

Educational Administration and Higher Education Graduate Course Descriptions

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. 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. (same as WMST 470).

500-3 Educational Research Methods. Introduction to educational research and the variant methodologies used in the study of institutional settings. Both quantitative approaches will be examined. Restricted to consent of department.

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. Restricted to consent of department.

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. Restricted to consent of department.

504-3 Administration & 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. Restricted to consent of department.

505-3 Administration & 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. Restricted to consent of department.

506-3 Administration & 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. Restricted to consent of department.

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. Restricted to consent of department.

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; and leadership principles required for curriculum changes; and the planning skills necessary for the development of technology plans. Restricted to consent of department.

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.

514-4 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 undergirding 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.

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. Restricted to consent of department.

520-3 Current Issues in Educational Administration. This course examines current issues that affect various elements of educational leadership and administration. Student will intensively review selected issues. Topics will focus on the following areas: (a) School leadership and building administration, (b) District-level leadership and administration.

523-3 Introduction to School Finance & Facilities. A Study of the principles and issues of public school finance and facilities, aimed at building level administrators. Included are the following: basic economy theory; local, state, and federal revenue systems; the state foundation concept; equity; maintenance of school facilities; energy; technology, and environmental factors; funding school facilities; and budgeting at the building level. Restricted to consent of department.

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 population 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 1. 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 WMST 535), (j) Student union administration, and (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. Restricted to consent of department.

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. This course emphasizes the development of students' skills as critical consumers of research in and related to education. Students will evaluate research and assess its applicability to the practice of educational leadership and administration in elementary, secondary, and postsecondary settings. Students will use case studies to determine when and how research should influence educational practice. Prerequisite: 500 or equivalent. Restricted to consent of department.

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: EAHE 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.

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 their 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.

575-3 Women in Higher Education. 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. (same as WMST 575)

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: EAHE 500 and EPSY 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.

589-3 Higher Education Research Seminar. Limited to doctoral students formulating and preparing research designs for investigation and implementation. Grades S/U ONLY. Prerequisite: consent of instructor.

590-1 to 6 Readings. Advanced readings 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 instruction. 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. Prerequisite: consent of instructor. Graded S/U ONLY.

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: EAHE 587.

595a, b, c.-3 Educational Administration Internships. Theory and practice in educational administration with a work experience in an educational setting; (a) Elementary School Internship, (b) Middle School Internship, (c) Secondary School Internship

597-1 to 6 Superintendency 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 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. Graded S/U/INC for graduate courses.

599-1 to 6 Thesis.

600-1 to 36 (1 to 16 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.

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