



UNIVERSITY of DENVER

College of Education

**Educational Leadership
And Policy Studies**

STUDENT HANDBOOK

Master's Degree

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STUDENT HANDBOOK

MISSION STATEMENT

The mission of the Educational Leadership and Policy Studies licensure and Master's Degree program is to prepare leaders for Colorado schools through intensive, integrated academic, and internship experiences that support educational leaders in developing self-knowledge to create learning communities that ensure academic achievement for all children.

MASTER OF ARTS IN EDUCATIONAL LEADERSHIP

The University of Denver's Program of Education Leadership and Policy Studies offers a Master of Arts degree to prepare students to assume leadership roles in elementary and secondary education in Colorado. The program is based upon the current licensure standards of the State of Colorado. People completing the licensing program and successfully passing the state-approved assessment and state licensure requirements will be eligible to receive a Colorado Provisional Principal License.

Following the completion of the licensing sequence, the student must participate in an internship program in a Colorado public school under the supervision of a licensed professional. A Master's Degree can be completed with at least fifteen additional quarter hours beyond the thirty quarter hours earned in the Weekend School Executive Preparation Program.

The MA in Educational Leadership with an emphasis in Related Studies requires certain core courses along with nine quarter hours in a related emphasis area as defined by the student in cooperation with his or her advisor. Related studies options include such areas as Curriculum and Instruction, Educational Psychology, Gifted and Talented Education, or Higher Education.

Note: Classes outside the Educational Leadership Program area may not qualify for one-half scholarship.

MASTERS DEGREE

The College of Education at the University of Denver currently offers two Master's Degree Programs in Educational Leadership and Policy Studies in conjunction with the WSEPP program. Students must complete additional 15 hours – Related Studies or 20 hours – Business Management, plus a Capstone project to attain a Master's Degree.

Students must submit an application to the DU Office of Graduate Studies for admission into the Master's program prior to the completion of the WSEPP program. In order to take master degree courses, a student must have been accepted into the Master's Degree program. Students can request a packet for graduate degree work and take the Graduate Record Exam prior to being admitted into the Master's Degree program.

In addition, students must complete a Capstone Project for the Master's Degree. The approval for the Project must be obtained prior to completion of the coursework.

- ✓ **Checklist:** Please check these steps off as you complete them.
 1. Application Form filled out and submitted during the last quarter of the WSEPP program.
 2. Statement of personal objectives.
 3. Transcripts and letters of recommendation will be shared, if the student has previously applied to the WSEPP Program. We would only need one more letter of reference.

- ✓ **Course plan:**
 1. Upon admission, students must meet with a program advisor to complete a course plan.

**University of Denver
College of Education
Master of Arts in Educational Leadership
Related Studies
Course Work Plan**

Student: _____ Concentration: Education Administration

Address: _____.

Phone #: _____ Student # _____.

COLLEGE OF EDUCATION REQUIRMENTS	Course Number	Estimated Date of Completion	Credit Hours
A. Foundations			
Education Measurement	QRM 4900		3
Seminar in Multicultural Issues	ADMN 4834		3
		SUBTOTAL:	6
B. Related Studies Courses (please list courses)			
			3
			3
			3
		SUBTOTAL:	9
C. Required Electives (choose 2)			
Seminar: Conflict Resolution	ADMN 4813		3
Program and School Evaluation	ADMN 4820		3
Leadership in Standards-Based Education	ADMN 4828		3
Seminar in Administrative Problem Solving	ADMN 4814		3
		SUBTOTAL:	6
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Estimated Date of Completion	Credit Hours
School Administration: An Introduction	ADMN 4801		2
Curriculum Issues	ADMN 4829		2
School Administration: Personnel	ADMN 4805		2

School Administration: Legal Aspects	ADMN 4806		2
School Administration: Planning	ADMN 4830		2
School Administration: Supervision/Evaluation	ADMN 4831		2
School Improvement Process	ADMN 4832		2
School Administration: Finance and Budget	ADMN 4833		2
Principles of Leadership	ADMN 4807		2
Total Required WSEPP			18
Internship: Choose 1			
Internship in School Administration: Secondary	ADMN 4815		6
Internship in School Administration: Elementary	ADMN 4816		6
Total Required Internship Hours			6
Total Course Requirements for MA			45

Summary of Course Requirements	
College of Education Requirements	6
WSEPP & Electives	24
Related Studies	9
Practicum or Internship	6
Transfer Credit	--
Additional Courses for Endorsement	--
Total:	45

Student's Signature: _____ Date: _____.

Advisor's Signature: _____ Date: _____.

Capstone Project

Students will complete, under the guidance of their program area advisor, a final capstone project appropriate to their interests and expertise. The project provides students an opportunity to integrate their learning from their Masters Degree coursework and to demonstrate their ability to apply their expertise to a particular problem and setting. The capstone project is in place of a comprehensive final exam or thesis. Two copies must be submitted. One copy will be kept on file and the other copy will be returned to the student.

The Capstone Project for Educational Leadership should include:

- An integration of theory and practice.
- Original research and thinking richly supported by literature from the field.
- A problem or case-based focus connected to practice.
- Use of APA (American Psychological Association) style. www.apa.org
- Advisor approval of capstone research paper or creative project.

Content of Paper

1. Significant educational issue as topic of research paper.
2. Background of the topic issue.
3. Identification of major school reform or change issues.
Areas to consider in which issues may exist; other areas may also be identified
 - Legislative issues
 - Assessment issues
 - Accreditation issues
 - Governance issues
 - Licensure issues
 - Planning, organizing, leading
 - Environment, organization, management, people, culture, technology, partnerships
4. A comprehensive presentation and analysis of issues supported by an extensive literature review.
5. Your conclusions.
6. Your recommendations.
7. Support written documentation properly, using APA format.
8. Bibliography
Use proper APA format
May include interviews and appropriate websites

Format for Paper

1. Title Page
2. Table of Contents
3. Body of research paper
4. Bibliography
5. Appendix
6. Graphs

Creative Project

If the student selects a creative approach as a capstone project, the project will be discussed and approved by one's program advisor. A student may select a topic that best suits his or her capabilities and talents for presentation. For example, this might take the form of a multimedia or PowerPoint presentation or documentary video.

Evaluation of Research Paper or Creative Project

The following criteria will be used in evaluating the Research paper according to rubric.

- ◆ Meet maximum length of 15 full pages or 25 slides for overall with a major portion of the paper devoted to *analysis* of the issue
- ◆ PowerPoint presentations should have a maximum of 25 slides
- ◆ Good organization, thoroughness, and completeness
- ◆ Good grammar, punctuation, and spelling
- ◆ Clarity of thought
- ◆ Convincing argument
- ◆ Ability to relate arguments to specific facts – common thread
 - Good analysis
 - Good conclusions and recommendations
- ◆ Good documentation, thorough bibliography, and APA format

COURSE DESCRIPTIONS

The following are descriptions of Education courses you might take as a part of your degree program. For complete and current course schedules and descriptions, please refer to the College of Education website at www.du.edu/education.

ADMN 4801 Intro to School Administration

Examines Educational Administration as derived from perspectives of historical development, theory, research and current practice in modern school systems. Students will be introduced to the roles of administrators within the modern school system. 2 qtr. hrs.

ADMN 4804 Community and School Relations

Analysis of principles and practices for facilitating interpretation of schools to their various publics; developing responsive public educational organizations and conducting public relations as a significant function of key administrative positions. 2 qtr. hrs.

ADMN 4805 Personnel Management

Organizational dimensions, non-power planning, recruitment, selection, placement and induction, staff development, appraisal, rewards, collective bargaining for the public schools. 2 qtr. hrs.

ADMN 4806 Legal Aspects of School Administration

Legal rights and liabilities of school personnel. 2 qtr. hrs.

ADMN 4807 Principles of Leadership

This course is designed to assist prospective administrators in the development and application of skills and knowledge associated with the basic principles of leadership as it relates to day to day administrative duties. This course will be structured to address current leadership theories and how to apply the research on leadership skills and behavior to the principalship. Students will analyze their own leadership styles and apply their learning to leadership scenarios in order to refine their skills as school leaders. 2 qtr. hrs.

ADMN 4813 School Admin: Conflict Resolution

Exploration of collaborative leadership, change, mediation, group conflict resolution and skills necessary to build consensus from diversity. 3 qtr. hrs.

ADMN 4814 School Administration: Problem Solving

Administrative problem solving as opportunity for practicing administrators and administrators-in-training to explore variety of problem-solving strategies at the heart of decision making, communication, consensus building and other organizational processes; emphasis on how effective administrators think. 3 qtr. hrs.

ADMN 4815 Elementary Internship

Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. 1-6 qtr. hrs.

ADMN 4816 Secondary Internship

Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. 1-6 qtr. hrs.

ADMN 4817 Superintendency Internship

Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. 1-6 qtr. hrs.

ADMN 4818 Central Office Internship

Opportunity to be supervised in on-the-job experience to better prepare school administration students for administration careers. Central office placement. 3 qtr. hrs.

ADMN 4820 School Admin: Program and Evaluation

Quality as theme of the 1990's; best methods to judge programs and school effectiveness; focus on principal's responsibility for organizing, conducting and reporting program and school evaluations. 3 qtr. hrs.

ADMN 4821 School Reform and Current Educational Issues

An introduction to contemporary issues and theories of educational administration. Overview of major educational administrative and organization trends currently unfolding. These trends are analyzed for validity, educational soundness, and leadership implications. Students will also take a closer look at the concept of school reform and the various efforts towards this endeavor. 3-4 qtr. hrs.

ADMN 4823 Educational Policy Making in America

Shifts in focus of decision making over last 50 years; growth of state and federal powers and policy making from the 1960s to the 1990s; variations between states with respect to power and control, role of state board, governor's significance, part played by power of associations and impact of the AFT/NEA in decision-making, changing nature of local boards of education; "art" of law making and setting of educational policies using Colorado and legislative process for field study. 3-4 qtr. hrs.

ADMN 4824 Education and Youth Policies

Demographic changes and characteristics of American youth and their families; youth and education as seen by other professionals, such as political scientists, anthropologists, sociologists, psychologists, social workers, theologians and health administrators, with resulting discussions relative to policy-making implications of recent data, findings, trends and "expert" projections; response of school leaders and policy makers to these analyses by the specialists. 3 qtr. hrs.

ADMN 4828 Leadership in Standards Based Education

Designed to assist leaders, at the building level, in the implementation of standards-based education to improve student learning and achievement. Primary emphasis will be given to developing practical strategies for addressing critical issues in facilitating the change from the traditional models of education to a standards-based model. 3 qtr. hrs.

ADMN 4829 Curriculum Issues

Serves prospective principals in the development and application of skills and knowledge associated with curriculum planning, development, assessment and program evaluation. Curriculum issues will be examined from various contexts to enable students to understand how external demands influence curriculum decisions. Considerable attention will be given to the examination of the curriculum needs of the individual student in the learning environment as well as research on child development, learning styles, brain-based learning theories and models of teaching. Participants will be assisted in developing and understanding of issues of diversity and multiculturalism and their influence on the development and supervision of the curriculum. Although the major focus is on local aspects of standards-based education, some attention will be given to the national role in this area. 2 qtr. hrs.

ADMN 4830 Planning for Special Populations

Principles of strategic planning applied to school administration; details tools of planning and provides opportunity for using tools in development of a school-improvement plan. 2 qtr. hrs.

ADMN 4831 Instructional Supervision and Evaluation

Achievement of greater school effectiveness through application of knowledge of concepts and processes involved in supervision, and evaluation of instruction and teaching. 2 qtr. hrs.

ADMN 4832 School Improvement Process

Rationale, research and expert opinion surrounding concept of school improvement as a practical process for improving local schools; includes rational theory for school improvement, suggested processes for implementation at local level and implications for district personnel, building principals, teachers, community members and curriculum and staff development. 2 qtr. hrs.

ADMN 4833 Finance and Budget

Accounting and financial practices; basic elements of how schools are funded, how they provide for expenditure of funds; school-site budgeting and accounting emphasized for prospective school principal. 2 qtr. hrs.

ADMN 4834 Seminar: Multicultural Issues

Extends understanding of complex systems' operations and responses by examining multicultural issues in the historical and social context and complexity of schools and school districts. The exploration of multicultural issues will occur through the examination of various themes relative to school/district administration such as curriculum, administration, human resources, policy and reform. Particular emphasis will be given to the exploration of the historical and future purposes of schooling in a democratic/pluralistic society in an effort to help students to develop critical knowledge and skills essential for providing leadership in 21st century schools. 3 qtr. hrs.

ADMN 4836 Improving School Culture

School culture is a complex and challenging issue for most school leaders to shape and manage. The culture of school means many things that will be addressed in this class including school climate, parent engagement, teacher engagement, student connectedness, culturally competent practices, positive youth development, and the quality of human relationships in the school environment. This course will enable school leaders to look in depth at their schools in order to assess its culture, develop specific plans to create a climate of authentic relationships among students, parents, staff and community. 3 qtr. hrs.

ADMN 4837 Charter School Leadership

This class has been developed to support people in, and committed to, charter school education. It will help create awareness and expertise for present or future charter school leaders in the areas of business and management, people and leadership, and education and curriculum. 3 qtr. hrs.

ADMN 4838 Educational Leadership in a Digital Age

This course is based upon the National Technology Standards for administrators. Students will develop their own personal technology skills and be exposed to the latest technological resources for school administrators. Participants will explore the latest efforts related to data-driven decision making for enhancing student performance and the integration of technology into the curriculum. 3 qtr. hrs.

ADMN 4991 Independent Study

Special projects in the field of education. Prerequisite(s): permission of director of College of Education. arr.

QRM 4900 Educational Measurement

This course examines the meaning, characteristics, and processes of educational measurement and evaluation. Development and interpretation of both standardized and informal tests are considered. 3 qtr. hrs.

Graduation Checklist:

Register for graduation during the quarter prior to graduation. Information about graduation is located on the DU website at: http://www.du.edu/grad/graduation_resources.html. Check with the Admissions office of the College of Education for deadlines and necessary forms. Some forms will require a signature from your advisor. For any questions please use 303.871.2509 or educadm@du.edu.