EDUCATIONAL LEADERSHIP-PRINCIPAL PREPARATION EDD

As a principal, you'll have the opportunity to lead a school community and create programs and initiatives with a last impact on students, tackling equity issues along the way.

You have the experience teaching in the classroom, now it's time to hone your leadership skills with an advanced degree in administration and supervision with principal preparation.

CURRICULUM

This program is for students who already have a Master's degree and are seeking principal licensure. The program is 72 credit hours (48 credit hours of completed coursework and 24 transfer hours from completed Master's work).

The program program can be pursued part-time. All classes are held online.

Code	Title	Hours
Required Licensure Courses		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 407	Leading for Data-based Decision Making	3
ELPS 408	Leading for Diversity	3
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
Required Internship Courses		
ELPS 566	Principal Internship One	3
ELPS 567	Principal Internship Two	3
Required Educational Research Courses		
RMTD 400	Introduction to Research Methodology	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
ELPS 620	Dissertation Research	3
Total Hours		**48**

Program Features

- Successful completion of capstone project under the supervision of Full-time ADSU Faculty
- Two semesters of internship experience
- Earn ISBE Principal Endorsement
- Must be a practicing teacher or administrator with at least two years of work experience in your field
- Must be continuously enrolled in program

Program Length

Most students complete the program in four years. Students take two courses per semester and are able to complete the required coursework in less than three years (including summer enrollment). The length of time for the capstone project depends upon the topic and the diligence of the student. Candidates for the Doctor of Education degree (EdD) have a maximum of seven years to complete the degree.

If students are unable to work on the degree for a period of more than one semester, they should request an official leave of absence from the program. Students who need more time to complete the degree must file for an official extension of time; the student's advisor will then recommend either a leave of absence or an extension.

Continuous Enrollments

Doctoral students in administration and supervision are required to maintain the status of continuous enrollment during their program of studies. This means that during each semester of each academic year (excluding Summer Sessions), each student must enroll in at least one course. A formal leave of absence may be granted upon request and the approval of the School of Education's Assistant Dean of Student Academic Affairs.

Suggested Sequence of Courses

Course offerings are contingent upon enrollment.

The below sequence of courses is meant to be used as a suggested path for completing coursework. An individual student's completion of requirements depends on course offerings in a given term as well as the start term for a major or graduate study. Students should consult their advisor for assistance with course selection.

Course	Title	Hours
First Year		
Fall		
ELPS 481	Mission Driven Leadership for Principals	3
ELPS 482	School Supervision for Principals	3
	Hours	**6**
Spring		
ELPS 471	MTSS for Instructional Leaders	3
ELPS 474	Curriculum Development for Instructional Leaders	3
	Hours	**6**
Summer		
ELPS 483	Human and Fiscal Resource for Principals	3
ELPS 484	School Law, Policy Formation, and Community Involvement	3
	Hours	**6**
Second Year		
Fall		
ELPS 406	Foundations Using Data for Continuous Improvement	3
ELPS 566	Principal Internship One	3
	Hours	**6**
Spring		
ELPS 407	Leading for Data-based Decision Making	3
ELPS 567	Principal Internship Two	3
	Hours	**6**

Summer		
ELPS 400	Inquiry Into Educational Policy	3
ELPS 408 or ELPS 465	Leading for Diversity or Workshop (Variable Topics)	3
	Hours	**6**
Third Year		
Fall		
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3
	Hours	**6**
Spring		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
ELPS 620	Dissertation Research	3
	Hours	**6**
	Total Hours	**48**

[1] 24 transfer credits from conferred master's degree coursework + 33 hours of principal endorsement courses (11 courses) + 15 hours of research courses (5 courses) are required for a total of 72 credit hours for program completion.

Illinois Licensure Requirements

Candidates in all programs leading to Illinois licensure are required to pass an Illinois Test of Academic Proficiency (TAP), the appropriate endorsement exam, and a State Criminal Background Check.

Graduate & Professional Standards and Regulations

Students in graduate and professional programs can find their Academic Policies in Graduate and Professional Academic Standards and Regulations (https://catalog.luc.edu/graduate-professional-academic-standards-regulations/) under their school. Any additional University Policies supercede school policies.

LEARNING OUTCOMES

You will benefit from Loyola's comprehensive EdD program that focuses on four core areas: partnerships with districts and communities, scholarly inquiry, facilitation of greater access to quality schooling, and commitment to continuous improvement.

By earning your Administration and Supervision Principal Endorsement EdD at Loyola University Chicago, you will develop a wide range of skills, including the ability to:

- Implement tactics designed to positively transform schools and improve student performance
- Facilitate data-driven decision making across a spectrum of specific areas in your school
- Promote the success, health, and welfare of all students and teachers in your school building
- Embrace continuous improvement through data use, technology, values, equity, diversity, digital citizenship, and community
- Apply tools and strategies to address social justice and equity issues that may exist within your school