EDUC ORGANIZATION & LEADERSHIP (EOL)

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

Courses

EOL 440 Prof Issues for Teachers credit: 1 or 3 Hours.
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. 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.
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 Intro to Educational Leadership credit: 4 Hours.
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. Prerequisite: Graduate standing in the College of Education or consent of instructor.

EOL 541 Supervision of Learning Envir credit: 4 Hours.
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. Prerequisite: EOL 540 or consent of instructor.

EOL 542 Leading Learning-Centrd Schls credit: 4 Hours.
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. Prerequisite: EOL 540 or consent of instructor.

EOL 543 Leading School Improvement credit: 4 Hours.
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. Prerequisite: Graduate standing in the College of Education or consent of instructor.

EOL 544 Leading Improvement and Innovation credit: 4 Hours.
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. 4 graduate hours. No professional credit. Prerequisite: Students must be admitted to the EOL Superintendent Endorsement program or consent of instructor.

EOL 546 Public School Finance credit: 4 Hours.
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. Prerequisite: Graduate standing in the College of Education or consent of instructor.

EOL 547 Education Law credit: 4 Hours.
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. Prerequisite: Graduate standing in the College of Education or consent of instructor.

EOL 548 Poli & Cultural Context of Ed credit: 4 Hours.
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. Prerequisite: Graduate standing in the College of Education or consent of instructor.

EOL 549 Organizational Theory for Educational Leaders credit: 4 Hours.
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. Prerequisite: Student must be admitted to the EOL Superintendent Endorsement program or consent of instructor.

EOL 550 Ed Ldrshp & Prof Development credit: 4 Hours.
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. Prerequisite: EOL 540 or consent of instructor.

EOL 560 Clinical Experience Admin credit: 0 to 12 Hours.
Direct experience in the study of educational problems of concern to administrators; features an action component whereby the student is provided with opportunities for assuming responsibility for decision making in a live or simulated setting; each student works under the supervision of a professor, and where possible and appropriate, a practicing administrator. Approved for S/U grading only. May be repeated to a maximum of 12 hours; no more than 4 hours earned at the master’s level. Prerequisite: Students must be admitted to the EOL General Administrative or Superintendent Endorsement program and must have completed at least four EOL required courses, or consent of instructor.
EOL 561  Ed Politics and Policies credit: 4 Hours.  
Examines the legislative and political processes in the formulation of current federal and state educational policies, together with the evaluation of policy and the formulation of policy alternatives. Prerequisite: EOL 548 or consent of instructor.

EOL 562  Law and School District Leader credit: 4 Hours.  
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. 4 graduate hours. No professional credit. Prerequisite: EOL 547 or consent of instructor.

EOL 563  The School Superintendency credit: 4 Hours.  
Course examines the legal and fiscal responsibilities of school superintendents, the relationship of superintendents with school boards and employee groups, the importance of public relations and partnerships with community stakeholders, the process for selecting superintendents, and the effect of the position on individuals. Prerequisite: Students must be admitted to the EOL Superintendent Endorsement program or consent of instructor.

EOL 564  District Change for Equity and Social Justice credit: 4 Hours.  
Critical examination of democratic principles of education, especially as it pertains to equity and social justice. Addresses the fundamental question of "Who gets access to the fundamental right of education and how?" Application of theories and concepts to the role of district leaders in implementing socially just educational settings. 4 graduate hours. No professional credit. Prerequisite: EOL 548 or consent of instructor.

EOL 565  Human Resource Management credit: 4 Hours.  
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. Prerequisite: EOL 547 or consent of instructor.

EOL 566  School District Financial Management credit: 4 Hours.  
Analysis of how public schools are managed, including the theory and managerial practices necessary to oversee the functioning of a school district; study of the integration of managerial issues with attendant conditions of school board functioning, priority and educational goal-setting, taxation, capital outlay, debt management, and contractual implementation. Emphasis placed on principles and practices relating to public school financial management, including budgeting and accounting systems. 4 graduate hours. No professional credit. Prerequisite: EOL 546 or consent of instructor.

EOL 567  Program Planning & Evaluation credit: 4 Hours.  
Prerequisite: EOL 540 or equivalent or consent of instructor. Open only to persons who have been admitted to doctoral study in the Department of Educational Organization and Leadership.

EOL 568  Diversity, Leadership & Policy credit: 4 Hours.  
This course is 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.

EOL 569  Access to Higher Education credit: 4 Hours.  
Same as EPS 579. See EPS 579.

EOL 570  Organization of Higher Ed credit: 4 Hours.  
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.

EOL 571  Foundation of Higher Edu credit: 4 Hours.  
Examination of the development of American higher education, including the evolution of its forms, purposes, practices, leadership, and constituents.

EOL 572  The College Student credit: 4 Hours.  
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.

EOL 573  The Community College credit: 4 Hours.  
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 HRD 501.

EOL 574  Diversity in Higher Education credit: 4 Hours.  
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.

EOL 575  Program Management credit: 4 Hours.  
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. Prerequisite: EOL 571.

EOL 576  Higher Education Finance credit: 4 Hours.  
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. Prerequisite: EOL 571.

EOL 577  Public Policy in Higher Ed credit: 4 Hours.  
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. Prerequisite: EOL 571.

EOL 578  Higher Education Law credit: 4 Hours.  
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.

EOL 579  Access to Higher Education credit: 4 Hours.  
The examination of critical trends that impact higher education from various perspectives, including legal, organizational, and political. May be repeated to a maximum of 8 hours.
EOL 582 College Student Development credit: 4 Hours.
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. Prerequisite: EOL 572 or consent of instructor.

EOL 583 Student Affairs Admin credit: 4 Hours.
Theory, research, and practice of student affairs administration, including philosophical foundations, management, professional development and organizational issues.

EOL 584 Administration in Higher Ed credit: 4 Hours.
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.

EOL 585 College Teaching credit: 4 Hours.
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. 4 graduate hours. No professional credit.

EOL 586 Changing College Curriculum credit: 4 Hours.
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. Prerequisite: EOL 571 or consent of instructor.

EOL 587 Quality Process Improvement credit: 4 Hours.
Same as HRD 531. See HRD 531.

EOL 588 Capstone Experience I & II credit: 2 Hours.
Part I is the design of a research study (capstone project) that integrates literature covered in the degree program leading to a research question to be explored empirically. It includes literature review, problem statement, research design, methodology, identifying participants, IRB review and a final proposal paper. Students are expected to collect data for their study (project) between Parts I and II. Part II topics include data analysis, interpretation, discussion, implications, dissemination of findings, and future research. Leads to a final research (capstone) paper that synthesizes work from Part I and adds to it through data analysis, discussion of findings, implications, and ways to disseminate findings to relevant audiences. Approved for both letter and S/U grading. May be repeated in separate terms to a maximum of 4 hours.

EOL 589 Internship in Higher Ed credit: 2 or 4 Hours.
Supervised direct experience in the administration of higher education. With the aid of the faculty, students select the internship relevant to their career goals. 2 or 4 graduate hours. No professional credit. Approved for S/U grading only. May be repeated to a maximum of 8 hours; no more than 8 hours may be earned toward an advanced degree. Prerequisite: Consent of instructor.

EOL 590 Advanced Seminar credit: 0 to 8 Hours.
Open only to persons who have been admitted for doctoral study in the Department of Educational Organization and Leadership. Prerequisite: Consent of instructor.

EOL 598 Thesis Seminar credit: 4 to 8 Hours.
Assists doctoral candidates in planning field studies and thesis problems; students are expected to present their studies at each of four stages: (1) the inception, delimitation, tentative design stage; (2) the proposed design stage; (3) the revised design stage; and (4) the final design stage. Students are expected to analyze all presentations critically. Approved for S/U grading only. Prerequisite: Consent of instructor.