

## Educational Administration

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### COLLEGE OF EDUCATION AND HUMAN SERVICES

#### Graduate Faculty:

**Colwell, Willaim Bradley**, Professor, Ph.D. and J.D., University of Illinois at Urbana-Champaign, 1996. Education law and policy, collective bargaining.

**Dively, John**, Clinical Assistant Professor, Ed.D., Illinois State University, 1995, J.D., Southern Illinois University, 1985; 2014.

**Donahoo, Saran**, Associate Professor and Chair, Ph.D., University of Illinois at Urbana-Champaign, 2004; 2004.

**Dunn, Randy**, Professor, Ed.D., University of Illinois at Urbana-Champaign, 1991. Educational administration.

**Eaton, William E.**, Professor, *Emeritus*, Ph.D., Washington University, 1971; 1971.

**Goldman, Samuel**, Professor, *Emeritus*, Ph.D., University of Chicago, 1961; 1980.

**Green, Judith A.**, Associate Professor, Ph.D., Purdue University, 1990; 2005. School leadership.

**Lewin, Elizabeth**, Assistant Professor, *Emerita*, Ed.D., University of Sarasota, 1997; 2003. Educational administration.

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, Counseling, Quantitative Methods, 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 application fee that must be submitted with the application for Admissions to Graduate Study in Educational Administration. Applicants must pay this fee by credit card.

#### Master of Science in Education Degree

The Master of Science in Education degree in educational administration is a cohort program, with admissions once a year. Contact the department of application deadline and cohort start date information. The program includes a 36 semester hour core consisting of:

- EAHE 501 Vision and Planning for School Improvement
- EAHE 503 Building Collaborative Structures and Systems of Professional Practice
- EAHE 504 School Leadership through Personnel Evaluation

and Administration

- EAHE 509 School Community Relations and District Policy
- EAHE 511 Leading Curriculum and Assessment
- EAHE 519 School Law and Educational Policy
- EAHE 521 Leadership for Equity - Special Populations
- EAHE 523 Effective Management and Operations: Finance, Facilities, Technology & Grants
- EAHE 538 Education, Policy, and Social Forces
- EAHE 548 Developing Professionals and Leading the Inquiry of Professional Practice
- EAHE 595 Principal Internship (6 credit hours)

Curriculum course (e.g. EAHE 511 Leading Curriculum and Assessment)

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 593A-L-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.

### Academic Standing

Each student pursuing a degree, certificate, or endorsement offered by the Department of Educational Administration and Higher Education (EAHE) must establish and maintain adequate academic standing in order to complete the selected program. To be sure, the Academic Standing expectations in the Department are in addition to the Satisfactory Progress Standards established by the Graduate School. (Refer to the Financial Assistance section of the Graduate Catalog for more information.) In an effort to promote and support program completion, EAHE defines Academic Standing as follows:

#### Academic Standing

**Adequate:** Student actively engages in at least one of the following based on the structure of his/her academic program:

- Takes classes annually that count toward program completion (not including continuing enrollment credit)
- Completes internship(s)
- Participates in preliminary examinations
- Conducts research as illustrated by the scheduling of a prospectus or defense
- Fulfills other requirements in his/her academic program
- Maintains regular contact with his/her faculty advisor (at least once per semester)

**Results:** Student will continue to work on completing his/her academic program.

**Inadequate:** Without attaining a formal leave of absence (requested one semester at a time with a maximum of two semesters during a degree program) from the Department and the Graduate School, the student neglects to do at least one of the following based on the structure of his/her academic program:

- Take classes annually that count toward program completion (not including continuing enrollment credit)
- Complete internship(s)
- Participate in preliminary examinations
- Conduct research as illustrated by the scheduling of a prospectus or defense
- Fulfill other requirements in his/her academic program

Additionally, the student does not maintain contact with or respond to communication from his/her faculty advisor, program director, and/or department chair.

**Results:** The Department will alert the student on what he/she needs to do to attain Adequate Academic Standing. The student will receive time to meet these requirements based on the availability of course offerings, examinations, or other missing requirements. Following the satisfaction of the missing requirements, the Department will reassess academic standing of the student.

**Delinquent:** Over a sustained period without attaining a formal leave of absence from the Department and the Graduate School, the student repeatedly fails to do at least one of the following based on the structure of his/her academic program:

- Take classes annually that count toward program

completion (not including continuing enrollment credit)

- Complete internship(s)
- Participate in preliminary examinations
- Conduct research as illustrated by the scheduling of a prospectus or defense
- Fulfill other requirements in his/her academic program

OR

The student does not maintain contact with or respond to communication from his/her faculty advisor, program director, and/or department chair over a sustained period.

OR

The student fails to complete all of the program requirements within the specified time limit.

**Results:** The Department will alert the student to his/her academic deficiencies and provide an opportunity for the student to author a written appeal to this status within a specified time limit. This appeal should include the steps that the student intends to take to address academic deficiencies. The Department will respond upon receipt of the student's written appeal.

If the Department elects to approve the student's written appeal, the student will receive a specified period of time to fulfill the conditions of the appeal. Successful completion of these conditions will lead to a reassessment of the academic standing of that student.

A student who fails to provide or satisfy the conditions of a written appeal may be subject to dismissal from his/her academic program and the Graduate School.

As specified by the Graduate School, it is the responsibility of each student to keep the University and the Department apprised of his/her up-to-date contact information. (Refer to the Financial Assistance section of the Graduate Catalog for more information.)

### Program Expectations and Time Limits

Once enrolled, the Department expects each student to make continuous academic progress toward completing his/her specified program. Please refer to the information below to learn more about the expectations for your specific program.

#### Master's Degrees, Certificates, and Endorsements

Upon admission to pursue a master's degree, certificate, and/or endorsement offered by EAHE, the Department will expect students to maintain adequate academic standing. To maintain this status, each student must enroll in, complete, and pass courses, internships, exams, and other requirements that lead to the completion of his/her specified academic program. As specified by the Graduate School, each student will have six calendar years, from the date of initial enrollment, to complete all of the requirements for his/her specified academic program. (Refer to the Degree Requirements section of the Graduate Catalog for more information.)

#### Doctoral Program

The Department will expect students to maintain adequate academic standing for the duration of their enrollment in the Doctoral Program. To establish and maintain this status, each doctoral student must enroll in, complete, and pass courses,

internships, program of study, exams, research elements, and other requirements that lead to the completion of his/her degree. All requirements completed prior to advancing to candidacy will remain valid for 10 calendar years. If a student does not advance to candidacy within the 10-year period, the student may face additional academic requirements or dismissal from the Doctoral Program. As specified by the Graduate School, each doctoral student will have five calendar years to complete the remaining elements of his/her degree program after advancing to candidacy. (Refer to the Degree Requirements section of the Graduate Catalog for more information.) If a student does not complete his/her doctoral degree within five calendar years after advancing to candidacy, the student may face additional academic requirements or dismissal from the Doctoral Program.

### Written Appeals

Any student enrolled in a program offered by EAHE may author a written appeal regarding his/her academic standing. Written appeals should include the following:

- Your name (according to University records), DAWG tag #, and current contact information (postal address, phone, and email).
- An outline detailing why the Department should allow you to remain an active student in your specified program.
- A description of the difficulties or any extraordinary circumstances that have inhibited your progress toward completing your degree, certificate, or endorsement.
- A specific timeline of strategies and plans that you will use to make satisfactory progress toward program completion from this point forward. Note: if the faculty members choose to reinstate you as a student, we will regard this timeline and expressed strategies as a contract. Failure to make progress under these conditions will be cause for immediate dismissal from the specified academic program without the opportunity for any further appeals.
- Identification of and established communication with a current EAHE faculty member who has agreed to serve as your adviser and will assist you in completing your program.

Upon receipt of notification that the Department deems the student's academic standing to be either Inadequate or Delinquent, the student will have 45 calendar days to provide a written appeal to the Department. If a student chooses not to author a written appeal regarding his/her academic standing, then the original determination issued by the Department will remain and the Department will inform the Graduate School of the student's status, which may result in dismissal from the specified program and the Graduate School. Students who disagree with the final decision issued by the Department must refer to the Graduate Student Academic Grievance Policy established by the Graduate School. (Refer to the Academic Grievances Policy/Procedures section of the Graduate Catalog for more information.)

### 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 be introduced to the role and functions of the school principal as defined in federal, state, and local statutes. It will also address the variations 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.

**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, parent involvement, professional teaching/learning, and school success. School professionals will learn to track cohort data to determine the successes of groups and subgroups as a means to determine whether or not school culture is unified and cohesive. School professionals will apply theory to practice as they engage in decision-making activities involving school-wide change processes and monitoring effective instruction, expanding upon their awareness of the 2013 Illinois Professional Teaching Standards that foster a culture of student learning.

**504-3 School Leadership through Personnel Administration and 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 communicating and collaborating with the central office, faculty and staff, school families, and community members. 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 over-view 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 by acquiring an understanding of the use of rigorous formative, interim, and summative assessments.

**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 consent 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 principal candidates will become acquainted with fundamental legal issues that impact P-12 schools. The candidates 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 6 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: Special Populations.** 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, social justice, and related legal aspects. They will consider the moral/ethical, contextual, dialogic, and transformative dimensions of school leadership that support the development of an equitable school environment, with particular emphasis on special programming for students with disabilities, economically disadvantaged, homeless, 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, organization, 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.

**536-3 History of Education in the United States.** An historical study of the problems of American education.

**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 educational community (i.e., students, faculty, and staff) and their roles as educational leaders.

**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. Restricted to master's degree and certificate in higher education, or consent of instructor.

**548-3 Developing Professionals and 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 designed to appropriately address a building-level issue. Students will learn to lead action research through the development of sound research design.

**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.

**553-3 Planning Processes and Policy Development.** Surveys issues involved with accountability in education. Explores in some detail various planning models. Examines concepts and strategies in public policy development.

**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 related to administration and leadership in education.

**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.

**595-2 to 6 Principal Internship.** The School Principal Internship is a sustained, continuous, structured, and supervised learning opportunity for practicing principals (interns) to observe firsthand the role and function of the school principal. The internship takes place within 12 months during which students complete a total of 6 credit hours.

**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 8 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.

**599-1 to 6 Thesis.**

**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.