Educational Administration

Educational Administration Courses

EAHE256 - Student Strengths 256-1 to 3 Student Strengths and Goal Setting. This course provides students with an opportunity to identify their strengths and then use this information to set academic, career, and life goals. The design of this course devotes special consideration to the needs of First Scholars participants, first-generation college students, and others who desire some support in finding direction for their lives and their time in college.

EAHE402 - Prin Stu Person Grp Work 402-1 to 3 Principles of Student Personnel Group Work. Acquaints the student with group work possibilities and functions in higher education.

EAHE470 - College Student Sexuality 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.

EAHE500 - Educ Research Methods 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.

EAHE501 - Vision/Planning Sch Improve 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.

EAHE503 - Collaborative Structures 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.

EAHE504 - Personnel Admin/Evaluation 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.
EAHE505 - Adm & Superv Middle School 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.

EAHE506 - Adm&Superv Sec School 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.

EAHE508 - Student Development Theory 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.

EAHE509 - School-Community Relations 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.

EAHE510 - Higher Ed in the U.S. 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.

EAHE511 - Curriculum & Assessment 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.

EAHE513 - Org & Admin in Higher Ed 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.

EAHE514 - Case Studies in Higher Edu 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.

EAHE515 - Student Affairs Admin 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.

EAHE516 - College Students/Culture 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.

**EAHE517 - Legal Framework of Education** 517-3 The Legal Framework of Education. A study of administrative, judicial, statutory and constitutional laws which have application in American public schools.

**EAHE518 - College Teaching** 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.

**EAHE519 - School Law & Educ Policy** 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.

**EAHE520 - Curr Issues in Educ Admin** 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.

**EAHE521 - Leadership for Equity-SP** 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, communal, 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.

**EAHE523 - Effective School Management** 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.

**EAHE524 - Curriculum Design/Policy** 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.

**EAHE525 - Equity Diversity Higher Ed** 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.

**EAHE526 - The Community College** 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.

**EAHE528 - Finance in Higher Education** 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.

**EAHE530 - Historical Research: Educ** 530-3 Historical Research in Education. Seminar designed to explore the literature, methods and possibilities of historical research in education.
**EAHE535A - Sem I: Studt Org/Act Adv** 535A-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. Student organization and activities advising.

**EAHE535B - Sem I: Law & Higher Education** 535B-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. Law and higher education.

**EAHE535C - Sem I: Student Fin Assist** 535C-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. Student financial assistance.

**EAHE535D - Sem I: Admissions & Records** 535D-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. Admissions and records.

**EAHE535E - Sem I: Acad & Faculty Admin** 535E-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. Academic and faculty administration.

**EAHE535F - Sem I: Cur Iss/Student Affairs** 535F-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. Current issues in student affairs.

**EAHE535G - Sem I: Housing Administration** 535G-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. Housing administration.

**EAHE535H - Sem I: Non-Trad Students** 535H-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. Non-traditional students.

**EAHE535I - Sem: Gender in Higher Ed** 535I-1 to 14 (1 to 3 each) Higher Education Seminar I. (Same as WGSS 535) A series of seminars for specialized study of areas of administrative practice and policy. Gender in higher education.

**EAHE535J - Sem I: Student Union Admin** 535J-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. Student union administration.

**EAHE535K - Sem I: Special Topics** 535K-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. Special topics.

**EAHE535S - Sem I: Selected Topics** 535S-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. Special Topics.


**EAHE537 - The Adult Learner** 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.

**EAHE538 - Educ Policy & Social Forces** 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.

EAHE543 - Collective Bargaining 543-3 Collective Bargaining. An investigation of theory as related to collective bargaining and professional negotiations. Course will emphasize various approaches to collective bargaining and the roles included in those processes. Course will also use cases and simulations to illustrate examples of collective bargaining processes.

EAHE544 - Education and Culture 544-3 Education and Culture. A study of the concept of culture and its relation to the process of education.

EAHE545A - Hghr Educ Sem II-CC Admin 545A-1 to 16 (A through J, 1 to 3 each) Higher Education Seminar II-Community College Administration. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545B - Sem II:Fed Init in Hi Ed 545B-1 to 16 (1 to 3 each) Higher Education Seminar II-Federal Initiatives in Higher Education. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545C - Sem II: Inst Policy Res 545C-1 to 16 (1 to 3 each) Higher Education Seminar II-Institutional Policy Research. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545D - Sem II:Curr Issues Hi Ed 545D-1 to 16 (1 to 3 each) Higher Education Seminar II-Current Issues in Higher Education. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545E - Sem II: Higher Ed Admin 545E-1 to 16 (1 to 3) Higher Education Seminar II-Higher Education Administration. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545F - Sem II: Inst Finance & Admin 545F-1 to 16 (1 to 3) Higher Education Seminar II-Institutional Finance and Administration. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545G - Sem II: History of Higher Ed 545G-1 to 16 (1 to 3) Higher Education Seminar II-History of Higher Education. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545H - Sem II: Sociology Hi Ed 545H-1 to 16 (1 to 3) Higher Education Seminar II-Sociology of Higher Education. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545J - Sem II: Adult & Continuing Ed 545J-1 to 16 (1 to 3) Higher Education Seminar II-Adult and Continuing Education. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE545S - Sem II: Selected Topics 545S-1 to 16 (1-8 each) Higher Education Seminar II-Selected Topics. A series of seminars for scholarly inquiry into significant aspects of higher education.

EAHE547 - Eval Educational Research 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.

EAHE548 - Inquiry of Prof Practice 548-3 Developing Professionals and the Inquiry of Professional Practice. In 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.
EAHE550 - School Business Admin 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.

EAHE551 - Policy & Politics in Ed 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.


EAHE555 - Leadership & Change 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.

EAHE556 - Sch Supt & Board of Educ 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.

EAHE557 - Program Dev & Evaluation 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.

EAHE558 - Personnel Eval and Admin 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.

EAHE564 - Sem Ethics Soc Justice in Educ 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.

EAHE569 - School Operations Law 569-3 School Operations and the Law. This course presents information pertinent to understanding, interpreting, and applying appropriate law as a central office school administrator. A major emphasis concentrates on understanding basic principles of law in order to apply them at a school district-level. An emphasis focuses on interpreting current legislation for application purposes as a school administrator. Prerequisite: EAHE 519 or equivalent.

EAHE575 - Women in Higher 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.

EAHE576 - College Men/Masculinities 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.
EAHE587 - Intro to Qualitative Research 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.

EAHE588 - General Graduate Seminar 588-3 to 6 General Graduate Seminar. Selected topics or problems related to administration and leadership in education.

EAHE589 - Doctoral Research Seminar 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.

EAHE590A - Readings: Administration 590A-1 to 6 Readings. Advanced reading in one of the following areas-Administration. Special approval needed from the instructor. Graded S/U only.

EAHE590B - Readings: Buildings 590B-1 to 6 Readings. Advanced reading in one of the following areas-Buildings. Special approval needed from the instructor. Graded S/U only.

EAHE590C - Readings: Superv Curriculum 590C-1 to 6 Readings. Advanced reading in one of the following areas-Supervision of curriculum. Special approval needed from the instructor. Graded S/U only.

EAHE590D - Readings: Finance 590D-1 to 6 Readings. Advanced reading in one of the following areas-Finance. Special approval needed from the instructor. Graded S/U only.

EAHE590E - Readings: School Law 590E-1 to 6 Readings. Advanced reading in one of the following areas-School law. Special approval needed from the instructor. Graded S/U only.

EAHE590F - Readings: Supervision 590F-1 to 6 Readings. Advanced reading in one of the following areas-Supervision. Special approval needed from the instructor. Graded S/U only.

EAHE590G - Readings: Comparative Ed 590G-1 to 6 Readings. Advanced reading in one of the following areas-Comparative education. Special approval needed from the instructor. Graded S/U only.

EAHE590H - Readings: History of Ed 590H-1 to 6 Readings. Advanced reading in one of the following areas-History of education. Special approval needed from the instructor. Graded S/U only.

EAHE590I - Readings: Philosophy Ed 590I-1 to 6 Readings. Advanced reading in one of the following areas-Philosophy of education. Special approval needed from the instructor. Graded S/U only.

EAHE590J - Readings: Sociology Educ 590J-1 to 6 Readings. Advanced reading in one of the following areas-Sociology of education. Special approval needed from the instructor. Graded S/U only.

EAHE590K - Readings: Adult/Community Ed 590K-1 to 6 Readings. Advanced reading in one of the following areas-Adult and community education. Special approval needed from the instructor. Graded S/U only.

EAHE590L - Readings: Higher Education 590L-1 to 6 Readings. Advanced reading in one of the following areas-Higher education. Special approval needed from the instructor. Graded S/U only.

EAHE591 - Individual Study 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.

EAHE593A - Ind Res: Administration 593A-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 administration. Graded S/U only. Special approval needed from the instructor.

EAHE593B - Ind Res: Buildings 593B-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 buildings. Graded S/U only. Special approval needed from the instructor.

**EAHE593C - Indiv Res: Superv/Curriculum** 593C-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 supervision of curriculum. Graded S/U only. Special approval needed from the instructor.

**EAHE593D - Indiv Research: Finance** 593D-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 finance. Graded S/U only. Special approval needed from the instructor.

**EAHE593E - Indiv Research: School Law** 593E-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 school law. Graded S/U only. Special approval needed from the instructor.

**EAHE593F - Indiv Res: Supervision** 593F-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 supervision. Graded S/U only. Special approval needed from the instructor.

**EAHE593G - Indiv Res: Comparative Ed** 593G-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 comparative education. Graded S/U only. Special approval needed from the instructor.

**EAHE593H - Ind Res: History of Education** 593H-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 history of education. Graded S/U only. Special approval needed from the instructor.

**EAHE593I - Ind Res: Philosophy Educ** 593I-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 philosophy of education. Graded S/U only. Special approval needed from the instructor.

**EAHE593J - Ind Res: Sociology Educ** 593J-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 sociology of education. Graded S/U only. Special approval needed from the instructor.

**EAHE593K - Ind Res: Adult/Community Educ** 593K-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 adult and community education. Graded S/U only. Special approval needed from the instructor.

**EAHE593L - Ind Res: Higher Education** 593L-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 higher education. Graded S/U only. Special approval needed from the instructor.

**EAHE594 - Advanced Qualitative Research** 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.

**EAHE595 - Principal Internship** 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.

**EAHE597 - Superintendent Internship** 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 student's adviser.

**EAHE598 - Higher Education Internship** 598-1 to 6 Higher Education Internship. 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.

**EAHE599 - Thesis** 599-1 to 6 Thesis.

**EAHE600 - Dissertation** 600-1 to 36 (1 to 12 per semester) Dissertation. Minimum of 24 hours to be earned for the Doctor of Philosophy degree.

**EAHE601 - Continuing Enrollment** 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.

**EAHE699 - Postdoctoral Research** 699-1 Postdoctoral Research. Must be a Postdoctoral Fellow. Concurrent enrollment in any other course is not permitted.

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**Catalog Year Statement:**
Students starting their collegiate training during the period of time covered by this catalog (see bottom of this page) are subject to the curricular requirements as specified herein. The requirements herein will extend for a seven calendar-year period from the date of entry for baccalaureate programs and three years for associate programs. Should the University change the course requirements contained herein subsequently, students are assured that necessary adjustments will be made so that no additional time is required of them.