



Email: TheGraduateSchool@shsu.edu

Phone: (936) 294-2408

Main Campus: Templeton Building

The Graduate School Sam Houston State University

A Member of the Texas State University System

SHSU Graduate School Oral Defense Announcement Form

As stated in the Graduate Catalog and Academic Calendar, a public defense, that is open to the University community, is required by all thesis/dissertation track graduate students. The Graduate School supports and encourages the work that graduate students put into their research. The purpose of the public defense announcement is to promote and inform the SHSU community of graduate research and the successful completion of theses/dissertations. This form is to get information on graduate students' research, career aspirations and any other informations that students would like to share in conjunction with the announcement form below. The information provided on the first page will be posted on the Graduate School's web page and is optional. Please fill out the formal announcement in its entirety on the second page. Complete this form at least two weeks prior to your defense.

Please describe your experience completing your degree program?

Sam Houston is by far the best university to attend for high-quality, life-changing education. You are not a number here. Each and every member of the SHSU faculty genuinely invests themselves in making sure you succeed as a whole - professionally and personally. What is unique, is the efforts our professors made to be there for us throughout our journey - whether we needed guiding, mentoring, coaching, or even a shoulder to cry on. Having a cohort made the experience the most memorable; each member brought their life experiences and knowledge, which helped to broaden my views regarding public education and the camaraderie! My experience with the Doctor of Education program at SHSU is one I will forever remember as one of the best times in my educational career. Collectively, the professors and my cohort helped me to think beyond the surface and inspired me to dig deeper and truly made me become a better researcher, writer, and educator.

What are your career aspirations and plans after graduation.

My career aspirations include seeking a position at the university level as a professor, while also continuing to use my knowledge and skills to advocate for families and students with disabilities. My life and career passions have always been towards improving inclusion for individuals with disabilities. I am hopeful that I will continue impact the world of education, especially in special education.

****If you would like to add a photograph of yourself, please attach it to the email with this form.**



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SHSU Graduate School Public Defense Announcement

Ann H. Lê

Dissertation Defense

Department of Educational Leadership in the College of Education

Doctor of Education (Ed.D)

Principal Leadership in Special Education Programming: Qualitative Case Study to Fostering Inclusive Practices

In this study, I explored selected elementary school principals in Texas regarding their perceptions toward the inclusion of students with disabilities in the general education classroom. Principals today serve as educational leaders who are responsible for leading all educational activities in their school, including specialized programs designed to meet the educational needs of specific groups of students (e.g., SPED). Despite the awareness of these school leaders' responsibility in ensuring that each child is learning, principal preparation programs focus very little on targeting responsibilities in leading SPED programming. The multiple-case qualitative study was utilized to investigate how selected principals (a) perceived their level of knowledge and training from their principal preparation programs and subsequent support from their school district in leading SPED programming, (b) defined inclusive practices for students with disabilities, and (c) fostered a culture of inclusion with equity for the educational success of students with disabilities. This study centered around two case studies where one of the participants had formal training in SPED programming (e.g., holds a master's degree in SPED, former special education teacher), whereas the other participant did not have formal training in SPED programming. The analysis of the data gathered in this study supported the lack of preparation in SPED programming in principal preparation programs and there is a dearth of courses in special education in principal preparation programs. The findings of this study may assist in the promotion of inclusive practices for students with disabilities to increase access to the general education curriculum, which is important in the efforts to close the academic and opportunity gap.

Event Information

2/8/2021

10:00 am

Zoom Meeting ID: 875 8692 2743

Committee:

Dr. Peggy Holzweiss

Dr. Julie Combs

Dr. Janene Hemmen