

Higher Education Administration Elective Concentration Possibilities

You will have an opportunity to enroll in a number of elective courses as part of your degree plan. You may choose to select electives that allow you to deepen your knowledge within a specific topic area. The following are possible concentration areas you could use to guide your elective selection.

Diversity, Inclusion, Equity, and Social Justice Concentration

One of the core values of the Higher Education Administration program is Diversity, Equity and Inclusion: create equitable access and participation for underrepresented and disenfranchised populations in our communities and postsecondary institutions. Courses in this concentration area will provide students to further develop their knowledge and skills related to diversity, inclusion, and equity.

EDAD 618 Educational Administration in Cross Cultural Environments

This course explores critical topics and issues related to diversity, multiculturalism, and social justice in higher education and in contemporary society. The course focuses on issues related to race, ethnicity, class, sexual orientation, religion, disability, and gender. The course will draw from scholarly research to examine the ways that diversity affects various institutional participants -- students, faculty, and administrators -- and in turn how these constituents interpret and understand institutional and public policies.

EDAD 689 Diversity and Social Justice

There are many challenges facing higher education, which include eliminating educational, social, and cultural disparities that continue to impact the human condition in our society and world. Colleges and universities are expected to prepare graduates to live and work in an increasingly diverse, global, and complex workforce. Higher education exists to enhance human and social development; therefore understanding issues related to diversity and social justice is critical to meeting current and future challenges affecting access, racial and social equity, and globalization.

EDAD 689 Critical Race Theory in Education

Emerging from Critical Legal Studies, Critical Race Theory (CRT) is increasingly used to problematize the role that racism plays in education, the legal system, and everyday life. This course exposes doctoral students to the central tenets, historical underpinnings, and branch theories of CRT. Educational researchers and practitioners, whose professional practice is guided by CRT are engaged in critical race praxis to eradicate racism. Thus, this course is designed to prompt conversation, critique, and interrogation of racial inequality in the US and education as means to help students understand the racial implications of their work and research.

Faculty Issues Concentration

The Higher Education Administration program prepares future faculty members and administrators. The faculty issues concentration allows students to explore and examine issues that are facing faculty.

EDAD 650 Professional Development in Higher Education

An introduction to organizational, faculty and instructional development in higher education; emphasis on research and theoretical foundations and major issues connected with teaching and learning in higher education.

EDAD 689 Faculty Work and the Professoriate

The purpose of the course is to provide students with contextual knowledge about the issues related to the faculty work and the American professoriate. The course explores several topics that provide students with a keen understanding of faculty work-life. Topics include the socialization of faculty, academic and faculty culture, faculty governance, the faculty rewards system, changing faculty demographics that influence diversity and inclusiveness, paradigm shifts, and external forces influencing academic work today.

Teaching, Learning, and Students Concentration

Courses in this concentration focus on knowledge and skills related to teaching, learning and the characteristics and needs of current American college students. An option within this concentration is to pursue the College Teaching Certificate (CTC). The CTC assists students because:

- Colleges and universities are looking for faculty skilled in teaching. Even research universities want developed teaching skills so new faculty can focus on their research.
- Documenting teaching and other professional development efforts for potential employers can make candidates more competitive.
- A survey of junior faculty published in the Chronicle of Higher Education revealed that documentation (e.g., experience teaching and/or e-portfolio) was indeed helpful in the job talk process.
- Student's ability and confidence to provide engaging classroom experiences for all students is enhanced.

EDAD 601 College Teaching

Initial preparation for instruction at the college level; focuses on the basic skills, strategies and issues common to university teaching. Open to graduate students committed to teaching in any area at the college level.

EDAD 603 Advanced Student Development Theory

Advanced study of the nature, needs and characteristics of American college students; developmental tasks, peer group relations and impact of college environment on student development; research from behavioral sciences. *(EDAD 669 is a prerequisite for this course)*

EDAD 650 Professional Development in Higher Education

An introduction to organizational, faculty and instructional development in higher education; emphasis on research and theoretical foundations and major issues connected with teaching and learning in higher education.

EDAD 669 The College Student

Nature, needs and characteristics of American college students; developmental tasks, peer group relations and impact of college environment on student development. Research from behavioral sciences.

EDAD 684 Teaching Internship

This teaching internship is a requirement for the College Teaching Certificate. In their internship, students have the opportunity to apply the course readings, lectures, and assignments in real world experiences. Each internship is a unique learning experience tailored to move that students to the next level as a scholar. Towards that goal, this course has two main components: **effective college teaching internship experiences** and **student self-reflection on their college teaching**.