.

EDL 733 Societal Factors Affecting Education.

Through this course, graduate students will have the opportunity to examine the political, economic, and cultural factors affecting public school education and instructional leadership today. This course is designed to