

# EDUCATIONAL ADMINISTRATION (PH.D.) CONCENTRATION IN HIGHER EDUCATION

## Department of Educational Administration, Foundations, and Research

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## Faculty

Dr. Albert Carter, Assistant Professor  
Dr. Chandar Lewis, Associate Professor  
Dr. Jeton McClinton, Professor  
Dr. Sidney McLaurin, Associate Professor  
Dr. Benjamin Ngwudike, Professor  
Dr. Dorris Robinson-Gardner, Professor  
Dr. Adrienne Swinney, Assistant Professor  
Dr. Ronald Walker, Associate Professor  
Dr. Jennifer Wallace, Associate Professor

## Department Objectives

The mission of the Department of Educational Administration, Foundations, and Research is to support, integrate, and implement the mission of the University and the College of Education and Human Development in the pursuit of excellence as responsive educators through teaching, research, service, and all phases of university life. More specifically, the department is responsible for preparing personnel for leadership roles in traditional and non-traditional settings, including the P-16 schools (building level and district central office level). A major emphasis is the preparation of leaders capable of managing and motivating people, conducting research, analyzing data, presenting findings, initiating, organizing, and facilitating action plans and establishing programs and strategies geared toward solving broad-based urban and metropolitan problems. The department is responsible for providing and directing programs in foundations (research, statistics, social, cultural, historical, and philosophical); K-12 certification, in higher education administration, in teaching and learning assistance in various areas of social life. Guided by the motto "Involvement is the Cornerstone of Excellence," the department and its programs exist to prepare professional instructional personnel at levels appropriate to the degrees offered and to meet certification requirements at the AA, AAA, and AAAA levels for the State of Mississippi in the various fields. The department also offers the Ph.D. concentration in Higher Education Administration which prepares faculty and mid/entry level executive personnel for career advancement in institutions of higher education.

The department's objectives are to prepare candidates who can proactively and confidently accomplish the following:

1. Locate, interpret and apply research pertinent to educational problems;
2. Exhibit competency in doing independent original research;
3. Derive the greatest benefits from classroom and online experience as prepared prospective teachers skilled in the techniques of instruction;
4. Develop competencies and professional leadership skills through the advancement of knowledge and research that enables him/her to assume major leadership roles in diverse communities;
5. Develop an understanding of the basic logical processes and resources useful in information retrieval;
6. Pursue advanced study in the Gestalt of education with emphasis in specialty areas, thus increasing skills and competencies to broaden his/her teaching and administrative efficiency;
7. Exhibit techniques and a desire for inquiry;
8. Demonstrate through multidisciplinary and interdisciplinary comprehensive examinations knowledge at a level expected of a doctoral candidate of new findings and trends in urban education;
9. Demonstrate knowledge of how to utilize knowledge of the Social Sciences and Social Studies in planning and implementing effective leadership.

## Independent Study: Process and Procedures

A student may enroll in independent study for 1-6 semester hours. The study will be supervised by a graduate faculty member with expertise in the student's area of interest. At the beginning of the semester in which a student enrolls for an independent study, he/she must confer with the instructor of record to develop a study plan. The plan shall include goals and objectives, activities required for achieving the objectives, a timetable for reporting progress and the criteria to be used in evaluating the course. Once the plan is fully developed, it becomes a contract and is signed by the student and the professor. The professor serves as a facilitator of learning, but also as a resource to the student. Please see College of Education and Human Development academic regulations for additional information.

## Program in Responsive Education with Clinical

Experiences and Professional Training (PRECEPT) In keeping with the Responsive Educator Model (REM), the Professional Education Program includes a systematic five-stage strategy for the delivery of required, clinical, and field-based experiences. At Jackson State, the PRECEPT Program is sequenced to begin in the first or second semester of freshman studies and extend through doctoral level studies. Initially, at the basic level, campus-based classroom and clinical activities are most dominant, but over time clinical and field-based activities increase with an equivalent reduction in academic, seminar-type activities.

- PRECEPT III Master's Degree Level
- PRECEPT IV Specialist Degree Level
- PRECEPT V Doctoral Degree Level

The level of difficulty of the sequential experiences moves from the simple to the complex. In essence, PRECEPT stages are both inter and intra dependent while at the same time they are self-contained units of preparation. PRECEPT courses are identified in course syllabi.

Code	Title	Hours
<b>I. Educational Administration Core</b>		
EDAD 700	Research Writing for Educational Leaders <sup>1</sup>	3
EDAD 701	Implementation of Organizational Change <sup>1</sup>	3
EDAD 702	Equity and Culturally Responsive Leadership <sup>1</sup>	3
EDAD 703	EDU POL ANAL&RES URBAN EDUCATI <sup>1</sup>	3
EDAD 704	EDU FUTURES PLAN & DEVELOPMENT <sup>1</sup>	3
EDAD 705	Educational Government & Corporate Partnerships <sup>1</sup>	3
<b>II. Professional Specialization</b>		
EDAD 625	ORGAN. ADMIN. OF HIGH EDUCATIO <sup>1</sup>	3
EDAD 668 <sup>1</sup>		3
EDAD 698	LAW AND HIGHER EDUCATION <sup>1</sup>	3
Approved Electives		9
<b>III. Evaluation, Research, and Statistics</b>		
EDAD 710	ADV STAT CONCPT& COMP AN <sup>1</sup>	3
EDAD 712	QUAL RES DESGN&METH-EDUC <sup>1</sup>	3
EDAD 714	EXPERIMENTAL DESIGNS EDU <sup>1</sup>	3
<b>IV. Cognate</b>		
Nine credit hours of cognate courses <sup>2</sup>		9
<b>V. Dissertation</b>		
EDAD 799	DISSERTATION	12-15
<b>Total Hours</b>		<b>66-69</b>

<sup>1</sup> Certain courses are restricted in this program.

<sup>2</sup> The cognate should represent a cohesive plan of courses related to and supportive of the student's specialization. These courses are normally taken outside of the Department of Educational Leadership. Although the cognate must show unity, it can be Interdisciplinary in nature and consist of courses offered by several different departments. Only courses taken within the past 10 years will be accepted as cognate courses.

All students must demonstrate competence in using the computer or complete at least one computer course beyond the minimum electives requirement. The Higher Education Concentration does not result in K-12 licensure/certification.