The Graduate Certificate in Educational Leadership: Principal is designed for individuals with master’s degrees who are seeking advanced professional preparation to become principals.

**Admission Requirements**

- Complete the Admission Requirements for Graduate Certificates (http://catalog.uaa.alaska.edu/academicpoliciesprocesses/admissions/graduate/).
- Complete the following admission requirements for the program:
  - Hold a master’s degree from an institutionally accredited institution.
  - Document a minimum of 6 credits in graduate-level educational research methodology.
  - Hold appropriate certification: current teacher or special services provider (Type C) certificate or equivalent.
  - Provide a resume documenting educational experience including at least three years of experience as a certificated elementary teacher, secondary teacher or special services provider (Type C).
  - Submit a writing sample.
  - Submit three letters of recommendation or rating forms from professional references. At least one of the professional references must be from a current educational supervisor who has evaluated the candidate.
  - Contact the School of Education (https://www.uaa.alaska.edu/academics/school-of-education/) for an admissions packet.

**Background Check Requirements**

See School of Education Field Placements. (http://catalog.uaa.alaska.edu/graduateprograms/soe/#fieldplacementtext)

**Graduation Requirements**

- Complete the General University Requirements for Graduate Certificates (http://catalog.uaa.alaska.edu/graduateprograms/gradcertrequirements/).
- Complete the program requirements below:

This program includes courses delivered by distance. Admitted students must have the technological knowledge and skills to engage in distance learning (See Educational Leadership Program Handbook).

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDL A610</td>
<td>Orientation to Graduate Studies in Leadership</td>
<td>2</td>
</tr>
<tr>
<td>EDL A637</td>
<td>Organizational Theory and Change</td>
<td>3</td>
</tr>
</tbody>
</table>

Complete portfolio documenting attainment of National Educational Leadership Preparation (NELP) standards.

**State-Approved Verification Form and Alaska Certification**

Following are the requirements for a state-approved verification form for the Alaska Type B Administrative Certificate with a principal endorsement:

- Completed all program courses with a minimum grade of C.
- Received a cumulative GPA of 3.00 in the program coursework.
- Posted Graduate Certificate on the transcript.
- Met all requirements for a current Alaska Teacher Certificate or Type C Special Services Certificate.
- Completed three years of successful certificated contract experience as a teacher or special services provider.
- Earned a master’s degree from an institutionally accredited institution.
- Demonstrated technology skills appropriate to the field.

Requirements for administrative certification within the state of Alaska can be found at the Alaska Department of Education and Early Development (http://www.eed.state.ak.us/).

Please go to UAA’s Authorization by State (https://www.uaa.alaska.edu/academics/office-of-academic-affairs/uaa-state-authorization/authorization.cshtml/) website for information about licensure or certification in a state other than Alaska.

**Program Student Learning Outcomes**

Student outcomes for these certificates are based on the National Educational Leadership Preparation (NELP) Program Standards. Students who complete the Educational Leadership Graduate Certificate programs will be able to:

- Collaboratively lead, design, and implement a school mission, vision, and process for continuous improvement that reflects a core set of values and priorities that include data use, technology, equity, diversity, digital citizenship, and community.
- Understand and demonstrate the capacity to advocate for ethical decisions and cultivate and enact professional norms.
• Develop and maintain a supportive, equitable, culturally responsive, and inclusive school culture.
• Evaluate, develop, and implement coherent systems of curriculum, instruction, data systems, supports, and assessment.
• Engage families, community, and school personnel in order to strengthen student learning, support school improvement, and advocate for the needs of their school and community.
• Improve management, communication, technology, school-level governance, and operation systems to develop and improve data-informed and equitable school resource plans and to apply laws, policies, and regulations.
• Build the school’s professional capacity, engage staff in the development of a collaborative professional culture, and improve systems of staff supervision, evaluation, support, and professional learning.