

## Admission Criteria

An applicant must meet the Graduate School requirement of an undergraduate grade point average of 2.75 to be considered for admission to the program. Students with less than a 2.75 G.P.A. may be admitted on probation if satisfactory evidence of ability to perform graduate study successfully is provided. Evidence may include the following:

- a grade point average of 3.0 or above during the final 60 semester hours of the baccalaureate degree program
- completion of 6-9 credits of program-approved, post-baccalaureate or graduate coursework with grades of “B” or better (B- not acceptable)
- submission of official score reports from the Graduate Record Examination (GRE) or the Miller Analogies Test
- an advanced degree with a cumulative GPA of 3.0 or higher

Graduate courses used to qualify for admission may be accepted to satisfy degree requirements.

## Program Details

The student plans an individual program of studies in consultation with a major professor. The minimum credit requirement is 33 graduate credits, 27 of which must be in education and six of which may be in related fields. Credit distribution must be: 12 credits in the core area of higher education administration, 9 credits in the focus area of higher education administration and 12 credits of foundation and elective courses.

A thesis or master’s paper is optional. The student must pass a written final comprehensive examination. All degree requirements must be completed within seven years of initial enrollment.

**Courses are offered in a variety of formats:  
once per week, weekends, alternate weeks, and online.**

## MASTER OF SCIENCE IN Administrative Leadership WITH CONCENTRATION IN Higher Education Administration

Graduates who complete the Higher Education Administration Masters concentration are typically employed in areas within higher education organizations related to institutional advancement and administration; faculty and organizational development; program planning, evaluation, and coordination or teaching.

The program prepares the student for career options such as student advisors, managers of support programs for traditionally underrepresented students, student housing specialists, student programming specialists, business managers, and specific administrative positions at all levels within higher education organizations.

## The Faculty

Mesut Akdere, Ph.D., Assistant Professor  
Floyd Beachum, Ed.D., Associate Professor  
Simone C. O. Conceição, Ph.D., Associate Professor  
Faith Crampton, Ph.D., Associate Professor  
Barbara Daley, Ph.D., Associate Professor  
Thomas Joynt, Ph.D., Clinical Associate Professor  
John LaNear, J.D., Ph.D., Assistant Professor  
Rob Longwell-Grice, Ed.D., Director,  
Office of Academic Services, School of Education  
Larry Martin, Ph.D., Professor  
Liliana Mina, Ph.D., Assistant Professor  
Gail Schneider, Ph.D., Professor  
Regina Smith, Ph.D., Assistant Professor

## For more information

Phone: 414-229-4740 • E-mail: [adldsp@uwm.edu](mailto:adldsp@uwm.edu)  
[www.adldsp.soe.uwm.edu](http://www.adldsp.soe.uwm.edu)

*New!*



School of Education  
*Department of Administrative  
Leadership*

## MASTER OF SCIENCE IN Administrative Leadership WITH CONCENTRATION IN Higher Education Administration

[www.adldsp.soe.uwm.edu](http://www.adldsp.soe.uwm.edu)

## About the Program

The concentration in Higher Education Administration seeks to strengthen higher education opportunities by preparing individuals who foster organizational development and change within an increasingly complex and global society, and who nurture skills in and commitment to lifelong learning within individuals, groups, organizations, and society. A major focus of the program is preparing leaders for urban higher education institutions who honor diversity and difference among people, groups and societies.

### Program Objectives

- To provide a broad understanding of higher educational systems from social, historical, cross-national, and urban perspectives;
- To provide students with an understanding of central issues in higher education teaching and learning, and administration;
- To convey inquiry skills and to provide opportunities to use these skills on representative and crucial problems of higher education practice;
- To connect theoretical understandings of higher education administration, leadership and teaching practice through coursework and related experiences;
- To provide introductory skills and knowledge related to the central functions of higher education administration, teaching and learning.

The concentration in Higher Education Administration provides opportunity for professional development for individuals who are currently working in or wish to move into professional roles within various settings of higher education, including administration, student affairs, or teaching.

## Program Curriculum – Starting Spring 2008

### MASTER OF SCIENCE IN ADMINISTRATIVE LEADERSHIP WITH CONCENTRATION IN HIGHER EDUCATION ADMINISTRATION

#### HIGHER EDUCATION ADMINISTRATION CORE (12 credits) Semester Offered

|             |   |   |                    |
|-------------|---|---|--------------------|
| AD LDSP 709 | Introduction to Higher Education Administration     | 3 | Yearly             |
| AD LDSP 711 | Organization and Governance in HE Administration    | 3 | Yearly             |
| AD LDSP 747 | Strategic Planning and Budgeting in Adult Education | 3 | Every other Spring |
| ED POL 705  | Sociology of Education                              | 3 | Yearly             |

#### FOCUS COURSES (Select 3) (9 credits)

|             |   |   |                   |
|-------------|---|---|-------------------|
| AD LDSP 607 | Coordination of Staff Development and Training Programs   | 3 | Summer            |
| AD LDSP 647 | Evaluation of Adult & Continuing Education Programs   | 3 | Summer            |
| AD LDSP 777 | Leadership in Multicultural Organizations   | 3 | Fall/Summer       |
| AD LDSP 778 | Introduction to Student Personnel Services  | 3 | Yearly            |
| AD LDSP 857 | Seminar in Leadership for Change  | 3 | Offered as needed |
| AD LDSP 900 | Doctoral Seminar in Education: The Role of the Professoriate — Scholarship of Teaching and Learning | 3 | Offered as needed |
| CURRINS 774 | College Teaching  | 3 | Offered as needed |

#### FOUNDATIONS COURSES (Select 4) (12 credits)

|             |   |   |                |
|-------------|---|---|----------------|
| AD LDSP 702 | Leadership in Educational Organizations                 | 3 | Summer/Fall    |
| AD LDSP 710 | Organizational Change and Team Leadership               | 3 | Fall           |
| AD LDSP 732 | The Politics of Education                               | 3 | Summer/Fall    |
| AD LDSP 737 | Distance Education for Adults                           | 3 | Fall           |
| AD LDSP 757 | Principles and Foundations of Adult Education           | 3 | Every semester |
| AD LDSP 787 | Administration of Adult Education Programs              | 3 | Spring         |
| AD LDSP 795 | Women and Leadership in Education                       | 3 | Fall           |
| BUSMGMT 721 | Fundraising and Development for Nonprofit Organizations | 3 | Fall           |
| ED PSY 624  | Educational Statistical Methods I                       | 3 | Every semester |
| ED PSY 728  | Techniques of Educational Research                      | 3 | Spring         |
| ED POL 625  | Race Relations in Education                             | 3 | Yearly         |
| ED POL 740  | Modern Philosophies in Education                        | 3 | Yearly         |
| ED POL 822  | Global Education Studies                                | 3 | Yearly         |

**TOTAL CREDITS 33**