

# EDUCATION (ED.S.) CONCENTRATION IN HIGHER EDUCATION ADMINISTRATION ON CAMPUS PROGRAM

## Department of Educational Administration, Foundations, and Research

Dr. Albert W. Carter, Interim Chair and Assistant Professor  
P. O. Box 17175  
Telephone: (601) 979-1140  
Fax: (601) 979-3360  
E-mail: albert.w.carter@jsums.edu

### 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.

## Specialist in Education: Higher Education Administration Concentration On Campus Program

The Specialist program in higher education administration is designed for individuals who are planning a career or seeking career advancement in the area of higher education. The curriculum will provide the candidate with the appropriate knowledge, skills, and current trends of higher education administration in the administrative process of higher education institutions. Additionally, this program provides College and University employees graduates opportunities to enhance their research skills, higher education knowledge, and professional best practices. With the consolidation of programs at four-year institutions and the growing student population in community colleges, this program prepares candidates to confidently assume teaching and/or administrative positions in higher education.

### Purpose

The purpose of this specialist program with a concentration in higher education administration is to provide college administrators and staff the opportunity to study the history, culture, and organizations of higher education through a graduate program under the guidance and supervision of experienced department graduate faculty.

### Enrollment

Enrollment will be limited. Degrees will be awarded upon the candidate successfully completing all of the program requirements. Students applying for admission to the Specialist program must obtain general admission to the Division of Graduate Studies; however, this does not guarantee admission to the College of Education Specialist program in the specific area of concentration. Students must also complete specific departmental admission requirements.

### Admission Requirements

- A master's degree from an accredited college or university
- An overall GPA of 3.0 or above (on a 4.0 scale) on the master's degree
- A completed Specialist program application
- Three letters of recommendation
- Acceptable evidence of the applicant's writing ability as determined by a writing assessment completed under the supervision of the program/department screening committee
- A successful interview with the program/department screening committee
- A recommendation for admission by the screening committee
- A satisfactory GRE score
- A minimum of 6 years of successful employment in a community college or a four year institution
- Deadline for applications for summer/fall admission is March 1.

### Requirements

A specialist with a concentration in higher education administration requires the completion of 18 credit hours, 9 hours of core courses and 9 credit hours of electives. All candidates must receive a grade of B or above in each course to receive this degree. Candidates receiving a grade below B will have to retake the course before credits will be awarded. All courses are 3 credit hours and are generally offered once

each semester depending upon the availability of the faculty. A total of thirty-six graduate credit hours are required to earn a specialist with a concentration in Higher Education Administration.

### Program of Study

Code	Title	Hours
<b>Core Course</b>		
EDAD 625	ORGAN. ADMIN. OF HIGH EDUCATIO	3
EDAD 698	LAW AND HIGHER EDUCATION	3
EDFL 668	HISTORICAL FNDTNS OF HIGHER ED	3
<b>Concentration Courses</b>		
EDAD 602	COMPARATIVE EDUCATION	3
EDAD 603	Leadership in Organizational Change and Human Resources	3
EDAD 630	COLLEGE TEACHING	3
EDAD 634	COMPUTERS IN EDUCATION	3
EDAD 638	THE COMMUNITY COLLEGE	3
EDAD 688	CURRENT ISSUES/N HIGHER EDUCTN	3
EDFL 601	ADV RESRCH & STATISTICS	3
<b>Total Hours</b>		<b>30</b>