

Higher Education

ehs.siu.edu/eahe
eahe@siu.edu

COLLEGE OF EDUCATION AND HUMAN SERVICES

Graduate Faculty:

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

Dilley, Patrick, Associate Professor, Ph.D., University of Southern California, 2000; 2001. History of higher education, gender studies, and qualitative research.

Donahoo, Saran, Associate Professor and *Program Director*, Ph.D., University of Illinois at Urbana-Champaign, 2004; 2004. Higher education administration and educational administration.

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

Jones, Sosanya E., Assistant Professor, Ed.D., Teachers College, Columbia University, 2013; 2013. Higher education, qualitative research, and race and diversity.

Graduate Study in Higher Education

The Department of Educational Administration and Higher Education provides graduate study leading to the Master of Science in Education degree in higher education.

The graduate program in higher education offers students an opportunity to study and explore the concept of higher education as a field of study. The faculty of this program encourages and assists students in developing a lifetime commitment to the study of higher education. They also provide preservice and in-service preparation for persons who are teaching or serving as administrators or who expect to teach or serve as administrators in two-year and four-year colleges and universities, and related post-secondary educational institutions and agencies.

This program requires a nonrefundable \$65 application fee that must be submitted with the application for Admissions to Graduate Study in Higher Education. Applicants must pay this fee by credit card.

Master of Science in Education Degree

The Department of Educational Administration and Higher Education offers a program in higher education leading to the Master of Science in Education degree. The emphasis of this degree is to provide individuals with the background and skills important to accepting a wide range of teaching and administrative positions in higher education. Concentrations in community college teaching and college student personnel are offered.

Students applying for admission are encouraged to have some leadership experience prior to starting graduate study. Students who expect to complete a program to prepare them for teaching in a community college are expected to have an undergraduate major in a subject area commonly taught in a community college.

Community College Teaching (32 semester hours, minimum).

Students who wish to teach in a community college must complete at least 20 semester hours in their teaching specialty and at least 12 hours in specified courses in educational

administration and higher education, for a minimum of at least 32 semester hours. Students in this program must secure prior to admission a subject matter adviser from the faculty of the subject area who will agree to help plan the student's academic program.

The common core of courses required of students in this program includes the following:

EAHE 516-3	College Students and College Culture
EAHE 518-3	College Teaching
EAHE 524-3	Curriculum Design and Policy
EAHE 526-3	The Community College

Students must also complete a minimum of 20 semester hours in their teaching specialty. Recommended courses beyond the minimum requirements are as follows, and must be taken unless waived by the program coordinator:

EAHE 500-3	Educational Research Methods
EAHE 598-2 to 6	Internship or
EAHE 599-3	Thesis/Individual Research 593A-L

College Student Personnel (42 semester hours). This program is designed to prepare new professionals to work as student affairs administrators and educators within institutions of higher education. Students must complete a minimum of 42 semester hours of courses designed to prepare them as higher education generalists. Through internships, electives, and professional development seminars, students individualize their programs to acquire specialized emphasis in various student affairs units, including admission and recruitment, student development, student activities and programming, alumni relations, career planning, financial aid, orientation, placement, and residence life.

College Student Personnel Common Core (12 hours):

EAHE 510-3	Higher Education in the United States
EAHE 513-3	Org. and Administration in Higher Education
EAHE 515-3	Student Affairs Administration
EAHE 516-3	College Students and College Culture

Educational Research (3 hours)

As selected with advisor.

Cognate (12-18 hours):

Students will work with advisor to construct a cognate, which is compatible with their academic and professional interests. Possible cognates include, but are not limited to: Administration, Cultural Contexts, and Student Affairs.

Professional Development (3 to 9 hours)

EAHE 591-1 to 6	Individual Study
EAHE 598-3 to 6	Higher Education Internship

Capstone (3 hours)

EAHE 547-3	Evaluating Educational Research
EAHE 593L-3	Research Paper
EAHE 599-3	Thesis

Electives (3 to 6 hours)

As selected with advisor.

Waiver for Internship Requirement. Each student must complete or obtain a waiver for the required internship in addition to any paid assistantship that the student may secure. Internships must be in a setting different from the student's assistantship or professional work environment. Internship opportunities exist through most areas of Student Affairs on the SIU Carbondale campus; other locations or settings might be eligible; each student must obtain approval from his/her advisor before initiating any internship. Students with non-assistantship based, professional experience in higher education may seek a waiver of the internship requirement. All waivers must be in writing and require advisor approval. Students permitted to waive the internship requirement must complete an additional three units of independent study to satisfy the credit requirements needed to obtain the degree.

Research Requirements. Community College Teaching master's students shall demonstrate research competencies through writing an acceptable research paper or master's thesis (which involves original research); College Student Personnel concentration students also have an option, in lieu of a research paper or thesis, to complete EAHE 547, Evaluating Educational Research. Students who select the thesis option must have an approved prospectus on file at least six months in advance of the anticipated graduation date; they must enroll for three hours of EAHE 599 (Thesis); and they must have a committee of at least three faculty members. Students who elect to write a research paper must have a committee of two faculty members, and they must enroll in three hours of EAHE 593 (Research Paper). Students who choose the thesis or research paper option are required to complete successfully a final examination, which usually consists of a presentation and defense of the research paper or thesis; this exam may be written, oral, or both.

Master of Science in Education Degree/J.D.

This concurrent degree in higher education and law helps to provide students with an academic foundation in areas where the two fields intersect. Specifically, this joint program allows students to acquire knowledge and develop problem-solving skills applicable to both areas. Participants in this program will develop an understanding of legal matters, history, foundations, theories, policies, and processes that influence postsecondary institutions. Students completing this joint degree will attain unique qualifications preparing them for careers such as higher education administrators, postsecondary counsel, policymaking, student advocacy, and other areas where law and postsecondary institutions intersect. Prospective students must meet the admissions requirements and gain acceptance separately to Higher Education and the School of Law. Students concurrently enrolled in either degree program must attain a minimum GPA and grading scales. Students interested in Higher Education portion of this concurrent program should consult with the Director of the Higher Education Programs. Students will need to take a minimum of 21 hours of Higher Education courses and nine hours of electives through the School of Law as selected with the appropriate advisors.

College Teaching Certificate

The program will offer a postsecondary focused teaching certificate to any graduate student enrolled in or who has

completed at least a master's degree. The program will operate within a cohort format as a way of streamlining course scheduling, promoting intergroup socialization and development, and supporting routine, consistent, and timely completion. To establish and maintain cohort delivery, the program will offer all students the following courses:

<u>Course/Category</u>	<u>Required Semester Hours</u>
<u>Common Core</u>	
EAHE 508 College Student Development Theory	3
EAHE 510 Higher Education in the United States	3
EAHE 518 College Teaching	3
EAHE 524 Curriculum Design and Policy	3
<u>Organizational Core</u> (choose one)	
EAHE 513 Organization and Administration in Higher Education	3
EAHE 526 The Community College	3
<u>Capstone</u>	
EAHE 598 Higher Education Internship	3
Total Credit Hours:	18

All of these courses are 500-level courses. Refer to Appendix A for a title and description of each course.

Admission. To gain admission to the program, prospective students must hold or be enrolled in a graduate degree program and maintain a minimum 3.0/4.0 GPA. Applications for admission must include the following: a completed departmental application, three letters of references attesting to the applicant's potential for success as a postsecondary instructor, and a teaching statement. Higher Education faculty members will review applications and select students for admission to the certificate program.

Courses (EAHE)

For a list of courses, see Educational Administration.