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INTRODUCTION



Welcome to the Educational Administration doctoral program at the University of Denver. The decision to pursue graduate studies may have been easy for you or it may have been difficult. You might be excited by the prospect of learning new ideas or nervous about the amount of work ahead of you. Chances are good you feel a combination of both. A doctoral degree is certainly a commitment of time, money, and effort but it can also turn out to be one of the most rewarding experiences of your life. The goal of the faculty and staff in the Educational Administration division is to ensure that you receive a quality education in a positive academic setting.

Your experiences will probably be a bit different from those of on-campus students. This is mainly because your classes will meet on weekends and/or off-campus. However, participating in this program as part of a cohort means that you will remain with the same students throughout your coursework. Cohort members come from various backgrounds and experiences. Most students learn from each other as well as from the faculty teaching the courses. A high level of professional sharing and collegiality among cohort members is encouraged. In many cases, previous students have formed friendships that not only helped them through their classes and dissertation processes, but which have lasted long past graduation.

The Ph.D. program in Educational Administration will provide you with a balance of sound theory and practical application. Our full-time faculty and part-time adjuncts are all educational professionals working in the field. In addition to teaching classes, they will also help supervise your internships and advise you as you complete your dissertation. The people teaching your courses are one of the main assets of this program.

Whether you always knew that you wanted to pursue a doctoral degree or it is a new goal for you, we hope you will have a good experience. Your cohort members, the faculty, and staff of the Educational Administration division are here to help support you. Congratulations on taking the first step on this new adventure. We wish you the best of luck in your educational endeavors.

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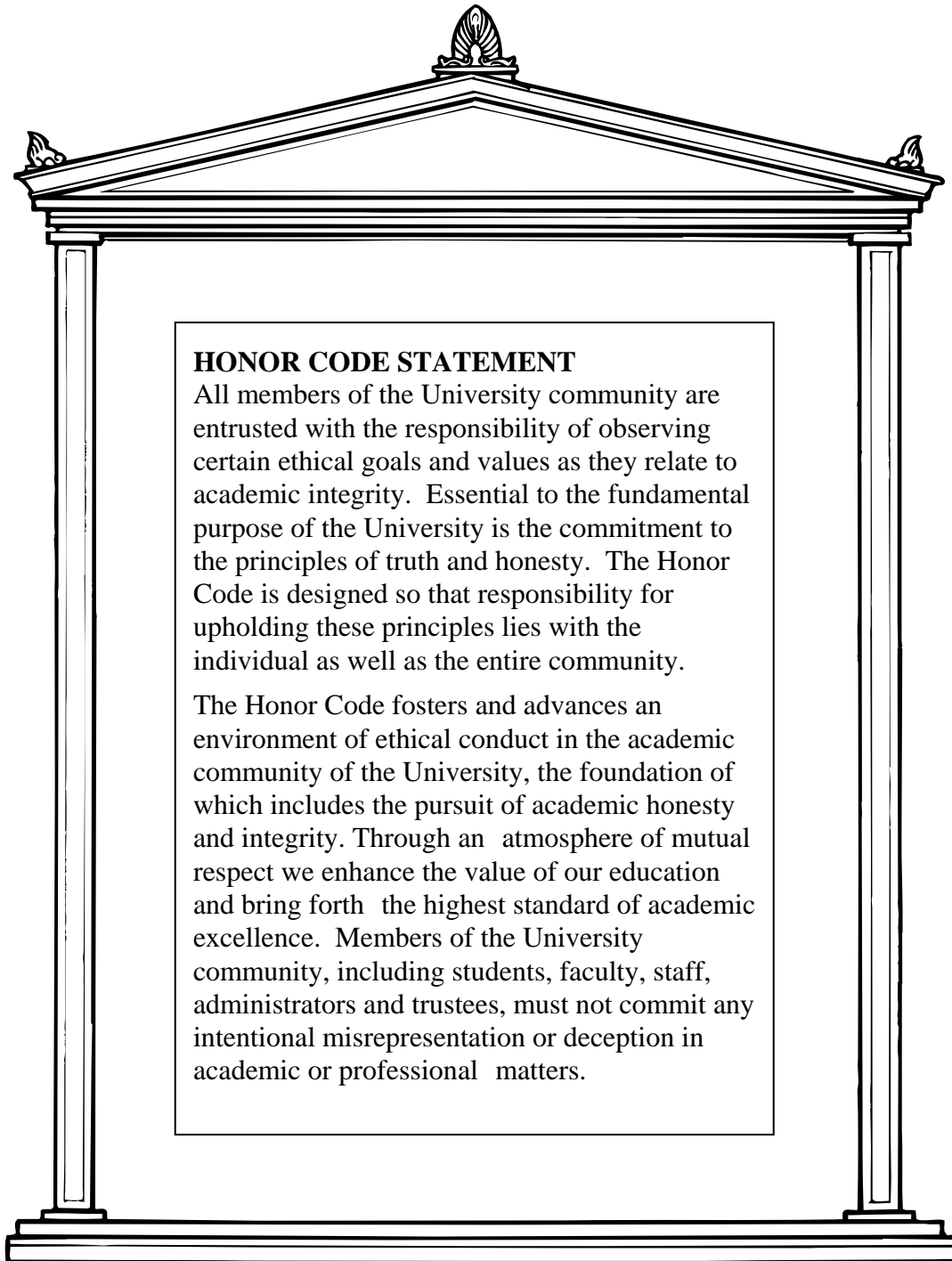
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THE UNIVERSITY OF DENVER'S HONOR CODE

Adopted by the College of Education



HONOR CODE STATEMENT

All members of the University community are entrusted with the responsibility of observing certain ethical goals and values as they relate to academic integrity. Essential to the fundamental purpose of the University is the commitment to the principles of truth and honesty. The Honor Code is designed so that responsibility for upholding these principles lies with the individual as well as the entire community.

The Honor Code fosters and advances an environment of ethical conduct in the academic community of the University, the foundation of which includes the pursuit of academic honesty and integrity. Through an atmosphere of mutual respect we enhance the value of our education and bring forth the highest standard of academic excellence. Members of the University community, including students, faculty, staff, administrators and trustees, must not commit any intentional misrepresentation or deception in academic or professional matters.

THE DOCTORAL PROGRAM IN EDUCATIONAL ADMINISTRATION



The College of Education at the University of Denver offers an accelerated cohort doctoral degree exclusively for certified and practicing school professionals through its Division of Educational Administration and Policy Studies. This program is ideal for teachers, principals, assistant principals, directors, supervisors with district responsibilities, and school business administrators.

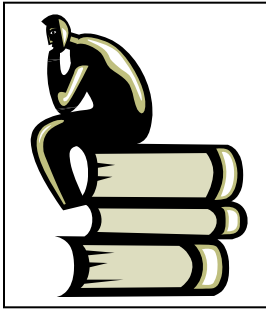
The Ph.D. in Educational Administration is an **applied research** degree for those who are interested in leadership and curriculum. Coursework in quantitative and qualitative areas includes methods, statistics, and computer applications. Additional areas of study include leadership, school reform, and curriculum. These areas are studied in an effort to expand and enhance research skills and understanding needed in our increasingly complex society. A blend of **foundation** and **cognate** courses will aid individuals in their professional and academic careers.

Candidates are admitted to a cohort group after careful screening of application materials. This cohort remains together for the duration of the program. There is no advanced standing. All students complete the total program within the prescribed time. A collegial study environment allows ample time for professional sharing and cooperative activity. To further this goal of collegiality, the program utilizes a seminar format and study teams as well as distance education or internet conferencing among the members and with the instructors. Independent projects and practicums offer additional opportunities for a more individualized and well-rounded program

Throughout the program participants work with a varied group of professionals, lay people and students. Each course is taught either by a full-time professor or an adjunct professor and/or experienced practitioner. These instructors work to provide the balance of sound theory and practical application required of this type of degree.

The College of Education's Education Administration and Policy Studies program allows participants to obtain a degree from the University of Denver by attending most classes on weekends and/or at off-campus sites. The carefully planned program offers students an effective and efficient way to earn a doctoral degree while continuing in their professional positions.

KEEPING YOUR PERSPECTIVE



The demands of graduate school can sometimes be overwhelming. A change in location, returning to a student lifestyle, reduced finances, and keeping up with course requirements can seem discouraging at times. Keeping things in perspective may appear formidable now and then, but recognizing that other students experience similar discouragement and discussing it with them helps. Attention to diet and exercise, selecting relaxing music or books, and taking time for recreation all make a difference in keeping life in balance.

Most important, make time for building and maintaining relationships. Form support groups with other graduate students, both for study and for friendship. In addition, people outside of graduate school can provide conversation and support from a different viewpoint. If you find yourself becoming overwhelmed, however, please do not hesitate to discuss your concerns with one of the program's faculty or staff members. We are here to help support you.



REGISTRATION

All admitted students at the University of Denver register themselves online. The Graduate Outreach Office usually sends out information about deadlines and required classes to cohort members several weeks before registration begins each quarter. Students should go online to sign up for their courses as early as possible. Participants who wait until classes start to get register will be charged a late fee. Students in the Educational Administration doctoral program will log in to webCentral and then register for classes using MyWeb. This can be done by following the instructions below.

Logging in to webCentral

1. Open your web browser from any computer with internet access.
2. Go to webCentral at this address: **webcentral.du.edu** (note: www is not needed).
3. Click on the **DU ID** box. Enter your DU ID number (nine-digit number beginning with 87). *If you do not know your ID number, please call the Registrar's Office at 303.871.4095.*
4. Click on the **Password** box. Enter your PIN. *If you do not remember your PIN, please call the Help Desk at 303.871.4700.*
5. Click **Login**,

Getting Registered

1. Once you have logged on to webCentral, you will see a tab labeled **MyWeb**. MyWeb is the access point to your personal information and numerous services at DU. **Click on this tab.**
2. Click on **Student & Financial Aid**.
3. Click on **Registration**. *If you have holds, they should appear on this screen and they must be taken care of before you can register. The way to clear a hold is to pay your debt to the appropriate office where you incurred it. That office will then have the hold removed.*
4. Click on **Select Term**. In the drop-down menu, click on the term you wish to register for.
5. **Enter the Course Reference Number (CRN)** for each class you'd like to take.
6. Click **Submit Changes**. Take note of any error messages. An error will prevent you from adding a course. *If you get an error that you don't understand or have any questions about, contact the Registrar's Office.* If the status message on the right hand side of your screen says ****Web Registered**** then you are in the class.
7. Once you register, you may want to go back to the Registration link on MyWeb and print a copy of your schedule to keep for your records.

Enrollment cards for independent study, internships, and dissertation hours are available in the Graduate Outreach Office. Please contact the Program Coordinator for assistance registering for these courses.

Once registered, you will receive a bill from the Bursar's Office. The bill has instructions about payment. If you have student loans, these should show up as credits on your bill. Please contact the Bursar's Office at 303.871.4020 for questions about your account. The Financial Aid Office can assist you with loan concerns. They can be reached at 303.871.4944. Both of these offices have a lot of useful information on their websites (www.du.edu/bursar and www.du.edu/finaid).

GRADE OF INCOMPLETE POLICY

Student's Responsibility

Instructors may, at their discretion, issue the grade of "I"(Incomplete) if course requirements are not completed in a timely manner. If you receive an incomplete, it is your responsibility to complete the procedure below.

- Complete any late course requirements according to the instructor's specifications.
- Print out a removal of incomplete form from the Office of the Registrar's website: www.du.edu/registrar (under "online forms"). Fill out the top portion.
- Submit the form to the Graduate Outreach Office for processing.

Faculty's Responsibility

For faculty members who awarded any student(s) a grade of incomplete, place an "I" in the "Final Grade" column for that person.

DU Policy

Please make a note that any outstanding grade of incomplete will automatically become an "F" after one calendar year.

WITHDRAWING IN GOOD STANDING AND DEFERRING COMPLETION POLICY

- Overview*** On rare occasions, doctoral students opt to withdraw from the program or to defer completion of the program as a result of personal, health, financial, or career reasons. Procedures for each follow below.
- Withdrawing*** Students who are in good academic standing in all of their past and current course work and field experiences may be eligible to withdraw in good standing.
- Process for Withdrawing*** Students who choose to withdraw from the program must complete the following process:
- Consult the Program Director, Dr. Ellie Katz
 - Meet with your academic advisor to discuss reasons for and consequences of withdrawing from the program.
 - Fill out and turn in a University of Denver withdraw form. This form requires a signature from each instructor teaching in the quarter in which the student is withdrawing. This form may be obtained from the Office of the Registrar.
- Deferring Program Completion*** Some students opt to defer completing the Ph.D. program in a later year. To be eligible for this, a student must be in good academic standing in all her past and current course work. Those students who defer program completion may be required to repeat coursework that has been revised since his/her last enrollment in the program and/or to take additional courses or tests that have been added since his/her last enrollment in the program.
- Process for Deferring*** Interns who choose to defer completion of the Ph.D. program must complete the following process:
- Consult the Program Director, Dr. Ellie Katz
 - Meet with your academic advisor to discuss future plans to complete the program.
 - The student bears the responsibility of contacting the Ph.D. program when he/she is ready to return to the program to complete outstanding courses.

FINANCIAL AID

Students admitted to the Educational Leadership Ph.D. program receive a ½ tuition scholarship from the University of Denver and are therefore not eligible for additional grants or scholarships. Financial aid in the form of student loans is always available.

Important Information regarding student loans:

- ◆ *School code for University of Denver is 001371.*
- ◆ Fill out your FAFSA on the Internet (www.fafsa.ed.gov) *Sign and mail the signature page to avoid delays in processing!* If you choose not to do your FAFSA on the internet, FAFSA forms can be picked up at local high schools, libraries, and universities.
- ◆ You should receive a Student Aid Report (SAR) 3 to 6 weeks after sending/ mailing your FAFSA. *Review your SAR for accuracy and make corrections if necessary.*
- ◆ Once you are admitted to a qualified program at DU and your valid FAFSA information is on file with the Office of Student Financial Services, you will receive an award letter detailing your financial aid offer.

Checklist of Necessary Forms: required of all students

___ **FEDERAL APPLICATION for STUDENT AID (FAFSA).** Complete and mail in the envelope provided. *Double check for completeness and accuracy (i.e. social security number, birth date, grade level, University of Denver school code, sign and date). Incorrect information causes delays.*

___ **INSTITUTIONAL VERIFICATION FORM (IVF)** Complete and mail to DU Office of Student Financial Services.

___ **Most recent FEDERAL INCOME TAX FORMS** (Federal 1040, 1040A, 1040EZ, TELEFILE, or foreign return) Mail a signed copy of your return to DU Office of Student Financial Services. *Do not send State returns.*

For a copy of your federal tax return, call the Internal Revenue Service at 1.800.829.1040 or the phone number listed in your local directory under "US Government" and request a letter 1722.

***Exceptions:* Individuals who are not required to file a tax return or families interested in receiving *merit funds only.*

___ **Notification of any funding from outside sources including private scholarships and company reimbursements must be forwarded to the Office of Student Financial Services.**

Information on scholarships, provided by sources independent of the University, is posted in the Student Financial Services Office. Please refer to their website at www.du.edu/finaid. The libraries also have resource books for scholarships that you may want to explore.

BILLING AND ADDRESS INFORMATION

Billing Information Students will be mailed bills to their local address, unless otherwise requested. If you want to request a different address for billing, contact the Registrar's Office at www.du.edu/registrar/ as soon as possible.

The University is not responsible if payment is not made because a student did not receive a billing notice. A late payment fee may be assessed if payment is not received by the due date printed on your bill.

Address Changes If you move, change phone numbers, or add a new phone number, contact Kelly Nolin, Program Coordinator at (303) 871-2571 or by email: knolin@du.edu.

After calling the Program Coordinator, students must also change their address with the University. There are three convenient methods for changing your address:

1. Go into the Registrar's Office, University Hall, Garden Level, Room B129.
2. Electronically, via the Registrar's web site at <http://www.du.edu/registrar/>. Select address change form from the menu.
3. Fax to (303) 871-4300. Include your student number and month and day of birth—indicate which address you are changing: billing, grades, local, permanent, or parents.

Because different databases are used, students must also change their addresses at Penrose Library (303) 871-3441. Students who are recipients of financial aid must change their addresses at the Office of Student Financial Services (303) 871-4900.

DEGREE REQUIREMENTS

Doctor of Philosophy in Education

<i>Course Work Plan</i>	Complete a Course Work Plan with your advisor during your first quarter of enrollment. After it has the proper signatures, file it in the Graduate Office of the College of Education, Ammi Hyde Building Room 124. If any changes occur in your course work plan during your program, request a Change of Course Work Plan form from the Graduate Office, have your advisor approve all changes, then file it with the Graduate Office.
<i>Transfer of Credit</i>	Make a formal request on the Course Work Plan for transfer of graduate credit. Confirm with the Graduate Office that Official Transcripts are on file for institutions from which credit is to be transferred. These credits must be post M.A., cannot be over five years old when transferred, and must have a grade of "B" or better. Maximum allowable transfer of credit is 15 quarter hours.
<i>Regular Status</i>	Complete the provisional requirements and request Regular Status. No more than 15 quarter hours may be taken as a special or provisional status student.
<i>Cognate Requirement</i>	All doctoral students must complete a cognate or minor study in a field outside their major area of study. This cognate is predetermined for each cohort by the Program Director and generally consists of 15 quarter credit hours.
<i>Credit Hour Requirement</i>	Complete a minimum of 90 quarter hours of credit beyond the Master's degree with a minimum 3.0 overall grade point average. At least 75 quarter hours must be completed at the University of Denver.
<i>Residence Requirement</i>	A student must meet residence requirements by enrollment for at least six quarters.
<i>Comprehensive Examination</i>	Take and pass a comprehensive examination near or at the end of the course work. There will be a registration fee for Ph.D. Comprehensive Exam. Satisfactory completion of this exam will move the student to preliminary candidacy.

DEGREE REQUIREMENTS (CONTINUED)

***Dissertation Proposal
Approved***

The doctoral candidate will develop a dissertation proposal and present it to a committee. After approval of the dissertation proposal, each committee member will sign the approval page, which should then be filed in the Graduate Office.

***Institutional Review Board
(IRB)***

All studies and experiments involving human subjects conducted by COE faculty, staff, or students, under the auspices of the College and not under a sponsored agreement through the University, must gain prior approval from the IRB. Anyone who conducts studies without such approval may be personally responsible for liabilities that may consequently arise. The *Procedures for Research Proposal Review* packet outlines the specific steps for human subjects approval. Visit their website for more information (www.du.edu/osp/irb.html).

Final Candidacy

Students must achieve final candidacy at least one quarter prior to the quarter in which they intend to graduate. Final candidacy includes completion of all of the above requirements.

***Continuous Enrollment
Policy***

Graduate students needing to establish loan eligibility while working on the dissertation once course work and research hours are completed can apply for Graduate Enrollment Certification (GEC). There is a fee per four quarters (one year). Otherwise, graduate students who have completed course work but need to obtain an ID card to use University facilities (library, etc.) will simply pay a small processing fee to the Finance Office for the card. Please contact the Program Coordinator for assistance with Continuous Enrollment.

Dissertation

Complete the doctoral dissertation and schedule oral examination following the guidelines available in the Graduate Office. Be sure to meet all deadlines established by the Office of Graduate Studies when scheduling the oral examination and applying for graduation.

***Registration for
Graduation***

All students must apply for graduation one quarter prior to the quarter in which they intend to graduate. Applications are available in the in the Graduate Studies Office in University Hall Room 216 or online (www.du.edu/grad). During the quarter of intended graduation, students should be sure that all library fines, traffic tickets, or other encumbered charges have been paid.



University of Denver
College of Education
Doctor of Philosophy Course Work Plan
Denver Cohort (without WSEPP) 2003 - 2006

Student: _____ Concentration: Educational Administration

Address: _____

Phone #: _____ Student #: _____

COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Estimated Date of Completion	Credit Hours
A. Research Foundations			
Nature and Methodology of Education Research	QRM 4920		5
Statistical Methods in Education and Psychology	QRM 4930		5
		SUBTOTAL	10
B. Advanced Research Methods			
Statistical Applications on the Computer	QRM 4970		3
Learning Applications & Analysis	CFSP 4312		3
Design and Methods for Qualitative Research	QRM 4951		4
Survey Research and Design	QRM 4921		3
Topics in Research and Statistics	QRM 4908		5
		SUBTOTAL:	18
C. Dissertation Research			
Dissertation Planning and Design	ADMN 5993		4
Dissertation Hours	QRM 5995		15
		SUBTOTAL:	19
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Estimated Date of Completion	Credit Hours
Program Requirements			
School Reform and Current Issues	ADMN 4821		3
Curriculum, Instruction and Assessment	ADMN 4835		3
Leadership in Complex Systems	ADMN 4822		3
Seminar in Multicultural Issues	ADMN 4834		3
Entrepreneurial Leadership	ADMN 4839		3
Foundations of Education: History & Philosophy	ADMN 4827		3
Organizational Theory and Behavior	ADMN 4819		3
Improving School Culture	ADMN 4836		4
Perspectives on School District Administration	ADMN 4812		4
Educ. Leadership in a Digital Age (Optional)	ADMN 4838		(3)
		SUBTOTAL:	29

COGNATE	Course	Estimated	Credit
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	Number	Date of Completion	Hours
Introduction to Curriculum	CUI 4020		4
Teacher as Researcher	CUI 4058		4
		SUBTOTAL:	8
PRACTICUM OR INTERNSHIP (Choose One)	Course Number	Estimated Date of Completion	Credit Hours
Practicum in Curriculum and Instruction (or)	CUI 4153		6
Internship in School Administration	ADMN 4817		6
		SUBTOTAL:	6
TRANSFER CREDIT	Course Number	Estimated Date of Completion	Credit Hours

SUMMARY	Credit Hours
College of Educ/Research Requirements	47
Division/Program Area Requirements	29
Cognate	8
Practicum or Internship	6
Transfer Credit	--
TOTAL:	90

Student's Signature _____ Date: _____

Advisor's Signature _____ Date: _____

Cognate Advisor's Signature _____
Date: _____

Tentative Course Schedule
Ph.D. in Educational Administration
Denver Cohort
For students without WSEPP



Quarter	Course Title	Instructor	Hours
Summer 2003 <i>July 7, 9-3 p.m.</i>	New Cohort Orientation – Mandatory	Katz	0
<i>July 8-11 9 – 3:30 p.m.</i>	ADMN 4821: School Reform and Current Issues	Patterson	3
<i>July 14-18 1-6 p.m.</i>	CFSP 4312: Learning Application and Analysis	Tombari	3
Fall 2003	QRM 4920: Nature and Methodology of Educational Research	Katz, Tombari	5
Winter 2004	ADMN 4827: Foundations of Educational History and Philosophy	Peebles	3
	ADMN 4822: Leadership in Complex Systems	Katz	3
Spring 2004	QRM 4921: Survey Research and Design	Green/Katz	3
	CUI 4153: Practicum in Curriculum and Instruction OR ADMN 4817: Internship in School Administration	Hamner	6 OR 6
Summer 2004	ADMN 4835: Curriculum, Instruction and Assessment	Hamner, Tombari	3
	ADMN 4839: Entrepreneurial Leadership	Seeley	3
Fall 2004	QRM 4930: Statistical Methods in Education and Psychology	Tombari	5
	QRM 4970: Statistical Applications on the Computer for the Social Sciences	Tombari	3
Winter 2005	CUI 4020: Introduction to Curriculum	Hamner	4
	QRM 4951: Design and Methods for Qualitative Research	Katz	4
	ADMN 4838: Educational Leadership in a Digital Age (Optional)	Morris	(3)
Spring 2005	ADMN 4834: Seminar in Multicultural Issues	Peebles	3
	ADMN 4819: Organizational Theory and Behavior	Katz	3
Summer 2005	CUI 4058: Teacher as Researcher	Staff	4
	ADMN 4836: Improving School Culture	Katz	4
Fall 2005	QRM 4908: Topics in Research and Statistics	Tombari	5
Winter 2006	ADMN 4812: Perspectives on School District Administration	Ihrig	4
	ADMN 5993: Dissertation Planning and Design	Tombari	4
Spring 2006	QRM 5995: Dissertation Hours	-	15

Class Formats

Summer – 1-2 week intensive

Fall/Winter/Spring – 7/8 Saturdays

Total course work: 75

Dissertation hours: 15

Total Hours: 90 qtr hrs

University of Denver
College of Education
Doctor of Philosophy Course Work Plan
Denver Cohort (with WSEPP) 2003 - 2006

Student: _____ Concentration: Education Administration

Address: _____

Phone #: _____ Student #: _____

COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Estimated Date of Completion	Credit Hours
A. Research Foundations			
Nature and Methodology of Education Research	QRM 4920		5
Statistical Methods in Education and Psychology	QRM 4930		5
		SUBTOTAL	10
B. Advanced Research Methods			
Statistical Applications on the Computer	QRM 4970		3
Learning Applications & Analysis	CFSP 4312		3
Design and Methods for Qualitative Research	QRM 4951		4
Survey Research and Design	QRM 4921		3
Topics in Research and Statistics	QRM 4908		5
		SUBTOTAL:	18
C. Dissertation Research			
Dissertation Planning and Design	ADMN 5993		3
Dissertation Hours	QRM 5995		10
		SUBTOTAL:	13
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Estimated Date of Completion	Credit Hours
Program Requirements			
School Reform and Current Issues	ADMN 4821		3
Curriculum, Instruction and Assessment	ADMN 4835		3
Leadership in Complex Systems	ADMN 4822		3
Seminar in Multicultural Issues	ADMN 4834		3
Foundations of Education: History & Philosophy	ADMN 4827		3
Organizational Theory and Behavior	ADMN 4819		3
Educ. Leadership in a Digital Age (Optional)	ADMN 4838		(3)
Entrepreneurial Leadership (Optional)	ADMN 4839		(3)
		SUBTOTAL:	18-24

COGNATE	Course Number	Estimated Date of Completion	Credit Hours
Transfer of credits from WSEPP program			30
		SUBTOTAL:	30
PRACTICUM OR INTERNSHIP (Choose One)	Course Number	Estimated Date of Completion	Credit Hours
Internship in School Administration	ADMN 4817		6
		SUBTOTAL:	6
TRANSFER CREDIT	Course Number	Estimated Date of Completion	Credit Hours

SUMMARY	Credit Hours
College of Educ/Research Requirements	36
Division/Program Area Requirements	18
WSEPP Transfer	30
Internship	6
Transfer Credit	--
TOTAL:	90

Student's Signature _____ Date: _____

Advisor's Signature _____ Date: _____

Cognate Advisor's Signature _____

Date: _____

Tentative Course Schedule
Ph.D. in Educational Administration
Denver Cohort
For students with WSEPP



Quarter	Course Title	Instructor	Hours
Summer 2003 <i>July 7, 9-3 p.m.</i>	New Cohort Orientation – Mandatory	Katz	0
<i>July 8-11</i> <i>9 – 3:30 p.m.</i>	ADMN 4821: School Reform and Current Issues	Patterson	3
<i>July 14-18</i> <i>1-6 p.m.</i>	CFSP 4312: Learning application and Analysis	Tombari	3
Fall 2003	QRM 4920: Nature & Methodology of Educ. Research	Katz/Tombari	5
Winter 2004	ADMN 4827: Foundations of History and Philosophy	Peebles	3
	ADMN 4822: Leadership in Complex Systems	Katz	3
Spring 2004	QRM 4921: Survey research and Design	Green/Katz	3
	ADMN 4817: Internship in School Administration	Staff	6
Summer 2004	ADMN 4835: Curriculum, Instruction and Assessment	Hamner, Tombari	3
	ADMN 4839: Entrepreneurial Leadership (Optional)	Seeley	(3)
Fall 2004	QRM 4930: Statistical Methods in Education and Psychology	Tombari	5
	QRM 4970: Statistical Applications on the Computer for the Social Sciences	Tombari	3
Winter 2005	ADMN 4838: Educ Leadership in a Digital Age (Optional)	Morris	(3)
	QRM 4951: Design and Methods for Qualitative Research	Katz	4
Spring 2005	ADMN 4834: Seminar in Multicultural Issues	Peebles	3
	ADMN 4819: Organizational Theory and Behavior	Katz	3
Summer 2005	ADMN 5993: Dissertation Planning and Design	Tombari	3
	QRM 5995: Dissertation Hours	-	10

Class Formats

7/8 Saturdays per quarter
 (Except 1-2 week intensive courses in summers quarters)

WESPP transfer: 30
 Total course work: 50
Dissertation hours: 10
Total Hours: 90 qtr hrs

University of Denver
College of Education
Doctor of Philosophy Course Work Plan
Mountain Cohort 2003 - 2006

Student: _____ Concentration: Education Administration

Address: _____

Phone #: _____ Student #: _____

COLLEGE OF EDUCATION REQUIREMENTS	Course Number	Estimated Date of Completion	Credit Hours
A. Research Foundations			
Nature and Methodology of Education Research	QRM 4920		5
Statistical Methods in Education and Psychology	QRM 4930		5
		SUBTOTAL	10
B. Advanced Research Methods			
Statistical Applications on the Computer	QRM 4970		3
Learning Applications & Analysis	CFSP 4312		3
Design and Methods for Qualitative Research	QRM 4951		4
Survey Research and Design	QRM 4921		3
Topics in Research and Statistics	QRM 4908		5
		SUBTOTAL:	18
C. Dissertation Research			
Dissertation Planning and Design	ADMN 5993		4
Dissertation Hours	QRM 5995		15
		SUBTOTAL:	19
DIVISION/PROGRAM AREA REQUIREMENTS	Course Number	Estimated Date of Completion	Credit Hours
Program Requirements			
Curriculum, Instruction, and Assessment	ADMN 4835		3
Leadership in Complex Systems	ADMN 4822		3
Seminar in Multicultural Issues	ADMN 4834		3
Entrepreneurial Leadership	ADMN 4839		3
Foundations of Education: History & Philosophy	ADMN 4827		3
Organizational Theory and Behavior	ADMN 4819		3
Improving School Culture	ADMN 4836		4
Perspectives on School District Administration	ADMN 4812		4
Educ. Leadership in a Digital Age (Optional)	ADMN 4838		(3)
		SUBTOTAL:	29

COGNATE	Course Number	Estimated Date of Completion	Credit Hours
Introduction to Curriculum	CUI 4020		4
Teacher as Researcher	CUI 4058		4
		SUBTOTAL:	8
PRACTICUM OR INTERNSHIP (Choose One)	Course Number	Estimated Date of Completion	Credit Hours
Practicum in Curriculum and Instruction (or)	CUI 4153		6
Internship in School Administration	ADMN 4817		6
		SUBTOTAL:	6
TRANSFER CREDIT	Course Number	Estimated Date of Completion	Credit Hours

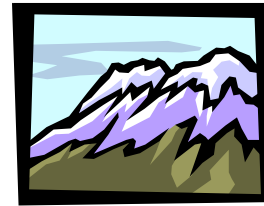
SUMMARY	Credit Hours
College of Educ/Research Requirements	47
Division/Program Area Requirements	29
Cognate	8
Practicum or Internship	6
Transfer Credit	--
TOTAL:	90

Student's Signature _____ Date: _____

Advisor's Signature _____ Date: _____

Cognate Advisor's Signature _____
Date: _____

Tentative Course Schedule
Ph.D. in Educational Administration
With a Specialization in Leadership and Curriculum
Mountain Cohort



Quarter	Course Title	Instructor	Credit
Summer 2003 <i>July 7, 9-3 p.m.</i>	New Cohort Orientation – Mandatory <i>In Denver</i>	Katz	0
<i>July 8-11 9 – 3:30 p.m.</i>	ADMN 4821: School Reform and Current Issues <i>In Denver</i>	Patterson	3
<i>July 14-18 1-6 p.m.</i>	CFSP 4312: Learning Application and Analysis <i>In Denver</i>	Tombari	3
Fall 2003	QRM 4920: Nature and Methodology of Educational Research	Katz, Tombari	5
Winter 2004	ADMN 4835: Curriculum, Instruction, & Assessment	Hamner, Tombari	3
	ADMN 4822: Leadership in Complex Systems	Katz	3
Spring 2004	QRM 4921: Survey Research and Design	Green/Katz	3
	CUI 4153: Practicum in Curriculum and Instruction OR ADMN 4817: Internship in School Administration	Hamner	6 OR 6
Summer 2004	ADMN 4827: Foundations of Education History and Philosophy	Peebles	3
	ADMN 4839: Entrepreneurial Leadership	Seeley	3
Fall 2004	QRM 4930: Statistical Methods in Education and Psychology	Tombari	5
	QRM 4970: Statistical Applications on the Computer for the Social Sciences	Tombari	3
Winter 2005	CUI 4020: Introduction to Curriculum	Hamner	4
	QRM 4951: Design and Methods for Qualitative Research	Katz	4
	ADMN 4838: Educational Leadership in a Digital Age (Optional)	Morris	(3)
Spring 2005	ADMN 4834: Seminar in Multicultural Issues	Peebles	3
	ADMN 4819: Organizational Theory and Behavior	Katz	3
Summer 2005	CUI 4058: Teacher as Researcher	Staff	4
	ADMN 4836: Improving School Culture	Katz	4
Fall 2005	QRM 4908: Topics in Research and Statistics	Tombari	5
Winter 2006	ADMN 4812: Perspectives on School District Administration	Ihrig	4
	ADMN 5993: Dissertation Planning and Design	Tombari	4
Spring 2006	QRM 5995: Dissertation Hours	-	15

Class Formats

Summer – 1-2 week intensive in Denver
 Fall – 7 Saturdays
 Winter/Spring – 2 weekends per course
 (Sat & Sun)

Total course work: 75
Dissertation hours: 15
Total Hours: 90 qtr hrs

THE COMPREHENSIVE EXAMINATION



Doctoral Comprehensive Exam

Demonstrates knowledge and skill in a student's area of concentration. To be taken during the final quarter of course work.

Exam Schedule

Comprehensive exams are offered only during Spring, Summer, and Fall quarters. No comprehensive exams are offered during Winter quarter.

The doctoral comprehensive exam is held over two days—Friday and Saturday, 8:30 a.m.-1:30 p.m.—for a total of ten hours. Please check with the College of Education's Graduate Office for the exact date of your exam.

Exam Registration Deadlines and Procedures

January 5 – Spring Comprehensive Exam
April 1 – Summer Comprehensive Exam
July 1 – Fall Comprehensive Exam

You must register for exams in the Graduate Office of the College of Education, Ammi Hyde Building Room 124. At the time you register, your file will be checked to ensure that the Graduate Office has a correct record of your progress toward your degree. *A fee will be charged for all Doctoral Comprehensive (2-day) Exams.*

It is *your responsibility* to register for the exams when you want to take them. Once you are registered, the Graduate Office will inform you of the time and location for you to take your exam.

THE COMPREHENSIVE EXAMINATION (CONTINUED)

Evaluation of Exams

Comprehensive examinations are prepared and evaluated by faculty in the student's concentration. Unless otherwise indicated, readers of examinations consider the following criteria in their evaluations:

- (a) degree of intellectual power shown
- (b) evidence of background of factual information
- (c) extent to which discussion was directed to the essential points
- (d) ability to express in clear and concise language.

Written examinations are assigned a code number and graded by at least two readers who must agree on the score. If the readers are unable to agree on a score, an additional reader is assigned by the Assistant Dean of the College of Education. The additional reader scores the examination without knowing the scores given by the primary readers, and the majority score is finally assigned to the exam. Students may appeal exam evaluations using the Appeal Procedure for Graduate Student Grievances (copy available in the Graduate Education Office).

Examination Scores

The following scoring categories are utilized to grade exams:

- ✓ Honors
- ✓ Pass
- ✓ Conditional Pass
- ✓ Fail

Notification of Exam Results

You will be notified in writing of the results of your examination. It takes approximately 4-6 weeks for the exams to be scored and the results to be sent.

Questions About Exams

Any questions regarding the written exam process should be directed to the Graduate Office of the College of Education, Ammi Hyde Building, Room 124 (303-871-2509). Any questions regarding the nature of content of exams or how to prepare for them should be directed to your advisor.



PREPARATION FOR COMPREHENSIVE EXAMINATION

Purpose

The purpose of the Ph.D. comprehensive examination is to allow students to demonstrate ability to integrate the information and knowledge of educational administration theory and practice (including basic research design and methods) acquired during the degree program.

Format

The test will be taken over a two-day time period with a different set of questions for each day. You are expected to organize your writing to give equal time to each question and to include time to proofread your answers. There will be some choice among questions.

Criteria

- ***Accuracy in addressing the questions***
Answer the questions asked without omitting parts and without answering questions that were not asked.
- ***Skill in defining issues***
Each of the questions presented will relate to a particular problem area in education. In order to give focus to your response you must be able to identify the particular issue or issues you are addressing (Caution: A topic such as finance is not an issue. However, certain propositions or statements about methods of financing institutions and about which differences of opinion are expressed may constitute issues. Issues are embodied in statements about which persons are prepared to take different positions.)
- ***Clarity in stating your position***
While few questions can be answered by a simple yes or no as an administrator or teacher involved in policy-making you are often required to take what seems to be the best and or most responsible position in terms of the evidence you have available at that time. In writing your responses during the examination, ask yourself if a reader is able to identify clearly and directly the point of view you are developing.
- ***Competence in applying information***
To take a position on an issue is more than to repeat your own biases. You need to provide evidence in the form of bibliographic references, specific data, and quotations (direct or indirect) from authorities to substantiate the points you make. As a scholar in the field you are expected to be able to demonstrate that your opinions are well-informed.
- ***Clarity in writing***
At this level of study you should be able to express yourself in clear and direct prose. Are you developing your responses logically and coherently? Poorly stated and illogically presented responses obscure rather than illuminate. Can a reader follow the structure of your argument? Do you use correct grammar construction and form?
- ***Overall adequacy***
Do you address the issues, reveal insight into problems, and document your position adequately?

EXAMPLES OF PREVIOUS COMPREHENSIVE EXAMINATION QUESTIONS

- Discuss what American educators mean when they call for equal educational opportunity. In your opinion, is it possible or desirable for our society to provide equal educational opportunities to all students?
- Describe the procedures you would follow if you were responsible for planning and implementing a change in the curriculum. You may select the grade level(s) and subject field(s).
- Many professional educators hold that public education is a reactive institution. What is your position on this issue? Give examples to support your view.
- Synthesize and analyze what you have learned thus far in graduate studies. How do the ideas and theories and research methods you learned contribute (or not contribute) to your professional and intellectual life?
- Why do you think some works of administrative theory are generally regarded as more important than others? Is it because of the intrinsic qualities of the works or does it reflect the fit between the works and our shared values, or is there some other reason?



DOCTORAL DISSERTATION POLICIES

Dissertation credits are reserved for work on the dissertation, which generally occurs after a student has finished all required courses and has successfully completed the required comprehensive exam. In some cases, however, a student might be under the direct supervision of a faculty member and begin preliminary work on the dissertation. A student may register for dissertation credits before completing and passing the comprehensive exam under the following conditions: 1) if the student's Dissertation Advisor agrees to work directly with the student on a regular basis throughout the quarter in which the student is registering for dissertation credit; and 2) if the student is prepared and able to dedicate substantial work to dissertation planning and preparation.

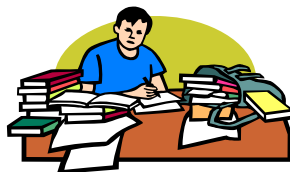
To conduct preliminary dissertation work, the student must have the support of the dissertation advisor. The dissertation credit form can be obtained from the Graduate Outreach Office, where the eligibility for credit will be verified prior to obtaining the faculty advisor's required signature. **The student must register for dissertation credits during the first week of class of the quarter in which the work will be conducted.**

The policy regarding preliminary dissertation work is as follows:

A student may register for no more than 50% of the minimum number of dissertation credits required by his/her program prior to the completion of all course work and comprehensive exams. Dissertation credit, as with any credits, will not be refunded if the student does not successfully complete his/her dissertation, other required courses, or comprehensive exam.

Once the student has successfully completed all required courses and the required comprehensive exam, a student must register for dissertation credits. The faculty support students in the dissertation process by providing advising during this phase of the Ph.D. It is the expectation of the faculty that each student will successfully complete the required dissertation with quality work. In order to encourage the completion of the dissertation, the policy requiring continuous enrollment is as follows:

A student is required to remain continuously registered for dissertation credit at the minimum rate of one credit per quarter (Academic Year of Fall, Winter, and Spring quarters), until the student has completed the necessary number of dissertation hours required by the student's program AND a successful dissertation defense has occurred.



PROCEDURES FOR APPROVAL AND COMPLETION OF THE DOCTORAL DISSERTATION

The following are recommended steps to take toward completing and defending your doctoral dissertation. There is a publication that explains in detail the College's and the University's proper procedures and policies. You can download the most recent version of *Doctoral Dissertation Instructions* from the Office of Graduate Studies website (www.du.edu/grad).

Select Topic, Chairperson, and Committee Members

Please refer to the *Doctoral Dissertation Instructions* publication.

Write Dissertation Proposal

The doctoral student, with the guidance of his or her advisor, composes the proposal for the dissertation study. The proposal shall include a statement of the problem, a sufficient review of the literature, and a detailed discussion of methodology. Students are expected to have an understanding of the skills necessary for the completion of the study. Students may employ clerical assistance in writing their proposal, but are expected to demonstrate a thorough understanding of the methods used in their work and must be able to defend the choices they have made.

Defend Dissertation Proposal

The student must coordinate schedules of committee members and reserve a room for the proposal defense. At least three of the four committee members must attend the defense, which typically takes no more than two hours. After tentative approval of the dissertation proposal, the committee members will sign the approval page. The approval page should then be filed in the College of Education Graduate Office, Ammi Hyde Building Room 124.

Institutional Review Board (IRB)

The doctoral candidate should obtain an Institutional Review Board Review Application and a Procedures Guideline from the Office of Sponsored Programs. Formal approval needs to be obtained from the committee prior to any involvement of human participants in the research. Formal approval will be withheld until all committee concerns have been addressed satisfactorily. The review committee's letter of approval should be included as an appendix to the completed dissertation text.

PROCEDURES FOR APPROVAL AND COMPLETION OF THE DOCTORAL DISSERTATION (CONTINUED)

Write the Dissertation

The doctoral candidate will complete the study, conferring with the advisor(s) as needed. If there are changes in the design during the execution of the study, the student must approve alterations with the committee members and submit an addendum to the Review Board for approval. If the study is no longer feasible, a new proposal may need to be submitted.

Graduate students are expected to have an understanding of the writing skills, statistics, computer skills, languages, and research tools necessary for the completion of the study. Students may use assistance for clerical tasks and proofreading, but are expected to demonstrate a thorough understanding of the methods used in their work and must be able to defend the choices they have made.

Students must follow the University of Denver's *Doctoral Dissertation Instructions*, available through the Office of Graduate Studies, University Hall Room 216 (or online at www.du.edu/grad). This book lists requirements for the format of your dissertation, including such things as margins, spacing, page numbering, and the abstract.

The student must also select a style manual and use this one style consistently. (APA is most commonly used in the College of Education)

A final draft of the dissertation must be reviewed and approved by the advisor(s) before the oral examination can be scheduled. All committee members must have a final copy of the dissertation two weeks before the oral examination.



PROCEDURES FOR APPROVAL AND COMPLETION OF THE DOCTORAL DISSERTATION (CONTINUED)

Select Outside Chairperson and Schedule Oral Defense

Having cleared the date and time with all members of the orals committee, the doctoral candidate shall submit to the Graduate Office of the College of Education and to the Graduate Dean's Office a schedule of the oral examination. The oral examination schedule form is available in the Graduate Office.

In order for a student to have the possibility of graduating in a particular quarter, the oral examination must be held no later than two weeks prior to the end of the quarter. *All committee members must have a final copy of the dissertation two weeks before the oral examination.*

The defense normally takes about two hours. First, the student gives an oral presentation (approximately 20 minutes) of his or her study. The remainder of the time, committee members may ask questions or make recommendations about the content of the dissertation. After discussion, in the absence of the doctoral student, the committee members vote on the rating to apply. (The outside chair does not vote.) Ratings include Pass with no revisions, Pass with minor revisions, Pass with major revisions, or Fail.

Final Checklist Prior to Graduation



- ___ Make revisions, as necessary, to the dissertation and verify with advisor for final approval.
- ___ Print out required copies for the Office of Graduate Studies, then have your advisor sign the approval page. Final changes in the manuscript must meet all University specifications and deadlines. A schedule of deadlines for each quarter is available in the Graduate Dean's Office.
- ___ Check with the College of Education Graduate Office, Ammi Hyde Building Room 124, to verify that all records are current and complete.
- ___ Confirm with the University Office of Graduate Studies in University Hall Room 216 that all your required paperwork is complete and up-to-date. They will have information regarding cap and gowns, announcements, and the date and time of your graduation ceremony.

THE DOCTRINE OF FAIRNESS

It is the intent of the College of Education and its dissertation committee to make doctoral study a productive and successful learning experience. It is also the intent to treat doctoral students fairly in this process. As such, exceptions may be made in these procedures to accommodate unusual situations that may arise (e.g., replacing committee members due to conflict or resignation). The Dean of the College of Education may grant exceptions to these procedures after being petitioned by the doctoral candidate. If, after a decision by the Dean, the candidate wishes further appeal, he or she should use the existing Appeals procedures found in the Office of Graduate Studies.

GRADUATION INFORMATION



Continuous Enrollment

Graduate students who have finished with course work but are still working on a dissertation must fill out a Graduate Enrollment Certification (GEC) form in order to defer loans, to maintain loan or insurance eligibility, and to continue use of University facilities (e.g., library, computer labs). There is a fee for a four-quarter period of time. Forms are available in the Graduate Outreach Office. Contact the Program Coordinator for assistance.

Applying for Graduation

Graduation ceremonies are held twice a year, after the Spring and Summer Quarters, on the University of Denver main. No tickets are necessary, as they are open to the public.

- An application for graduation must be filed in the Office of Graduate Studies, University Hall Room 216, one quarter preceding the quarter in which the degree is to be awarded. Failure to file this application will automatically delay the date of graduation to a subsequent quarter. If you do not plan to participate in the graduation ceremonies, please notify the Office of Graduate Studies with the directions for mailing your diploma. Please see the Graduate Studies website for specific deadlines (www.du.edu/grad).
- The Office of Graduate Studies will have information about ordering graduation announcements and a cap and gown.
- Remember to pay fees for library fines, traffic tickets, or other encumbered charges with the University of Denver.
- Contact the Placement Office in the Driscoll University Center regarding possible employment opportunities and information.
- The University of Denver has an Alumni Relations office. Please call 303.871.2701 for details.
- For College of Education Alumni information, call 303.871.3650.

Transcripts

Official transcripts are available through the University of Denver Registrar's Office in University Hall Room B108. Call 303-871-3159 for a recording which gives you instructions on how to order transcripts, or call the Transcript Desk at 303-871-4986 or 303-871-4985 for further information. Also, check out the Registrar's home page at www.du.edu/registrar.

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 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 4822 Leadership in Complex Systems

Roles, responsibilities and behaviors of successful leaders in complex systems; development of understanding and skills that can be used in dealing with many complex issues that face school administrators of the 21st century; functioning effectively in a complex environment where leadership is an interaction between leader, followers and situation and where power and influence affect leader-follower relationships. 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

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 5991 Independent Study

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

ADMN 5993 Dissertation Planning and Design

Individualized assistance in developing the dissertation topic, issue, problem; guidance in preparation for proposal orals and application to the Human Subjects Board (IRB), direction for dissertation chapter organization, writing and completion. This seminar is targeted for the student who needs support in completing the dissertation after an extended period away from the project. 2-5 qtr. hrs.

ADMN 5995 Dissertation Research

Normally includes minimum of 10 qtr. hrs. arr.

CUI 4020 Introduction to Curriculum

Introduces curriculum theory and curriculum as a field of study; includes study of scholars such as John Dewey, Eleanor Duckworth and Elliot Eisner, among others. 3-4 qtr. hrs.

CUI 4058 Teacher as Researcher

Emerging philosophical and methodological issues that arise when school practitioners undertake research within their own sites; range of research traditions including quantitative, statistical research and qualitative methodologies; mastering relevant skills and accessing resources for students to be better prepared to conduct their own inquiries and understand and solve problems. 3 qtr. hrs.

CUI 4153 Practicum in Curriculum and Instruction

Designed to fit the educational needs of the individual student who may choose from a wide variety of practicum (internship) experiences, including teaching, curriculum development, museum internships or research projects in curriculum and instruction. 2.5 qtr. hrs.

CFSP 4312 Learning Application and Analysis

This course will examine a range of learning theories from the 19th to the 21st century. Students will apply these theories to case studies and fieldwork relating to infants, toddlers, preschoolers, and school-age children with and without disabilities. Students will work in teams each week to analyze and solve problems relating to learning and behavior. Families will be involved in the final sessions of the class, presenting actual learning and behavior issues with their children. The student teams will work together to investigate the issues presented and write alternative learning plans for the families. 3 qtr. hrs.

QRM 4908 Topics in Research Design

Topics vary by quarter, but may include new innovations in quantitative research design, best practices in single-subject design and analysis, or best practices in the analysis of change. 3 qtr. hrs.

QRM 4920 Nature and Methodology of Educational Research

This is the introductory course on research methods for all Ph.D. students in the College of Education. Included are discussions of identification and development of problems for research; introduction to basic quantitative and qualitative methods of conducting research in educational and human service settings; and critical review of experimental, survey, case study, educational, historical, ethnographic, and criticism methods. 5 qtr. hrs.

QRM 4921 Survey Design and Analysis

This course examines survey techniques, needs assessments, item construction, sampling, maximizing response rates, and data analysis for large-scale research surveys. Actual construction and data analysis of a survey is required of all students. Prerequisites: QRM 4920, 4930. 3 qtr. hrs.

QRM 4930 Statistical Methods in Education and Psychology

This is the beginning statistics course and examines use and interpretation of statistics in educational and human services research, including descriptive and inferential techniques. 5 qtr. hrs.

QRM 4951 Design and Methods for Qualitative Research

This course emphasizes the theoretical and conceptual bases of qualitative research methods in education and the social sciences. Effective methodologies for naturalistic studies, ethnographies and case studies are examined. Additionally, discussion of interview techniques, participant and non-participant observation, and collection of documentary materials are discussed. Techniques for analysis and writing of research results, combined with implications for using other techniques to augment results, and attention to development of overall design of qualitative research are provided. 3 qtr. hrs.

QRM 4970 Statistical Applications on the Computer for the Social Sciences

This course focuses on use of SPSS software and other appropriate software programs in the analysis of quantitative data. Prerequisites: QRM 4920, 4930. 3 qtr. hrs.

GENERAL INFORMATION

Important Phone Numbers and Locations

<i>DU Bookstore</i>	303-871-3251 (800) 289-3848 www.dubookstore.com Driscoll University Center South
<i>Career Center</i>	303-871-2150 www.du.edu/career Driscoll Center South #46
<i>Student Financial Services</i>	303-871-4900 www.du.edu/sfs University Hall, Suite 223
<i>Health Services</i>	303-871-2205 www.du.edu/healthservice Ritchie Sports and Wellness Center 2240 E. Buchtel Blvd.
<i>Insurance</i>	303-871-4136
<i>Pioneer Card Office</i>	303-871-4545 www.du.edu/pioneercard Driscoll University Center South
<i>Registrar's Office</i>	303-871-2284 www.du.edu/registrar University Hall, Room B133
<i>Ritchie Sports and Wellness Center</i>	303-871-3845 www.edu/RitchieCenter
<i>Campus Safety</i>	303-871-2139 www.du.edu/campus-safety 2400 South Gaylord Street



<i>Technology Services</i>	303-871-4700 www.du.edu/directory/technology.html
<i>International Student Office</i>	The International House 220 S. Josephine, Room 103 303-871-4912 Call to make an appointment.
<i>Computer Labs</i>	Penrose Library 2150 E. Evans Ave. 303-871-3441 or 303-871-4889 Ammi Hyde Computer Lab, Room 214, www.du.edu/education/labhours.html
<i>Email Questions</i>	303-871-4700 www.du.edu/directory/technology.html
<i>Parking Services</i>	303-871-3210 www.du.edu/campus-safety/parking/parking.html
<i>Building Abbreviations</i>	www.du.edu/maps

College of Education

**Doctor of Philosophy
Educational Administration**

STUDENT HANDBOOK CONTRACT

I, _____ have received Educational Administration

Student Handbook for the year _____ .

I understand that I am responsible for knowing all the information contained in this handbook and I affirm that I will abide by the policies and rules stated therein.

This is a living document; thus, throughout the year, material may be added or modified.

Name _____ Date _____

