

The Principal Licensure professional certificate program is designed for educators interested in obtaining a license as a P-12 school principal. The standards-based program is designed to provide principal candidates with the knowledge, skills, and dispositions necessary to be successful school leaders who can apply theory to practice. The program encompasses instructional leadership, organizational management, technology management, and data-driven decision making. An administrative internship is an integral component of the program, providing candidates with field-based experience in the various aspects of school administration and supervision.

Required Course of Study

EDA 500 Orientation to Administration and Supervision

This course is designed to provide an orientation to the primary components of the Administration and Supervision program. Students will be introduced to the program's progression and degree completion requirements. Field experience, electronic resources, e-portfolio, and internship will be discussed. (0 credits)

COM 516 Professional Communications

This course provides new graduate students in University of Phoenix programs with an introduction to strategies for academic success within the University of Phoenix adult learning model. Topics include oral and written communication, methods for finding and evaluating course resources, critical thinking, the purpose and use of portfolios, program standards, stress and time management, and tools for collaborative learning, in preparation for team assignments in future classes. (1 credit)

EDA 518 Leadership and Collaborative Processes

This course provides students with an overview of educational leadership and an understanding of the issues in educational leadership positions. Students analyze the various styles of leadership and explore how leadership enhances an educational environment. Students examine information on collaborative processes and on how educational leaders can create high performing teams. (3 credits)

EDA 570 Equity, Diversity, and Access in Education

This course provides candidates the opportunity to examine and reflect upon equity, diversity, and access in education. In particular, the course focuses on the potential for contributions from students, families, teachers, and staff through equitable participation in school practices, programs, and curriculum. Candidates examine their personal beliefs, as well as issues regarding equity, diversity, and access, in the context of leadership. (3 credits)

EDA 555 School Policy and Law for Principals

This course examines legal theory and practice in the context of the educational setting. The United States Constitution, federal and state court systems, legal issues, and their impact on schools are discussed, analyzed, and applied to current educational practices. (3 credits)

The U.S. Department of Education requires the University to provide the following information about each of our programs that lead to gainful employment in a recognized profession.

27% of students who completed this program during the most recent federal award year did so within normal time.¹

Related occupations²

Education Administrators, Preschool and Child Care Center/Program
#11-9031.00

Education Administrators, Elementary and Secondary School #11-9032.00
Education Administrators, Postsecondary #11-9033.00

Program costs³

Tuition and fees \$11,785 to \$19,200

Includes cost per credit, application fee, and fees for resources (books/eResources) for students completing the program in normal time.

Median graduate debt⁴

Federal \$15,070

Private \$0

Institutional \$0

¹ The on-time completion rate identifies the percentage of students completing this program during the most recent federal award year who completed it within "normal time." The term "normal time" means the length of time it would take a student to complete this program if the student is continuously enrolled, takes one course at a time, and successfully completes each attempted course. Students enrolled in this degree program are typically nontraditional students. Students may exceed "normal time" for a variety of reasons, including, but not limited to, internships, practicums, clinical rotations, student teaching or administrator experiences required for licensure.

² Graduates of this program will be educationally qualified to enter the occupations listed. Visit onetonline.org for job descriptions.

³ The range provided represents the sum of tuition and typical fees required to complete the program within normal time, based on the University's 2011/2012 tuition levels. The actual costs that will be incurred by a particular student to complete this program will depend upon factors specific to that student. Tuition rates for this program may vary due to factors such as: (i) geographic location of the student; (ii) modality of coursework; (iii) military service; and (iv) future changes in tuition rates. The number of credits required for a particular student to complete the program will be dependent upon various factors, including: (i) transfer credits available; (ii) repeated coursework; and (iii) completion of additional specializations within this program. Please contact an Enrollment Advisor for additional information.

⁴ The figure represents the median amount of debt incurred by students who completed the program during the relevant federal award year. The actual amount of debt a particular student will incur to complete this program is dependent on various factors specific to the student. Please contact an Enrollment Advisor for additional information.

Graduate Principal Licensure Certificate

EDA 524 Supervision of Curriculum, Instruction, and Assessment

This course examines principals' responsibilities related to supervision of curriculum, instruction, and assessment. Principal candidates study the relationships among supervision, curriculum design, national and state standards, and effective instructional practice for diverse learners. Candidates also examine the continuous school improvement model and the development of school improvement plans. In addition, candidates participate in field experiences related to curriculum, instruction, and assessment. (3 credits)

EDA 591A Principal Internship Part I: Instructional Leadership

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on instructional leadership. Application of all principles and techniques of planning and managing curriculum and instruction, accountability systems, leadership, problem solving, and organizing will be addressed. (1 credit)

EDA 535 Business and Facilities Management

In this course, candidates study the processes for managing business functions and school facilities. Principal candidates study school budgeting and accounting procedures and examine issues regarding facilities management. Principal candidates also participate in field experiences related to business and facilities management. (3 credits)

EDA 560 Human Resources Leadership and Management

This course focuses on the responsibilities involved in human resources administration in education. Methods of recruitment, selection, induction, development, compensation, and appraisal are examined. In addition, the course analyzes strategic planning, employment continuity, employment justice including laws, policies and procedures, and unionism. (3 credits)

EDA 591B Principal Internship Part II: Organizational Management

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on organizational management. Application of all principles and techniques of planning, leadership, problem solving, organizing, human resource management, personnel evaluation, and budgeting will be addressed. (1 credit)
Prerequisite: EDA 591A

EDA 575 Family, Community, and Media Relations

This course focuses on the role of the school principal as a catalyst for developing and for maintaining collaborations with families, business and community groups, and the media to support a school's vision and programs. Candidates analyze the research on school and community relations and its implications for their particular school. They also examine ways of learning about the nature of community resources, interests, and needs; establishing reciprocal relationships; the use of conflict resolution and decision making tools; and ethical issues when working with families, business, community, and media groups. In addition, candidates plan a social action project that involves school, families, community, and the media. (3 credits)

EDA 565 School Improvement Processes

This course focuses on the use of assessments in K-12 education and in developing school improvement plans from a principal perspective. Candidates review the types of assessments that a school leader needs to be familiar with, and how a school leader can use assessment data to measure student achievement. Additionally, the model and processes of continuous school improvement are explored. (3 credits)

EDA 591C Principal Internship Part III: Professional Perspectives and Reflective Practice

This internship experience provides comprehensive field-based training designed to develop competencies needed by school principals with an emphasis on community and media relations. Application of all principles and techniques of planning, managing, leadership, problem solving, organizing, working with the media, and family and community relations will be addressed. (1 credit)
Prerequisites: EDA 591A and EDA 591B