



School Executive Leadership Program



EOL CONTACT INFORMATION



Doctor of Education or Certificate of Advanced Studies: Which Option is Most Appropriate?

Reasons for attaining advanced degrees depend upon each educator's career goals. Building-level administrators who aspire to central office positions often decide the CAS degree option meets their needs, because it provides the superintendent endorsement. Because some districts require a doctoral degree for the superintendency, others may decide that the Ed.D. is a better option. The Ed.D. degree provides access to university teaching opportunities, but individuals who intend to become university professors are encouraged to consider the Doctor of Philosophy degree, which is a full-time on-campus program for individuals wishing to enter the field of academia.

Doctoral programs require the investment of additional institutional resources for students to complete their research and dissertation requirements; therefore, we annually admit only a limited number of individuals into our Ed.D. and Ph.D. programs. Although admissions are competitive for both the doctoral and Advanced Certificate programs, more openings are available for CAS degrees. Therefore, individuals who are undecided about their commitment to completing a doctoral degree are advised to consider applying for the CAS option. When they are midway through their program, CAS students have the option to apply to be considered for elevation to the doctoral degree program. If you are certain that you intend to complete a doctoral degree with superintendent endorsement, then applying to the Ed.D. program is likely your best alternative. If you are uncertain about your best degree route, then the CAS option is the appropriate initial application avenue. If you wish to become a university professor and are interested in full-time on campus study for the Doctor of Philosophy degree, a limited number of graduate assistantships are available within our department.

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College of Education



Superintendent Cohort

ABOUT THE PROGRAM

Leading to the CAS or Ed.D. degree and the Superintendent Endorsement

The School Executive Leadership Program is a cohort program offered by the Educational Administration and Leadership area of the Department of Educational Organization and Leadership. The Illinois Educational Administration and Leadership program has a long history of excellence and a strong reputation for leadership preparation. It has **consistently been listed among the top 20 of the nation's educational administration programs**. Past graduates occupy positions of major responsibility in school district and educational organizations, as university professors, and in policy positions across the state of Illinois and the nation.

Begun in 1986, SELP brings together highly motivated and talented professionals from across the state, in a convenient delivery format to earn the Illinois Superintendent Endorsement. This approach allows working professionals to remain in professional practice while satisfying the residency requirement for the Ed.D. SELP is designed for educators who hold a Type 75 General Administrative Endorsement and desire positions as central office administrators and school superintendents.

Classroom instruction is held on intensive weekends on the University of Illinois campus at Urbana-Champaign during the fall and spring semesters. The summer sessions include a combination of intensive extended weekends. During the school year, weekend classes typically meet Friday evenings from 5:30 pm – 9:30 pm, and Saturdays from 8 am – 4 pm. During the summer, classes typically meet on Thursdays from 9 am – 5 pm, Fridays from 9 am -12 pm and then 5 - 9 pm, and on Saturdays from 8 am - 4 pm for five weekends.

Students progress through the coursework together in a highly specified program. No credit from other universities or from within the University of Illinois can be transferred into the program. Students will be expected to start together and remain together throughout the coursework. Students are responsible for their own travel, room, and meal expenses when completing on-campus study.

This program may lead either to the Doctor of Education (Ed.D.) degree or a Certificate of Advanced Studies (CAS). The Ed.D. is a minimum 72-hour program. The CAS option requires 48 hours, although students who have completed a Master's degree in education at U of I will not need to repeat the eight hours of foundation requirements.

Department of Educational Organization and Leadership
Educational Administration Program

College of Education
UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

CURRICULUM - CERTIFICATE OF ADVANCED STUDIES OPTION

Certification Requirements	Course Title	Hours
Governance of Public Schools (8 hrs)	EOL561 Educational Policy and Politics	4
	EOL564 Democracy and Politics in Administration	4
Management of Public Schools (8 hrs)	EOL549 Administrative Theory	4
	EOL562 School District Management	4
Educational Planning (8 hrs)	EOL566 Financial Administration	4
	EOL567 Program Planning and Evaluation	4
Additional Graduate Credit Hours (12 hrs)	EOL544 School District Improvement	4
	EOL563 The School Superintendency	4
	EOL565 Human Resourch Management	4
Clinical Experience (4 hrs)	EOL560 Clinical Experience in Administration	4
Foundation Requirements (8 hours)*	One of the following: EPS400, EPS420, EPS423, EPS424, EPS426	2
	One of the following: EPSY400, EPSY401, EPSY402	2
	One of the following: EPSY404, EPSY405, EPSY406	2
	One of the following: EPS401, EPS410, EPS411, EPS411, EPS412, EPS413, EPS414	2
Total Hours Required:		40/48*

* For students who have not completed a Master's degree in education at the University of Illinois at Urbana-Champaign, the eight foundations hours are required. For students with a U of I Master's degree in education, 40 total hours are required.

DOCTOR OF EDUCATION DEGREE

Certification Requirements	Course Title	Hours
Governance of Public Schools (8 hours)	EOL561 Educational Policy and Politics	4
	EOL564 Democracy and Politics in Administration	4
Management of Public Schools (8 hours)	EOL549 Administrative Theory	4
	EOL562 School District Management	4
Educational Planning (8 hours)	EOL566 Financial Administration	4
	EOL567 Program Planning and Evaluation	4
Additional Graduate Credit (12 hours)	EOL544 School District Improvement	4
	EOL563 The School Superintendency	4
	EOL565 Human Resource Management	4
Clinical Experience (4 hours)	EOL560 Clinical Experience in Administration	4
Total Hours Required for Certification		40
Research Requirements (12 hours)	EPSY480 Educational Statistics	4
	One of the following: CI550, HRE580, EPSY573, or SPED550 Methods of Educational Inquiry	4
	EOL598 Thesis Proposal Seminar	4
Cognate Requirements (at least 16 hours)	Approved courses outside of EOL Department The purpose of the cognate requirement is to provide students with a scholarly perspective of an academic field or fields outside of their major field of study, but one that relates to and supports their major field of study and professional practice. Sixteen hours may be taken in one field or 8 hours may be taken in each of 2 related fields.	16
Thesis Credit*	EOL599 Thesis Research Note: upon successful completion of the General Fields and Research Methodology portion of the qualifying examination, students will be expected to maintain continuous enrollment (fall and spring semesters) until completion of their degree. This can be satisfied by either enrollment in EOL 599 or other approved coursework.	4 min.
Minimum Total Hours Required for Ed.D. degree		72*

*It is possible that additional hours for thesis research will be required, depending upon the individual student's time for completion of the dissertation research. Ed.D. students must also complete doctoral qualifying examinations in the general field of educational administration, in a special field, and in research methods, as well as a dissertation. Course work takes three years and the entire program can be completed in 5 years or less. A maximum of 7 years is allowed.

Applications Information

Admission to University of Illinois graduate programs is competitive and, because the cohort is limited in size, some well-qualified applicants may not be admitted. A faculty committee will review all applications files. Those who meet the requirements of the Graduate College and department will also need to submit a scholarly writing sample and participate in on-campus interviews, which will be used to determine which students will be admitted. Complete information on applications criteria and processes as available at <http://www.ed.uiuc.edu/eol/admissions/howtoapply/>

Program participants must presently be, or recently have been, a practicing school administrator, supervisor, or teacher leader at any level, and must currently hold, or will hold by the starting date of the SELP cohort, a Type

75 General Administrative Endorsement. We particularly seek applications from those underrepresented in school administrative positions, such as members of underrepresented minority groups and women.

Recommendation for Certification

Please note that admission to the Educational Administration and Leadership program does not guarantee that a student will be recommended for certification. Recommendation for administrative certification will be determined through a separate college department, when coursework is complete. The state of Illinois requires two years of administrative experience before the superintendent's endorsement can be attained.

EDUCATIONAL ADMINISTRATION AND LEADERSHIP FACULTY

Kern Alexander

Professor

Ed.D. 1965, Indiana University

Interests: education finance, education law, educational policy

Gene Amberg

Clinical Assistant Professor

Ph.D. 1979, St Louis University

Interests: clinical experiences, superintendency

Richard Hunter

Professor

Ed.D. 1971, University of California-Berkeley

Interests: superintendency, urban education, school improvement

Donald Hackmann

Associate Professor and Interim Department Head

Ed.D. 1983, University of Missouri-Columbia

Interests: principalship, middle level education, educational leadership preparation

Brad Kose

Assistant Professor

Ph.D. 2005, University of Wisconsin-Madison

Interests: influence of school leadership on building organizational learning capacity, teacher change, and equitable student learning outcomes

Christopher Lubienski

Assistant Professor

Ph.D. 1999, Michigan State University

Interests: educational politics and policy, school reform, school choice



Carolyn Shields

Professor

Ph.D. 1991 University of Saskatchewan

Interests: issues of leadership and social justice in diverse contexts

Linda Sloat

Clinical Assistant Professor

Ed.D. 2004, University of Illinois at Urbana-Champaign

Interests: clinical experiences, principalship, school improvement