EDUCATIONAL ADMINISTRATION & LEADERSHIP CONCENTRATION

for the Graduate Concentration in Educational Administration & Leadership

This concentration is available for:

Education Policy, Organization and Leadership, EdM (http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/) (on campus and off-campus)

Education Policy, Organization and Leadership, MA (http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-ma/)

Education Policy, Organization and Leadership, CAS (http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-cas/) (on campus and off-campus)

Education Policy, Organization and Leadership, EdD (http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edd/) (on campus and off-campus)

Education Policy, Organization and Leadership, PhD (http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-phd/)

The graduate credit needed for this concentration fulfills general coursework requirements for:

Education Policy, Organization and Leadership, EdM (http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-edm/) (on campus and off-campus)

Education Policy, Organization and Leadership, MA (http://catalog.illinois.edu/graduate/education/education-policy-organization-leadership-ma/)

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Select 12 hours from the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>EPOL 412</td>
<td>Politics of Education</td>
<td></td>
</tr>
<tr>
<td>EPOL 530</td>
<td>Educational Politics and Policies</td>
<td></td>
</tr>
</tbody>
</table>

for the Graduate Concentration in Educational Administration & Leadership

CAS

1. The student demonstrates knowledge in relevant significant domains in educational leadership and higher education, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.
2. The student demonstrates proficiency in incorporating an understanding of issues relating to social justice, democracy, and equity into professional practice.
3. The student demonstrates proficiency in critical and analytical thinking.
4. The student demonstrates proficiency in oral communication skills.
5. The student demonstrates proficiency in written communication skills.

EdM

1. The student demonstrates knowledge in relevant significant domains in educational leadership and higher education, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.
2. The student demonstrates proficiency in incorporating an understanding of issues relating to social justice, democracy, and equity into professional practice.
3. The student demonstrates proficiency in critical and analytical thinking.
4. The student demonstrates proficiency in oral communication skills.
5. The student demonstrates proficiency in written communication skills.

EdD

1. The student demonstrates knowledge in relevant significant domains in educational leadership and higher education, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.
2. The student demonstrates proficiency in incorporating an understanding of issues relating to social justice, democracy, and equity into professional practice.

3. The student demonstrates proficiency in critical and analytical thinking.

4. The student demonstrates proficiency in oral communication skills.

5. The student demonstrates proficiency in written communication skills.

6. The student demonstrates an ability to use scholarly research to improve professional practice.

**PhD**

1. The student demonstrates knowledge in relevant significant domains in educational leadership and higher education, including areas such as historical, political, social, legal, and economic contexts in which educational systems operate.

2. The student demonstrates proficiency in incorporating an understanding of issues relating to social justice, democracy, and equity into professional practice.

3. The student demonstrates proficiency in critical and analytical thinking.

4. The student demonstrates proficiency in oral communication skills.

5. The student demonstrates proficiency in written communication skills.

6. The student demonstrates an ability to use scholarly research to improve professional practice.

for the Graduate Concentration in Educational Administration & Leadership

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**Department of Education Policy, Organization & Leadership**

Head of the Department: Yoon Pak

Directors of Graduate Studies: Liv T. Davila and Lorenzo Baber

Graduate Admissions Information: Linda Stimson (on campus) and Jena Pfoff (online/off-campus)

Education Policy, Organization & Leadership website (https://education.illinois.edu/epol/)

Education Policy, Organization & Leadership faculty (https://education.illinois.edu/faculty-finder/epol/)

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(gradservices@education.illinois.edu)

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Information listed in this catalog is current as of 11/2023