EDUCATIONAL ADMINISTRATION & LEADERSHIP CONCENTRATION

for the Educational Administration & Leadership Concentration

This concentration is available for:

Education Policy, Organization and Leadership, EdM (on campus and off-campus)
Education Policy, Organization and Leadership, MA
Education Policy, Organization and Leadership, CAS (on campus and off-campus)
Education Policy, Organization and Leadership, EdD (on campus and off-campus)
Education Policy, Organization and Leadership, PhD

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

Education Policy, Organization and Leadership, EdM (on campus and off-campus)
Education Policy, Organization and Leadership, MA
Education Policy, Organization and Leadership, CAS (on campus and off-campus)
Education Policy, Organization and Leadership, EdD (on campus and off-campus)
Education Policy, Organization and Leadership, PhD

Select 24 hours from the following courses:

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Hours</th>
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<tbody>
<tr>
<td>EOL 540</td>
<td>Introduction to Educational Leadership</td>
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<tr>
<td>EOL 541</td>
<td>Supervision of Learning Environments</td>
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<td>EOL 542</td>
<td>Leading Learning-Centered Schools</td>
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<td>EOL 543</td>
<td>Leading School Improvement</td>
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<td>EOL 544</td>
<td>Leading Improvement and Innovation</td>
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<td>EOL 546</td>
<td>Public School Finance</td>
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<td>EOL 547</td>
<td>Education Law</td>
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<td>EOL 548</td>
<td>Organizational Theory for Educational Leaders</td>
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<td>EOL 550</td>
<td>Educational Leadership and Professional Development</td>
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<td>EOL 560</td>
<td>Clinical Experience Administration</td>
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<td>EOL 561</td>
<td>Educational Politics and Policies</td>
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<td>EOL 562</td>
<td>Law and School District Leader</td>
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<td>EOL 563</td>
<td>The School Superintendency</td>
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<td>EOL 564</td>
<td>District Change for Equity and Social Justice</td>
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<td>EOL 565</td>
<td>Human Resource Management at the School District Level</td>
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<td>EOL 566</td>
<td>School District Financial Management</td>
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<td>EOL 567</td>
<td>Program Planning &amp; Evaluation</td>
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<td>EOL 568</td>
<td>Diversity, Leadership &amp; Policy</td>
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<td>EOL 588</td>
<td>Capstone Experience I &amp; II</td>
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<td>EPOL 595</td>
<td>Independent Study</td>
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Information listed in this catalog is current as of 10/2022
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 Educational Administration & Leadership Concentration

head of the department: Yoon Pak

directors of graduate studies: W. David Huang, M. Allison Witt
graduate admissions information: Linda Stimson (on campus) and Jena Pfoff (online/off-campus)

overview of admissions & requirements: College of Education (https://education.illinois.edu/programs/grad/how-to-apply/?url=/programs/grad)
overview of grad college admissions & requirements: https://grad.illinois.edu/admissions/apply (https://grad.illinois.edu/admissions/apply/)

department website: https://education.illinois.edu/epol (https://education.illinois.edu/epol/)

program website: College of Education Programs (https://education.illinois.edu/faceted-search/programs/)
department faculty: Education Policy, Organization & Leadership Faculty (https://education.illinois.edu/faculty-finder/epol/)

Information listed in this catalog is current as of 10/2022
college website: http://education.illinois.edu/

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