

EDUCATIONAL LEADERSHIP-SUPERINTENDENT PREPARATION (EDD)

Become a change agent in education, leading schools as an innovative district leader.

Are you a teacher leader, Chief School Business Official, principal or school leader who is ready to take on a district leadership role? With Loyola's EdD in Administration and Supervision with superintendent endorsement, you'll be well-equipped to successfully and ethically manage and navigate curricular, programmatic, and budgetary decisions in both urban and suburban school district settings. You will be ready to implement innovative solutions and impactful organizational change in school communities and districts.

CURRICULUM

All Courses will be delivered online in a hybrid model – combination of asynchronous and synchronous class sessions. Courses will be delivered on Monday Evenings using two different course slots. Asynchronous learning modules, embedded field-based experiences and group projects will support synchronous class meetings. All EDLD courses are taught and facilitated by faculty with terminal degrees, leadership expertise, ISBE Principal, and Superintendent Endorsement credentials.

EdD with Superintendent Endorsement Program: 24 transfer credit hours + 33 hours Loyola credit hours for endorsement + 15 credit hours for research courses = 72 hours total

Code	Title	Hours
ELPS 461	Issues in School Law	3
ELPS 464	Workshop: Superintendency	3
ELPS 465	Workshop (Variable Topics) (Instructional Leadership: Cultural Context Informed Decision Making (Rome Center))	3
ELPS 468	Problems in Finance and Business Management	3
ELPS 472	Administration of Special Education and Pupil Services	3
ELPS 475	Human Resource Administration for the School District Leader	3
ELPS 485	Instructional Leadership: Equity and Justice	3
ELPS 560	Seminar in School Administration	3
ELPS 562	Practicum School Administration	3
ELPS 562	Practicum School Administration	3
ELPS 571	Seminar in Current Issues in School Supervision	3
Required Educational Research Courses		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
ELPS 600	Dissertation Supervision	0
ELPS 620	Dissertation Research	3
RMTD 400	Introduction to Research Methodology	3
RMTD 404	Introduction to Educational Statistics	3
RMTD 406	Educational Evaluation	3
Total Hours		48

Program Features

- Two years of school supervisory or administrative experience and a Type 75 General Administrative or ISBE Principal Endorsement on PEL
- Successful completion of the Superintendent Certification Exam required by ISBE
- 72 hours of coursework; 24 credit hours from a master's degree may transfer
- Study Abroad. Complete ELPS 465 Workshop (Variable Topics) – Two-week Residency course in Rome, Italy
- Successful completion of two (2) District-Level Internship courses
- Successful completion of Capstone Project under the supervision of fulltime ADSU faculty

Program Length

Students have a maximum of seven years to complete the degree. Most students complete the required coursework in less than three years, including summer enrollment. Completion time for the capstone project varies.

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

The Ed.D. Superintendent Preparation Program is comprised of three distinct phases: professional inquiry and equity studies; continuous improvement studies: system, community, self and reflective practice; and doctoral scholarly capstone in practice.

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		
Summer I		
ELPS 560	Seminar in School Administration	3
		Hours
		3
Summer II		
ELPS 464	Workshop: Superintendency	3
		Hours
		3
Fall		
ELPS 485	Instructional Leadership: Equity and Justice	3
ELPS 571	Seminar in Current Issues in School Supervision	3
		Hours
		6
Spring		
ELPS 472	Administration of Special Education and Pupil Services	3

ELPS 475	Human Resource Administration for the School District Leader	3
Hours		6
Second Year		
Summer I		
ELPS 468	Problems in Finance and Business Management	3
Hours		3
Summer II		
ELPS 465	Workshop (Variable Topics) (Instructional Leadership: Cultural Context Informed Decision Making (Rome Center))	3
Hours		3
Fall		
ELPS 461	Issues in School Law	3
ELPS 562	Practicum School Administration	3
Hours		6
Spring		
ELPS 562	Practicum School Administration	3
RMTD 400	Introduction to Research Methodology	3
Hours		6
Third Year		
Summer I		
RMTD 404	Introduction to Educational Statistics	3
Hours		3
Summer II		
RMTD 406	Educational Evaluation	3
Hours		3
Fall		
CIEP 488	Participatory Action Research (PAR) in Schools and Communities	3
ELPS 620	Dissertation Research	3
Hours		6
Spring		
ELPS 600	Dissertation Supervision	0
Hours		0
Total Hours		48

Program Requirements

For Superintendent Endorsement

- Successful Completion of Loyola's ISBE Approved Course Sequence – 33 credit hours (includes internship)
- Successful Completion of Supervised Yearlong Internship - PK - 12
- Successful Completion of IPA or AA Learning Modules: Principal Evaluators Training
- Passing Score on IL's Superintendent Exam #225.
- Submitted Proof of 2 years of experience working full time as a principal, director of special education, or chief school business official, or other administrative position while holding a valid administrator license.

For EdD

- Advanced Standing/Transfer Credit: 24 credit hours with grades of B or better - EDLD transcript review required

- Successful completion of Loyola's ISBE Approved Course Sequence - 48 credit hours of transformative district leadership curriculum.
- Successful Completion of written Capstone Project – Problem of Practice
- Successful Oral Defense of approved Capstone Project – Problem of Practice

Program Format

The EdD in Educational Leadership - Superintendent Endorsement Certificate program is an online program - all courses, including field supervision, are offered online. All advising and coaching sessions for leadership development and support will be hosted online for district leadership candidates.

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

Loyola's Superintendent Endorsement Program is designed to:

- Prepare district leaders who will successfully construct and apply knowledge to positively impact the lives of individuals, families, organizations, and school communities;
- Provide diverse learning opportunities for district leadership candidates to develop and demonstrate collaboration and communication skills to work with diverse communities and to build partnerships;
- Cultivate, supervise and assess field-based learning opportunities to analyze problems of practice and use multiple administrative frameworks and leadership lens' to develop meaningful solutions;
- Develop a professional knowledge base that integrates both practical and research knowledge, links theory to systemic and systematic inquiry, and emphasizes the generation, transformation, and use of professional knowledge and practice to address educational inequities in our field.