Educational Administration
web.coehs.siu.edu/units/EAHE
eahe@siu.edu

COLLEGE OF EDUCATION AND HUMAN SERVICES

Graduate Faculty:

Carlson, Cameron B., Assistant Professor, Ed.D., Wichita State University, 2007; 2010. Educational leadership.
Dennis, Lawrence J., Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1968; 1968.
Green, Judith A., Associate Professor, Ph.D., Purdue University, 1990; 2005. School leadership.
Evans, Andrea E., Associate Professor and Chair, Ph.D., University of Illinois at Chicago, 2004; 2010. Educational leadership and education policy.
Evans, John, Associate Professor, Emeritus, Ph.D., Southern Illinois University Carbondale, 1968; 1970.
Goldman, Samuel, Professor, Emeritus, Ph.D., University of Chicago, 1961; 1980.
Hytten, Kathy, Professor, Ph.D., University of North Carolina at Chapel Hill, 1996; 1996. Philosophy of education, cultural studies.
Lewin, Elizabeth, Assistant Professor, Ed.D., University of Sarasota, 1997; 2003. Educational administration.
Mckerrow, K. Kelly, Associate Professor, Emerita, Ph.D., Southern Illinois University Carbondale, 1986; 1994.
Sharp, William, Professor, Emeritus, Ph.D., Northwestern University, 1978; 1991.
Wilson, Terri S., Assistant Professor, Ph.D., Teachers College, Columbia University, 2010; 2010. Foundations of education.
Verduin, John R., Jr., Professor, Emeritus, Ph.D., Michigan State University, 1962; 1967.

The Department of Educational Administration and Higher Education offers an approved major in educational administration leading to the Master of Science in Education degree. It also provides courses and instructional personnel for doctoral students who wish to concentrate in educational administration at the doctoral level. All degrees are NCATE approved. Interested applicants should direct inquiries to the admissions clerk of the department.

The Department of Educational Administration and Higher Education works cooperatively with the departments of Curriculum and Instruction, Educational Psychology and Special Education, and Workforce Education and Development in administering the State of Illinois General Administrative Certificate for persons seeking positions as principals or directors of special education or vocational education. A master’s degree and two years of public school teaching (or its equivalent), are required for the certificate. Students must make application for the administrative certification program through the department.

This program requires a nonrefundable $50.00 application fee that must be submitted with the application for Admissions to Graduate Study in Educational Administration. Applicants may pay this fee by credit card if applying electronically. Applicants submitting a paper application must pay by personal check, cashier’s check, or money order made out to SIU, and payable to a U.S. Bank.

Master of Science in Education Degree
At the master’s level, a concentration in educational administration is offered.

The Master of Science in Education degree in educational administration is a cohort program, with admissions once a year. The deadline for applications is in February and coursework for each cohort begins in the summer. The program includes a 36 semester hour core consisting of:

- EAHE 501-3 Educational Administration: Tasks and Processes
- EAHE 503-3 Introduction to Theory
- EAHE 509-3 School-Community Relations and Development
- EAHE 511-3 Information Management: Curriculum and Technology
- EAHE 519-3 Illinois School Law
- EAHE 520-3 Current Issues in Educational Administration
- EAHE 523-3 School Finance and Facilities
- EAHE 538-3 Education and Social Forces
- EAHE 547-3 Evaluating Educational Research
- EAHE 595a, b, or c-3 Elementary, Middle, or Secondary School Internship

Curriculum course (e.g. EAHE 511-3 Information Management: Curriculum and Technology) Social Foundations course (e.g. EAHE 536, 538, 540, 542, or 544)

- Law course (e.g. 519); and EAHE 595-3 a.) Elementary School Internship; b.) Middle School Internship; or c.) Secondary School Internship.

Students have the option of enrolling in EAHE 593-3 (Individual Research) or EAHE 599-3 (Thesis) and writing a research paper or a thesis in lieu of EAHE 547.

Master of Science in Education Degree/J.D. in Law
A concurrent degree in educational administration and law is designed to enhance students’ knowledge of the increasingly litigious areas of education law. Specifically, the program is designed to educate practitioners in law and educational administration to effectively utilize the problem-solving strategies and techniques of both disciplines. Students prepared in this program will develop an understanding of the ethics, language, research, history, and processes of both professions. Individuals so trained will be uniquely prepared for careers that combine both legal and educational needs, such as K-12 administration, public policy leadership roles, and student or employee advocacy. In addition, strengthening the academic training of lawyers and school administrators will enhance the quality of
research performed in both disciplines, as well as enhance the quality of publications in both fields of study. Students with this joint degree will be uniquely prepared to address the myriad of problems in our society that present complex legal and educational issues. Students who complete this program will have enhanced educational and professional opportunities both inside and outside academia. Students must meet the requirements of admission and be admitted separately to the Educational Administration program and the School of Law. Students currently enrolled in the educational administration or law programs must have a minimum GPA before they may enroll in the concurrent program. The minimum GPA for education administration is 3.0 and for law is 2.5. Educational Administration students interested in this program should consult with the Educational Administration Graduate Program Director.

**Doctor of Philosophy Degree in Education**

The Department of Educational Administration and Higher Education participates in the doctoral program in education with an approved concentration in educational administration. See the description of the Ph.D. degree in education. The Department also administers a cooperative doctoral program with SIU Edwardsville.

Inquiries regarding application to their programs should be directed to the admissions clerk of the Department of Educational Administration and Higher Education.

**Courses (EAHE)**

**402-1 to 3 Principles of Student Personnel Group Work.** Acquaints the student with group work possibilities and functions in higher education.

**470-3 College Student Sexuality.** (Same as WGSS 470) Seminar designed to provide students with a strong grounding in the field of college student sexuality and sexual identity, covering the lived experiences of U.S. college students, the construction of sexualized collegiate identities through U.S. history, and how institutions of higher education have attempted to regulate, control, and (intentionally as well as inadvertently) effect college student sexuality.

**500-3 Educational Research Methods.** Introduction to educational research and the variant methodologies used in conducting studies within institutional settings. Both quantitative and qualitative approaches will be examined.

**501-3 Vision and Planning for School Improvement.** In this graduate level course, school professionals will learn the role and functions of the school principal in today's schools and the various nuances of that role based on school level (Pre-K, elementary, middle, and high school). Professionals will be able to define and conceptualize what it means to be an instructional leader and the notion of distributed leadership. Professionals will gain an understanding of the needs of all students (ELL/bilingual; special needs; other). Professionals will understand how literacy and numeracy instruction impacts student learning and how student performance data informs the school vision and plans for school improvement. Restrictions: Admitted to a PK-12 graduate program in COEHS.

**503-3 Building Collaborative Structures and Systems of Professional Practice.** In this graduate level course, school professionals will focus on structures that allow engagement between educators on issues of practice (i.e., professional learning communities, communities of practice) as a means for leaders to support the development of organizational goals, group and individual student and teaching learning and success. School professionals will apply theory to practice as they engage in decision-making activities involving school-wide change processes and monitoring effective instruction. Restrictions: Admitted to a PK-12 graduate program in COEHS.

**504-3 School Leadership through Personnel Evaluation.** In this graduate level course, school professionals will acquire knowledge and skills to become qualified evaluators of licensed teachers. School professionals will learn to collaborate using observation and conversation to provide feedback to change teaching practices. Techniques to collect, analyze, and accurately document objective data will be learned and practiced with the goal to acquire the skills to rate the professional/instructional performance of teachers and other licensed school personnel. Restrictions: Admitted to a PK-12 graduate program in COEHS.

**505-3 The Administration and Supervision of the Middle School.** Reviews the philosophy of the middle school concept and emphasizes the role of the principal in the areas of management, supervision of human resources, program development, the direction of students and the concern for ethical standards of operation.

**506-3 The Administration and Supervision of the Secondary School.** Deals with problems met specifically by the high school principal. Emphasizes the principal’s role in relation to guidance, curriculum, schedule-making, extra-curricular activities, public relations, budgeting of time, etc.

**508-3 Student Development Theory.** A study of the major theories of human development as applied to college students with implications for the student affairs specialist. Restricted to students admitted to master’s degree or certificate in higher education, or consent of instructor.

**509-3 School Community Relations and District Policy.** In this graduate level course, school professionals will learn to achieve the school’s vision and obtain support for school improvement through effectively collaborating with the central office, school families, and community members. School professionals will analyze structural characteristics of school districts and district policies that promote or hinder effective communication. School professionals will define community in terms of diversity, develop plans to build a cohesive school community, connect research with the professional context, engage in effective decision-making practices, and communicate results to constituents using appropriate written and verbal formats.

**510-3 Higher Education in the United States.** An overview of American higher education in historical and sociological perspectives: its development, scope, characteristics, issues, problems, trends and criticism. Restricted to students admitted to master’s degree or certificate in higher education, or consent of instructor.

**511-3 Leading Curriculum and Assessment.** In this graduate level course, school professionals will learn to promote a shared vision of the elements of school and curriculum that make higher achievement possible, setting high expectations for all students to learn high-level content. Through this course, the school professional establishes effective curriculum delivery
systems and utilizes leadership and facilitation skills to effectively manage curricular change. Additionally, the school professional promotes the success for all students by using data to initiate and continue improvement in school and classroom practices and increased student achievement. The school professional will accomplish these course goals through the development of formative, interim, and summative assessment plans that address Reading and Math curriculum targets, related to the Common Core Standards.

513-3 Organization and Administration in Higher Education. Theories and practices in governance of various types of higher education institutions with attention to problems of formal and informal structures, personnel policies, decision making, institutional self-study and societal-governmental relations. Restricted to students admitted to master's degree or certificate in higher education, or con-sent of instructor.

514-3 Case Studies in Higher Education. This course is designed to allow graduate students studying to be administrators in higher education practice at analyzing problems and issues in postsecondary education, as well as problems and issues facing college students. Extended, semester-long case studies are utilized. Prerequisite: EAHE 508 or consent of instructor.

515-3 Student Affairs Administration. Study of organization, functions, and under girding principles and policies of student development and the related student personnel services and programs in contemporary colleges and universities including community colleges. Restricted to students admitted to master's degree or certificate in higher education or consent of instructor.

516-3 College Students and College Culture. Study of the nature of students, the impact of the college on student development, and the nature of the college as a unique social institution. Study of student subcultures and the interaction between students, institutions, and communities. Restricted to students admitted to master's degree or certificate in higher education, or consent of instructor.

517-3 The Legal Framework of Education. A study of administrative, judicial, statutory and constitutional laws which have application in American public schools.

518-3 College Teaching. Emphasis is given to teaching and learning styles, the teaching-learning process, specific methods of teaching, strategies to improve teaching, resources available to the classroom teacher, and methods of evaluating teaching. Other topics will include: models of effective teaching behavior, academic freedom and due process. Course also open to teaching assistants from other departments.

519-3 School Law and Educational Policy. In this graduate level course, school professionals will become acquainted with fundamental legal issues that impact Illinois elementary and secondary schools. Professionals will acquire knowledge to understand, respond to, and influence the larger political, legal, social, economic, and cultural context while making ethical decisions, promoting democratic values and building equitable and just learning communities.

520-1 to 12 Current Issues in Educational Administration. An examination of current issues that affect the various administrative levels in educational systems. The issue(s) selected receives intensive treatment and review. This class is offered specifically for those seeking the superintendent's endorsement.

521-3 Leadership for Equity. In this graduate level course, school professionals will learn the role of educational leadership in promoting and supporting educational equity as a critical dimension of democracy and social justice. School professionals will consider the moral/ethical, contextual, communal, dialogic, and transformative dimensions of school leadership that support the development of an equitable school environment, with particular emphasis on special education and students with disabilities, gifted, early childhood, English-language learners, and racial/ethnic minority students.

523-3 Effective Management and Operations: Finance, Facilities, Technology & Grants. In this graduate level course, school professionals will acquire skills for successful school management of finances, facilities, technology and grants. The course covers vital aspects of managing fiscal, human, and material resources that facilitate student learning, safety and support curriculum and instruction. Restricted to admission to a PK-12 graduate program in COEHS.

524-3 Curriculum Design and Policy. A study of assumptions, materials, methods and evaluation in the designs of various curricula in colleges and universities, with attention to curriculum resources and policy.

525-3 Equity and Diversity in Higher Education. This course is designed to educate students in two ways: by broadening understanding and deepening readings into diverse higher education populations and issues, and by applying those understandings and readings to their practices as postsecondary administrators and educators.

526-3 The Community College. A study of the characteristics and functions of the community or junior college in American higher education. Course content aids the student in developing a general understanding of the philosophy, objectives, organiza tion, and operations of this significant institution.

528-3 Finance in Higher Education. A study of financing higher education in American society and related economic aspects. Emphasis is given to sources of funds and management of financing in colleges and universities including budgeting, control, accountability and current trends. Restricted to students admitted to master's degree or certificate in higher education, or consent of instructor.

530-3 Historical Research in Education. Seminar designed to explore the literature, methods and possibilities of historical research in education.

535-1 to 14 (1 to 3 each) Higher Education Seminar I. A series of seminars for specialized study of areas of administrative practice and policy. (a) Student organization and activities advising, (b) Law and higher education, (c) Student financial assistance, (d) Admissions and records, (e) Academic and faculty administration, (f) Current issues in student affairs, (g) Housing administration, (h) Non-traditional students, (i) Gender in higher education (same as WGSS 535), (j) Student union administration, (k) Special topics.


537-3 The Adult Learner. The focus of study will be adult learners, their motivations, learning styles, needs, goals, life stages, life cycles and developmental patterns. Implications for adult learning will be sought.
538-3 Education, Policy, and Social Forces. In this graduate level course, students will examine the foundations of educational policy and practice. Students will develop the ability to critically analyze historical and contemporary issues in American education by exploring the social, political, economic, and cultural context of education. Students will be able to evaluate educational policies and practices in light of various assumptions, ideals, and values about public education. This knowledge will enable educators to understand the broader social and political forces that shape their roles as educational leaders in specific institutions and communities.

540-3 Classics in Education. Primary attention will be given to Plato’s Republic, Castiglione’s Courtier, Rousseau’s Emile, and Dewey’s Experience and Education. Other authors such as Aristotle, Quintilian, Francis Bacon, Montaigne, John Bunyan, Benjamin Franklin, A. S. Neill, Karl Marx, and B. F. Skinner will receive additional consideration.

542-3 Contrasting Philosophies of Education. An examination of current educational problems and trends in the light of contrasting philosophies of education.

543-3 Professional Negotiations. An investigation of the theory and practice of professional negotiations. Emphasis will be placed on understanding the roles of adversarial negotiations. Use will be made of cases and simulations.

544-3 Education and Culture. A study of the concept of culture and its relation to the process of education.

545-1 to 16 (a through j, 1 to 3 each; s, 1 to 8) Higher Education Seminar II. A series of seminars for scholarly inquiry into significant aspects of higher education. (a) Community college administration, (b) Federal initiatives in higher education, (c) Institutional policy research, (d) Current issues in higher education, (e) Higher education administration, (f) Institutional finance and administration, (g) History of higher education, (h) Sociology of higher education, (j) Adult and continuing education, (s) Selected topics.

547-3 Evaluating Educational Research. The goal of this course is to develop student skills as consumers of research in education. Standards and practices in multiple traditions of educational research are reviewed in order to help students critically read, assess, and evaluate research.

548-3 Developing Professionals and Leading the Inquiry of Professional Practice. This graduate level course, school professionals learn to critically read, evaluate, and apply educational research so that they can engage their school systems in continuous inquiry to positively affect student achievement. School professionals will develop an action research project proposal to lead meaningful organizational change. Applying adult learning theory to sound research design, students will learn to lead action research through the analysis of student achievement data, developed goal statements, professional development plans, and developed data collection plans. RESTRICITONS: Admitted to a K-12 graduate program in EAHE.

550-3 School Business Administration. A study of the principles and practices governing management of business affairs of a public school system. Included are such topics as revenues, expenditures, accounting, auditing, reporting and applications of electronic data processing as a management tool. Practical experience is given in using the Illinois financial accounting manual as well as other managerial procedures. Detailed study is made of the role of the school business administrator in the local school district.

551-3 Policy and Politics in American Education Systems. An examination of the political setting of educational administration and a general study of public policy in the American educational system. This course is open to students in certification and doctoral programs only. In addition to educational leadership related to the politics and policy of education, emphasis is given to innovative and contemporary practices of school administration.


554-3 Seminar in Philosophy of Education. An interpretation of modern educational problems and trends in the light of basic philosophical viewpoints. Excerpts from the leading philosophical writings are used.

555-3 Leadership and Change in Education Organizations. An advanced seminar devoted to the study of leadership and change in the administration of complex education organizations. Particular emphasis is placed on organizations as social units that pursue specific goals, which they are structured to serve. Leadership and change are examined in terms of how they can influence organizational goals, organizational structure and organizations and the social environment.

556-3 The School Superintendent and Board of Education. Focuses on superintendent-school board relationships. It investigates the administrative team’s role and functions as they relate to leadership in educational policy making.

557-3 Program Development and Evaluation. This course is designed to enable an administrator to develop, implement, and evaluate a school or agency program from inception through final assessment. An emphasis will be placed upon formal and informal means of formative and summative processes utilizing evaluation diagnostics and instrumentation. Formalized accreditation standards and guidelines will also be examined.

558-3 Personnel Evaluation and Administration. This course will provide the administrator with the concepts, strategies and assessment measures to evaluate and manage personnel in both simple and complex organizational settings.

564-3 Seminar in Ethics and Social Justice in Education. The goals of this course are to provide educational leaders with a framework for understanding the dynamics of oppression, to offer tools for ethical decision making, and to increase awareness and responsibility toward social justice issues in education.

575-3 Women in Higher Education. (Same as WGSS 575) The goal of this course is to provide an overview of women in higher education. Topics that will be considered are: feminism’s impact of women in higher education; the division of labor for women (including faculty and professional staff positions); historical and sociological perspectives of access to higher education including curriculum and pedagogy.

576-3 College Men and Masculinities. (Same as WGSS 576) This course is a readings-based seminar covering concepts of masculinity as demonstrated by collegiate men in the United States. The readings in this course cover cultural as well as identity elements of what being a “college man” means (and
how that definition has changed over time and contexts). The readings consist of historical, contemporary, and theoretical scholarship concerning collegiate masculinity.

587-3 Introduction to Qualitative Research. This course introduces students to qualitative research in education. The course examines the foundations, design, methods and analysis of qualitative research. Course readings include both philosophical texts about the foundations and purposes of qualitative inquiry, and methodological readings about the hands-on application of research techniques.

588-3 to 6 General Graduate Seminar. Selected topics or problems in cultural foundations of education. Restricted to advanced standing. Special approval needed from the instructor.

589-1 to 3 Doctoral Research Seminar. Limited to doctoral students formulating and preparing research designs for investigation and implementation. Graded S/U only. Special approval needed from the instructor.

590-1 to 6 Readings. Advanced reading in one of the following areas. (a) Administration, (b) Buildings, (c) Supervision of curriculum, (d) Finance, (e) School law, (f) Supervision, (g) Comparative education, (h) History of education, (i) Philosophy of education, (j) Sociology of education, (k) Adult and community education, (l) Higher education. Special approval needed from the instructor.

591-1 to 6 Individual Study. Individual inquiry into selected problems or special topics in higher education under supervision of a graduate faculty member. Graded S/U only. Special approval needed from the instructor.

593-1 to 3 per topic Individual Research. Maximum of six hours toward master's degree. Selection, investigation and writing of a research assignment under the personal supervision of a graduate faculty member in one of the following areas. (a) Administration, (b) Buildings, (c) Supervision of curriculum, (d) Finance, (e) School law, (f) Supervision, (g) Comparative education, (h) History of education, (i) Philosophy of education, (j) Sociology of education, (k) Adult and community education, (l) Higher education. Graded S/U only. Special approval needed from the instructor.

594-3 Advanced Qualitative Research. This course is a doctoral-level seminar in qualitative research. The course builds on EAHE 587, “Introduction to Qualitative Research,” by focusing on the design and implementation of an independent qualitative research project. As such, this course emphasizes research design, conceptualization and analysis. Course readings review some of the foundations of qualitative inquiry, and include texts that focus on research design and modes of qualitative analysis. Prerequisite: EAHE 587.

595-1 to 8 Internship in Educational Administration. (a) Elementary School Internship. (b) Middle School Internship. (c) Secondary School Internship. The internship requires placement in a K-12 school setting. Students seeking State of Illinois Level II Administrative Endorsement will be placed under the supervision of a certified principal or director. Students seeking experience at the pre-school and elementary level should enroll in 595A. The middle school setting is covered in 595B and the high school setting in 595C. Students must check with internship coordinators prior to registration.

597-1 to 6 Superintendent Internship. An internship conducted in a central administrative setting for fulfillment of the state of Illinois’ Level III Administrative Certificate. Special approval needed from the student’s adviser.

598-1 to 6 Internship in Higher Education. The internship provides an opportunity for practical experience related to college level teaching or administration. Each student must obtain prior approval from his/her advisor before registering for or starting an internship. Additionally, each student must pass all of the assigned internship requirements in order to receive a pass for the course. Special approval needed from the advisor.

600-1 to 36 (1 to 12 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

601-1 per semester Continuing Enrollment. For those graduate students who have not finished their degree programs and who are in the process of working on their dissertation, thesis, or research paper. The student must have completed a minimum of 24 hours of dissertation research, or the minimum thesis, or research hours before being eligible to register for this course. Concurrent enrollment in any other course is not permitted. Graded S/U or DEF only.