PROGRAM GUIDE

MASTER OF EDUCATION DEGREE (M.ED.) IN EDUCATIONAL LEADERSHIP AND POLICY STUDIES
HIGHER EDUCATION ADMINISTRATION CONCENTRATION

Department of Educational Leadership and Policy Studies
University of Texas at San Antonio

Note: This program guide is subject to change without notification. Updates are available from ELPS faculty and in the department office. This handbook does not substitute for information contained in the UTSÂ Graduate Catalog.

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# Table of Contents

Introduction ........................................................................................................... 3

Program Advisement and Resources ................................................................. 3
    Orientation and Department Listervs .............................................................. 3
    UTSA Departments and Resources ................................................................. 3
    Recommended Sequence of Coursework ......................................................... 4
    Coursework ..................................................................................................... 4
    Faculty Advising ............................................................................................... 4
    Filing a Course Plan ......................................................................................... 5
    Internship Authorization .................................................................................. 5
    Comprehensive Examination and Graduation ................................................. 5

Important Tasks and Deadlines ......................................................................... 6

Contacts .............................................................................................................. 6

Preliminary Course Plan with Semester Offerings ............................................. 7

Course Plan Form ............................................................................................... 8
    Instructions ..................................................................................................... 9
    Course Transfers, Substitutions, and Expiration .......................................... 9

Appendix 1: Organizations *(available in soft copies of handbook)* ................. 10

Appendix 2: Recommended Readings *(available in soft copies of handbook)* ..... 15
Introduction

This guide is intended to provide general information for students pursuing the Master of Education degree (M.Ed.) in Educational Leadership and Policy Studies with a concentration in Higher Education Administration. All students are urged to consult with their ELPS faculty advisor and the ELPS Student Development Specialist for clarification or additional information. The UTSA Graduate Catalog includes all applicable program requirements.

Graduate studies involve a more scholarly form of engagement than undergraduate studies. Expect to read and internalize research and question it so that you can enhance your ability to apply knowledge to inquiry and practice.

Program Advisement and Resources

Orientation and Department Listerv

Attend the orientation meeting during your first semester of enrollment. Sign-up for the UTSA HEAD Listserv by contacting Elisha Reynolds at elisha.reynolds@utsa.edu. The HEAD Listserv provides timely information on program issues (e.g., comprehensive exam, internship, jobs).

UTSA Departments and Resources

Students will find a Tips Every Graduate Should Know document attached to your admission email and in the link below. This is a great student resource and includes information on: parking, student IDs, buying books, setting up a “myUTSA” account, computer labs, etc.

http://graduateschool.utsa.edu/images/uploads/Tips_Every_Grad_Student_Should_Know.pdf

Please contact the following individuals or offices for assistance as you begin the program:

- **University Resources:** If you have questions regarding financial aid (http://www.utsa.edu/financialaid/), disability services (http://www.utsa.edu/disability/), and/or parking and transportation services (http://www.utsa.edu/parking/) please contact that specific office.
- **Your assigned advisor:** Please meet with your advisor early on in your program if you have questions about coursework and/or if you want to discuss graduate transfer credits you MAY have from other institutions.
- **Student Development Specialist:** If you require any forms, are delaying enrollment or there are conditions on your admission (see Official Admission Letter from the Graduate School), please contact the Student Development Specialist.
- **ELPS Website:** The ELPS website includes helpful links and information. Students should explore this resource as they begin the program.

http://education.utsa.edu/educational_leadership_and_policy_studies/Forms_and_Links/
Recommended Sequence of Coursework (course sequence below)

It is strongly recommended that students take the Core Course Research Methods during their first semester of study. This course provides students with the foundation to understand the research in the articles in other coursework. Students should enroll in History of American Higher Education, Foundation and Function of College Student Personnel, and College Student Development early on in their program. Internship is taken in students’ last semester of coursework. The list of coursework below recommends when to enroll in specific courses. We encourage students to keep these recommendations in mind when planning out their course sequence.

Please note that higher education courses (non-Core, HSA courses) are offered in two out of three semesters of an academic year. Students should consult column 3 of the modified Course Plan on page 7 of this document for information on when HSA courses are offered. Students may delay progress toward their degree by not planning their sequence of coursework with these semester offerings in mind.

Coursework

The required program of study is as follows:

Core Requirements (9 Credits)

EDU 5003 - Research Methods (take early in program)
EDL 5303 - Human Relations in Educational Administration
EDU 6223 - Education in a Culturally and Linguistically Diverse Society

Higher Education Administration Requirements (27 credits)

HSA 5003 - History of American Higher Education (take early in program)
HSA 5023 - Foundation and Function of College Student Personnel (take early in program)
HSA 6503 - The Community College
HSA 5103 - College Student Development (take early in program)
HSA 5203 - Multicultural Issues in Higher Education
HSA 6003 - Higher Education Law (take later in program)
HSA 6123 - Program Planning and Evaluation in Higher Education (take after EDU 5003)
HSA 6143 - Administration of Student Services in Higher Education (take later in program)
HSA 6943 - Internship in Higher Education (must take in last semester)

Notes: 1. Register as early as possible to ensure that you are able to enroll in the courses you desire.
2. Core Courses enroll students from multiple departments. It should be noted that students are responsible for applying content from these courses to their own focus of study. Core courses represent broad interdisciplinary foundations that all students are expected to study and acquire.
3. Coursework expires after six years.

Faculty Advising

For purposes of advising, you will be assigned a faculty advisor who signs off on academic documents, such as your preliminary program of study. Faculty advisors will also help to answer questions about
the academic program curriculum and what you can expect while you are in the program as a graduate student. However, faculty members are not in a position to provide information about other matters, such as financial aid, registration, or labor market prospects for graduates of the program. This information is available through appropriate university offices devoted to these subjects.

**Filing a Course Plan**

It is the responsibility of the student to file a Course Plan with the Student Development Specialist in order to graduate. The Course Plan includes all of the courses required in the program of study (see page 8). Students, in consultation with their assigned ELPS faculty advisor, should complete a Preliminary Course Plan during their first semester of study in the program. Early during their last semester of study, students must submit a signed Final Course Plan to the Student Development Specialist if it has not already been filed. Please refer to page 9 for instructions on completing and filing a Final Course Plan.

**Internship Authorization**

Students must take the internship (HSA 6943) in their last semester of enrollment before graduation. During their next-to-last semester of study, students must be cleared by their ELPS faculty advisor to register for the internship. To be authorized to enroll in the internship, students must complete the required paperwork:

1. Internship Clearance Form
2. Final Course Plan with unofficial transcripts attached (can obtain through ASAP)

Students meet with their advisor so their advisor can verify eligibility and sign the above listed paperwork. If there are any courses not accounted for in the student’s Course Plan, the student will be notified by his/her faculty advisor. After obtaining the required signatures, students turn in their internship paperwork to the Student Development Specialist. The Student Development Specialist will contact the student when he or she is clear to enroll in the internship.

Internship paperwork can be found on the department’s website, [http://education.utsa.edu/educational_leadership_and_policy_studies/Forms_and_Links/#MED2](http://education.utsa.edu/educational_leadership_and_policy_studies/Forms_and_Links/#MED2)

**Comprehensive Examination**

Degree-seeking students must pass the Comprehensive Exam to graduate from the program. To be eligible to take the exam, students must:

1. Be in their last semester of study
2. Be in Academic Good Standing
3. Have applied for graduation through ASAP

Students will engage in a Comprehensive Examination that is incorporated into the Internship class, HSA 6943. The Comprehensive Exam will consist of two components: (1) a 7 – 10 page paper and (2) a 15 minute oral presentation that summarizes the work students did in their paper.
The Comprehensive Examination must be taken no earlier than the last semester of the M.Ed. program (offered only in the fall and spring).

**Important Tasks and Deadlines**

- Meet with your advisor
  During first long semester of enrollment (fall or spring)
- Attend orientation meeting
  First semester of enrollment or earlier (not in summer)
- Sign up for internship
  Next-to-last semester of enrollment
- Sign up for comprehensive exam
  Early in last semester of enrollment (not in summer)
- Complete final Course Plan
  Early in last semester of enrollment
- File for graduation
  Early in last semester of enrollment
- Complete comprehensive exam
  Last semester of enrollment
- Attend graduation (M.Ed. students)
  Early December for fall commencement
  Early May for spring commencement

**Contacts**

- ELPS Department Office 458-5436
- Graduate Advisor of Record (Gerry Dizinno) 458-7395 gerry.dizinno@utsa.edu
- Student Development Specialist (Elisha Reynolds) 458-6620 elisha.reynolds@utsa.edu

**Other Offices**

- Graduate School PNB 2.210 458-4331 [http://graduateschool.utsa.edu/](http://graduateschool.utsa.edu/)
- Financial Aid JPL 1.01.04 458-8000 [http://utsa.edu/financialaid/index.html](http://utsa.edu/financialaid/index.html)
- Parking Services MS 1.01.52 458-7275 [http://www.utsa.edu/auxiliary/parking.html](http://www.utsa.edu/auxiliary/parking.html)
- Disability Services MS 3.01.06 458-4157 [http://utsa.edu/disability/](http://utsa.edu/disability/)
- Veterans Affairs MHB 3.01.26 458-4540 [http://utsa.edu/va/](http://utsa.edu/va/)
University of Texas at San Antonio
PRELIMINARY COURSE PLAN with Course Sequence
Master of Education Degree with Concentration in Higher Education Administration
College of Education and Human Development

Student Name: ____________________________  Banner ID: __________________________

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semesters course has been historically offered</th>
<th>Advisor comments</th>
<th>Semester you plan to enroll in course</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDU 5003</td>
<td>Research Methods</td>
<td>Fall, Spring and Summer</td>
<td>Take early in program</td>
<td></td>
</tr>
<tr>
<td>EDL 5303</td>
<td>Human Relations in Educational Administration</td>
<td>Fall, Spring and Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 6223</td>
<td>Education in a Culturally and Linguistically Diverse Society</td>
<td>Fall, Spring and Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSA 5003</td>
<td>History of American Higher Education</td>
<td>Fall, Spring</td>
<td>Take early in program</td>
<td></td>
</tr>
<tr>
<td>HSA 5023</td>
<td>Foundation and Function of College Student Personnel</td>
<td>Fall, Spring</td>
<td>Take early in program</td>
<td></td>
</tr>
<tr>
<td>HSA 6503</td>
<td>The Community College</td>
<td>Spring, Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSA 5103</td>
<td>College Student Development</td>
<td>Fall, Spring</td>
<td>Take early in program</td>
<td></td>
</tr>
<tr>
<td>HSA 5203</td>
<td>Multicultural Issues in Higher Education</td>
<td>Fall, Summer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HSA 6003</td>
<td>Higher Education Law</td>
<td>Fall, Spring</td>
<td>Take later in program</td>
<td></td>
</tr>
<tr>
<td>HSA 6123</td>
<td>Program Planning and Evaluation in Higher Education and Student Affairs</td>
<td>Fall, Spring</td>
<td>Take after EDU 5003</td>
<td></td>
</tr>
<tr>
<td>HSA 6143</td>
<td>Administration of Student Services in Higher Education</td>
<td>Spring, Summer</td>
<td>Take later in program</td>
<td></td>
</tr>
<tr>
<td>HSA 6943</td>
<td>Internship in Educational Administration (includes 150 hour internship and comprehensive examination)</td>
<td>Fall, Spring</td>
<td>Must take in last semester</td>
<td></td>
</tr>
</tbody>
</table>

1. Please note that all course offerings are tentative and may be subject to change.
2. All students are encouraged to meet their faculty advisor. Students who are seeking course substitutions, course petitions, and/or internship clearance need to meet with their advisor for review and approval. Please also notify the Student Development Specialist as additional paperwork may be required.

Signed and Agreed Upon:

Student: ____________________________ Date: __________________________

ELPS Faculty Advisor: ____________________________ Date: __________________________
University of Texas at San Antonio  
COURSE PLAN  
Master of Education Degree with Concentration in Higher Education Administration  
College of Education and Human Development

☐ PRELIMINARY PLAN  ☐ REVISED PLAN  ☐ FINAL PLAN

Student Name: ___________________________  Banner ID: ___________________________

Email: ___________________________  Telephone: ___________________________

Concentration: Higher Education Administration  Catalog Year: ___________________________

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Title</th>
<th>Semester (e.g., Fall 2015)</th>
<th>Grade (IP= in progress)</th>
<th>Source (if not UTSA)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Requirements (9 semester credit hours)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EDU 5003</td>
<td>Research Methods</td>
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<td>Higher Education Administration Requirements (27 semester credit hours)</td>
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</table>

3. Please note that all course offerings are tentative and may be subject to change.
4. All students are encouraged to meet their faculty advisor. Students who are seeking course substitutions, course petitions, and/or internship clearance need to meet with their advisor for review and approval. Please also notify the Student Development Specialist as additional paperwork may be required.

Signed and Agreed Upon:

Student: ___________________________  Date: __________

ELPS Faculty Advisor²: ___________________________ Date: __________
Instructions

Complete this form in accordance with the requirements of your program of study. Consult your ELPS faculty advisor if you have questions. During your next-to-last-semester, please submit a completed course plan to the SDS when applying for internship clearance. During your first semester, completion of a preliminary Course Plan in consultation with your ELPS faculty advisor is highly recommended.

Column 3: Enter semester and year the course was completed (e.g., Fall 2015).
Column 4: Enter the grade received. If the course is in progress, enter IP.
Column 5. If the course was not completed at UTSA, provide the name of university where course was completed.

If a course is being substituted for a required course, note the substitute course number and title. Enter the word “Substitute” before the substitute course number and show institution where course was taken in column 5.

Sign the form and submit it to your ELPS faculty advisor for additional approvals.

Course Transfers, Substitutions, and Expiration

Course Transfers
Transfer courses for the M.Ed. program are limited to six semester credit hours and must be approved by the Graduate School and your ELPS faculty advisor. Students with coursework they would like to transfer into their degree must first meet with their faculty advisor. Course transfers require petitions. If a student’s advisor approves of the transfer, the student should contact the Student Development Specialist for the required paperwork.

Course Substitutions
Students must meet with their faculty advisor to discuss course substitutions. Students substituting a Core Course or using a course from a different institution as a substitute will need to petition. If a student’s advisor approves of the substitution, the student should contact the Student Development Specialist for the required paperwork to petition.

Course Expiration
Graduate level coursework expires after six years. Students must petition expired coursework to use it toward their degree. If a student’s advisor approves of the student using the expired course(s), the student should contact the Student Development Specialist for the required paperwork.

Please note that faculty approval of petitions does not guarantee approval. After faculty advisor approval, petitions are reviewed by the ELPS Department, COEHD Dean’s Office, and Graduate School.
Appendix 1

Organizations

ACPA College Student Educators International
http://www2.myacpa.org/acpa-home

American Association of Community Colleges
http://www.aacc.nche.edu/
Founded in 1920, this organization is the primary advocate at the national level for community colleges. “AACC supports and promotes its member colleges through policy initiatives, innovative programs, research and information and strategic outreach to business and industry and the national news media.”

American Association for Women in Community Colleges
http://www.aawccnatl.org/
The American Association for Women in Community Colleges is committed to equity and excellence in education and employment for women in community, junior, and technical colleges.

American Council on Education
http://www.acenet.edu/
The American Council on Education is the nation's coordinating higher education association. Its approximately 1,800 members include accredited, degree-granting colleges and universities from all sectors of higher education and other education and education-related organizations.

American Indian Higher Education Consortium
http://www.aihec.org/
The American Indian Higher Education Consortium is an informal collaboration among 32 member colleges. The Consortium's mission is to support the work of these institutions and the national movement for tribal self-determination.

Association of Community College Trustees
http://www.acct.org/
The Association of Community College Trustees is a nonprofit educational organization of governing boards, representing more than 6,500 elected and appointed trustees who govern over 1,200 community, technical, and junior colleges in the United States, Canada, and England.

Aspen Institute
http://www.aspeninstitute.org/
The Aspen Institute is an educational and policy studies organization based in Washington, DC. Its mission is to foster leadership based on enduring values and to provide a nonpartisan venue for dealing with critical issues.

Carnegie Foundation for the Advancement of Teaching
http://www.carnegiefoundation.org/
Founded by Andrew Carnegie in 1905 and chartered in 1906 by an act of Congress, the Carnegie Foundation for the Advancement of Teaching is an independent policy and research center. Improving teaching and learning has always been Carnegie’s motivation and heritage.

Community College Association of Texas Trustees
http://www.texastrustees.org/
The Mission of this new organization founded in 2008 is "to unite and mobilize college trustees to work with the Texas Association of Community Colleges in advocating for and further advancing education, education related legislation, and increased recognition of the impact of community colleges on the economy of Texas."

Community College Research Center
http://ccrc.tc.columbia.edu/History.asp
The Community College Research Center (CCRC) is the leading independent authority on the nation’s more than 1,200 two-year colleges. Since our inception, CCRC’s consortium of researchers has strategically assessed the problems and performances of community colleges. Our mission is to conduct research on the major issues affecting community colleges in the United States and to contribute to the development of practice and policy that expands access to higher education and promotes success for all students. CCRC’s extensive body of research provides a strong foundation on which to build new policies and initiatives to improve the outcomes of these institutions so integral to the higher education system, employment landscape, and national economy.

Commission on Colleges
Southern Association of Colleges and Schools
http://www.sacscoc.org/
The Commission on Colleges of the Southern Association of Colleges and Schools is the regional body for the accreditation of degree-granting higher education institutions in the Southern states. The Commission’s mission is the enhancement of educational quality throughout the region and it strives to improve the effectiveness of institutions by ensuring that institutions meet standards established by the higher education community that address the needs of society and students. It serves as the common denominator of shared values and practices among the diverse institutions in Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and Latin America and other international sites approved by the Commission on Colleges that award associate, baccalaureate, master’s, or doctoral degrees. The Commission also accepts applications from other international institutions of higher education.”

Hispanic Association of Colleges and Universities (HACU)
http://www.hacu.net
The Champions of Hispanic Success in Higher Education, HACU represents more than 350 colleges and universities committed to Hispanic higher education success in the U.S., Puerto Rico, Latin America and Spain. HACU is the only national educational association that represents Hispanic-Serving Institutions (HSI).

Legal Information Institute
http://www.law.cornell.edu/
A not-for-profit group that believes everyone should be able to read and understand the laws that govern them without cost. It is a small research, engineering, and editorial group housed at the Cornell Law School in Ithaca, NY. Collaborators include publishers, legal scholars, computer scientists, government agencies, and other groups and individuals that promote open access to law, worldwide.

**League for Innovation in the Community College**
http://www.league.org/
The League for Innovation in the Community College is an international organization dedicated to the community college movement. The League hosts conferences and institutes, develops Web resources, conducts research, produces publications, provides services, and leads projects and initiatives with our member colleges, corporate partners, and other agencies.

**National Academic Advising Association**
http://www.nacada.ksu.edu/
“The NATIONAL ACADEMIC ADVISING ASSOCIATION (NACADA) promotes and supports quality academic advising in institutions of higher education to enhance the educational development of students. NACADA provides a forum for discussion, debate, and the exchange of ideas pertaining to academic advising through numerous activities and publications. NACADA also serves as an advocate for effective academic advising by providing a Consulting and Speaker Service, an Awards Program, and funding for Research related to academic advising.”

**National Association for Developmental Education**
http://www.nade.net/
NADE seeks to improve the theory and practice of developmental education at all levels of the educational spectrum, the professional capabilities of developmental educators, and the design of programs to prepare developmental educators.

**National Association of College and University Business Officers**
http://www.nacubo.org/
The National Association of College and University Business Officers is a nonprofit professional organization representing chief administrative and financial officers at more than 2,100 colleges and universities across the country. Their mission is to promote sound management and financial practices at colleges and universities.

**National Association of Student Personnel Administrators (NASPA)**
http://www.naspa.org/
“NASPA – Student Affairs Administrators in Higher Education is the leading voice for student affairs administration, policy, and practice, and affirms the commitment of the student affairs profession to educating the whole student and integrating student life and learning. With over 11,000 members at 1,400 campuses, and representing 29 countries, NASPA is the foremost professional association for student affairs administrators, faculty, and graduate and undergraduate students. NASPA members are committed to serving college students by embracing the core values of diversity, learning, integrity, collaboration, access, service, fellowship, and the spirit of inquiry.”
National Council of Instructional Administrators
http://www.nciaonline.org
The National Council of Instructional Administrators is committed to leadership innovation, advocacy, and development for the improvement of teaching and learning.

National Council for Marketing and Public Relations
http://www.ncmpr.org/home
The National Council for Marketing & Public Relations is the only organization of its kind that represents marketing and PR professionals at community and technical colleges.

National Institute for Staff and Organizational Development
http://www.nisod.org/
The National Institute for Staff and Organizational Development is a nonprofit consortium of colleges and universities who share a philosophical commitment to support excellence in teaching, learning, and leadership. NISOD is the outreach organization of the University of Texas at Austin Community College Leadership Program.

National Junior College Athletic Association
http://www.njcaa.org/
The purpose of this organization shall be to promote and foster junior college athletics on intersectional and national levels so that results will be consistent with the total educational program of its members.

Texas Association of Chicanos in Higher Education
http://www.tache.org/
“TACHE’s purpose is to provide state, regional, and local forums for the discussion of issues related to Chicanos/Latinos in higher education and to collaborate with institutions of higher learning to create workable solutions for these issues.

Texas Association of Collegiate Registrars and Admissions Officers
http://www.tacrao.org/affiliate
TACRAO is a nonprofit, voluntary, professional educational association of cooperating collegiate level institutions. The purpose of the Association is to advance professionally the work in the offices of admissions, records, registration and other related functions among institutions of higher learning.

Texas Association of Community Colleges
http://www.tacc.org/index.php
“The Texas Association of Community Colleges (TACC) is a non-profit association that includes all 50 public community college districts in the state. The General Appropriations Bill and legislation affecting public community colleges in general have been and remain the principal concerns of TACC.”

Texas Community College Teachers Association
http://www.tctta.org/
“Comprised of educators from every teaching discipline, as well as counselors, librarians, and administrators, the Texas Community College Teachers Association's members come from all public
and independent two-year colleges in Texas. TCCTA is -- by far -- the largest organization of postsecondary educators in Texas.”

**The Texas Higher Education Coordinating Board**

[http://www.thecb.state.tx.us/](http://www.thecb.state.tx.us/)

“The Texas Higher Education Coordinating Board provides leadership and coordination for the Texas higher education system. Since being created by the Texas Legislature in 1965, the Board has worked to achieve excellence for the college education of Texas students. The Board meets four times a year. Meetings occur in Austin but are usually also broadcast on the Web.” The Board has nine members appointed by the governor for six year terms.
Appendix 2

Selected References and Supplementary Readings
M.Ed. in Educational Leadership & Policy Studies
with a Higher Education Emphasis

Note: This regularly updated reading list is intended to serve as an aid in studying the four areas that make up the Master of Education (M.Ed.) program with an emphasis in Higher Education. Some of these readings will make up part of the content of your classes. Based on your interests, others can be a part of your independent reading.

In the sections that follow, the scholarship represented here is divided into the four areas covered in the comprehensive examination: 1) higher education as a professional field, 2) student and multicultural issues in higher education, 3) administrative leadership in higher education, and 4) P-20 coordination and school-university connections. Each section of scholarship (i.e., sections 1-4) is further divided into classic (a), traditional (b), and current and emerging (c) readings based on their dates of publication.

Definitions:

Classic: More than 15 years old but continues to inform research, theory, and practice

Traditional: Five to 15 years old and reflects mainstream views on the topic

Current and Emerging: References typically are no more than approximately 5 years old; may also represent emerging conceptualizations or understandings

1. Higher Education as a professional field

   a. Classic (more than 15 years old but continues to inform research, theory, and practice)


b. Traditional (5-15 years old and reflect mainstream views of the topic)


c. Current and emergent (references less than 5 years old)


2. Student and multicultural issues in higher education

a. Classic (more than 15 years old but continues to inform research, theory, and practice)


Gilligan, C. In a different voice: Psychological theory and women’s development. Cambridge, MA: Harvard University Press.


b. **Traditional (5-15 years old and reflect mainstream views of the topic)**


c. **Current and emergent (references less than 5 years old)**


3. **Administrative Leadership in higher education**

a. **Classic (more than 15 years old but continues to inform research, theory, and practice)**


b. **Traditional (5-15 years old and reflect mainstream views of the topic)**


c. **Current and emergent (references less than 5 years old)**

4. P-20 coordination and school-university connections

a. Classic (more than 15 years old but continues to inform research, theory, and practice)


b. Traditional (5-15 years old and reflect mainstream views of the topic)


c. **Current and emergent (references less than 5 years old)**


Available Dissertations

Copies of dissertations completed at the University of Texas-San Antonio are in the ELPS department office, MB 3.310.

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