EDUC ORGANIZATION & LEADERSHIP (EOL)

EOL Class Schedule (https://courses.illinois.edu/schedule/DEFAULT/DEFAULT/EOL)

Courses

EOL 440 Professional Issues for Teachers credit: 1 or 3 Hours. (https://courses.illinois.edu/schedule/terms/EOL/440)
Provides the basic common understanding of schools as social organizations and the professional role of teachers in public schools; analyzes selected legal issues relating to student rights, employment and teacher rights, and collective bargaining in schools; and serves as an introduction to instructional supervision, teacher evaluation, and continuing professional development of teachers. Same as EPOL 440. 3 undergraduate hours. 1 graduate hour. Prerequisite: Admission into a teacher preparation program. 1 hour section requires concurrent enrollment in EDPR 432 or EDPR 442.

EOL 518 Econ of Ed, Hlth & Hum Capital credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/518)
Basic economic analysis of human capital and the value of human time, with applications to the economics of education and health; theory and analysis of consumer investment in human and physical capital over the life cycle; the returns to education and health, and their effects on growth; the theory of nonmarket time; public finance of education and health; and implications for the analysis of the distribution of income. Same as ECON 545. Prerequisite: A course in microeconomic theory and a course in statistics, or consent of instructor.

EOL 540 Introduction to Educational Leadership credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/540)
Multiple perspectives for understanding theory and practice in the governance and operation of complex organizations in P-12 school systems. Focuses on leadership development and the changing role of the school leader in leading learning-focused schools dedicated to significant and continuous growth for every student. Same as EPOL 535. 4 graduate hours. No professional credit.

EOL 541 Supervision of Learning Environments credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/541)
Methods, theories, and research applying to the supervision and evaluation of classroom practices in learning-centered schools; includes analysis and application of research in effective teaching practices, formative assessment and summative evaluation, data collection techniques, and professional development. Same as EPOL 538. 4 graduate hours. No professional credit.

EOL 542 Leading Learning-Centered Schools credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/542)
Provides an overview and analysis of the administrative, supervisory, and leadership functions of building-level administrators; emphasizes the design and implementation of effective educational programs on a school-wide basis; analyzes administrative tasks and processes that focus on learning-centered schools. Same as EPOL 540. 4 graduate hours. No professional credit. Prerequisite: EOL 540 or consent of instructor. Priority will be given to department majors.

EOL 543 Leading School Improvement credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/543)
Study of major ideas on school improvement, past and present, and of emerging research on the condition of public education in the United States. In-depth examination of reform proposals for changing the organization of schools, the instructional program, and the roles of students, teachers, and school administrators. Same as EPOL 536. 4 graduate hours. No professional credit.

EOL 544 Leading Improvement and Innovation credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/544)
In-depth examination of leadership competencies and skills required for the public school superintendent to successfully lead, innovate, and manage complex educational organizations. Analysis of research and evidenced-based practices that focus on learning, building organizational capacity, strategic design, and ensuring equity and excellence for all learners. Emphasis placed on preparing individuals to effectively lead socially just organizations that ensure high quality learning. Same as EPOL 541. 4 graduate hours. No professional credit.

EOL 546 Public School Finance credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/546)
Study of financing public education systems in the United States; focuses on the social, economic, political, legal, and technical dimensions of developing school finance policy for federal, state, and local governments; relates theory and research in public school finance to administrative practice in budgeting and financial administration. Same as EPOL 542. 4 graduate hours. No professional credit.

EOL 547 Education Law credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/547)
Examines the range of federal and state constitutional and statutory sources that apply to the constituents (pupils, parents, teachers, administrators, and board members) engaged in public schools. Emphasizes development of legal analytical skills. Same as EPOL 537. 4 graduate hours. No professional credit.

EOL 548 Political & Cultural Context of Education credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/548)
The political and social environment of public education in the United States; analysis of the power structure and its influence on educational policy making at the district level; examination of the evolving roles of state and federal agencies, the courts, private organizations, and interest groups in school governance. Studies the tension between the ideal of a democratically controlled public school system and the growing power of educational experts. Same as EPOL 539. 4 graduate hours. No professional credit.

EOL 549 Organizational Theory for Educational Leaders credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/549)
Study of theoretical perspectives and empirical research drawn from the social sciences relating to educational organizations and administrative leadership with an emphasis on application of theory to practice. Same as EPOL 544. 4 graduate hours. No professional credit.

EOL 550 Educational Leadership and Professional Development credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/550)
Study of major issues on educational leadership and professional development. Examination of research, theories, and practices pertaining to: professional development purposes, content, context, policies, and processes; fostering and sustaining quality professional development; and the roles of teachers, school administrators and policy analysts. Same as EPOL 543. 4 graduate hours. No professional credit.

Information listed in this catalog is current as of 08/2020
EOL 560 Clinical Experience Administration  credit: 0 to 12 Hours. (https://courses.illinois.edu/schedule/terms/EOL/560)
Same as EPOL 597. See EOL 597.

EOL 561 Educational Politics and Policies  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/561)
Same as EPOL 530. See EOL 530.

EOL 562 Law and School District Leader  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/562)
Advanced study of public school law, addressing legal and fiscal policy issues related to effective management of public school districts. In-depth analysis of federal and state statutes, with an emphasis on recent court decisions and legal trends; emphasizes development of legal analytical skills. Same as EOL 546. 4 graduate hours. No professional credit.

EOL 563 The School Superintendency  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/563)
Same as EPOL 533. See EOL 533.

EOL 564 District Change for Equity and Social Justice  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/564)
Same as EOL 547. See EOL 547.

EOL 565 Human Resource Management  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/565)
Principles, problems, and trends in the administration of professional public school personnel; organization of personnel; the legal framework of the personnel function; selection, evaluation and development of staff; collective bargaining, contract administration and personnel policy; and the personnel administrator’s role as a catalyst for school improvement. Same as EOL 548. 4 graduate hours. No professional credit.

EOL 566 School District Financial Management  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/566)
Same as EOL 549. See EOL 549.

EOL 567 Program Planning & Evaluation  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/567)
Introduces students to school district leadership expectations in program planning and evaluation, highlighting leaders’ responsibilities to utilize the program evaluation cycle to improve teaching and learning, and assuring that schools and districts meet state and national accountability standards. Topics include planning educational programs, monitoring and evaluating program effectiveness, and reaching decisions related to continuing, restructuring, or terminating programs based upon empirical evidence collected through the program evaluation process. Same as EOL 567. 4 graduate hours. No professional credit.

EOL 568 Diversity, Leadership & Policy  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/568)
Intended to provide students with an opportunity to study both historical and contemporary perspectives on leadership and policy in diverse contexts and to prompt reflection on their own practice. As students read, discuss, reflect on, and critique a variety of perspectives and topics such as race, class, power, cultural leadership, policy, change, diversity, and building community, they will consider how the literature informs the development of a personal philosophy of education leadership, takes into consideration moral and ethical issues, the implementation of educational policy, the purposes and nature of the task, and the complexity and diversity of educational contexts. Same as EOL 531. 4 graduate hours. No professional credit.

EOL 570 Organization of Higher Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/570)
Examination of American higher education both as a system and as a field of study. Includes consideration of organizational patterns, stakeholders, governance, and the purposes of higher education. Same as EOL 551. 4 graduate hours. No professional credit.

EOL 571 Foundation of Higher Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/571)
Examination of the development of American higher education, including the evolution of its forms, purposes, practices, leadership, and constituents. Same as EOL 552. 4 graduate hours. No professional credit.

EOL 572 The College Student  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/572)
Study of the characteristics and development of college students, the institutional contexts in which they operate, and the interaction of students with the college environment. Same as EOL 563. 4 graduate hours. No professional credit.

EOL 573 The Community College  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/573)
Community and technical colleges; their purposes, function, and objectives; social forces related to their development and evaluation; characteristics and needs of students; educational programs and teaching strategies; and organization, control, and financing. Same as EOL 558 and HRD 501. 4 graduate hours. No professional credit.

EOL 574 Diversity in Higher Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/574)
Explores critical topics and issues related to diversity in higher education, including race/ethnicity, class, and gender. Covers current research that explores diversity in higher education, institutional diversity policies and organizational behaviors, campus constituents, and the role of external groups. The course consists of reading, in-class discussion, group exercise, and completing a research project that is of interest to the student. Same as EOL 562. 4 graduate hours. No professional credit.

EOL 576 Higher Education Finance  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/576)
Explores the foundations of higher education finance by analyzing key theories, structures, and challenges of college and university financing. Students will examine readings, present papers and actively participate in class discussions, so as to better comprehend the financial complexities dictating current institutional policies and practices. Same as EOL 555. 4 graduate hours. No professional credit.

EOL 577 Public Policy in Higher Education  credit: 4 Hours. (https://courses.illinois.edu/schedule/terms/EOL/577)
Intended primarily for doctoral students in higher education, this course will enable students to analyze contemporary public policy issues confronting American higher education. Selected policy issues will be probed in depth, drawing upon scholarly sources and public reports. Students will comprehend the interaction and tension among higher education leaders, and local, state, and federal policymakers. Same as EOL 566. 4 graduate hours. No professional credit.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>EOL 578</td>
<td>Higher Education Law</td>
<td>4 Hours</td>
<td>Provides graduate students with core knowledge of the law affecting the administration of colleges and universities. Students become versed in legal issues to enhance administrative effectiveness and to address legal issues that confront the administrator in the operation of an institution of higher education. Importantly, the course does not aspire to invest the student with legal knowledge sufficient to operate without advice of professional legal counsel. Same as EPOL 559. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>EOL 579</td>
<td>Access to Higher Education</td>
<td>4 Hours</td>
<td>Same as EPOL 556 and EPS 579. See EPS 579.</td>
</tr>
<tr>
<td>EOL 580</td>
<td>Critical Issues in Higher Education</td>
<td>4 Hours</td>
<td>Same as EPOL 565. See EPOL 565.</td>
</tr>
<tr>
<td>EOL 582</td>
<td>College Student Development</td>
<td>4 Hours</td>
<td>Provides students with an understanding of theories and research involving the cognitive, intrapersonal and interpersonal development of college students. Special attention is paid to the application of student development research in educational settings and the intentional creation of educational environments along developmental principles. Same as EPOL 564. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>EOL 583</td>
<td>Student Affairs Administration</td>
<td>4 Hours</td>
<td>Theory, research, and practice of student affairs administration, including philosophical foundations, management, professional development and organizational issues. Same as EPOL 560. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>EOL 584</td>
<td>Administration in Higher Education</td>
<td>4 Hours</td>
<td>Designed for students to gain a greater understanding of administrative leadership in higher education. Provides current and future administrators an opportunity to explore foundational theories of academic organization and leadership; investigate contemporary leadership issues within various contexts; and develop analytical skills which connect theoretical frameworks to leadership practice and research. Same as EPOL 553. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>EOL 585</td>
<td>College Teaching</td>
<td>4 Hours</td>
<td>Scholarly approach to curriculum and pedagogy at the college level: instructional methods, active and cooperative learning, technology-enhanced teaching, evaluation and assessment, faculty roles and responsibilities. Same as EPOL 554. 4 graduate hours. No professional credit.</td>
</tr>
<tr>
<td>EOL 586</td>
<td>Changing College Curriculum</td>
<td>4 Hours</td>
<td>Examines the historical roots, contemporary controversies, current trends, and possible futures of the curriculum in American postsecondary education. It is a graduate seminar built on small group discussions and conversations about important literature on the changing college curriculum. Increases student understanding of historical and contemporary curricular issues in higher education with the additional goal of fostering the consideration of the possibilities of challenges to enacting curricular change. Same as EPOL 561. 4 graduate hours. No professional credit.</td>
</tr>
</tbody>
</table>

Information listed in this catalog is current as of 08/2020