

EDUCATIONAL ADMINISTRATION

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COLLEGE OF EDUCATION AND HUMAN SERVICES

Buser, Robert L., Professor, *Emeritus*, Ed.D., Indiana University, 1966; 1967.

Colwell, William, Associate Professor and *Director of Graduate Studies*, Ph.D. and J.D., University of Illinois at Urbana-Champaign, 1996; 1996. Education law and policy, collective bargaining.

Colyar, Julia, Assistant Professor, Ph.D., University of Southern California, 2002; 2004.

Dennis, Lawrence J., Professor, *Emeritus*, Ph.D., Southern Illinois University Carbondale, 1968; 1968.

Dunn, Randy J., Professor and *Chair*, Ed.D., University of Illinois at Urbana-Champaign, 1991; 1995. Superintendency, education planning, policy research.

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

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, Associate Professor, Ph.D., University of North Carolina at Chapel Hill, 1996; 1996. Philosophy of education, cultural studies.

McKerrow, K. Kelly, Associate Professor, Ph.D., Southern Illinois University Carbondale, 1986; 1994. Principalship, community education, cultural foundations.

Sharp, William, Professor, *Emeritus*, Ph.D., Northwestern University, 1978; 1991.

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.

A non-refundable application fee of \$35.00 must be submitted with the application. Attach your check or money order, payable to Southern Illinois University, to the top of the application form. Do not send cash. Only checks or money orders payable to United States banks will be accepted.

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 includes a 36 semester hour core consisting of:

EAHE 500-3 Education Research Methods

EAHE 501-3 and 503-3 Introduction to Educational Administration

EAHE 509-3 School Community Relations

EAHE 523-3 School Finance and Facilities

Principalship Course sequence (e.g. EAHE 504-3 Adm. and Supervision of the Elementary School, EAHE 505-3 Adm. and Supervision of the Middle School, EAHE 506-3 Adm. and Supervision of the Secondary School)

Curriculum course (e.g. EAHE 511-3 Information Management: Curriculum and Technology)

Social Foundations course (e.g. EAHE 536, 538, 540, 542, or 544)

School 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 writing a thesis, a research paper, or enrolling in EAHE 547-3, Evaluating Educational Research, in lieu of a thesis or research paper.

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 and 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 advocate. 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 SIUE.

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

Certificate in Conflict Resolution

The Department of Educational Administration and Higher Education participates in the interdisciplinary Graduate Certificate in Conflict Resolution. The Department offers EAHE 543 and EAHE 591 as courses that can fulfill program requirements in required and elective areas. For more information on the Certificate program, please see Certificate Programs in Chapter One of the Catalog.

Courses (EAHE)

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

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 Educational Administration: Tasks and Processes. An examination of the administrative tasks and processes dealing with interaction within the school organization and between the organization and its environment. Components will be viewed for their essential interrelatedness as well as their unique aspects. Emphasis will be placed upon the processes by which change is brought about in dealing with decision making, programming, communication, motivating, controlling and evaluating.

503-3 Educational Administration: Introduction to Theory. Examination of the various administrative tasks in light of established organizational models and leadership theories. The student will be introduced to a variety of theories, models, and concepts that have pertinence to the field of educational administration. Emphasis will be placed upon the methods of theory construction and the development of a theoretical orientation to the solution of administrative problems. The course draws heavily upon research done in the behavioral sciences.

504-3 The Administration and Supervision of the Elementary School. A critical study of research and writing with implications for the elementary principalship. Designed to meet many of the particular needs of persons interested in becoming elementary principals. Other persons such as teachers, superintendents and staff personnel will gain insight into problems and responsibilities of the elementary principal's role.

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 Theories. A study of the major theories of human development as applied to college students with implications for the student affairs specialist.

509-3 School-Community Relations and Development. Practical and theoretical aspects of public relations as applied in general and as applied specifically to educational institutions and efforts. Involved are the practical and theoretical considerations of educational institutions assisting in the further development of the community or communities in which they find themselves.

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.

511-3 Information Management: Curriculum and Technology. The course seeks to provide relevant information to students in the area of curriculum for the elementary, middle school and high school. Course content includes topics and student projects which illustrate the principles and practices of effective curriculum administration; the leadership principles required for curriculum change; and the planning skills necessary for the development of technology plans.

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.

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.

516-3 College Students and College Cultures. 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.

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 Illinois School Law. A study of administrative, judicial, statutory, and constitutional laws which have application in the Illinois public schools.

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 selected receives intensive treatment and review.

523-3 Introduction to School Finance and Facilities. The function of the principal and supervisor in the improvement of instruction and in curriculum development. Activities, methods and devices for improving the effectiveness of instruction stressed. Prerequisite: 511 or consent of instructor.

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.

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, (j) Student union administration, (k) Special topic.

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 and Social Forces. A study of the social forces that shape educational policies in the United States.

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 topic.

547-3 Evaluating Educational Research. Emphasis on development of student skills as critical consumers of research in education. Standards and practices in research are reviewed with attention to evaluating and judging the quality of research reported in professional literature. The focus of the course is on quantitative research, although qualitative research will also be discussed. Prerequisite: 500 or equivalent.

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. Prerequisite: 501 or equivalent.

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. Open to approved sixth year specialist and Doctoral students.

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. Prerequisite: 454 or consent of instructor.

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 is examined in terms of how they can influence organizational goals, organizational structure and organizations and the social environment. Prerequisite: 503 or equivalent.

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.

585-3 Survey Research Methodology. A detailed examination of the methodology of survey research in the social sciences. In addition to the historical and philosophical foundations of social research, the techniques of developing indicators, sample selection, questionnaire construction and data collection by mail, telephone or personal interview will be outlined and practiced. Considerable attention will be directed towards the analysis of survey data using the university mainframe computer and statistical software. Prerequisite: 500 and Educational Psychology 506 (or equivalent) or permission of instructor.

587-3 Introduction to Qualitative Research. An advanced seminar dealing with the foundations, design, application, and implementation of the naturalistic or qualitative method of conducting research. The student is expected to develop a dissertation prospectus or an original research report using the naturalistic method of inquiry. Prerequisite: Doctoral standing or consent of instructor.

588-3 to 6 General Graduate Seminar. Selected topics or problems in cultural foundations of education. Prerequisite: advanced standing and consent of 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. Prerequisite: consent of 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. Prerequisite: consent of instructor. Graded *S/U* only.

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. Prerequisite: consent of 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. Prerequisite: consent of instructor.

594-3 Advanced Qualitative Research. A doctoral seminar in qualitative research, including advanced data analysis, theory, methods and writing. Students will be expected to share examples from their own research-in-progress. This course is appropriate for students who are writing, or planning to write, a qualitative dissertation. Prerequisite: 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. Consent of student's adviser is required.

598-1 to 8 Internship in Higher Education. The internship requires placement in a higher education work setting. Supervision is provided by the cooperating teacher/administrator and the degree program coordinator. Students must check with program coordinators prior to registration.

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.